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Graduate destinations and experience

Evaluation of the SEDA Victoria Sports Program

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PROGRAM

JANUARY 2017

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Acknowledgements

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About

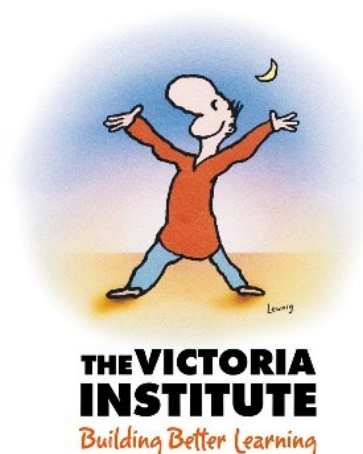
The Victoria Institute

The Victoria Institute is a research unit with a focus on inclusive education. We work collaboratively with a range of government departments, policy makers, philanthropic organisations and community groups to improve educational experiences and outcomes for all.

Well placed within Victoria University, The Victoria Institute has social justice as a key focus. Our targeted research program aims to build better learning and greater participation and success for students from diverse and disadvantaged backgrounds as well as those who are disengaged or excluded. This includes those young people enrolled in innovative programs such as SEDA, which is the focus of this report.

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Abbreviations

ABS	Australian Bureau of Statistics
ACE	Adult and Community Education providers
ACER	Australian Council for Education Research
ACSF	Australian Core Skills Framework
PAT	Progressive Achievement Test
RTO	Registered Training Organisation
SEIFA	Socio-economic indexes for areas
TAFE	Technical and Further Education
TPP	Talented Player Program
VCAL	Victorian Certificate of Applied Learning
VCE	Victorian Certificate of Education

Executive Summary

Background

SEDA is a non-school provider of senior secondary and vocational qualifications for young people who prefer a more applied way of learning than what schools traditionally offer. This report focuses on the largest component of SEDA's operations: its sport-based program in Victoria. In addition, SEDA offers creative arts- and construction-based programs, and also operates in Western Australia and the Northern Territory.

The SEDA program offers three years: a Year 11 equivalent (Program 1); a Year 12 equivalent (Program 2); and a third Diploma year, that acts as a transition to university course (Program 3). Students may graduate at the end of Program 2 or after completing Program 3. SEDA focuses on practical hands on learning and 'classrooms' for the sports based program are generally located at a sporting facility.

This evaluation report was commissioned to provide an analysis of data supplied by SEDA, focusing specifically on 569 Program 2 (P2) and Program 3 (P3) completers who graduated from the SEDA Sports Victoria program at the end of 2014. This was supplemented by interviews with nine selected graduates to provide more insight into the experiences that form part of and lead to their destinations.

The 2014 data set includes:

- One-third P2 graduates and two-thirds P3 graduates
- Just under four-fifth males and just over one-fifth females
- Eight students who identified as Aboriginal, an under-representation compared to Victoria overall
- Just under three-quarters of students from greater Melbourne and just over one-quarter of students from regional Victoria, plus two students whose home address was interstate.
- Two-thirds from government high schools, an over-representation compared to Victoria overall
- Almost a quarter whose literacy was below the expected level at the start of both P2 and P3
- A largely similar breakdown in socio-economic quintiles as the overall Australian population, except slightly fewer in quintile 5 (i.e. most advantaged) and slightly more in quintile 2.
- Just over a quarter whose numeracy was below the expected level at the start of P2 and over half for the start of P3.

Destinations

The SEDA data set included information about destinations 3 months and 6 months after graduation. The recorded destination changed between these time points for 17% of Program 2 and 14% of Program 3 graduates.

The findings in the report focus on the 6-months destination data. At this point:

- Overall, 82% of P2 graduates and 83% of P3 graduates were in education, training or employment
- 42% of P2 graduates and 28% of P3 graduates were employed
- 18% of P2 graduates and 5% of P3 graduates were in training (i.e. apprenticeships and traineeships)
- 23% of P2 graduates were in an education course, mostly in VET but, unexpectedly, 5 P2 graduates were enrolled in university degrees
- Popular courses for P2 graduates were in sport (including combined with business) (N=13, 32.5%), health (N=8) and business/management (N=5)
- 49% of P3 graduates were in an education course, mostly at university
- Popular courses for P3 graduates were in sport (including combined, e.g. with business or education) (N=119, 66%) and teacher education (N=25)
- 3% of P2 graduates and 10% of P3 graduates had deferred from study in a course
- 10% of P2 graduates and 15% of P3 graduates were unemployed and seeking work

Within these broad figures, there are some complexities and subtle differences, as discussed in relation to particular details and through the experiences of interviewed graduates throughout the report. Overall, however, the picture emerges of largely positive outcomes in terms of graduates transitioning to further education, training or employment at 6 months.

Specific cohorts

Some distinctions emerged based on background characteristics, and some groups were of interest to explore in some more depth.

Female graduates:

- 20% of P2 graduates and 23% of P3 graduates were female
- In P2, it was more common for females to be in regional SEDA classrooms (34%) than for males (19%). In P3 there was no such difference.
- Female graduates from P2 were relatively more often employed (53% versus 42% for P2 overall) or in an education course (34%, versus 23%)
- Female graduates from P3 were relatively more often employed or in a trainee/apprenticeship (27.6% versus 42% for P2 overall) or in an education course (34%, versus 23%)
- Female graduates from P3 were equally often in an education course (49% for females and for P3 overall), less often employed (28%, versus 33%) and more often had deferred study (14%, versus 10%)

Aboriginal graduates:

- Five P2 graduates (2.7%) and three P3 graduates identified as Aboriginal
- 62.5% of Aboriginal graduates were in regional SEDA programs, compared to 23% across all graduates

Graduates from Talented Player Programs (TPP)

- 13% of P2 graduates and 9% of P3 graduates had been in a TPP classroom
- TPP graduates from P2 were relatively more often in an education course (36%, versus 23% for P2 overall) and less often employed (28%, versus 42%)
- TPP graduates who were studying were equally often in a sport-related course (P2: 30% for TPP and 33% overall; P3: 68% for TPP and 67% overall)

Graduates from regional Victoria:

- 25% of P2 graduates and 28% of P3 graduates were from regional Victoria
- Regional P2 graduates were relatively more often employed (53%, versus 42% for P2 overall) and less often in an education course (19%, versus 23%)
- Regional P3 graduates were equally often employed (32%, versus 33% for P3 overall) and slightly less often in an education course (44%, versus 49%)

Graduates from the lowest SES areas:

- Based on residential postcode, 22% of all graduates were in the highest SES quintile (versus 28% of the Australian population) and 35% were in the lowest two quintiles (versus 31%)
- 57% of regional graduates were in the lowest two SES quintiles, versus 36% of outer metropolitan and 13% of metropolitan graduates
- For P2 graduates there were no major differences in destinations, between graduates from lower SES areas and the other graduates.
- For P3 graduates, a higher percentage of the graduates from the lowest SES areas were engaged in study, specifically in university study (47%, versus 38%).

Concluding thoughts

Overall, the findings demonstrate that most graduates from both Program 2 and Program 3 have positive outcomes from and positive experiences in their senior secondary education through SEDA, with about four-fifths in Employment, Education or Training at the 6 month data collection point. The others had deferred their study (more common for P3), were unemployed (more common for P2) or their destination was unknown.

To support SEDA's quest for continuous improvement, the report provides some suggestions for the program itself as well as for the ongoing destination data collection by SEDA.

1 Introduction

1.1 SEDA

SEDA is a provider of senior secondary and vocational qualifications for young people who prefer a more applied way of learning than what schools traditionally offer. Starting with a pilot program with 17 students in Melbourne in 2007 (SEDA, 2014a), SEDA is now registered as a non-school provider of senior secondary education in Victoria, Western Australia and the Northern Territory. Currently around 1600 young people complete their Senior Secondary and / or Vocational qualifications with SEDA each year. Initially focusing specifically on sports, SEDA has since expanded to both creative arts and construction. The program aims to help young people who may not have otherwise completed their schooling to transition successfully to work or further study (SEDA, 2014a, Te Riele, Plows & Bottrell, 2014).

SEDA focuses on practical hands on learning, with a range of industry based learning experiences. Rather than a regular school environment, students' learning base is a 'classroom' that is based in the community. For the sports based program, these classrooms are generally located at a sporting facility that SEDA has partnered with, for instance in the clubrooms at a football ground, or at a sports centre. Programs relate to a specific sport, e.g. cricket or netball, as a Sport Development Program (SDP). In addition, some Talented Player Programs (TPP) are more intensely focused on promising athletes in soccer or cricket.

The SEDA program offers three years of programs: a Year 11 equivalent (Program 1); a Year 12 equivalent (Program 2); and a third Diploma year, that acts as a transition to university course (Program 3). Students can exit SEDA at the end of Program 2 with a VCALSEN001 (Victorian Certificate of Applied Learning [Senior]) and a Certificate IV in Community Recreation (SIS40 1 1 3). Students may also choose to continue to Program 3, and graduate with the following qualifications: a Diploma of Sport Development; a Certificate IV in Tertiary Preparation; and optionally a Certificate IV in Fitness. SEDA has agreements with a number of universities who offer SEDA graduates "a variety of pathway options and the possibility of a guaranteed position in a nominated tertiary course" (SEDA 2014b). In Victoria those universities include Victoria University, La Trobe University and Federation University.

1.2 The Evaluation

The initial brief from SEDA was to conduct an independent evaluation of the SEDA program, with a focus on establishing whether (and if so, how) students are 'better off' completing their schooling and vocational studies through SEDA. The scope of the evaluation was subsequently reduced to an analysis of student data supplied by SEDA, focusing specifically on Program 2 and 3 completers who left the SEDA Sports Victoria program at the end of 2014. The data supplied included: demographics; previous school; literacy and numeracy test results; and three- and six-month destination data. The analysis of student data was supplemented by interviews with nine graduates. These graduates were selected to represent a range of destinations and demographics, to enable narrative discussion and examples to accompany the analysis of student data.

1.3 The Student Graduate Cohorts

The student graduate data analysed for this report is from two cohorts of students who graduated and exited SEDA in December 2014.

The **first cohort** consists of young people who graduated from the Victorian SEDA Sports Program 2 (P2) and exited - that is, they did not go on to SEDA Program 3. This cohort consisted of 188 students, enrolled in 48 SEDA classrooms, located in 41 locations around greater Melbourne and regional Victoria.

Note on use of terms

Throughout this report, when we refer to P2 graduates, we are referring only to the P2 graduates who exited SEDA after P2 and did not continue to P3. For P3 graduates, this is more straightforward, because all P3 graduates exit SEDA at the completion of the year.

Data interpretation note

A general caution about interpreting any data about the P2 graduates. When looking at data relating to P2 graduates, bear in mind that this is not data relating to the whole P2 cohort, but only relating to those who graduated and chose to exit SEDA after P2, and not go on to P3.

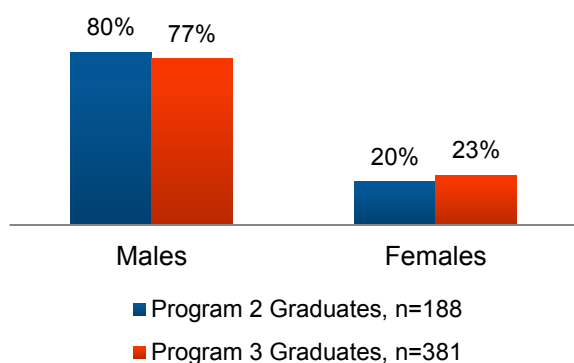
The **second cohort** consists of young people who graduated from the Victorian SEDA Sports Program 3 (P3). This second cohort consisted of 381 students, enrolled in SEDA classrooms in 21 locations around greater Melbourne and regional Victoria.

The **interviews** with nine selected graduates took place approximately 18 months after their graduation, providing both a more longitudinal and a more detailed insight into their experiences.

1.3.1 Demographic Overview

Gender Females comprised 20% of P2 graduates who exited (i.e. people who graduated but did not go on to P3). Of graduates from P3, the percentage of females was slightly higher, at 23%.

Figure 1: Gender distribution of graduates



Age For students who exited SEDA after graduating from P2, around half of the students were 17 years old at the end of the year (31st December 2014), a quarter were 18 years old, and another quarter 19 years old. Given that almost half of the P2 graduates were 17 years old at the end of the year, one might have expected a similar percentage of P3 graduates to be 18 years old at the end of the year. Interestingly however, the majority of students who graduated from P3 were 19 years old (76%), rather than 18 years old (only 15%), at the end of the year. Given that we are only analysing data from one year of SEDA graduates, we do not know if this is an anomaly, or if people who go on to graduate from P3 tend to be older, than those who exit SEDA after graduating from P2.

Figure 2: Age at graduation, P2 graduates (n=188)

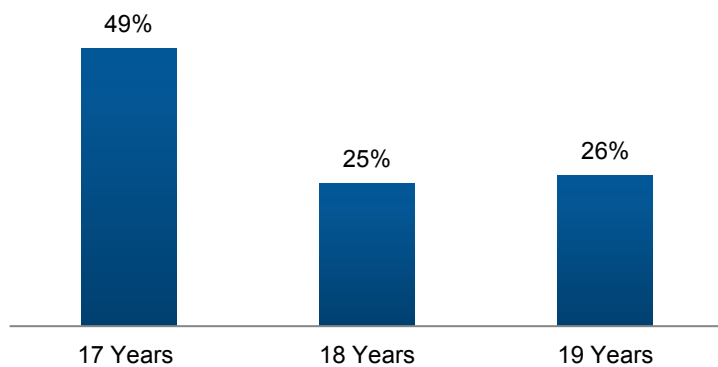
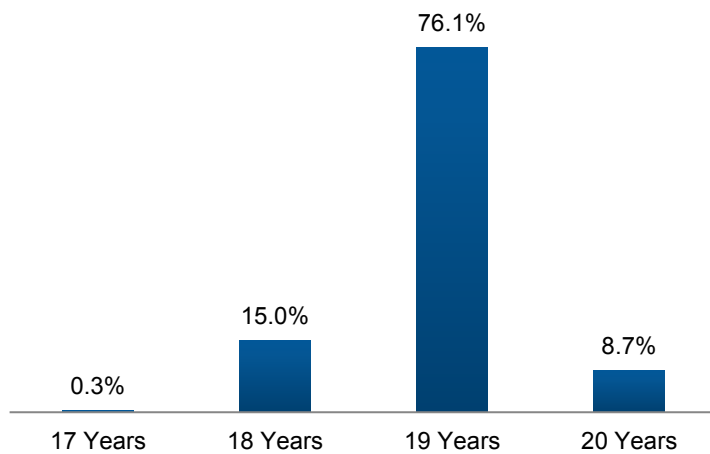


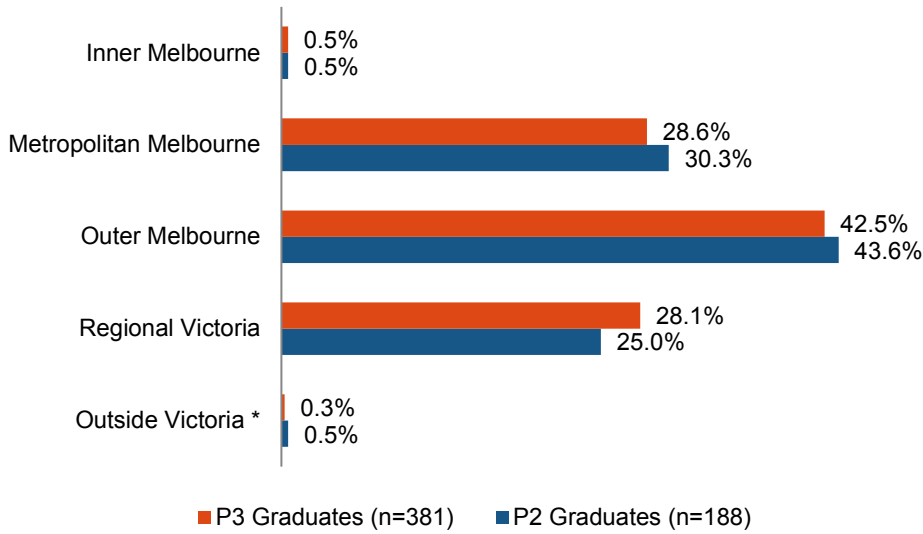
Figure 3: Age at graduation, P3 graduates (n=381)



Aboriginal graduates In the 2011 census count, 6.9% of Victorians identified as Aboriginal or Torres Strait Islander. Of the SEDA students who exited and graduated at the end of P2, five (3%) identified as Aboriginal, and of the SEDA students who graduated at the end of P3, three (1%) identified as Aboriginal.

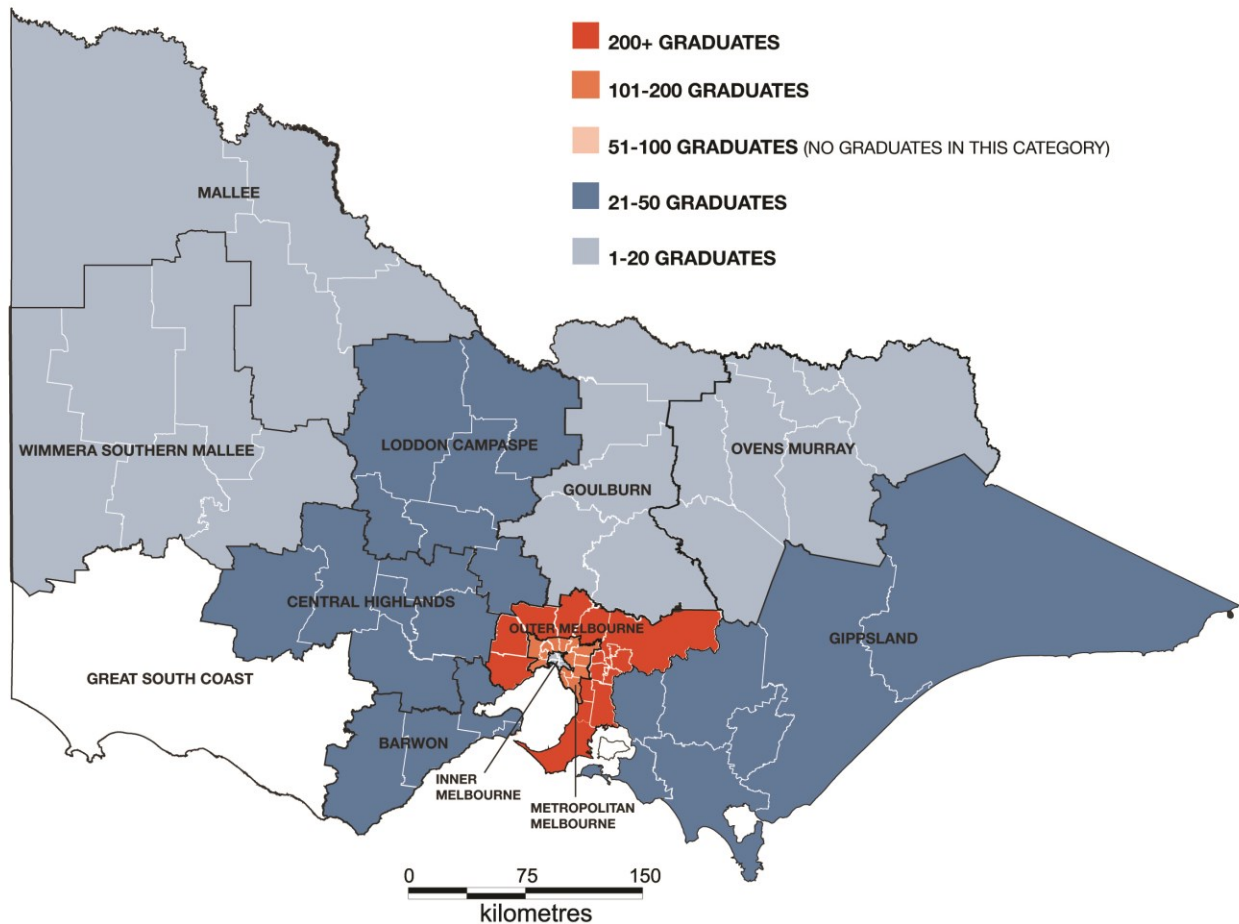
Residential area The spread of SEDA students across different parts of Melbourne and Victoria, was similar for those who graduated and exited after P2, and for those who graduated from P3. The greatest number of graduates resided in outer Melbourne suburbs, with very few residing in inner Melbourne suburbs.

Figure 4: Residential area of graduates



*Graduates from Outside Victoria: One graduate had a listed residential address in Darwin, and one graduate had residential addresses in regional NSW close to Victoria.

Figure 5: Map of residential location¹ of graduates (n=569)



¹ Two graduates who had their listed residential addresses outside of Victoria are not included on this map.

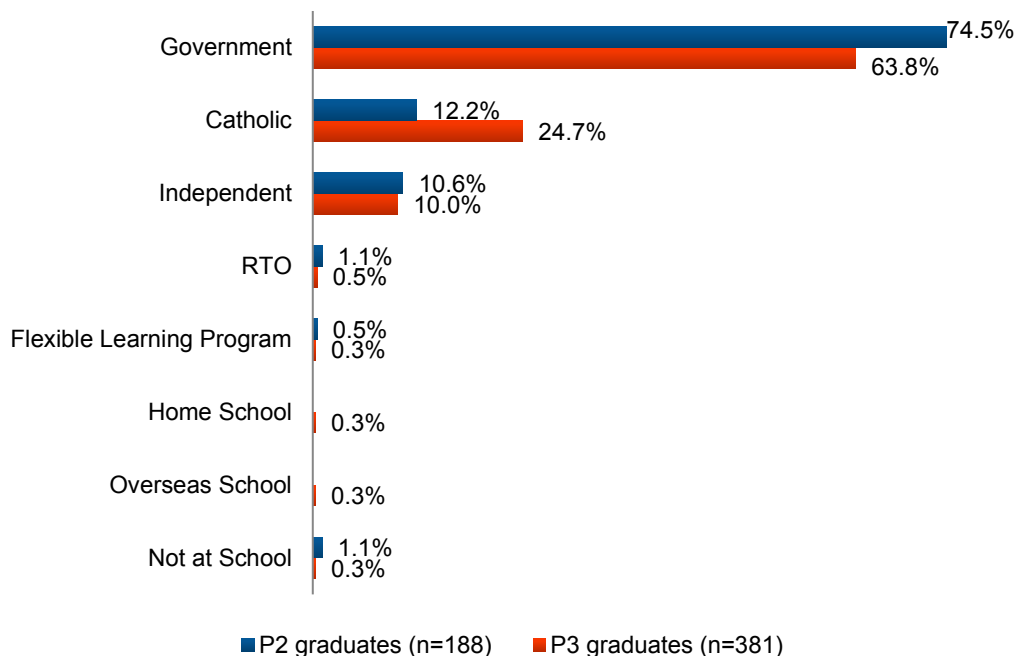
Previous School The vast majority of graduates from both P2 and P3 had attended a government, Catholic or independent school prior to attending SEDA. A few from each program had previously attended some other form of education or were not in school; this was the case for five P2 graduates (2.7% of the P2 graduate cohort), and six P3 graduates (1.6% of the P3 graduate cohort).

Figure 6: Previous school of graduates

	P2	P3
Government School	140	243
Catholic School	23	94
Independent School	20	38
Registered Training Organisation (RTO)	2	2
Flexible Learning Program	1	1
Home Schooling	0	1
Overseas School	0	1
Not at School ²	2	1
TOTAL	188	381

Comparing the proportion of graduates from P2 and P3 in each of the three main school sectors, a noticeably larger proportion of P2 graduates had previously attended a government school (74.5%), compared to P3 graduates (63.8%). Correspondingly, a smaller proportion of P2 graduates had previously attended a Catholic school (12.2%), compared to P3 graduates (24.7%).

Figure 7: Previous school sector of graduates

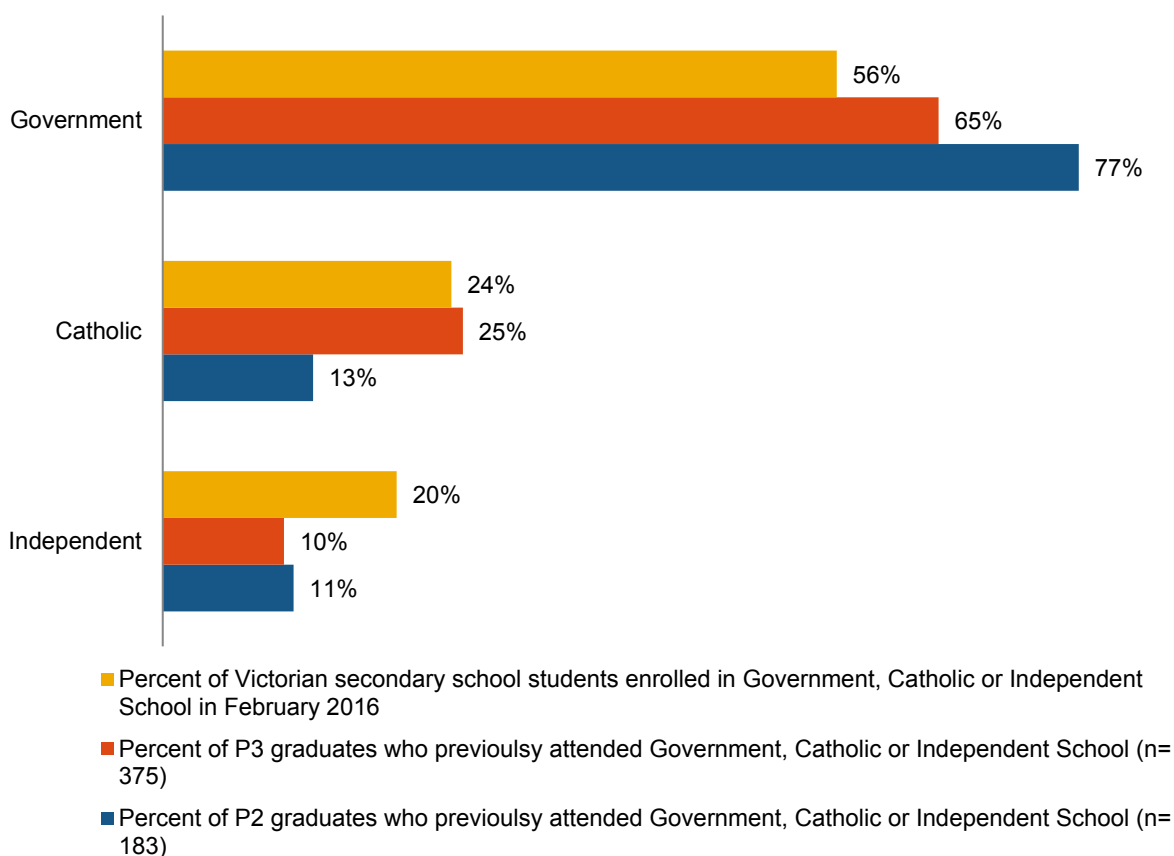


² “Not at school”: This includes one P2 graduate who was listed as having completed school. The other two were simply listed as “not in school”.

The proportions of SEDA graduates who attended a government, Catholic or private school prior to attending SEDA, are roughly in line with proportions for the state of Victoria overall, though with some noticeable differences. Figure 8 looks just at the P2 and P3 graduates who attended a government, Catholic or independent school (this includes 98% of the graduates). The chart compares the prior school sector for the SEDA graduates with proportions of all Victorian school students in each sector. The Victorian schooling sector figures come from the Australian Bureau of Statistics, presented in Victorian State Government Education and Training Department documentation (2016)³.

The percentage of both P3 graduates who had previously attended a government school (65%) and P2 graduates who had previously attended a government school (77%), is higher than the percentage of all students attending a government secondary school in Victoria (56%) (Victorian State Government, Department of Education and Training, 2016). The difference is particularly noticeable for P2 graduates. A similar percentage of P3 graduates came from Catholic schools, as for the Victorian secondary school student population as a whole, but as noted above, a smaller proportion of P2 graduates came from the Catholic school sector. For both P2 and P3 graduates, a much smaller percentage came from independent schools, than for Victorian students as a whole.

Figure 8: Previous school sector of graduates and all Victorian secondary school students



³ For this chart, Victorian school sector figures for 2016 were used, which were more easily available than figures for earlier years. Because the percentage of students attending a government school in Victoria was almost identical (within 0.2%) for each of the years from 2011 – 2015, it seemed reasonable to use the 2016 figures for this report. The 2016 were more easily available broken down into the three school sectors than figures for earlier years.

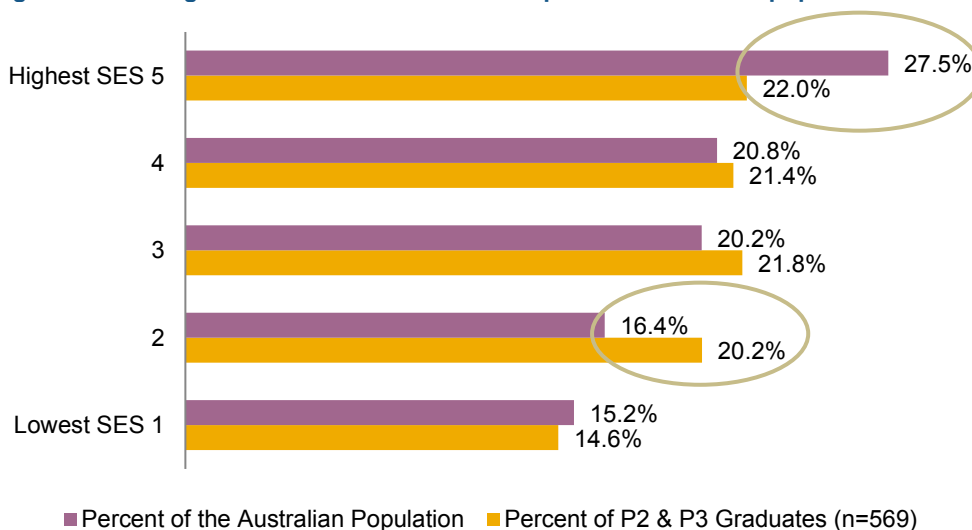
Socio-economic status (SES) The Australian Bureau of Statistics (ABS) have developed a series of socio-economic indexes for areas (SEIFA). These socio-economic indexes can be used to give a general indication of the level of socio-economic advantage or disadvantage of people living in different areas. In this section we have used one of these indexes to obtain a very rough idea of SEDA graduate SES based on residential postcode.

A brief explanation of the socio-economic index used in this report

The socio-economic index used in this report is based on the relative levels of both advantage and disadvantage of all people around Australia included in the Australian 2011 census. This index is known as the Index of Relative Socio-economic Advantage and Disadvantage (IRSAD) (Australian Bureau of Statistics, 2013a). The index ranks all Australian postcode areas based on the combined levels of advantage and disadvantage of the residents of that area. A postcode area ranked in the fifth quintile ('5' in figure 9 below), is in the top 20% in terms of most advantage and least disadvantage, whereas a postcode in the first quintile ('1' in figure 9 below) is in the bottom 20% in terms of levels of advantage or disadvantage. It is useful to note that different postcode areas are of different sizes and can have very different populations (for example compare a large remote postcode area to a small inner metropolitan, high density postcode). It is the areas, rather than the people that are ranked. This means that while there are the same number of areas in each quintile, there are different numbers of people living in the areas in each quintile. Significantly fewer people live in the lowest ranked 20% of areas for SES (around 15% of Australia's population), compared with the highest ranked 20% of areas (around 28% of Australia's population) (ABS, 2008).

In looking at SES, we decided to combine data for P2 and P3 graduates, because the average SES was very similar for the residential postcodes of both groups. Figure 9 shows the percentage of SEDA P2 and P3 graduates living across lower and higher ranked areas for SES, compared with the Australian population. Here one can see that there is a noticeably smaller percentage of SEDA graduates who come from the highest ranked quintile of areas for SES, and a noticeably larger percentage of SEDA graduates who come from the second lowest ranked quintile of areas.

Figure 9: SES of graduate's residential area compared to Australian population

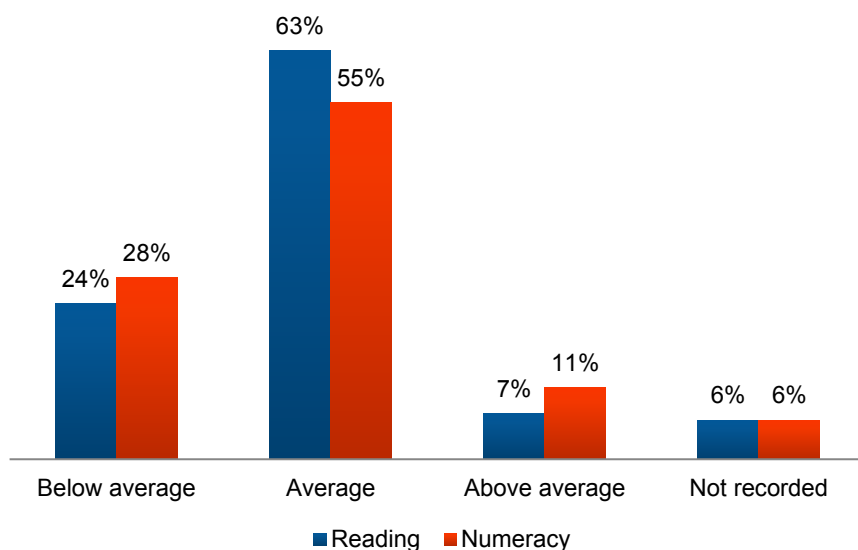


Because of the complexities with drawing conclusions about populations based on the ABS Socio-economic indexes for areas this measure has not been used for further analysis in this report, with the exception of a section looking at graduates who came from lower SES areas. For further analysis using SES, see Sherridan Long's Master's thesis (Long, 2016).

Literacy and Numeracy at Entry At the start of each school year, SEDA students' reading and numeracy are assessed and the assessments recorded. For students starting the P2 year, reading and numeracy are assessed using the Australian Council for Education Research (ACER) Progressive Achievement Tests (PAT) in Reading and Numeracy. These tests, designed for use in Australian schools, have been normed (see <https://www.acer.edu.au/pat>), which means results follow a standard bell curve, and it is possible to classify student scores as average, above or below average.

At the start of the P2 year, almost two thirds (63%) of the P2 graduate cohort were assessed as average for reading, and a little over half of the cohort were assessed as average for numeracy (55%). Around a quarter of the cohort were assessed as below average for reading (24%) and slightly over a quarter as below average for numeracy (28%). A small number of graduates achieved an above average score for reading (7%), and slightly more achieved an above average score for numeracy (11%). Overall, slightly more P2 graduates achieved an average or above average score for reading (70%), than for numeracy (66%), but it is a small difference.

Figure 10: PAT reading & numeracy score at start of year, P2 graduates (n=188)

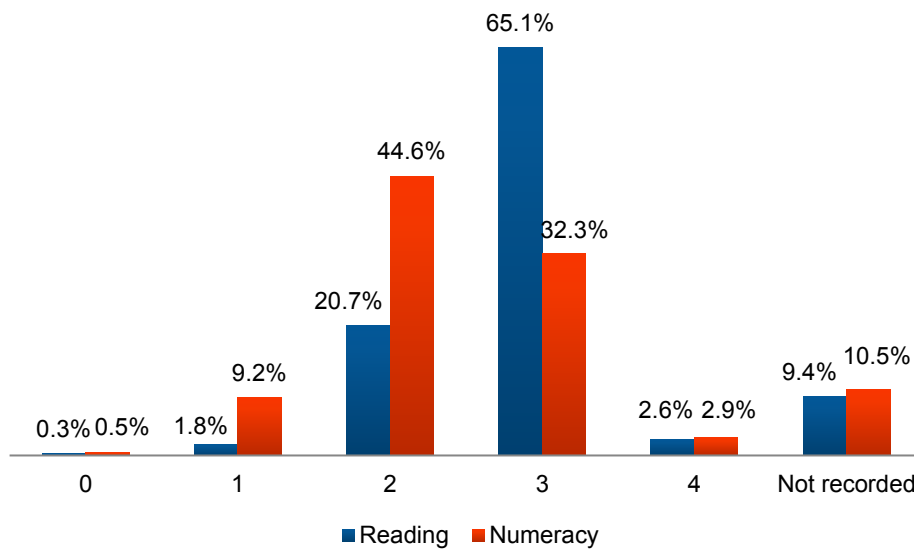


For students starting the P3 year, reading and numeracy are assessed using the Australian Core Skills Framework (ACSF). The ACSF, developed for use with adults, is intended to enable the assessor to describe an individual's performance, and to assign a level of performance ranging from one (low level performance) to five (high level performance). Two examples of the use of the ACSF in an academic context, may give the reader some understanding of these levels. Firstly, the Federal Department of Education has specified that to apply for the "VET FEE-HELP" loan scheme, "applicants must display competence at or

above Exit Level 3⁴ in the ACSF in both reading and numeracy” (ACER, 2016). Secondly, in several states of Australia, the Year 12 English minimum standard aligns with ACSF Level 3 (Rowan, 2015).

Almost two-thirds of the P3 graduate cohort (65.1%), were assessed at being at ACSF reading Level 3. This is noticeably higher than the numeracy levels, where just under one-third (32.3%) were assessed as being at ACSF numeracy level 3, and a little under half (44.6%), were assessed at ACSF numeracy level 2. A small number of the SEDA P3 graduates in this study, were assessed with a level of zero, that is, they did not have the skills required for level one.

Figure 11: ACSF reading & numeracy level at start of year, P3 graduates (n=381)



⁴ An individual's level in the ACSF is described as 'exit level'; that is, a person is able to demonstrate what is required at that level. If a person is not able to demonstrate what is required at that level, they are rated as being at the lower level (McLean, Perkins, Tout, Brewer & Wyse, 2012).

2 Destinations

Graduates of P2 and P3 were surveyed by SEDA at 3-months and 6-months following graduation. Each graduate was asked for information about their destination, choosing from destination options listed in figure 12. Graduates could choose just one destination option, so if they were for example, employed and studying, or employed and deferred, only one option would be recorded.

Figure 12: Type of destination data recorded

Employed – Full Time	
Employed – Part Time	
Apprenticeship/Traineeship	
University	+ Institution name & Course Name
TAFE/RTO/ACE	+ Institution name & Course Name
Other Training Provider	+ Institution name & Course Name
Deferred	+ Institution name & Course Name
Unemployed – Seeking	
Unemployed – Not Seeking	

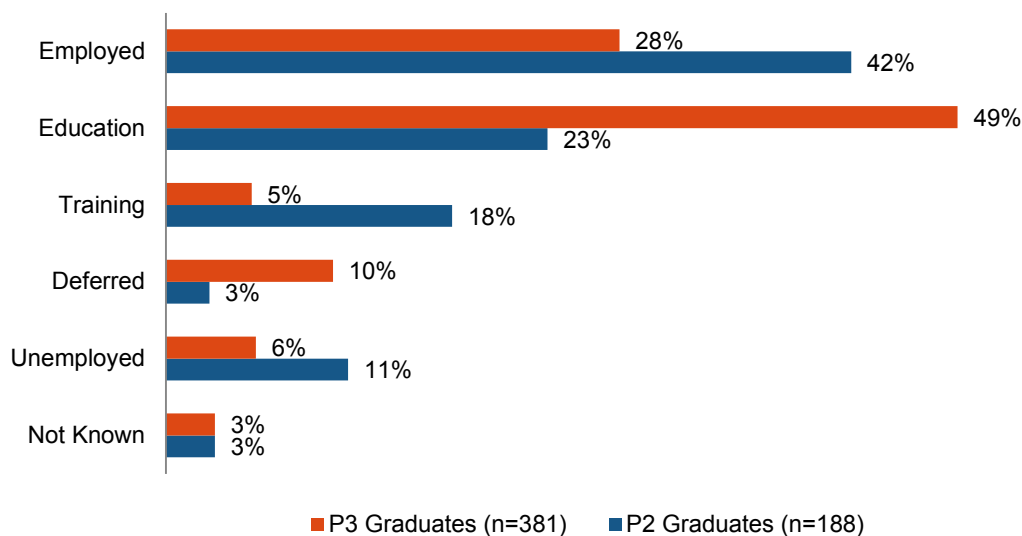
Note regarding use of 3- and 6-month destination data

For this report, when we refer to graduate destinations, we are always referring to 6-month destinations, except where changes between 3- and 6-month destinations are explicitly discussed.

Destinations for SEDA graduates who exited after graduating from P2 were significantly different to destinations for those who graduated from P3. For P2 graduates, the most common destination was employment (42%), and while education was the next most common destination (23%), training⁵ (18%) was not far behind. For P3 however, education was by far the most common destination (49%), with a significant number employed (28%), but very few in training (5%).

⁵ Training here refers to those in an apprenticeship or traineeship

Figure 13: Destination summary, P2 & P3 graduates



Note on the use of terms

Employed: When not qualified, this refers to graduates who were employed either full-time or part-time.

Education: This refers to graduates studying in any course (but not to an apprenticeship or traineeship).

Training: For brevity, the graduate destination of ‘apprenticeship/traineeship’ is sometimes referred to as ‘training’.

Unemployed: When not qualified, this refers to graduates who were unemployed and seeking employment, and also those who were not-seeking employment. The data for both groups has been combined in most places, both for simplicity, and because there were only a very small number of graduates of either P2 or P3 who were unemployed and not-seeking employment. From P2, just three graduates, and from P3, just two graduates, were unemployed and not-seeking at some point, looking at both 3-month and 6-month destinations.

2.1.1 Graduates Explain: P2 graduates talk about leaving after their second year of SEDA

Four of the nine graduates interviewed were P2 graduates, meaning they chose to graduate from SEDA at this stage rather than stay at SEDA and complete P3. Their reasons for graduating from SEDA after the second year and not going onto the third year and their destinations post SEDA P2 varied from undertaking further sports related study elsewhere, moving into a different area of study, training or career, to increasing their hours in their current part-time job.

Three students suggested they left SEDA, despite enjoying and valuing their experiences at P1 and P2, because their specific SEDA program no longer aligned with their career goals. For one student this was a desire to follow up an interest and career in a non-sport related industry – “After the second year I wasn’t really interested in the sport side. Ever since I was younger I wanted to do more animals, become more animal involved and things like that” (Tristan). Another student, unable to access the Talented Player Program at SEDA, and feeling that the work was becoming repetitive, felt the program he was in did not

enable him to pursue his goal to be a semi-professional athlete. He left to complete his diploma through another organisation that offered –“something similar to SEDA but it’s mainly focused on the athlete and the sport ... they just offered me something I was more interested in because the two years I was at SEDA was great for the teaching component but I just wanted something to do more about myself as well” (Ivan). A third graduate perceived the third year of SEDA to be directed towards students who wanted to go to university, and whilst this graduate had a desire to become a Physical Education teacher he did not feel that he would be suited to university studies – “it really, really scared me the thought of uni. I wasn’t really the kind of guy who could study and stuff like that and that really put me off. So I thought if I’m go and do my diploma what’s the point if I’m not going to really go to uni, so that’s why I just decided to quit [leave after P2]” (Flynn). For one student the decision to leave was made for personal reasons and the door was left open by SEDA to return to P3 when she was ready and felt able.

The P2 graduate interviews suggest that SEDA could have perhaps retained Tristan if it had been possible to accommodate him in an appropriate Talented Player Program that focussed on his own sporting skills. They also suggest that, for Ivan, further dialogue about university studies and support structures in place to help him to move towards his goal to becoming a teacher would have been beneficial.

The following section explores changes in destination between 3- and 6-months. The rest of this chapter will then explore each type of destination area in more detail; those who were employed, those in training, those in education, those who were deferred and those who were unemployed.

2.1.2 Changes in Destination between 3-month and 6-month Survey

Program 2 Graduates

Out of the 188 P2 graduates, we know about the destination of 181 (96%) at both 3- and 6-months. Of these 181 graduates, 31 (17%) changed their destination between the 3- and 6-month survey. Of those 31 who changed destination:

- 22 moved either towards more employment, education or training, or made a change in destination which did not involve any apparent decrease in destination status (for example from education to employment);
- 1 moved towards less employment;
- 1 moved to a deferred status; and
- 7 moved out of employment, education or training to unemployment (or moved from seeking employment, to not seeking employment)

These moves are recorded in Figure 14.

Figure 14: Destination changes from 3- to 6-months, P2 graduates

Type of change in destination	Number of P2 graduates	Percentage of P2 graduates with known destination at 3- & 6-months (n=181)
Increase or change in type of employment, education or training (but not a known decrease)	22	12.1%
Towards MORE employment, education or training	10	
From unemployment ⁶ to employment, education or training	7	
From part-time to full-time employment	3	
FROM employment TO education/training, or FROM education/training TO employment	8	
From employment to education or training	5	
From education or training to employment	3	
PROGRESSION in education or training	4	
From a pre-apprenticeship to an apprenticeship/traineeship	2	
Move in education to the next level (eg. from a Cert IV to an associate degree)	2	
Towards LESS employment	1	0.6%
From full-time to part-time employment	1	
Became Deferred	1	0.6%
From training to deferred from university	1	
Became Unemployed (or moved to not-seeking)	7	3.8%
Became unemployed	6	
From seeking employment to not-seeking employment	1	
TOTAL	31	17.1%

Program 3 Graduates

Of the 381 P3 graduates, there are 367 graduates for whom destination is known both at 3- and 6-months. Of these 367 graduates, 52 (14%) are recorded as changing their destination between 3- and 6-months. Of those 52 who changed their destination:

- 36 moved either towards more employment, education or training or made a change in type of occupation, which did not involve an apparent decrease in destination status⁷;
- 5 moved towards less employment;
- 8 became deferred; and
- 3 became unemployed.

⁶ This includes one graduate who moved from not seeking employment, to part-time employment.

⁷ For this report, in line with policy discourses, 'positive' destination statuses for young people post-secondary schooling are classified as education, training or employment.

These moves are recorded in the figure 15.

Figure 15: Destination changes from 3 to 6-months, P3 graduates

Change in destination		Number of P3 graduates	Percent of P3 graduates with known destination at 3- & 6-months (n= 367)
Increase or change in type of employment, education or training (but not a known decrease)		36	10%
Towards MORE employment, education or training		18	
	From unemployment to employment, education or training	7	
	From part-time to full-time employment	5	
	From deferred to employment, education or training	6	
FROM employment TO education/training, or FROM education/training TO employment		14	
	From employment to education or training	8	
	From education or training to employment	6	
Change in education or training		4	
	From TAFE/RTO/ACE to University	2	
	From training to TAFE/RTO/ACE	1	
	From University to TAFE/RTO/ACE	1	
Towards LESS employment		5	1%
	From full-time to part-time employment	5	
Became Deferred		8	2.2%
	From employment or training to deferred from university	3	
	From education (University) to deferred	4	
	From unemployed – not seeking to deferred	1	
Became unemployed		3	0.8%
	Became unemployed - seeking	2	
	Became unemployed - not seeking	1	
TOTAL		52	14%

2.1.3 Graduates Explain: Education and Employment Transitions and Goals

Figure 16 provides a summary of what each of the nine interviewees told us about their education and employment transitions after they successfully graduated from either the SEDA Sports Victoria P2 or P3 program. Also included are their goals for the future. The interviews took place 18 months after they graduated from SEDA. The chart shows that some of graduates engage in more than one type of ‘destination’ at any one time, for example Alanna is currently deferred from her university studies and engaged in full-time employment, and that their goal for the future may not reflect their current destination, for example Penny is currently working in full-time in retail, occasionally volunteers at a school (which she connected with through SEDA), and aims to be a primary school teacher in the future. For other graduates,

their destinations post SEDA have been relatively stable, for example Flynn graduated from SEDA P2 and immediately began his apprenticeship and studies in carpentry, aspiring to complete this course and become qualified as a carpenter. Flynn's trajectory post-SEDA, along with Tristan and Oscar, also illustrate how the destinations and goals of SEDA graduates are not always closely related to the sports industry or teaching careers.

Figure 16: Employment & education transitions December 2014 – July 2016

Destination	End of 2014 →	During 2015 →	Winter 2016	Goal/s for the future
Oscar	Graduated SEDA P3	Employment: Hospitality Industry	Apprenticeship: Plumbing with TAFE studies	<i>To become a qualified plumber and electrician, work in own business.</i>
Alanna	Graduated SEDA P3	University: Teacher Education Course (First Year)	Deferred Second Year of University	<i>To do something in the sports industry. Possibly return to university next year.</i>
	Part-Time Employment: Sports Industry		Full-Time Employment in Retail and Hospitality	
Scott	Graduated SEDA P3	University: Teacher Education Course (First Year)	University: Teacher Education Course (Second Year)	<i>To become a qualified teacher.</i>
		Part-Time Employment: Customer Service (Sports Industry)		
Leon	Graduated SEDA P3	University: Teacher Education Course	University: Teacher Education & Sports Course	<i>To work in the sports industry / to qualify as a physical education teacher.</i>
		Occasional Part-Time Work: Family Business		
Aiden	Graduated SEDA P3	University: Teacher Education Course (First Year)	Deferred: Midway of First Year of University	<i>To qualify and work as a physical education teacher. Intention to return to university this year.</i>
	Part-Time Employment: Sports Industry		Full-Time Employment: Sports Industry	
Flynn	Graduated SEDA P2	Apprenticeship: Carpentry with TAFE studies		<i>To become a qualified carpenter.</i>
Tristan	Graduated SEDA P2	Not in Employment or Education: Taking some 'time off'.	Traineeship: Veterinary Nursing with TAFE studies	<i>To complete traineeship then undertake further study in animal research / veterinary science at University.</i>
	Occasional Part-Time Employment: Unspecified			
Ivan	Graduated SEDA P2	Education (not SEDA): Diploma Level Studies (Sport)	University: Teacher Education Course	<i>Complete university, save money and travel for a year, then apply for teaching jobs.</i>
	Part-Time Employment: Sports Industry		Part-Time Employment: Retail	
Penny	Graduated SEDA P2	Full-Time Employment: Retail		<i>To undertake university studies either a beauty or a teaching course, and to become a primary school teacher.</i>
	Part-Time Employment: Retail	Part-Time Voluntary Work: Schools		

2.2 Employment & Training

2.2.1 Vignette: Oscar

Oscar worked at a food take-away shop in a managerial role for just under a year after graduating from SEDA. A family friend helped him to get this job, he then successfully applied to work at another restaurant where he stayed for four to five months, before applying for and starting a plumbing apprenticeship three months ago. The plumbing apprenticeship will take four years and involves workplace learning and study. He is considering also completing an electrician apprenticeship to give him both plumbing and electrical qualifications, and possibly own his own business. His career goals whilst at SEDA were to “either own my own business or open a restaurant or something, or anything; I just didn’t want to be in a dead-end job”.

Oscar had initially aspired to be a PE teacher and he valued the opportunities provided by SEDA to “have a trial as a teacher”. This helped him to decide that teaching was not the career for him as he did not enjoy running the primary school clinics as much as he thought he would. He chose to stay on at SEDA for P3 even though he ultimately did not use his diploma to pursue higher education studies because: “after the second year I was looking at uni, and then the third year it was more I was leaning towards just getting a job and working rather than going to uni”. Whilst Oscar has not pursued a career in teaching or the sports industry he valued his time at SEDA recommending it to family and friends and because “it [SEDA] got you ready for life. Everything you need in life, SEDA put that information out there for you to learn”.

2.2.2 Graduates in Employment & Training

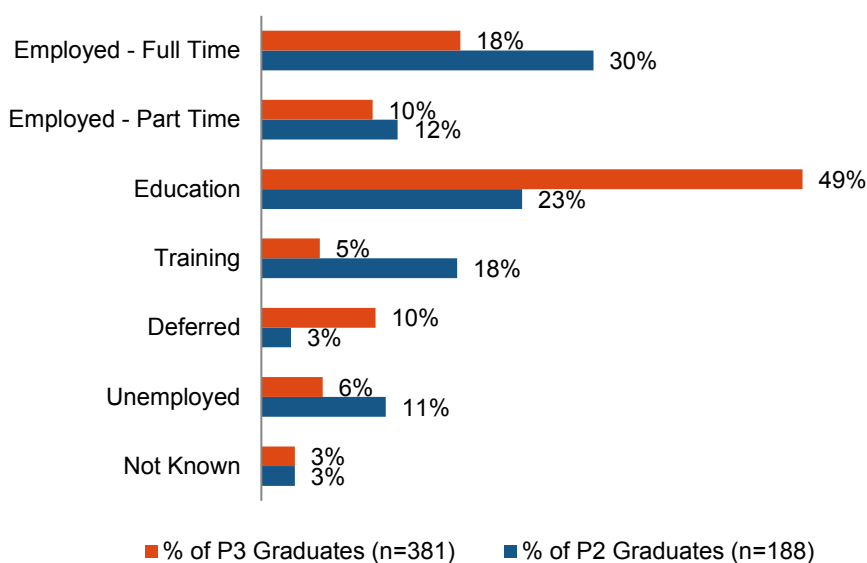
Overall 42% of P2 graduates were employed at 6-months following graduation and 28% of P3 graduates were employed at 6-months following graduation. For P2 graduates employment was the most common destination. For P3 however, education was a substantially more common destination with 49% of P3 graduates in education at 6-months.

Looking now at part-time and full-time employment. A higher percentage of both P2 and P3 graduates were employed full-time compared to part-time. While a similar percentage of P2 graduates and P3 graduates were employed part-time at 6-months (10% for P3 graduates and 12% for P2 graduates), a noticeably higher percentage of P2 graduates were employed full-time (30%) compared to P3 graduates (18%).

Graduates who were in training includes those in apprenticeships and traineeships. Training was a less common destination than employment or education, for both P2 and P3 graduates. Nonetheless, it was noticeably more common destination for P2 graduates, with 18% of graduates saying they were in an apprenticeship or traineeship at 6-months, compared to just 5% of P3 graduates.

Given that the P3 course is designed to facilitate entry to a university level of study, it is unsurprising that P3 graduates are less likely to go into training or employment, and more likely to go into an education course, compared to P2 graduates.

Figure 17: Destinations, including full- & part-time employment, P2 & P3 graduates



2.3 Education

2.3.1 Vignette: Scott

Scott went straight from SEDA to studying primary teaching at University, he is now in the second year of his studies. He joined SEDA with the intention of accessing university and felt that completing the three years at SEDA and graduating with the diploma “would put me ahead of a lot of my classmates.” He found that he felt “more qualified” than some of his classmates on joining university and that his experience at SEDA gave him “something different that they wouldn’t have got sitting in a more traditional school”.

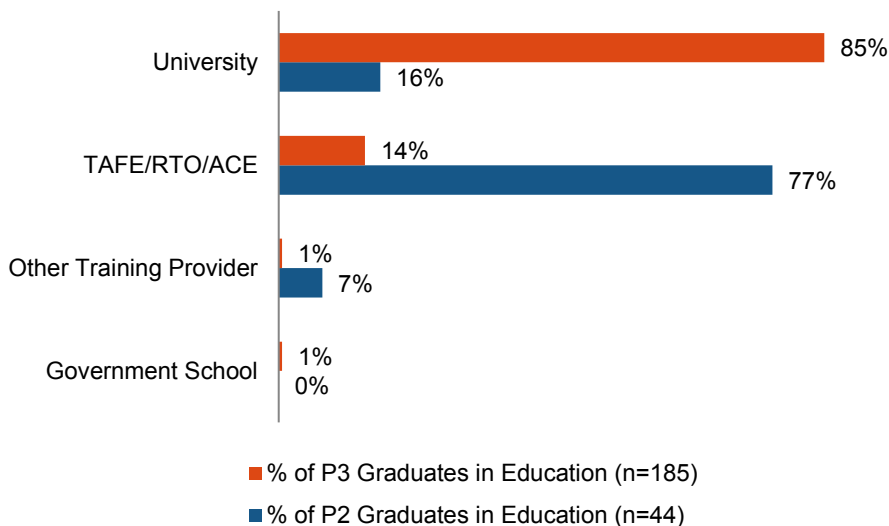
Scott had always wanted to go to university and “always been very interested in teaching”. SEDA both presented new opportunities to him such as sports and facility management, and reaffirmed his career goals - the “clinics in the primary schools really just confirmed teaching for me”. Scott applied to a university that had a partnership with SEDA. As well as his university studies he has been working for the past year two days a week at a sports stadium in a customer service role. He credits SEDA with giving him the confidence to secure this employment, and for also providing many students with “fantastic connections in the [sports] industry and opportunity to work with schools on camps and excursions.

2.3.2 Graduates in Education

As previously mentioned, there was a substantial difference in the percentage of P2 graduates in an education course (23%), compared with the percentage of P3 graduates in an education course (49%) at 6-months following graduation. Of the P2 graduates in an education course, it is to be expected that most (77%) are in a TAFE/ACE/RTO rather than a university, because the P2 course is not designed to give graduates eligibility for entrance to a university. Conversely, the P3 course facilitates entry to a university course, so it is unsurprising that 85% of P3 graduates who were in an education course, were in a university level course. What is surprising however, is that 16% of P2 graduates who were in an education course,

were in a university. This will be discussed in the following section on education courses and institutions for P2 graduates.

Figure 18: Destination education provider type, P2 & P3 graduates



2.3.3 Education Courses and Institutions – P2

Of the 44 P2 graduates who were in an education course 6-months after their graduation, 40 supplied the name of the education institution they were studying at. They were studying in 20 different institutions.

Figure 19: Destination education institutions, P2 graduates

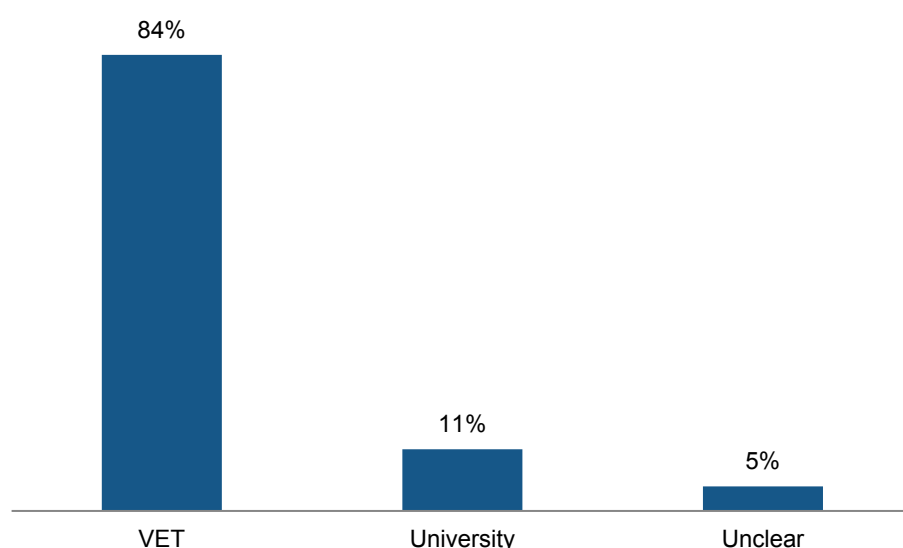
Institution name	Number of SEDA P2 graduates
<i>TAFE level study (This includes universities, where SEDA graduates are studying in the TAFE section)</i>	
Deakin College (Formerly Melbourne Institute of Business and Technology)	6
RMIT University	6
Melbourne Polytechnic	3
Victoria University	2
Ballarat TAFE	1
Box Hill TAFE	1
Chisholm	1
Gipps TAFE	1
The Gordon	1
<i>Private Institution</i>	
ACPE (Private tertiary level institution)	1
Australian Institute of Fitness	2
Executive Training Group	1
FC11 (Athletic Development & Performance Programs)	5

Institution name	Number of SEDA P2 graduates
Kaplan Institute	1
Pragmatic training	2
Sage Fitness	1
<i>University level study</i>	
Federation Training	1
La Trobe University	2
Swinburne University	1
<i>Other</i>	
Jacksonville College (USA)	1
Number of institutions = 20	
Total number of P2 graduates with known education institution	40

Of the 44 P2 graduates who were studying 6-months after graduation, we know the level of study (VET or University level) for 42 of them. VET level courses include certificates and diplomas. 37 P2 graduates in an education course (84%), were studying at this level. University level courses include bachelor degrees; five P2 graduates (11%) were studying at this level.

One student was studying in the USA, and the level of study was not clear. Another student was in an associate degree. This is a two-year degree offered by both universities and VET-providers. It can be done following a Certificate III or IV or VCE, and is classified as below a bachelor degree, but above a certificate or diploma, in the Australian Qualifications Framework (AQF).

Figure 20: Destination course type, P2 graduates (n=43)



P2 graduates studying at a university level SEDA Program 2 does not prepare graduates to meet the entry requirements for a university level degree, it was therefore somewhat surprising to find five P2 graduates studying in university level (bachelor) degrees.

So who were these graduates? Two were in sport related degrees, two in business related degrees and one in teaching. Prior to SEDA, four of them came from government schools, and one from an independent school. One was from regional Victoria, two from metropolitan Melbourne and two from outer Melbourne suburbs. Four are males and one female, none identified as indigenous, and their PAT-reading and numeracy scores (tested at the start of the P2 year) were in the average range for all of them (with the exception of one graduate had no numeracy score). They were all from different SEDA sport programs (soccer, AFL, surfing, basketball and tennis), with one from a talented player program soccer class.

Two factors appear to distinguish these five graduates, age and SES, though with such small numbers, no conclusions can be drawn. Four of the five were 18-years-old at the end of their P2 year (80%), with one being 17-years-old. This is slightly older than the average. For P2 overall, 49% were 17-years-old at the end of the P2 year, and 25% were 18-years-old. The other distinguishing demographic is the SES ranking of their residential suburb. Four of the five P2 graduates (80%) who were in a bachelor degree, had a residential postcode ranked in the top quintile for SES, which is the top 20% in Australia, whereas 24% of P2 graduates overall, came from residential areas in the top quintile for SES.

Figure 21: Destination courses at university level, P2 graduates (n=5)

Course	Institution
Bachelor of Coaching and Sports Administration	ACPE
Bachelor of Business	La Trobe University
Bachelor of Business Management	Swinburne University
Bachelor of Sport Management	Federation Training
Bachelor of Teaching (Primary)	La Trobe University

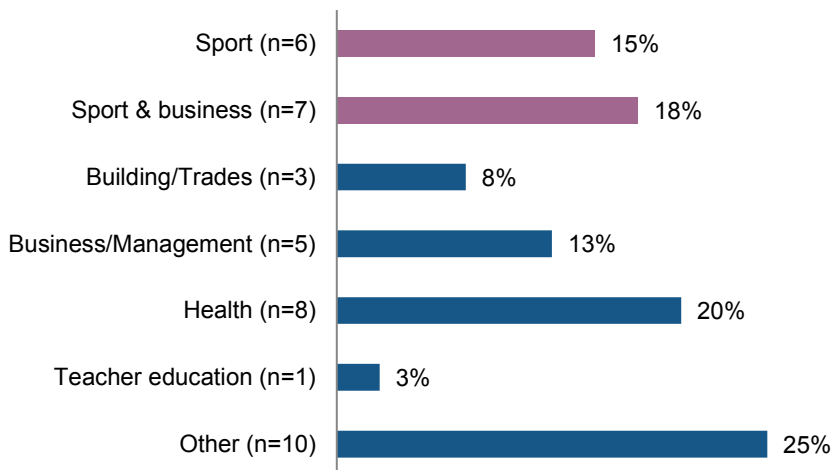
P2 graduates studying below a Certificate III level As P2 graduates already have a VCAL certificate and a Certificate IV in Community Recreation, we were interested in graduates who went on to study at a Certificate I or II level. At 3-months following graduation, there were seven P2 graduates studying at a Certificate II level. All were studying in fields unrelated to sport; four were studying building and construction related course, two were studying electrotechnology and one was studying security. At 6-months, two of these graduates were still studying the same course, two were in an apprenticeship or traineeship, and three were unemployed.

Figure 22: Destination courses at certificate II level, P2 graduates (n=7)

Course & institution at 3-months	6-month destination
Certificate II in Building and Construction (Pre-Apprenticeship), The Gordon	Apprenticeship/Traineeship
Certificate II in Carpentry, MEGT	Apprenticeship/Traineeship
Certificate II in Carpentry (Pre-apprenticeship), Melbourne Polytechnic	Same
Certificate II in Construction (Pre-Apprenticeship), MEGT	Unemployed Seeking
Certificate II in Electrotechnology Studies, Victoria University	Unemployed Seeking
Certificate II in Electrotechnology Studies, Victoria University	Unemployed Seeking
Certificate II in Security (Aviation and Unarmed Guarding), Executive Training Group	Same

Subject areas of study Of the 44 P2 graduates who said they were studying at 6-months, 40 supplied the name or subject areas of their course, as represented in figure 23. Of the 40 P2 graduates who were studying, 13 (33%) were in a course that was directly sport related. There was considerable diversity in the non-sport related courses (or not explicitly sport related), with health related courses (such as health-science) being the most popular after sport related courses.

Figure 23: Destination course subject, P2 graduates (n=40)



P2 graduates studying in sport related courses Looking specifically now at the P2 graduates who were studying in a sport related course. These 13 graduates had been in 11 different SEDA classrooms, across inner, metropolitan and outer Melbourne suburbs, and regional Victoria. Two had been in talented player programs. Six had been in soccer programs, two in basketball, and one in each of AFL, surfing and multi-sport programs

Figure 24: SEDA classroom & sport type, P2 graduates studying in a sport related course

SEDA classroom	SEDA classroom sport type	Number of P2 graduates in a sport related course
Greater Melbourne (Inner Melbourne)		
MV Burnley 2014	Soccer	2
Greater Melbourne (Metropolitan)		
AFL Northcote 2014	AFL	1
BV Braybrook 2014	Basketball	1
MC Cairnlea 2014	Soccer	1
MC Clayton 2014	Soccer	1
MC Heidelberg 2014	Soccer	2
MC TPP Thornbury 2014	Soccer	1
MV TPP Sunshine 2014	Soccer	1
Greater Melbourne (Outer Metropolitan)		
BV Broadmeadows 2014	Basketball	1
Regional (Barwon)		
SV Torquay 2014	Surfing	1
Regional (Goulburn)		
Multi Shepparton 2 2014	Multi Sport	1
Total		13

The P2 graduates studying in sport related courses were spread across eight institutions. Five graduates were studying at FC11, two with the Australian Institute of Fitness, and the other six across six different institutions (see figure 25).

Figure 25: Destination institution & course, P2 graduates studying in a sport related course

Education institution	Course	P2 graduates
ACPE	Bachelor of Coaching and Sports Administration	1
Australian Institute of Fitness	Certificate III Personal Training	2
	Certificate IV in Fitness	
FC11	Diploma of Sport Development	5
Federation Training	Bachelor of Sport Management	1
Jacksonville College (USA)	Sport	1
Melbourne Polytechnic	Certificate III in Fitness	1
Sage Fitness	Diploma of Fitness	1
Victoria University	Diploma of Sport Development	1
Total		13

2.3.4 Education Courses and Institutions – P3

Of the 185 SEDA P3 graduates who were in an education course 6-months after their graduation, 181 supplied the name of the education institution they were studying at, and one additional P3 graduate, a female, was studying at a government school. These 182 P3 graduates were in courses across 21 different institutions; however 90% (163) were in courses across just six universities. Of the 163 P3 graduates in courses at a university, 55% (89) were at Victoria University.

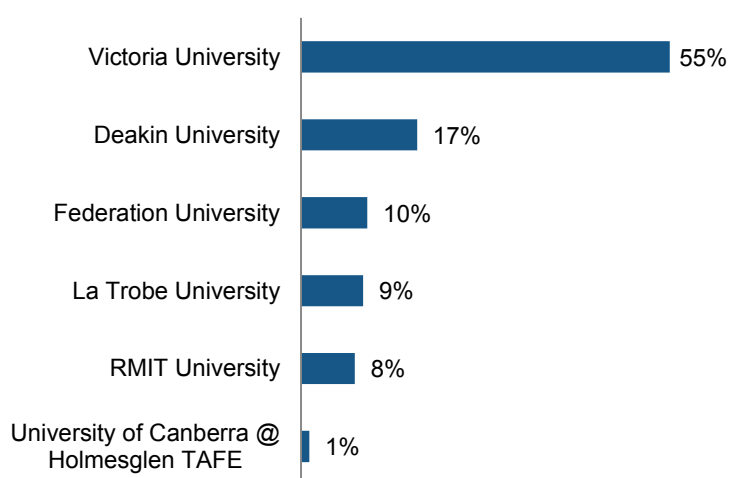
Figure 26: Destination education institution, P3 graduates

Institution type & name	Number of graduates	Percent
<i>TAFE</i>		
Chisholm Institute	1	0.5%
Gipps TAFE	1	0.5%
Holmesglen TAFE	1	0.5%
Kangan Batman TAFE	1	0.5%
Melbourne Polytechnic	1	0.5%
<i>University</i>		
Deakin University	28	15.5%
Federation University	16	8.8%
La Trobe University	15	8.2%
RMIT University (3 SEDA graduates are studying at a TAFE/VET level)	13	7.1%
University of Canberra @ Holmesglen TAFE	2	1.1%
Victoria University (4 SEDA graduates are studying at a TAFE/VET level)	89	48.9%
<i>Private</i>		

Institution type & name	Number of graduates	Percent
ACPE (Private tertiary level institution)	1	0.5%
Australian College of Sports Therapy	1	0.5%
Australian Fitness Academy	2	1.1%
Australian Institute of Fitness	3	1.6%
Pragmatic training	1	0.5%
SAGE Institute	2	1.1%
Victorian Fitness Academy	1	0.5%
<i>Other</i>		
Australian Institute of Sport	1	0.5%
Government School (name not recorded)	1	0.5%
Plumbing Industry Climate Action Centre (PICAC)	1	0.5%
Number of institutions = 20		
Total number of P3 graduates with known education institution	182	

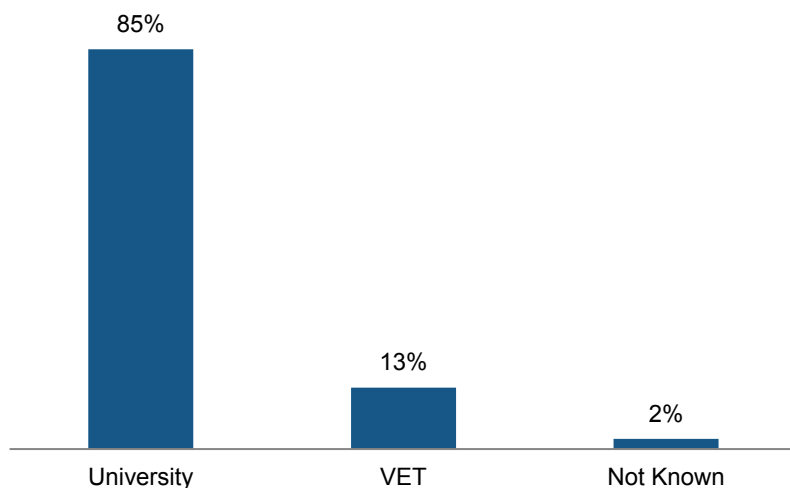
Of the 163 P3 graduates in a course at a university, 55% (89) were at Victoria University, with 17% at Deakin University, the next most common university destination.

Figure 27: Destination university name, P3 graduates (n=163)



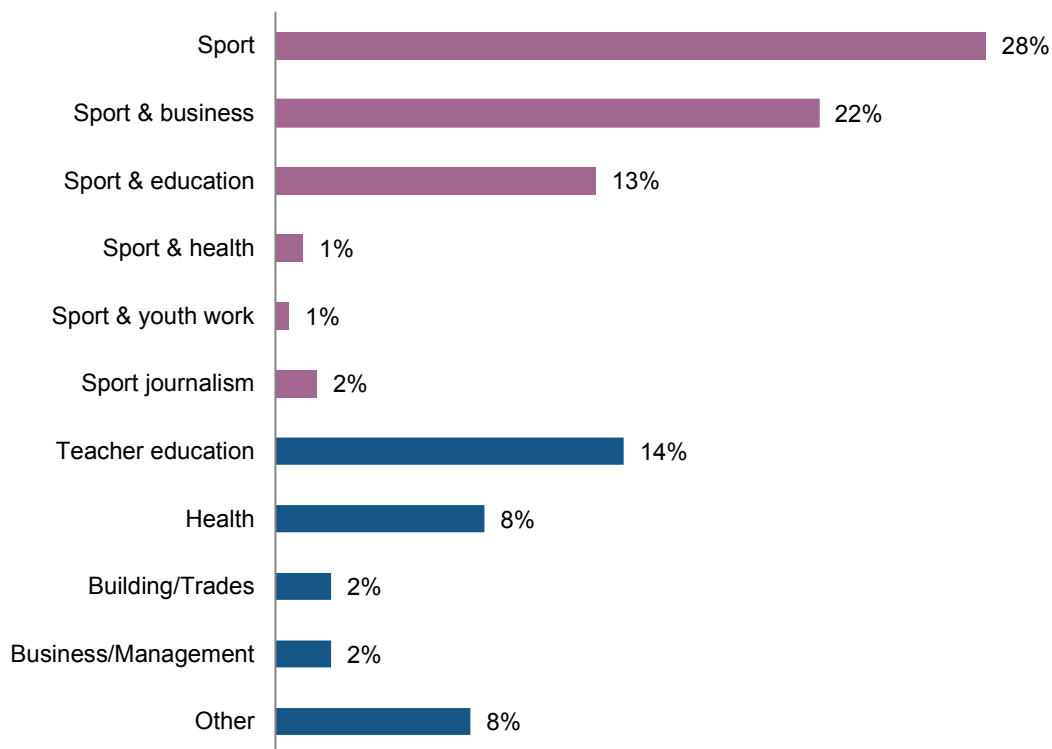
Of the 185 P3 graduates who were in education, one was studying at a government school, and is not included in the following charts (figure 28 – 30). Of the remaining 184 graduates, 180 supplied the type of course (university level or VET level) they were studying. The remaining four graduates did not supply sufficient details to determine the level of course they are studying.

Figure 28: Destination course type (university/VET), P3 graduates (n=184)



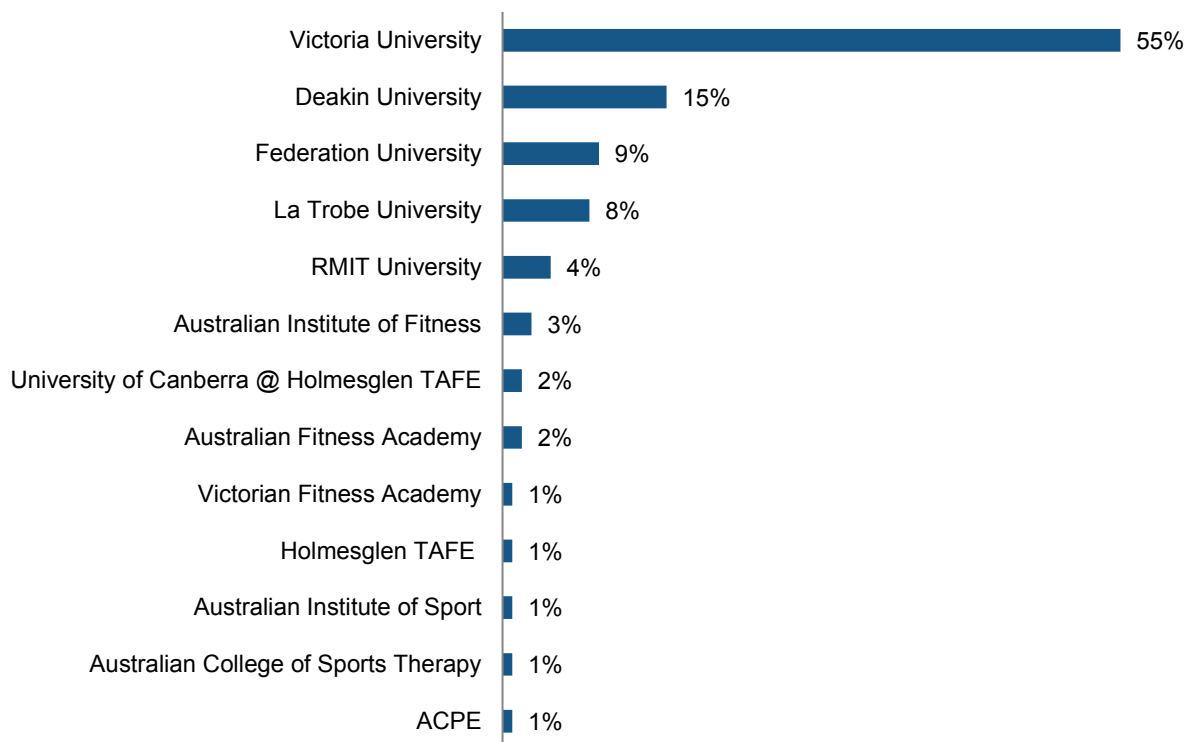
Of the 184 P3 graduates who said they were in an education course at 6-months (not including the government school student), 181 supplied the name or subject areas of their course. The subject areas of courses people were studying in are represented in figure 29. 119 (66%) of these graduates were in a course that was directly sport related.

Figure 29: Destination course subject, P3 graduates (n=181)



Of the 119 P3 graduates who were in a sport-related course, we know the institution name for 117. Of these 117 graduates, 55% (64) were in a course at Victoria University, with a further 15% at Deakin University.

Figure 30: Destination institution, P3 graduates studying in a sport related course (n=117)



2.4 Deferred

2.4.1 Vignette: Alanna

Alanna went straight from doing her diploma with SEDA to a physical education teaching course at a university in Melbourne. When at SEDA Alanna originally wanted to do a sports and exercise science development course at university before deciding on secondary school teaching.

Having completed the first year of her studies, she has decided to defer the course for a year. Rather than returning to university, she is currently thinking of applying for a traineeship in massage therapy or personal training but is concerned that there may not be jobs available in this industry. Whilst Alanna is not sure exactly sure about her future she is happy to have her SEDA qualifications as she still wants to do something in the sports industry. She is keen on a traineeship over university as she would like to “work and still study at the exact same time like I did with SEDA to get money and get a qualification”. Whilst at SEDA she worked at a martial arts gym and led a children’s karate class.

Alanna decided to defer her second year of university studies due to changes to the course program. She also felt that she had missed out on having a gap year by going straight to university, she explained - “I just wasn’t 100% committed to my studies and I wasn’t 100% liking the course so I just decide to work for a little bit, get some money and save and see if I want to go back to uni next year”. She currently works around six

days a week in two casual jobs in her local area – in retail as a shop hand assistant and in hospitality running children’s parties, working on reception and bar work. She got the first of these jobs through “a family friend kind of a connection” and the second - “I knew someone that works there, I was just lucky enough to strike an interview and got the job there too”. She credits SEDA with providing students with skills, connections and experience that support career decisions, employability and being a student at university:

It [SEDA] gives you a massive confidence booster knowing that you’re going to be able to work with people, gives you people skills as well. When you go into a job the first thing they want to know is that you’re good at communicating, I think that helped a lot. Also preparing for what you want to do, so if you do want to do something in sport and you do want to go on with uni the qualifications that SEDA offer to you definitely opens up your pathways for the university of your choice. (Alanna)

2.4.2 Graduates who deferred their studies

Having gained entry to a TAFE or university course, many courses offer the option to defer study, usually for a period of 6- to 12-months, but occasionally for up to 2-years. The graduates who decided to defer were almost all deferring from university courses. Five P2 graduates (3% of the cohort) stated they had deferred from a course at 6-months after graduation, while 39 P3 graduates (10% of the cohort) had deferred from a course 6-months after graduation. While those who had deferred showed very similar patterns to those who were studying, in terms of the types of courses and the institutions they had chosen, for P3 graduates some different patterns were observed in terms of literacy and numeracy, residential area and SEDA class location, for deferred graduates compared with the cohort overall.

P2 Graduates

Of the 188 graduates who exited at the end of P2, five (3%) deferred from a course they were accepted into. Each of these P2 graduates deferred from a bachelor degree at a university. Given that only five P2 graduates were studying in a bachelor degree 6-months after graduation, the additional five P2 graduates who were deferred from a bachelor degree is, relatively speaking, a substantial number.

Figure 31: Deferred P2 graduates, institution & degree

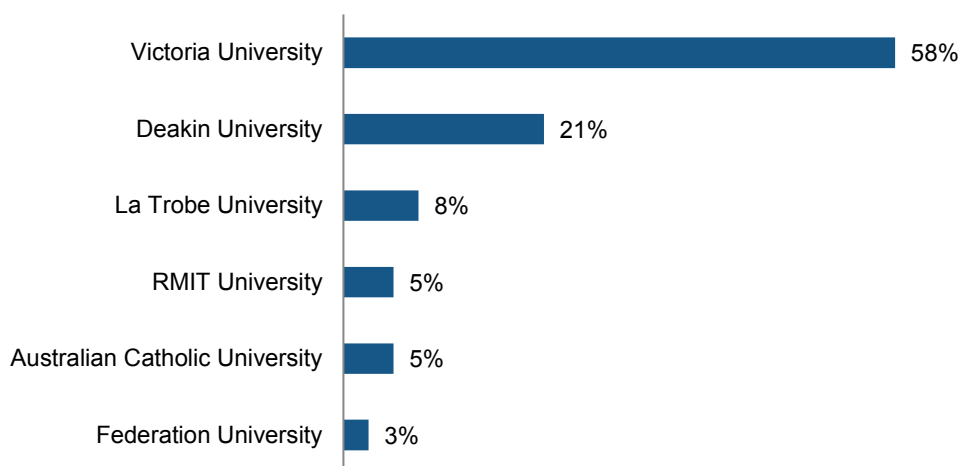
Institution & degree	Number of deferred P2 graduates
Charles Darwin University	1
Bachelor of Education	
Deakin University	3
Bachelor of Health Sciences	
Bachelor of Occupational Therapy	
Bachelor of Sports Management	
La Trobe University	1
Bachelor of Journalism (Sport)	
Total	5

While five is too small a number to draw any conclusions about patterns or trends, a comparison between the five P2 graduates who were attending a university course and the five P2 graduates who had deferred from a university course, identified differences in three areas that may be worthy of further exploration with future cohorts. Firstly, while the five P2 graduates who were attending university all had literacy and numeracy scores in the average range (with the exception of one missing numeracy score), four of the five P2 graduates who had deferred, had numeracy scores in the below average range⁸. Secondly, each of the five P2 graduates attending university had come from a different SEDA sport program, whereas four of the five who had deferred from a university course came from a SEDA soccer program. And finally, four of the five who were attending a university course, came from a residential suburb ranked in the top 20% for SES around Australia. However only one of the five P2 graduates who had deferred, came from a residential suburb ranked in the top 20% for SES.

P3 Graduates

Of the 381 P3 graduates, 39 (10%), were deferred from a course of study at 6-months. We know the education institution for all but one of these deferred graduates. The spread of institutions is very similar to the spread of institutions for university level study for the P3 graduates who were studying at 6-months.

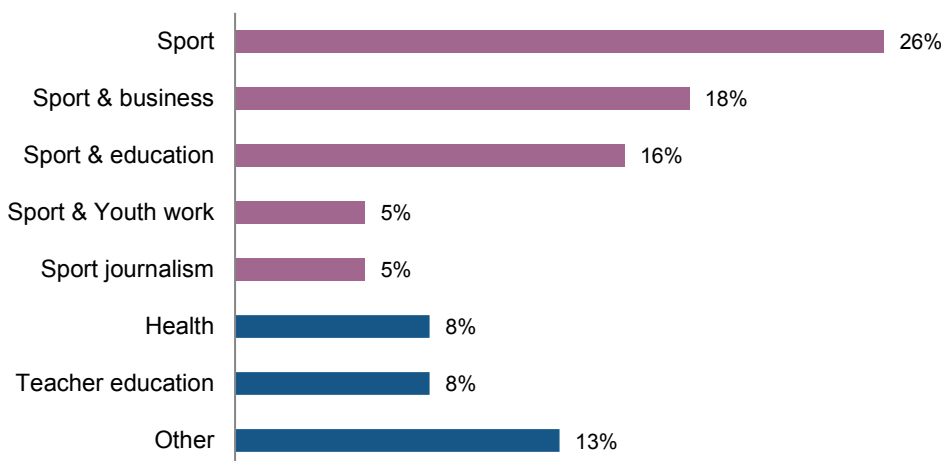
Figure 32: Deferred P3 graduates, institution name (n=38)



The spread of courses from which P3 graduates had deferred was also similar to the spread of courses for P3 graduates who were studying. Excluding the one deferred graduate whose course subject we do not know, 71% of P3 graduates had deferred from a sport-related course (compared with 66% of P3 graduates who were studying [not deferred], in a sport-related course).

⁸ The reading and numeracy scores referred to here are the PAT reading and numeracy scores from tests at the start of the P2 year.

Figure 33: Deferred P3 graduates, course subject (n=38)



An investigation of P3 graduates who had deferred from a university course compared with P3 graduates who were attending a university course revealed some potentially interesting differences. While the numbers are too small to make any definite statements, these may be worth exploring further. Figures 34 and 35 compare the reading and numeracy levels (assessed using the ACSF [Australian Core Skills Framework] at the start of the P3 year), of P3 graduates who were deferred from a university course, with P3 graduates who were attending a university course, and the rest of the P3 graduates. A greater percentage of graduates who were attending university achieved a higher reading and numeracy level, compared both to those who were deferred, and the rest of the P3 graduates. Whereas one might have expected the reading and numeracy levels for those who had deferred to be similar to the levels for those who were attending university.

Figure 34: ACSF reading level, deferred & other P3 graduates

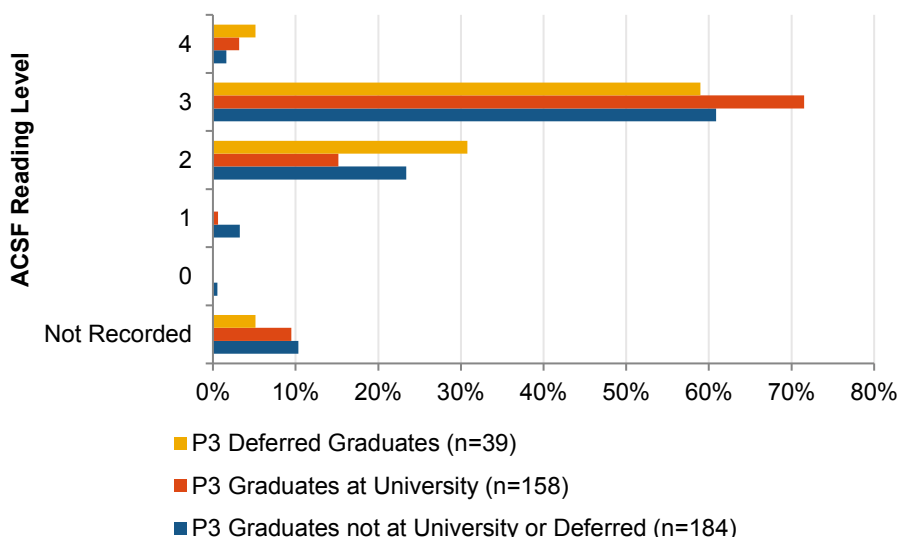
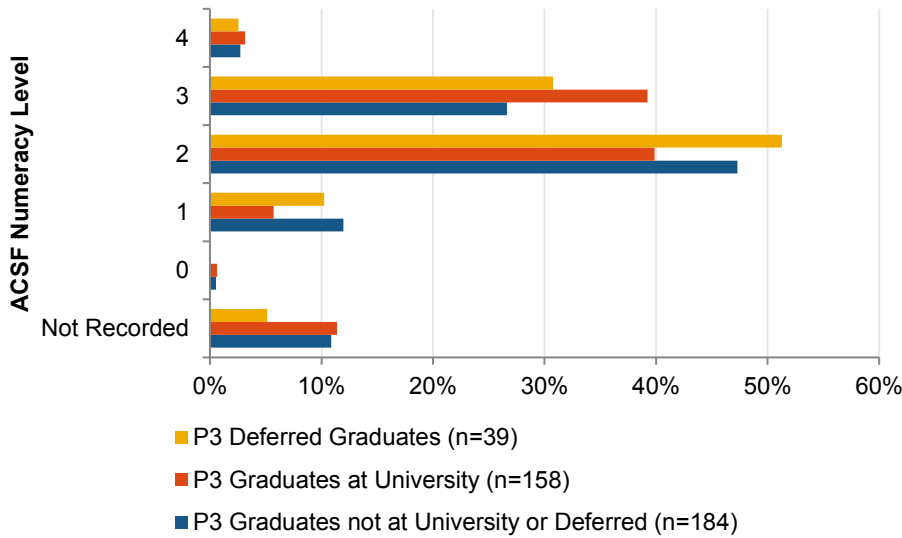
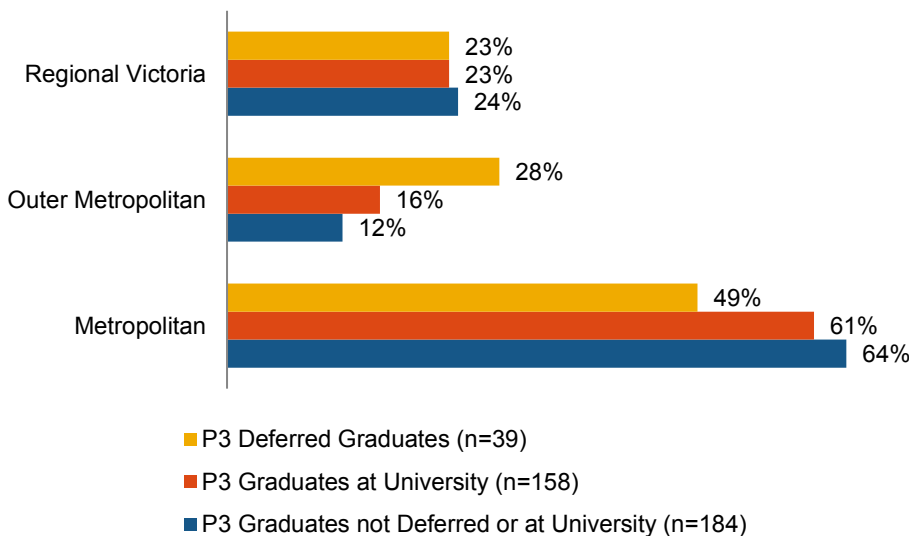


Figure 35: ACSF numeracy level, deferred & other P3 graduates



A noticeably higher percentage P3 graduates who were deferred at 6-months had attended a SEDA classroom in an outer-metropolitan suburb, and a lower percentage had attended a SEDA classroom in a metropolitan Melbourne suburb, compared to P3 graduates who were attending university and compared to all other P3 graduates.

Figure 36: SEDA class region, deferred & other P3 graduates



While conclusions cannot be drawn based on these relatively small numbers, these differences between P3 graduates who had deferred from a university course and those were attending university, invite questions. For example, what leads some graduates to defer and not others, what do graduates who defer do once they are deferred, do graduates who defer at 6-months have different destinations to those who don't defer, or to other graduates, one, two, five or ten years after graduation?

The data around graduates who deferred also invites questions about the way the data are collected. For example if a person has deferred from a course, but is also employed, do they state that they are employed, or deferred? What if someone has deferred, but is essentially unemployed, compared to someone who has

deferred and is traveling by choice – is there a way to record these differences? Opportunities to provide more detail in the data collection, and further exploration around graduates who defer, might assist SEDA in supporting graduates further with their future pathways during their time in SEDA.

2.5 Unemployed

The destinations survey allows graduates to state if they are “unemployed and seeking employment”, or “unemployed and not-seeking employment”. Only two graduates from P2 and one from P3 were unemployed and not seeking employment at 6-months. There were 19 P2 graduates unemployed and seeking at 6-months, which is 10.4% of the 182 P2 graduates whose destination we know. While 10.4% may appear high, it is substantially lower than Victoria’s state-wide youth unemployment rate of 16.1% in mid-2015⁹ (figure from the Victorian Council of Social Services [VCOSS], as cited by Hobday, 2015). Looking at P3 graduates, a much lower percentage of just of 5.4% were unemployed and seeking at 6-months. Figure 37 shows the number of unemployed graduates as a percentage of all the graduates whose destination is known for each cohort.

Data interpretation note

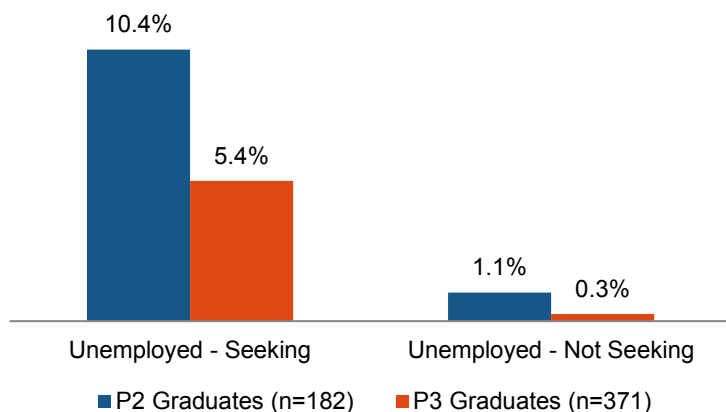
For the following charts, which look at percentages of graduates who were either unemployed, or not unemployed, at 6-months, we base the percentage on the total number of graduates whose 6-month **destination is known**. For P2 graduates we know the 6-month destination for 182 out of the 188 graduates (97%). For P3 graduates we know the 6-month destination for 371 out of the 381 graduates (97%).

Figure 37: Unemployed P2 & P3 graduates (table)

	Unemployed & seeking	Percent unemployed & seeking	Unemployed & not-seeking	Percent unemployed & not-seeking
P2 graduates (n=182)	19	10.4%	2	1.1%
P3 graduates (n=371)	20	5.4%	1	0.3%

⁹ Mid 2015 corresponds to the time these 2014 graduates were surveyed about their destination 6-months after graduation.

Figure 38: Unemployed P2 & P3 graduates (chart)



A higher percentage of SEDA graduates from both P2 and P3, who were unemployed, had *attended a SEDA classroom that was in a metropolitan area* (as opposed to an outer-metropolitan or regional area), compared to the rest of the SEDA graduates. Conversely, a higher percentage of SEDA graduates from both P2 and P3, who were unemployed, *lived in an outer-metropolitan area*. These patterns were similar enough for P2 and P3 graduates that the data for the two cohorts has been combined. Figures 39 and 40 show first the SEDA classroom region, and then the residential region, for the unemployed SEDA graduates, compared to the other SEDA graduates in education, training or employment (with P2 and P3 cohorts combined).

Figure 39: SEDA classroom region, unemployed and all other graduates

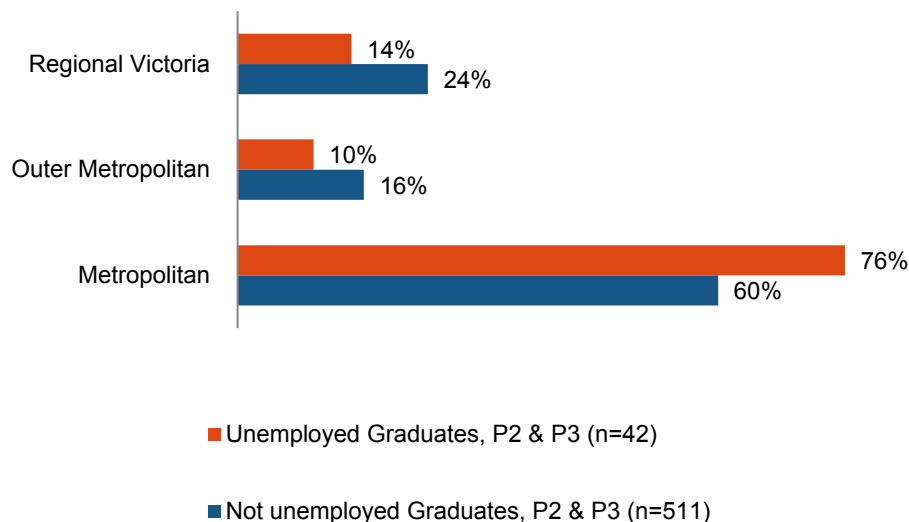
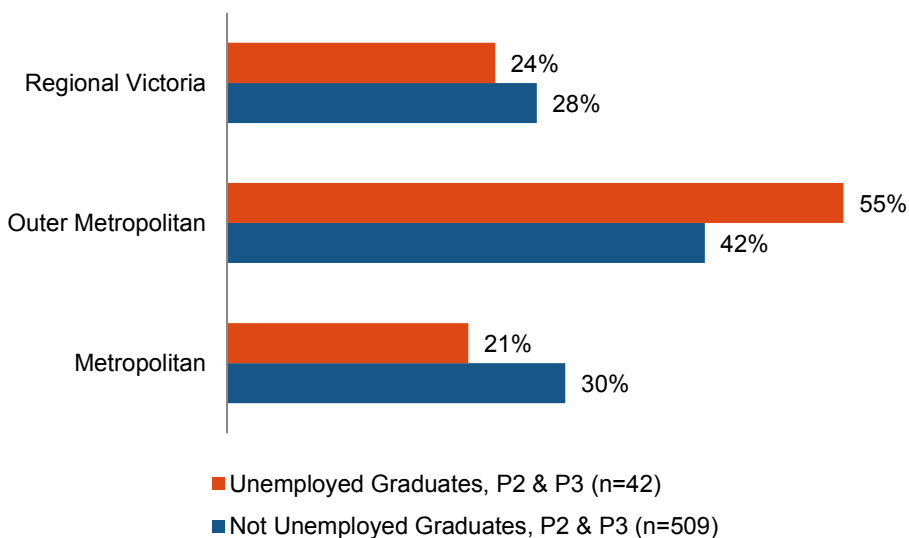
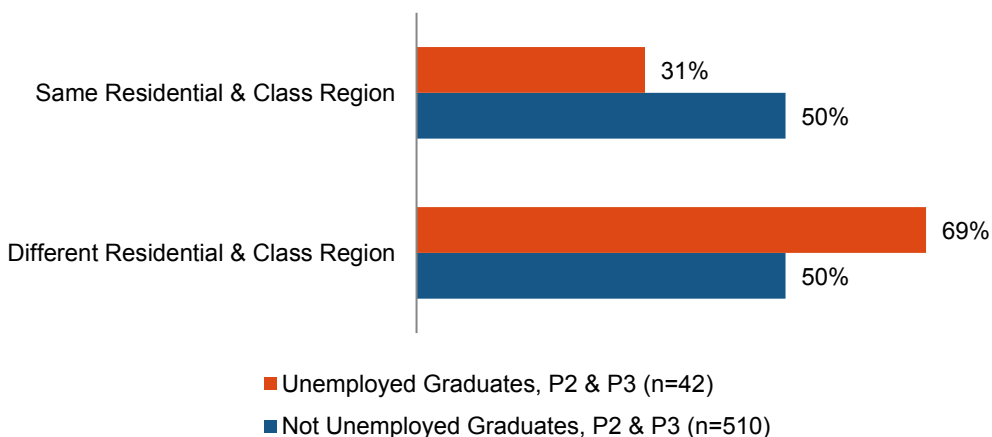


Figure 40: Residential region, unemployed and all other graduates



These figures suggest that a number of the graduates who became unemployed may have travelled significant distances to their SEDA classroom. As a rough measure, we looked at the number of graduates who had a residential address in a different region¹⁰ to their SEDA classroom. Almost 20% more unemployed graduates had a residential address in a different region to their SEDA classroom, compared to the rest of the graduates. Data for P2 and P3 graduates has been combined because the patterns were similar.

Figure 41: Residential region & SEDA class region, unemployed & other graduates



As one might expect, both the P2 and P3 unemployed graduates, had slightly lower literacy and numeracy scores overall, than the P2 and P3 graduates. However these differences were not dramatic. The median (middle score) was the same for each measure of literacy and numeracy for unemployed graduates compared with all the graduates for both P2 and P3. The key areas of difference were that a slightly higher percentage of unemployed graduates had very low scores compared with the graduates overall, and almost no unemployed graduates had very high literacy or numeracy scores.

¹⁰ The regions referred to are: inner Melbourne; metropolitan Melbourne; outer metropolitan Melbourne; and Regional Victoria.

3 Specific Cohorts

3.1 Female Graduates

3.1.1 Vignette: Penny

Two female graduates were interviewed. A vignette of Alanna, who was a graduate from Program 3, is provided in section 2.4.1, focussing on her experience of deferring from University. In contrast, Penny was enrolled with SEDA for Program 1 and 2 only, in 2013 and 2014. She completed Year 10 at the local high school in a regional area, where her father was a teacher, but decided to move to SEDA in the same town because:

I just didn't enjoy school one bit. I couldn't deal with sitting down with a textbook in front of me reading and then writing out what it said and it was either drop out, I was going to drop out of school. But then this opportunity came up and I thought, 'I love sport so why not give it a shot'. (Penny)

For Penny, three aspects of the SEDA program stood out as positive. First, the more 'hands on' approach: "every day you went outside and did some prac" together with the use of laptops rather than textbooks, which meant the 'desk work' also "wasn't boring".

Second, she enjoyed her peers at SEDA, because "we all loved sport" and all "wanted to be there". Penny found that she was motivated to learn because of this shared interest and commitment.

Finally, she found the teacher supportive. Towards the end of her second year, Penny became unwell and was unable to come in to class at times. However, her teacher made it possible for her to complete work from home and get help when she needed it:

The fact that they could email me through what work we were doing that week and I could do it at home. If I did need to come in to speak to him because I didn't understand something I could come in for an hour or so, speak to him about it and he'd go out of his way to make sure I'm still able to do it. (Penny)

This individualised approach is harder to achieve in large secondary schools, but typical of flexible learning programs (Te Riele, 2014). Across the two years, Penny completed a range of credentials: Certificate III in Education Support, Certificate III in Sports Recreation, Certificate IV in Community Recreation, as well as Responsible Service of Alcohol (RSA) and First Aid Certificate. Although she was not actively using any of these qualifications at the time of interview, Penny felt they gave her a good foundation for pursuing opportunities in the future.

In the year and a half since graduating Penny continued to work at Woolworths, where she had been employed while studying – increasing her hours to an almost full time load. Her real interest, however, was working with school children.

Her goal while at SEDA was “to go to uni become a teacher, simply that was my goal, I wanted to teach”. Penny “did all my placements at schools teaching” and is combining her paid work with “a lot of volunteer work just helping out with schools and going on excursions with schools” through the connections she developed while on placement. Although her illness meant she “never got around to” enrolling in a teaching degree, she has this goal still firmly in mind:

I don't want to stay at Woolworths forever but within the next couple of years I would like to get into uni, start doing maybe a teacher's course, primary school teaching course and hopefully within the next 10 years I'll be a primary school teacher. (Penny)

For Penny, SEDA enabled her to complete senior secondary education and has given her experiences and opportunities that, down the track, will help her pursue her dream career as a teacher.

3.1.2 Females as a cohort

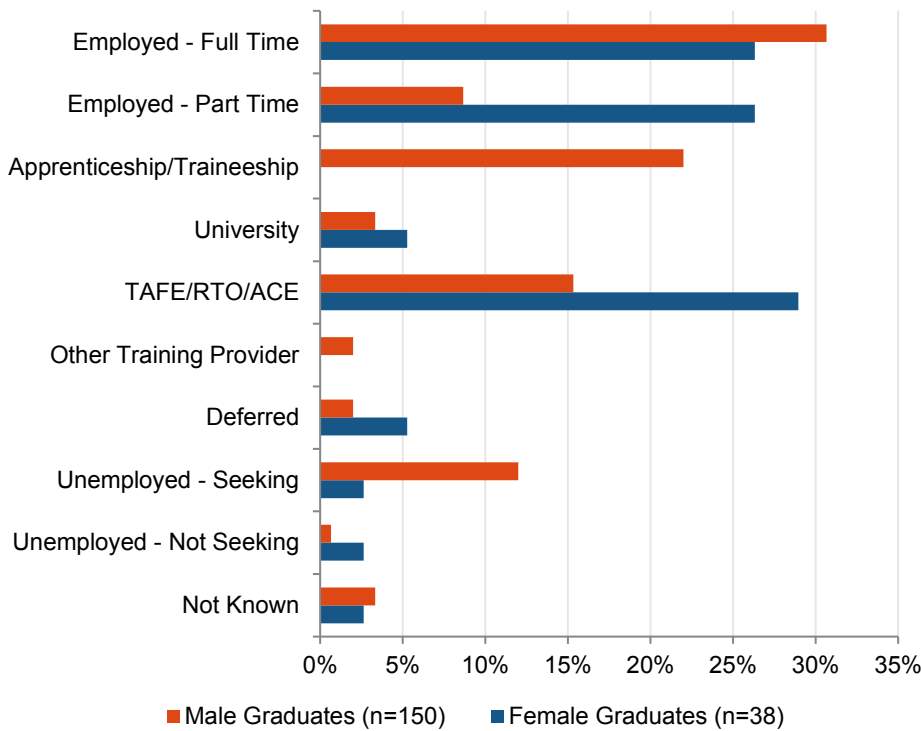
Females comprised 20% of SEDA graduates who exited at the end of P2 (38 females out of 188 graduates), and 23% of SEDA graduates who exited at the end of P3 (87 females out of 381 graduates).

This section will start with a brief look at differences in destinations between females and males, and will then turn to focus on telling a broad story about the females in these two SEDA cohorts. While some further comments will be made about gender or other differences, because of the small numbers involved, it is the story of the female graduates, rather than the analysis of difference, which is the focus.

For P2 graduates, the most noticeable differences in 6-month destinations between females and males were in the following areas:

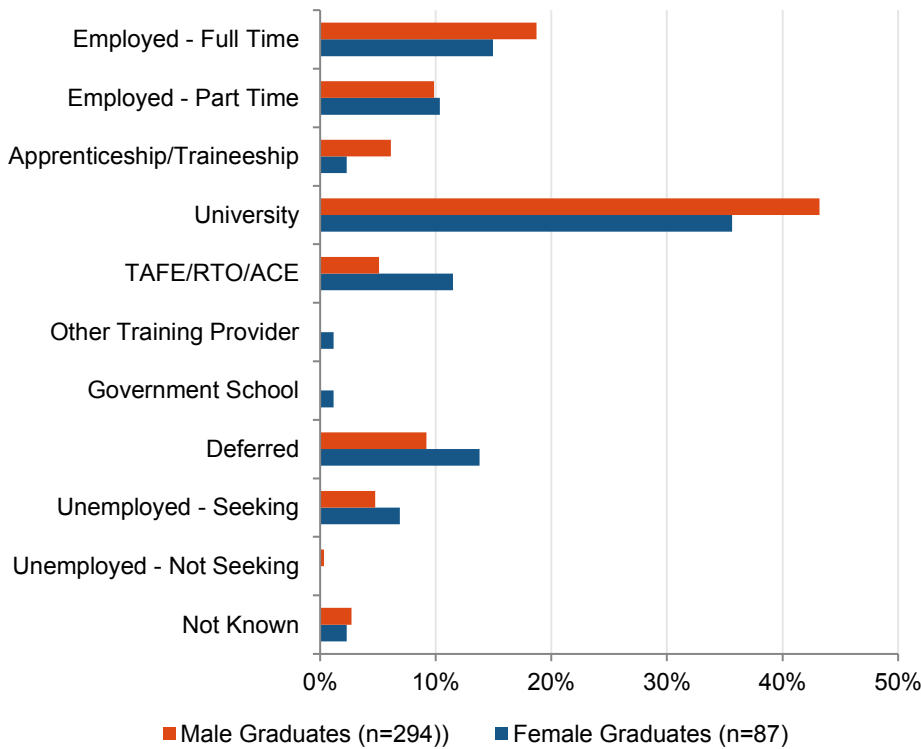
- TAFE/RTO/ACE – a destination for 29% of females, compared with 15% of males;
- Apprenticeships/traineeships – this was a destination for 22% of males, but no females;
- Part-time employment – 26% of females were employed part-time, but only 9% of males (for full-time employment, the figures for males and females were more similar); and
- Unemployment – 12% of males were unemployed and seeking employment, but only 3% of females.

Figure 42: Destination, female & male P2 graduates



In contrast to the P2 graduates, for P3 graduates there were only small differences in destinations for females and males, with no differences greater than five per cent. The largest difference was for graduates who had deferred, with around 14% of female graduates and 9% of males, who had deferred.

Figure 43: Destination, female & male P3 graduates



3.1.3 P2 female graduates

The 38 females, who exited SEDA after graduating from Program 2, were enrolled in 17 different SEDA classrooms, across metropolitan and outer metropolitan Melbourne, and regional Victoria.

Noticeable differences can be seen between the spread of females and males across regional, outer-metropolitan and metropolitan classrooms. Figure 44 shows that 34% of female P2 graduates attended a regional SEDA classroom, compared with 19% of male P2 graduates attending a regional SEDA classroom. This difference is not evident for P3 graduates.

Figure 44: SEDA classroom location, female & male P2 graduates

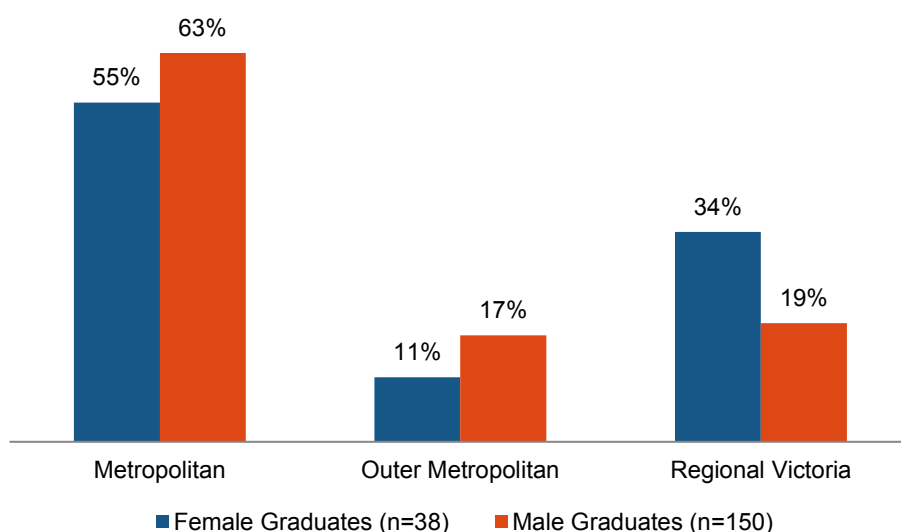
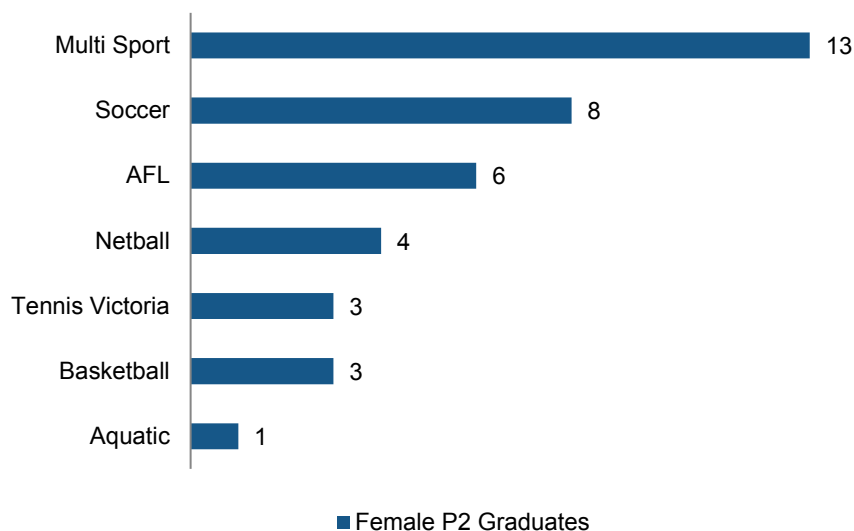


Figure 45 shows the seven types of SEDA sports programs from which this cohort of females graduated, with multi-sport, soccer and AFL being the three most common programs. Two of the females were enrolled in the Talented Player Program (TTP) for soccer. It is also worth noting that while multi-sport classrooms were the most popular for females; this is at least in part because the majority of SEDA classrooms in regional Victoria are multi-sport classrooms.

Note regarding data interpretation

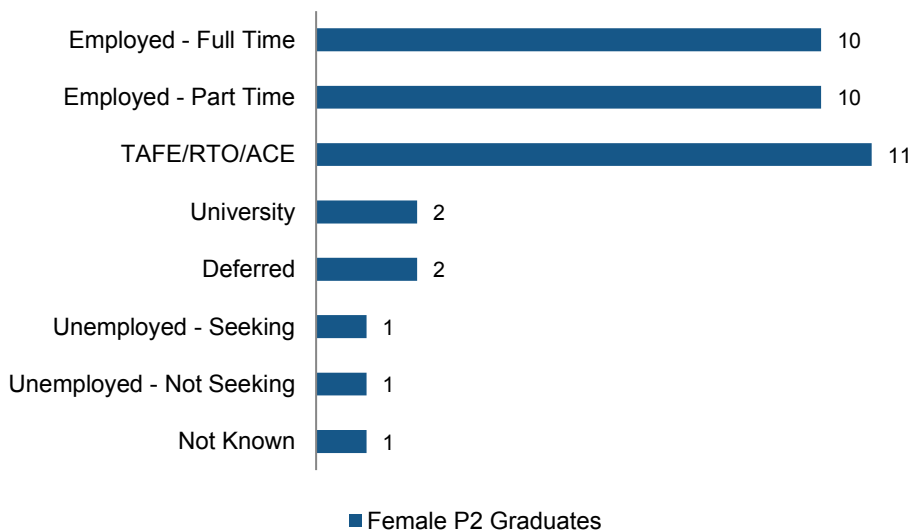
As discussed earlier, care should be taken in interpreting this chart; it shows only the SEDA sport program of females who graduated from P2 and exited SEDA. It does not include females, who graduated from P2 and went on to P3, nor does it include females who did not graduate.

Figure 45: SEDA classroom sport, female P2 graduates (n=38)



Female P2 graduates had a range of destinations 6-months after graduation. The majority, just over 50%, were engaged in either full-time or part-time employment. Another 34% of females were engaged in some form of education, the large majority in a TAFE, RTO or ACE course. Given that the SEDA P2 qualifications do not generally enable direct access to university level courses, one would not necessarily expect any P2 graduates to be studying at this level. Nonetheless, two female graduates were studying in a university level course and two others deferred from a University level course. Just one female was unemployed at 6-months, and one other female was not employed, but was not seeking employment.

Figure 46: Destination, female P2 graduates (n=38)

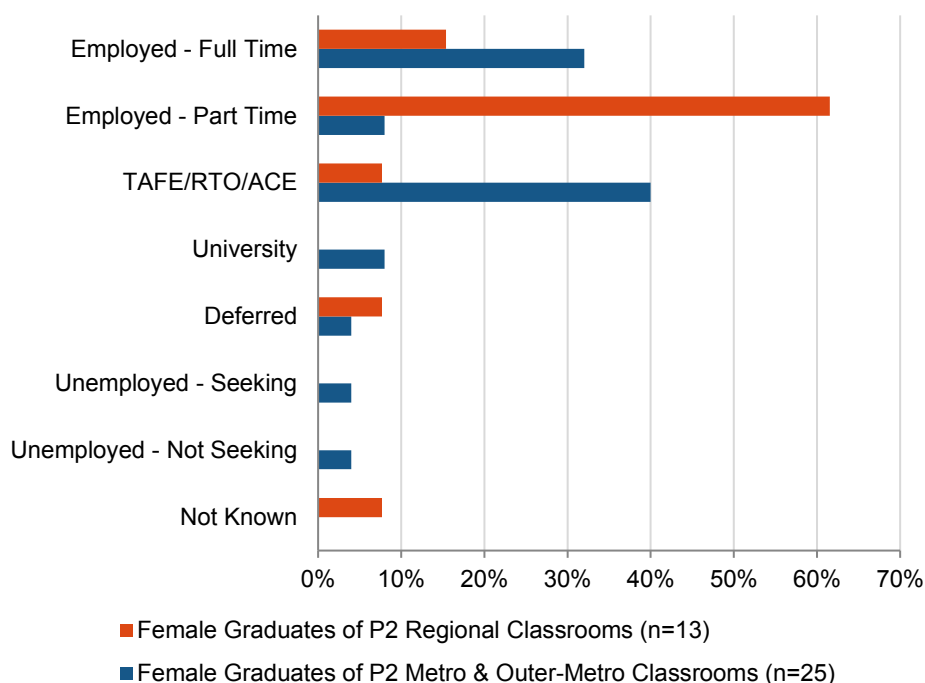


Interestingly, of the 13 female P2 graduates in regional programs, 77% (10) were employed, and only 1 (8%) was studying (though one had deferred from a university course). However of the 25 female P2 graduates from metropolitan or outer-metropolitan programs, 40% (10) were employed and 48% (12) were studying.

Data interpretation note

Data for female P2 graduates from metropolitan and outer-metropolitan SEDA classrooms were combined for discussions about differences between 6-month destinations based on classroom region. This was for two reasons. Firstly, there were only four female P2 graduates from an outer metropolitan classroom. Secondly, the 6-month destination pattern for those four graduates mirrored those of the female graduates from metropolitan classrooms.

Figure 47: Destination & SEDA classroom region, female P2 graduates



While there did appear to be some connection between attending a regional versus a metropolitan SEDA classroom and destinations 6-months after graduation, there was no discernible connection between the type of SEDA sport program and 6-month graduate destinations. Given the very small numbers involved however, no conclusions can be drawn from this.

Looking in more detail at 6-month destinations for the female P2 graduates from regional classrooms compared with those from metropolitan and outer-metropolitan classrooms, there is also a noticeable difference in trends around part-time or full-time employment. Female P2 graduates from regional classrooms were more likely to be in part-time than full-time employment, and it was the opposite for females from a metropolitan or outer-metropolitan programs.

Figure 48: Full or part-time employment & SEDA classroom region, female P2 graduates

6-month destination	Metro or Outer-Metro Classroom		Regional Victoria Classroom	
	Count	Percentage	Count	Percentage
Employed - Full Time	8	80%	2	20%
Employed - Part Time	2	20%	8	80%
Total	10	100%	10	100%

The 13 female P2 graduates who were studying at 6-months, and two others who had deferred from a course of study, were spread across nine institutions, doing 13 different courses (see figure 49). Just two females were studying in a sport related course. Of the other graduates who were studying, six were in health related courses, one in teacher education, and six in other courses, including: child care; justice and criminology; screen writing; textile merchandising; and beauty therapy.

Figure 49: Destination course, female P2 graduates

6-month Destination Institution and Course Name	Number of Female P2 Graduates
Box Hill TAFE	
Diploma of Remedial Massage	1
Chisholm	
Diploma in Criminology	1
Deakin College (Formerly Melbourne Institute of Business and Technology)	
Diploma of Health Science	3
Deakin University	
Bachelor of Occupational Therapy (deferred)	1
Bachelor of Sports Management (deferred)	1
FC11	
Diploma of Sport Development	1
La Trobe University	
Bachelor of Teaching (Primary)	1
Melbourne Polytechnic	
Diploma of Justice	1
Pragmatic training	
Diploma in Child Care	1
Diploma of Beauty Therapy	1
RMIT University	
Advanced Diploma of Professional Screenwriting	1
Associate Degree in Fashion Textile Merchandising	1
Diploma of Nursing	1
Total	15

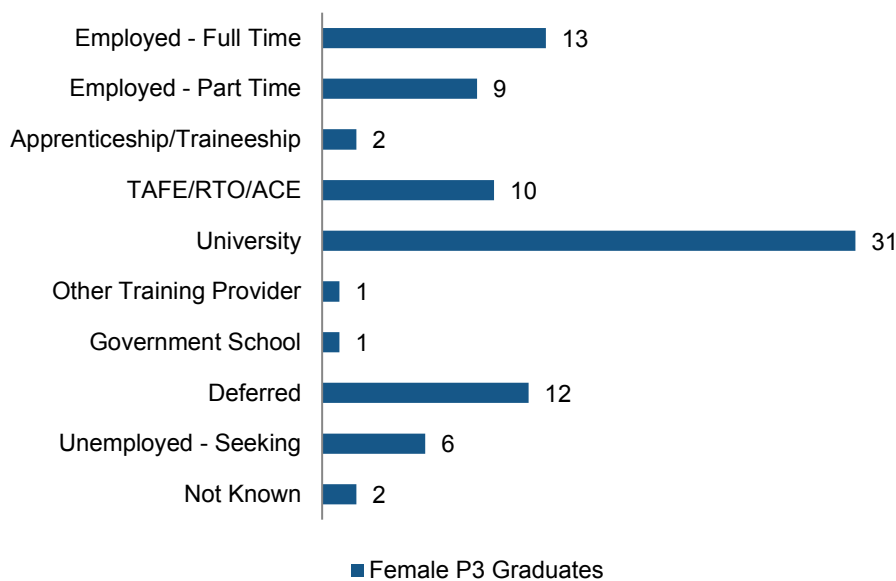
3.1.4 P3 female graduates

The 87 females, who exited SEDA after graduating from Program 3, were enrolled in 21 different SEDA classrooms, across metropolitan and outer metropolitan Melbourne, and regional Victoria. There was at least one female graduate from each of the SEDA classrooms. Two classrooms had only one female graduate, one of these was a class with four graduates in total (the Torquay surfing class), and the other a class with 16 graduates in total (the Thomastown class). Eleven classrooms had four or more females graduating, and females comprised more than a third of the graduates in three of the 21 classrooms, with the maximum being 44% female graduates, from the Fitzroy classroom. There were six female graduates from Talented Player Program (TPP) classrooms.

There was a fairly similar spread of male and female graduates enrolled in regional, outer-metropolitan and metropolitan classrooms. Looking at the SEDA classroom location for the P3 female graduates, 23% of the P3 female graduates were enrolled in a regional SEDA classroom, 16% in an outer-metropolitan classroom and 61% in a metropolitan classroom.

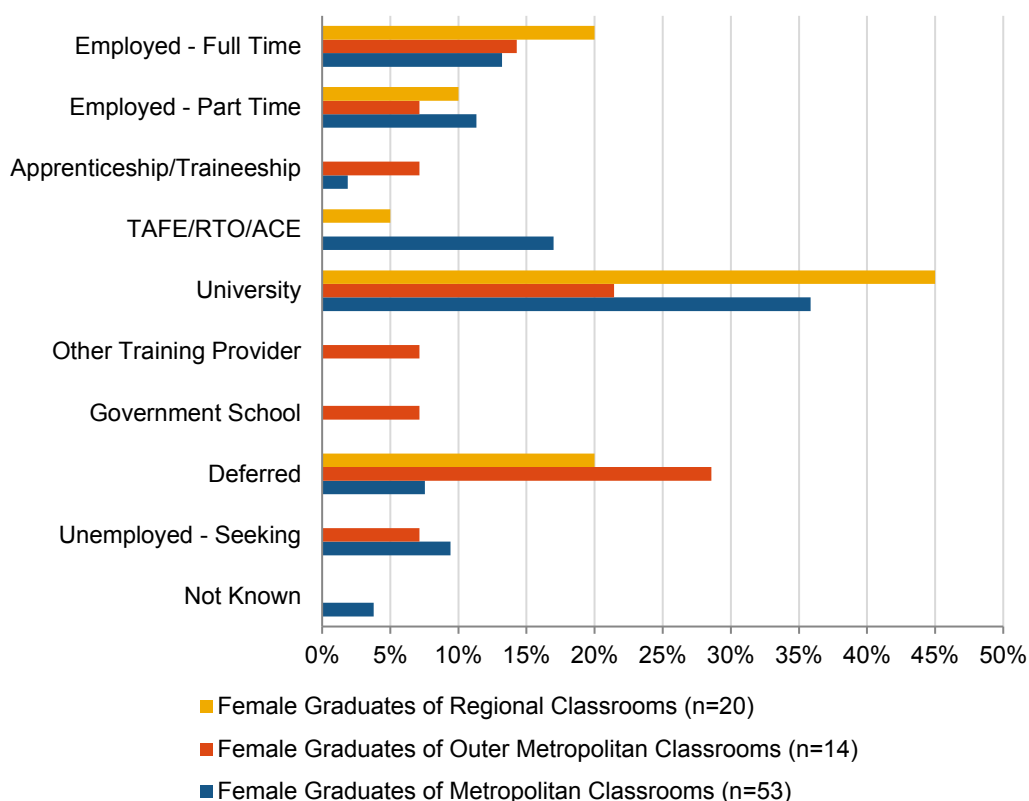
Six-months after graduation, 49% of female P3 graduates were in a course of study, with another 2% in an apprenticeship or traineeship, and 14% deferred from a course of study. While fewer female P3 graduates were employed than studying, there were still 25% of female graduates employed either full-time or part-time. Just 7% (6) of the female P3 graduates were unemployed at 6-months.

Figure 50: Destination, female P3 graduates (n=87)



The noticeable pattern of differences in 6-month destinations between female P2 graduates from regional classrooms compared to metropolitan and outer-metropolitan classrooms is not repeated for female P3 graduates. For female P3 graduates, the most noticeable difference in destinations is the smaller percentage of those from outer-metropolitan classrooms attending a university course (21% for those from an outer-metropolitan classroom, versus 45% of those from a regional classroom and 36% of those from a metropolitan classroom). Also notable, is that all but one of the 10 females attending a TAFE/RTO/ACE course, are graduates from a metropolitan SEDA classroom.

Figure 51: Destination & SEDA classroom region, female P3 graduates



Turning now to the 42 female P3 graduates who were studying at 6-months, it is striking that 52% were attending a course at Victoria University, with the remaining 20 who were studying, spread over at least eight, and possibly ten other institutions (in two cases, the institution was not given).

Figure 52: Destination education institution, female P3 graduates

6-month Destination Institutions of Study	Number of Female P3 Graduates
ACPE	1
Bachelor of Coaching and Sports Administration	1
Australian Fitness Academy	1
Certificate IV in Fitness	1
Australian Institute of Fitness	1
Certificate IV in Fitness	1
Unknown	2
Unknown	1
Certificate III & IV in Fitness	1
Deakin University	3
Bachelor of Education (Primary)	1
Bachelor of Occupational Therapy	2
Federation University	3
Bachelor of Arts	1
Bachelor of Education (Early Childhood / Primary)	1
Bachelor of Nursing	1
La Trobe University	3

6-month Destination Institutions of Study	Number of Female P3 Graduates
Bachelor of Health Sciences	1
Bachelor of Nursing	1
Bachelor of Physical and Health Education	1
RMIT University	4
Bachelor of Applied Science (Physical Education)	1
Bachelor of Education (Primary Education)	1
Diploma of Building and Construction	1
Diploma of Nursing	1
SAGE Institute	2
Certificate III in Children Services	1
Certificate IV in Massage Therapy	1
Victoria University	22
Advanced Diploma of Myotherapy	1
Bachelor of Education P-12	3
Bachelor of Nursing	1
Bachelor of Sport Coaching	2
Bachelor of Sport Management (Outdoor Recreation Leadership)	1
Bachelor of Sport Management / Bachelor of Business	1
Bachelor of Sport Science	2
Bachelor of Sport Science (Exercise Science)	4
Bachelor of Sport Science (Human Movement)	1
Bachelor of Sport Science (Human Movement) / Bachelor of Sport Management	1
Bachelor of Sport Science (Physical Education) (Secondary)	1
Bachelor of Youth Work	1
Bachelor of Youth Work / Bachelor of Sport Management	1
Diploma of Early Childhood Education and Care	1
Diploma of Graphic Design	1
Total	42

Of the 44 female P3 graduates who said they were studying at 6-months, we know the course of study for all but one. Figures 53 and 54 show that 52% (22) of the females who were studying, were studying in a sport related course (this is in contrast to the pattern of study for P2 graduates, where sport related courses were negligible). The 12 females who had been accepted into a course, but had deferred from their study, are not included in these charts. The percentages of sport and not-sport related courses for the graduates who had deferred their course of study, is very similar to those who were actually studying.

Figure 53: Destination course sport related or not, female P3 graduates

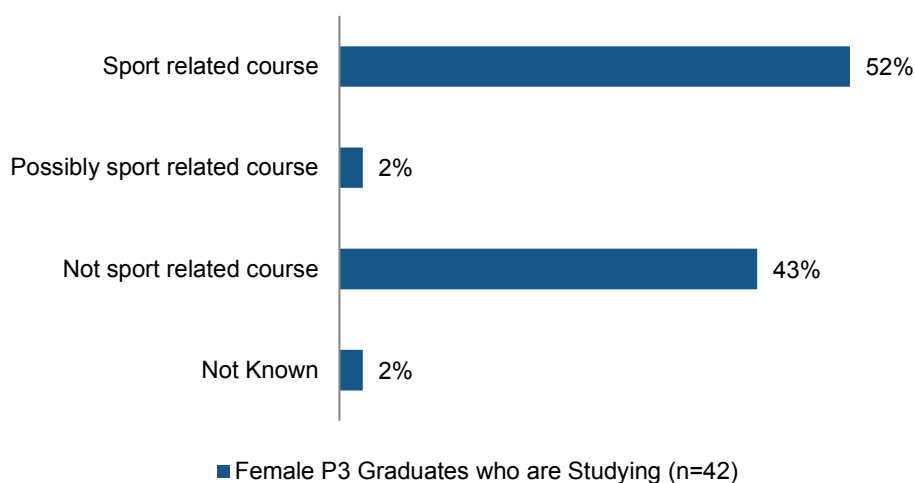


Figure 54: Destination course of study, female P3 graduates

6-month Destination	Number of Female P3 Graduates
SPORT RELATED	22
Sport	13
Bachelor of Coaching and Sports Administration	1
Bachelor of Sport Coaching	2
Bachelor of Sport Science	2
Bachelor of Sport Science (Exercise Science)	4
Bachelor of Sport Science (Human Movement)	1
Certificate III & IV in Fitness	1
Certificate IV in Fitness	2
Sport & business	3
Bachelor of Sport Management (Outdoor Recreation Leadership)	1
Bachelor of Sport Management / Bachelor of Business	1
Bachelor of Sport Science (Human Movement) / Bachelor of Sport Management	1
Sport & education	3
Bachelor of Applied Science (Physical Education)	1
Bachelor of Physical and Health Education	1
Bachelor of Sport Science (Physical Education) (Secondary)	1
Sport & Youth work	1
Bachelor of Youth Work / Bachelor of Sport Management	1
Teacher education	2
Bachelor of Education P-12 (Physical Education)	2
POSSIBLY SPORT RELATED	1
Teacher education	1
Bachelor of Education P-12	1

NOT SPORT RELATED	18
Building/Trades	1
Diploma of Building and Construction	1
Health	9
Advanced Diploma of Myotherapy	1
Bachelor of Health Sciences	1
Bachelor of Nursing	3
Bachelor of Occupational Therapy	2
Certificate IV in Massage Therapy	1
Diploma of Nursing	1
Other	4
Bachelor of Arts	1
Bachelor of Youth Work	1
Certificate III in Children Services	1
Diploma of Graphic Design	1
Teacher education	4
Bachelor of Education (Early Childhood / Primary)	1
Bachelor of Education (Primary Education)	1
Bachelor of Education (Primary)	1
Diploma of Early Childhood Education and Care	1
Total	41

3.2 Aboriginal Graduates

3.2.1 Vignette: Tristan

According to the SEDA data, Tristan identified as Aboriginal, but he did not talk about his Indigenous heritage in his interview. His story is offered here as it may resonate with other Indigenous students and graduates, but it cannot be interpreted as explicitly reflecting his Aboriginal identity.

Tristan attended a SEDA class close to his previous school in Melbourne's western suburbs, for P1 (Year 11) and P2 (Year 12). He explained how he found out about SEDA:

I saw it at one of the convention things at the [community centre] when we went out there as a class. Then my mum got a pamphlet as well and she just showed me and I recognised it. ... I just liked the way it was set out and that. (Tristan)

Tristan enjoyed the focus on sport at SEDA, as well as the balance between freedom in how to learn and a well-planned structure:

It was just a lot more freedom I guess. [Previous high school] being a lot more strict and they were a lot harsher whereas SEDA was more, you can do, not what you want but you were a lot more free to learn the way you want to as well. Most of the activities that we were involved in as like when we went out to do activities with other classes and that, that was well planned. So class time was well planned and when we went on excursions and that, that was well planned as well. (Tristan)

When asked about the qualifications he completed through SEDA, Tristan commented that “they were high quality qualifications so I was really happy with those”. The broader outcomes from SEDA were very much valued by Tristan. Many SEDA students and graduates point to personal development (in our interviews as well as Crump and Slee, 2015; Te Riele, Plows and Bottrell, 2014; Van Son, 2016). Tristan added his recognition of civic benefits to this:

Just being a lot more confident in yourself. Being able to lead a team. I don't know, there is quite a few things that you do learn. The main things are obviously becoming a leader, just guiding people, helping people and being a good person in society. (Tristan)

In terms of his career aspirations Tristan said that “ever since I was younger” he had wanted to work with animals, and sport was his second interest. He explained:

It was a part of my life where I was trying to work what I wanted to do out and it sort of helped me find out what I really wanted to do. Although I wanted to really work with animals and that, it also gave me an insight to the sporting side of things as well which I am also really, really interested in. (Tristan)

Initially, Tristan was working towards becoming a Personal Trainer but by the end of P2 he realised his passion was still for working with animals rather than in sport. After graduating from P2 (Year 12) he ‘had half a year off’. In the 3-month and 6-month SEDA survey, his destination was noted as unemployed and seeking work. Then he heard that a local vet clinic “were doing traineeships so I went there and I basically asked if I could have a trial week and then they gave me a trial week and then they ended up hiring me”. He is happy with the qualifications and leadership skills he gained through SEDA, and will complete his Certificate IV in Veterinary Nursing next year.

3.2.2 The Aboriginal cohort

There were eight graduates (1.4%) who identified as Aboriginal out of a total of 569 graduates in the two cohorts of SEDA graduates that we analysed for this study (P2 and P3 2014 graduates). Interestingly, of the group of 188 P2 graduates, five identified as Aboriginal (2.7%), whereas only three of the 381 P3 graduates identified as Aboriginal (0.8%). While the numbers are very small, it may be of interest to investigate whether in other years, there were also a smaller percentage of Aboriginal graduates from P3 compared to P2.

Gender Out of the eight Aboriginal graduates, two (25%) were female, both graduates from P2. This is similar to the overall proportion of around 22% female graduates from the P2 and P3 graduates combined.

SEDA program region Five of the eight Aboriginal graduates came from regional Victorian SEDA programs (62.5%), compared to 23.2% of the SEDA graduates overall coming from regional Victorian SEDA programs. Looking at this a different way, 3.8% of the 132 graduates from regional SEDA programs were Aboriginal, whereas overall 1.4% of the SEDA graduates were Aboriginal. While the numbers are very small, investigating these differences further, may be of interest to SEDA. For instance, are these differences evident in graduate cohorts from other years, and if so, is there something about the regional programs, that makes it more likely that Aboriginal students will go there? Or might there be other explanations for the larger proportion of Aboriginal SEDA graduates coming from regional Victoria?

Destination The eight Aboriginal graduates had a range of destinations at 6-months, including: employed part-time (one graduate); studying (three graduates); deferred (one graduate); unemployed (two graduates); and unknown (one graduate, who had been unemployed at 3-months). With such small numbers, it is impossible to draw any conclusions about destinations. Nonetheless, it is worth taking note that at 3-months, three of the eight Aboriginal graduates were unemployed. And again, the question might be asked - is there a trend that can be discerned over other years, that a higher proportion of Aboriginal graduates are unemployed, and if so, are there other supportive actions that SEDA could take?

3.3 Graduates from the Talented Player Program

3.3.1 Vignette: Flynn

Prior to SEDA, Flynn had attended a specialist sport program in a government high school. Several secondary schools in Victoria have a special program for young athletes and students interested in combining sport with their academic studies, some of them quite new, including: Berwick College Sports Academy, Hallam Senior College Sports Academy, Maribyrnong Sports Academy, Mt Erin College Sports Academy Program, Rowville Sports Academy, Sandringham College Sports Academy, and Surf Coast Secondary College Sports Academy.

It is perhaps surprising that Flynn moved to SEDA, since he was already enrolled in a high school sport academy. Certainly the focus on sport was important for Flynn, but location as well as the VCAL rather than VCE focus also prompted him to enrol in SEDA:

It was closer than [the Sport Academy school]. I didn't really want to do VCE which was another thing and also because I like sport ... that's what I was thinking at the time that I wanted to do, so that's why I basically chose to go to SEDA. (Flynn)

After completing Year 10 at his previous school, Flynn enrolled in P1 (Year 11) and P2 (Year 12) at SEDA, in one of the Talented Player Programs (TPP). All SEDA sport programs are centred around sport – and most around a specific sport such as netball or cricket – but the TPP takes the sport focus a step further through a “high performance training plan for each student” with the aim for students to “achieve their best both as a student and an athlete” (see: <http://www.sedagroup.com.au/programs/talented-player-program/>).

Although distance was a consideration for Flynn, he chose to attend the TPP rather than a different SEDA program closer to home, which meant he still: “travelled maybe an hour and a half every morning on the bus. I got two buses; I used to have to catch two buses or a bus, train and a bus”. Enrolment in a TPP requires a trial in addition to the usual application and interview process, and are expected to already be playing competitively in their sport (also see 3.5.1, Ivan's vignette). The high status associated with selection for the TPP is not lost on young people such as Flynn.

The core attraction of SEDA for Flynn, in comparison with his previous school experiences, was the authentic and hands-on nature of the learning activities. Flynn's frequent use of the word 'actually' signals how he marvelled at this difference:

It was different because they actually did things, like you did clinics with kids and you could do all that kind of stuff. They actually had things set up here to physically go do it instead of just 'learning about', you know what I mean. ... They had things set up for you to do, you could actually physically go out and do it instead of just, you know, sitting in a classroom from nine to three or whatever and just being bored. ... I wasn't a big classroom kind of guy, you know, I got bored pretty easily sitting in a classroom. I felt like going out and actually doing stuff was a lot better for me. (Flynn)

Flynn appreciated that the SEDA TPP gave students "experience in the field that you were thinking of doing". Some of his peers "wanted to be personal trainers". For Flynn, his goal at the time was to work as a Physical Education (PE) teacher:

They also did clinics [SEDA students coaching children in a primary school] every Friday and I loved that the best because I always thought of being a PE teacher and that was the field that I enjoyed. ... having the chance to coach kids and run your own things was definitely one way that it helped you, it actually gave you experience in actually getting out there and doing it. (Flynn)

These experiences also helped to deliver one of the major outcomes that Flynn perceived SEDA achieved:

People come through at the very start being really shy in front of groups, not being able to talk in front of groups. And then just throwing them into, making them run clinics and just watching their confidence grow. (Flynn)

Flynn said he enjoyed that "SEDA didn't really feel like school" because it "felt a lot more laid back, you called your teacher by their first name". However, he also reflected that it was perhaps too easy going, in terms of the academic work:

It was a kind of place where it was really easy to slack off. you know what I mean. Like if you didn't want to do it you didn't have to do it, and I felt like quite a few people in our class chose that, me included as well. (Flynn)

Initially, Flynn's plan had been to go to get a Bachelor degree that would enable him to become a PE teacher. However, his perception of the lack of preparation for university-level study provided through his SEDA classroom made him "really scared" about the thought of going to university:

I found the work, the classroom was real laid back. It was good at the time but you kind of lost interest in actually studying, you know, I couldn't do it. It was quite slack in that way workwise and that's why I just kind of thought I'd never be able to cope with doing uni assignments, and exams and stuff. (Flynn)

As a result, Flynn decided not to proceed with P3 (the Diploma year), which he saw as mainly a pathway into university. Instead, he graduated with P2 / Year 12, and immediately commenced an apprenticeship in carpentry. Although he clearly had a strong aptitude for his sport, as signified by being selected for the TPP, professional sport did not feature as a possible career in our interview with him. His goal now is to become a qualified carpenter.

3.3.2 The TPP cohort

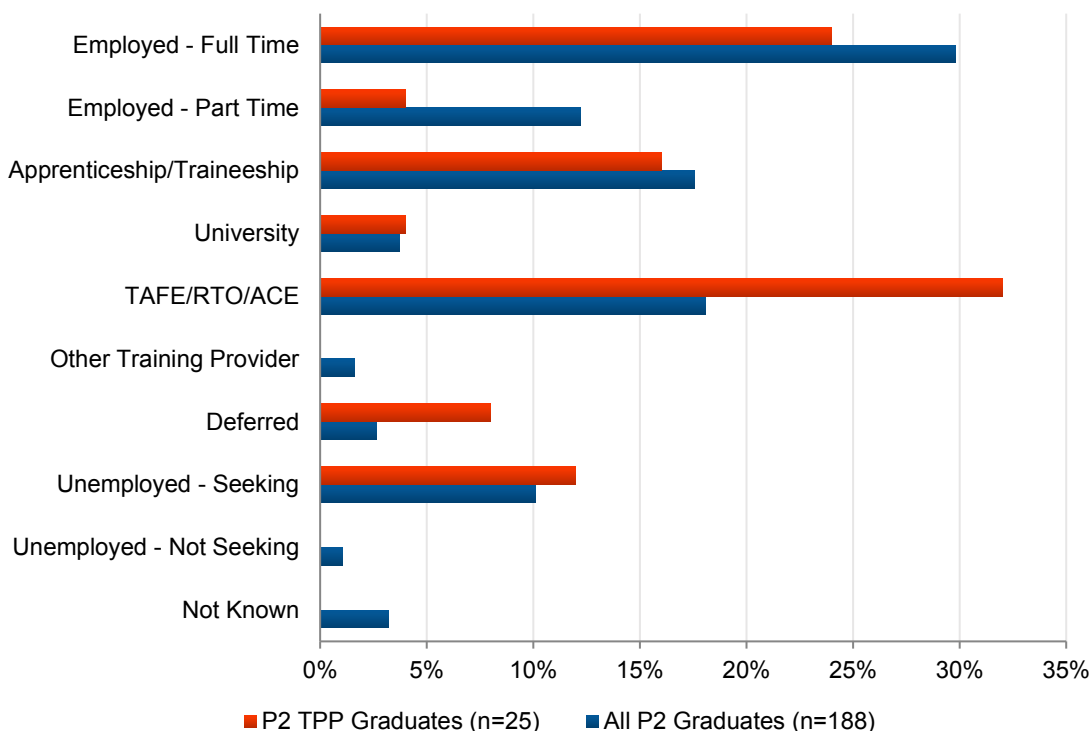
Around 13% of the P2 graduates had been in a talented player program (TPP) classroom (25 of the 188 P2 graduates). These graduates were almost entirely from four TPP soccer classrooms (24 of the 25 graduates), with one being from a cricket program. Two of these P2 graduates (8%) were female.

Around 9% of the P3 graduates (34 of the 381 graduates) had been in a TPP classroom, but for these graduates we do not know the sport, from the data available to us. Six of these P3 graduates (17.6%) were female.

Some TPP graduates travelled long distances to get to their classroom. Of the 25 P2 TPP graduates, 16 (64%) travelled over 15km from their residential address, with three of those who travelled over 15km (12%) travelling over 30km. Of the 34 P3 TPP graduates, 18 (53%) travelled over 15km from their residential address, with five of those who travelled over 15km (15%) actually traveling over 30km.

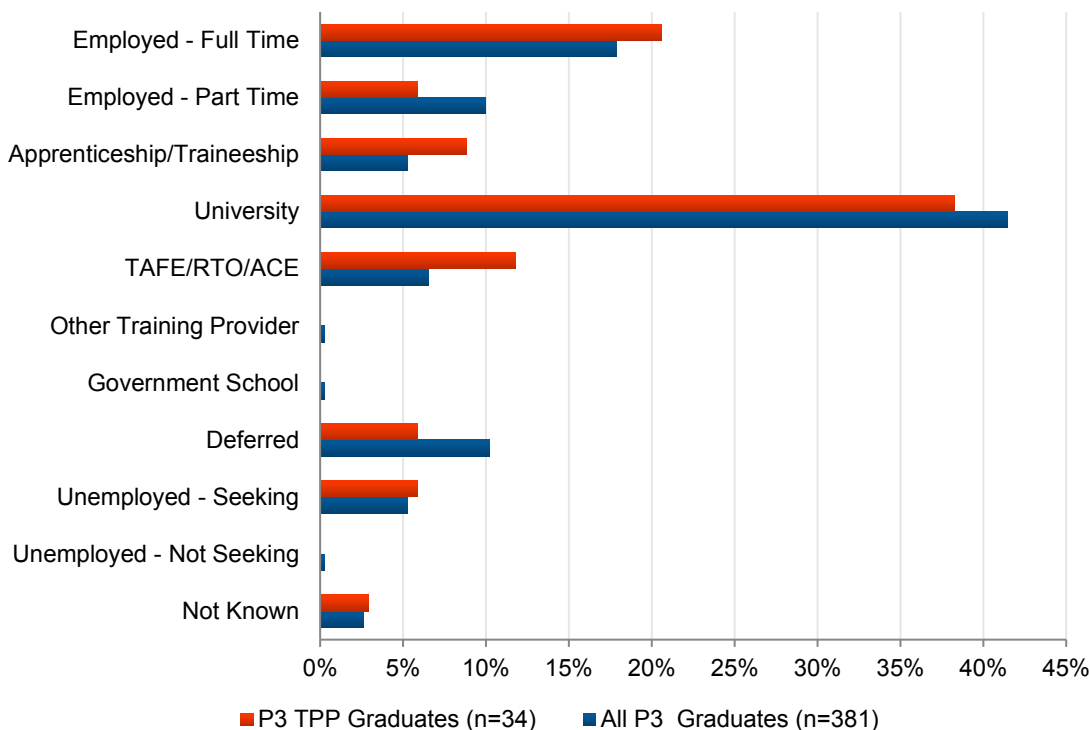
Looking at 6-month destinations for the P2 TPP graduates, the most noticeable differences to destinations for P2 graduates overall, are in the areas of employment and TAFE/RTO/ACE courses. A smaller percentage of TPP graduates were employed (full-time or part-time) (28%), compared to the P2 graduates overall (42%). Conversely, a larger percentage of the TPP graduates were studying (at a TAFE/RTO/ACE, university or other training provider) (36%), compared with 23% of P2 graduates overall.

Figure 55: Destination, P2 Talented Player Program (TPP) graduates



In contrast to P2 graduates, for P3 graduates, there were no dramatic differences in destination for TPP graduates compared to the P3 graduates overall.

Figure 56: Destination, P3 Talented Player Program (TPP) graduates



Looking at the areas of study, for TPP graduates compared to the graduates overall, for both P2 and P3, a very similar percentage of graduates from the TPP program went into a sport related course. For P2 graduates, 30% of the TPP graduates who were studying went into a sport related course, compared to 33% of all graduates. For P3 graduates, 68% of the TPP graduates who were studying, were in a course that was clearly sport related, compared to 67% of the P3 graduates overall.

3.4 Graduates from Regional Victoria

3.4.1 Vignette: Aiden

SEDA offers several of its sport programs in regional centres in Victoria: Ballarat, Bendigo, Geelong, Shepparton and Traralgon, as well as in outer metropolitan locations (see: <http://www.sedagroup.com.au/wp-content/uploads/2016/07/2016-VIC-Venue-List.pdf>). Apart from the outer west (Mallee, Wimmera and Great South Coast) and east (eastern parts of Ovens Murray and Gippsland), these locations enable young people living in regional areas to attend a SEDA program (also see Figure 5). Nevertheless, the travel time required for some regional students highlights a strong commitment to attending the SEDA program. Leon lived about half way between a regional and outer metropolitan SEDA program, and completed P2 in the former and P3 in the latter. For both, it took him about an hour one-way. More extreme, Ivan travelled about 3 hours one-way, depending on bus and train connections. He could have attended a SEDA program in a regional town closer by, but decided that:

I'd just prefer to get out of town and be in the city. That totally opened up everything for me, like all these new networks and that and meet new people. ... I didn't mind the travelling because I could actually just sleep on the trains and busses so I was catching up on my sleep so I wasn't that drowsy during class. So yes, I definitely preferred actually travelling all the way up. (Ivan)

Aiden was more fortunate, since SEDA offered programs in his local town. He said getting there was easy:

Fifteen minutes. ... Either bus or car depending on how I felt. I didn't have my licence at the start, when I first started, so it was bus for a while. ... I had to walk about 500 metres if I caught the bus. (Aiden)

Aiden completed Year 11 at the local state high school, and then enrolled with SEDA for Program 2 (Year 12) and 3 (Diploma). As Aiden explained he chose to move across to SEDA for several reasons:

I'd been fairly interested in sport and a couple of my mates were there as well and regular school wasn't working out too well. ... I had a difference with a few different teachers, didn't respond well to some of the teachers especially some the older ones that were more set in their ways, they didn't adapt, they'd taught for 40 years and they taught the same way for 40 years if that makes sense. So I had a bit of trouble with a few teachers like that, though some teachers were great, the younger teachers especially who I got along with real well. ... I probably would have done SEDA anyway I think just with the sporting, because that's what I want to do so it seemed like a good pathway to head down. (Aiden)

This combination of an interest in sport, peer connections and some 'trouble' at school seems to be a common experience across SEDA students (Te Riele, Plows and Bottrell, 2014; Van Son, 2016). A shared interest in sport worked as a social glue for Aiden:

You're sort of with more likeminded people as well, so you all want go and kick the footy at lunchtime and that, rather than sort of sitting around at school like I used to, which was good. ... at SEDA they're usually younger teachers that are more sports minded as well. (Aiden)

In addition, Aiden also enjoyed the way SEDA provided students more freedom and the opportunity of "getting to know your teachers a lot better too" because they only had two teachers for a whole year. As a result, his own commitment increased: his SEDA data indicate he had 97% attendance (and the remaining 3% were approved absences) while previously: "for some classes especially with those [older] teachers, I probably skipped a couple of those classes".

Apart from gaining recognised credentials, Aiden saw the main outcomes from SEDA in terms of developing responsibility and leadership:

Being able to work independently. So like at the start of the year your teacher sort of guides you what to do at what time, but at the start of the year you get your list of work ... so you know what you have to do at the start of the year. You've just got to knuckle down and do it yourself so that's always good. And then some of the actual assessments we did, like our major events and stuff like that, also helped with being able to manage things. So create events, being able to manage people, manage children, manage volunteers at events that we ran. (Aiden)

Although these are generic attributes, valuable for most further study and employment pathways, Aiden indicated he would be unlikely to recommend SEDA to people not looking for a sports-related career: “They have to know they want to do something in the sports industry or else it’s a bit of a waste of time”.

For himself, Aiden said SEDA helped him decide what kind of sports-related career he wanted to pursue. During his P3 year at SEDA, he worked at a local gym: “from six in the morning till nine and then going to school”. He explained:

It was more about actually figuring out what I wanted to do when I left SEDA. I knew I wanted to do something sport based but I wasn’t 100% sure exactly what that would be. So that was probably my goal while at SEDA, was actually figuring out exactly where I wanted to go. ... It sort of narrowed my path down and I got to speak to the teachers as well, they helped out with that as well which was good. (Aiden)

The decision Aiden made was to pursue a career as a Physical Education teacher. Although he was aware that other universities were more prestigious (“higher up unis”) he enrolled at Federation University because, as a regional young person, he “preferred living out of Melbourne, I found living in Ballarat would be better living out of the congestion a bit more”. Since Ballarat was a long way from his home town, he lived on campus. As it turned out, dorm living didn’t agree with him:

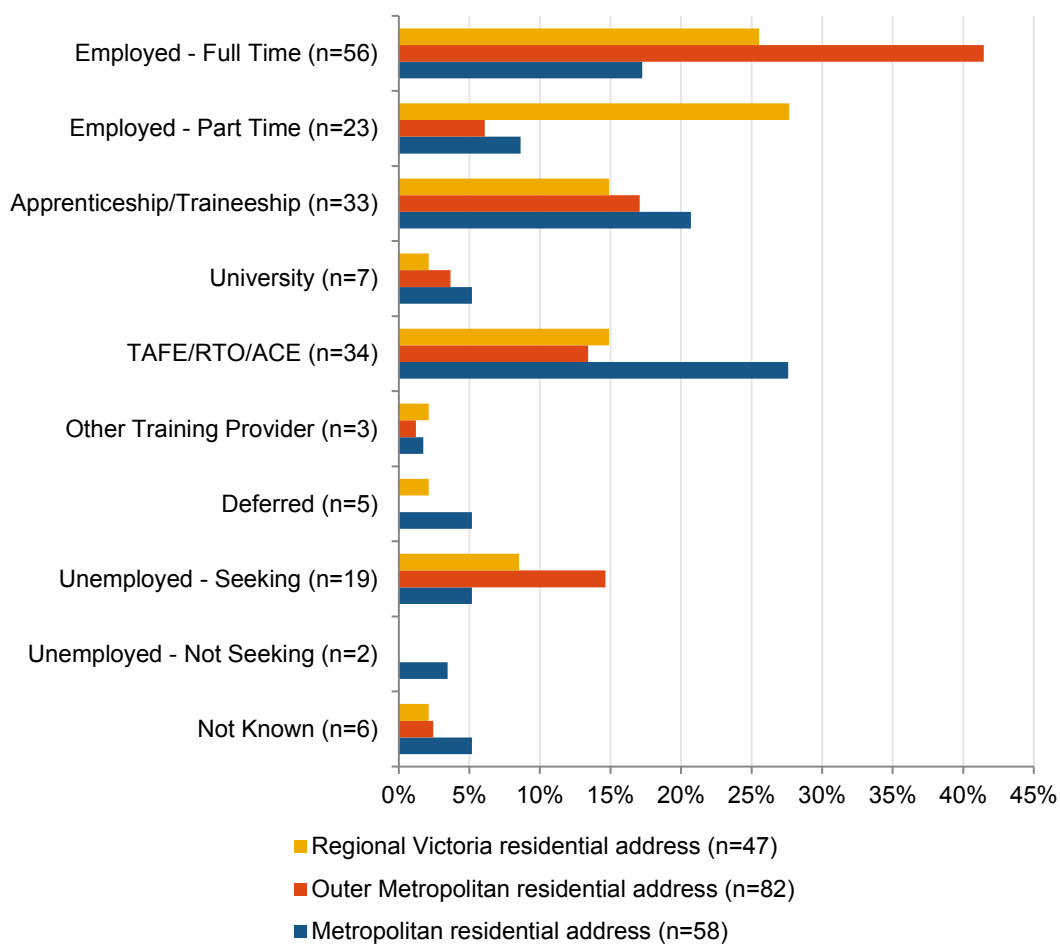
Some of them were a bit strange is a nice way to put it I suppose ... they were all into their computers and playing games, like they’d sit up till midnight playing like old Nintendo games or something ... So I just didn’t really click with those sort of guys so it made it a bit difficult to settle in up there. (Aiden)

The contrast with his SEDA experience of spending time with “likeminded people” is obvious here. Aiden completed first semester and then decided to defer and move back home. At the time of our interview, he was intending to re-commence in semester 2, 12 months later, possibly at a campus closer to home. In the meantime, he was working back at the same local gym as well as coaching a local AFL team. However, his ultimate goal had not changed: to work as a PE teacher.

3.4.2 P2 Graduates

P2 graduates who lived in regional Victoria showed some different destination patterns to P2 graduates from metropolitan Melbourne and outer Melbourne. In particular, a higher percentage of P2 graduates from regional Victoria were employed part-time (28%) compared to those from outer Melbourne (6%) and metropolitan Melbourne (9%). A much higher percentage of P2 graduates from outer Melbourne were employed full-time (41%), compared to those from regional Victoria (26%), and metropolitan Melbourne (17%). Conversely, a higher percentage of those from metropolitan Melbourne (28%) were studying in a TAFE/RTO/ACE course, compared to those from regional Victoria (15%), or outer Melbourne (13%). Interestingly, when looking at unemployment, P2 graduates from regional Victoria did not have the highest unemployment rate. Those from outer Melbourne had the highest percentage unemployed (15%), with 9% from regional Victoria and 5% from metropolitan Melbourne unemployed.

Figure 57: Destination & residential region, P2 graduates (n=187¹¹)

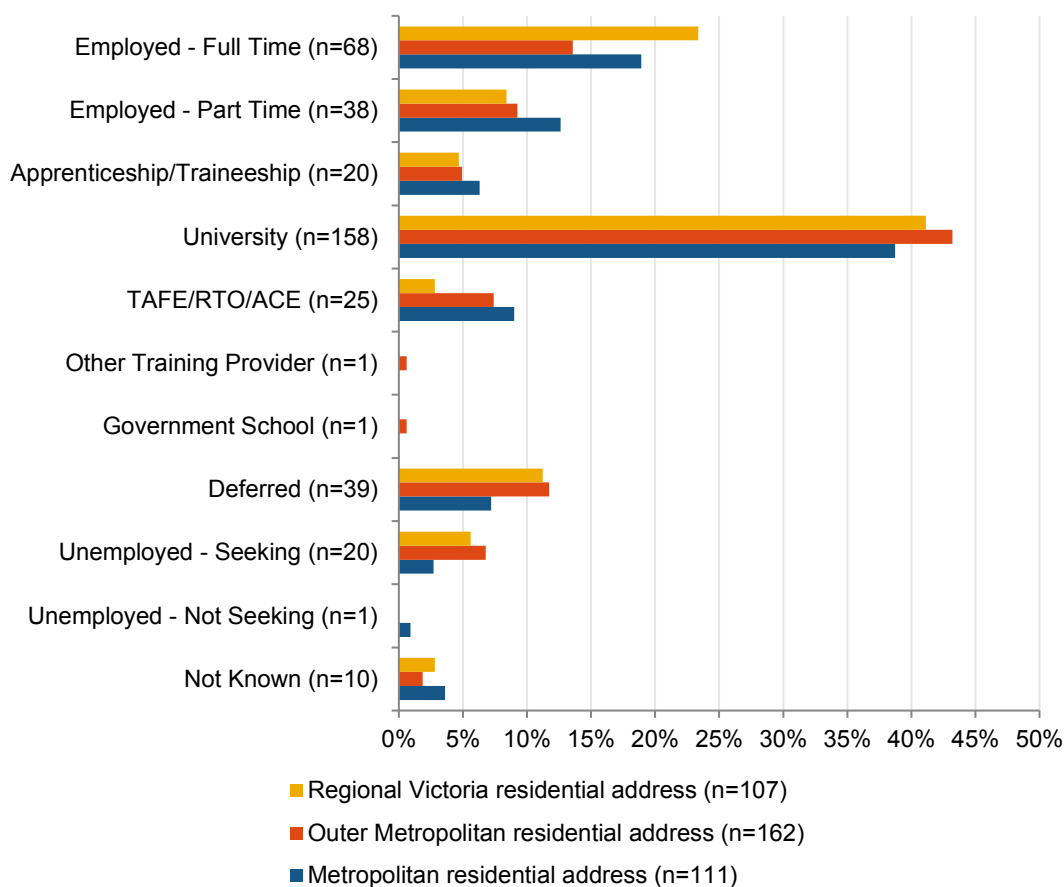


3.4.3 P3 Graduates

For P3 graduates, differences between regional Victoria, metropolitan and outer Melbourne, were very small. The most noticeable difference (and it is not large) was in the area of full-time employment; 23% of P3 graduates from regional areas were in full-time employment, compared with 14% of those from outer Melbourne and 19% of those from metropolitan Melbourne.

¹¹ One P2 graduate is not included in this chart. He came from outside Victoria and was deferred at 6-months.

Figure 58: Destination & residential region, P3 graduates (n=380¹²)



3.5 Graduates from the lowest SES areas

3.5.1 Vignette: Ivan

The local postcode area for five of the nine interviewees was classified as low socioeconomic status (SES), ie. in the first or second quintile (see section 1.2.1). Four of these five interviewees came from regional areas. The lack of accuracy of assessing a person’s SES based on data from their postcode was apparent with one of these graduates who mentioned that his father held a managerial position – usually associated with high socioeconomic status (Australian Bureau of Statistics, 2013b). With this caution in mind, this vignette provides the story of Ivan.

Ivan was the only interviewee whose residential LGA was classified in the bottom quintile. He recalls that he found out about SEDA when he “got their letter in the mailbox virtually and then I actually knew a couple of people that were already doing it the year before me”. His decision to enrol in P1 (Year 11) was largely based on his interest in sport:

My school didn’t accommodate PE [Physical Education] and they’re just more into arts and higher degrees like English and drama and music and they don’t really focus around PE anymore which really didn’t appeal to me. So when I found it at SEDA I was like, yes, that’s something I want to do and I was glad that I left. (Ivan)

¹² One P3 graduate is not included in this chart. He came from regional NSW & was at university at 6-months

He elaborated on his experience at his previous school: “obviously every school has a set curriculum ... but I just didn’t agree of their curriculums because I wasn’t engaged”. Ivan said that the school did offer PE as a VCE subject, “but that was more sport science” and therefore of less interest to him. Tristan similarly reflected on the VCE PE subject as being about “all the physics and all the body parts” rather than about sport. Although he was accepted into a Talented Player Program (see section 3.3), Ivan attended a regular SEDA class for his chosen sport because it was easier to travel to from his regional home (although still a three hour one-way trip, see 3.4.1). Ivan said that “the first year was amazing, a totally new experience for me. I absolutely enjoyed it”. He enjoyed being “treated like a proper adult virtually” and made the most of the experiences that SEDA offered:

I actually enjoyed the independence and the leadership roles they gave us and the sort of structure and how we were treated as well. ... The teacher actually really enjoyed me because I was the first person to do everything. I was always helping out and everything and he put my name forward to go volunteer for Melbourne Victory and actually got an internship there for work placement second year. And then I actually started getting paid work from Melbourne Victory. ... I was volunteering during the summer between Cert III and IV. The coordinator of community, to assist him and help him out with everything that he did. Like spend my time going into the office with him and going out to the communities and clubs and that, promoting the club and organising these little events and that and I was getting paid for it. And then it led to match days where I was actually taking the leadership role and coordinator of the SEDA students, of the volunteers, and making sure that they’re completing the set standards that we have for halftime entertainment or the pre-game entertainment. (Ivan)

However, Ivan also found that P2 was “really repetitive to the first year” and with hindsight would have liked more clarity about “the differences between the two programs, like the talented player and then just the regular program”. He commented that some of his peers were disappointed that “we actually didn’t do much of individual sort of training” and that about 10 students moved to the TPP for P2 “because they wanted to do the athlete side of it”. Ivan himself also had his heart set on a career in sport, and therefore left after graduating from P2 (Year 12):

I just thought, well if I finished the second year I wanted something different, something more athletic because I wanted to actually become an actual professional footballer. ... And because I represented under 21s for Australia and I wanted to build on that... But the reason why I left in the third year was to have a shot at becoming a semi-professional. (Ivan)

Ivan moved to a program that offered a Diploma, similar to SEDA, but “mainly focused on the athlete and the sport”. He completed the Diploma there, but “unfortunately through injury” could not pursue a professional sport career. He reverted to his original goal to become a PE teacher. SEDA had provided him with valuable experiences through having to run coaching clinics in primary schools as part of P1 and P2:

You go out virtually every week to different schools and you get to come up with your own lesson plan ... If you do it well then you’re making a difference to the kids as well. Like, if you actually teach it properly that’s what those kids will learn and that’s what they will do while they grow up. Teach them correctly and that’s there when they’re developing later on (Ivan)

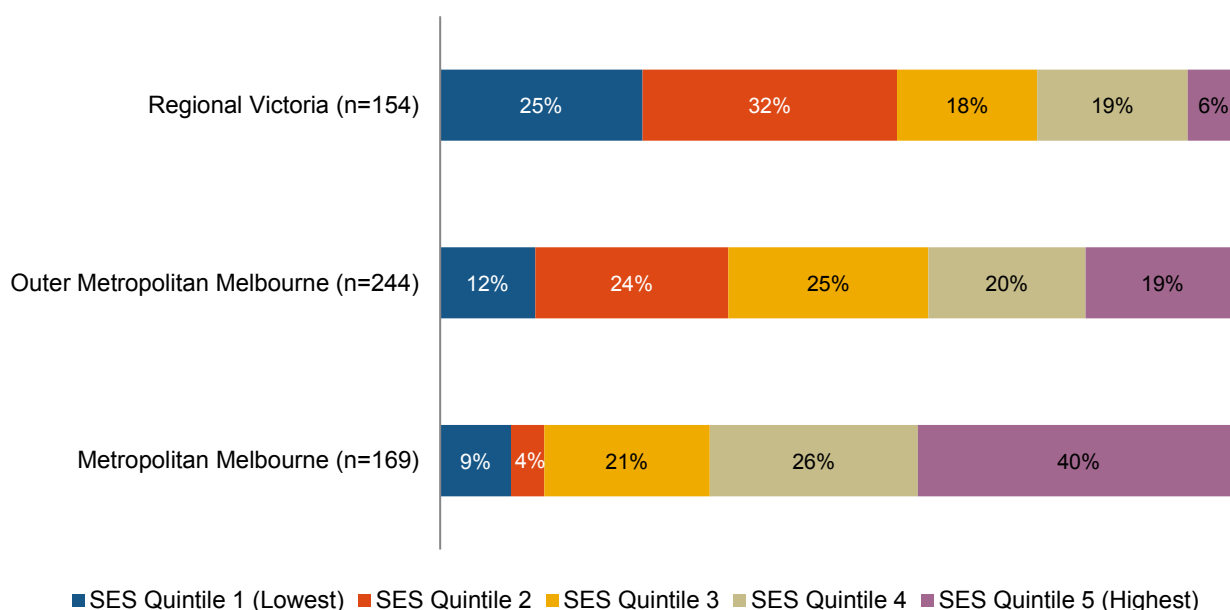
Ivan explained that he joined SEDA because “I always wanted to be a PE teacher” and that the certificates he gained through SEDA, as well as the pathway into university from his Diploma elsewhere, helped him get there. At the time of the interview he was enrolled in the first year of a Bachelor’s degree for PE teaching. At the same time, he was “working at Woolworths as an assistant manager in the meat department” because “I definitely needed the money to pay off my car and I got my phone bill so I just applied everywhere”.

3.5.2 Low SES as a cohort

We used the ABS’ Index of Relative Socio-economic Advantage and Disadvantage (IRSAD) (Australian Bureau of Statistics, 2013a) to look at the SES ranking for the residential postcode area for each graduate¹³. Using this index, we compared the destinations for SEDA graduates from postcode areas ranked in the bottom 40% (around Australia) for socio-economic advantage and disadvantage with destinations for the rest of the SEDA graduates.

In conjunction with the analysis related to low SES and destinations, it may be useful to note that there was a connection between low SES and the region of graduate’s residential address, as indicated in Figure 59. There was a much higher percentage of graduates residing in areas of the lowest two quintiles for SES in Regional Victoria (57%), than in Outer Metropolitan Melbourne (36%), or Metropolitan Melbourne (13%).

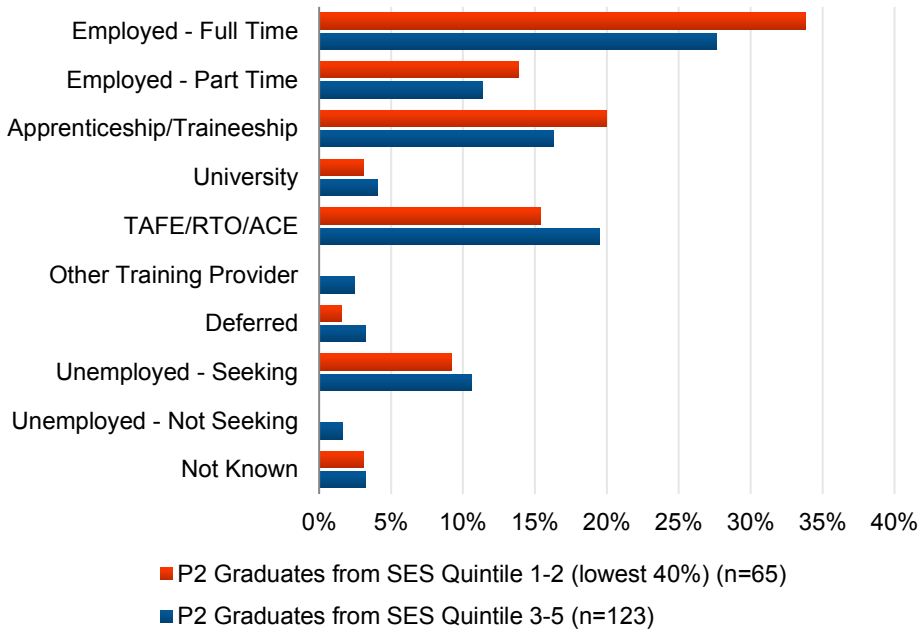
Figure 59: SES quintiles and residential region



For P2 graduates there were no major differences in destinations between graduates from lower SES areas and the other graduates. However there was a somewhat higher percentage of graduates from lower SES areas in employment and apprenticeships/traineeships, compared to the graduates from higher SES areas. And conversely there was a slightly lower percentage of graduates from the lowest SES areas, engaged in study. Interestingly, these figures show no indication that the P2 graduates from the lowest SES areas were more likely to be unemployed, with a very similar (in fact slightly lower) percentage of P2 graduates from the lowest SES areas unemployed (9%), compared to the percent unemployed from the other SES areas (11%).

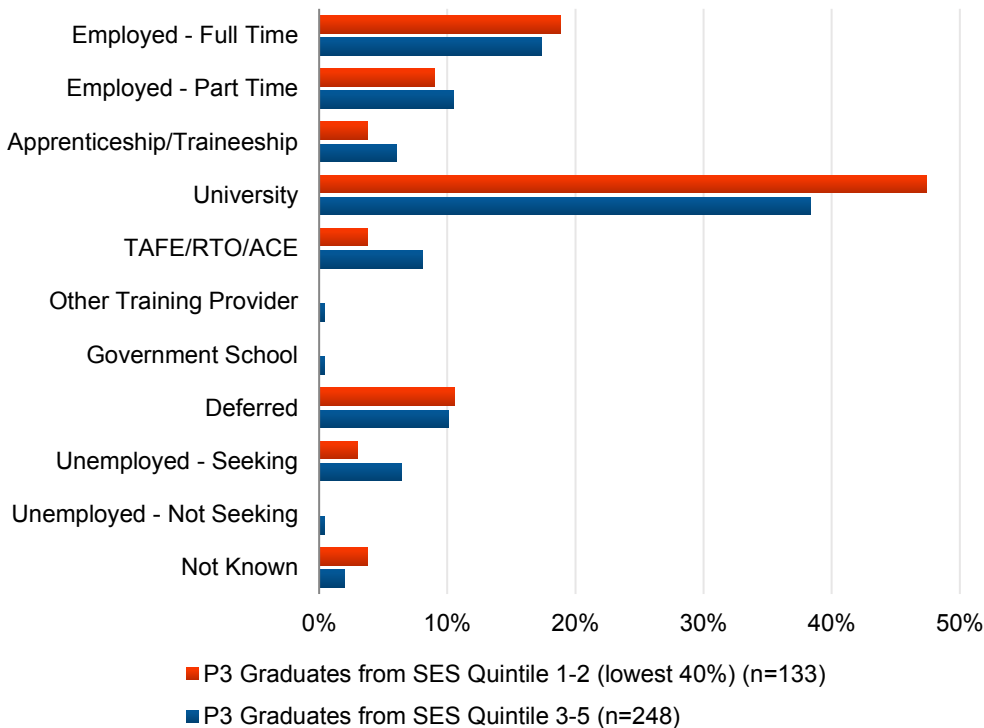
¹³ See the Demographic Overview section for more explanation of the ABS index.

Figure 60: Destination & lower SES, P2 graduates



For P3 graduates, in contrast to the P2 graduates, a higher percentage of the graduates from the lowest SES areas were engaged in study, specifically in university study (47% vs 38%). For other destinations, there were only very small differences in the percentages of graduates from the lowest and higher SES areas.

Figure 61: Destination & lower SES, P3 graduates



4 Concluding thoughts

4.1 SEDA destination outcomes

The primary reason for commissioning this evaluation was to gain deeper insight in the destination outcomes of SEDA graduates. The analysis of the SEDA graduate database and the interviews demonstrates that the majority of 2014 graduates from both P2 and P3 have positive outcomes from their senior secondary enrolment through SEDA. In the data set at 6 months after graduation 83% of P2 graduates and 82% of P3 graduates were in Employment, Education or Training (EET), a common definition of productive engagement for young people. The others had deferred their study (more common for P3), were unemployed (more common for P2) or their destination was unknown. The nine interviews highlight that these graduates agreed that their education at SEDA had been enjoyable and useful, despite differences in graduation timing (after P2 or P3) and in subsequent destinations. The interviews also provide insight into the more complex nature of transitions post-secondary schooling and the multitude of factors impacting on goals and destinations.

The analysis also prompted some ideas to inform SEDA's quest for continuous improvement:

1. **Facilitating choices to graduate after P2 or P3.** Based on the data, which was a snapshot of one year, we estimate that about half of the P2 cohort continues on to P3. The interviews suggest P2 graduation was the right choice for some young people, while other P2 graduates may fruitfully have stayed for P3, with further support from SEDA.
2. **Promoting diverse successful outcomes.** SEDA already celebrates many successful graduate destinations through its website and as part of events. Publicly highlighting the diversity among such successful outcomes is useful for prospective and current students, as they consider what future options SEDA can open up to them, beyond sport-related employment and courses.
3. **Providing post-graduation career support.** Experiences of unemployment or under-employment, as well as the changes in destination some graduates experience, indicate that a significant minority (one-quarter to one-third) of graduates do not experience a smooth and immediate transition post-SEDA. This is to be expected in the context of an insecure youth labour market and complex vocational and higher education systems. Nevertheless, SEDA may wish to explore options for providing access to post-graduation mentoring and career advice for this group of graduates.
4. **Supporting positive pathways for all students.** The findings highlight some destination differences for graduates from different regions, different SES areas and around gender and Aboriginality. It may be useful for SEDA staff to reflect on these, including what different kinds of blocks or enablers there may be for different groups of students, in order to support positive pathways for all students. Discussions around the data may help teachers, curriculum or pathways coordinators, and SEDA leadership to pre-empt, think about or prepare for different types of situations that various students face.

4.2 SEDA data collection

The commitment by SEDA to collect data from its own students and graduates is valuable, as it enables SEDA to make evidence-based decisions about ongoing program directions. Drawing on SEDA's own database for this investigation, supplemented with the interviews, alerted us to changes in this data collection that would support improved accuracy and useful additional information for SEDA. Suggested areas of attention for SEDA's internal data collection are:

5. **Longer term outcomes.** The interviews took place approximately 18 months after graduation. These indicate that, if possible, investing in longer term destination data collection could provide further insight that, in turn, can assist SEDA staff to support the career planning of their students.
6. **Multiple parallel destinations.** Currently SEDA records a single destination at each time point. The analysis indicates that young people may well experience multiple destinations at the same time, for example university study and part-time work (see Scott's experience in 2.3.1), deferred and two part time jobs (see Alanna's experience in 2.4.1 and Aiden in 3.4.1), and part time employed and volunteering (see Penny's experience in 3.1.1).
7. **Unemployed and part time employed graduates.** Some unemployed graduates indicate they are not seeking employment, and some part time employed graduates may not seek more hours of work. Nevertheless, these graduates potentially experience a more precarious situation than most of their peers. It would be worth adding additional questions for these graduations to the destination survey, to explore why they are in this situation, what their goals are, and whether SEDA can provide support (also see 3 above).
8. **Deferred Graduates (mainly P3).** Deferral may be a positive decision or an indicator of a precarious situation. As per 6 above, it would be worth collecting additional information, to explore why they are in this situation, what their goals are and whether SEDA can provide support (also see 3 above). Moreover, it is unclear from the database whether the outcome of deferral occurs simultaneously with another outcome, such as employment or travel.
9. **Course and employment field.** Course names in the database and descriptions of paid and volunteer work indicate sports-related destinations for graduates. However, this is not always clearly recorded for course names (for example Teacher Education, which can be for Physical Education) and not at all recorded for work. It may be useful for SEDA to track the specific sport-related destinations to inform program planning, career advice and partnerships with other organisations.

Finally, we commend the SEDA sport program in Victoria for the opportunities it has provided to thousands of young people, and trust this report will support continuing this important work into the future.

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