

Early Leavers 2007

A report on the destinations of
young people who left Queensland
Government schools in Years 10, 11
and prior to completing Year 12
in 2006

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Acronyms and abbreviations

ABS	Australian Bureau of Statistics
CATI	Computer-Assisted Telephone Interviewing
DETA	Department of Education, Training and the Arts
EQ	Education Queensland
ETRF	Education and Training Reforms for the Future
FT	Full-time
IT	Information Technology
OGS	Office of the Government Statistician
PT	Part-time
TAFE	Technical and Further Education
VET	Vocational Education and Training

Executive summary

Background

The *Early Leavers* 2007 report documents the results of the first comprehensive statewide survey of the destinations of students who left Queensland Government schools in Years 10, 11 or early in Year 12 during 2006. The survey results show the initial study and work destinations of young people after leaving the Government school system.

The *Early Leavers* survey was conducted in order to inform and better understand:

- the degree to which 'early leaving' is occurring in Government schools
- 'early leaving' across Years 10, 11 and 12
- the options taken by students leaving school before completion of Year 12
- the potential policy responses as they affect the transition from school to further study and employment for students, especially in the senior years of schooling.

The *Early Leavers* survey was designed to closely align with the *Next Step* survey, which reports on the destinations of young people who completed Year 12 in Queensland. Many items exploring work and study choices are shared between the two surveys.

The Office of the Government Statistician (OGS) conducted the survey between 29 May and 19 June 2007, with responses collected via computer-assisted telephone interviewing (CATI).

The Performance Monitoring and Reporting Branch of the Department of Education, Training and the Arts analysed the survey data and prepared this report.

More than 5000 young people completed the survey in 2007. This represents a 50.7 per cent response rate of the more than 10 000 young people targeted. Non-response was largely a result of inability to contact the targeted individuals due to out-of-date contact details.

There were 990 early leavers from Government schools who had returned to secondary studies at a Government or non-Government school at the time of the survey. These students have been removed from all analysis in this report.

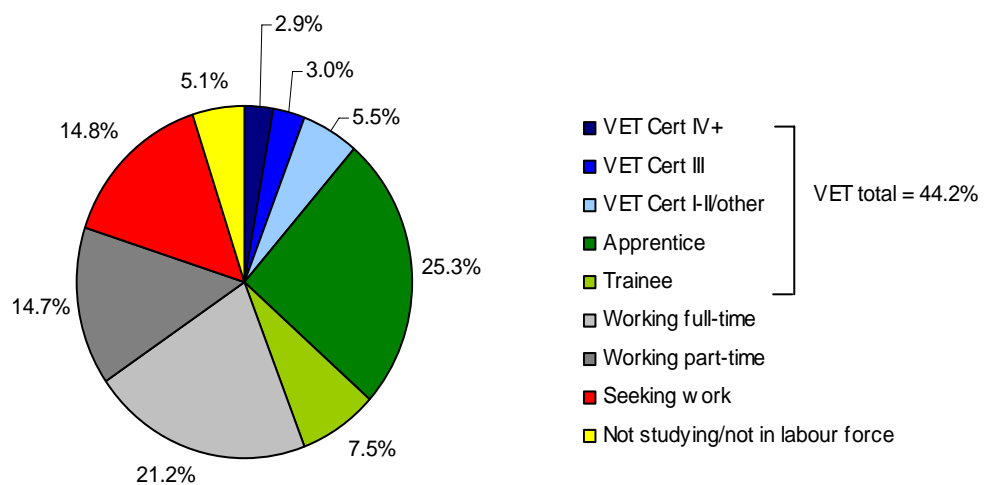
Summary of findings

The pathways of early leavers were categorised into 10 main destinations as detailed in Table ES1. Those who were both studying and working were reported as studying for their main destination.

The summary of findings presented in Figure ES1 highlights:

- More than eight in ten early leavers (80.1 per cent) were studying or in paid employment at the time of the survey
- More than four in ten (44.2 per cent) continued in some recognised form of education or training in the year after they left the Government school system
- Almost one-third (32.8 per cent) were undertaking employment-based training as an apprentice or trainee
- More than half of all early leavers (50.7 per cent) were not participating in education or training but had entered the labour force, with 21.2 per cent engaged in full-time work, 14.7 per cent in part-time work and 14.8 per cent looking for work.
- Approximately one in every twenty early leavers (5.1 per cent) were neither studying nor in the labour force.

Figure ES1 Main destinations of early leavers, Queensland 2007



The nine categories used in figure ES1 are defined in Table ES1:

Table ES1 Main Destination Categorisations, *Early Leavers 2007*

VET categories	
VET Cert IV+*	Studying Certificate IV, Diploma or Advanced Diploma (excluding apprentices, trainees and secondary students).
VET Cert III*	Studying Certificate III (excluding apprentices, trainees and secondary students).
VET Cert I-II/other*	Studying Certificate I or II (excluding apprentices and trainees). This category also includes students in an "unspecified" VET course, or in other basic courses (e.g. Year 12, bridging course, etc.) and with an unknown course level (excluding secondary students).
Apprentice	Working and in employment-based apprenticeship (excluding secondary students).
Trainee	Working and in employment-based traineeship (excluding secondary students).
No further education or training	
Working full-time [~]	Working full-time (35 hours or more per week) and not in a study or training destination. This includes people with part-time or casual jobs that total 35 hours or more.
Working part-time [~]	Working part-time or casual (fewer than 35 hours per week) and not in a study or training destination.
Seeking work	Looking for work and not in a study or training destination
Not studying and not in the labour force	Not in study or training, not working and not looking for work.

* Some students are also in the labour market.

[~] Based on ABS classification.

Learning: education and training destinations

The survey shows that 44.2 per cent of students who left the Government schooling system prior to completion of Year 12 continued in some form of education or training in the year after they left school.

Most of these students were studying part-time (74.8 per cent). This reflects the fact that almost three-quarters of those in education or training were undertaking apprenticeships or traineeships, and were combining work with study or training.

Three fields of study – Engineering and Related Technologies, Architecture and Building, and Food, Hospitality and Personal Services account for over seven in ten of the student destinations (70.9 per cent), while Management and Commerce accounted for a further 7.6 per cent of enrolments.

TAFE Institutes were the largest providers of study to early leavers from Queensland Government schools, accounting for 70.5 per cent of all those in study. Private training colleges (including employers registered as private providers) form the next largest provider share (25.4 per cent).

The survey also showed that 84.7 per cent of all students combine their study with some form of employment.

Earning: employment destinations

Most early leavers from the Government school system enter the workforce, whether or not they undertake further education. Ignoring study or training status, 3826 early leavers (73.4 per cent) were working at the time of the survey.

Three in ten of these (30.5 per cent) held a full-time job with a further 24.8 per cent working part-time. Apprentices and trainees who predominantly work full-time made up 34.5 per cent and 10.2 per cent respectively.

Almost half (49.0 per cent) of all early leavers in employment were working in just three occupational groups — Building and Construction Skilled Workers, Sales Assistants and Food Handlers. The other main occupations were Labourers and Automotive workers, which together accounted for a further 13.6 per cent of workers.

The majority of part-time workers were employed on a casual basis (82.8 per cent).

Apprentices were concentrated in industry areas such as Construction, Retail Trade and Manufacturing, while trainees were more evenly distributed across a range of industry areas, but in particular Retail and Hospitality.

Not learning or earning

The survey identified 14.8 per cent of early leavers who were not studying and were seeking work.

The main reason given for not continuing in study was a lack of interest in further study. Work commitments and wanting a break from study were the next most common reasons.

Approximately one in every twenty early leavers (5.1 per cent) were neither studying, working, nor seeking work.

Family commitments featured prominently as one of the main reasons for not seeking work amongst those not studying and not in the labour force, followed by those with health reasons.

Different people, different pathways

The survey found different patterns for different groups of young people.

Sex

There were differences in the destinations of males and females. In particular:

Females were more likely to enrol in campus-based (that is, not apprenticeships or traineeships) VET programs (17.6 per cent compared to 7.6 per cent of males).

Males were more than three times as likely as females to enter into a contract of training as an apprentice (35.2 per cent compared to 9.3 per cent), while females were more likely to commence a traineeship.

Females were more likely to study in the fields of Food, Hospitality and Personal Services, Management and Commerce, Society and Culture, Creative Arts and Health.

Males were 14 times as likely as females to enrol in Architecture and Building, and 11 times as likely to enrol in Engineering and Related Technologies courses.

Among those working and not in education or training, females were more likely than males to be working part-time (53.1 per cent compared to 32.8 per cent of males), while males were more likely than females to be working full-time.

The most common area of employment for females not in education or training was as Sales Assistants (43.6 per cent), compared with Labouring for males (21.7 per cent). The next most common areas of employment were Food Handlers for females and Sales Assistants for males.

Geographic location

Destinations varied across geographic locations.

Transition to apprenticeships was stronger in non-metropolitan areas (31.5 per cent) compared to metropolitan areas (21.1 per cent), however early leavers in metropolitan areas were more likely to have a main destination of paid employment (38.2 per cent compared to 32.5 per cent).

Year level

Early leavers from Year 12 were less likely to commence an apprenticeship (20.2 per cent) than early leavers from Years 10 or 11 (26.8 per cent and 27.2 per cent respectively), but were more likely to undertake a traineeship.

Among those not in education or training, transition to full-time work increased steadily with higher levels of attainment at Government schools.

Indigenous Status

Caution is needed in forming conclusions about the destinations of Indigenous early leavers because of the small numbers involved and the low response rate achieved (35.8 per cent).

Indigenous early leavers were less likely than their non-Indigenous peers to commence an apprenticeship (15.3 per cent compared to 26.0 per cent), but just as likely to enrol in campus-based VET and traineeships.

Indigenous early leavers had a lower rate of transition to full-time employment with no further education or training than non-Indigenous early leavers (16.6 per cent and 21.5 per cent respectively).

Young Indigenous people had a higher representation than non-Indigenous early leavers in the group who were seeking work (24.4 per cent compared to 14.1 per cent) and not studying and not in the labour force (9.1 per cent compared to 4.8 per cent).

Conclusions

Immediate status after leaving school gives only a partial view of the experiences of young people who leave the Government schooling system prior to completion of Year 12. It can take several years for stable patterns to emerge as young people move between different types of education, training and employment.

The survey found that the majority of early leavers from the Government schooling system in 2006 were engaged in study or employment at the time of the survey (80.1 per cent).

Chapter 1

Introduction

Aims of the project

The *Early Leavers* 2007 report documents the results of the first comprehensive statewide survey of the destinations of students who left Queensland Government schools in Years 10, 11 or early in Year 12 during 2006. The survey results show the initial study and work destinations of young people after leaving school.

The *Early Leavers* survey was conducted in order to inform and better understand:

- the degree to which 'early leaving' is occurring in Government schools
- 'early leaving' across Years 10, 11 and 12
- the options taken by students leaving school before completion of Year 12
- the potential policy responses as they affect the transition from school to further study and employment for students, especially in the senior years of schooling.

Background

The Queensland Government has a strong policy commitment to assisting, and tracking, young people's transitions to successful education, training or employment.

Since 2005, the Queensland Government has conducted an annual survey of Year 12 completers from Government and non-Government schools across Queensland. The survey, called *Next Step*, was commissioned by the Department of Education, Training and the Arts as part of the Schools Reporting initiative and supports the State Government's Education and Training Reforms for the Future (ETRF), which aims to have every young person either learning or earning.

Similar surveys conducted by the Victorian and Western Australian Governments also include the destinations of young people leaving school prior to Year 12.

The *Early Leavers* survey was designed to closely align with the *Next Step* survey, and provide complementary results about the destinations of young people who did not complete Year 12. Many items exploring main destinations, work and study choices are shared between the two surveys.

The 2007 *Early Leavers* survey is the first attempt to contact all early leavers from Queensland Government schools, following a pilot study in 2006.

Methodology

The *Early Leavers* 2007 survey was conducted by the Department of Education, Training and the Arts (DETA) through the Office of the Government Statistician (OGS), in accordance with the privacy provisions of the *Statistical Returns Act 1896*.

The survey targeted students who exited Government schools in Queensland during 2006. More specifically, it targeted students who left in Years 10, 11 or early in Year 12 and who did not continue secondary studies at a Government or non-Government school.

There were 777 early leavers from Government schools who had recommenced alternative secondary studies at the time of the survey. There were also 213 young people who were originally identified as early leavers, but by the time of the survey had returned to secondary studies at a Government school. These students are summarised by provider type in Table 1.1 below. Almost one-third had enrolled at independent schools (31.0 per cent) with Catholic schools and Government schools being the next most common secondary school providers (22.5 per cent and 21.5 per cent respectively). These students have been removed from all further analysis.

Table 1.1 Early leavers returning to secondary school by provider type, Queensland 2007

Secondary school provider	No.	%
Independent school	307	31.0
Catholic school	223	22.5
Government school	213	21.5
TAFE Institute	145	14.6
Private Training College	41	4.1
Other	61	6.2
Total	990	100.0

The targeted students were identified by means of a survey frame (or list) provided to the OGS by DETA.

To represent more closely the group of students that are of interest in a policy context, young people in the following categories were filtered out:

- students registered with a destination of interstate or overseas
- those without a parent/guardian phone number or address
- students who were enrolled in a special school
- early leavers who had returned to secondary studies at the time of the survey
- those over the age of 18 at the time of leaving school
- deceased students

This process resulted in a total of 10 290 records which were in the scope of the survey.

The survey was conducted between 29 May and 19 June 2007, with responses collected via computer-assisted telephone interviewing (CATI). At the close of the survey, nearly all non-responding students for whom telephone numbers were available had received at least seven attempts of contact. A total of 5214 completed surveys were received.

Profile of early leavers

The 5214 early leavers had previously attended 246 Government schools and colleges.

The key characteristics of those who responded were:

- 38.1 per cent were female and 61.9 per cent were male
- 59.9 per cent attended schools in metropolitan regions while 40.1 per cent attended schools in non-metropolitan regions
- 22.0 per cent left Government schools during Year 10, while 51.7 per cent left in Year 11 and 26.3 per cent left early in Year 12
- 6.1 per cent were Indigenous
- 41.2 per cent were aged 15 years or younger as at 1 July 2006, 37.5 per cent were 16 years of age, and 21.3 per cent were 17 years of age or older.

Response rates

The survey achieved an overall response rate of 50.7 per cent. The refusal rate of 1.8 per cent was considerably lower than normal for a telephone survey. Non-response was largely a result of inability to contact the targeted individuals due to out-of-date contact details.

The response rate of non-Indigenous early leavers (52.1 per cent) was higher than that of Indigenous early leavers (35.8 per cent).

The response rate for males was higher than that for females (54.8 per cent and 45.1 per cent respectively).

The total number of responses provided by proxies was 1779, which represented 34.1 per cent of all responses.

Chapter 2

Main destinations of early leavers

This chapter outlines the main study and labour market destinations of students who exited the Government school system in 2006 prior to the completion of Year 12. As many young people combine study and work, all early leavers have been categorised into their main destination, be it study or work.

This recognises the important distinction between those young people who undertake work to support their study and those who have followed a labour market destination. It also makes the crucial distinction between someone who is studying and looking for work and someone who is not a student and looking for work. Similarly, it recognises the distinction between young people who have entered a training contract with their employer (apprentices and trainees) and those who are students with no such contract.

To achieve this categorisation, early leavers were grouped in a hierarchical manner, as outlined in Table 2.1. In particular:

- Certificate students are assigned to the study categories regardless of their labour force status (that is, they may also be working or even looking for work)
- Apprentices and trainees are assigned to these training categories rather than any of the VET categories, but it is a given that their training involves study either in a VET location or with their employer
- Those grouped in a labour market destination (working or seeking work) are not studying and not in training
- There is also a small group who are neither studying nor in the labour force (that is, not working and not looking for work).

Therefore, all employment categories in this chapter refer only to those who are not studying and not in training.

Table 2.1 Main Destination Categorisations, *Early Leavers 2007*

VET categories	
VET Cert IV+*	Studying Certificate IV, Diploma or Advanced Diploma (excluding apprentices, trainees and secondary students).
VET Cert III*	Studying Certificate III (excluding apprentices, trainees and secondary students).
VET Cert I-II/other*	Studying Certificate I or II (excluding apprentices and trainees). This category also includes students in an "unspecified" VET course, or in other basic courses (e.g. Year 12, bridging course, etc.) and with an unknown course level (excluding secondary students).
Apprentice	Working and in employment-based apprenticeship (excluding secondary students).
Trainee	Working and in employment-based traineeship (excluding secondary students).
No further education or training	
Working full-time [~]	Working full-time (35 hours or more per week) and not in a study or training destination. This includes people with part-time or casual jobs that total 35 hours or more.
Working part-time [~]	Working part-time or casual (fewer than 35 hours per week) and not in a study or training destination.
Seeking work	Looking for work and not in a study or training destination
Not studying and not in the labour force	Not in study or training, not working and not looking for work.

* Some students are also in the labour market.

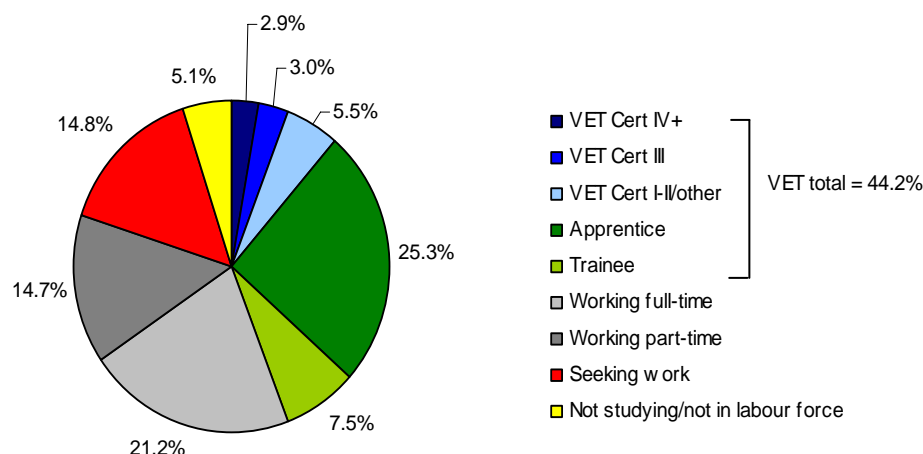
[~] Based on ABS classification.

Figure 2.1 illustrates the main destinations of the 5214 early leavers in the 2007 survey. The survey showed that more than four in ten of all early leavers (44.2 per cent) continued in some recognised form of education or training in the year after they left Government schools. Almost one-third (32.8 per cent) were undertaking an apprenticeship or traineeship, while a further 11.4 per cent were engaged in campus-based VET studies.

More than half of all early leavers (50.7 per cent) were not participating in education or training but had entered the labour force, with 21.2 per cent engaged in full-time work, 14.7 per cent in part-time work and 14.8 per cent looking for work.

Approximately one in every twenty early leavers (5.1 per cent) were neither studying nor in the labour force.

Figure 2.1 Main destinations of early leavers, Queensland 2007



Destinations by sex

Differences between the sexes were evident in education and training destinations. Table 2.2 and Figure 2.2 show that females were more likely to enter campus-based study destinations (VET certificates I-IV). Males were over three times more likely than females to enter into a contract of training as an apprentice (35.2 per cent compared to 9.3 per cent), while females were more likely than males to commence a traineeship (10.0 per cent compared to 5.9 per cent).

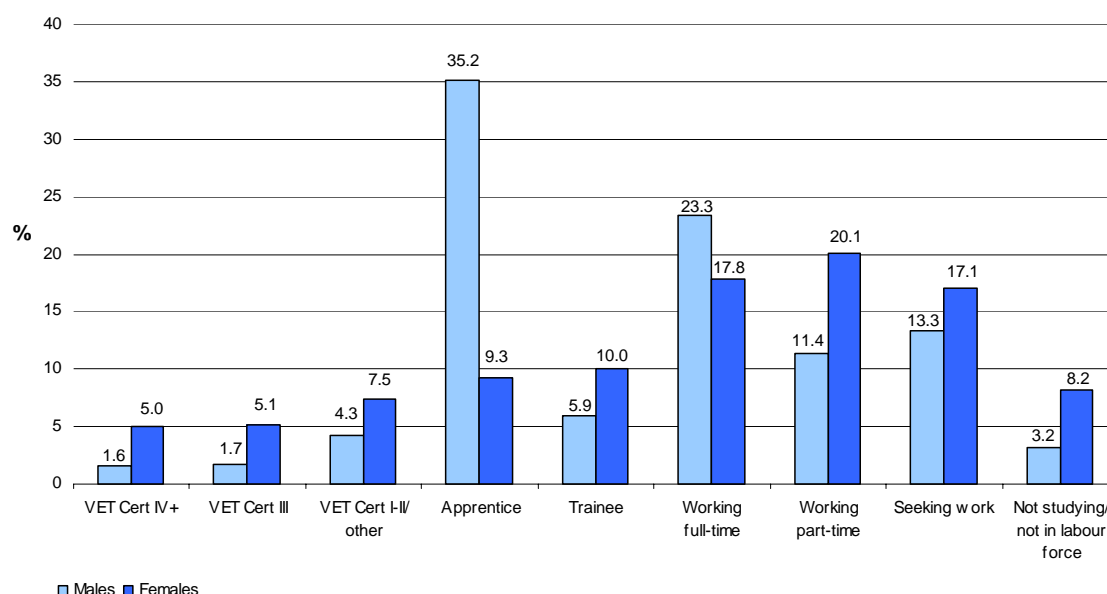
Of those in the labour market and not in education or training, males were more likely than females to have full-time employment (23.3 per cent and 17.8 per cent respectively), while females were more likely to be working in part-time jobs (20.1 per cent compared to 11.4 per cent for males). Females were also more likely than males to be seeking work, and were more likely to be not studying and not in the labour force.

Table 2.2 Main destinations of early leavers, by sex, Queensland 2007

Destination	Males		Females		Total	
	no.	%	no.	%	no.	%
VET Cert IV+*	53	1.6	99	5.0	152	2.9
VET Cert III*	55	1.7	102	5.1	157	3.0
VET Cert I-II/other*	138	4.3	148	7.5	286	5.5
Apprentice	1 135	35.2	184	9.3	1 319	25.3
Trainee	192	5.9	199	10.0	391	7.5
(Total VET)	(1 573)	(48.7)	(732)	(36.9)	(2 305)	(44.2)
Working full-time	753	23.3	353	17.8	1 106	21.2
Working part-time	368	11.4	399	20.1	767	14.7
Seeking work	431	13.3	339	17.1	770	14.8
Not studying/not in labour force	104	3.2	162	8.2	266	5.1
Total	3 229	100.0	1 985	100.0	5 214	100.0

* Students not in apprenticeships or traineeships

Figure 2.2 Main destinations of early leavers, by sex, Queensland 2007



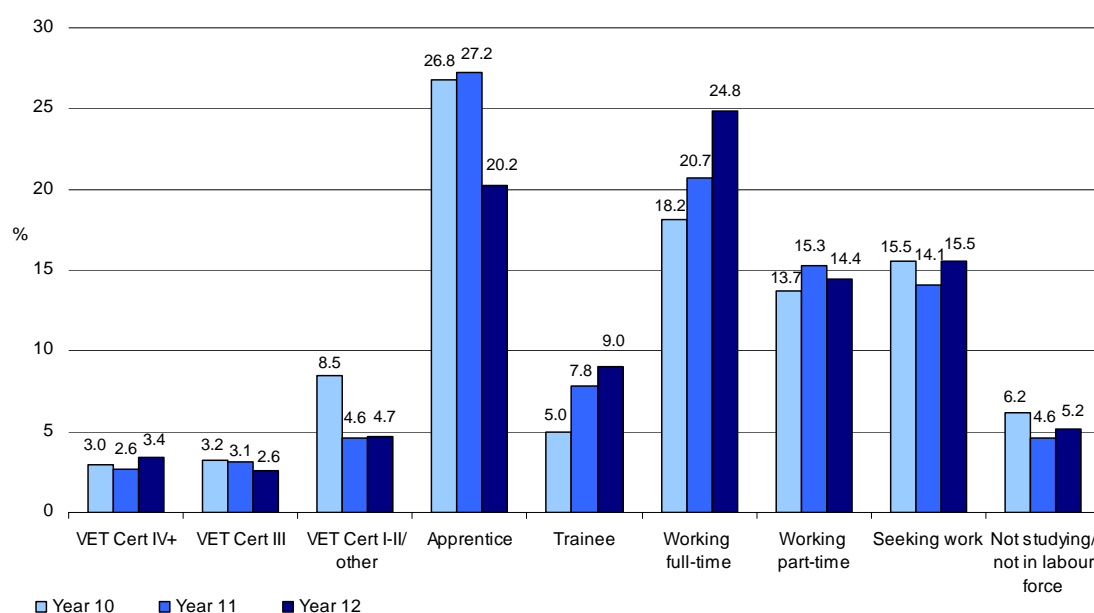
Destinations by year level

Figure 2.3 illustrates the main destinations of early leavers by the year level at which they left the Government schooling system. While transition to higher level VET programs (Certificate III and above) was relatively consistent across year levels, transition to VET Certificate I-II/other programs was almost twice as high for students who left Government schools in Year 10 (8.5 per cent) compared with those who left during Year 11 or Year 12 (4.6 per cent and 4.7 per cent respectively).

Early leavers who exited the Government school system during Year 12 were less likely to commence apprenticeships (20.2 per cent) than early leavers from Year 11 (27.2 per cent) or Year 10 (26.8 per cent). However transition to traineeships increased steadily with higher levels of attainment at school.

Among those who did not continue in education or training, the proportion entering full-time work increased from 18.2 per cent for those who left during Year 10 to 24.8 per cent for those who left during Year 12. The proportion of early leavers who commenced part-time work, and the proportion who were seeking work or not in the labour force showed no clear pattern across year levels.

Figure 2.3 Main destinations of early leavers, by year level, Queensland 2007



Study and work

Table 2.3 and Figure 2.4 present a cross-tabulation of study level and labour market destination of early leavers, providing a more detailed picture than that presented in Figure 2.1. For example, while VET Certificate III students are presented as a single category in Figure 2.1, here they are sub-divided into their labour market destinations. This also applies to other early leavers who have entered study. For these reasons, it is evident that the proportion of early leavers in the labour market is actually higher than the data presented in Figure 2.1.

The majority of young people who entered a VET course were, in fact, working (81.0 per cent), while a further 9.6 per cent of students were seeking work. Apprentices and trainees, of course, combine work and study.

Early leavers who were not studying were more likely to be working full-time than part-time (38.0 per cent and 26.4 per cent respectively). It should be noted that these percentages are expressed as a proportion of responding early leavers from Government schools. They are not, therefore, comparable to labour market statistics on participation or unemployment, which are expressed as a proportion of the entire relevant age cohort, and which exclude those not in the labour force.

Finally, there were a small number of young people (266, or 5.1 per cent of all respondents) who were neither studying nor in the labour market (that is neither working nor looking for work). This group includes those with a health condition or family commitments, and those waiting for a course to commence. This group is analysed in greater detail in Chapter 5.

Table 2.3 Study and labour force destinations of early leavers, Queensland 2007

		VET Cert IV+	VET Cert III	VET Cert I-II	Study other/ unspecified	Not studying	Total
Working full-time	<i>no.</i>	11	23	8	19	1 106	1 167
	%	4.7	2.9	3.2	1.8	38.0	22.4
Working part-time	<i>no.</i>	58	48	37	39	767	949
	%	24.8	6.1	14.7	3.8	26.4	18.2
Apprentice	<i>no.</i>	71	541	89	618	0	1 319
	%	30.3	68.4	35.5	60.1	0.0	25.3
Trainee	<i>no.</i>	11	93	44	243	0	391
	%	4.7	11.8	17.5	23.6	0.0	7.5
Seeking work	<i>no.</i>	31	43	49	58	770	951
	%	13.2	5.4	19.5	5.6	26.5	18.2
Not working/not seeking work	<i>no.</i>	52	43	24	52	266	437
	%	22.2	5.4	9.6	5.1	9.1	8.4
Total	<i>no.</i>	234	791	251	1 029	2 909	5 214
	%	100.0	100.0	100.0	100.0	100.0	100.0

Figure 2.4 Study and labour force destinations of early leavers, Queensland 2007

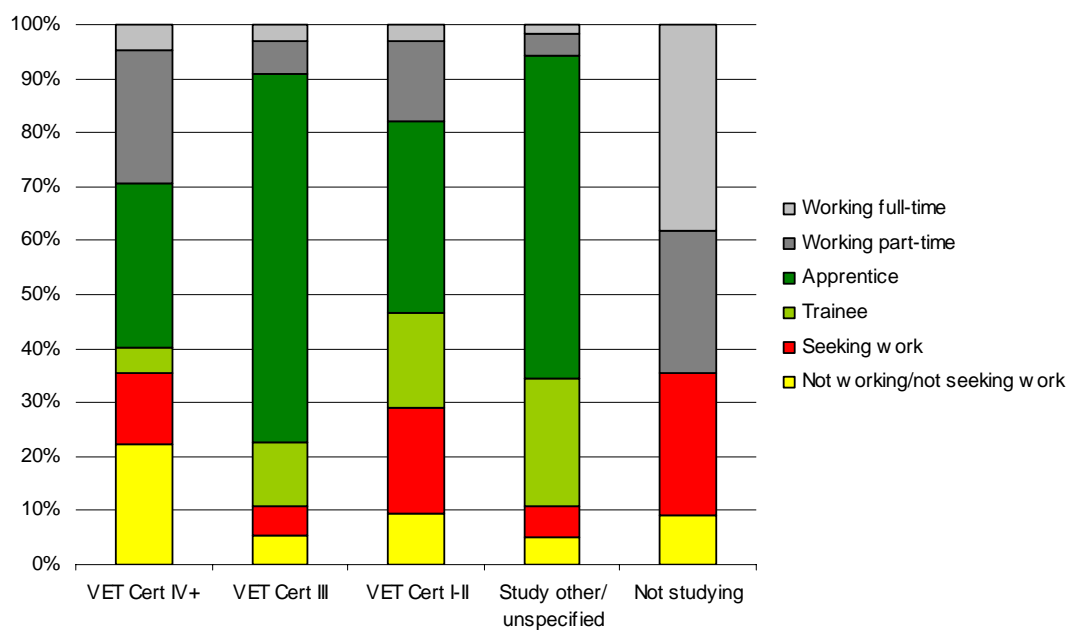
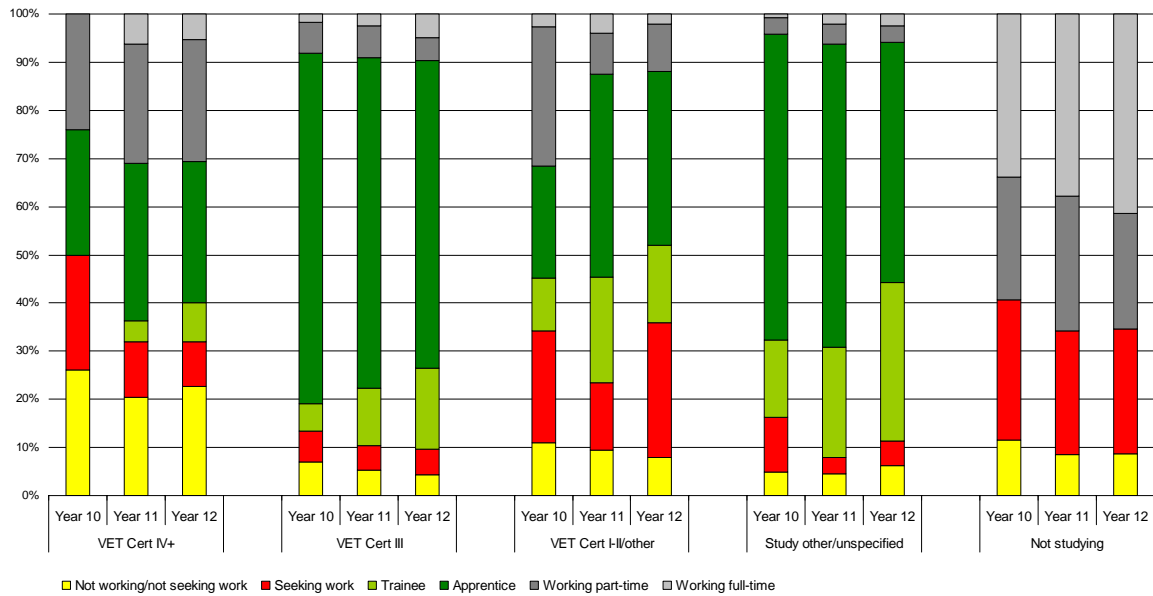


Figure 2.5 provides an even more detailed picture of study level and labour market destinations of early leavers who exited Government schools during Years 10, 11 and 12. A comparison across year levels reveals that there is little difference in the work destinations of students who are studying at the same level, or not studying at all. However as seen in Figure 2.3, there is a trend to higher participation in traineeships across all study destinations, for students who left Government schools in Year 12 rather than Year 10.

Figure 2.5 Study and labour force destinations of early leavers, by year level, Queensland 2007



Chapter 3

Learning: Education and training destinations of early leavers

This chapter examines the education and training outcomes of early leavers from Government schools in 2006. It deals separately with the group as a whole and then compares early leavers who are working with early leavers who are not working.

All early leavers in education or training

The survey shows that 44.2 per cent of students who left the Government schooling system prior to completing Year 12 continued in some form of education or training in the year after they left school. Table 3.1 shows that within this group, which includes apprentices and trainees, the most likely study destination was VET Certificate III (34.3 per cent), followed by unknown/other study (32.6 per cent). For the purposes of this analysis, apprentices and trainees were distributed among the various study destinations in contrast to the categorisation for main destinations where they were reported separately.

Sex differences

Table 3.1 Level of study of early leavers in education or training, by sex, Queensland 2007

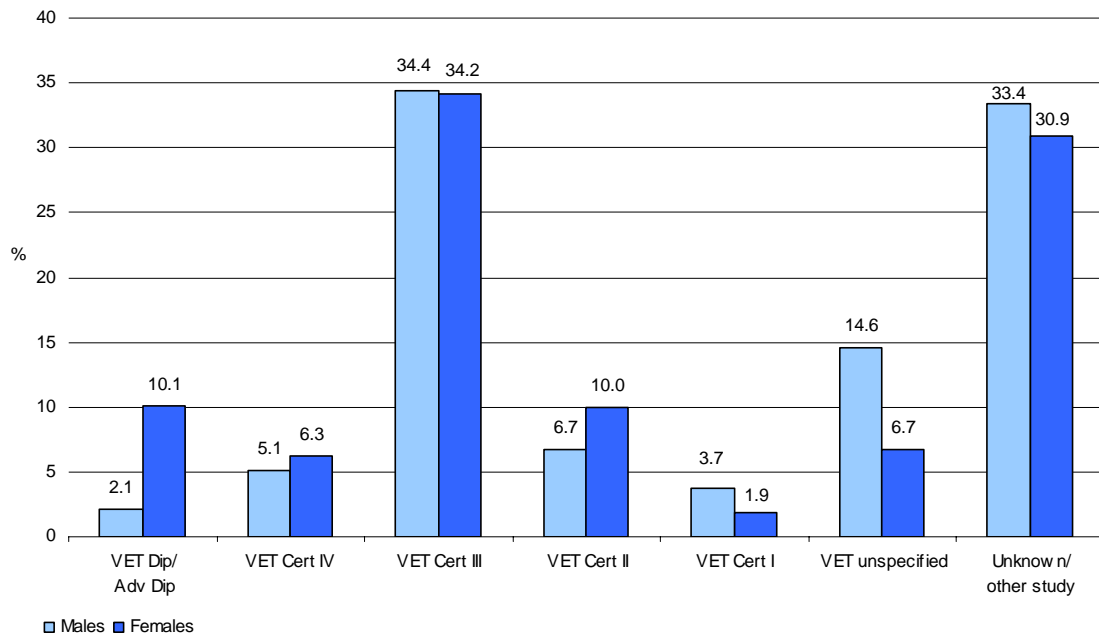
Level of study	Males		Females		Total	
	no.	%	no.	%	no.	%
VET Dip/Adv Dip	33	2.1	74	10.1	107	4.6
VET Cert IV	81	5.1	46	6.3	127	5.5
VET Cert III	541	34.4	250	34.2	791	34.3
VET Cert II	106	6.7	73	10.0	179	7.8
VET Cert I	58	3.7	14	1.9	72	3.1
VET unspecified	229	14.6	49	6.7	278	12.1
<i>(Total VET)</i>	<i>(1 048)</i>	<i>(66.6)</i>	<i>(506)</i>	<i>(69.1)</i>	<i>(1 554)</i>	<i>(67.4)</i>
Unknown/other study	525	33.4	226	30.9	751	32.6
Total	1 573	100.0	732	100.0	2 305	100.0

Note: 861 apprentices and trainees who did not provide further details are included in the VET unspecified and unknown/other study categories.

Table 3.1 and Figure 3.1 present in greater detail the study destinations of all male and female early leavers in education or training, regardless of their 'main' destination as presented in Chapter 2.

Differences are evident in the study destinations of male and female early leavers. Males were more likely to enrol in further education and training courses overall (48.7 per cent compared to 36.9 per cent for females), however patterns of participation in study were fairly similar. Females were more likely to enrol in VET Diploma and Advanced Diploma programs (10.1 per cent compared to 2.1 per cent), however males were twice as likely to be in the VET unspecified category (14.6 per cent compared to 6.7 per cent).

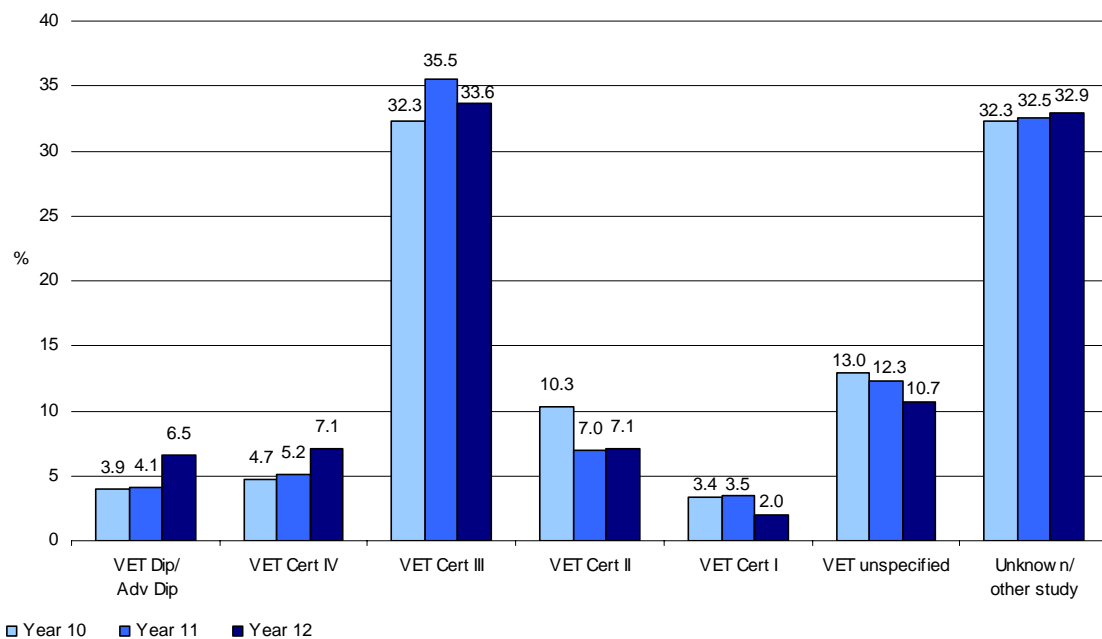
Figure 3.1 Level of study of early leavers in education or training, by sex, Queensland 2007



Year level

Figure 3.2 compares the study destinations of early leavers who exited the Government school system during Year 10, Year 11 and early in Year 12. The patterns of study for those who entered further education or training are very similar, with all categories showing little difference.

Figure 3.2 Level of study of early leavers in education or training, by year level, Queensland 2007



Study load

Table 3.2 shows the study loads of early leavers who entered further education or training. Most of those in education or training were studying part-time (74.8 per cent). This reflects the fact that almost three-quarters of those in education or training were undertaking apprenticeships or traineeships, and were combining work with study or training. The majority of VET Diploma and Advanced Diploma students were studying full-time (81.3 per cent), whereas VET students at the lower Certificate levels were less likely to be studying full-time.

Table 3.2 Level of study of early leavers, by study load, Queensland 2007

Level of Study	Full-time		Part-time	
	no.	%	no.	%
VET Dip/Adv Dip	87	81.3	20	18.7
VET Cert IV	48	37.8	79	62.2
VET Cert III	177	22.4	614	77.6
VET Cert II	80	44.7	99	55.3
VET Cert I	17	23.6	55	76.4
VET unspecified	48	17.3	230	82.7
<i>(Total VET)</i>	<i>(457)</i>	<i>(29.4)</i>	<i>(1 097)</i>	<i>(70.6)</i>
Unknown/other study	123	16.4	628	83.6
Total	580	25.2	1 725	74.8

Note: 118 apprentices and trainees for whom study load data was missing have been included with a part-time study load.

Provider type

Type of provider is presented in Table 3.3. This table shows that TAFE Institutes are the most common providers of study to early leavers from Queensland Government schools, accounting for 70.5 per cent of all those in study. Private training colleges (including employers registered as private providers) form the next largest provider share (25.4 per cent).

Table 3.3 Early leavers, by provider type, Queensland 2007

Provider type	no.	%
TAFE Institute	1 535	70.5
Private Training College	554	25.4
University	35	1.6
Agricultural College	14	0.6
Adult & Community Education provider	13	0.6
Other study location	27	1.2
Total	2 178	100.0

Note: This table excludes 127 respondents who did not provide details regarding provider type.

Table 3.4 presents a list of the post-school institutions attended by early leavers in 2007. Most were located at TAFE Institutes and private training colleges.

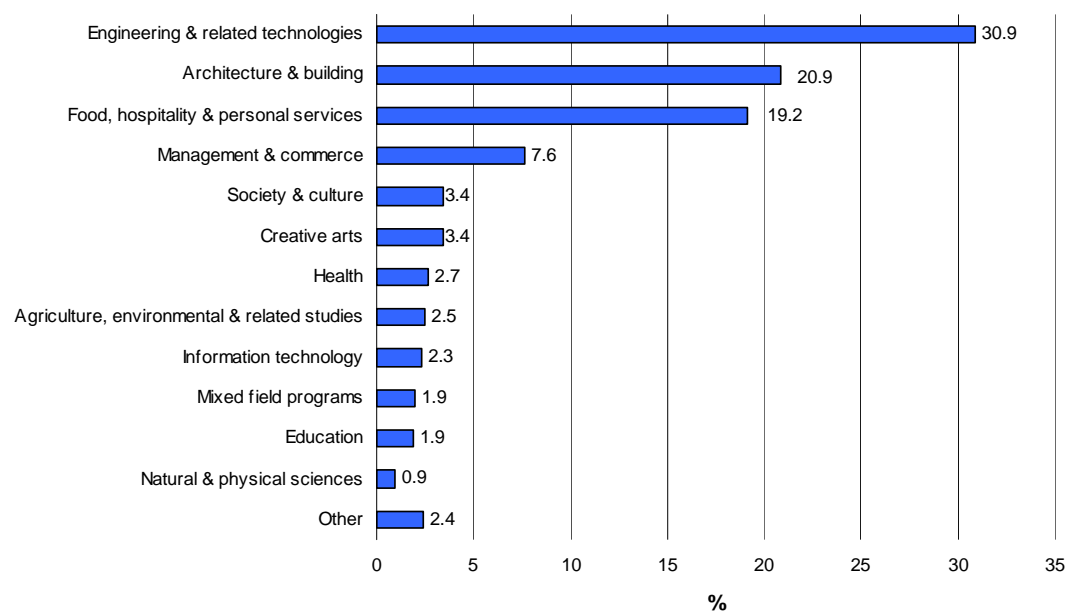
Table 3.4 Post-Government school institutions of early leavers, Queensland 2007

Institution	no.	%
Private training colleges	359	19.2
Metropolitan South Institute of TAFE (incl. Yeronga, Moreton, Logan)	248	13.2
Brisbane North Institute of TAFE	195	10.4
Central Queensland Institute of TAFE	179	9.6
Cooloola Sunshine Institute of TAFE	127	6.8
Southern Queensland Institute of TAFE	109	5.8
Barrier Reef Institute of TAFE	104	5.6
Tropical North Institute of TAFE	89	4.8
Gold Coast Institute of TAFE	83	4.4
Wide Bay Institute of TAFE	78	4.2
Southbank Institute of TAFE	65	3.5
Bremer Institute of TAFE	52	2.8
Other Queensland TAFEs	81	4.3
Other Queensland universities	27	1.4
Other interstate TAFEs	18	1.0
Other institution	58	3.1
Total	1 872	100.0

Note: This table excludes 433 early leavers who did not identify institution of study or training.

Field of study

The fields of study entered by all early leavers in education or training are shown in Figure 3.3. Three fields of study – Engineering and Related Technologies, Architecture and Building and Food, Hospitality and Personal Services account for over seven in ten of the student destinations (70.9 per cent), while Management and Commerce account for a further 7.6 per cent of enrolments. An explanation of the courses that were included in each field of study is located in Table A1A in Appendix 1.

Figure 3.3 Field of study of early leavers, Queensland 2007

Note: This figure and subsequent tables use Australian Bureau of Statistics fields of study. See Appendix 2 for further information on courses encompassed by each field of study.

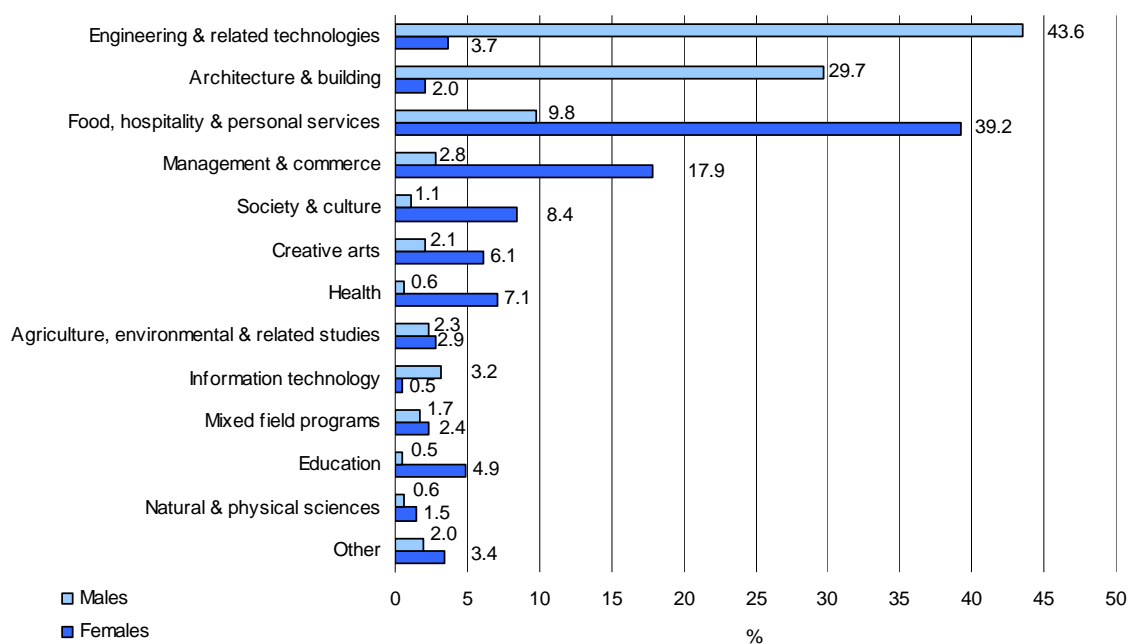
Table 3.5 reveals differences between the sexes in students' choices in almost all fields of study. Females were more likely to enter the fields of Food, Hospitality and Personal Services, Management and Commerce, Society and Culture, Creative Arts and Health. Among female dominated courses, the strongest sex segmentation occurred in Health, where females were 11 times as likely to enrol as males.

In contrast, males were 14 times more likely than females to enrol in Architecture and Building, and 11 times as likely to enrol in Engineering and Related Technologies courses. Males also outnumbered females in Information Technology courses.

Table 3.5 Field of study of early leavers, by sex, Queensland 2007

Field of Study	Males	Females	Total
	%	%	%
Engineering & related technologies	43.6	3.7	30.9
Architecture & building	29.7	2.0	20.9
Food, hospitality & personal services	9.8	39.2	19.2
Management & commerce	2.8	17.9	7.6
Society & culture	1.1	8.4	3.4
Creative arts	2.1	6.1	3.4
Health	0.6	7.1	2.7
Agriculture, environmental & related studies	2.3	2.9	2.5
Information technology	3.2	0.5	2.3
Mixed field programs	1.7	2.4	1.9
Education	0.5	4.9	1.9
Natural & physical sciences	0.6	1.5	0.9
Other	2.0	3.4	2.4
Total	100.0	100.0	100.0

Figure 3.4 Field of study of early leavers, by sex, Queensland 2007



Differences in the fields of study chosen by early leavers from Years 10, 11 and 12 are presented in Table 3.6. Although most fields of study show little difference in participation rates across year levels, early leavers from Year 10 were more likely to enter study or training in Food, hospitality and personal services, while early leavers from Year 12 were more likely to undertake study in the fields of Management and commerce.

Table 3.6 Field of study of early leavers, by year level, Queensland 2007

Field of Study	Year 10	Year 11	Year 12
	%	%	%
Engineering & related technologies	32.3	30.0	31.4
Architecture & building	19.3	22.2	19.5
Food, hospitality & personal services	21.3	19.7	15.8
Management & commerce	4.1	8.0	10.4
Society & culture	2.1	3.1	5.7
Creative arts	4.4	3.1	3.2
Health	0.9	3.1	3.6
Agriculture, environmental & related studies	3.9	2.2	1.6
Information technology	1.6	2.3	2.9
Mixed field programs	3.2	1.6	1.4
Education	1.8	1.7	2.3
Natural & physical sciences	0.7	0.9	1.1
Other	4.4	2.1	1.1
Total	100.0	100.0	100.0

Comparing students who work with students who do not work

The labour market destinations of early leavers are discussed in detail in Chapter 4, however this section compares aspects of the study patterns of the 1953 students who work and the 352 students who do not work. Table 3.7a shows the proportion of working students and non-working students within each level of study. These figures show that overall 84.7 per cent of all students combine their study with some form of employment. The study levels with the highest proportions of working students were the other/unspecified group (89.3 per cent) and VET Certificate III (89.1 per cent). This reflects the high proportion of apprentices and trainees in both of these categories of study.

Table 3.7a Level of study of working and non-working students (proportion within study level), Queensland 2007

Level of Study	Working students		Non-working students		Total students	
	no.	%	no.	%	no.	%
VET Cert IV+	151	64.5	83	35.5	234	100.0
VET Cert III	705	89.1	86	10.9	791	100.0
VET Cert I-II	178	70.9	73	29.1	251	100.0
Study other/unspecified	919	89.3	110	10.7	1 029	100.0
Total	1 953	84.7	352	15.3	2 305	100.0

Table 3.7b presents the same numbers as Table 3.7a but provides proportions by level of study for working and non-working students, and shows a clear differentiation between the two groups. Non-working students were more likely than working students to be enrolled in VET Cert IV+ courses (23.6 per cent compared to 7.7 per cent) and VET Cert I-II courses (20.7 per cent compared to 9.1 per cent). Working students were more likely than non-working students to enrol in VET Cert III programs (36.1 per cent compared to 24.4 per cent) or to be in other or unspecified study destinations (47.1 per cent compared to 31.3 per cent). These results again reflect the presence of apprentices and trainees amongst the group of students who work.

Table 3.7b Level of study of working and non-working students (proportion within student work status), Queensland 2007

Level of Study	Working students		Non-working students		Total students	
	no.	%	no.	%	no.	%
VET Cert IV+	151	7.7	83	23.6	234	10.2
VET Cert III	705	36.1	86	24.4	791	34.3
VET Cert I-II	178	9.1	73	20.7	251	10.9
Study other/unspecified	919	47.1	110	31.3	1 029	44.6
Total	1 953	100.0	352	100.0	2 305	100.0

Figure 3.5 shows level of study differences between the sexes for working and non-working students. Table 2.2 previously noted that female early leavers are more likely to enter campus-based study destinations (VET Certificates I-IV) than their male counterparts. It is interesting to note that for VET Cert III, this difference mainly occurs among non-working students, while for VET Cert IV+, a larger difference is apparent for working students (including apprentices and trainees). Among those studying VET Cert I-II/other and not working, males are more highly represented than females.

Figure 3.5 Level of study of working and non-working students, by sex, Queensland 2007

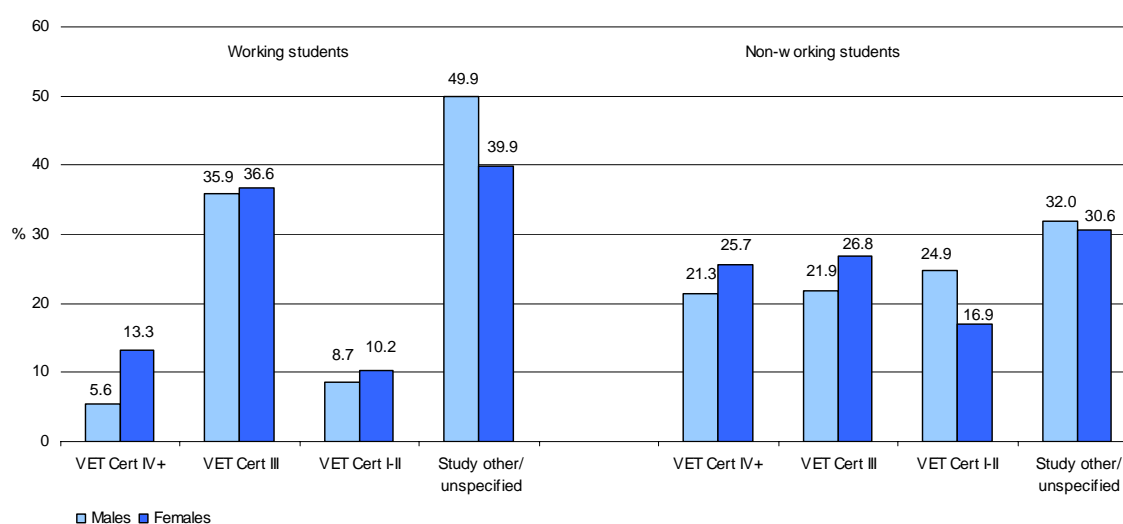


Table 3.8 compares the study load of both working and non-working students. Predictably, more than nine in ten (95.2 per cent) part-time students were combining study with some form of employment. Interestingly though, this phenomenon is also common among full-time students with over half (53.6 per cent) combining study and work.

Table 3.8 Study load of early leavers, by working and non-working students, Queensland 2007

Study Load	Working students		Non-working students		Total students	
	no.	%	no.	%	no.	%
Full-time	311	53.6	269	46.4	580	100.0
Part-time	1 642	95.2	83	4.8	1 725	100.0
Total	1 953	84.7	352	15.3	2 305	100.0

Note: 118 apprentices and trainees for whom study load data was missing have been included as working students with a part-time study load.

Chapter 4

Earning: Employment destinations

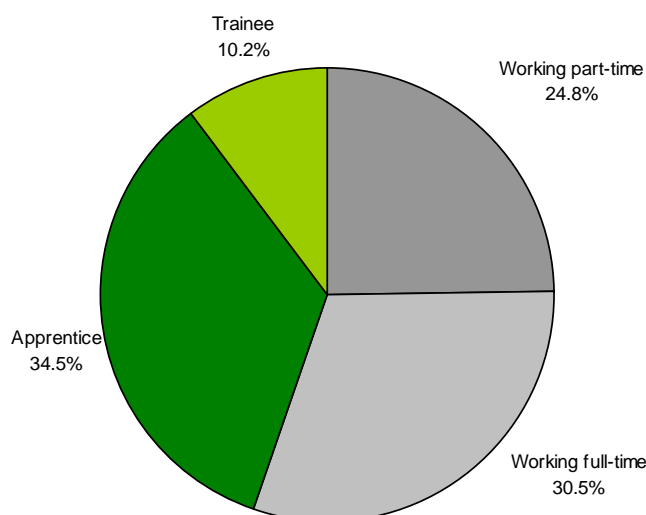
This chapter examines the labour market outcomes of early leavers from 2006 in Queensland. It deals separately with the group as a whole, those not in education or training, those who were studying and working, and apprentices and trainees.

All early leavers in employment

Most early leavers from Queensland Government schools enter the workforce, whether or not they undertake further education. Ignoring study or training status, 3826 early leavers (73.4 per cent) were working at the time of the survey.

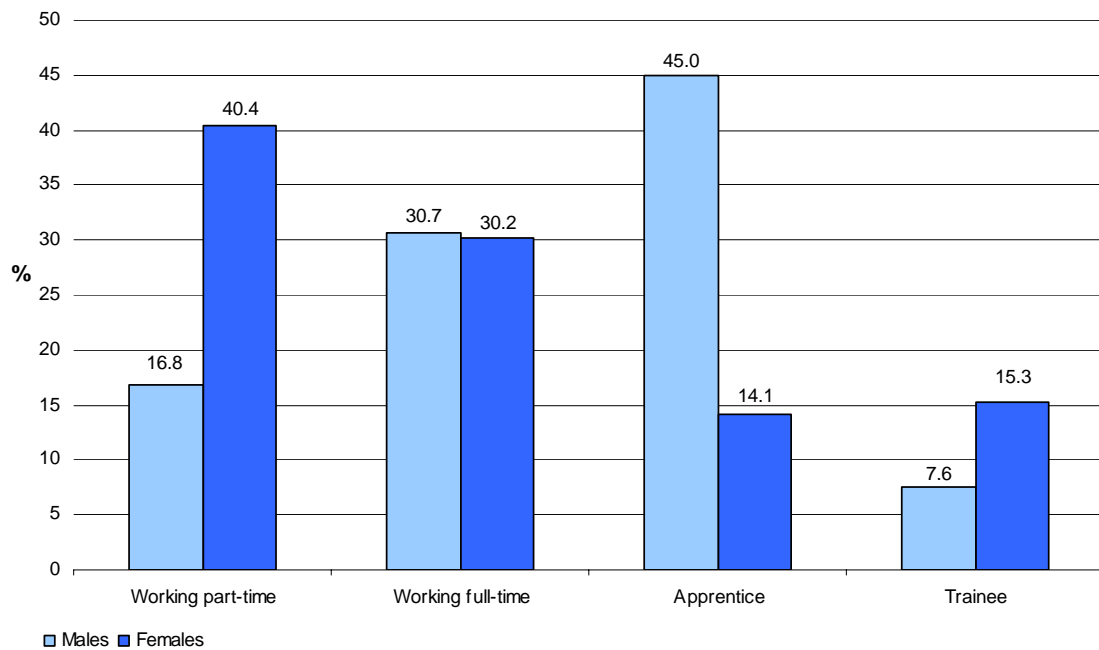
Three in ten of these (30.5 per cent) held a full-time job (see Figure 4.1), with a further 24.8 per cent working part-time. Apprentices and trainees who predominantly work full-time made up 34.5 per cent and 10.2 per cent respectively.

Figure 4.1 Work destinations of all early leavers in employment, Queensland 2007



Differences between the sexes are evident across most categories of employment destinations (see Figure 4.2). Female early leavers in employment were more than twice as likely as their male counterparts to be working in part-time jobs (40.4 per cent compared to 16.8 per cent) and to be a trainee (15.3 per cent compared to 7.6 per cent). Conversely, male early leavers in employment were more than three times as likely to have commenced an apprenticeship (45.0 per cent compared to 14.1 per cent).

Figure 4.2 Work destinations of all early leavers in employment, by sex, Queensland 2007



Differences in work destinations are evident amongst early leavers who left Government schools at different year levels. Figure 4.3 shows that those who left during Year 12 were more likely to commence a traineeship, or enter full-time work with no further education or training. Conversely, the likelihood of undertaking apprenticeships declined as early leavers reached higher year levels.

Figure 4.3 Work destinations of all early leavers in employment, by year level, Queensland 2007

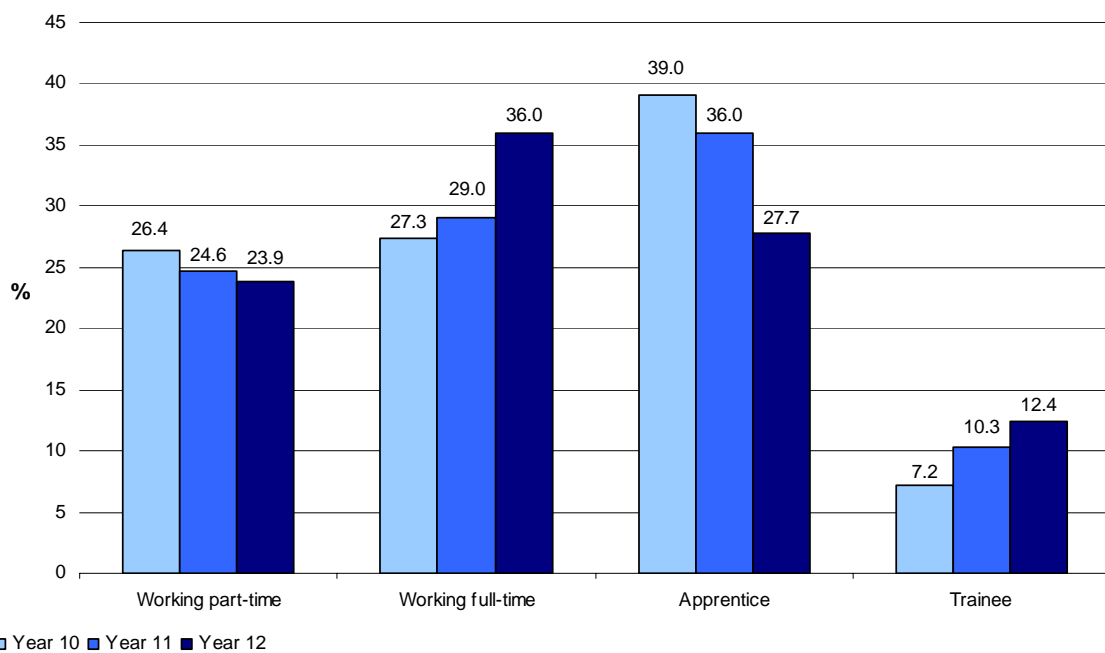


Table 4.1 reports the occupational groups of all working early leavers. It shows that almost half of the early leavers in Queensland were working in just three occupational groups – Building and construction skilled workers, Sales assistants and Food handlers. These three occupations provided 49.0 per cent of all employment. The next most common occupations were Labourers and Automotive workers, which together accounted for a further 13.6 per cent of workers.

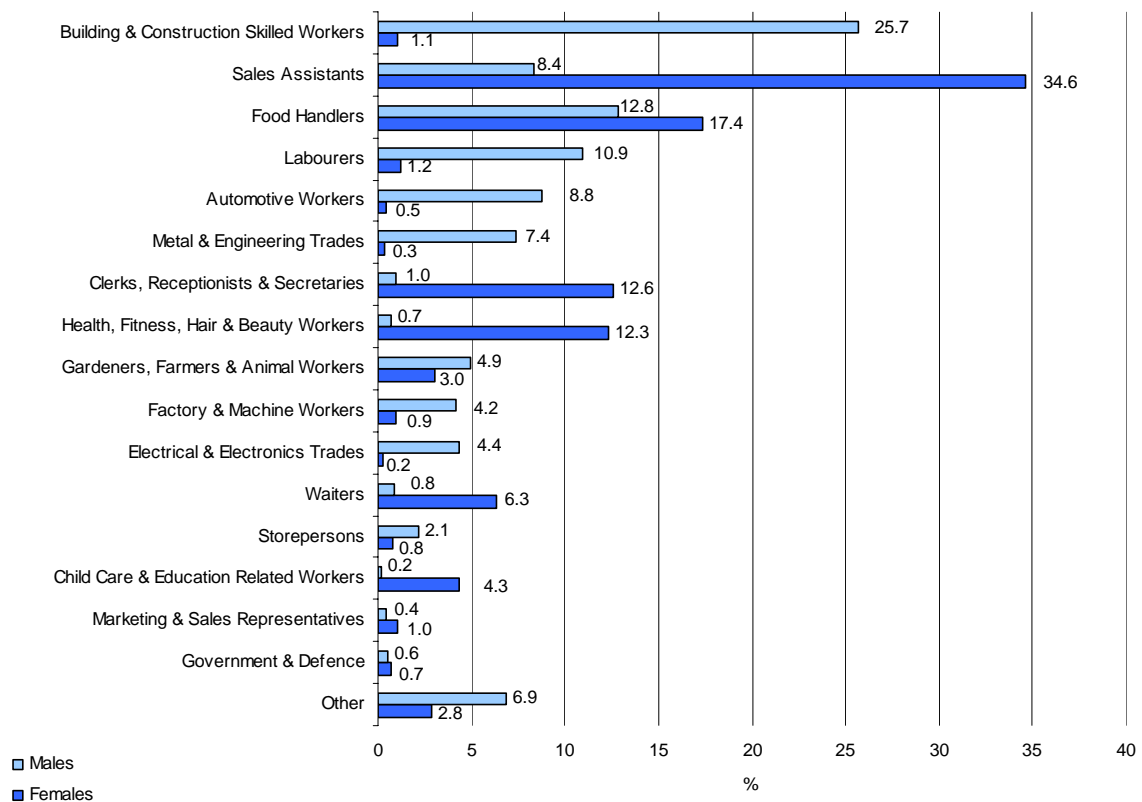
Table 4.1 Occupational groups of all early leavers in employment, Queensland 2007

Occupational Groups	no.	%
Building & Construction Skilled Workers	662	17.3
Sales Assistants	661	17.3
Food Handlers	550	14.4
Labourers	292	7.6
Automotive Workers	227	5.9
Metal & Engineering Trades	190	5.0
Clerks, Receptionists & Secretaries	188	4.9
Health, Fitness, Hair & Beauty Workers	177	4.6
Gardeners, Farmers & Animal Workers	163	4.3
Factory & Machine Workers	117	3.1
Electrical & Electronics Trades	113	3.0
Waiters	103	2.7
Storepersons	64	1.7
Child Care & Education Related Workers	61	1.6
Marketing & Sales Representatives	24	0.6
Government & Defence	23	0.6
Other	211	5.5
Total	3 826	100.0

Note: Occupational groups are based on those used by the Commonwealth Department of Employment and Workplace Relations.

There are also important differences between the sexes in occupations, as illustrated in Figure 4.4. The most common areas of employment for female early leavers were as Sales Assistants, Food Handlers, Clerks, Receptionists and Secretaries, and Health, Fitness, Hair & Beauty Workers, which accounted for 76.9 per cent of female employment. Male early leavers were predominantly employed as Building and Construction Skilled Workers, Food Handlers, Labourers, Automotive Workers, and Sales Assistants, accounting for 66.5 per cent of employment. Employment in most other occupational groups showed segmentation along gender lines with females more frequently employed as Waiters and Child Care and Education Related Workers, while males were more frequently employed in the Metal and Engineering trades, Electrical and Electronics trades, and as Factory and Machine Workers.

Figure 4.4 Occupational groups of all early leavers in employment, by sex, Queensland 2007



The differences in occupations among early leavers from different year levels were not as large as the differences between males and females. However, Table 4.2 shows that Year 12 early leavers were less likely to be Building and Construction Skilled Workers and more likely to be working as Clerks, Receptionists and Secretaries compared to early leavers from Years 10 and 11.

Table 4.2 Occupational groups of all early leavers in employment, by year level, Queensland 2007

Occupational Groups	Year 10	Year 11	Year 12
	%	%	%
Building & Construction Skilled Workers	17.7	18.6	14.4
Sales Assistants	16.1	17.9	17.0
Food Handlers	16.0	14.0	13.9
Labourers	9.1	6.8	8.1
Automotive Workers	7.0	5.9	5.1
Metal & Engineering Trades	5.6	4.9	4.6
Clerks, Receptionists & Secretaries	1.0	5.4	6.9
Health, Fitness, Hair & Beauty Workers	4.6	5.3	3.4
Gardeners, Farmers & Animal Workers	6.1	3.7	3.9
Factory & Machine Workers	4.2	2.5	3.3
Electrical & Electronics Trades	2.4	2.7	3.8
Waiters	2.0	2.6	3.4
Storepersons	1.5	1.7	1.7
Child Care & Education Related Workers	0.6	1.5	2.5
Marketing & Sales Representatives	0.1	0.6	1.1
Government & Defence	0.0	0.5	1.3
Other	5.8	5.3	5.8
Total	100.0	100.0	100.0

Early leavers were also asked to nominate the industry category in which their employment takes place (see Table A1B in Appendix 1 for categories). Figure 4.5, which details the industry categories for all workers, confirms the findings for occupation and shows high proportions of early leavers working in just three industry areas – Retail Trade, Construction and Hospitality (Accommodation, Cafes and Restaurants). Between them, these three categories account for 63.5 per cent of early leavers in the labour market. A further 10.6 per cent worked in Manufacturing.

Figure 4.5 Industry categories of all early leavers in employment, Queensland 2007

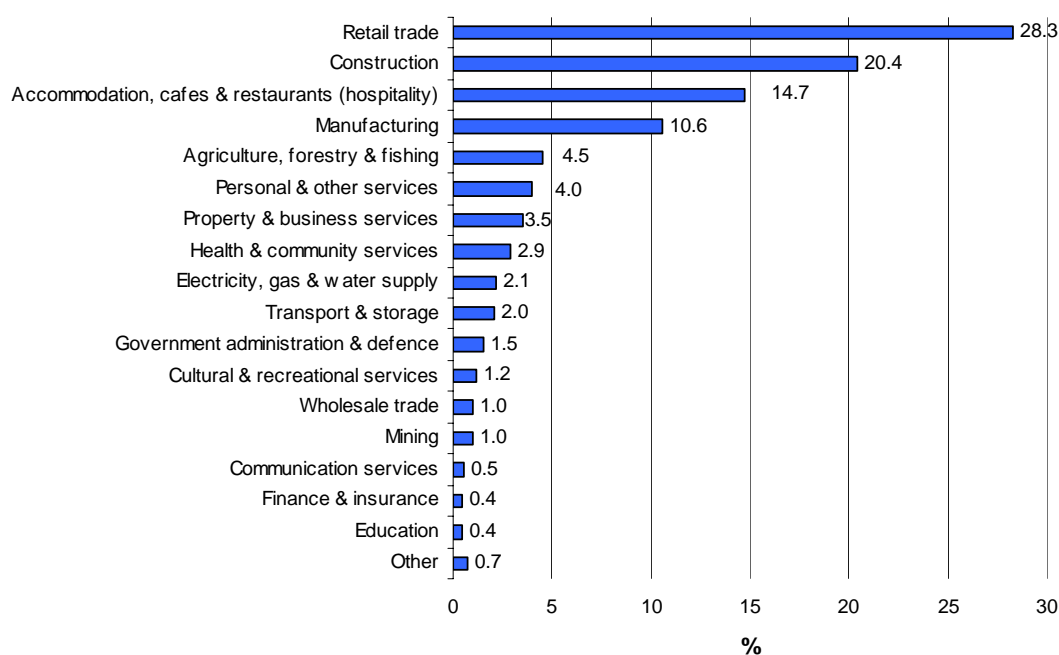


Table 4.3 presents industry categories for all early leavers, further disaggregated by sex. As expected, there are important gender differences. Employment in Retail, Hospitality, Health and Community services, and Personal and other services was dominated by female workers, while the industries of Construction and Manufacturing were strongly dominated by males. The remaining industry categories revealed small differences between males and females.

Table 4.3 Industry categories of all early leavers in employment by sex, Queensland 2007

Industry	Males %	Females %	Total %
Retail trade	23.2	38.3	28.3
Construction	30.1	1.6	20.4
Accommodation, cafes & restaurants (hospitality)	9.6	24.7	14.7
Manufacturing	15.0	2.1	10.6
Agriculture, forestry & fishing	5.4	2.7	4.5
Personal & other services	1.0	9.8	4.0
Property & business services	2.7	5.2	3.5
Health & community services	0.7	7.2	2.9
Electricity, gas & water supply	3.0	0.5	2.1
Transport & storage	2.9	0.4	2.0
Government administration & defence	1.3	1.9	1.5
Cultural & recreational services	1.1	1.4	1.2
Wholesale trade	1.1	0.7	1.0
Mining	1.4	0.2	1.0
Communication services	0.6	0.3	0.5
Education	0.1	1.2	0.4
Finance & insurance	0.2	0.9	0.4
Other	0.6	0.8	0.7
Total	100.0	100.0	100.0

There were also differences in the industries entered by early leavers in employment, depending on the year level at which they left the Government school system. These differences are shown in Table 4.4. In particular, Year 12 early leavers were more likely than younger early leavers to be working in Hospitality, and less likely to be employed in Construction and Retail trades.

Table 4.4 Industry categories of all early leavers in employment by year level, Queensland 2007

Industry	Year 10	Year 11	Year 12
	%	%	%
Retail trade	30.3	29.7	23.8
Construction	21.5	21.3	17.8
Accommodation, cafes & restaurants (hospitality)	14.4	13.4	17.6
Manufacturing	12.5	10.2	10.0
Agriculture, forestry & fishing	6.5	3.9	4.1
Personal & other services	3.3	4.2	4.1
Property & business services	2.2	3.8	4.0
Health & community services	2.0	3.1	3.3
Electricity, gas & water supply	1.8	2.1	2.5
Transport & storage	2.0	2.0	2.2
Government administration & defence	0.4	1.3	3.0
Cultural & recreational services	0.9	1.2	1.4
Wholesale trade	1.0	0.8	1.4
Mining	0.4	1.0	1.4
Communication services	0.3	0.3	1.1
Education	0.4	0.5	0.4
Finance & insurance	0.0	0.5	0.7
Other	0.3	0.6	1.1
Total	100.0	100.0	100.0

Casual workers

Overall, there were 1278 early leavers who were employed on a casual basis, which accounts for one-third (33.4%) of the 3826 in paid employment.

Table 4.5 shows the distribution of early leavers in casual employment across four 'work destination and study status' groups. Those working part-time (fewer than 35 hours per week) made up 68.6 per cent of all casual workers (14.0 per cent who were combining part-time work with study and 54.6 per cent who were working part-time with no further education or training).

Early leavers working full-time made up approximately one-third (31.4 per cent) of all casual workers (29.2 per cent who were working full-time with no further education or training and 2.3 per cent who were combining full-time work with study).

Table 4.5 Work Destination and Study Status of early leavers in casual employment, by sex, Queensland 2007

Work Destination and Study Status	Males		Females		Total	
	no.	%	no.	%	no.	%
Student, working part-time	44	7.7	114	20.2	158	14.0
Student, working full-time	11	1.9	15	2.7	26	2.3
Not in education or training, working part-time	288	50.6	330	58.6	618	54.6
Not in education or training, working full-time	226	39.7	104	18.5	330	29.2
Total	569	100.0	563	100.0	1 132	100.0

Note: Excludes 146 apprentices and trainees who stated they were employed on a casual basis.

Table 4.6 shows that the distribution of casual workers across the four work/study groups was similar for early leavers from Years 10, 11 and 12. Of those who were employed on a casual basis, early leavers from Year 10 were more likely to be students working part-time (20.1 per cent) compared with those from Year 11 or Year 12 (12.9 per cent and 11.4 per cent respectively).

Table 4.6 Work Destination and Study Status of early leavers in casual employment, by year level, Queensland 2007

Work Destination and Study Status	Year 10		Year 11		Year 12		Total	
	no.	%	no.	%	no.	%	no.	%
Student, working part-time	46	20.1	77	12.9	35	11.4	158	14.0
Student, working full-time	3	1.3	15	2.5	8	2.6	26	2.3
Not in education or training, working part-time	121	52.8	335	56.2	162	52.8	618	54.6
Not in education or training, working full-time	59	25.8	169	28.4	102	33.2	330	29.2
Total	229	100.0	596	100.0	307	100.0	1 132	100.0

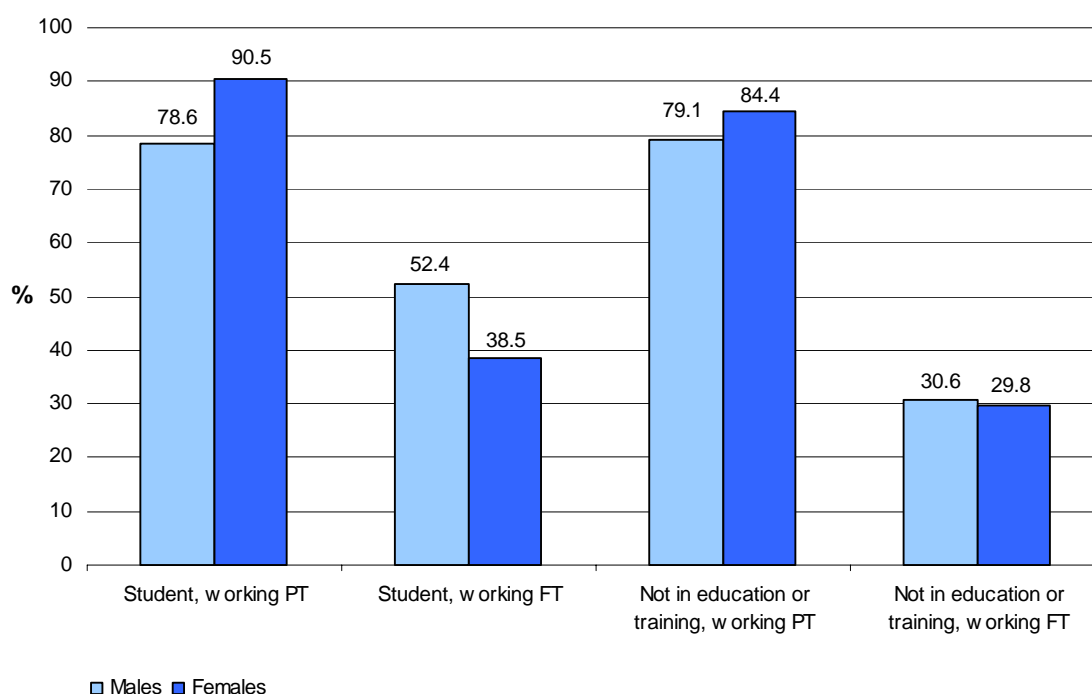
Note: Excludes 146 apprentices and trainees who stated they were employed on a casual basis.

Figure 4.6 also shows a relationship between the likelihood of casual work and work load (that is, part-time or full-time).

For early leavers who were combining full-time work with study, the rate of casual employment was 52.4 per cent for males and 38.5 per cent for females, whilst the rate of casual employment for those who were working full-time without any further education or training was 30.6 per cent for males and 29.8 per cent for females.

Casual work was more than twice as likely for part-time workers as full-time workers. Among early leavers who were combining part-time work with study, the rate of casual employment was high, accounting for approximately nine in ten females and eight in ten males. The rate of casual employment was also high among the group who entered part-time work with no further education or training, accounting for 79.1 per cent of males and 84.4 per cent of females.

Figure 4.6 Rates of casual work for early leavers in employment, by sex, Queensland 2007



Working and not in education or training

This section examines the labour market outcomes of those early leavers who have made a direct entry to employment, with no further education or training. This is an important group, comprising more than three in ten of all early leavers in 2006.

Data for the 1873 early leavers in this group are shown in Figures 4.7. Females were more likely to be employed in part-time work (53.1 per cent), while males were more likely to be employed full-time (67.2 per cent).

Figure 4.7 Work destinations of early leavers in employment and not in education or training, by sex, Queensland 2007

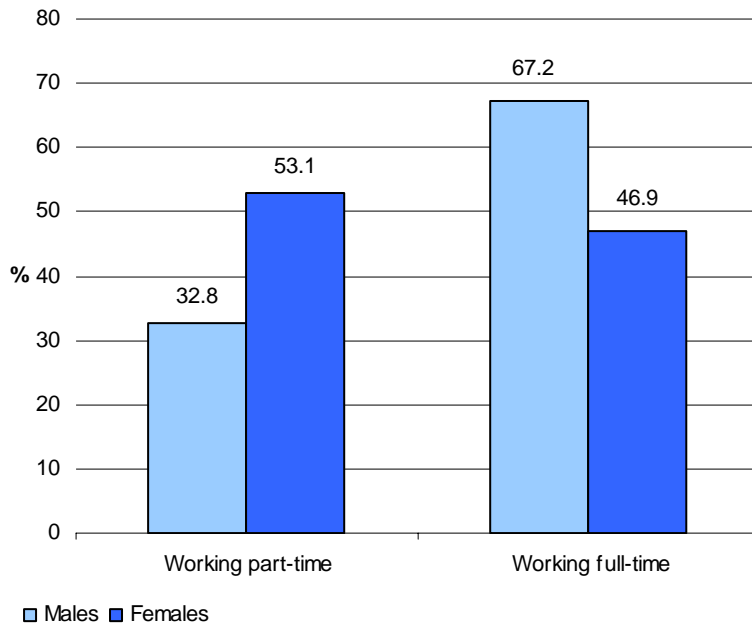


Figure 4.8 shows that there is little difference between rates of full-time and part-time work for early leavers who left the Government school system during Years 10, 11 and 12, however Year 12 early leavers were more likely to enter full-time work than early leavers from the lower year levels.

Figure 4.8 Work destinations of early leavers in employment and not in education or training, by year level, Queensland 2007

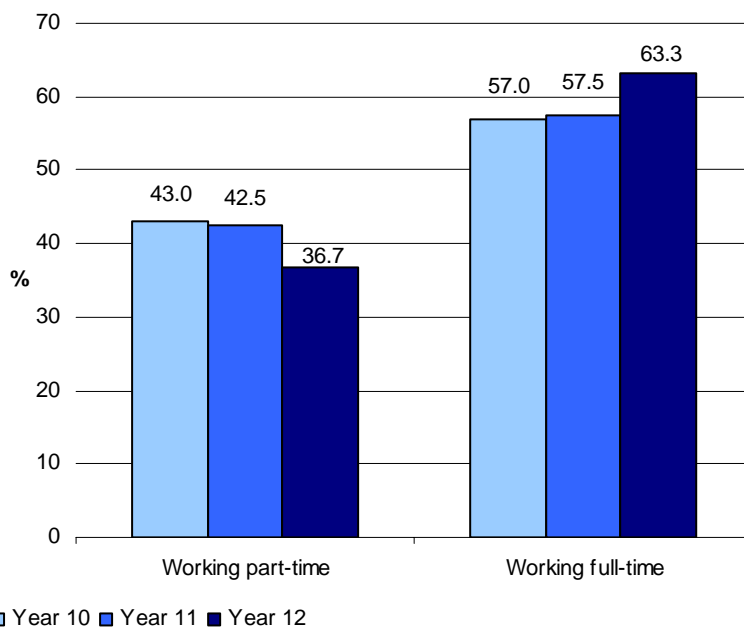


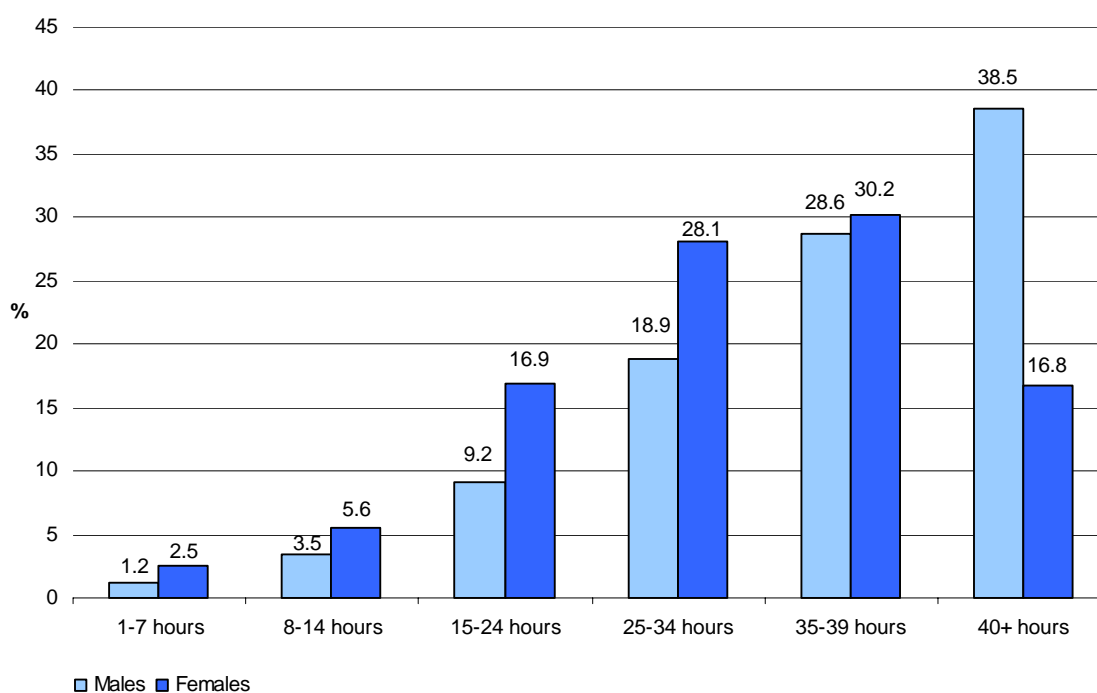
Table 4.7 reports the hours worked by early leavers not in further education or training. More than eight in ten of these early leavers (81.6 per cent) were working 25 hours or more.

Table 4.7 Hours worked by early leavers in employment and not in education or training, Queensland 2007

	Hours worked per week						Total
	1-7	8-14	15-24	25-34	35-39	40+	
<i>no.</i>	33	81	230	423	548	558	1 873
<i>%</i>	1.8	4.3	12.3	22.6	29.3	29.8	100.0

Figure 4.9 compares in further detail male and female workers who were not in study or training on the basis of the number of hours worked per week. It shows that male workers were most likely to be working 40 hours or more per week (38.5 per cent), while female workers were most likely to be working 25-34 hours or 35-39 hours per week (28.1 per cent and 30.2 per cent respectively).

Figure 4.9 Hours worked by early leavers in employment and not in education or training, by sex, Queensland 2007



Analysis of the total hours worked per week by early leavers who were not in study or training is shown by year level in Figure 4.10. Most categories are similar for early leavers from Years 10, 11 and 12, however those from Year 12 were more likely to be working 40 hours or more per week (34.0 per cent) than those who left during Year 11 (28.5 per cent) or Year 10 (27.1 per cent).

Figure 4.10 Hours worked by early leavers in employment and not in education or training, by year level, Queensland 2007

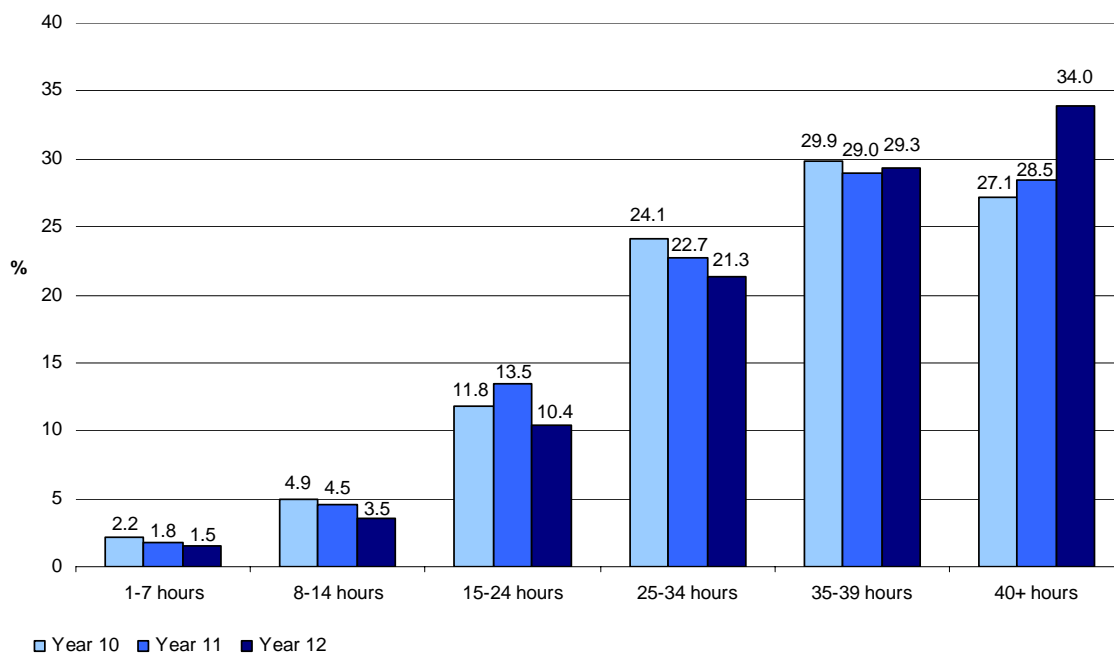


Figure 4.11 shows the occupations entered by early leavers not in further education or training, by sex. The single largest occupational group for female employment, and the second largest group for males, was Sales Assistants (43.6 per cent and 14.9 per cent respectively). The most common occupation for male early leavers not in further education or training was Labouring (21.7 per cent).

Figure 4.11 Occupational groups of early leavers in employment and not in education or training, by sex, Queensland 2007

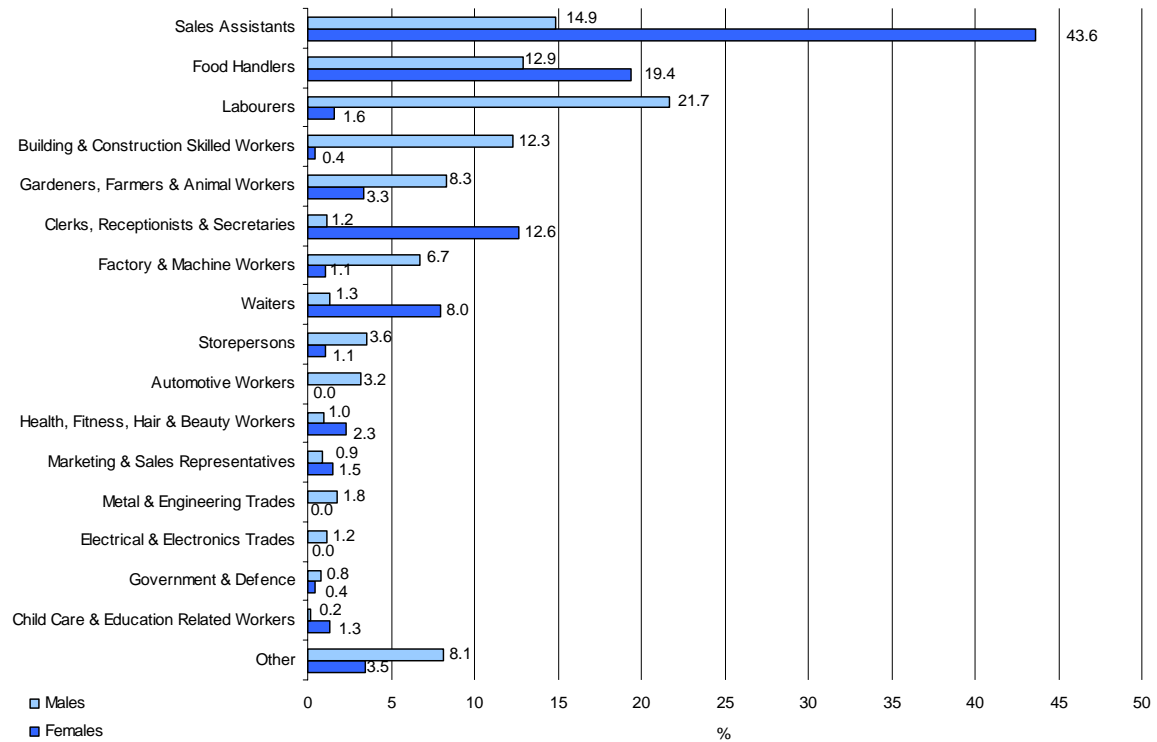


Table 4.8 reports the main industry areas entered by early leavers not in further education or training. It shows that Retail trade was the main industry area for both full-time and part-time workers (27.2 per cent and 44.8 per cent respectively). This was followed by Hospitality for part-time workers (26.8 per cent) and Construction and Manufacturing for full-time workers (17.9 per cent and 13.9 per cent respectively).

Table 4.8 Industry categories of early leavers in employment and not in education or training, by work destination, Queensland 2007

Industry category	Working full-time		Working part-time	
	no.	%	no.	%
Retail trade	300	27.2	342	44.8
Accommodation, cafes & restaurants (hospitality)	131	11.9	205	26.8
Construction	197	17.9	53	6.9
Manufacturing	153	13.9	27	3.5
Agriculture, forestry & fishing	105	9.5	27	3.5
Property & business services	49	4.4	23	3.0
Health & community services	22	2.0	17	2.2
Personal & other services	23	2.1	16	2.1
Transport & storage	25	2.3	11	1.4
Cultural & recreational services	10	0.9	20	2.6
Wholesale trade	22	2.0	5	0.7
Government administration & defence	22	2.0	4	0.5
Electricity, gas & water supply	13	1.2	1	0.1
Finance & insurance	10	0.9	2	0.3
Communication services	6	0.5	3	0.4
Mining	4	0.4	2	0.3
Education	2	0.2	1	0.1
Other	9	0.8	5	0.7
Total	1 103	100.0	764	100.0

Note: Excludes 6 respondents who did not provide industry details.

Working and in education or training

Work is also important for young people who are studying. Of the 3826 early leavers who were employed, more than half (1953 or 51.0 per cent) were studying.

Table 4.9 compares the hours worked by early leavers in employment and study, according to student type. Students of VET Certificate III and those in the other/unspecified category were the most likely to work 35 hours or more per week (86.8 per cent and 87.7 per cent respectively). Nevertheless, more than half of the VET Certificate IV+ students also worked more than 35 hours per week (57.6 per cent).

Table 4.9 Hours worked by early leavers in employment and study, by level of study, Queensland 2007

		Hours worked per week						Total
		1-7	8-14	15-24	25-34	35-39	40+	
VET Cert IV+	no.	11	18	21	14	38	49	151
	%	7.3	11.9	13.9	9.3	25.2	32.5	100.0
VET Cert III	no.	4	16	34	39	267	345	705
	%	0.6	2.3	4.8	5.5	37.9	48.9	100.0
VET Cert I-II	no.	8	16	13	15	64	62	178
	%	4.5	9.0	7.3	8.4	36.0	34.8	100.0
Study other/unspecified	no.	8	11	31	63	324	482	919
	%	0.9	1.2	3.4	6.9	35.3	52.4	100.0
Total	no.	31	61	99	131	693	938	1 953
	%	1.6	3.1	5.1	6.7	35.5	48.0	100.0

Figure 4.12 graphically demonstrates the differences in the work patterns of the different groups examined in this section – students, and apprentices and trainees. It shows that students work predominantly in part-time employment, whereas apprentices and trainees tend to be employed full-time.

Figure 4.12 Hours worked by early leavers in employment and study, by broad study destination, Queensland 2007

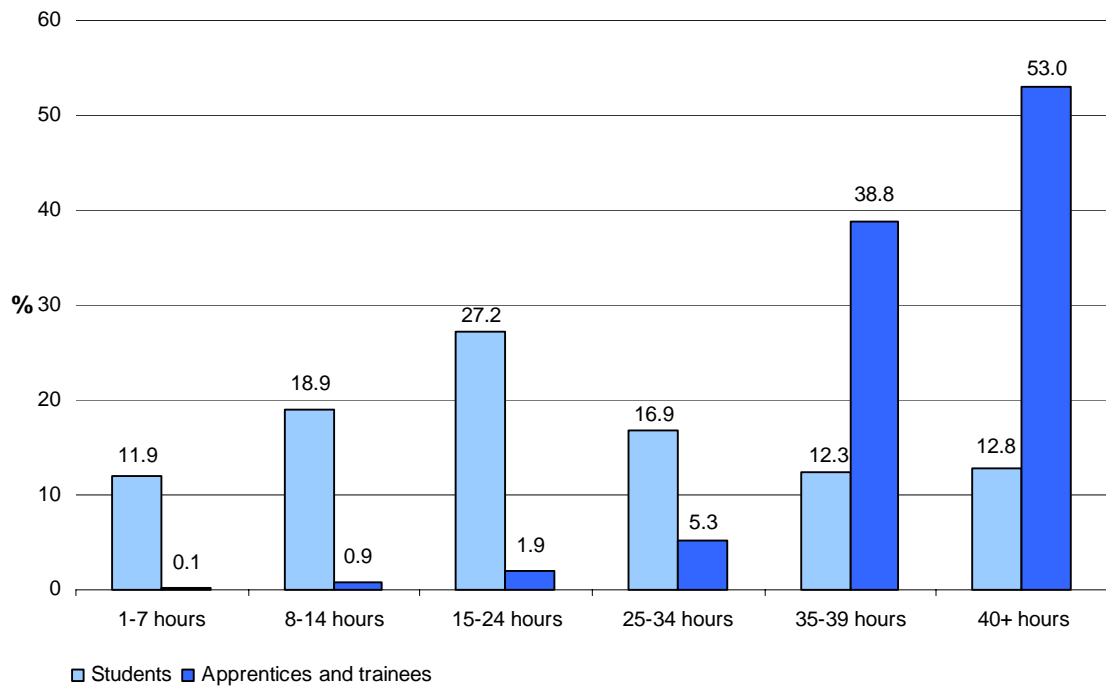


Table 4.10 shows the occupational groups in which early leavers in employment and study were working. Almost four in ten of these early leavers (39.9 per cent) were working in just two main occupational groups of Building and Construction Skilled Workers (26.7 per cent) and Food Handlers (13.3 per cent), with the remainder dispersed in smaller numbers across a large range of occupations.

Table 4.10 Occupational groups of early leavers in employment and study, Queensland 2007

Occupational Group	no.	%
Building & Construction Skilled Workers	521	26.7
Food Handlers	259	13.3
Automotive Workers	191	9.8
Metal & Engineering Trades	170	8.7
Sales Assistants	166	8.5
Health, Fitness, Hair & Beauty Workers	149	7.6
Electrical & Electronics Trades	100	5.1
Clerks, Receptionists & Secretaries	80	4.1
Child Care & Education Related Workers	49	2.5
Gardeners, Farmers & Animal Workers	45	2.3
Labourers	37	1.9
Factory & Machine Workers	34	1.7
Waiters	28	1.4
Storepersons	16	0.8
Government & Defence	11	0.6
Marketing & Sales Representatives	3	0.2
Other	94	4.8
Total	1 953	100.0

Note: Occupational groups are based on those used by the Commonwealth Department of Employment and Workplace Relations.

Apprentices and trainees

As discussed earlier, apprentices and trainees enter a contract of employment while undertaking VET training either on-the-job or with a training provider, predominantly TAFE. Table 4.11 indicates the level of training reported by apprentices and trainees in this survey. It suggests that nearly four-tenths of all apprenticeship and traineeship training occurs at the Certificate III level (37.1 per cent). Trainees, however, were almost three times more likely than apprentices to undergo training at the Certificate II level (10.5 per cent compared to 3.6 per cent).

Table 4.11 Level of study of early leavers in apprenticeships and traineeships, Queensland 2007

Level of Study	Apprentices		Trainees		Total	
	no.	%	no.	%	no.	%
VET Dip/Adv Dip	5	0.4	6	1.5	11	0.6
VET Cert IV	66	5.0	5	1.3	71	4.2
VET Cert III	541	41.0	93	23.8	634	37.1
VET Cert II	47	3.6	41	10.5	88	5.1
VET Cert I	42	3.2	3	0.8	45	2.6
VET unspecified	212	16.1	15	3.8	227	13.3
Unknown/other study	406	30.8	228	58.3	634	37.1
Total	1 319	100.0	391	100.0	1 710	100.0

Apprentices and trainees worked predominantly in the occupational groups of Building and Construction Skilled Workers (30.1 per cent), Food handlers (12.8 per cent), and Automotive workers (11.2 per cent).

Table 4.12 Occupational groups of early leavers in apprenticeships and traineeships, Queensland 2007

Occupational Group	no.	%
Building & Construction Skilled Workers	515	30.1
Food Handlers	219	12.8
Automotive Workers	191	11.2
Metal & Engineering Trades	170	9.9
Health, Fitness, Hair & Beauty Workers	136	8.0
Electrical & Electronics Trades	100	5.8
Sales Assistants	68	4.0
Clerks, Receptionists & Secretaries	64	3.7
Gardeners, Farmers & Animal Workers	37	2.2
Factory & Machine Workers	34	2.0
Child Care & Education Related Workers	30	1.8
Labourers	29	1.7
Storepersons	13	0.8
Waiters	12	0.7
Government & Defence	11	0.6
Marketing & Sales Representatives	1	0.1
Other	80	4.7
Total	1 710	100.0

Note: Occupational groups are based on those used by the Commonwealth Department of Employment and Workplace Relations.

While overall, early leavers in employment and study were most likely to be working in industries that support large numbers of part-time and low-paid occupations, apprentices were concentrated in industry areas such as Construction (36.8 per cent), Retail Trade (19.6 per cent), and Manufacturing (15.0 per cent). Trainees were more likely to be working in the Retail Trade (22.3 per cent), Hospitality (16.1 per cent) and Health and Community Services (10.0 per cent).

Table 4.13 Industry categories of early leavers in apprenticeships and traineeships, Queensland 2007

Industry category	Apprentices		Trainees	
	no.	%	no.	%
Construction	486	36.8	38	9.7
Retail trade	258	19.6	87	22.3
Manufacturing	198	15.0	24	6.1
Accommodation, cafes & restaurants (hospitality)	98	7.4	63	16.1
Personal & other services	92	7.0	12	3.1
Electricity, gas & water supply	66	5.0	1	0.3
Property & business services	21	1.6	32	8.2
Health & community services	10	0.8	39	10.0
Transport & storage	35	2.7	7	1.8
Agriculture, forestry & fishing	6	0.5	25	6.4
Mining	22	1.7	9	2.3
Government administration & defence	9	0.7	21	5.4
Cultural & recreational services	5	0.4	8	2.0
Communication services	4	0.3	6	1.5
Wholesale trade	4	0.3	5	1.3
Education	1	0.1	6	1.5
Finance & insurance	0	0.0	3	0.8
Other	4	0.3	5	1.3
Total	1 319	100.0	391	100.0

Table 4.14 compares the hours worked by apprentices and trainees. The great majority of apprentices and trainees work 35 or more hours per week on average (96.1 per cent and 77.2 per cent respectively).

Table 4.14 Hours worked by early leavers in apprenticeships and traineeships, Queensland 2007

		Hours worked per week						
		1-7	8-14	15-24	25-34	35-39	40+	Total
Apprentices	<i>no.</i>	0	4	13	34	507	761	1 319
	<i>%</i>	0.0	0.3	1.0	2.6	38.4	57.7	100.0
Trainees	<i>no.</i>	2	11	20	56	156	146	391
	<i>%</i>	0.5	2.8	5.1	14.3	39.9	37.3	100.0

Chapter 5

Not Learning or Earning

While half of the early leavers were building on their schooling through further education or training, 2909 (55.8 per cent) were not. The reasons for this are complex and reflect the diversity of early leavers today.

Previous chapters have shown that almost three-quarters of early leavers (73.4 per cent) were in paid employment at the time of the survey. Of those who were not working, approximately one-quarter (25.4 per cent) were engaged in full-time or part-time study.

The survey also identified that 14.8 per cent of early leavers were looking for work, and a further 5.1 per cent were neither studying nor in the labour force.

This chapter highlights the data captured regarding the early leavers from Government schools who were not learning or earning at the time of the survey.

Not learning

Over six in ten early leavers who did not enter further education or training were working in either a full-time (38.0 per cent) or part-time (26.4 per cent) capacity. Females were more likely than males to be working part-time or not in the labour force, and just as likely as males to be seeking work (see Table 5.1).

Table 5.1 Early leavers not in education or training, by sex, Queensland 2007

	Males		Females		Total	
	no.	%	no.	%	no.	%
Working full-time	753	45.5	353	28.2	1 106	38.0
Working part-time	368	22.2	399	31.8	767	26.4
Seeking work	431	26.0	339	27.1	770	26.5
Not studying/ not in the labour force	104	6.3	162	12.9	266	9.1
Total	1 656	100.0	1 253	100.0	2 909	100.0

Table 5.2 shows differences in the main destinations of early leavers who were not studying, based on the year at which they left the Government school system. Those who left during Year 12 were most likely to enter full-time work (41.4 per cent), while Year 10 early leavers were more likely than older school leavers to be seeking work or not in the labour force.

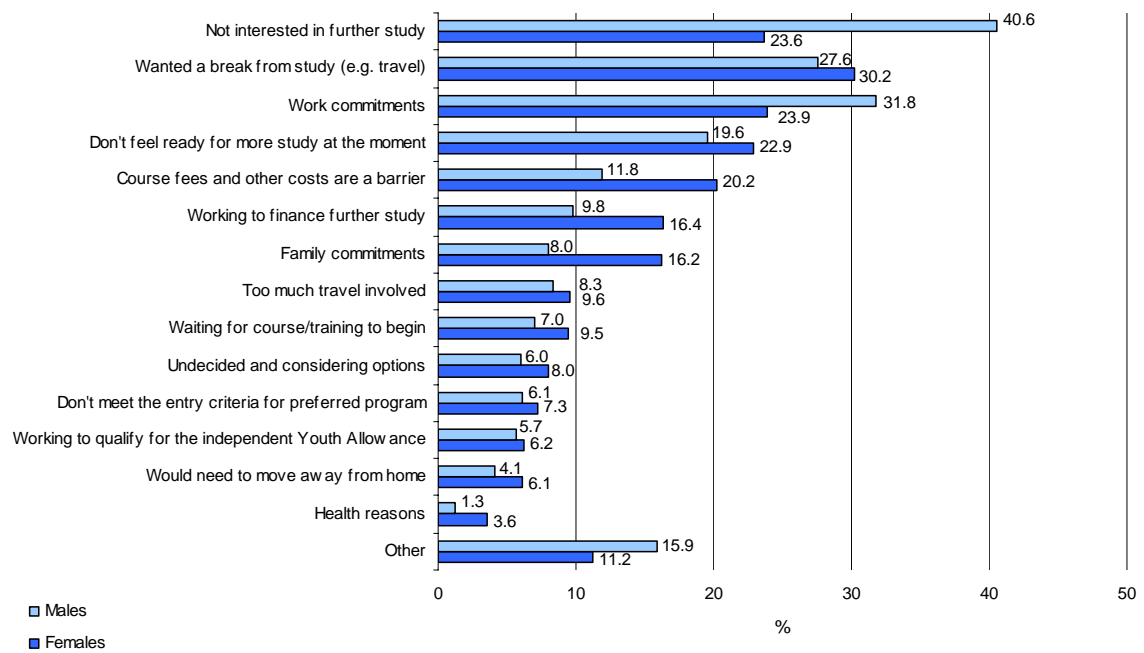
Table 5.2 Early leavers not in education or training, by year level, Queensland 2007

	Year 10		Year 11		Year 12		Total	
	no.	%	no.	%	no.	%	no.	%
Working full-time	208	33.9	557	37.8	341	41.4	1 106	38.0
Working part-time	157	25.6	412	28.0	198	24.1	767	26.4
Seeking work	178	29.0	379	25.7	213	25.9	770	26.5
Not studying/not in the labour force	71	11.6	124	8.4	71	8.6	266	9.1
Total	614	100.0	1 472	100.0	823	100.0	2 909	100.0

The reasons given by early leavers for not studying are shown in Figure 5.1. The most common reason given by males was because they were not interested in further study (40.6 per cent). Work commitments was cited as a reason for not studying by 31.8 per cent of males, followed by wanting a break from study (27.6 per cent).

Among females, there was also a substantial proportion who wanted a break from study (30.2 per cent), with the next most common reasons being work commitments (23.9 per cent) and a lack of interest in further study (23.6 per cent).

Figure 5.1 All reasons early leavers not studying, by sex, Queensland 2007



Note: Respondents could nominate more than one reason for not studying.

Early leavers were also asked to indicate the single most important reason for not being in study or training, which is shown in Table 5.3. The data in Table 5.3 supports the patterns described previously in broad terms, but shows a lack of interest in study as the main reason for both males and females, followed by work commitments and wanting a break from study (e.g. to travel).

Table 5.3 Main reason early leavers not studying, by sex, Queensland 2007

	Males	Females	Total
	%	%	%
Not interested in further study	29.4	16.6	23.9
Work commitments	14.4	10.0	12.5
Wanted a break from study (e.g. travel)	10.2	10.6	10.4
Waiting for course/training to begin	5.7	7.4	6.4
Don't feel ready for more study at the moment	5.5	7.6	6.4
Course fees and other costs are a barrier	3.4	8.8	5.7
Family commitments	2.9	9.0	5.5
Working to finance further study	4.2	5.6	4.8
Undecided and considering options	3.5	4.9	4.1
Health reasons	1.2	3.3	2.1
Too much travel involved	1.9	2.3	2.0
Looking for an apprenticeship/traineeship	2.6	0.6	1.7
Don't meet the entry criteria for preferred program	1.3	2.2	1.7
Working to qualify for the independent Youth Allowance	1.3	1.4	1.4
Not studying because of disability	1.6	0.9	1.3
Other	10.9	8.8	10.0
Total	100.0	100.0	100.0

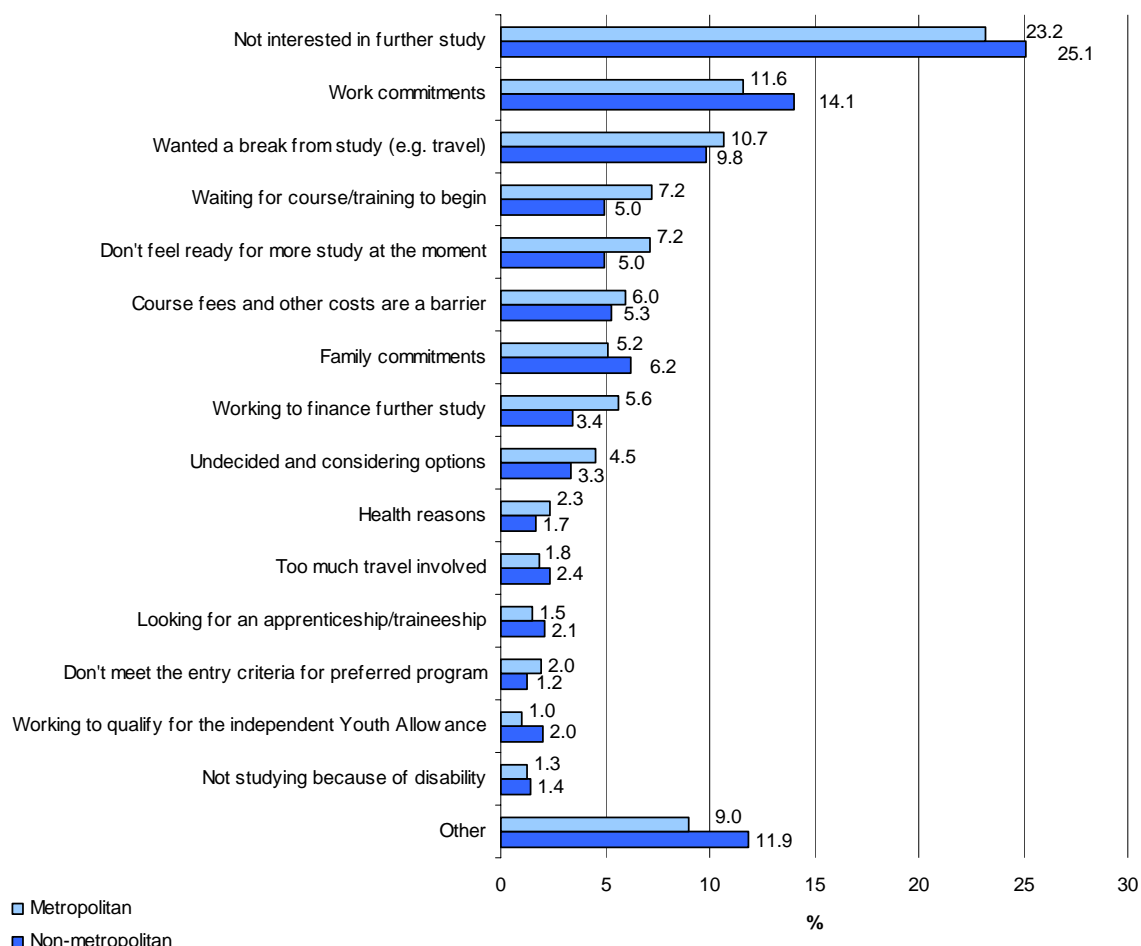
There is little difference in the main reasons for not studying given by early leavers from different year levels, as shown in Table 5.4. However, a lack of interest in further study was more common for early leavers from Year 10 (25.9 per cent) compared with those who left Government schools early in Year 12 (22.5 per cent).

Table 5.4 Main reason early leavers not studying, by year level, Queensland 2007

	Year 10	Year 11	Year 12
	%	%	%
Not interested in further study	25.9	23.8	22.5
Work commitments	12.6	12.8	11.8
Wanted a break from study (e.g. travel)	10.8	9.7	11.4
Waiting for course/training to begin	7.5	6.6	5.3
Don't feel ready for more study at the moment	5.9	6.6	6.4
Course fees and other costs are a barrier	4.3	5.6	7.0
Family commitments	6.2	5.3	5.5
Working to finance further study	4.8	4.8	4.9
Undecided and considering options	3.1	4.5	4.2
Health reasons	1.6	2.5	1.7
Too much travel involved	2.3	1.8	2.3
Looking for an apprenticeship/traineeship	1.3	1.8	2.0
Don't meet the entry criteria for preferred program	0.3	2.0	2.2
Working to qualify for the independent Youth Allowance	1.5	1.0	1.8
Not studying because of a disability	1.0	1.4	1.5
Other	10.8	9.9	9.6
Total	100.0	100.0	100.0

Main reasons for not continuing with study showed little if any difference in relation to the geographical location of the early leavers' school (see Figure 5.2), with all response categories showing less than 3.0 per cent difference between early leavers from metropolitan and non-metropolitan locations.

Figure 5.2 Main reason early leavers not studying, by metropolitan/non-metropolitan location, Queensland 2007



Note: Metropolitan/non-metropolitan location based on address of school attended in 2006.

Of the 1036 early leavers who were not learning or earning there were two distinct groups of young people – the 770 young people (14.8 per cent) who were not studying and seeking work, and the 266 (or 5.1 per cent) who were not studying and not in the labour force.

Not studying and seeking work

Table 5.5 provides key demographic information for the 770 early leavers who were not studying and seeking work. A high proportion of Indigenous early leavers were in this category (24.4 per cent) compared with their non-Indigenous counterparts (14.1 per cent). Female early leavers were also more likely to be seeking work (17.1 per cent) than males (13.3 per cent).

It should be noted that the proportion of early leavers who were not studying and seeking work reflects the situation at the time of the survey only.

Table 5.5 Early leavers not studying and seeking work, by key demographic variables, Queensland 2007

Not studying and seeking work	no.	%
All early leavers	770	14.8
Males	431	13.3
Females	339	17.1
Indigenous	78	24.4
Non-Indigenous	692	14.1
Metropolitan	511	16.3
Provincial	102	14.8
Rural	143	11.1
Remote	14	13.3
Year 10	178	15.5
Year 11	379	14.1
Year 12	213	15.5

Not studying and not in the labour force

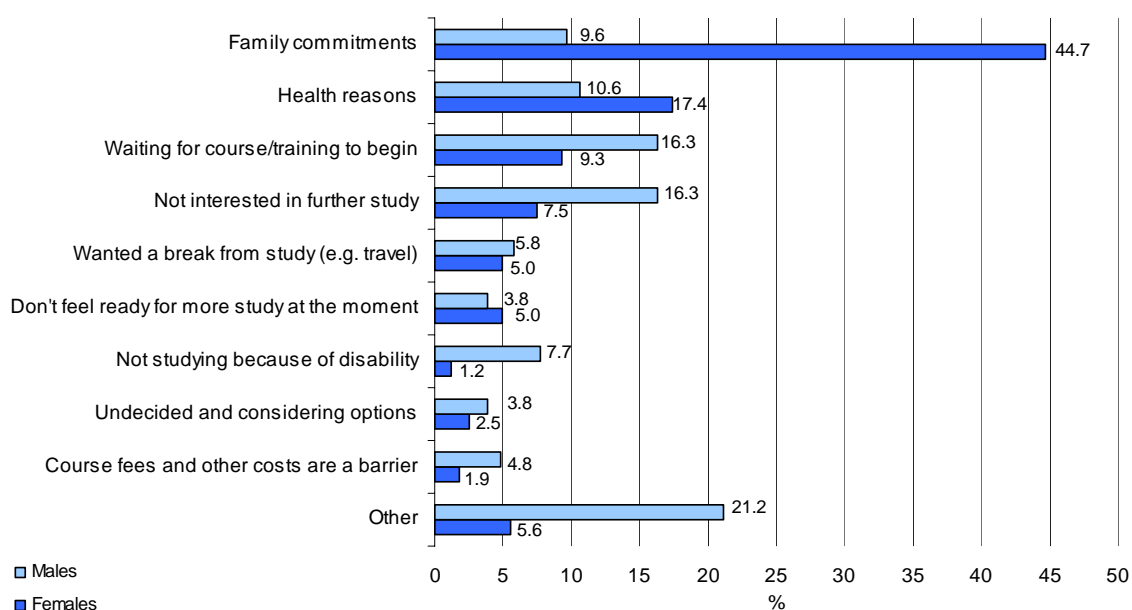
The survey found that 266 early leavers were neither studying nor in the labour force, representing 5.1 per cent of early leavers overall. The early leavers in this category were analysed according to key demographic variables. Table 5.6 indicates which groups were more, or less likely, to be not studying and not in the labour force at the time of the survey.

Table 5.6 Early leavers not studying and not in the labour force, by key demographic variables, Queensland 2007

Not studying/not in labour force	no.	%
All early leavers	266	5.1
Males	104	3.2
Females	162	8.2
Indigenous	29	9.1
Non-Indigenous	237	4.8
Metropolitan	162	5.2
Provincial	28	4.1
Rural	69	5.3
Remote	7	6.7
Year 10	71	6.2
Year 11	124	4.6
Year 12	71	5.2

Figure 5.3 shows the main reasons given for not studying by those early leavers who were not in the labour force. Substantial differences are apparent for males and females. The most common main reason for females was due to family commitments (cited by 44.7 per cent of females but only 9.6 per cent of males), followed by health reasons, and waiting for a course or training to begin. Among males, waiting for a course or training to begin and not being interested in further study were equally common (16.3 per cent each), with the next most common response being health reasons.

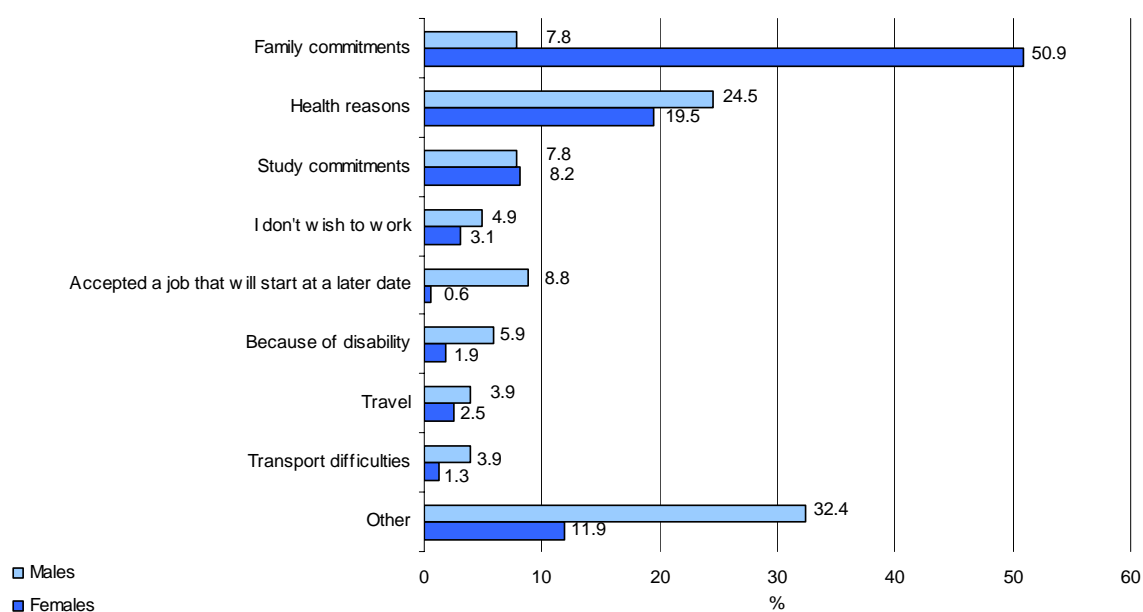
Figure 5.3 Main reason for not studying of early leavers not studying and not in the labour force, by sex, Queensland 2007



The survey also asked for reasons for not seeking work among this group (as shown in Figure 5.4). Again, gender differences were evident, with family commitments figuring prominently among the main reasons given by females in this group, accounting for 50.9 per cent of females and only 7.8 per cent of males. The next most common reason given by female early leavers was health reasons.

Among male early leavers, the most common main reason for not seeking work was due to health reasons (24.5 per cent), followed by the situation of having accepted a job that would start at a later date (8.8 per cent). Those early leavers giving 'Other' as the main reason encompassed a large variety of situations, however waiting for a course or training to begin, and moving house were frequently cited.

Figure 5.4 Main reason for not looking for work of early leavers not studying and not in the labour force, by sex, Queensland 2007



Chapter 6

Regional differences in post-school destinations

This chapter outlines regional differences in the main destinations of early leavers from Government schools. It begins with a comparison of metropolitan and non-metropolitan areas, followed by analysis of Education Queensland (EQ) zone groups and EQ regions.

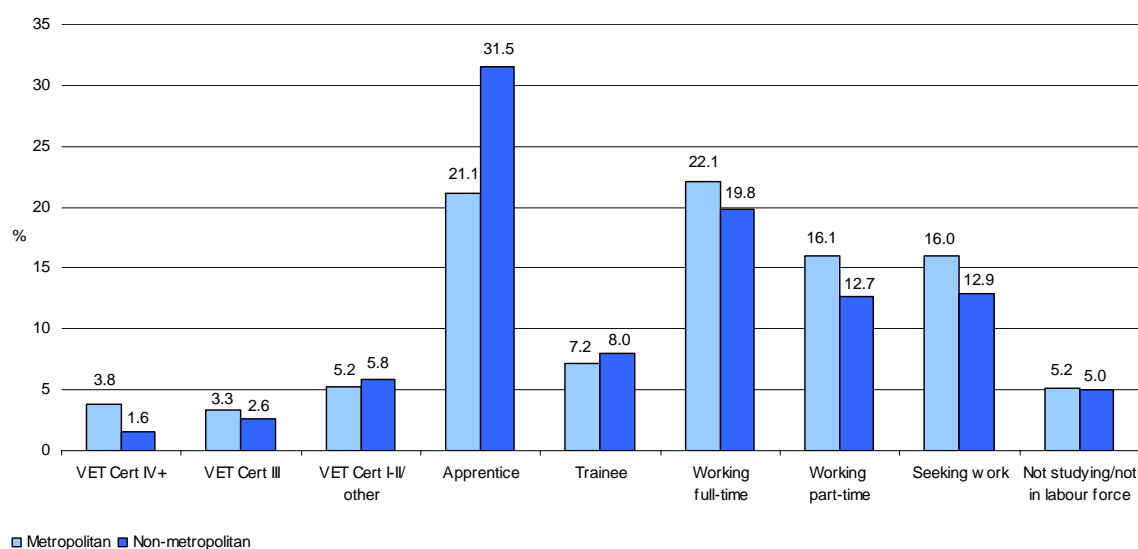
Metropolitan/non-metropolitan

The metropolitan area is defined as schools in the Statistical Divisions of Brisbane, Gold Coast, Sunshine Coast and West Moreton, while non-metropolitan encompasses the remainder of Queensland. The boundaries of the metropolitan area are shown in Figure A2A of Appendix 2.

Figure 6.1 shows the differences in the transition to main destinations of metropolitan and non-metropolitan early leavers. Transition to apprenticeships in particular was stronger in non-metropolitan areas (31.5 per cent) compared to metropolitan areas (21.1 per cent), however early leavers in metropolitan areas were more likely to have a main destination of paid employment (38.2 per cent compared to 32.5 per cent).

Rates of transition to other study destinations and non-participation in work or study was similar for early leavers in metropolitan and non-metropolitan areas.

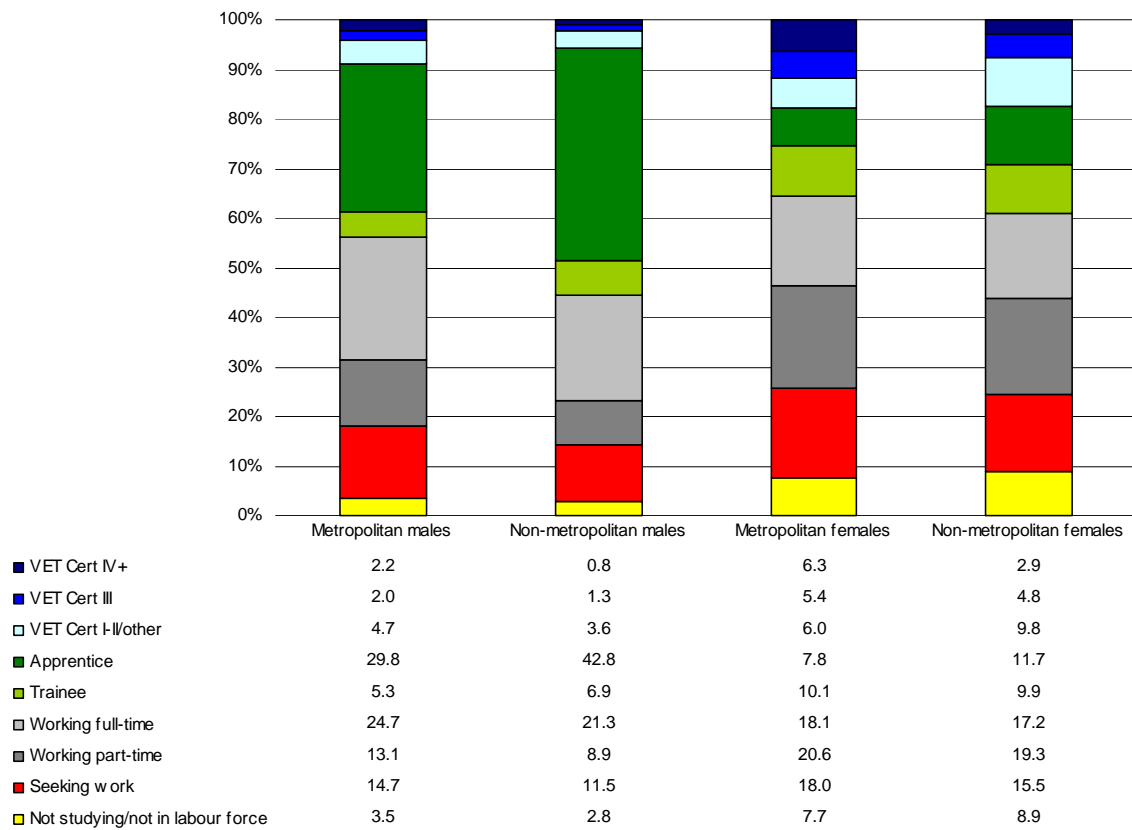
Figure 6.1 Main destinations of early leavers, by metropolitan/non-metropolitan location, Queensland 2007



Note: Metropolitan/non-metropolitan location based on address of school attended in 2006.

Figure 6.2 compares the main destinations of early leavers in metropolitan and non-metropolitan areas by sex. These results show that the patterns that were evident overall were also present for males and females. For example, rates of transition to apprenticeships were higher for both non-metropolitan males and females than their metropolitan peers (42.8 per cent compared to 29.8 per cent for males and 11.7 per cent compared to 7.8 per cent for females).

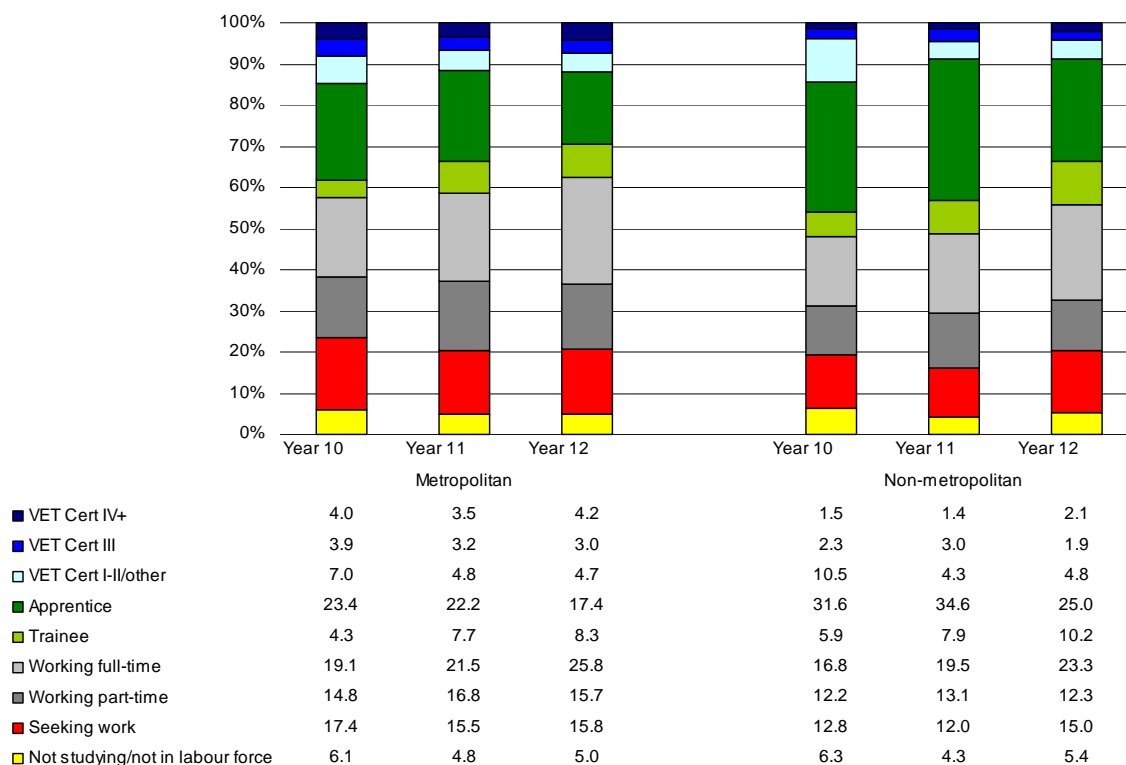
Figure 6.2 Main destinations of early leavers, by metropolitan/non-metropolitan location, by sex, Queensland 2007



Note: Metropolitan/non-metropolitan location based on address of school attended in 2006.

Figure 6.3 compares the main destinations of early leavers in metropolitan and non-metropolitan areas by year level. The differences in destinations by year level that were apparent in earlier chapters are also evident across metropolitan and non-metropolitan regions. For example, rates of transition to apprenticeships were higher for Year 10 early leavers from non-metropolitan areas (31.6 per cent compared to 25.0 per cent for Year 12 early leavers) and also for metropolitan regions (23.4 per cent and 17.4 per cent respectively).

Figure 6.3 Main destinations of early leavers, by metropolitan/non-metropolitan location, by year level, Queensland 2007



Note: Metropolitan/non-metropolitan location based on address of school attended in 2006.

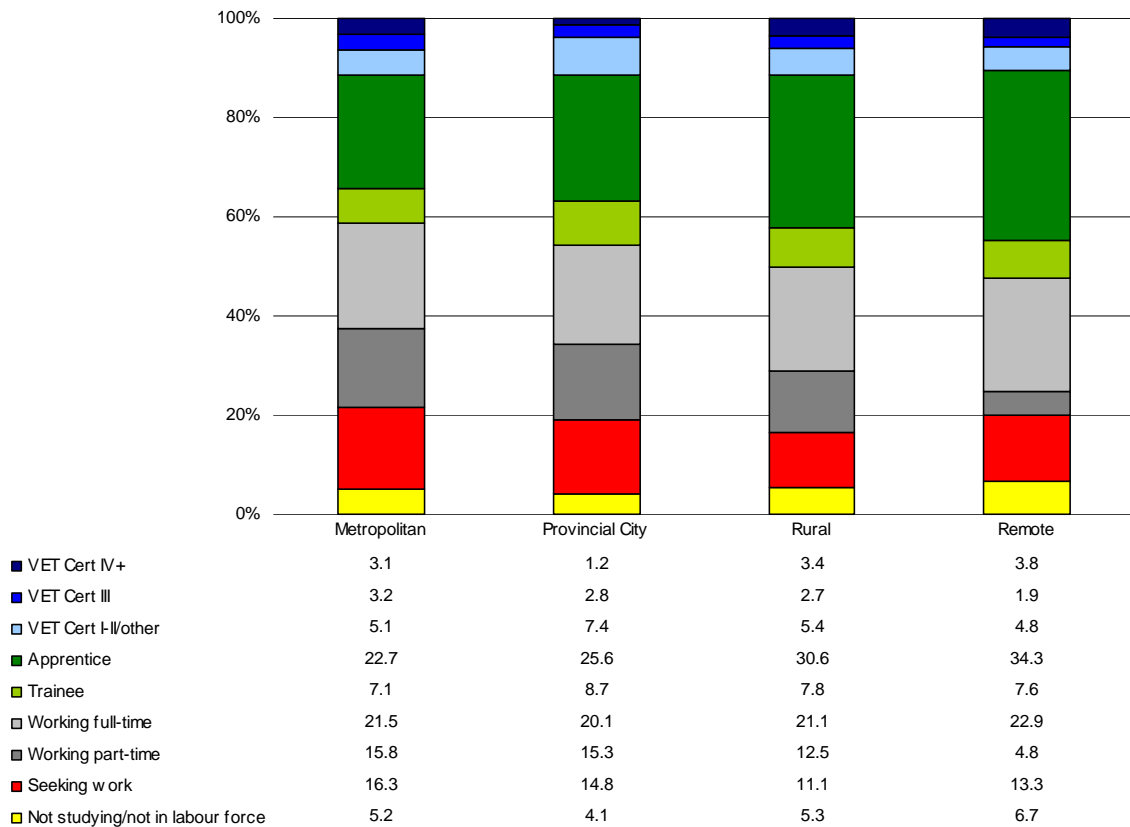
EQ zone groups

The survey data was also analysed by EQ zone groups, which allocate students on the basis of the school they attended to categories based on remoteness and population size of location.

Using this analysis, Figure 6.4 shows that transition to campus-based VET categories and traineeships was relatively stable across zone groups, however transition to apprenticeships increased consistently with increasing levels of remoteness.

By way of contrast, the rate of transition to part-time work tends to be higher in more urbanised areas, while full-time work is similar across the zones. The proportion of early leavers who were seeking work or not studying and not in the labour force shows no clear regional pattern.

Figure 6.4 Main destinations of early leavers, by EQ zone groups, Queensland 2007



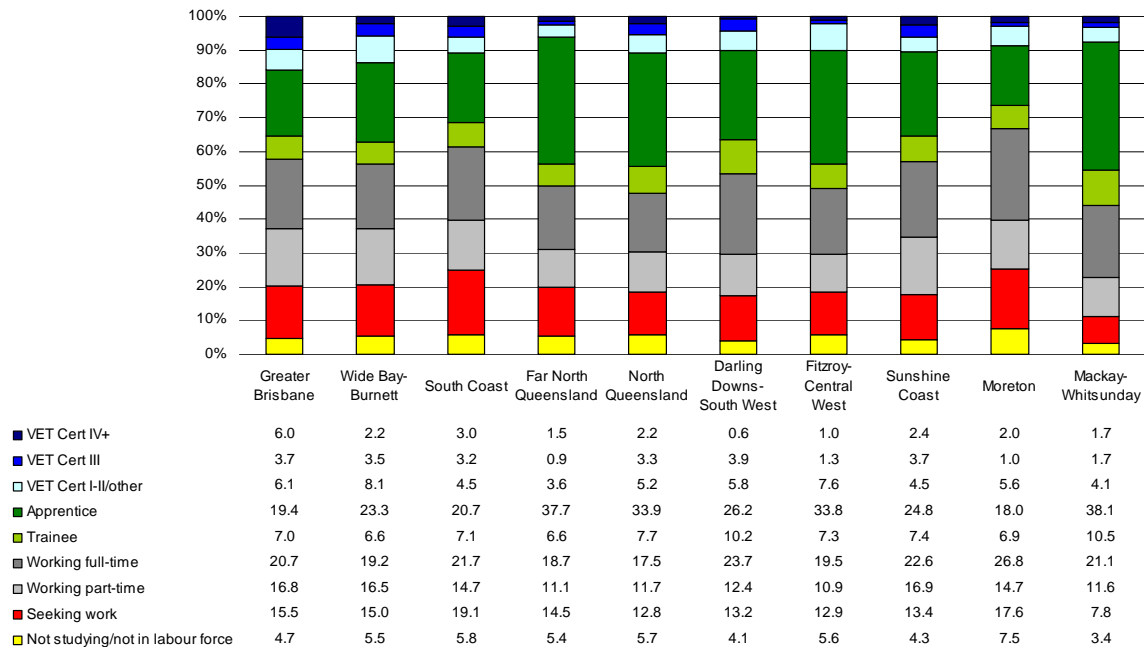
Note: EQ zone groups based on address of school attended in 2006.

EQ regions

Analysis was also conducted by EQ regions, as shown in Figure 6.5. Regional patterns were evident across Queensland. The transition to further education and training was strongest in Mackay-Whitsunday and North Queensland (56.1 per cent and 52.2 per cent respectively) and lowest in Moreton (33.3 per cent) and South Coast (38.6 per cent). However, transition to campus-based VET study was highest for Greater Brisbane (15.8 per cent) and Wide Bay-Burnett (13.9 per cent).

The proportion of early leavers who were not in education or training and either seeking work or not in the labour force fell within a fairly narrow band, ranging from 11.2 per cent for Mackay-Whitsunday to 25.2 per cent for Moreton.

Figure 6.5 Main destinations of early leavers, by EQ regions, Queensland 2007



Note: EQ regions based on address of school attended in 2006.

Chapter 7

Main destinations of early leavers by sub-groups

This chapter examines the main destinations of early leavers according to Indigenous status.

An examination of main destinations by sex, year level and geographic location is provided in the earlier chapters.

Indigenous status

There were 320 early leavers who were identified as Indigenous which made up 6.1 per cent of all early leavers from 2006. The following tables and figures provide analysis of the destinations of Indigenous and non-Indigenous early leavers.

Caution is needed in forming conclusions about the destinations of Indigenous early leavers because of the small numbers involved and the low response rate achieved (35.8 per cent). In particular, care is needed when interpreting the data on Indigenous destinations by sex, year level and metropolitan/non-metropolitan location.

Table 7.1 and Figure 7.1 show the main destinations of Indigenous and non-Indigenous early leavers across Queensland. Indigenous early leavers were less likely than their non-Indigenous peers to commence an apprenticeship (15.3 per cent compared to 26.0 per cent), but just as likely to enrol in campus-based VET and traineeships. Indigenous early leavers had a lower rate of transition to full-time employment with no further education or training than their non-Indigenous peers (16.6 per cent compared to 21.5 per cent) but the same rate of transition to part-time work (14.7 per cent each). Young Indigenous people also had a higher representation in the group of early leavers seeking work (24.4 per cent compared to 14.1 per cent) and not studying and not in the labour force (9.1 per cent compared to 4.8 per cent).

Table 7.1 Main destinations of early leavers, by Indigenous status, Queensland 2007

	Non-Indigenous		Indigenous	
	no.	%	no.	%
VET Cert IV+	144	2.9	8	2.5
VET Cert III	151	3.1	6	1.9
VET Cert I-II/other	263	5.4	23	7.2
Apprentice	1 270	26.0	49	15.3
Trainee	364	7.4	27	8.4
(Total VET)	(2 192)	(44.8)	(113)	(35.3)
Working full-time	1 053	21.5	53	16.6
Working part-time	720	14.7	47	14.7
Seeking work	692	14.1	78	24.4
Not studying/not in labour force	237	4.8	29	9.1
Total	4 894	100.0	320	100.0

Figure 7.1 Main destinations of early leavers, by Indigenous status, Queensland 2007

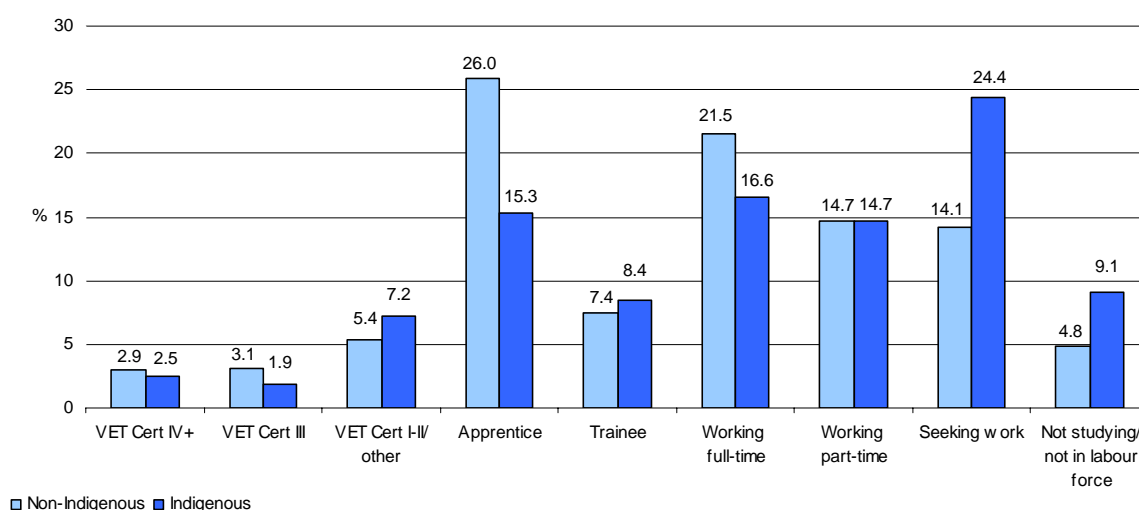


Figure 7.2 reports the main destinations of Indigenous early leavers by sex. Gender differences follow a similar pattern to those observed amongst the broader early leaver group, with males more likely to enter apprenticeships (21.6 per cent compared to 6.7 per cent for females) and more likely to commence full-time work with no further education or training (20.5 per cent compared to 11.1 per cent). In contrast with the pattern for early leavers as a whole, male Indigenous early leavers were more likely than females to be working part-time (17.8 per cent compared to 10.4 per cent). Female Indigenous early leavers were also much more likely than males to be seeking work (31.1 per cent and 19.5 respectively) or not in the labour force (17.0 per cent compared with 3.2 per cent).

Figure 7.2 Main destinations of Indigenous early leavers, by sex, Queensland 2007

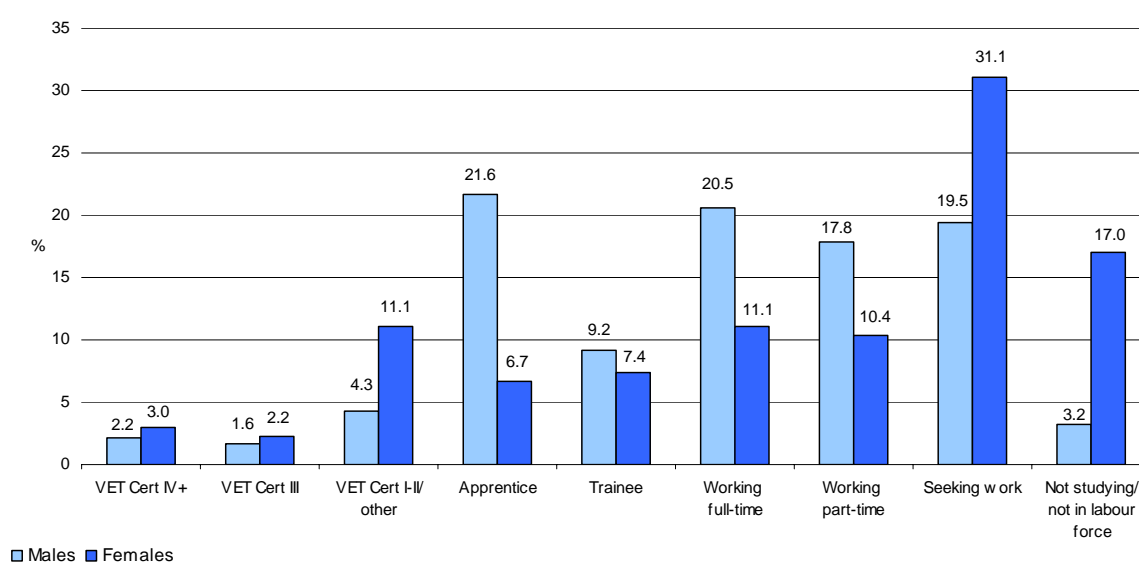
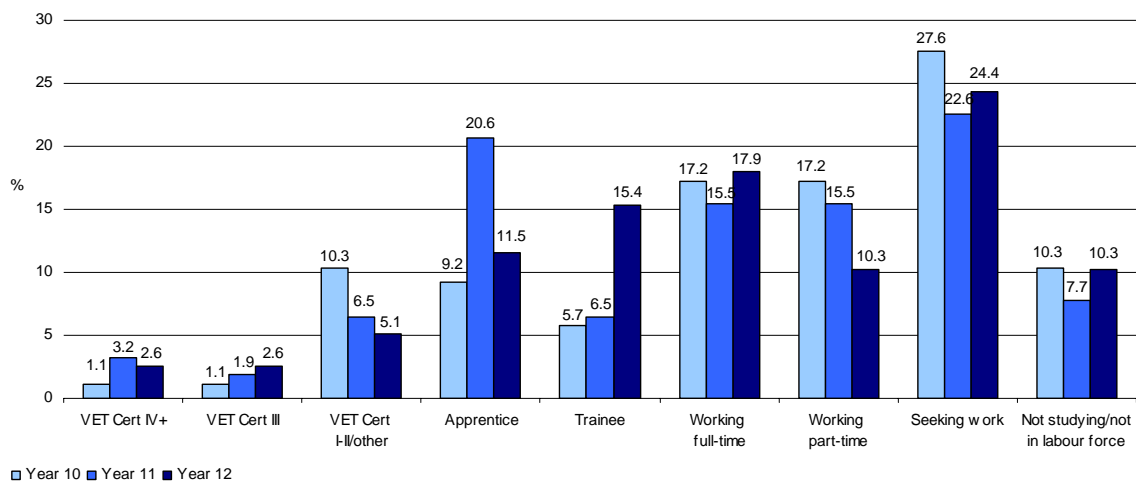


Figure 7.3 shows main destinations of Indigenous early leavers by year level. The patterns which are evident from this analysis are similar to the overall patterns for early leavers, with more volatility due to the small number of responses.

Amongst those who were in further education or training, Year 11 early leavers had a particularly high rate of transition to apprenticeships (20.6 per cent) compared to 9.2 per cent for Year 10 leavers and 11.5 per cent for Year 12 early leavers. In contrast, Year 12 leavers were more likely to commence traineeships (15.4 per cent) than those who left in the earlier years (5.7 per cent for Year 10 and 6.5 per cent for Year 11).

Figure 7.3 Main destinations of Indigenous early leavers, by year level, Queensland 2007

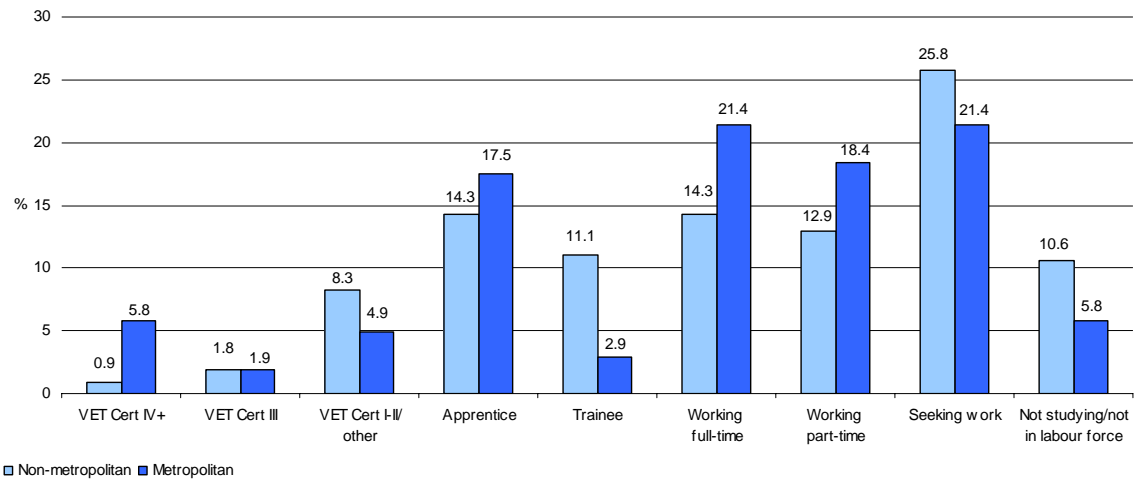


Geographical differences were also evident in the destinations of Indigenous early leavers, as shown in Figure 7.4. Indigenous early leavers from schools in the greater metropolitan area of Brisbane, Gold Coast, Sunshine Coast and West Moreton were more likely to make a transition to employment with no further education or training (39.8 per cent) compared with their non-metropolitan counterparts (27.2 per cent).

Indigenous early leavers in metropolitan regions were more likely to enter VET Certificate IV+ courses and apprenticeships, while those in non-metropolitan regions were more likely to commence traineeships.

The proportion of Indigenous early leavers seeking work or not in the labour force was also greater in non-metropolitan regions.

Figure 7.4 Main destinations of Indigenous early leavers, by metropolitan/non-metropolitan location, Queensland 2007



Note: Metropolitan/non-metropolitan location based on address of school attended in 2006.

Appendices

Appendix 1

Supplementary tables

Table A1A Fields of study

<i>Field of Study</i>	<i>Examples</i>
Society & Culture	Law, Arts, Youth Work, Journalism, Social Science, Psychology, Social Work
Management & Commerce	Business, Accounting, Business Management, Commerce, Tourism, Real Estate, Marketing
Health	Nursing, Sport Science, Occupational Therapy, Medicine, Pharmacy, Fitness, Physiotherapy
Natural & Physical Sciences	Science, Applied Science, Laboratory Technology, Biomedical Science, Forensic Science
Engineering & Related Technologies	Engineering, Automotive Mechanics, Electro Technology, Refrigeration, Aviation, Electrical Apprenticeship
Education	Primary Education, Secondary Education, Learning Management, Early Childhood Education
Creative Arts	Fine Arts, Visual Arts, Music, Multimedia, Graphic Design, Performing Arts, Photography
Food, Hospitality & Personal Services	Hospitality/Hotel Management, Hairdressing, Kitchen Operations, Commercial Cookery
Information Technology	Information Technology, IT Administration, Network Engineering, Web Design
Architecture & Building	Building, Architecture, Carpentry, Interior Design, Regional and Urban Planning, Surveying
Agriculture, Environmental & Related Studies	Horticulture, Land Management, Environmental Science, Agricultural Science, Marine Studies
Mixed Field Programmes	Adult Tertiary Preparation, Creative Industries, Vocational Skills Development, Bridging Courses

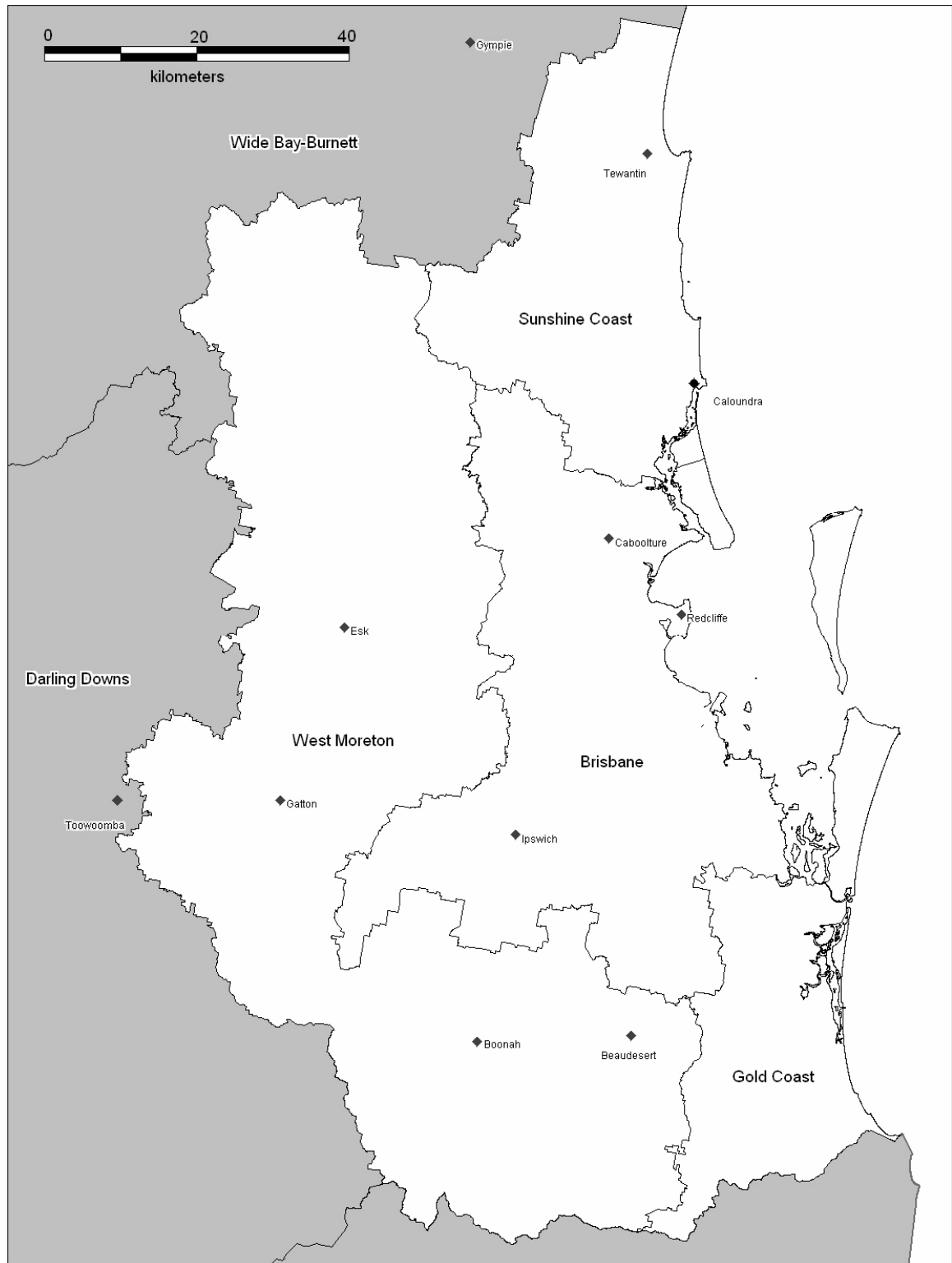
Note: Field of study categories based on the Australian Standard Classification of Education (ABS cat. no. 1272.0).

Table A1B Industry categories

<i>Industry category</i>	<i>Examples of occupations in this industry</i>
Construction	Labourer, Apprentice Carpenter/Tiler/Bricklayer/Painter, Trainee Draftsperson, Trades Assistant
Manufacturing	Factory Hand, Apprentice Carpenter/Joiner/Fitter/Boilermaker/Cabinet Maker/Mechanic, Labourer
Electricity Gas & Water Supply	Apprentice Electrician/Linesman/Plumber/Refrigeration Mechanic
Accom, cafes, restaurants (hospitality)	Waiter, bartender, kitchen hand, pizza maker, apprentice chef, theme park host, fast food server
Personal & Other Services	Cleaner, Childcare Assistant, Apprentice Hairdresser, Lifeguard, Personal Assistant, Office Assistant
Transport & Storage	Apprentice Mechanic/Panel Beater, Storeperson, Vehicle Detailer, Courier, Customs Clerk
Mining	Apprentice Fitter/Electrician/Boilermaker, Plant Operator, Drillers Assistant, Laboratory Assistant, Office Assistant
Retail Trade	Sales Assistant, Cashier, Storeperson, Retail Trainee, Shelf Filler
Government Administration & Defence	Mail Sorter, Defence Cadet, Administrative Officer, Soldier, Administration Trainee
Agriculture Forestry & Fishing	Fruit picker/packer, Farm/Station Hand, Nursery Assistant, Gardener, Deck Hand
Health and Community Services	Dental Assistant, Personal Carer, Childcare Assistant, Swimming Instructor, Nanny, Pharmacy Assistant, Medical Receptionist
Property & Business Services	Sales Trainee, Software Technician, Office Assistant, Trainee Manager, Receptionist, IT Trainee
Wholesale Trade	Warehouse Clerk, Storeperson, Driver, Packer, Factory Hand, Labourer, Cleaner
Communication Services	Telemarketer, Customer Service, Call Centre Operator, Cadet Journalist, Receptionist, Telecommunications Trainee
Cultural & Recreation Services	Fitness Instructor, Cinema Attendant, Ballet teacher, Soccer Coach, Video Store Clerk, Netball Umpire, Library Assistant
Finance & Insurance	Bank Teller, Administrative Assistant, Accounts Clerk, Loans Processor, Trainee Accountant, Receptionist
Education	Teachers Aide, Tutor, Swimming Coach, Music teacher, Administration Assistant, Childcare Assistant, Library Trainee

Appendix 2

Figure A2A Metropolitan areas of Queensland – Brisbane, Gold Coast, Sunshine Coast and West Moreton Statistical Divisions, ABS, 2006



Appendix 3

2007 Early Leavers survey CATI questionnaire

ID	Question	Sequence guide
First	[Hello, Could I speak to [respondent name] please. My name is [interviewer name] calling from the Government Statisticians Office. We're following up people who left a government school last year. [We previously started an interview which I'm calling back to complete]]	
Introm	<p>Hello, this is [interviewer name] from the Office of the Government Statistician.</p> <p>On behalf of the Education Department, we are following up people who left a government school last year. The project is aimed at finding out what these people are doing now – whether they are working, or studying, or something else.</p> <p>We would like to get some information about what [respondent name] is doing since leaving school. Can you help us? There are just a few quick questions to answer.</p> <p>1 Proxy agrees to interview 2 Refuses 3 Insists on doing interview later 4 Contact offers to go and get target 5 Target agrees to interview 6 Has already completed survey</p>	<p>1 → Intro1 2 → END 3 → END 4 → Intro1 5 → Intro1 6 → END</p>
Intro1	<p>Hello [respondent name]. The questions will only take three or four minutes of your time. Can I start now?</p> <p>1 Agrees to interview 2 Refuses 3 Suggest doing interview later</p>	<p>1 → Good 2 → END 3 → END</p>
Good	<p>Good, thank you. Before we begin, I should stress that all your answers are strictly confidential and no information will be released that identifies individuals.</p> <p>If there are any questions you would rather not answer, just say so.</p> <p>Some calls are monitored by my supervisor for training and quality purposes.</p> <p>(INTERVIEWER: If respondent is concerned about someone 'listening in' on their conversation, tell them that "My supervisor sometimes listens to check that I am conducting the interview properly, and reading the questions correctly.")</p>	<p>→ Q1</p>
Q1	<p>Do you currently have a paid job?</p> <p>1 Yes 2 No 99 Refused</p>	<p>1 → Q2 2 → Q9 99 → Q9</p>

Q2	<p>Do you have more than one job?</p> <p>1 Yes 2 No 99 Refused</p>	→ Q3
Q3	<p>What is your [main] job? (INTERVIEWER: examples are: Cleaner, Waiter, Apprentice Carpenter, etc. If respondent does not give enough information for you to choose an option ask: 'What are the main tasks of the job')</p> <p>1 Sales assistant 2 Food handler 3 Clerk/receptionist/secretary 4 Waiter/waitress 5 Building and construction skilled worker 6 Store person 7 Childcare and education related worker 8 Health, fitness, hair and beauty worker 9 Gardener, farmer and animal worker 10 Automotive Worker 11 Labourer 12 Electrical and electronics trade 13 Factory and machine worker 14 Engineering and science related worker 15 Cleaner 16 Marketing and sales representative 17 Other (please specify) 18 Accounting, finance and management 19 Government and defence 20 Drivers and transport 21 Metal and engineering trades 22 Computing and IT 23 Food, hospitality and tourism 24 Media, the arts and printing 25 Social welfare and security 26 Pamphlet/paper delivery 99 Refused</p>	<p>If >0 response → Q4 Otherwise → Q3a</p>
Q3a	(INTERVIEWER: Enter the job description)	→ Q4
Q4	<p>Are you an apprentice or trainee?</p> <p>1 Yes – apprentice 2 Yes – trainee 3 No 99 Refused</p>	→ Q5

Q5	<p>Which of the following best describes the industry you work in? Would it be ... (INTERVIEWER: If necessary prompt "What are the main good or services produced by your employer? or "Are you in retailing? wholesaling? manufacturing?)</p> <ol style="list-style-type: none"> 1 Retail Trade 2 Accommodation, Cafes and Restaurants (hospitality) 3 Construction 4 Manufacturing 5 Health and Community Services 6 Personal and other services 7 Agriculture, forestry and fishing 8 Education 9 Electricity, gas and water supply 10 Property and business services 11 Communications services 12 Transport and storage 13 Finance and insurance 14 Wholesale trade 15 Government administration and defence 16 Mining 17 Cultural and recreational services 18 Other (please specify) 99 Refused 	<p>→ Q6</p>
Q6	<p>Is your [main] job a casual job?</p> <ol style="list-style-type: none"> 1 Yes 2 No 3 Don't know 99 Refused 	<p>→ Q7</p>
Q7	<p>On average, how many hours do you work each week in your [main] job?</p> <p><i>Numeric</i></p> <ol style="list-style-type: none"> 98 Don't know 99 Refused 	<p>If Q2=1 → Q8 Otherwise → Q12</p>
Q8	<p>On average, how many hours do you work each week in all your jobs?</p> <p>(NB. Average hours for respondents main job = %Q7)</p> <p><i>Numeric</i></p> <ol style="list-style-type: none"> 98 Don't know 99 Refused <p>(ERROR MESSAGE: If Q8<Q7 then: INVALID INPUT – PLEASE RE-ENTER Average hours for all jobs must be greater than average for their main job)</p>	<p>→ Q12</p>

Q9	<p>(INTERVIEWER: If respondent says they are looking for casual work, ask "Is that full-time or part-time?" and code to 1 or 2 accordingly)</p> <p>Are you....</p> <p>1 Looking for full-time work (35 hrs or more per week) 2 Looking for part-time work (less than 35 hours/wk) 3 Not looking for work 99 Refused</p>	<p>1 → Q12 2 → Q12 3 → Q10 99 → Q12</p>
Q10	<p>What are the reasons you are currently not looking for work? (INTERVIEWER: Respondents can give more than one reason. Prompt with "Any others?")</p> <p>v010a_1 Study commitments v010a_2 Family commitments v010a_3 Accepted a job that will start at a later date v010a_4 No financial need to undertake paid employment v010a_5 Transport difficulties v010a_6 Would have to move away from home to undertake paid employment v010a_7 Have been unsuccessful finding a job v010a_8 Don't feel ready for paid employment v010a_9 Don't wish to work v010a_10 Other (please specify) v010a_11 Not working because of a disability v010a_12 Health reasons v010a_13 Don't know/can't say v010a_14 Refused v010a_15 Travel v010a_16 Sports commitments v010a_17 Student exchange</p>	<p>If >1 response → Q11 Otherwise → Q12</p>
Q11	<p>Of the reasons you mentioned, which would you say had the most influence? (INTERVIEWER: Read out the options they chose (paraphrase where necessary) type in the NUMBER for the option they choose)</p>	<p>→ Q12</p>
Q12	<p>Are you currently studying? (INTERVIEWER: If respondent says 'yes', ask "Is that full time or part time?")</p> <p>1 Yes – full-time 2 Yes – part-time 3 No – not studying 99 Refused</p>	<p>If (3 or 99) AND Q4=(1or2) → Q12a Else if (3 or 99) → Q21 Otherwise → Q13</p>

<p>Q12a</p>	<p>You said earlier that you were doing an [apprenticeship/traineeship]. Do you have to do some study as part of the [apprenticeship/traineeship]?</p> <p>(INTERVIEWER: If respondent is unsure whether full time or part time, CODE AS PART TIME)</p> <p>1 Yes – doing course now – full-time 2 Yes – doing course now – part-time 3 Yes - must study but not started yet – full-time 4 Yes - must study but not started yet – part-time 5 No – no study component 99 Refused</p>	<p>If (5 or 99) → Q21 Otherwise → Q13</p>
<p>Q13</p>	<p>What kind of institution are you currently studying at? Is it a ...</p> <p>1 Secondary school 2 TAFE 3 Private Training College 4 Agricultural College 5 Adult and Community Education provider 6 University 7 At work or on site training 8 Other (please specify) 9 Training provided by work 10 Study at home via correspondence 11 Armed forces 98 Don't know 99 Refused</p>	<p>1 → Q17 7 → END Otherwise → Q14</p>
<p>Q14</p>	<p>What is the level of this course or program? (INTERVIEWER: Only read out options if respondent is unsure)</p> <p>1 Diploma 2 Advanced diploma 3 Certificate – level IV 4 Certificate – level III 5 Certificate – level II 6 Certificate – level I 7 Certificate – level not known 8 Year 12 9 Year 10 10 Year 11 11 Other (please specify) 12 Bridging course 98 Don't know 99 Refused</p>	<p>If (8, 9 or 10) → Q16 Otherwise → Q15</p>

Q15	<p>What is the name of the course or program you are enrolled in? (INTERVIEWER: - Code to one of the fields of study listed - Use the look up list to choose the right category - If you are unsure which option is the right one choose 'Other' and type in the name of the course)</p> <ol style="list-style-type: none"> 1 Society and culture 2 Management and commerce 3 Health 4 Natural and physical sciences 5 Engineering and related technologies 6 Education 7 Creative arts 8 Food, hospitality and personal services 9 Information technology 10 Architecture and building 11 Agriculture, environmental and related studies 12 Mixed field programs 13 Other (please specify) 98 Don't know 99 Refused 	→ Q16
Q16	<p>What is the name of the institution and campus you are enrolled in? (INTERVIEWER: Look up respondents' institution and campus on your list and enter its number. If you can't find them on the list enter '999' and type them in.)</p> <ol style="list-style-type: none"> 1 Brisbane North Institute of TAFE 2 Central Queensland Institute of TAFE 3 Gold Coast Institute of TAFE 4 Cooloola Sunshine Institute of TAFE 5 Southbank Institute of TAFE 6 Metropolitan South Institute of TAFE (incl. Yeronga, Moreton, Logan) 7 Southern Queensland Institute of TAFE 8 Bremer Institute of TAFE 9 Wide Bay Institute of TAFE 10 Barrier Reef Institute of TAFE 11 Tropical North Institute of TAFE 12 Qantm College 13 Australian College of Natural Medicine 14 Private training colleges 15 Other Queensland TAFEs 16 Don't know 17 Other Queensland universities 18 Other interstate TAFEs 999 Other institution 	999 → Q16a Otherwise → Q16b
Q16a	Enter the name of the institution and campus	If Q14 (8, 9 or 10) → Q16c Otherwise → INFO

<p>Q16b</p>	<p>What campus are you studying at?</p> <p>1 = Brisbane North Institute of TAFE 1 = 'Bracken Ridge campus' 2 = 'Caboolture campus' 3 = 'Gateway campus' 4 = 'Grovely campus' 5 = 'Ithaca campus' 6 = 'Redcliffe Campus' 7 = 'Other Campus'</p> <p>2 = Central Queensland Institute of TAFE 1 = 'Central Highlands Region' 2 = 'Gladstone Region' 3 = 'Mackay Region' 4 = 'Rockhampton Region' 5 = 'Other Campus'</p> <p>3 = Gold Coast Institute of TAFE 1 = 'Ashmore campus' 2 = 'Coolangatta campus' 3 = 'Ridgeway campus' 4 = 'Southport campus' 5 = 'Other Campus'</p> <p>4 = Coolooloa Sunshine Institute of TAFE 1 = 'Caloundra Centre' 2 = 'Gympie College' 3 = 'Maroochydore Centre' 4 = 'Mooloolaba Centre' 5 = 'Nambour Centre' 6 = 'Noosa Centre' 7 = 'Other Campus'</p> <p>5 = Southbank Institute of TAFE 1 = 'Kangaroo Point campus' 2 = 'Morningside campus' 3 = 'Southbank campus' 4 = 'Other Campus'</p> <p>6 = Metropolitan South Institute of TAFE 1 = 'Alexandra Hills' 2 = 'Annerley' 3 = 'Beaudesert' 4 = 'Browns Plains' 5 = 'Carindale' 6 = 'Chelmer' 7 = 'Loganlea' 8 = 'Mount Gravatt' 9 = 'Salisbury' 10 = 'Springwood' 11 = 'Yeronga' 12 = 'Other Campus'</p>	<p>If Q14 (8, 9 or 10) → Q16c Otherwise → INFO</p>
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	<p>7 = Southern Queensland Institute of TAFE</p> <ul style="list-style-type: none"> 1 = 'Charleville' 2 = 'Cherbourg' 3 = 'Chinchilla' 4 = 'Dalby' 5 = 'Kingaroy' 6 = 'Roma' 7 = 'Stanthorpe' 8 = 'Toowoomba' 9 = 'Warwick' 10 = 'Other Campus' <p>8 = Bremer Institute of TAFE</p> <ul style="list-style-type: none"> 1 = 'Boonah' 2 = 'Bundamba' 3 = 'Goodna' 4 = 'Inala' 5 = 'Ipswich' 6 = 'Springfield' 7 = 'Other campus' <p>9 = Wide Bay Institute of TAFE</p> <ul style="list-style-type: none"> 1 = 'Bundaberg' 2 = 'Gayndah' 3 = 'Hervey Bay' 4 = 'Maritime Training Centre' 5 = 'Maryborough' 6 = 'Other campus' <p>10 = Barrier Reef Institute of TAFE</p> <ul style="list-style-type: none"> 1 = 'Bowen' 2 = 'Burdekin' 3 = 'Cannonvale' 4 = 'Charters Towers' 5 = 'Ingham' 6 = 'Palm Island' 7 = 'Townsville City' 8 = 'Townsville-Pimlico' 9 = 'Whitsunday Campus' 10 = 'Other campus' <p>11 = Tropical North Institute of TAFE</p> <ul style="list-style-type: none"> 1 = 'Atherton' 2 = 'Bamaga' 3 = 'Cairns' 4 = 'Innisfail' 5 = 'Mareeba' 6 = 'Mossman' 7 = 'Thursday Island' 8 = 'Tully' 9 = 'Other campus' <p>12 = Qantm College</p> <ul style="list-style-type: none"> 1 = 'Brisbane campus' 	
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	<p>13 = Australian College of Natural Medicine 1 = 'Brisbane campus'</p> <p>14 = Private Training Colleges 1 = 'Queensland'</p> <p>15 = Other Queensland TAFEs 1 = 'Queensland'</p> <p>16 = Don't know 1 = 'Don't know'</p> <p>17 = Other Queensland universities 1 = 'Queensland'</p> <p>18 = Other interstate TAFEs 1 = 'Interstate'</p>	
Q16c	<p>Why did you leave a state school to study at your current institution? (INTERVIEWER: Don't read out. Prompt 'Any other reason?')</p> <p>v016c_1 The study options did not meet my needs v016c_2 I felt I would have access to better resources v016c_3 The behaviour of other students disrupted my study v016c_4 I did not like the teaching staff v016c_5 I did not like the way the school was managed v016c_6 My previous school only goes to year 10 v016c_7 My parents made me leave school v016c_8 Only studying a couple of subjects v016c_9 Have family commitments v016c_10 More flexible hours v016c_11 Other (please specify) v016c_12 Don't know v016c_13 Refused v016c_14 Asked to leave by school v016c_15 Didn't like school v016c_16 To get a job/apprenticeship</p>	<p>If 1 response → INFO Otherwise → Q16d</p>
Q16d	<p>Of the reasons you mentioned, which would you say had the most influence? Was it... (INTERVIEWER: read out the options they chose (paraphrase where necessary) type in the NUMBER for the option they choose)</p>	→ INFO
Q17	<p>Q17 Is your school a - (INTERVIEWER: Note 'school of distance education' = state school)</p> <p>1 State school 2 Catholic school 3 Other private school 4 Other (please specify) 98 Don't know 99 Refused</p>	→ Q18

<p>Q18</p>	<p>What grade are you in at school?</p> <p>1 Year 10 2 Year 11 3 Year 12 4 Other (please specify) 98 Don't know 99 Refused</p>	<p>If Q17=1 → INFO Otherwise → Q19</p>
<p>Q19</p>	<p>Which of the following statements are reasons why you changed school?</p> <p>(INTERVIEWER: Don't read out. Prompt 'Any other reason?' If respondent says 'parents made me change school', ASK WHY AND CODE ACCORDINGLY)</p> <p>v019c_1 I moved to another address v019c_2 The study options did not meet my needs v019c_3 I felt I would have access to better resources v019c_4 The behaviour of other students disrupted my study v019c_5 I did not like the teaching staff v019c_6 I did not like the way the school was managed v019c_7 My previous school only goes to year 10 v019c_8 I needed a boarding school v019c_9 My parents made me change school v019c_10 Other (please specify) v019c_11 I did not change schools v019c_12 Don't know v019c_13 Refused v019c_14 Asked to leave by school v019c_15 Didn't like school v019c_16 Transport difficulties/too far away</p>	<p>If 1 response → INFO Otherwise → Q20</p>
<p>Q20</p>	<p>Of the reasons you mentioned, which would you say had the most influence? Was it...</p> <p>(INTERVIEWER: read out the options they chose (paraphrase where necessary) type in the NUMBER for the option they choose)</p>	<p>→ INFO</p>

<p>Q21</p>	<p>Which of the following statements are reasons why you are not studying? Is it because you ..</p> <p>(INTERVIEWER: Read each starred option out. Ask R to say whether the statement applies to them before reading out the next. After reading out the last starred option, ask "Is there any other reason?")\</p> <p>v020c_1 Have work commitments v020c_2 Have family commitments v020c_3 Wanted to work to qualify for the independent Youth Allowance v020c_4 Working in order to finance further study v020c_5 Wanted a break from study (e.g. travel) v020c_6 Don't feel ready for study at the moment v020c_7 Find the course fees and other costs are a barrier v020c_8 Don't meet the entry criteria for the program I want to do v020c_9 Believe there is too much travel involved v020c_10 Would have to move away from home v020c_11 Are not interested in further study v020c_12 Don't know/can't say v020c_13 The costs of travel are a barrier v020c_14 Undecided and considering options v020c_15 Waiting for course/training to begin v020c_16 Not studying because of a disability v020c_17 Other (please specify) v020c_18 Looking for an apprenticeship/traineeship v020c_19 Sports commitment v020c_20 Going into armed services v020c_21 Student exchange v020c_22 Already finished studying v020c_23 Currently or will be going overseas to work v020c_24 Looking for work v020c_25 Health reasons v020c_26 Didn't like studying v020c_27 Asked to leave by school v020c_28 The behaviour of other students disrupted my study</p>	<p>If 1 response → INFO Otherwise → Q22</p>
<p>Q22</p>	<p>Q22 Of the reasons you mentioned, which would you say had the most influence? Was it...</p> <p>(INTERVIEWER: Read out the options they chose (paraphrase where necessary) type in the NUMBER for the option they choose)</p>	<p>→ INFO</p>
<p>INFO</p>	<p>Well that's the end of the interview. If you have any additional questions regarding this survey you can Freecall 1800 068 587. I would like to remind you that your answers will be treated confidentially.</p> <p>THANK YOU VERY MUCH FOR ALL YOUR HELP.</p> <p>Once again, my name is [interviewer name] from the Office of the Government Statistician.</p> <p>GOOD-BYE!</p>	<p>→ END</p>