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# Early Leavers

## 2008

A report on the destinations of  
young people who left Queensland  
Government schools in Years 10, 11  
and prior to completing Year 12  
in 2007



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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* 2008 report documents the results of the second statewide survey on the destinations of students who left Queensland Government schools in Years 10, 11 or early in Year 12 during 2007. 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.

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 21 May and 16 June 2008, 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.

Almost 6000 young people completed the survey in 2008. This represents a 52.7 per cent response rate of the more than 11 000 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 Non-response was largely a result of inability to contact the targeted individuals due to out-of-date contact details.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 979 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.



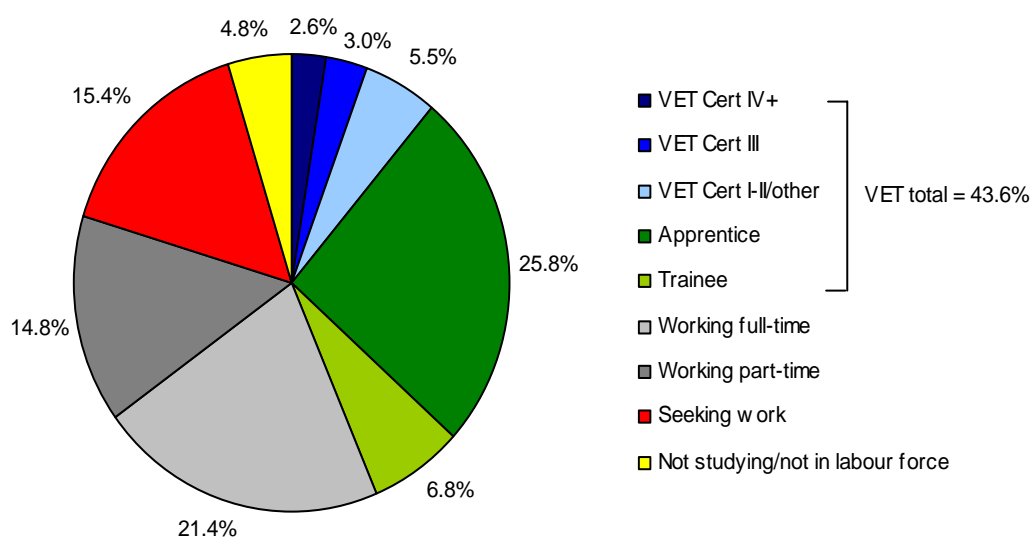
## Summary of findings

The pathways of early leavers were categorised into nine 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:

- Almost eight in ten early leavers (79.8 per cent) were studying or in paid employment at the time of the survey
- More than four in ten (43.6 per cent) continued in some recognised form of education or training in the year after they left the Government school system
- Almost one-third (32.6 per cent) were undertaking employment-based training as an apprentice or trainee
- More than half of all early leavers (51.6 per cent) were not participating in education or training but had entered the labour force, with 21.4 per cent engaged in full-time work, 14.8 per cent in part-time work and 15.4 per cent looking for work.
- Approximately one in every twenty early leavers (4.8 per cent) were neither studying nor in the labour force.

**Figure ES1 Main destinations of early leavers, Queensland 2008**



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

**Table ES1 Main destination categorisations, *Early Leavers 2008***

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. bridging course) 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 <sup>~</sup>	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 <sup>~</sup>	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.

<sup>~</sup> Based on ABS classification.

## Learning: Education and training destinations

The survey shows that 43.6 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 (73.2 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 those early leavers continuing in some form of education or training (70.4 per cent), while Management and Commerce accounted for a further 9.5 per cent of enrolments.

TAFE Institutes were the largest providers of study to early leavers from Queensland Government schools, accounting for 65.2 per cent of all those in study. Private training colleges (including employers registered as private providers) form the next largest provider share (26.7 per cent).

The survey also showed that 86.2 per cent of all students combine their study with some form of employment.

## Earning: Employment destinations

Most early leavers from Queensland Government schools enter the workforce, whether or not they undertake further education. Ignoring study or training status, 4358 early leavers (73.8 per cent) were working at the time of the survey.

Of these, three in ten held a full-time job (30.6 per cent), with a further 25.2 per cent working part-time. Apprentices and trainees who predominantly work full-time made up 34.9 per cent and 9.2 per cent respectively.

More than four in every ten early leavers in employment (46.2 per cent) were working in just three occupational groups — Building and Construction Skilled Workers, Sales Assistants and Food Handlers. The next most common occupations were Labourers and Automotive workers, which together accounted for a further 14.5 per cent of workers.

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

Approximately three in ten of all early leavers in paid employment (29.9 per cent) were working on a casual basis.

## **Not learning or earning**

The survey identified 15.4 per cent of early leavers who were not studying and seeking work, and a further 4.8 per cent who were neither studying, nor seeking work.

Indigenous early leavers were over-represented in both these destinations, as were females.

Of those who were not in the labour force, the most common reasons given by females for not continuing in study were family commitments and health reasons, while for males the most common reasons were disability and waiting for a course or training to begin.

Family commitments also featured prominently as the main reason for not seeking work among females who were not studying and not in the labour force, while health reasons and disability were the most common reasons given by male early leavers in this group.

## **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 (17.0 per cent compared to 7.5 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 9.5 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, Health and Education.
- Males were more likely than females to enrol in Architecture and Building, and more 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 (57.0 per cent compared to 30.3 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 (41.6 per cent), compared with Labouring for males (23.0 per cent). The next most common areas of employment were Food Handlers for females and Building and Construction Skilled Workers for males.

### ***Year level***

The survey identified differences in the destinations of early leavers from different year levels. In particular:

Early leavers who exited the Government school system during Year 12 were less likely to commence an apprenticeship (21.2 per cent) than early leavers from Year 10 (30.2 per cent) or Year 11 (25.2 per cent), but were just as likely to undertake a traineeship.

Among those not in education or training, transition to full-time work increased steadily from 18.8 per cent for those who left school during Year 10, to 24.6 per cent for those who left during Year 12.

### ***Geographic location***

Destinations varied across geographic locations.

Transition to apprenticeships was stronger in non-metropolitan areas (29.2 per cent) compared to metropolitan areas (23.5 per cent), while early leavers in metropolitan areas were more likely to be working part-time with no further education or training (16.8 per cent compared to 11.8 per cent).

### ***Indigenous Status***

Care should be taken when forming conclusions about the destinations of Indigenous early leavers because of the small numbers involved and the low response rate achieved (38.1 per cent).

Indigenous early leavers were less likely than their non-Indigenous peers to commence an apprenticeship (13.5 per cent compared to 26.6 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 (18.7 per cent and 21.6 per cent respectively).

Young Indigenous people had a higher representation than non-Indigenous early leavers in the group who were seeking work (25.4 per cent compared to 14.7 per cent) and not studying and not in the labour force (9.6 per cent compared to 4.5 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 2007 were engaged in study or employment at the time of the survey (79.8 per cent).

# Chapter 1

## Introduction

### Aims of the project

The *Early Leavers* 2008 report documents the results of the second statewide survey on the destinations of students who left Queensland Government schools in Years 10, 11 or early in Year 12 during 2007. 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 2008 *Early Leavers* survey is the second statewide survey of all early leavers from Queensland Government schools.

## Methodology

The *Early Leavers* 2008 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 2007. 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 979 early leavers who had recommenced alternative secondary studies at the time of the survey. These students are summarised by current provider type in Table 1.1 below. One-third had enrolled at independent schools (33.3 per cent) with Catholic schools and Government schools being the next most common secondary school providers (21.6 per cent and 19.6 per cent respectively). As these students are continuing their secondary studies they have been removed from all further analysis.

**Table 1.1 Early leavers returning to secondary school by provider type, Queensland 2008**

Current secondary school provider	no.	%
Independent school	326	33.3
Catholic school	211	21.6
Government school	192	19.6
TAFE Institute	142	14.5
Private Training College	44	4.5
Other	64	6.5
<b>Total</b>	<b>979</b>	<b>100.0</b>

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 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 (see Table 1.1)
- those over the age of 18 at the time of leaving school
- deceased students

This process resulted in a total of 11 201 records which were in the scope of the survey.

The survey was conducted between 21 May and 16 June 2008, 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 5908 completed surveys were received.

## Profile of early leavers

The 5908 responding early leavers had previously attended 245 Government schools and colleges.

The key characteristics of those who responded were:

- 36.7 per cent were female and 63.3 per cent were male
- 60.1 per cent attended schools in metropolitan regions while 39.9 per cent attended schools in non-metropolitan regions
- 29.0 per cent left Government schools during Year 10, while 48.9 per cent left in Year 11 and 22.1 per cent left early in Year 12
- 6.5 per cent were Indigenous and 93.5 per cent were non-Indigenous.

## Response rates

The survey achieved an overall response rate of 52.7 per cent, which is similar to the 50.7 per cent achieved last year. The refusal rate of 1.2 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 (54.2 per cent) was higher than that of Indigenous early leavers (38.1 per cent).

The response rate for males was higher than that for females (57.3 per cent and 46.4 per cent respectively).

In total there were 2061 responses provided by proxies, which represents 34.9 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 2007 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 2008***

<b>VET categories</b>	
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. bridging course) 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).
<b>No further education or training</b>	
Working full-time <sup>~</sup>	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 <sup>~</sup>	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.

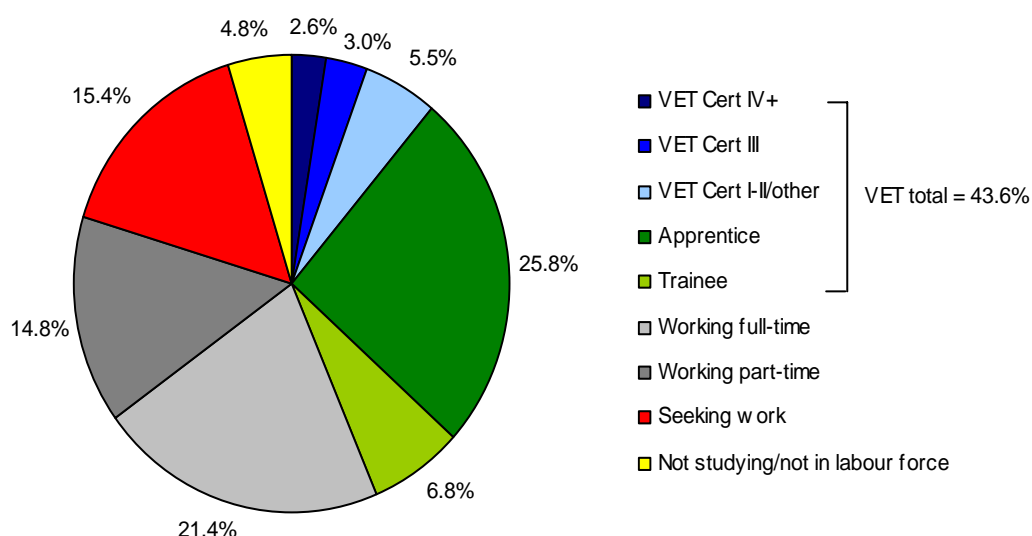
\* Some students are also in the labour market.  
<sup>~</sup> Based on ABS classification.

Figure 2.1 illustrates the main destinations of the 5908 early leavers in the 2008 survey. The survey showed that more than four in ten of all early leavers (43.6 per cent) continued in some recognised form of education or training in the year after they left Government schools. Almost one-third (32.6 per cent) were undertaking an apprenticeship or traineeship, while a further 11.0 per cent were engaged in campus-based VET studies.

More than half of all early leavers (51.6 per cent) were not participating in education or training but had entered the labour force, with 21.4 per cent engaged in full-time work, 14.8 per cent in part-time work and 15.4 per cent looking for work.

Approximately one in every twenty early leavers (4.8 per cent) were neither studying nor in the labour force.

**Figure 2.1 Main destinations of early leavers, Queensland 2008**



## 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 more than three times more likely than females to enter into a contract of training as an apprentice (35.2 per cent compared to 9.5 per cent), while females were more likely than males to commence a traineeship (9.3 per cent compared to 5.4 per cent).

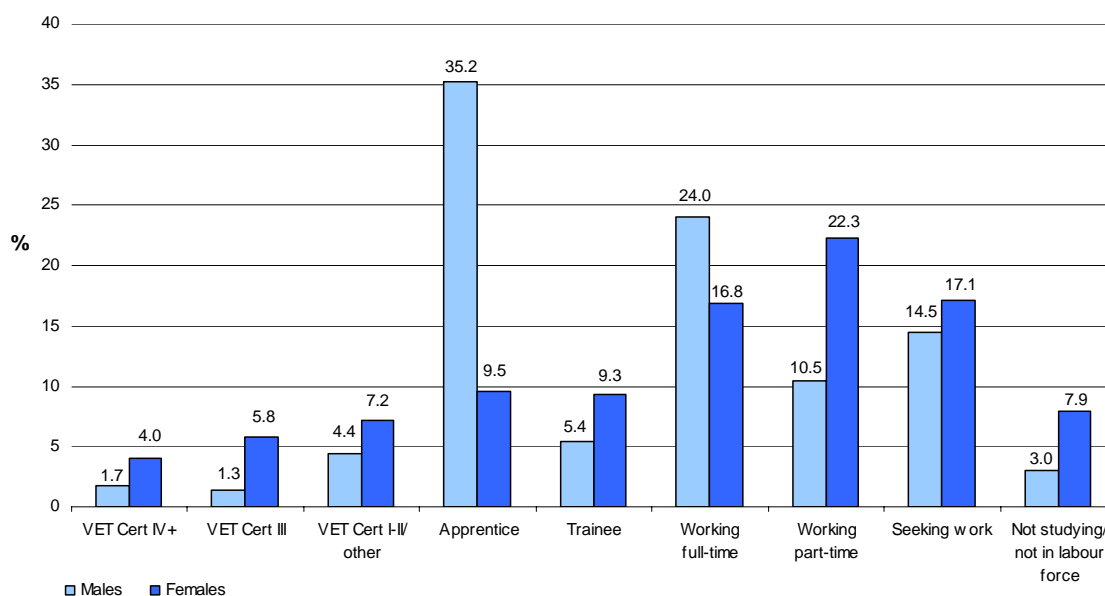
Of those in the labour market and not in education or training, males were more likely than females to have full-time employment (24.0 per cent and 16.8 per cent respectively), while females were more likely to be working in part-time jobs (22.3 per cent compared to 10.5 per cent for males). Females 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 2008**

Destination	Males		Females		Total	
	no.	%	no.	%	no.	%
VET Cert IV+*	64	1.7	87	4.0	151	2.6
VET Cert III*	50	1.3	126	5.8	176	3.0
VET Cert I-II/other*	165	4.4	157	7.2	322	5.5
Apprentice	1 316	35.2	207	9.5	1 523	25.8
Trainee	202	5.4	201	9.3	403	6.8
<b>(Total VET)</b>	<b>(1 797)</b>	<b>(48.1)</b>	<b>(778)</b>	<b>(35.8)</b>	<b>(2 575)</b>	<b>(43.6)</b>
Working full-time	898	24.0	365	16.8	1 263	21.4
Working part-time	391	10.5	484	22.3	875	14.8
Seeking work	540	14.5	372	17.1	912	15.4
Not studying/not in labour force	111	3.0	172	7.9	283	4.8
<b>Total</b>	<b>3 737</b>	<b>100.0</b>	<b>2 171</b>	<b>100.0</b>	<b>5 908</b>	<b>100.0</b>

\* Students not in apprenticeships or traineeships.

**Figure 2.2 Main destinations of early leavers, by sex, Queensland 2008**



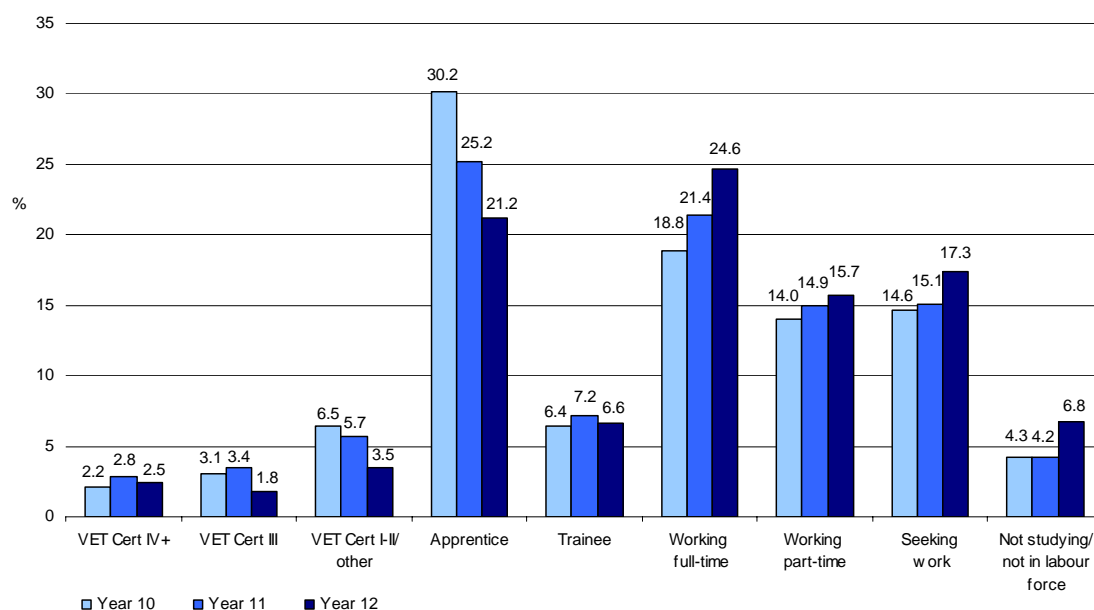
## Destinations by year level

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 IV and above) was relatively consistent across year levels, transition to VET Certificate I-II/other and Certificate III programs was higher for students who left Government schools in Year 10 or Year 11 (9.6 per cent and 9.1 per cent respectively), compared with those who left during Year 12 (5.4 per cent).

Early leavers who exited the Government school system during Year 10 were more likely to commence apprenticeships (30.2 per cent) than early leavers from Year 11 (25.2 per cent) or Year 12 (21.2 per cent). However transition to traineeships remained steady across year levels.

Among those who did not continue in education or training, the proportion entering full-time work increased from 18.8 per cent for those who left during Year 10 to 24.6 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 was also higher among those who left school during Year 12 compared with those who left in earlier years.

**Figure 2.3 Main destinations of early leavers, by year level, Queensland 2008**



## 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 (86.8 per cent), while a further 6.7 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 (37.9 per cent and 26.3 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 (283, or 4.8 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 2008**

		VET Cert IV+	VET Cert III	VET Cert I-II	Study other/ unspecified	Not studying	Total
Working full-time	no.	13	22	10	24	1 263	1 332
	%	5.4	1.7	3.7	3.1	37.9	22.5
Working part-time	no.	68	61	44	52	875	1 100
	%	28.1	4.7	16.4	6.8	26.3	18.6
Apprentice	no.	72	966	51	434	0	1 523
	%	29.8	74.3	19.0	56.9	0.0	25.8
Trainee	no.	19	159	87	138	0	403
	%	7.9	12.2	32.3	18.1	0.0	6.8
Seeking work	no.	30	44	48	54	912	1 088
	%	12.4	3.4	17.8	7.1	27.4	18.4
Not working/not seeking work	no.	40	49	29	61	283	462
	%	16.5	3.8	10.8	8.0	8.5	7.8
<b>Total</b>	<b>no.</b>	<b>242</b>	<b>1 301</b>	<b>269</b>	<b>763</b>	<b>3 333</b>	<b>5 908</b>
	<b>%</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>

**Figure 2.4 Study and labour force destinations of early leavers, Queensland 2008**

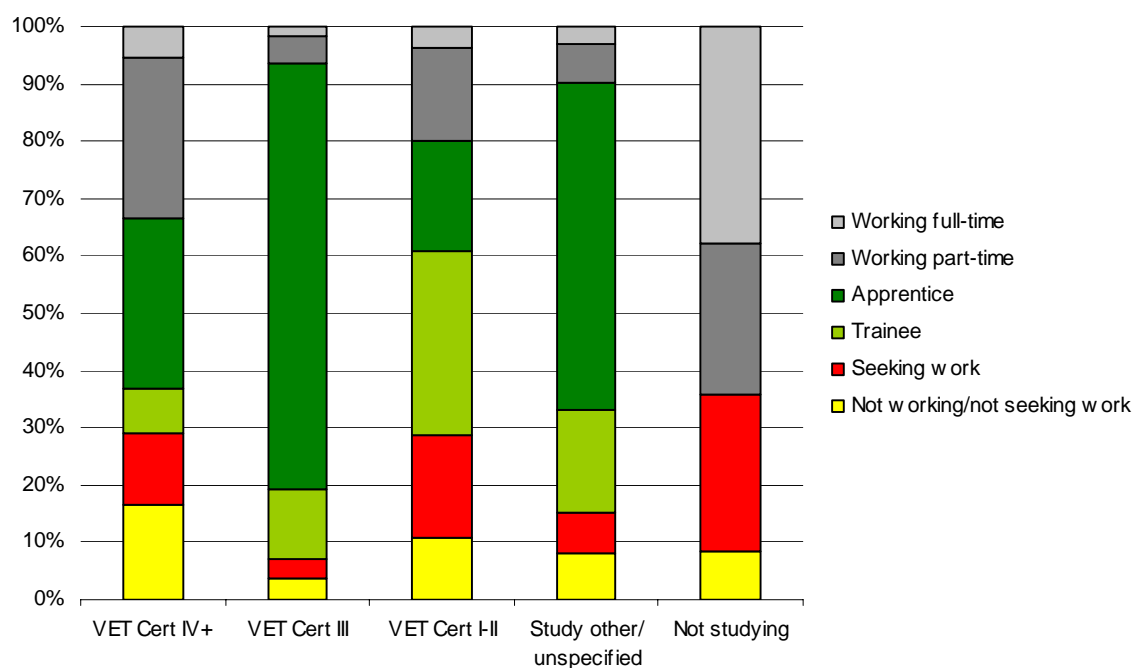
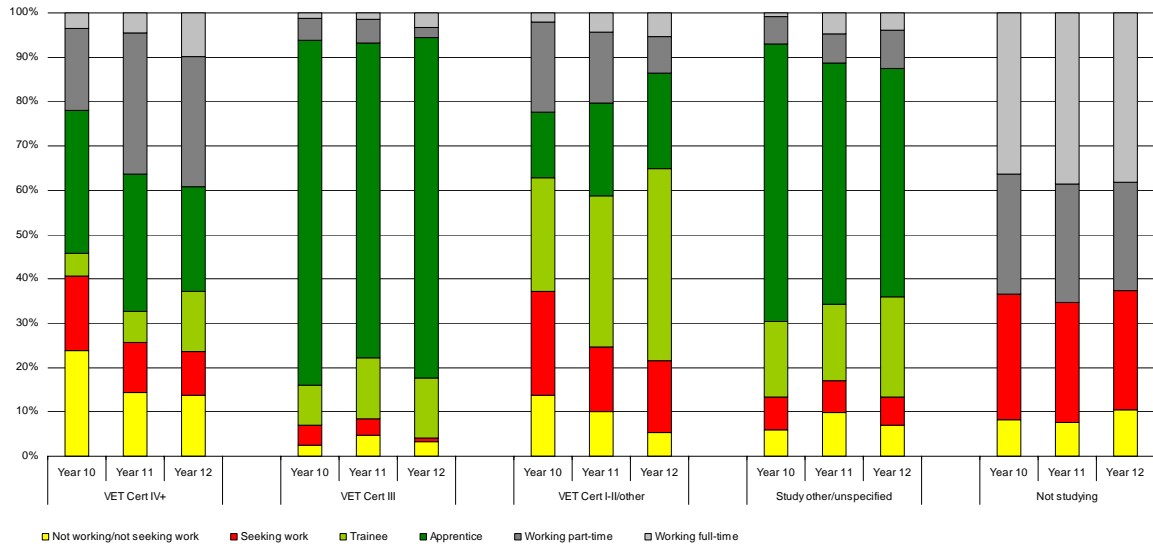


Figure 2.5 provides an even more detailed picture of study level and labour market destinations of early leavers who exited Government schools during Years 10, 11 and 12. A comparison across year levels reveals that there is little difference in the work destinations of students who are studying at the 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.

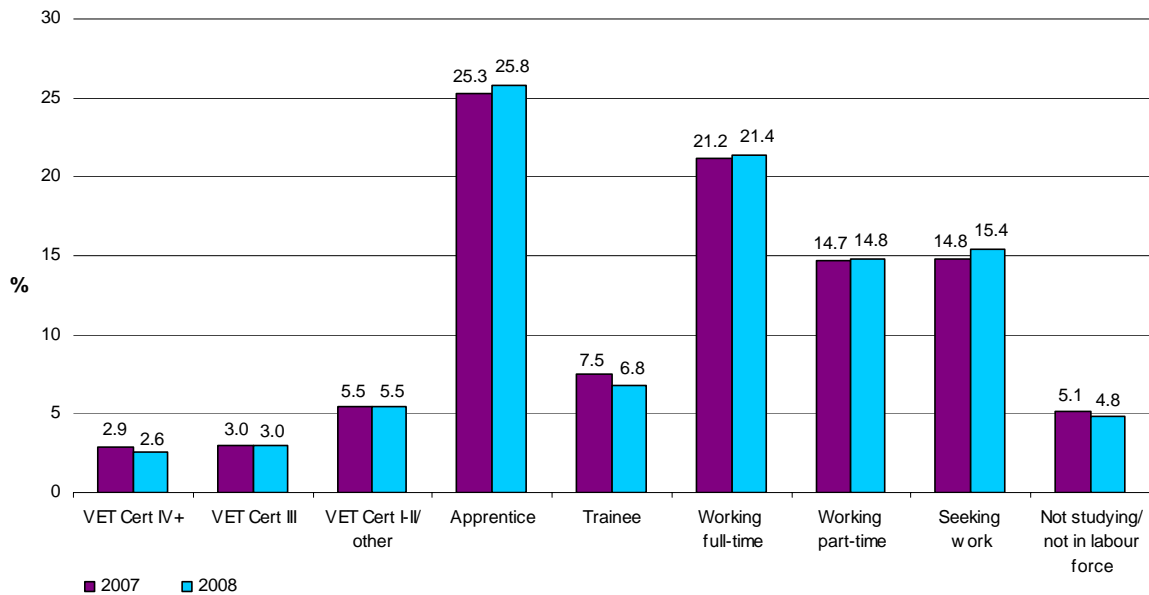
**Figure 2.5 Study and labour force destinations of early leavers, by year level, Queensland 2008**



## Comparisons with 2007

Figure 2.6 compares the main destinations of early leavers in 2008 with early leavers who were surveyed in 2007. Care should be taken when interpreting these results due to the low response rates achieved (50.7 per cent in 2007 and 52.7 per cent in 2008). The destination patterns for the two surveys are very similar, with all destination categories showing less than one percentage point change over the two years.

Figure 2.6 Comparison of main destinations of early leavers, Queensland 2007–08



# 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 2007. 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 43.6 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 (50.5 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 2008**

Destination	Males		Females		Total	
	no.	%	no.	%	no.	%
VET Dip/Adv Dip	43	2.4	61	7.8	104	4.0
VET Cert IV	88	4.9	50	6.4	138	5.4
VET Cert III	942	52.4	359	46.1	1 301	50.5
VET Cert II	125	7.0	102	13.1	227	8.8
VET Cert I	29	1.6	13	1.7	42	1.6
VET unspecified	287	16.0	88	11.3	375	14.6
<b>(Total VET)</b>	<b>(1 514)</b>	<b>(84.3)</b>	<b>(673)</b>	<b>(86.5)</b>	<b>(2 187)</b>	<b>(84.9)</b>
Unknown/other study	283	15.7	105	13.5	388	15.1
<b>Total</b>	<b>1 797</b>	<b>100.0</b>	<b>778</b>	<b>100.0</b>	<b>2 575</b>	<b>100.0</b>

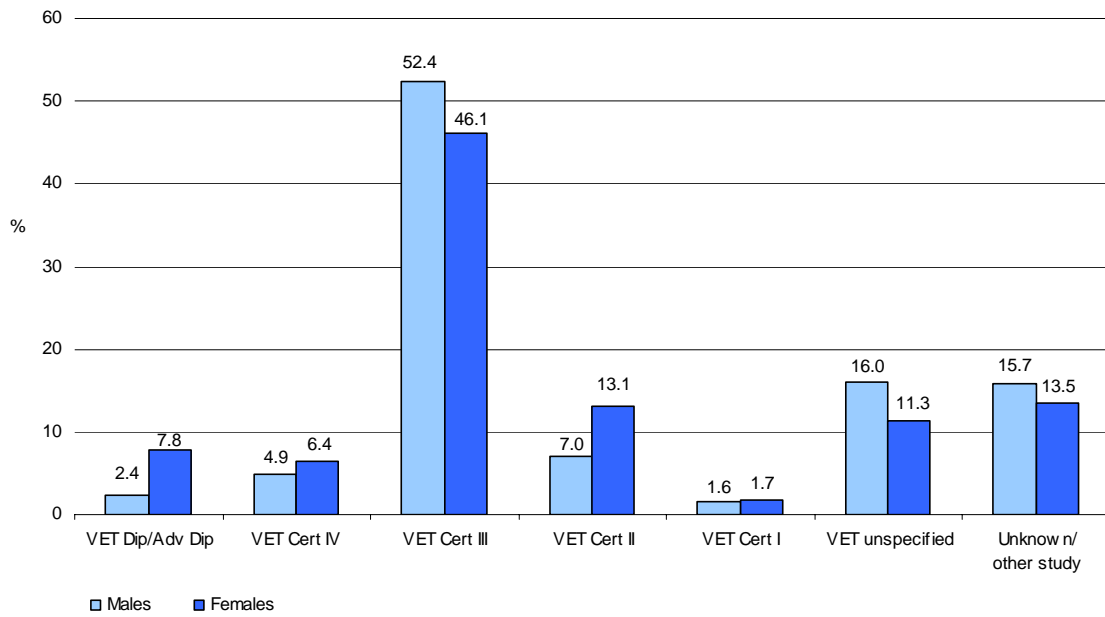
Note: Table includes apprentices and trainees.

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 (48.1 per cent compared to 35.8 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 (7.8 per cent compared to 2.4 per cent) and VET Certificate II courses (13.1 per cent compared to 7.0 per cent), however males were more likely to commence VET Certificate III courses (52.4 per cent compared to 46.1 per cent) or have an unspecified study destination.



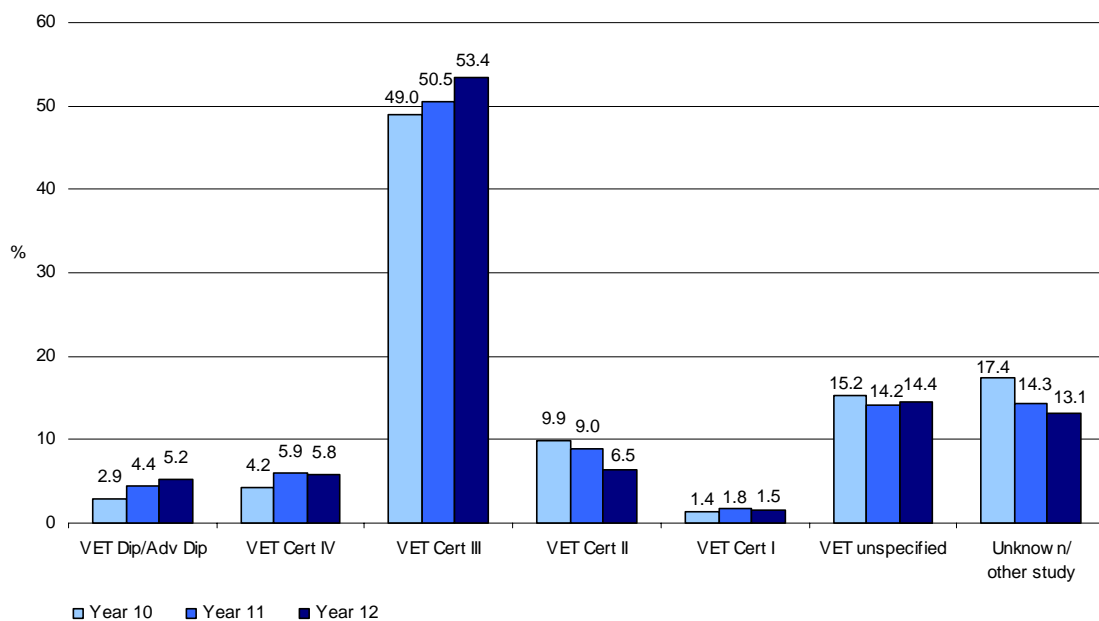
**Figure 3.1 Level of study of early leavers in education or training, by sex, Queensland 2008**



## 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 only small differences.

**Figure 3.2 Level of study of early leavers in education or training, by year level, Queensland 2008**



## 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 (73.2 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 (73.1 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 2008**

Level of Study	Full-time		Part-time	
	no.	%	no.	%
VET Dip/Adv Dip	76	73.1	28	26.9
VET Cert IV	57	41.3	81	58.7
VET Cert III	255	19.6	1 046	80.4
VET Cert II	82	36.1	145	63.9
VET Cert I	16	38.1	26	61.9
VET unspecified	90	24.0	285	76.0
<b>(Total VET)</b>	<b>(576)</b>	<b>(26.3)</b>	<b>(1 611)</b>	<b>(73.7)</b>
Unknown/other study	114	29.4	274	70.6
<b>Total</b>	<b>690</b>	<b>26.8</b>	<b>1 885</b>	<b>73.2</b>

Note: 98 apprentices and trainees who did not provide details regarding study load 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 65.2 per cent of all those in study. Private training colleges (including employers registered as private providers) form the next largest provider share (26.7 per cent).

**Table 3.3 Early leavers, by provider type, Queensland 2008**

Provider type	no.	%
TAFE institute	1 595	65.2
Private training college	654	26.7
Agricultural college	14	0.6
University	24	1.0
Adult & Community Education provider	8	0.3
Other study location	150	6.1
<b>Total</b>	<b>2 445</b>	<b>100.0</b>

Note: This table excludes 130 students who did not provide details regarding provider type.

Table 3.4 presents a list of the post-school institutions attended by early leavers in 2008. Most were located at TAFE institutes and private training colleges.

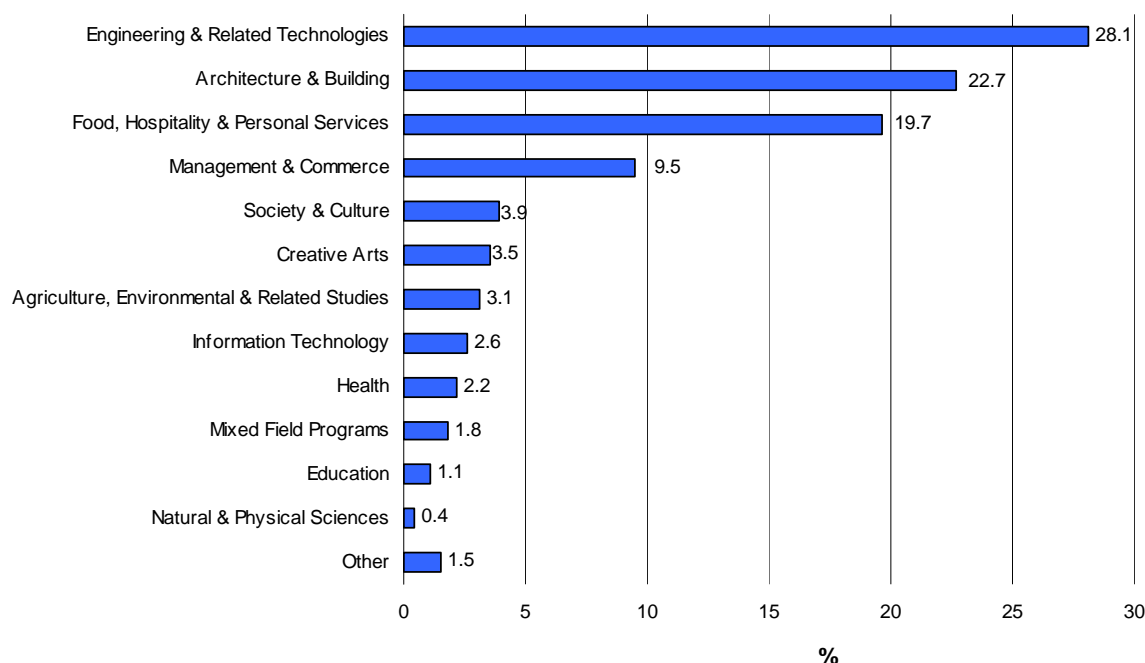
**Table 3.4 Post-school institutions of early leavers, Queensland 2008**

Institution	no.	%
Private training colleges	353	17.6
Metropolitan South Institute of TAFE	240	12.0
Central Queensland Institute of TAFE	179	8.9
Brisbane North Institute of TAFE	157	7.8
Sunshine Coast Institute of TAFE	146	7.3
Barrier Reef Institute of TAFE	124	6.2
Southern Queensland Institute of TAFE	112	5.6
Gold Coast Institute of TAFE	99	4.9
Tropical North Institute of TAFE	87	4.3
Wide Bay Institute of TAFE	68	3.4
Southbank Institute of TAFE	66	3.3
Bremer Institute of TAFE	62	3.1
Australian Technical College	55	2.7
Other Queensland TAFEs	41	2.0
Other institutions	216	10.8
<b>Total</b>	<b>2 005</b>	<b>100.0</b>

Note: This table excludes 570 early leavers who did not identify an 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 (70.4 per cent), while Management and Commerce accounts for a further 9.5 per cent of enrolments.

**Figure 3.3 Field of study of early leavers, Queensland 2008**

Note: This figure and subsequent tables use field of study categories based on the Australian Standard Classification of Education. See Appendix 1 for further information on courses encompassed by each field of study.

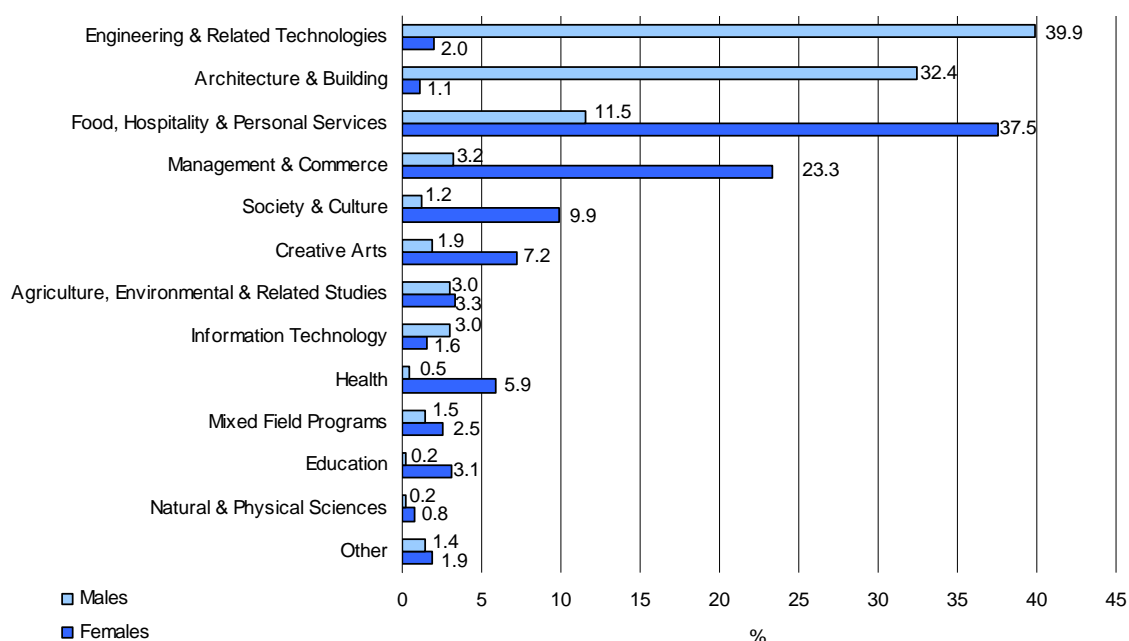
Table 3.5 reveals sex differences in students' choices in almost all fields of study. Females were more likely to enter the fields of Food, Hospitality and Personal Services, Management and Commerce, Society and Culture, Creative Arts, Health and Education.

In contrast, males were more likely than females to enrol in Architecture and Building, and 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 2008**

Field of Study	Males	Females	Total
	%	%	%
Engineering & Related Technologies	39.9	2.0	28.1
Architecture & Building	32.4	1.1	22.7
Food, Hospitality & Personal Services	11.5	37.5	19.7
Management & Commerce	3.2	23.3	9.5
Society & Culture	1.2	9.9	3.9
Creative Arts	1.9	7.2	3.5
Agriculture, Environmental & Related Studies	3.0	3.3	3.1
Information Technology	3.0	1.6	2.6
Health	0.5	5.9	2.2
Mixed Field Programs	1.5	2.5	1.8
Education	0.2	3.1	1.1
Natural & Physical Sciences	0.2	0.8	0.4
Other	1.4	1.9	1.5
<b>Total</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>

**Figure 3.4 Field of study of early leavers, by sex, Queensland 2008**



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, and less likely to enrol in Society and Culture courses, while early leavers from Year 12 were more likely to undertake study in the field of Architecture and Building.

**Table 3.6 Field of study of early leavers, by year level, Queensland 2008**

Field of Study	Year 10	Year 11	Year 12
	%	%	%
Engineering & Related Technologies	29.9	27.6	26.3
Architecture & Building	21.5	21.8	27.0
Food, Hospitality & Personal Services	23.2	19.4	14.1
Management & Commerce	7.0	10.7	10.6
Society & Culture	1.8	4.7	5.3
Creative Arts	3.4	3.7	3.2
Agriculture, Environmental & Related Studies	4.5	2.8	1.4
Information Technology	1.8	2.7	3.5
Health	1.7	2.3	2.5
Mixed Field Programs	1.7	1.7	2.3
Education	0.6	1.1	1.8
Natural & Physical Sciences	0.1	0.3	1.2
Other	2.7	1.1	0.7
<b>Total</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>

## Comparing students who work and students who do not

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 2220 students who work and the 355 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 86.2 per cent of all students combine their study with some form of employment. The study levels with the highest proportions of working students were VET Certificate III (92.9 per cent) and the other/unspecified group (84.9 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 2008**

Level of Study	Working students		Non-working students		Total students	
	no.	%	no.	%	no.	%
VET Cert IV+	172	71.1	70	28.9	242	100.0
VET Cert III	1 208	92.9	93	7.1	1 301	100.0
VET Cert I-II	192	71.4	77	28.6	269	100.0
Study other/unspecified	648	84.9	115	15.1	763	100.0
<b>Total</b>	<b>2 220</b>	<b>86.2</b>	<b>355</b>	<b>13.8</b>	<b>2 575</b>	<b>100.0</b>

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 (19.7 per cent compared to 7.7 per cent) and VET Cert I-II courses (21.7 per cent compared to 8.6 per cent). Working students were more likely than non-working students to enrol in VET Cert III programs (54.4 per cent compared to 26.2 per cent), while the proportion in other or unspecified study destinations was similar (29.2 per cent and 32.4 per cent respectively). 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 2008**

Level of Study	Working students		Non-working students		Total students	
	no.	%	no.	%	no.	%
VET Cert IV+	172	7.7	70	19.7	242	9.4
VET Cert III	1 208	54.4	93	26.2	1 301	50.5
VET Cert I-II	192	8.6	77	21.7	269	10.4
Study other/unspecified	648	29.2	115	32.4	763	29.6
<b>Total</b>	<b>2 220</b>	<b>100.0</b>	<b>355</b>	<b>100.0</b>	<b>2 575</b>	<b>100.0</b>

Table 3.8 compares the study load of both working and non-working students. Predictably, more than nine in ten (94.9 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 more than six in ten (62.5 per cent) combining study and work.

**Table 3.8 Study load of early leavers, by working and non-working students, Queensland 2008**

Study Load	Working students		Non-working students		Total students	
	no.	%	no.	%	no.	%
Full-time	431	62.5	259	37.5	690	100.0
Part-time	1 789	94.9	96	5.1	1 885	100.0
<b>Total</b>	<b>2 220</b>	<b>86.2</b>	<b>355</b>	<b>13.8</b>	<b>2 575</b>	<b>100.0</b>

Note: 98 apprentices and trainees who did not provide details regarding study load have been included as working students with a part-time study load.

## Chapter 4

# Earning: Employment destinations

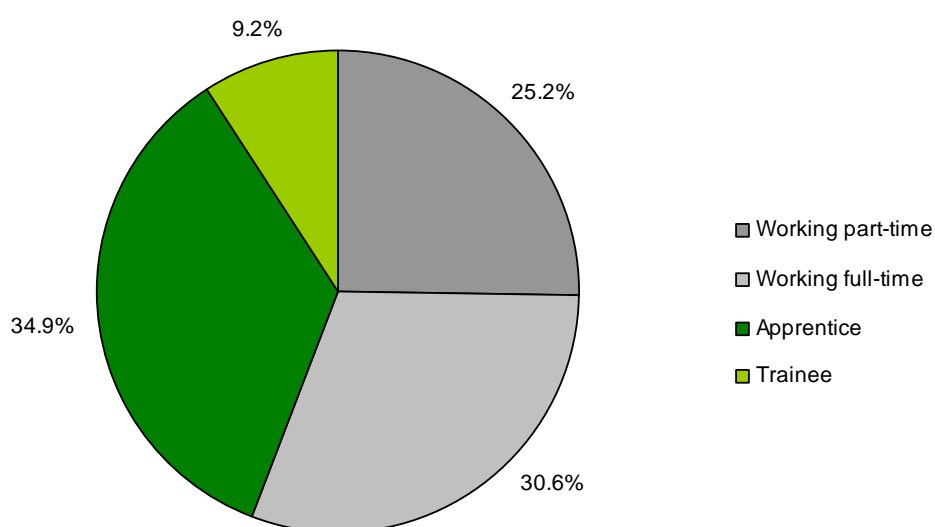
This chapter examines the labour market outcomes of early leavers from 2007 in Queensland. It deals separately with the group as a whole, those not in education or training, those who were studying and working, and apprentices and trainees.

### 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, 4358 early leavers (73.8 per cent) were working at the time of the survey.

Three in ten of these (30.6 per cent) held a full-time job (see Figure 4.1), with a further 25.2 per cent working part-time. Apprentices and trainees who predominantly work full-time made up 34.9 per cent and 9.2 per cent respectively.

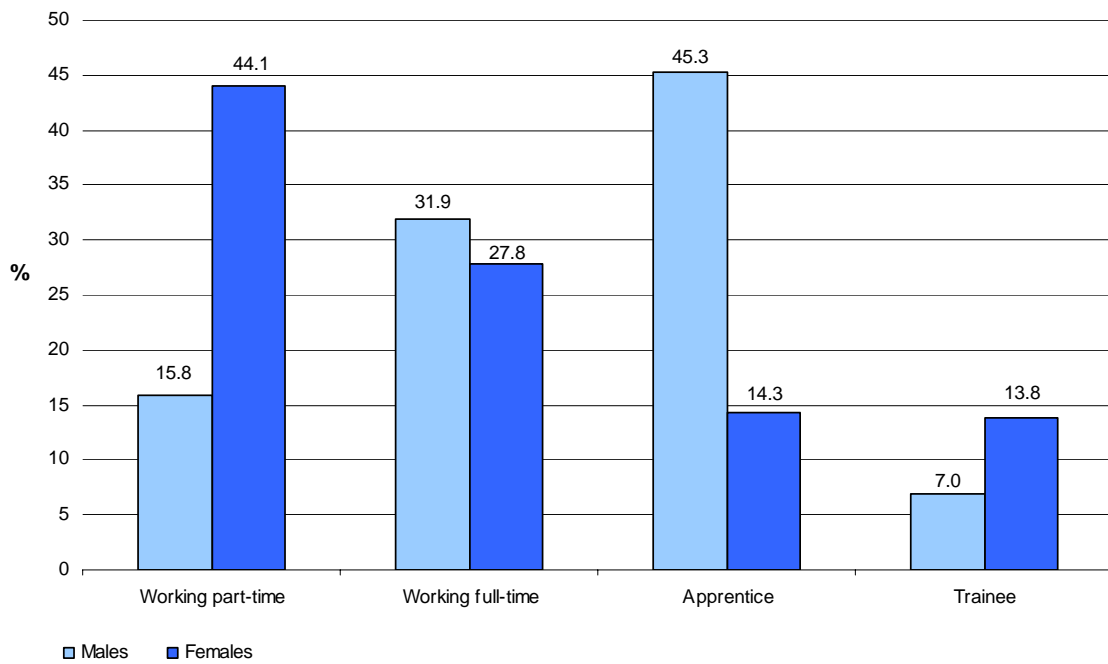
Figure 4.1 Work destinations of all early leavers in employment, Queensland 2008



Note: Based on all early leavers in some form of employment.

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 (44.1 per cent compared to 15.8 per cent) or to be undertaking a traineeship (13.8 per cent compared to 7.0 per cent). Conversely, male early leavers in employment were more than three times as likely to have commenced an apprenticeship (45.3 per cent compared to 14.3 per cent).

**Figure 4.2 Work destinations of all early leavers in employment, by sex, Queensland 2008**



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

**Figure 4.3 Work destinations of all early leavers in employment, by year level, Queensland 2008**

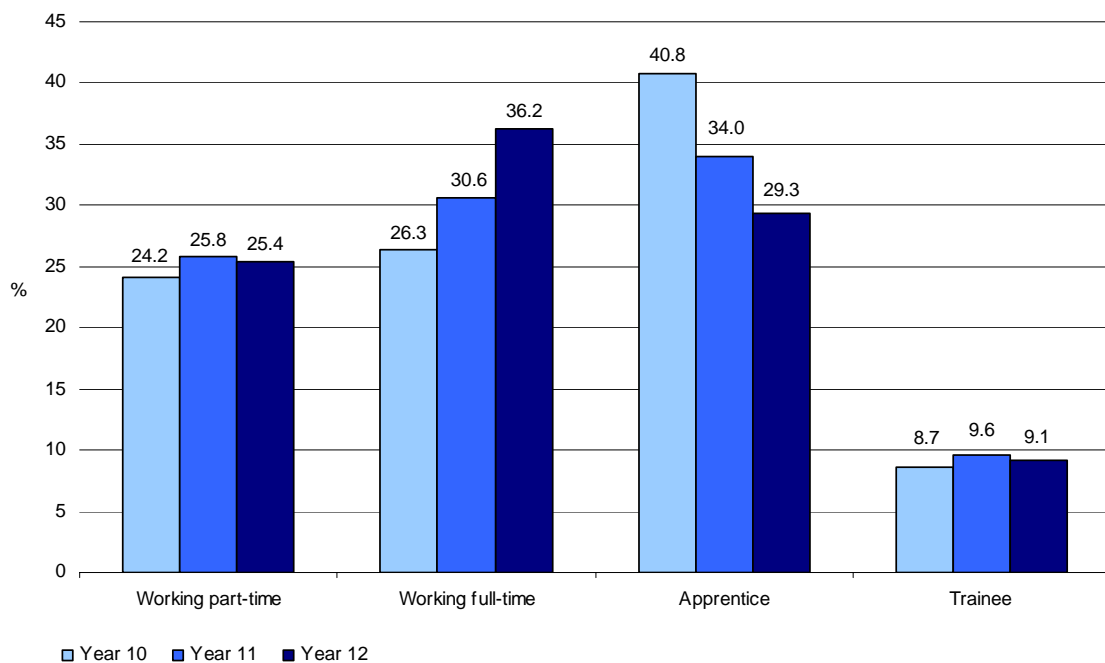




Table 4.1 reports the occupational groups of all working early leavers. It shows that more than four in every ten early leavers in Queensland were working in just three occupational groups – Building and Construction Skilled Workers, Sales Assistants and Food Handlers. These three occupations provided 46.2 per cent of all employment. The next most common occupations were Labourers and Automotive workers, which together accounted for a further 14.5 per cent of workers.

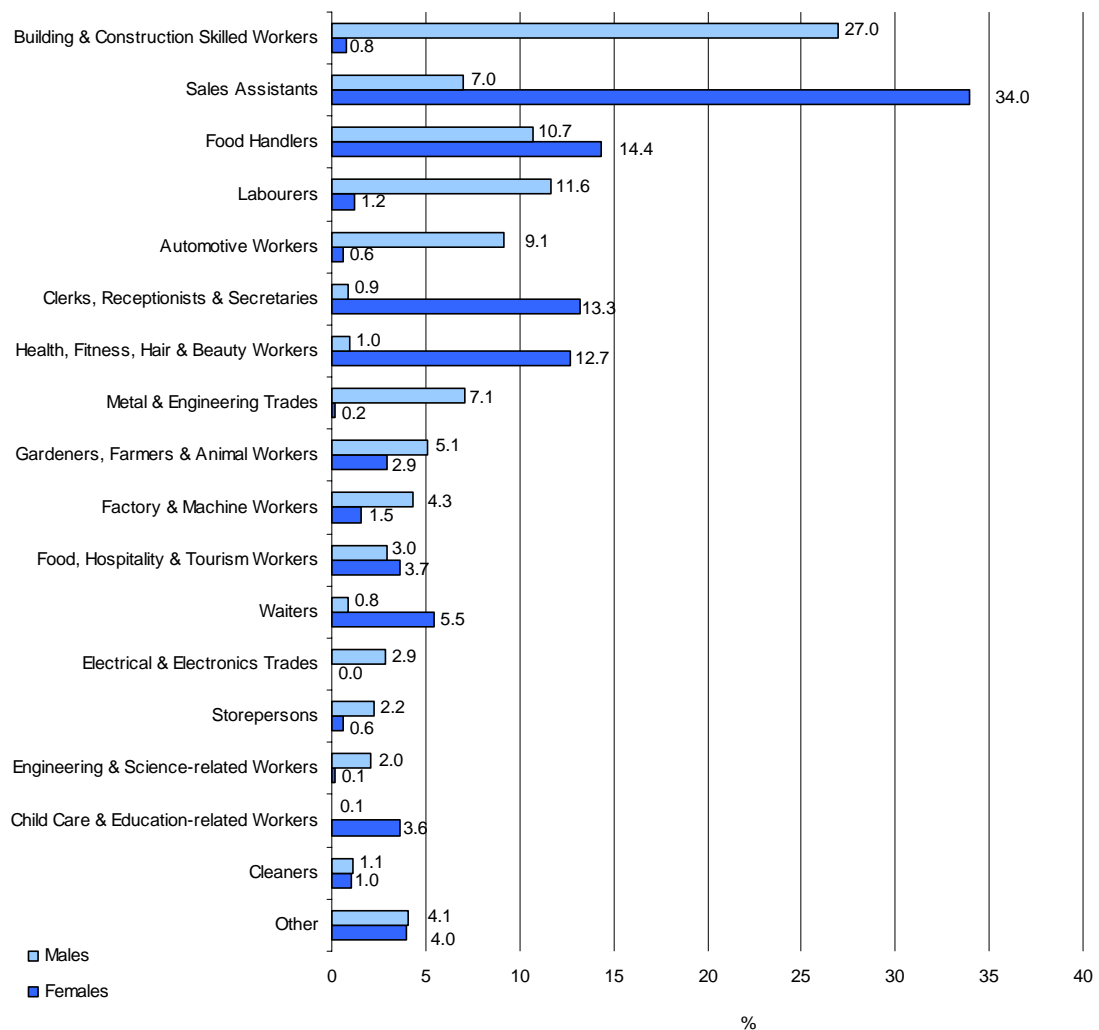
**Table 4.1 Occupational groups of all early leavers in employment, Queensland 2008**

<b>Occupational Groups</b>	<b>no.</b>	<b>%</b>
Building & Construction Skilled Workers	794	18.2
Sales Assistants	696	16.0
Food Handlers	520	11.9
Labourers	356	8.2
Automotive Workers	274	6.3
Clerks, Receptionists & Secretaries	217	5.0
Health, Fitness, Hair & Beauty Workers	212	4.9
Metal & Engineering Trades	208	4.8
Gardeners, Farmers & Animal Workers	189	4.3
Factory & Machine Workers	148	3.4
Food, Hospitality & Tourism Workers	139	3.2
Waiters	103	2.4
Electrical & Electronics Trades	84	1.9
Storepersons	73	1.7
Engineering & Science-related Workers	61	1.4
Child Care & Education-related Workers	55	1.3
Cleaners	48	1.1
Other	176	4.0
<b>Total</b>	<b>4 353</b>	<b>100.0</b>

Note: Occupational groups are based on those used by the Commonwealth Department of Education, 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 and Beauty Workers, which together accounted for 74.3 per cent of female employment. Male early leavers were predominantly employed as Building and Construction Skilled Workers, Labourers, Food Handlers and Automotive Workers, accounting for 58.5 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 2008**



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 than Year 10 early leavers to be working as Food Handlers or Automotive Workers, and more likely to be working as Clerks, Receptionists and Secretaries.

**Table 4.2 Occupational groups of all early leavers in employment, by year level, Queensland 2008**

Occupational Groups	Year 10	Year 11	Year 12
	%	%	%
Building & Construction Skilled Workers	18.8	18.2	17.6
Sales Assistants	13.8	17.9	14.7
Food Handlers	13.0	12.4	9.6
Labourers	8.3	7.1	10.4
Automotive Workers	9.5	5.4	4.1
Clerks, Receptionists & Secretaries	2.4	5.8	6.7
Health, Fitness, Hair & Beauty Workers	5.0	5.0	4.3
Metal & Engineering Trades	5.9	4.4	4.0
Gardeners, Farmers & Animal Workers	6.2	3.6	3.5
Factory & Machine Workers	3.0	4.0	2.7
Food, Hospitality & Tourism Workers	3.9	2.9	2.9
Waiters	1.8	2.3	3.2
Electrical & Electronics Trades	1.9	2.1	1.7
Storepersons	2.3	1.4	1.5
Engineering & Science-related Workers	1.0	1.7	1.2
Child Care & Education-related Workers	0.2	1.3	2.8
Cleaners	1.2	0.9	1.4
Other	1.9	3.6	7.9
<b>Total</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>

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 – Construction, Retail Trade, and Accommodation and Food Services. Between them, these three categories account for 61.6 per cent of early leavers in the labour market. A further 11.1 per cent worked in Manufacturing.

**Figure 4.5 Industry categories of all early leavers in employment, Queensland 2008**

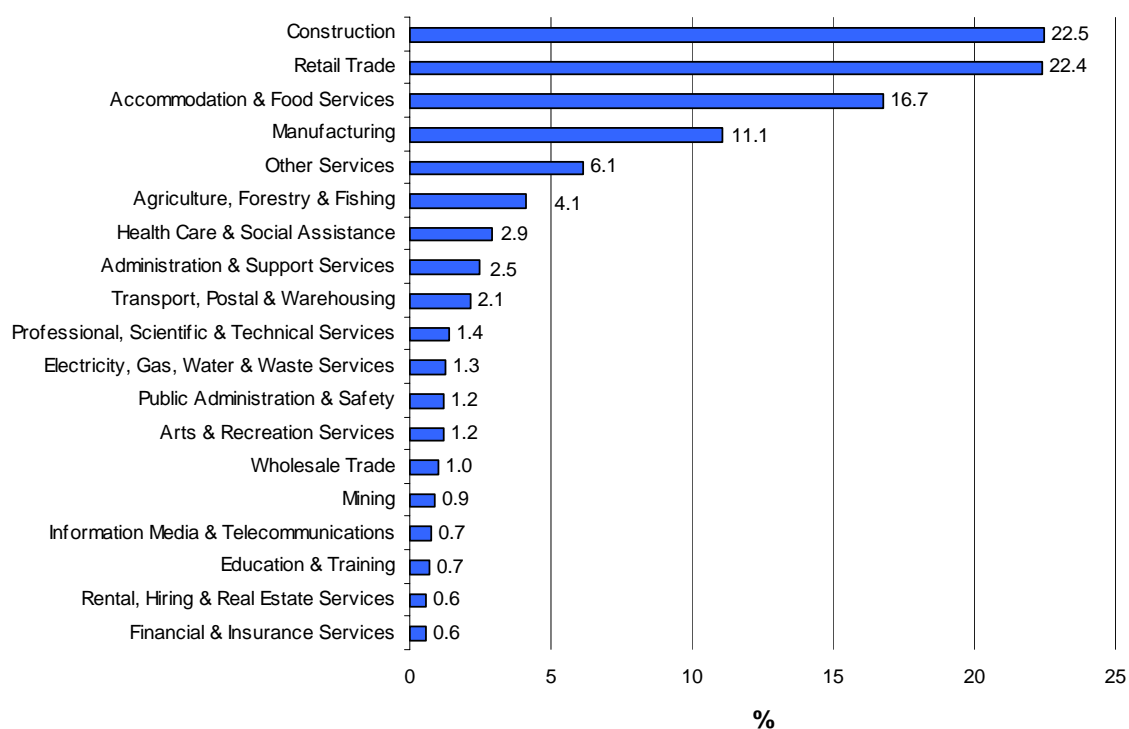


Table 4.3 presents a comparison of industry categories for male and female early leavers. As expected, there are important gender differences. Employment in Retail Trade, Accommodation and Food Services, Other Services, Health Care and Social Assistance, and Administration and Support Services was dominated 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 2008**

Industry	Males	Females	Total
	%	%	%
Construction	32.8	1.7	22.5
Retail Trade	16.3	34.6	22.4
Accommodation & Food Services	11.9	26.5	16.7
Manufacturing	15.6	2.1	11.1
Other Services	4.9	8.6	6.1
Agriculture, Forestry & Fishing	4.8	2.8	4.1
Health Care & Social Assistance	0.7	7.3	2.9
Administration & Support Services	1.4	4.6	2.5
Transport, Postal & Warehousing	2.6	1.2	2.1
Professional, Scientific & Technical Services	1.1	1.9	1.4
Electricity, Gas, Water & Waste Services	1.7	0.5	1.3
Public Administration & Safety	1.3	1.0	1.2
Arts & Recreation Services	1.1	1.3	1.2
Wholesale Trade	1.4	0.3	1.0
Mining	1.2	0.2	0.9
Information Media & Telecommunications	0.6	1.1	0.7
Education & Training	0.2	1.7	0.7
Rental, Hiring & Real Estate Services	0.1	1.5	0.6
Financial & Insurance Services	0.2	1.2	0.6
<b>Total</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>

Table 4.4 shows that the year level in which early leavers left the Government school system had little or no impact on the industries entered, with any differences being small.

**Table 4.4 Industry categories of all early leavers in employment by year level, Queensland 2008**

Industry	Year 10	Year 11	Year 12
	%	%	%
Construction	22.8	21.9	23.3
Retail Trade	22.5	23.3	20.1
Accommodation & Food Services	16.7	17.2	15.7
Manufacturing	11.7	11.4	9.5
Other Services	8.4	5.6	4.5
Agriculture, Forestry & Fishing	6.1	3.0	3.9
Health Care & Social Assistance	1.3	3.2	4.5
Administration & Support Services	2.1	2.4	3.2
Transport, Postal & Warehousing	1.3	1.9	3.8
Professional, Scientific & Technical Services	1.2	1.7	1.0
Electricity, Gas, Water & Waste Services	1.5	1.3	1.0
Public Administration & Safety	0.6	1.2	2.1
Arts & Recreation Services	1.2	1.2	1.1
Wholesale Trade	1.2	1.0	0.9
Mining	0.9	0.8	1.0
Information Media & Telecommunications	0.3	0.9	1.0
Education & Training	0.1	0.7	1.4
Rental, Hiring & Real Estate Services	0.1	0.6	1.3
Financial & Insurance Services	0.2	0.6	0.9
<b>Total</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>

## Casual workers

Overall, there were 1302 early leavers who were employed on a casual basis, which accounts for three in every ten (29.9%) of the 4358 early leavers 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 69.6 per cent of all casual workers (14.9 per cent who were combining part-time work with study and 54.7 per cent who were working part-time with no further education or training).

Early leavers working full-time made up one in three (30.4 per cent) of all casual workers (28.7 per cent who were working full-time with no further education or training and 1.7 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 2008**

Work destination and study status	Males		Females		Total	
	no.	%	no.	%	no.	%
Student, working part-time	58	8.7	136	21.3	194	14.9
Student, working full-time	8	1.2	14	2.2	22	1.7
Not in education or training, working part-time	317	47.7	395	61.9	712	54.7
Not in education or training, working full-time	281	42.3	93	14.6	374	28.7
<b>Total</b>	<b>664</b>	<b>100.0</b>	<b>638</b>	<b>100.0</b>	<b>1 302</b>	<b>100.0</b>

Note: This table excludes 150 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 12 were more likely to be working full-time and not in education or training (32.8 per cent) compared with those from Year 10 or Year 11 (28.1 per cent and 27.2 per cent respectively), and less likely to be studying and working part-time.

**Table 4.6 Work destination and study status of early leavers in casual employment, by year level, Queensland 2008**

Work destination and study status	Year 10		Year 11		Year 12		Total	
	no.	%	no.	%	no.	%	no.	%
Student, working part-time	61	16.3	103	16.3	30	10.1	194	14.9
Student, working full-time	7	1.9	9	1.4	6	2.0	22	1.7
Not in education or training, working part-time	201	53.7	348	55.1	163	55.1	712	54.7
Not in education or training, working full-time	105	28.1	172	27.2	97	32.8	374	28.7
<b>Total</b>	<b>374</b>	<b>100.0</b>	<b>632</b>	<b>100.0</b>	<b>296</b>	<b>100.0</b>	<b>1 302</b>	<b>100.0</b>

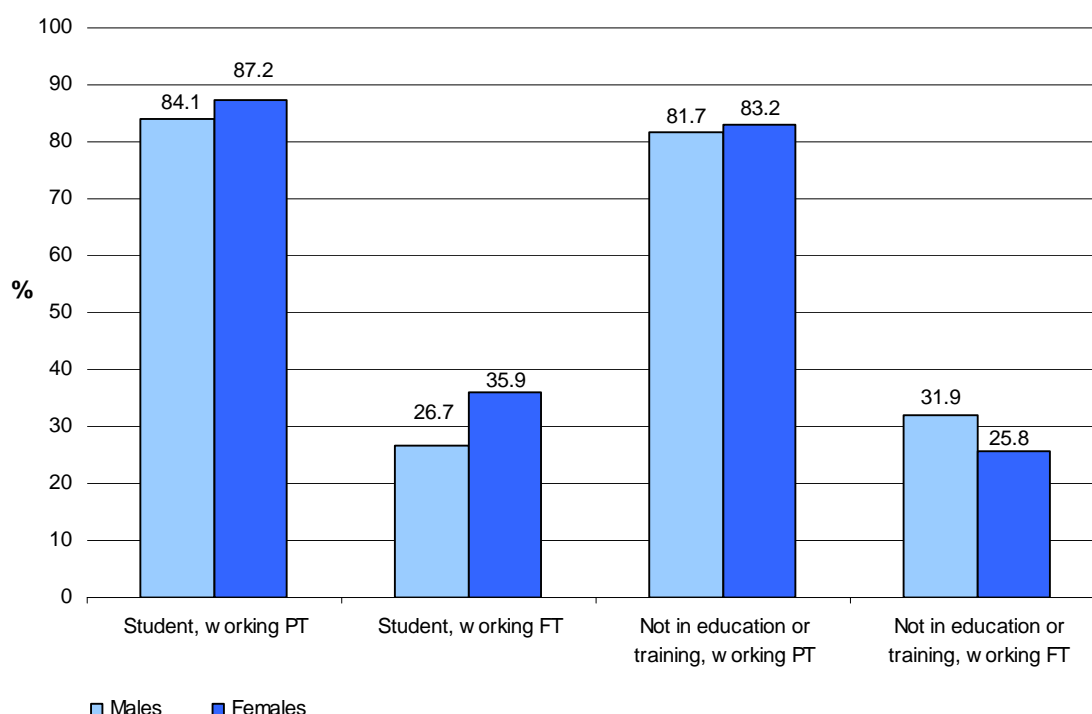
Note: This table excludes 150 apprentices and trainees who stated they were employed on a casual basis.

Figure 4.6 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 26.7 per cent for males and 35.9 per cent for females, whilst the rate of casual employment for those who were working full-time without any further education or training was 31.9 per cent for males and 25.8 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 accounted for 84.1 per cent of males and 87.2 per cent of females. The rate of casual employment was also high among the group who entered part-time work with no further education or training, accounting for more than eight in ten of both males and females.

**Figure 4.6 Proportion of early leavers in casual employment, by sex, Queensland 2008**



## 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 one-third of all early leavers in 2007.

Data for the 2138 early leavers in this group is shown in Figure 4.7. Females were more likely to be employed in part-time work (57.0 per cent), while males were more likely to be employed full-time (69.7 per cent).

**Figure 4.7 Work destinations of early leavers in employment and not in education or training, by sex, Queensland 2008**

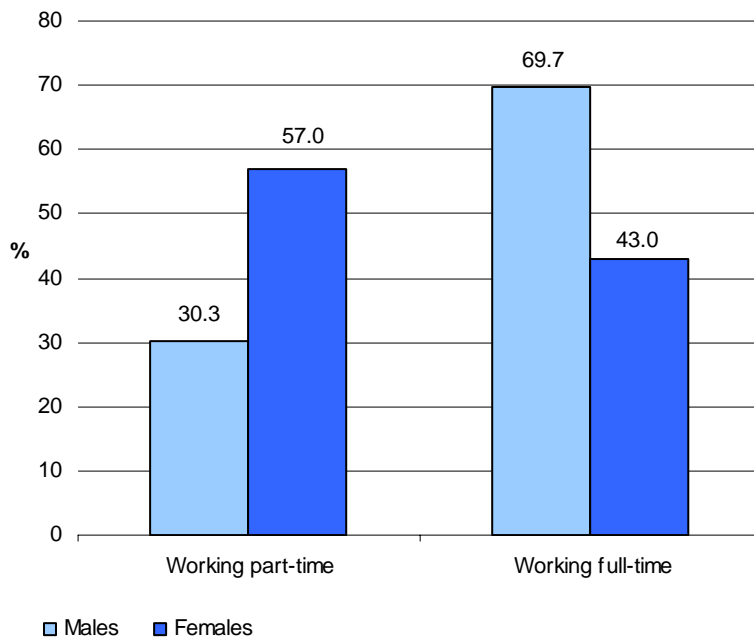


Figure 4.8 shows that there was little difference between rates of full-time and part-time work for early leavers who left the Government school system during Years 10, 11 and 12, however there was a slight increase towards full-time work associated with higher levels of attainment at school.

**Figure 4.8 Work destinations of early leavers in employment and not in education or training, by year level, Queensland 2008**

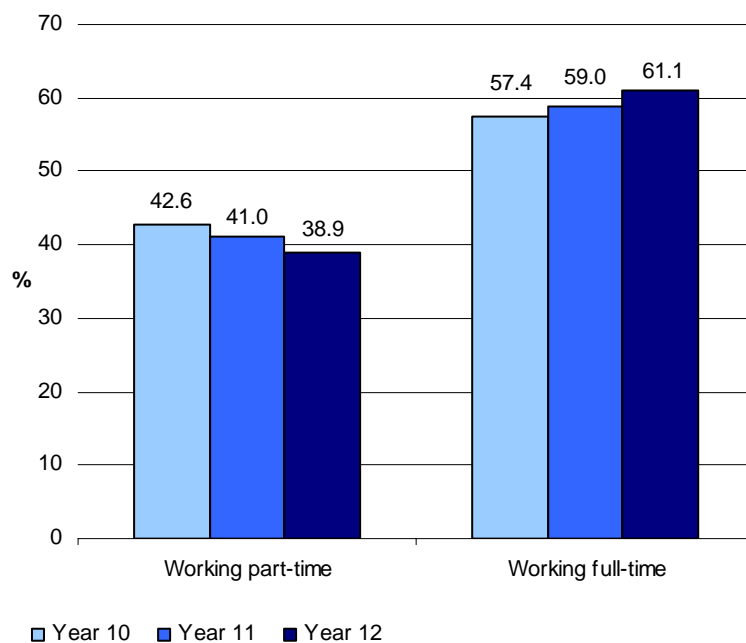




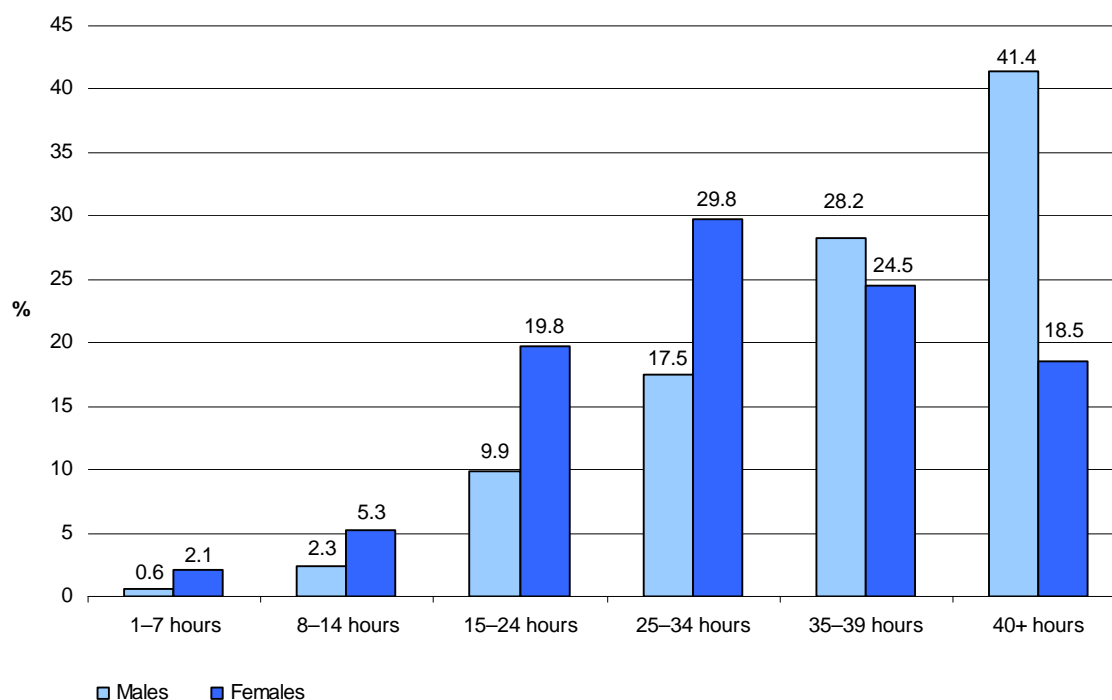
Table 4.7 reports the hours worked by early leavers not in further education or training. More than eight in ten of these early leavers (81.5 per cent) were working 25 hours or more.

**Table 4.7 Hours worked by early leavers in employment and not in education or training, Queensland 2008**

	Hours worked per week						Total
	1-7	8-14	15-24	25-34	35-39	40+	
no.	26	75	295	479	572	691	2 138
%	1.2	3.5	13.8	22.4	26.8	32.3	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 (41.4 per cent), while female workers were most likely to be working 25-34 hours per week (29.8 per cent).

**Figure 4.9 Hours worked by early leavers in employment and not in education or training, by sex, Queensland 2008**



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 (36.2 per cent) compared with those who left during Year 11 (31.1 per cent) or Year 10 (30.9 per cent).

**Figure 4.10 Hours worked by early leavers in employment and not in education or training, by year level, Queensland 2008**

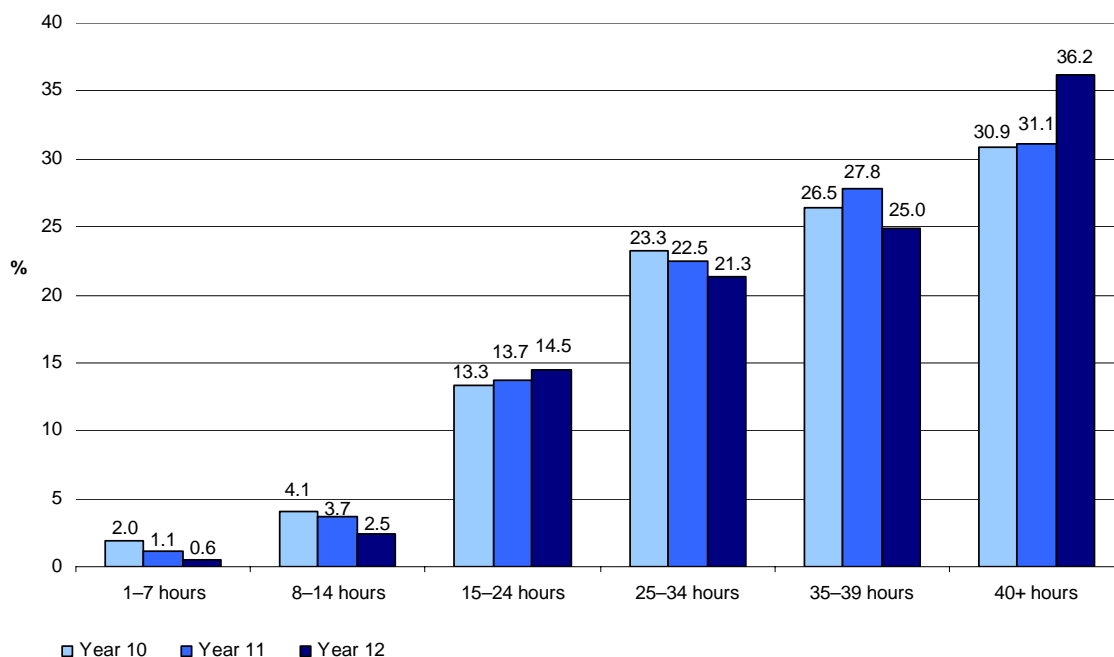


Figure 4.11 shows the occupations entered by early leavers not in further education or training, by sex. The largest occupational group in which female early leavers were employed was Sales Assistants (41.6 per cent), followed by Food Handlers (15.0 per cent), and Clerks, Receptionists and Secretaries (13.5 per cent). In total, these three categories accounted for seven in ten (70.0 per cent) of all female early leavers from Queensland Government schools making a direct entry to the labour market.

For males, the most common occupation was Labourers (23.0 per cent), followed by Building and Construction Skilled Workers (14.3 per cent), Food Handlers (12.5 per cent) and Sales Assistants (12.2 per cent).

**Figure 4.11 Occupational groups of early leavers in employment and not in education or training, by sex, Queensland 2008**

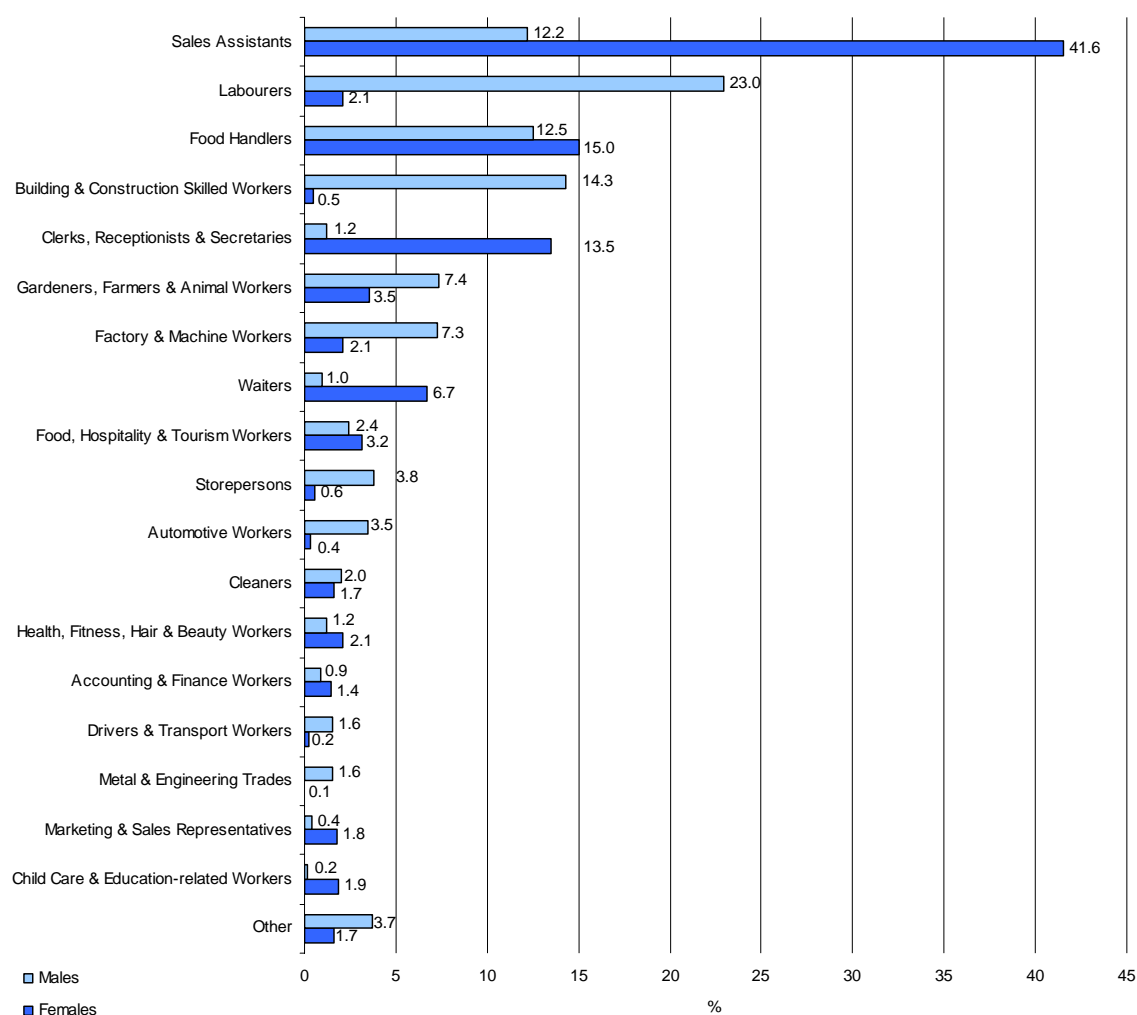


Table 4.8 reports the main industry areas entered by early leavers not in further education or training. It shows that Retail Trade was the main industry area for part-time workers (41.1 per cent), followed by Accommodation and Food Services (31.7 per cent). Full-time workers were distributed more widely across industry categories, with the two most common being Construction and Retail Trade (21.9 per cent and 20.6 per cent respectively).

**Table 4.8 Industry categories of early leavers in employment and not in education or training, by work destination, Queensland 2008**

Industry category	Working full-time		Working part-time	
	no.	%	no.	%
Retail Trade	259	20.6	358	41.1
Accommodation & Food Services	152	12.1	276	31.7
Construction	276	21.9	58	6.7
Manufacturing	184	14.6	27	3.1
Agriculture, Forestry & Fishing	96	7.6	27	3.1
Administration & Support Services	39	3.1	27	3.1
Transport, Postal & Warehousing	48	3.8	17	2.0
Health Care & Social Assistance	27	2.1	25	2.9
Other Services	24	1.9	14	1.6
Public Administration & Safety	29	2.3	2	0.2
Wholesale Trade	20	1.6	5	0.6
Arts & Recreation Services	10	0.8	15	1.7
Information Media & Telecommunications	16	1.3	4	0.5
Financial & Insurance Services	18	1.4	2	0.2
Professional, Scientific & Technical Services	16	1.3	4	0.5
Mining	19	1.5	0	0.0
Rental, Hiring & Real Estate Services	15	1.2	1	0.1
Education & Training	6	0.5	6	0.7
Electricity, Gas, Water & Waste Services	5	0.4	3	0.3
<b>Total</b>	<b>1 259</b>	<b>100.0</b>	<b>871</b>	<b>100.0</b>

Note: This table excludes eight 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 4358 early leavers who were employed, more than half (2220 or 50.9 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 (89.8 per cent and 84.0 per cent respectively). Nevertheless, more than half of the VET Certificate IV+ students also worked more than 35 hours per week (55.2 per cent).

**Table 4.9 Hours worked by early leavers in employment and study, by level of study, Queensland 2008**

		Hours worked per week						Total
		1–7	8–14	15–24	25–34	35–39	40+	
VET Cert IV+	no.	6	35	20	16	36	59	172
	%	3.5	20.3	11.6	9.3	20.9	34.3	100.0
VET Cert III	no.	11	21	38	53	457	628	1 208
	%	0.9	1.7	3.1	4.4	37.8	52.0	100.0
VET Cert I-II	no.	6	17	22	33	57	57	192
	%	3.1	8.9	11.5	17.2	29.7	29.7	100.0
Study other/unspecified	no.	5	21	39	39	198	346	648
	%	0.8	3.2	6.0	6.0	30.6	53.4	100.0
<b>Total</b>	<b>no.</b>	<b>28</b>	<b>94</b>	<b>119</b>	<b>141</b>	<b>748</b>	<b>1 090</b>	<b>2 220</b>
	<b>%</b>	<b>1.3</b>	<b>4.2</b>	<b>5.4</b>	<b>6.4</b>	<b>33.7</b>	<b>49.1</b>	<b>100.0</b>

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 2008**

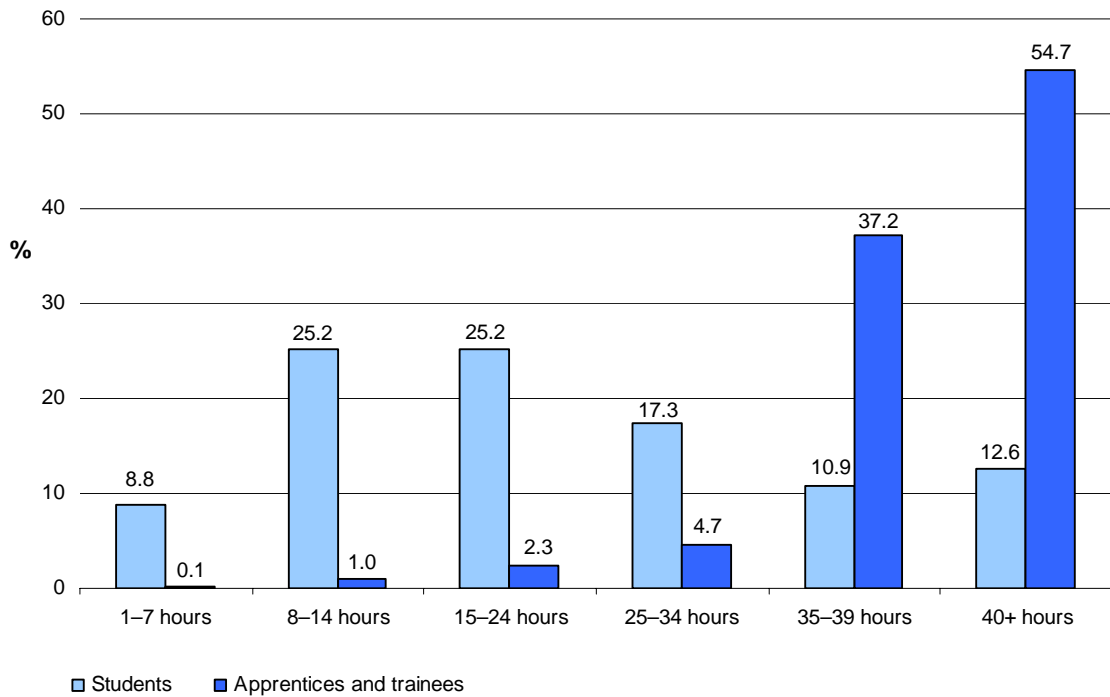


Table 4.10 shows the occupational groups in which early leavers in employment and study were working. Almost half of these early leavers (48.0 per cent) were working in just three occupational groups – Building and Construction Skilled Workers (27.3 per cent), Food Handlers (10.5 per cent) and Automotive Workers (10.2 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 2008**

Occupational Group	no.	%
Building & Construction Skilled Workers	606	27.3
Food Handlers	232	10.5
Automotive Workers	226	10.2
Sales Assistants	187	8.4
Metal & Engineering Trades	187	8.4
Health, Fitness, Hair & Beauty Workers	178	8.0
Clerks, Receptionists & Secretaries	87	3.9
Food, Hospitality & Tourism Workers	81	3.7
Electrical & Electronics Trades	76	3.4
Gardeners, Farmers & Animal Workers	64	2.9
Engineering & Science-related Workers	52	2.3
Labourers	42	1.9
Child Care & Education-related Workers	37	1.7
Factory & Machine Workers	36	1.6
Waiters	33	1.5
Storepersons	19	0.9
Government & Defence Workers	15	0.7
Other	59	2.7
<b>Total</b>	<b>2 217</b>	<b>100.0</b>

Note: Occupational groups are based on those used by the Commonwealth Department of Education, 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 six-tenths of all apprenticeship and traineeship training occurs at the Certificate III level (58.4 per cent). Trainees, however, were more likely than apprentices to undergo training at the Certificate II level (19.6 per cent compared to 2.6 per cent).

**Table 4.11 Level of study of early leavers in apprenticeships and traineeships, Queensland 2008**

Level of Study	Apprentices		Trainees		Total	
	no.	%	no.	%	no.	%
VET Dip/Adv Dip	4	0.3	3	0.7	7	0.4
VET Cert IV	68	4.5	16	4.0	84	4.4
VET Cert III	966	63.4	159	39.5	1 125	58.4
VET Cert II	40	2.6	79	19.6	119	6.2
VET Cert I	11	0.7	8	2.0	19	1.0
VET unspecified	269	17.7	49	12.2	318	16.5
Unknown/other study	165	10.8	89	22.1	254	13.2
<b>Total</b>	<b>1 523</b>	<b>100.0</b>	<b>403</b>	<b>100.0</b>	<b>1 926</b>	<b>100.0</b>

Apprentices and trainees worked predominantly in the occupational groups of Building and Construction Skilled Workers (31.2 per cent) and Food handlers (11.6 per cent), followed by Metal and Engineering Trades, Food Handlers.

**Table 4.12 Occupational groups of early leavers in apprenticeships and traineeships, Queensland 2008**

Occupational Group	no.	%
Building & Construction Skilled Workers	601	31.2
Automotive Workers	224	11.6
Metal & Engineering Trades	185	9.6
Food Handlers	180	9.4
Health, Fitness, Hair & Beauty Workers	169	8.8
Sales Assistants	87	4.5
Electrical & Electronics Trades	76	3.9
Food, Hospitality & Tourism Workers	71	3.7
Clerks, Receptionists & Secretaries	66	3.4
Gardeners, Farmers & Animal Workers	55	2.9
Engineering & Science-related Workers	52	2.7
Factory & Machine Workers	31	1.6
Labourers	30	1.6
Child Care & Education-related Workers	20	1.0
Waiters	14	0.7
Government & Defence Workers	12	0.6
Other	52	2.7
<b>Total</b>	<b>1 925</b>	<b>100.0</b>

Note: Occupational groups are based on those used by the Commonwealth Department of Education, 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 (38.7 per cent), Manufacturing (16.1 per cent) and Other Services (13.8 per cent). Trainees were more likely to be working in Retail Trade (19.9 per cent) and Accommodation and Food Services (19.1 per cent).

**Table 4.13 Industry categories of early leavers in apprenticeships and traineeships, Queensland 2008**

Industry category	Apprentices		Trainees	
	no.	%	no.	%
Construction	588	38.7	41	10.2
Manufacturing	244	16.1	20	5.0
Retail Trade	179	11.8	80	19.9
Other Services	210	13.8	15	3.7
Accommodation & Food Services	125	8.2	77	19.1
Health Care & Social Assistance	25	1.6	30	7.4
Electricity, Gas, Water & Waste Services	40	2.6	8	2.0
Agriculture, Forestry & Fishing	17	1.1	28	6.9
Professional, Scientific & Technical Services	29	1.9	9	2.2
Administration & Support Services	5	0.3	25	6.2
Transport, Postal & Warehousing	16	1.1	6	1.5
Mining	14	0.9	5	1.2
Wholesale Trade	8	0.5	10	2.5
Arts & Recreation Services	8	0.5	10	2.5
Public Administration & Safety	6	0.4	11	2.7
Information Media & Telecommunications	4	0.3	7	1.7
Education & Training	1	0.1	9	2.2
Rental, Hiring & Real Estate Services	0	0.0	8	2.0
Financial & Insurance Services	0	0.0	4	1.0
<b>Total</b>	<b>1 519</b>	<b>100.0</b>	<b>403</b>	<b>100.0</b>

Note: This table excludes four apprentices who did not provide industry details.

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 (96.3 per cent and 74.9 per cent respectively).

**Table 4.14 Hours worked by early leavers in apprenticeships and traineeships, Queensland 2008**

		Hours worked per week						
		1-7	8-14	15-24	25-34	35-39	40+	Total
Apprentices	no.	1	7	15	33	572	895	1 523
	%	0.1	0.5	1.0	2.2	37.6	58.8	100.0
Trainees	no.	1	13	30	57	144	158	403
	%	0.2	3.2	7.4	14.1	35.7	39.2	100.0



## Chapter 5

# Not Learning or Earning

While nearly half of the early leavers were building on their schooling through further education or training, 3333 (56.4 per cent) were not.

Previous chapters have shown that almost three-quarters of early leavers (73.8 per cent) were in paid employment at the time of the survey. Of those who were not working, almost one-quarter (22.9 per cent) were engaged in full-time or part-time study.

The survey also identified that 15.4 per cent of early leavers were looking for work, and a further 4.8 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 (37.9 per cent) or part-time (26.3 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 Main destinations of early leavers not in education or training, by sex, Queensland 2008**

	Males		Females		Total	
	no.	%	no.	%	no.	%
Working full-time	898	46.3	365	26.2	1 263	37.9
Working part-time	391	20.2	484	34.7	875	26.3
Seeking work	540	27.8	372	26.7	912	27.4
Not studying/not in the labour force	111	5.7	172	12.3	283	8.5
<b>Total</b>	<b>1 940</b>	<b>100.0</b>	<b>1 393</b>	<b>100.0</b>	<b>3 333</b>	<b>100.0</b>

Table 5.2 shows the main destinations of early leavers who were not studying, based on the year at which they left the Government school system. There is very little difference in the destinations of these early leavers.

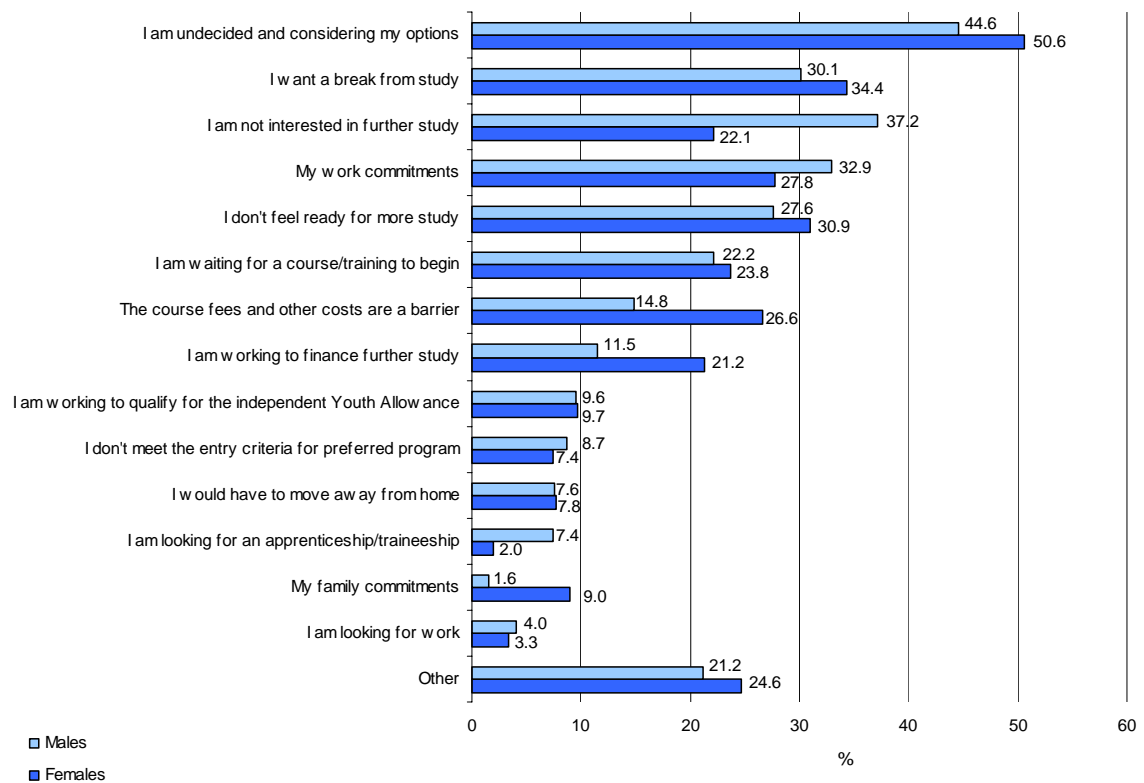
**Table 5.2 Main destinations of early leavers not in education or training, by year level, Queensland 2008**

	Year 10		Year 11		Year 12		Total	
	no.	%	no.	%	no.	%	no.	%
Working full-time	323	36.4	619	38.5	321	38.3	1 263	37.9
Working part-time	240	27.1	431	26.8	204	24.3	875	26.3
Seeking work	251	28.3	435	27.1	226	26.9	912	27.4
Not studying/not in the labour force	73	8.2	122	7.6	88	10.5	283	8.5
<b>Total</b>	<b>887</b>	<b>100.0</b>	<b>1 607</b>	<b>100.0</b>	<b>839</b>	<b>100.0</b>	<b>3 333</b>	<b>100.0</b>

The reasons given by early leavers for not studying are shown in Figure 5.1. The most common reason given by both males and females was that they were undecided and considering their options (44.6 per cent and 50.6 per cent respectively). Lack of interest in further study (37.2 per cent) and work commitments (32.9 per cent) were the next most common reasons cited by male early leavers.

Among females, approximately one-third wanted a break from study (34.4 per cent), with the next most common reasons being not feeling ready for more study (30.9 per cent) and the course fees and other costs were a barrier (26.6 per cent).

**Figure 5.1 Reasons of early leavers for not studying, by sex, Queensland 2008**



Note: These figures may include multiple responses from each person.

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 not studying for males.

**Table 5.3 Main reason of early leavers for not studying, by sex, Queensland 2008**

	Males	Females	Total
	%	%	%
I am not interested in further study	22.0	11.9	17.8
I am undecided and considering my options	16.0	16.7	16.3
I am waiting for a course/training to begin	10.6	11.2	10.8
My work commitments	10.8	7.0	9.2
I want a break from study	5.5	7.0	6.1
The course fees and other costs are a barrier	3.1	8.2	5.2
I don't feel ready for more study	3.9	5.1	4.4
I am looking for an apprenticeship/traineeship	5.5	1.2	3.7
My family commitments	0.8	7.0	3.4
Health reasons	1.2	4.2	2.5
I am looking for work	2.7	1.9	2.4
I am working to finance further study	1.8	3.1	2.3
I didn't like school	2.5	1.7	2.2
Because of disability	2.7	1.1	2.0
Other	10.8	12.8	11.6
<b>Total</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>

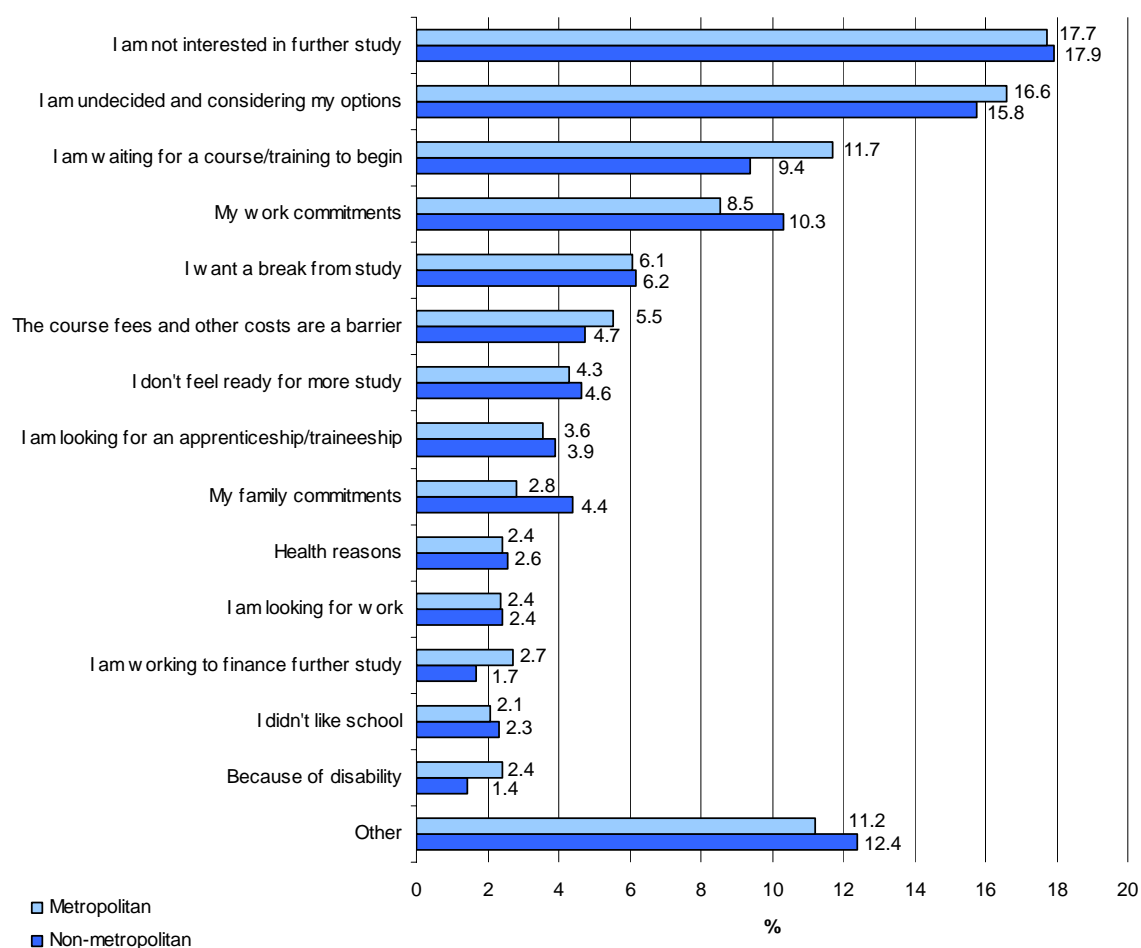
Table 5.4 shows differences in the main reasons for not studying given by early leavers from different year levels. A lack of interest in further study was more common for early leavers from Year 10 (20.9 per cent) compared with those who left Government schools early in Years 11 or 12 (16.7 per cent each).

**Table 5.4 Main reason of early leavers for not studying, by year level, Queensland 2008**

	Year 10	Year 11	Year 12
	%	%	%
I am not interested in further study	20.9	16.7	16.7
I am undecided and considering my options	14.0	16.7	18.0
I am waiting for a course/training to begin	13.1	10.8	8.5
My work commitments	9.6	9.6	8.1
I want a break from study	4.7	6.3	7.3
The course fees and other costs are a barrier	3.8	5.7	5.8
I don't feel ready for more study	4.1	4.6	4.4
I am looking for an apprenticeship/traineeship	4.1	4.0	2.6
My family commitments	2.6	3.2	4.6
Health reasons	1.8	2.4	3.3
I am looking for work	2.3	2.3	2.6
I am working to finance further study	1.4	2.6	2.9
I didn't like school	2.7	2.2	1.5
Because of disability	2.3	2.0	1.9
Other	12.9	11.0	11.7
<b>Total</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>

Main reasons for not continuing with study showed little difference in relation to the geographical location of the early leavers' school (see Figure 5.2), with all response categories showing less than 2.5 per cent difference between early leavers from metropolitan and non-metropolitan locations.

**Figure 5.2 Main reason of early leavers for not studying, by metropolitan/non-metropolitan location, Queensland 2008**



Note: Metropolitan/non-metropolitan location based on address of school attended in 2007. See Appendix 2 for a definition of the metropolitan areas of Queensland.

Of the 1195 early leavers who were not learning or earning there were two distinct groups of young people – the 912 young people (15.4 per cent) who were not studying and seeking work, and the 283 (or 4.8 per cent) who were not studying and not in the labour force.

## Not studying and seeking work

Table 5.5 provides key characteristics for the 912 early leavers who were not studying and seeking work. A high proportion of Indigenous early leavers were in this category (25.4 per cent) compared with their non-Indigenous counterparts (14.7 per cent). Female early leavers were also more likely to be seeking work (17.1 per cent) than males (14.5 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 characteristics, Queensland 2008**

Not studying and seeking work	no.	%
All early leavers	912	15.4
Males	540	14.5
Females	372	17.1
Indigenous	98	25.4
Non-Indigenous	814	14.7
Metropolitan	555	15.7
Provincial	140	18.0
Rural	204	14.2
Remote	13	9.1
Year 10	251	14.6
Year 11	435	15.1
Year 12	226	17.3

## Not studying and not in the labour force

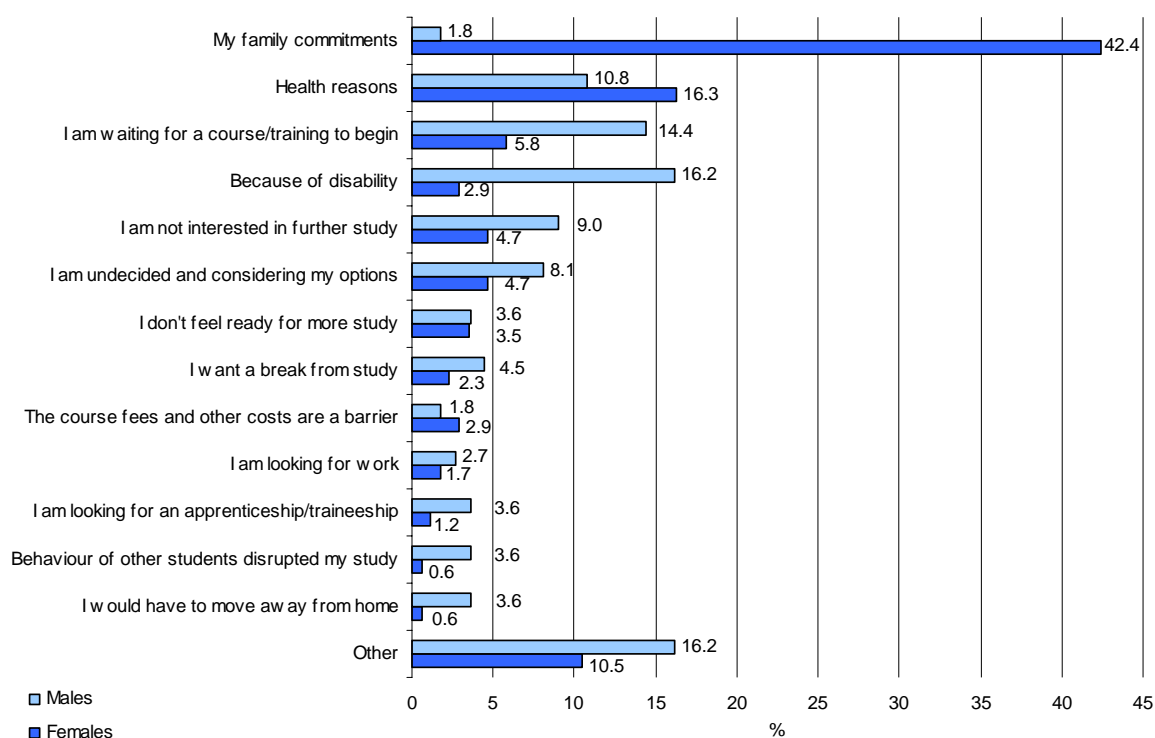
The survey found that 283 early leavers were neither studying nor in the labour force, representing 4.8 per cent of early leavers overall. The early leavers in this category were analysed according to key characteristics. Table 5.6 indicates which groups were more, or less likely, to be not studying 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 characteristics, Queensland 2008**

Not studying/not in labour force	no.	%
All early leavers	283	4.8
Males	111	3.0
Females	172	7.9
Indigenous	37	9.6
Non-Indigenous	246	4.5
Metropolitan	158	4.5
Provincial	37	4.7
Rural	81	5.6
Remote	7	4.9
Year 10	73	4.3
Year 11	122	4.2
Year 12	88	6.8

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 42.4 per cent of females but only 1.8 per cent of males), followed by health reasons (16.8 per cent). Among males, disability featured prominently (16.2 per cent), however there was an equally high proportion of male responses (16.2 per cent) that could not be easily classified. Waiting for a course or training to begin, and health problems were the next most common reasons for not studying for male early leavers who were not in the labour force.

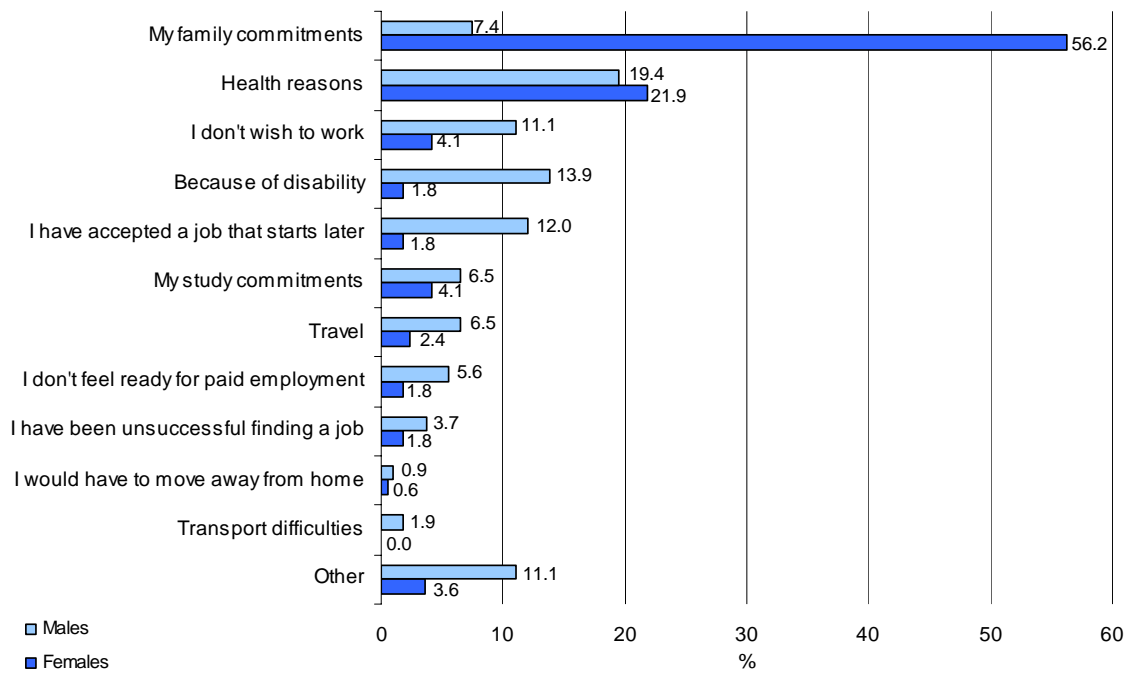
**Figure 5.3 Main reason for not studying of early leavers not studying and not in the labour force, by sex, Queensland 2008**



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 56.2 per cent of females and only 7.4 per cent of males. The next most common reason given by female early leavers was health reasons (21.9 per cent).

Among male early leavers, the most common main reason for not seeking work was due to health reasons (19.4 per cent), followed by disability (13.9 per cent), and the situation of having accepted a job that would start at a later date (12.0 per cent). Those early leavers giving 'Other' as the main reason for not seeking work encompassed a large variety of situations.

**Figure 5.4 Main reason for not looking for work of early leavers not studying and not in the labour force, by sex, Queensland 2008**



# 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.

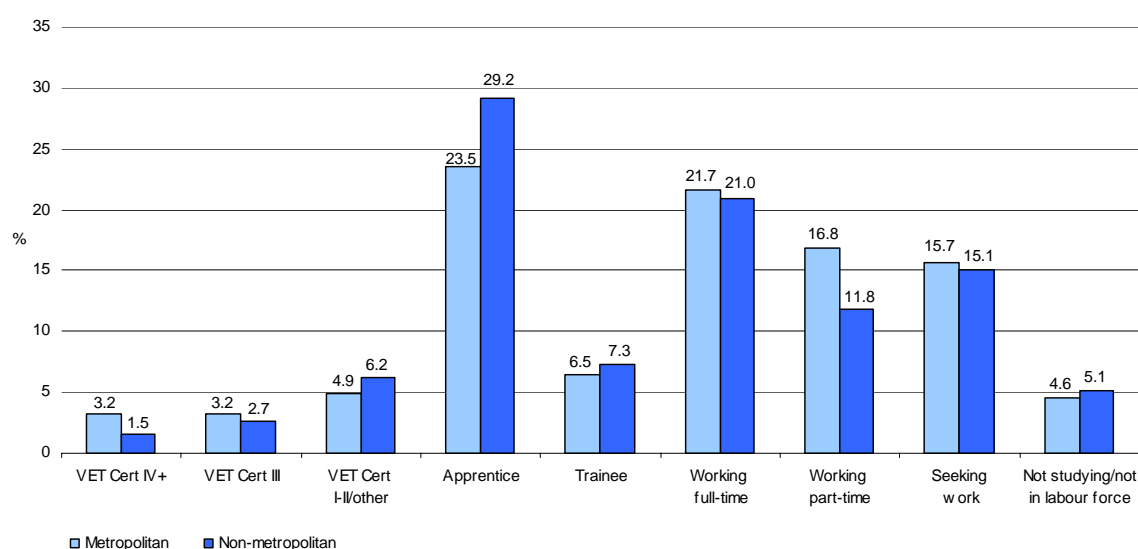
### Metropolitan/non-metropolitan

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 (29.2 per cent) compared to metropolitan areas (23.5 per cent), while early leavers in metropolitan areas were more likely to be working part-time with no further education or training (16.8 per cent compared to 11.8 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 2008**

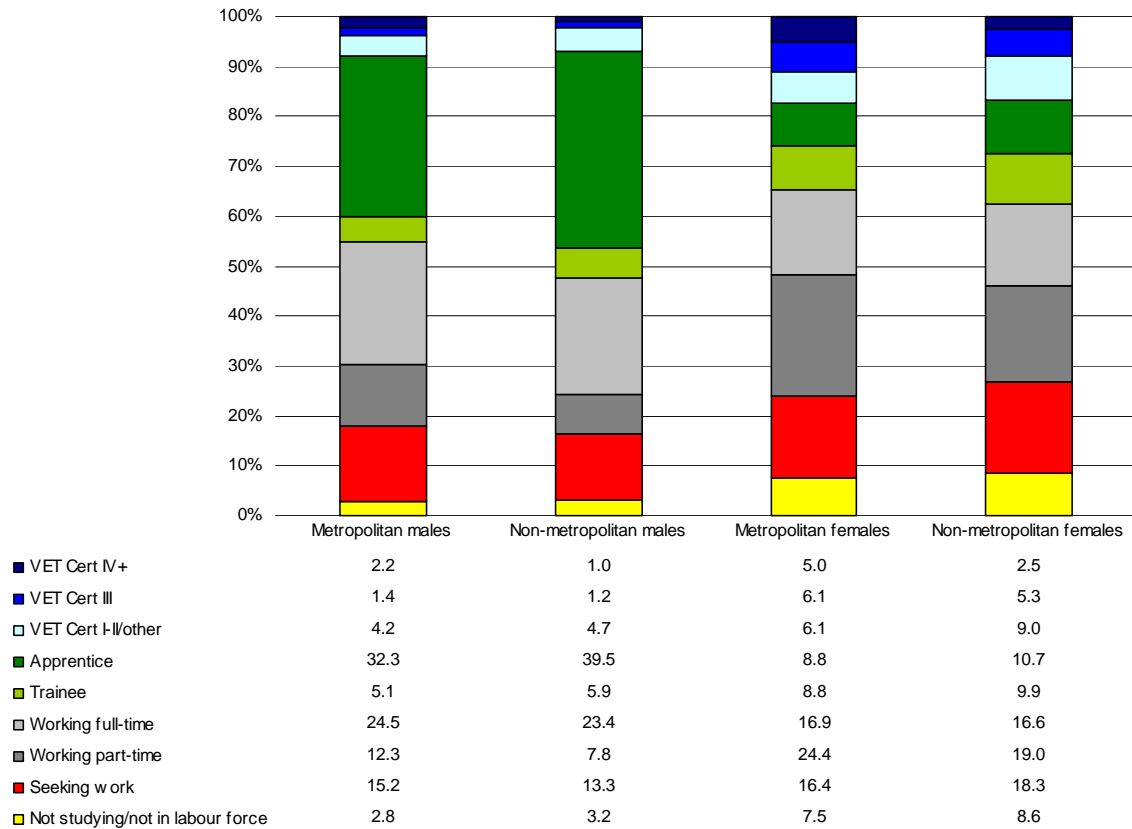


Note: Metropolitan/non-metropolitan location based on address of school attended in 2007.



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 non-metropolitan females compared with their metropolitan peers (39.5 per cent compared to 32.3 per cent for males and 10.7 per cent compared to 8.8 per cent for females).

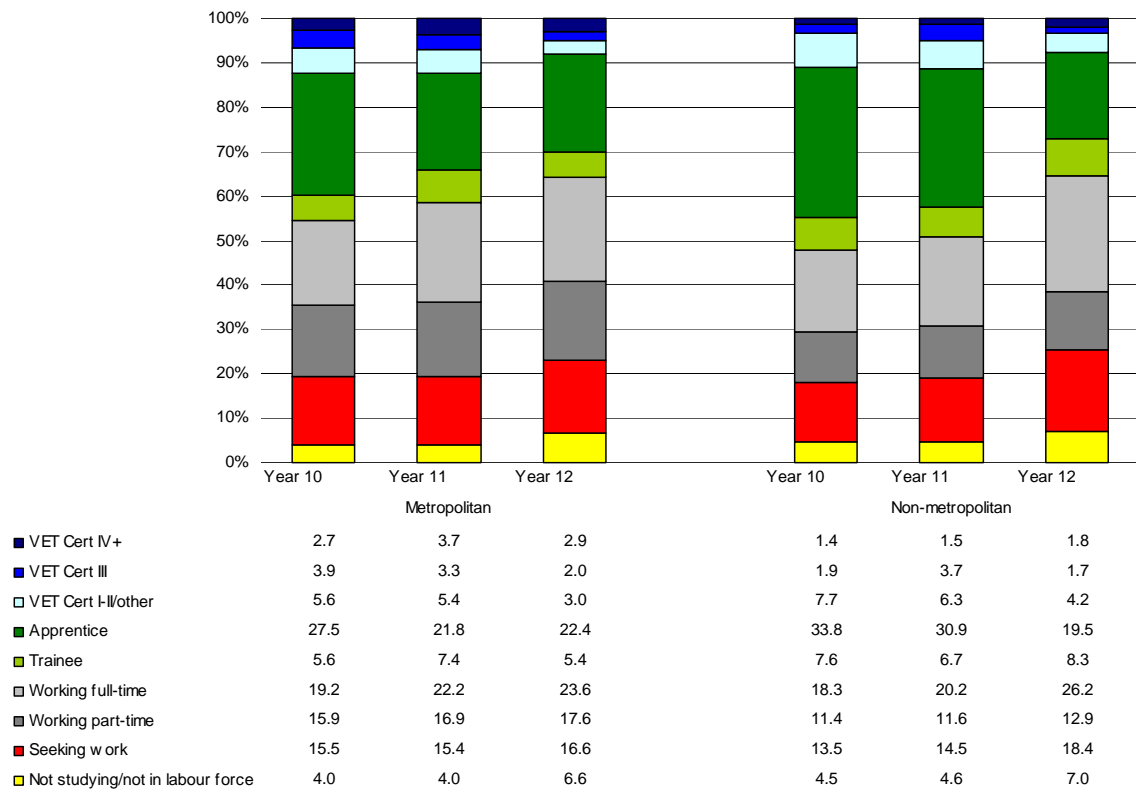
**Figure 6.2 Main destinations of early leavers, by metropolitan/non-metropolitan location, by sex, Queensland 2008**



Note: Metropolitan/non-metropolitan location based on address of school attended in 2007.

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. However, differences between year levels are more distinct among the group of non-metropolitan early leavers. For example, rate of transition to full-time work among non-metropolitan early leavers increased from 18.3 per cent for those who left school during Year 10 to 26.2 per cent for Year 12 early leavers. The same pattern exists among the metropolitan cohort, but the differences were smaller (19.2 per cent of Year 10 early leavers commenced full-time work, compared with 23.6 per cent of Year 12 early leavers).

**Figure 6.3 Main destinations of early leavers, by metropolitan/non-metropolitan location, by year level, Queensland 2008**



Note: Metropolitan/non-metropolitan location based on address of school attended in 2007.

## EQ zone groups

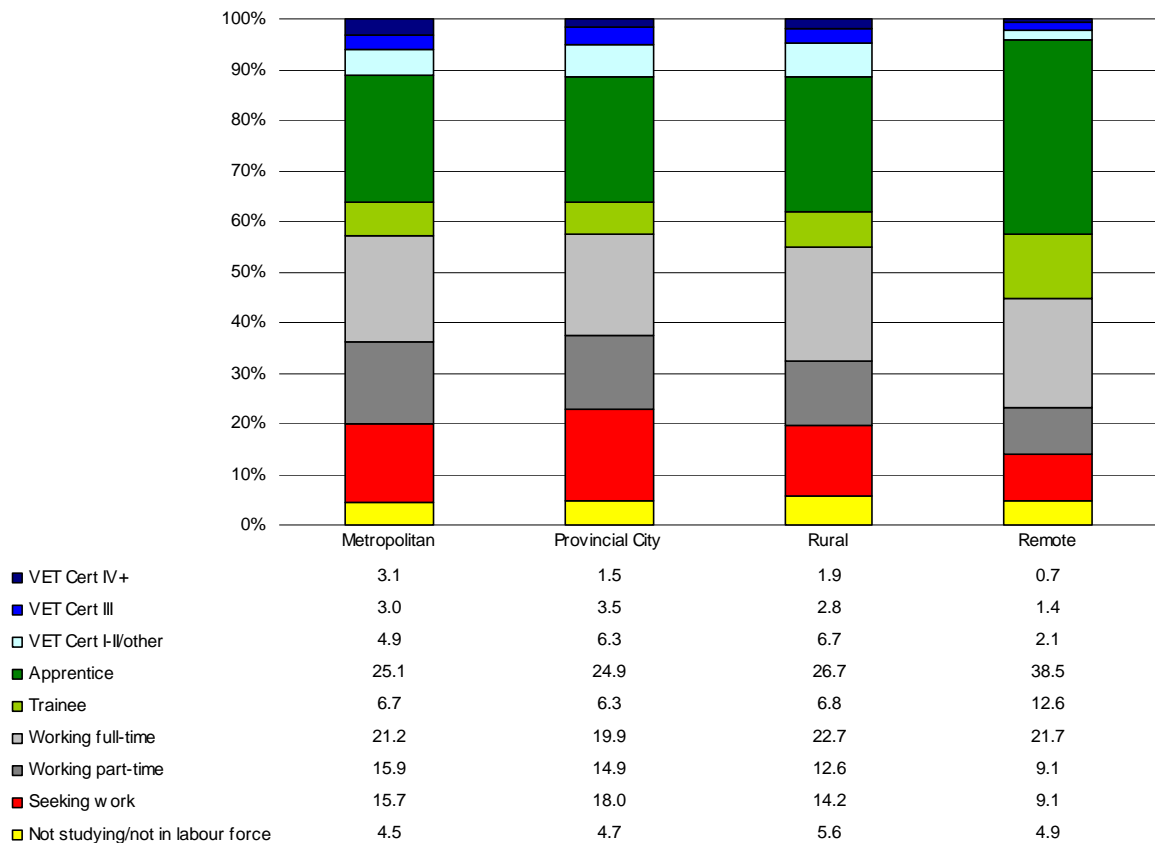
The survey data was also analysed by EQ zone groups, which allocate students on the basis of the school they attended to categories based on remoteness and population size of location.

Using this analysis, Figure 6.4 shows that transition to most destination categories was relatively stable across metropolitan, provincial city and rural zone groups, however destination patterns for remote areas differed from the other zones.

Early leavers from remote areas were less likely to undertake campus-based VET programs (4.2 per cent compared with 11.0 per cent or more for the other zones). However by way of contrast, the rate of transition to apprenticeships and traineeships was higher in remote areas of Queensland (51.0 per cent) compared with non-remote zones (between 31.2 per cent and 33.5 per cent).

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 was twice as high in the provincial cities (18.0 per cent) as remote areas (9.1 per cent), while the proportion 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 2008**



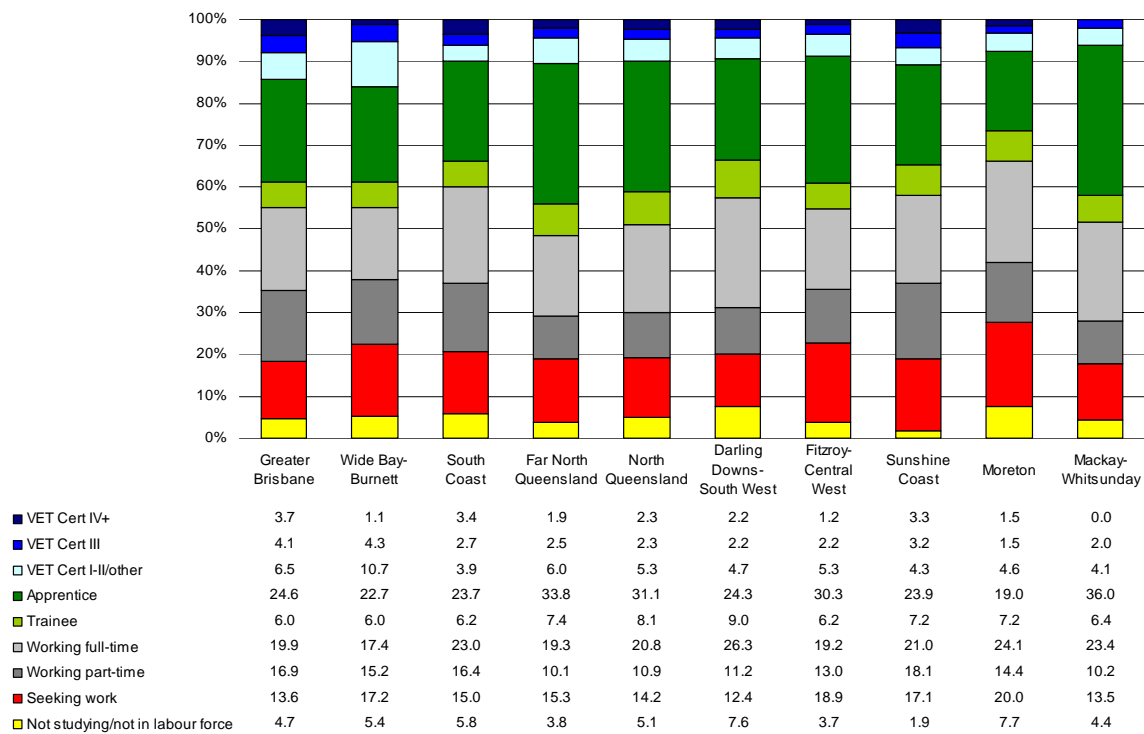
Note: EQ zone groups based on address of school attended in 2007.

## 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 Far North and North Queensland (51.5 per cent and 49.1 per cent respectively), closely followed by Mackay-Whitsunday (48.5 per cent), while it was lowest in Moreton (33.8 per cent) and South Coast (39.9 per cent). However, transition to campus-based VET study was highest for Wide Bay-Burnett (16.1 per cent) and Greater Brisbane (14.2 per cent).

The proportion of early leavers who were not in education or training and either seeking work or not in the labour force ranged between 17.8 per cent for Mackay-Whitsunday to 27.7 per cent for Moreton.

**Figure 6.5 Main destinations of early leavers, by EQ regions, Queensland 2008**



Note: EQ regions based on address of school attended in 2007.

# Chapter 7

## Main destinations of early leavers by sub-groups

This chapter examines the main destinations of early leavers according to Indigenous status and socioeconomic status. An examination of main destinations by sex, year level and geographic location is provided in the earlier chapters.

### Indigenous status

There were 386 early leavers who were identified as Aboriginal or Torres Strait Islander, which made up 6.5 per cent of all early leavers from 2007. The following tables and figures provide analysis of the destinations of Indigenous and non-Indigenous early leavers.

Care should be taken when forming conclusions about the destinations of Indigenous early leavers due to the small numbers involved and the low response rate achieved (38.1 per cent). In particular, caution 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 (13.5 per cent compared to 26.6 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 (18.7 per cent compared to 21.6 per cent) but a similar rate of transition to part-time work (14.5 per cent and 14.8 per cent respectively). Young Indigenous people also had a higher representation in the group of early leavers seeking work (25.4 per cent compared to 14.7 per cent) and not studying and not in the labour force (9.6 per cent compared to 4.5 per cent).

**Table 7.1 Main destinations of early leavers, by Indigenous status, Queensland 2008**

	Non-Indigenous		Indigenous	
	no.	%	no.	%
VET Cert IV+	144	2.6	7	1.8
VET Cert III	168	3.0	8	2.1
VET Cert I-II/other	299	5.4	23	6.0
Apprentice	1 471	26.6	52	13.5
Trainee	370	6.7	33	8.5
<b>(Total VET)</b>	<b>(2 452)</b>	<b>(44.4)</b>	<b>(123)</b>	<b>(31.9)</b>
Working full-time	1 191	21.6	72	18.7
Working part-time	819	14.8	56	14.5
Seeking work	814	14.7	98	25.4
Not studying/not in labour force	246	4.5	37	9.6
<b>Total</b>	<b>5 522</b>	<b>100.0</b>	<b>386</b>	<b>100.0</b>

**Figure 7.1 Main destinations of early leavers, by Indigenous status, Queensland 2008**

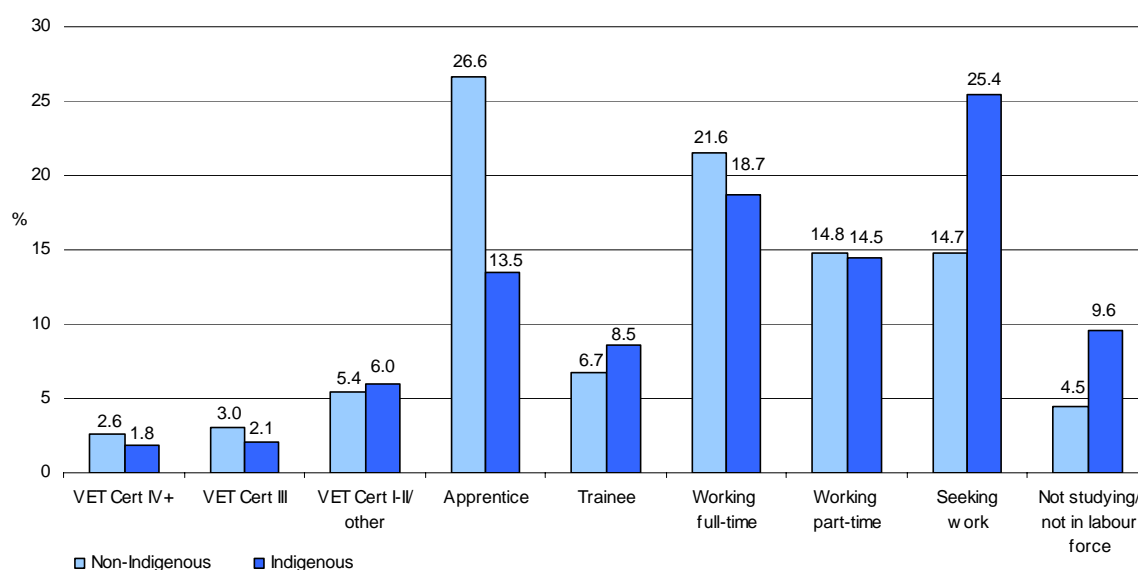


Figure 7.2 reports the main destinations of Indigenous early leavers by sex. Gender differences follow a similar pattern to those observed among the broader early leaver group, with males more likely to enter apprenticeships (19.2 per cent compared to 4.1 per cent for females) and more likely to commence full-time work with no further education or training (24.2 per cent compared to 9.6 per cent). In contrast, female early leavers were more likely than males to be working part-time (20.5 per cent compared to 10.8 per cent), or to not be in the labour force (15.8 per cent compared with 5.8 per cent), which again is similar to the patterns observed among the broader population of early leavers.

**Figure 7.2 Main destinations of Indigenous early leavers, by sex, Queensland 2008**

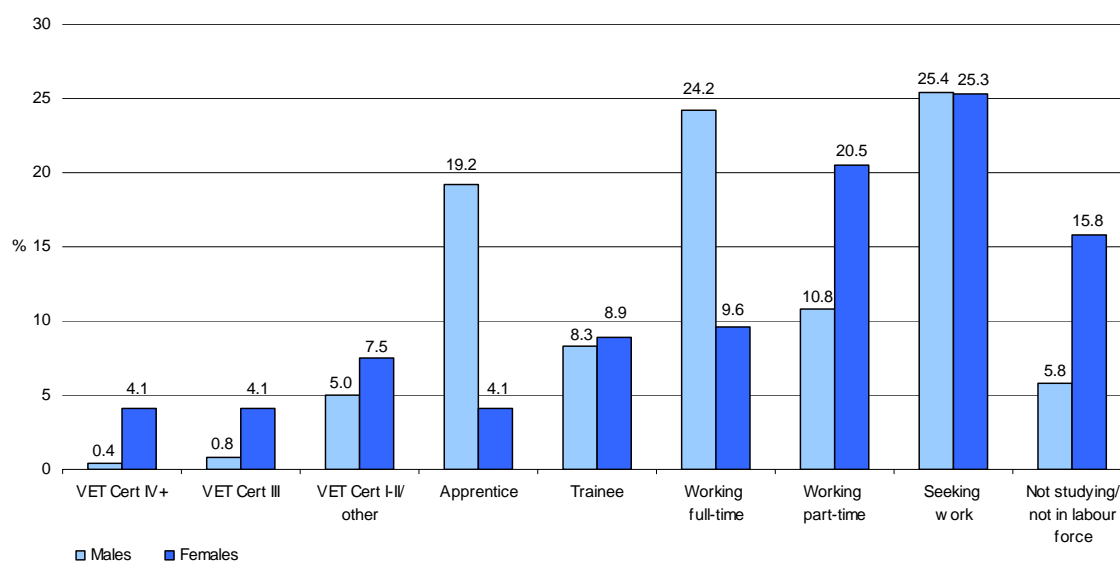
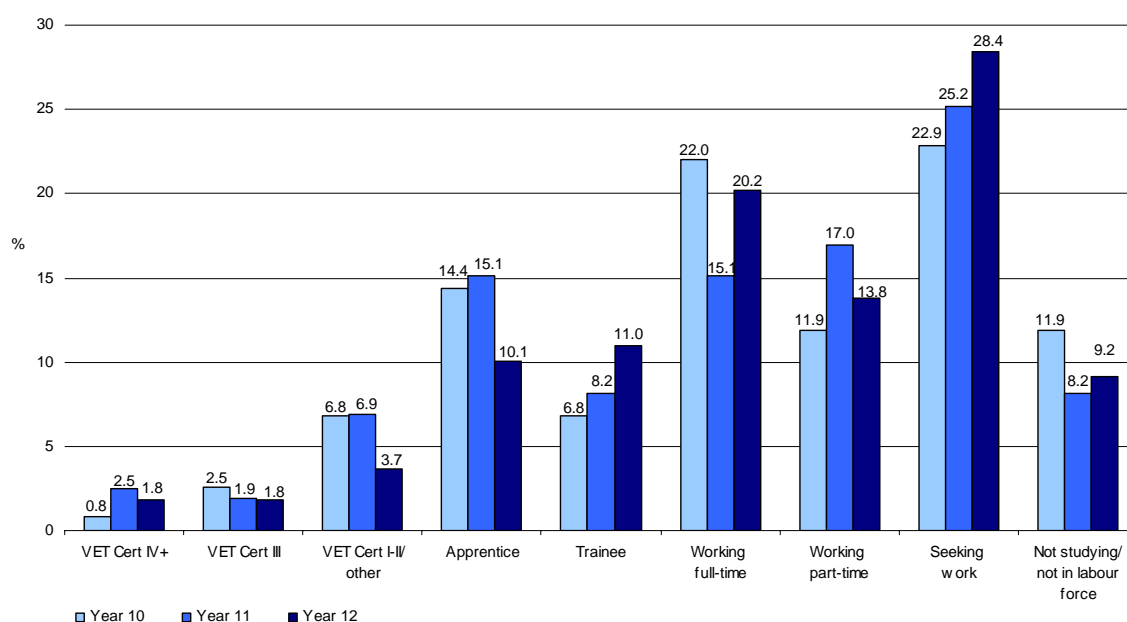


Figure 7.3 shows the main destinations of Indigenous early leavers by year level. The patterns which are evident from this analysis are similar to the overall patterns for early leavers, with more volatility due to the smaller number of responses.

However in contrast with the broader population, Indigenous early leavers from Year 10 had a particularly high rate of transition to full-time work with no further education or training (22.0 per cent) compared with 15.1 per cent for Year 11 leavers and 20.2 per cent for Year 12 early leavers. Indigenous Year 12 leavers were also more likely to commence traineeships (11.0 per cent) than those who left in the earlier years (6.8 per cent for Year 10 and 8.2 per cent for Year 11).

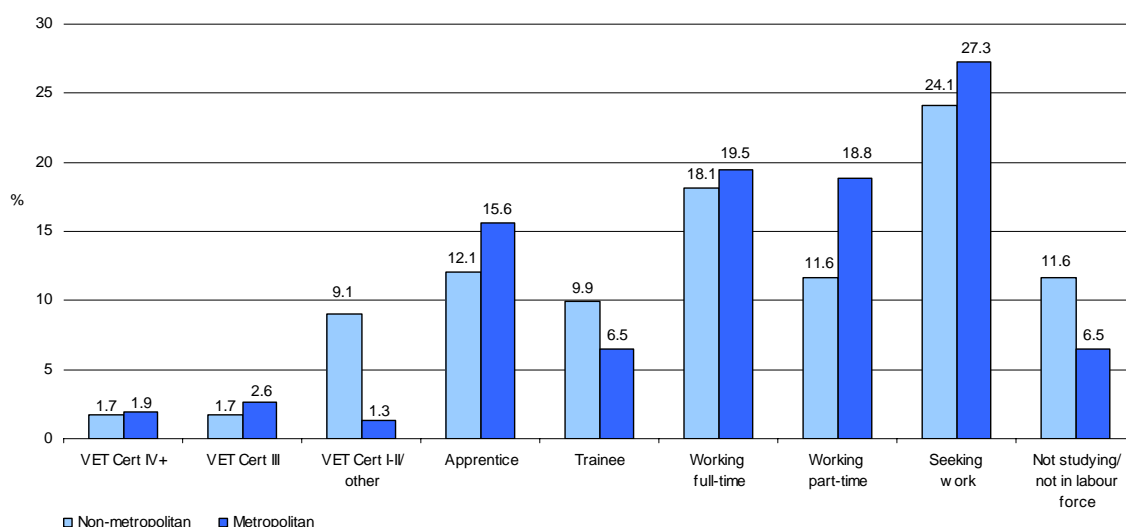
**Figure 7.3 Main destinations of Indigenous early leavers, by year level, Queensland 2008**



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 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 (38.3 per cent) compared with their non-metropolitan counterparts (29.7 per cent).

Indigenous early leavers in metropolitan regions were more likely to commence apprenticeships, while those in non-metropolitan regions were more likely to commence traineeships.

**Figure 7.4 Main destinations of Indigenous early leavers, by metropolitan/non-metropolitan location, Queensland 2008**



Note: Metropolitan/non-metropolitan location based on address of school attended in 2007.

## Socioeconomic status

The Australian Bureau of Statistics' Socio-Economic Indexes for Areas (SEIFA), based on students' home addresses, has been used to analyse the main destinations of early leavers by socioeconomic status. More specifically, the Index of Relative Socioeconomic Disadvantage was used for all analysis.

This analysis has found that socioeconomic status (SES) of early leavers is strongly associated with their post-school destinations, as illustrated in Table 7.2 and Figure 7.5.

Transition to post-school education and training overall was strongly associated with socioeconomic status, increasing consistently from 35.9 per cent for the lowest SES quartile to 48.5 per cent for the highest SES quartile. Transition to apprenticeships exhibited the largest social trend. Early leavers from the highest socioeconomic quartile were one and a half times more likely than those from the lowest socioeconomic quartile to enter apprenticeships (28.9 per cent compared to 19.3 per cent). Rates of entry to VET Certificate IV and above also increased as socioeconomic status increased (1.5 per cent in the lowest SES quartile compared with 3.8 per cent in the highest SES quartile), while rates of entry to VET Certificate III and below were relatively consistent across socioeconomic levels.

The proportion of early leavers who were seeking work or not in the labour force was greatest among those from the lowest SES quartile (27.2 per cent). In contrast, these categories accounted for between 16.7 per cent and 18.5 per cent within the higher three quartiles.

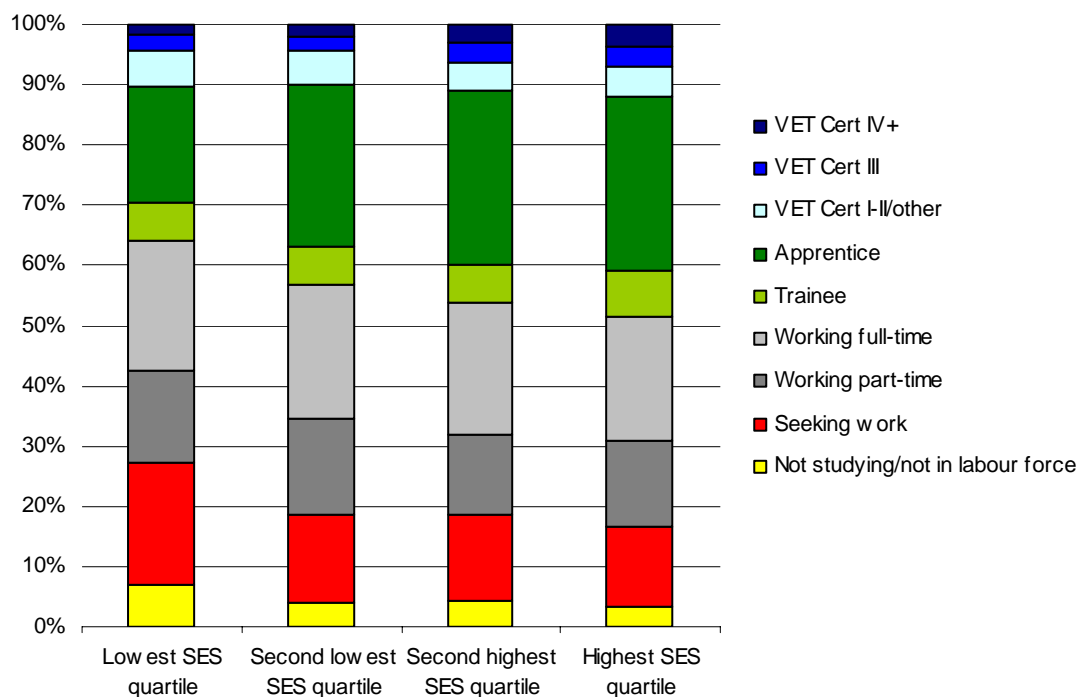


**Table 7.2 Main destinations of early leavers, by socioeconomic status, Queensland 2008**

		Lowest SES quartile	Second lowest SES quartile	Second highest SES quartile	Highest SES quartile
VET Cert IV+	no.	22	28	45	54
	%	1.5	1.9	3.1	3.8
VET Cert III	no.	42	36	44	44
	%	2.9	2.5	3.1	3.1
VET Cert I-II/other	no.	82	80	68	75
	%	5.7	5.6	4.7	5.2
Apprentice	no.	276	384	413	415
	%	19.3	26.7	28.8	28.9
Trainee	no.	92	94	93	108
	%	6.4	6.5	6.5	7.5
<b>(Total VET)</b>	<b>no.</b>	<b>(514)</b>	<b>(622)</b>	<b>(663)</b>	<b>(696)</b>
	<b>%</b>	<b>(35.9)</b>	<b>(43.3)</b>	<b>(46.2)</b>	<b>(48.5)</b>
Working full-time	no.	311	317	314	296
	%	21.7	22.1	21.9	20.6
Working part-time	no.	217	232	191	203
	%	15.2	16.2	13.3	14.2
Seeking work	no.	289	207	202	189
	%	20.2	14.4	14.1	13.2
Not studying/not in labour force	no.	101	58	64	50
	%	7.1	4.0	4.5	3.5
<b>Total</b>	<b>no.</b>	<b>1 432</b>	<b>1 436</b>	<b>1 434</b>	<b>1 434</b>
	<b>%</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>

Note: This table excludes 172 early leavers with PO Box addresses for whom socioeconomic status could not be determined.

**Figure 7.5 Main destinations of early leavers, by socioeconomic status, Queensland 2008**



Note: Socioeconomic status is based on residential address.

# Appendixes

## Appendix 1

**Table A1A Fields of study**

Field of Study	Examples
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).

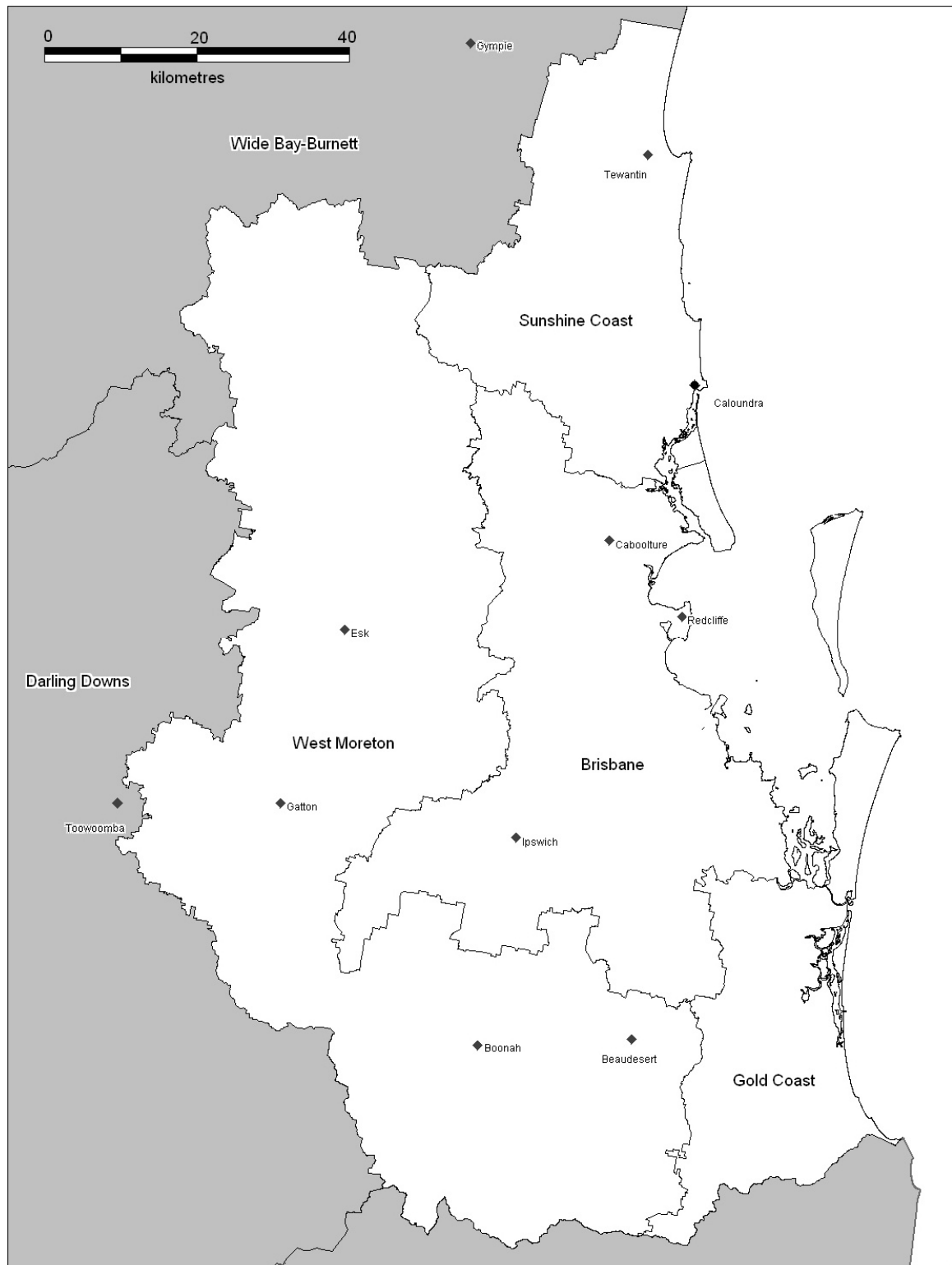
**Table A1B Industry categories**

Industry category	Examples of occupations in this industry
Retail Trade	Sales Assistant, Cashier, Storeperson, Retail Trainee, Shelf Filler, Pharmacy Assistant, Console Operator
Accommodation & Food Services	Waiter, Bartender, Kitchen Hand, Pizza Maker, Apprentice Chef, Fast Food Server, Hotel Receptionist
Construction	Labourer, Apprentice Carpenter/Tiler/Bricklayer/Painter/Plumber/Plasterer/Roofer, Trades Assistant
Manufacturing	Factory Hand, Apprentice Joiner/Fitter/Boilermaker/Cabinet Maker, Labourer, Machine Operator
Health Care & Social Assistance	Dental Assistant, Personal Carer, Child Care Assistant, Nanny, Medical Receptionist, Nursing Assistant
Agriculture, Forestry & Fishing	Fruit Picker/Packer, Farm/Station Hand, Nursery Assistant, Market Gardener, Deck Hand
Education & Training	Teacher Aide, Tutor, Swimming Instructor, Music Teacher, Administration Assistant, Sports Coach, Library Assistant
Electricity, Gas, Water & Waste Services	Apprentice Electrician/Linesman/Plumber/Refrigeration Mechanic, Garbage Truck Driver
Rental, Hiring & Real Estate Services	Sales Trainee, Office Assistant, Trainee Property Manager, Receptionist, Video Store Clerk
Information Media & Telecommunications	Cinema Attendant, Cadet Journalist, Library Assistant, Telecommunications Trainee, Data Entry Clerk
Transport, Postal & Warehousing	Courier, Customs Clerk, Furniture Removalist, Ticket Inspector, Air Hostess, Mail Sorter, Transport Officer
Financial & Insurance Services	Bank Teller, Administrative Assistant, Accounts Clerk, Loans Processor, Trainee Accountant, Customer Service Operator
Wholesale Trade	Warehouse Clerk, Storeperson, Driver, Packer, Factory Hand, Labourer, Cleaner
Public Administration & Safety	Defence Cadet, Administrative Officer, Soldier, Trainee Firefighter, Police Cadet, Locksmith
Administrative & Support Services	Call Centre Operator, Gardener, Trainee Travel Agent, Cleaner, Office Assistant, Telemarketer
Mining	Apprentice Fitter/Electrician/Boilermaker, Plant Operator, Drillers Assistant, Laboratory Assistant, Office Assistant
Arts & Recreation Services	Fitness Instructor, Theatre Attendant, Netball Umpire, Theme Park Host, Lifeguard, Museum Attendant
Professional, Scientific & Technical Services	Laboratory Assistant, Trainee Draftsperson, Software Technician, IT Trainee
Other Services	Apprentice Mechanic/Panel Beater, Apprentice Hairdresser, Parking Attendant, Trainee Beautician, Photo Lab Assistant

Note: Industry categories based on the Australian and New Zealand Standard Industrial Classification (ABS cat. no. 1292.0).

## Appendix 2

Figure A2A Metropolitan areas of Queensland – Brisbane, Gold Coast, Sunshine Coast and West Moreton Statistical Divisions, ABS, 2007



## Appendix 3

Table A3A 2008 *Early Leavers* survey instrument

ID	Question	Sequence guide
<b>First</b>	[Hello, could I speak to [respondent name] please. My name is [interviewer name] calling from the Government Statistician's Office. We're following up people who left school or changed schools before completing Year 12. [We previously started an interview which I'm calling back to complete]]	
<b>Introm</b>	<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 school or changed schools before completing Year 12. 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>
<b>Intro1</b>	<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>
<b>Good</b>	<p>Good, thankyou. 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>
<b>Q1</b>	<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>

<b>Q2</b>	Do you have more than one job?  1 Yes 2 No 99 Refused	→ Q3
<b>Q3</b>	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')  1 Sales assistant 2 Food handler 3 Clerk, receptionist, secretary 4 Waiter/waitress 5 Building and construction skilled worker 6 Store person 7 Childcare/education-related worker 8 Health, fitness, hair and beauty worker 9 Gardener, farmer, animal worker 10 Motor vehicle service and repair 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 98 Don't know/can't remember 99 Refused	If >0 response → Q4 Otherwise → Q3a
<b>Q3a</b>	(INTERVIEWER: Enter the job description)	→ Q4
<b>Q4</b>	Are you an apprentice or trainee?  1 Yes – apprentice 2 Yes – trainee 3 No 99 Refused	→ Q5

<b>Q5</b>	<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> <ul style="list-style-type: none"> <li>1 Retail trade</li> <li>2 Accommodation and food services</li> <li>3 Construction</li> <li>4 Manufacturing</li> <li>5 Health care and social assistance</li> <li>6 Agriculture, forestry and fishing</li> <li>7 Education and training</li> <li>8 Electricity, gas, water and waste services</li> <li>9 Rental, hiring and real estate services</li> <li>10 Information media and telecommunications</li> <li>11 Transport, postal and warehousing</li> <li>12 Finance and insurance services</li> <li>13 Wholesale trade</li> <li>14 Public administration and safety</li> <li>15 Administrative and support services</li> <li>16 Mining</li> <li>17 Arts and recreation services</li> <li>18 Professional, scientific and technical services</li> <li>19 Other services</li> <li>20 Other (please specify)</li> <li>99 Refused</li> </ul>	→ Q6
<b>Q6</b>	<p>Is your [main] job a casual job?</p> <ul style="list-style-type: none"> <li>1 Yes</li> <li>2 No</li> <li>98 Don't know</li> <li>99 Refused</li> </ul>	→ Q7
<b>Q7</b>	<p>On average, how many hours do you work each week in your [main] job?</p> <p><i>Numeric</i></p> <ul style="list-style-type: none"> <li>998 Don't know/can't remember</li> <li>999 Refused</li> </ul>	If Q2=1 → Q8 Otherwise → Q12
<b>Q8</b>	<p>On average, how many hours do you work each week in all your jobs?</p> <p>(NB. Average hours for respondent's main job = %Q7)</p> <p><i>Numeric</i></p> <ul style="list-style-type: none"> <li>998 Don't know/can't remember</li> <li>999 Refused</li> </ul> <p>(ERROR MESSAGE: If Q8&lt;Q7 then: INVALID INPUT – PLEASE RE-ENTER Average hours for all jobs must be greater than average for their main job)</p>	→ Q12

<b>Q9</b>	(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)  Are you....  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	1 → Q12 2 → Q12 3 → Q10 99 → Q12
<b>Q10</b>	What are the reasons you are currently not looking for work? (INTERVIEWER: Respondents can give more than one reason. Prompt with "Any others?")  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 Not working because of a disability v010a_11 Travel v010a_12 Sports commitments v010a_13 Student exchange v010a_14 Health reasons v010a_15 Other (please specify) v010a_16 Don't know/can't say v010a_17 Refused	If >1 response → Q11 Otherwise → Q12
<b>Q11</b>	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)  <i>Numeric</i> 98 Don't know/can't remember 99 Refused	→ Q12
<b>Q12</b>	Are you currently studying? (INTERVIEWER: If respondent says 'yes', ask "Is that full-time or part-time?")  1 Yes – full-time 2 Yes – part-time 3 No – not studying 99 Refused	If (3 or 99) AND Q4=(1or2) → Q12a Else if (3 or 99) → Q21 Otherwise → Q13



<b>Q12a</b>	<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>
<b>Q13</b>	<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 Study at home via correspondence  9 Armed forces  10 Other (please specify)  98 Don't know  99 Refused</p>	<p>1 → Q17  Otherwise → Q14</p>
<b>Q14</b>	<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 Bridging course  12 Other (please specify)  98 Don't know  99 Refused</p>	<p>If (8, 9 or 10) → Q16c  Otherwise → Q15</p>

<b>Q15</b>	<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"> <li>1 Society and culture</li> <li>2 Management and commerce</li> <li>3 Health</li> <li>4 Natural and physical sciences</li> <li>5 Engineering and related technologies</li> <li>6 Education</li> <li>7 Creative arts</li> <li>8 Food, hospitality and personal services</li> <li>9 Information technology</li> <li>10 Architecture and building</li> <li>11 Agriculture, environmental and related studies</li> <li>12 Mixed field programs</li> <li>13 Other (please specify)</li> <li>98 Don't know</li> <li>99 Refused</li> </ol>	→ Q16
<b>Q16</b>	<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"> <li>1 Brisbane North Institute of TAFE</li> <li>2 Central Queensland Institute of TAFE</li> <li>3 Gold Coast Institute of TAFE</li> <li>4 Cooloola Sunshine Institute of TAFE</li> <li>5 Southbank Institute of TAFE</li> <li>6 Metropolitan South Institute of TAFE</li> <li>7 Southern Queensland Institute of TAFE</li> <li>8 Bremer Institute of TAFE</li> <li>9 Wide Bay Institute of TAFE</li> <li>10 Barrier Reef Institute of TAFE</li> <li>11 Tropical North Institute of TAFE</li> <li>12 Qantm College</li> <li>13 Australian College of Natural Medicine</li> <li>14 Private training colleges</li> <li>15 Other Queensland TAFEs</li> <li>999 Other institution</li> </ol>	999 → Q16a Otherwise → Q16b
<b>Q16a</b>	Enter the name of the institution and campus	→ INFO

<p><b>Q16b</b></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 = Cooloolala 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>7 = Southern Queensland Institute of TAFE  1 = 'Charleville'  2 = 'Cherbourg'  3 = 'Chinchilla'  4 = 'Dalby'  5 = 'Kingaroy'  6 = 'Roma'  7 = 'Stanthorpe'  8 = 'Toowoomba'  9 = 'Warwick'  10 = 'Other Campus'</p>	<p>→ INFO</p>
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	<p>8 = Bremer Institute of TAFE  1 = 'Boonah'  2 = 'Bundamba'  3 = 'Goodna'  4 = 'Inala'  5 = 'Ipswich'  6 = 'Springfield'  7 = 'Other campus'</p> <p>9 = Wide Bay Institute of TAFE  1 = 'Bundaberg'  2 = 'Gayndah'  3 = 'Hervey Bay'  4 = 'Maritime Training Centre'  5 = 'Maryborough'  6 = 'Other campus'</p> <p>10 = Barrier Reef Institute of TAFE  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> <p>11 = Tropical North Institute of TAFE  1 = 'Atherton'  2 = 'Bamaga'  3 = 'Cairns'  4 = 'Innisfail'  5 = 'Mareeba'  6 = 'Mossman'  7 = 'Thursday Island'  8 = 'Tully'  9 = 'Other campus'</p> <p>12 = Qantm College  1 = 'Brisbane campus'</p> <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>	
<b>Q16c</b>	<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</p>	<p>If 1 response → INFO  Otherwise → Q16d</p>

<b>Q16d</b>	<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> <p><i>Numeric</i> 98 Don't know/can't remember 99 Refused</p>	→ INFO
<b>Q17</b>	<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
<b>Q18</b>	<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>	If Q17=1 → INFO Otherwise → Q19
<b>Q19</b>	<p>Which of the following statements are reasons why you changed school?  (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_98 Don't know v019c_99 Refused</p>	If 1 response → INFO Otherwise → Q20
<b>Q20</b>	<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> <p><i>Numeric</i> 98 Don't know/can't remember 99 Refused</p>	→ INFO

<p><b>Q21</b></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            Wanted to work to qualify for the independent Youth Allowance  v020c_3            Working in order to finance further study  v020c_4            Wanted a break from study (e.g. travel)  v020c_5            Don't feel ready for study at the moment  v020c_6            Find the course fees and other costs are a barrier  v020c_7            Don't meet the entry criteria for the program I want to do  v020c_8            Would have to move away from home  v020c_9            Am not interested in further study  v020c_10           Undecided and considering options  v020c_11           Waiting for course/training to begin  v020c_12           Don't know/can't say  v020c_13           Believe there is too much travel involved  v020c_14           Have family commitments  v020c_15           The costs of travel are a barrier  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           Working to save money  v020c_27           Refused</p>	<p>If 1 response → INFO  Otherwise → Q22</p>
<p><b>Q22</b></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><i>Numeric</i>  98 Don't know/can't remember  99 Refused</p>	<p>→ INFO</p>
<p><b>INFO</b></p>	<p>Well that's the end of the interview. If you have any additional questions regarding this survey you can ring our freecall number 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>