

National
Disability
Data Asset

Leaving school and starting work

What we learned from our early research

December 2021

Easy Read report



How to use this report



The National Disability Data Asset Team wrote this report. When you see the word 'we', it means the National Disability Data Asset Team.



We wrote this report in an easy to read way.

We use pictures to explain some ideas.

Not bold
Bold

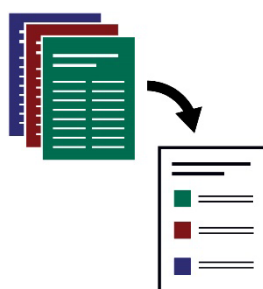
We have written some words in **bold**.

This means the letters are thicker and darker.



We explain what these words mean.

There is a list of these words on page 16.



This Easy Read report is a summary of another report.

This means it only includes the most important ideas.



You can ask for help to read this report. A friend, family member or support person may be able to help you.

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What is this report about?

This report is about young people with disability who:



- leave school



- start working.

We looked at young people with disability:



- in Year 10



- from schools run by the South Australian (SA) government.



When we talk about **data**, we mean:

- facts
- information
- records.



We looked at data from 2005 to 2019.

We wanted to know what data about leaving school and starting work:



- was missing



- could be better.

What did we learn from our early research?

Data

185,000

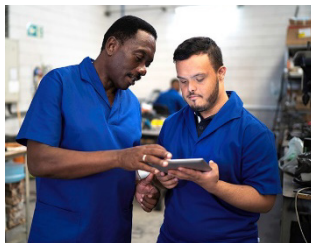


In our research, we worked with data about more than 185,000 students.

18,000



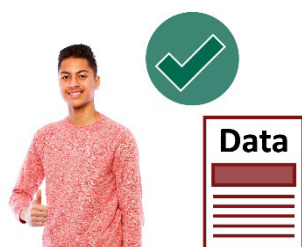
This includes 18,000 students with disability.



We learned how students with disability moved from school and learning to work and a job.



We learned there was data missing about students with disability.



We learned there could be better data about students with disability.

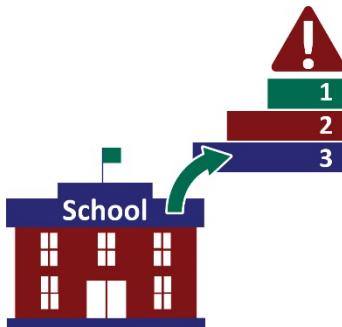


Our research could be better if we had data about students with disability from:

- independent schools
- Catholic schools.



We learned the data doesn't include the learning results of all students with disability.

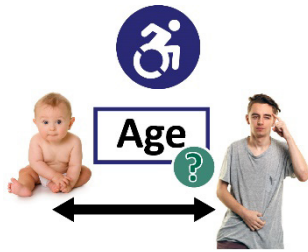


This includes important stages of their time at school.



We learned there were things missing from the data about students with disability.

We couldn't find out:



- how old they were when they first learned about their disability



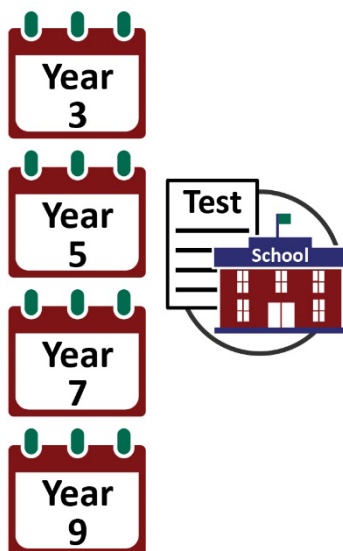
- how long their disability will last for.

Learning results



Each year, Australian students do some tests to work out their level of learning.

This test is for students in:

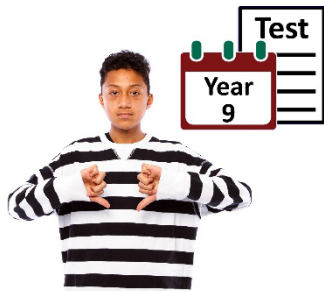


- Year 3
- Year 5
- Year 7
- Year 9.



The test includes:

- reading
- writing
- maths.



We learned that not many students with disability took part in the Year 9 test.



We learned students with disability who did the test when they were in Year 7, may do the test in Year 9 too.



We learned that the results students with disability got on the Year 9 test don't show the learning levels of all students with disability.

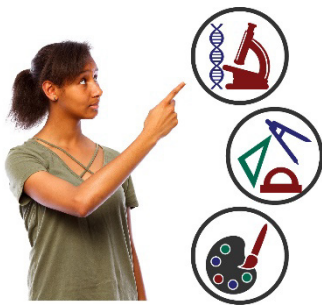


We also learned that most students with disability got lower results than other students.

SA Certificate of Education (SACE)



Students in SA who finish year 12 get a SA Certificate of Education (SACE).



Students from Year 10 to Year 12 pick what subjects they want to learn at school.

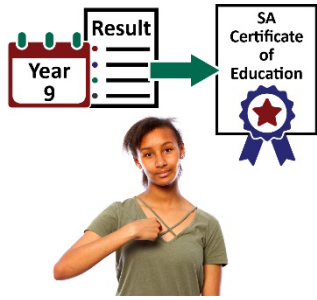


They can learn things:

- that interest them
- can help them reach their goals for the future.



We learned students with disability have lower chances of getting a SACE than other students.



We also learned how Year 9 test results can affect students with disability who do the SACE.

Students with disability need more support to:



- reach their goals



- get better test results.

Learning at university or vocational education and training (VET)

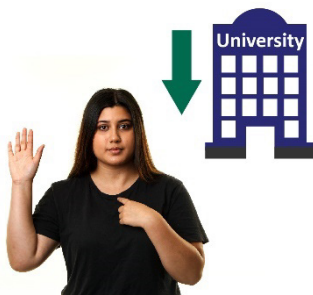


VET is learning and training for people who leave or finish school.

They learn skills they need to do certain jobs.

It includes:

- TAFE
- apprenticeships.



We learned students with disability are less likely to join university courses than other students.



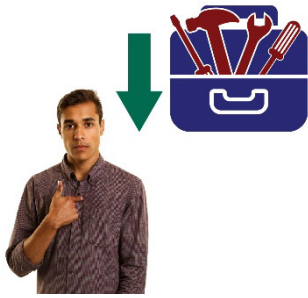
They are more likely to do VET courses, like a:

- Certificate I
- Certificate II.

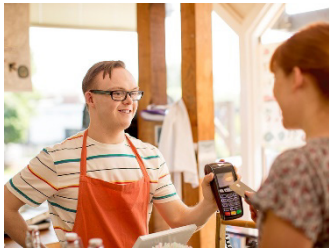


Students with disability are also less likely to finish their university or VET course than other students.

Working



We learned people with disability have a lower chance of getting a job.



We also learned people with disability with jobs have a lower chance of working **full-time**.

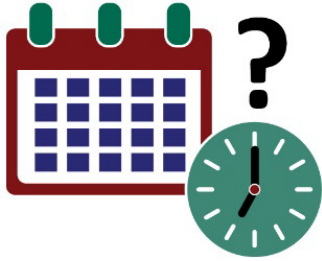


When someone works full-time, they work at least 38 hours each week.



We learned people with disability who work full-time get paid less than other people.

But we don't know if this is because of:



- how many hours they work

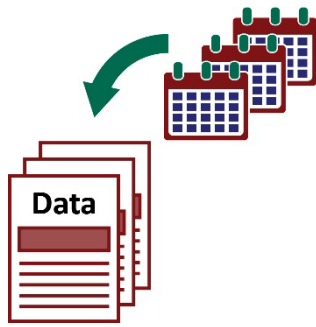


- what job they do



- how much they get paid for each hour they work.

What does our early research mean?



We can get better data about students with disability by including more data from different periods of time.



Many students with disability don't get good results at important stages of their learning.



But students with disability who get support at school from a young age could reach their goals like other students.



It also means students with disability can have a better experience later in their:

- time at school
- learning.

Word list

This list explains what the **bold** words in this document mean.

Data

When we talk about data, we mean:

- facts
- information
- records.



Full-time

When someone works full-time, they work at least 38 hours each week.



SA Certificate of Education (SACE).

Students in SA who finish year 12 get a SA Certificate of Education (SACE).

Vocational education and training (VET)

Vocational education and training (VET) is learning and training for people who leave or finish school.

They learn skills they need to do certain jobs.

It includes:

- TAFE
- apprenticeships.



Contact us



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133 677



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NDDA@dss.gov.au



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