EDUCATION TO EMPLOYMENT

Key to improving life outcomes of people with disability is to address educational differences from early childhood to tertiary education and first labour market experiences. The earlier we intervene in students' educational pathways, the more we may reduce gaps in future outcomes. Yet, early interventions need to be completed with continuous supports at crucial milestones of the education/work pathway.

igstyle igstyle igstyle KEY FINDINGS FROM THE PILOT USING SOUTH AUSTRALIAN DATA

Cohort analysed: 185,479 young adults enrolled in Year 10 in South Australia from 2005 to 2019.

Compared to students without disability, students with disability are...

YEAR 9

26 pp¹ less likely to participate in the Year 9 NAPLAN test.

Accounting for this lower participation, students with disability score, on average, 92 points less than students without disability.2

And 5pp1 less likely to enrol in post-school education.

(After we control for past academic performance and socioeconomic factors).

6pp1 greater probability

of enrolling in **VET (Cert 1-11)** courses.







If we intervened earlier so their NAPLAN scores could be improved to the level of students without disability (most notably Year 9 NAPLAN), there would be no difference left with regards to completing SACE.3



20_{pp1}-26_{pp1}

less likely to find employment at around 25 years of age.

Those students who do gain employment are 18pp less likely to secure a full-time job.



Young adults with disability earn, on average, 49% less yearly on the labour market. This is partly due to shorter worked hours and less permanent jobs.

Nevertheless, those who are employed full time still earn, on average, 18% less than young adults without disability.



YEAR 12 (SACE)⁹

18%

The abbreviation is pp. Example: A rate was 10% and it increased to 12%, then it increased by 2 percentage points.

2 92 points represents more than 1.3 standard deviation below the mean of the students without disability. The mean estimated score for students without disability. corresponds to proficiency band 7 while the mean estimated score for students with disability corresponds to band 5. The national standard is band 6.

3 South Australian Certificate of Education.

WHERE TO FROM HERE?

The NDDA pilot demonstrated how education and labour market data could be linked to analyse education, employment and earnings outcomes in South Australia. Analysis affirms early intervention is key to reducing the differences between students with disability and students without disability.

- Analysis of NDDA pilot data affirmed the magnitude of how the difference in outcomes varies significantly across disability type and severity. Policy interventions need to be tailored in timing and intensity to the type and severity of one's disability.
- This dataset establishes a baseline to measure the effectiveness of any future interventions, and future analyses could look at the impact of interventions within a cohort of students with disability and their outcomes.

¹ Percentage points - The term percentage point is used when comparing two different percentages.