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Early Leavers 2009

A report on the destinations of
young people who left Queensland
Government schools in Years 10, 11
and prior to completing Year 12
in 2008



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Queensland
Government



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Glossary

ABS	Australian Bureau of Statistics — the central statistical authority for the Australian Government. The ABS provides the official national source of statistics for use by the government and the community.
AQF	The Australian Qualifications Framework (commonly known as the AQF) is a unified system of national qualifications in schools, vocational education and training (TAFEs and private providers) and the higher education sector (mainly universities).
ARIA	Accessibility/Remoteness Index of Australia — measures remoteness in terms of access along the road network from 11 340 populated localities to four categories of services centres.
ASGC	The Australian Standard Geographical Classification (ASGC) is a hierarchical geographical classification, defined by the ABS, which is used in the collection and dissemination of official statistics. The ASGC provides a common framework of statistical geography and thereby enables the production of statistics which are comparable and can be spatially integrated.
CATI	Computer-assisted telephone interviewing — a type of telephone interviewing in which the interviewer keys answers to questions as they are received onto a data entry keyboard.
Casual work	Casual workers do not have permanency or paid leave entitlements (such as sick leave and holiday leave). They usually receive a higher rate of pay to compensate for this.
DET	Department of Education and Training.
ETRF	Education and Training Reforms for the Future is a Queensland Government policy direction for the future of all stages of education (preschool through to senior schooling), vocational education and training, and employment.
FT	Full-time.
Full-time work	The ABS definition of an employed person who usually works 35 hours or more a week (in all jobs).
Indigenous	Refers to people who identified themselves as being of Aboriginal or Torres Strait Islander origin.
LBOTE	Language background other than English is now used nationally in preference to 'non-English speaking background' (NESB). For the purpose of this report, international visa students have been excluded from this category.
EQ Zones	A geographic classification based on type of population centre, size of population and ARIA score. The EQ Zones discussed in this publication are Metropolitan, Provincial, Rural and Remote.
NILF	Not in the labour force — refers to people who are not working and not looking for work.
OGS	Office of the Government Statistician — the Queensland Government's lead statistical agency, which regularly conducts surveys with individuals, households and businesses to collect official statistics about issues of interest to government and to people in Queensland.

PT	Part-time.
Part-time Work	The ABS definition of an employed person who usually works less than 35 hours a week (in all jobs).
QSA	Queensland Studies Authority — the Queensland agency responsible for syllabus development, assessment and the transition to tertiary education and post-school destinations for Queensland students from preschool to Year 12.
Regional Queensland	Includes all ABS Statistical Divisions except Brisbane, Gold Coast, Sunshine Coast and West Moreton. See Appendix 2, Figure A2A.
SD	Statistical Division — an Australian Standard Geographical Classification (ASGC) defined area which represents a large, general purpose, regional type geographic area. SDs represent relatively homogeneous regions characterised by identifiable social and economic links between the inhabitants and between the economic units within the region, under the unifying influence of one or more major towns or cities.
SEIFA	Socio-Economic Indexes for Areas have been developed as way of assessing socioeconomic status across the population. SEIFA enable areas in Australia to be ranked according to four different indexes. One of these is the Index of Relative Socio-economic Disadvantage (IRSED). IRSED scores provide a method of determining and comparing levels of social and economic disadvantage in given areas at a given point in time.
SES	Socioeconomic status — a relative position in the community determined by occupation, income and amount of education.
South-East	Includes the ABS Statistical Divisions of Brisbane, Gold Coast, Queensland Sunshine Coast and West Moreton. See Appendix 2, Figure A2B.
TAFE	Technical and Further Education — a publicly funded post-secondary organisation that provides a range of technical and vocational education and training courses and other programs.
VET	Vocational education and training — post-compulsory education and training, excluding degree and higher level programs delivered by further education institutions, which provides people with occupational or work-related knowledge and skills. VET also includes programs which provide the basis for subsequent vocational programs.



Executive summary



Background

The *Early Leavers* 2009 report documents the results of the third statewide survey on the destinations of students who left Queensland Government schools in Years 10, 11 or early in Year 12 during 2008. 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 in three stages from:

- 21 October to 10 November 2008
- 19 February to 9 March 2009
- 4 June to 19 June 2009.

Responses were 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.

Student enrolment data was used to identify 12 036 individuals who were in scope of the survey. During the interview process 1328 individuals were identified as returning to school, leaving 10 708 early leavers in 2008. A total of 5888 interviews were completed, representing a 55.0 per cent response rate.

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



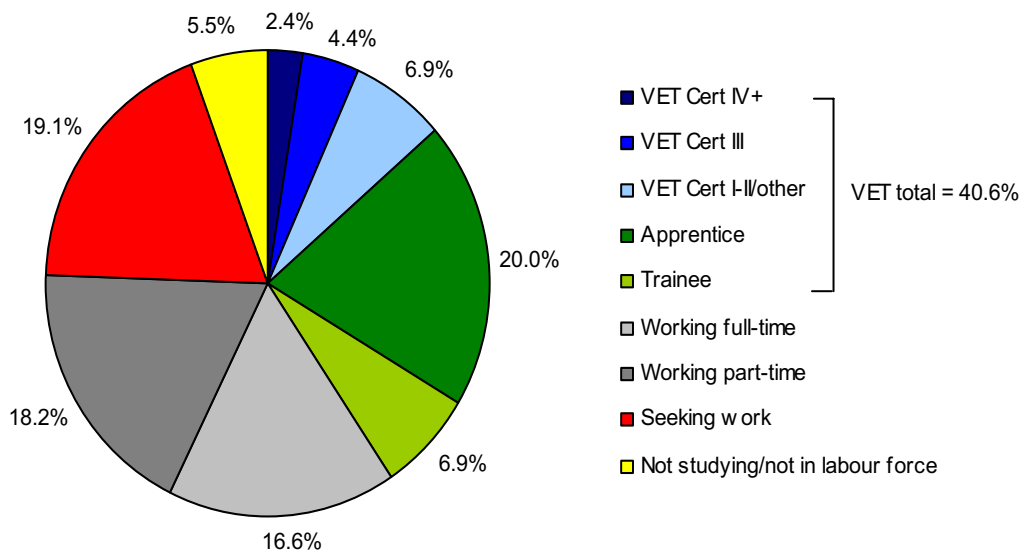
Summary of findings

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:

- three quarters of early leavers (75.4 per cent) were studying or in paid employment at the time of the survey
- four in ten (40.6 per cent) continued in some recognised form of education or training in the year after they left the government school system
- one quarter (26.9 per cent) were undertaking employment-based training as an apprentice or trainee
- almost six in ten of all early leavers (59.4 per cent) were not participating in education or training but had entered the labour force, with 16.6 per cent engaged in full-time work, 18.2 per cent in part-time work and 19.1 per cent looking for work.
- approximately one in every twenty early leavers (5.5 per cent) were neither studying nor in the labour force.

Figure ES1 Main destinations of early leavers, Queensland 2009



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

Table ES1 Main destination categorisations, *Early Leavers 2009*

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	Working full-time (35 hours or more per week) and not in a study or training destination. This includes people with part-time or casual jobs that total 35 hours or more
Working part-time	Working part-time or casual (fewer than 35 hours per week) and not in a study or training destination
Seeking work	Looking for work and not in a study or training destination
Not studying and not in the labour force	Not in study or training, not working and not looking for work

* Some students are also in the labour market.

Learning: Education and training destinations

The survey shows that 40.6 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 (63.8 per cent). This reflects the fact that almost two-thirds 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, Food, Hospitality and Personal Services, and Architecture and Building account for over six in ten of those early leavers continuing in some form of education or training (64.6 per cent), while Management and Commerce accounted for a further 12.4 per cent of enrolments.

TAFE Institutes were the largest providers of study to early leavers from Queensland Government schools, accounting for 64.2 per cent of all those in study. Private training colleges (including employers registered as private providers) form the next largest provider share (26.0 per cent).

The survey also showed that 79.2 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, 3944 early leavers (67.0 per cent) were working at the time of the survey.





Of these, one-third held a part-time job (33.7 per cent), with a further 26.1 per cent working full-time. Apprentices and trainees who predominantly work full-time made up 29.8 per cent and 10.3 per cent respectively.

More than half of the early leavers in employment (50.5 per cent) were working in just three occupational groups — Sales Assistants, Food Handlers, and Building and Construction Skilled Workers. The next most common occupations were Labourers which accounted for a further 9.8 per cent of workers.

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

Over one-third of all early leavers in paid employment (36.8 per cent) were working on a casual basis.

Not learning or earning

The survey identified 19.1 per cent of early leavers who were not learning, not earning but and seeking work, and a further 5.5 per cent who were not learning, not earning and not seeking work.

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

Of those who were not learning, not earning and not seeking work, the most common main reasons given by females for not continuing in study were family commitments and waiting for course to begin, while for males the most common main reasons were waiting for course to begin and not interested in further study.

Family commitments also featured prominently as the main reason for not seeking work among females who were not learning, not earning and not seeking work, while health reasons and a wish not to work were the most common main 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 (19.1 per cent compared to 10.0 per cent of males).
- Males were more than four times as likely as females to enter into a contract of training as an apprentice (28.6 per cent compared to 7.1 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 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 (63.9 per cent compared to 43.5 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 (49.2 per cent), compared with Labouring for males (27.8 per cent). The next most common areas of employment were Food Handlers for females and Sales Assistants 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 10 and Year 11 were more likely to commence apprenticeships (21.8 per cent and 20.7 per cent respectively) than early leavers from Year 12 (16.9 per cent). However transition to traineeships remained steady across year levels.

Among those who did not continue in education or training, those who left in Year 12 had a higher proportion entering full-time and part-time work than those who left in earlier years. Conversely, the proportion that were seeking work or not in the labour force was higher among those who left school during Year 10 compared with those who left in later years.

Geographic location

Destinations varied across geographic locations.

Transition to apprenticeships was stronger in Regional Queensland (23.8 per cent) compared to South-East Queensland (17.5 per cent), while early leavers in South-East Queensland were more likely to be working part-time with no further education or training (20.5 per cent compared to 14.8 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 (41.9 per cent).

Indigenous early leavers were less likely than their non-Indigenous peers to commence an apprenticeship (11.6 per cent compared to 20.6 per cent).

Indigenous early leavers had a higher representation than non-Indigenous early leavers in the group who were seeking work (34.1 per cent compared to 18.0 per cent) and not learning, not earning and not seeking work (11.1 per cent compared to 5.1 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 2009 were engaged in study or employment at the time of the survey (75.4 per cent).



Chapter 1

Introduction

Aims of the project

The *Early Leavers* 2009 report documents the results of the third statewide survey on the destinations of students who left Queensland Government schools in Years 10, 11 or early in Year 12 during 2008. 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 2009 *Early Leavers* survey is the third statewide survey of all early leavers from Queensland Government schools.

Methodology



The *Early Leavers* 2009 survey was conducted by the Department of Education and Training (DET) 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 2008. 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. In a change from previous surveys, the survey was conducted in three stages over 2008 and 2009 in an attempt to increase the response rate through more reliable data regarding their contact details.

Early leavers were identified through departmental enrolment records for the purpose of the survey. To represent more closely the group of students that are of interest in a policy context, young people in the following categories were removed from the list before it was provided to OGS:

- 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

The survey found that 1328 individuals identified as early leavers, had recommenced secondary school study. These students are summarised in Table 1.1 by current provider type. One quarter had enrolled at independent schools (25.2 per cent) with Catholic schools and government schools being the next most common secondary school providers (20.4 per cent and 18.1 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 2009

Secondary school provider	no.	%
Independent school	334	25.2
Catholic school	271	20.4
Government school	241	18.1
TAFE Institute	188	14.2
Private Training College	139	10.5
Other	155	11.7
Total	1 328	100.0

The removal of the 1328 individuals from the list of 12 036 early leavers provided to OGS left a total of 10 708 early leavers in scope of the 2008 survey.

Stage 1 of the survey was conducted between 21 October and 10 November 2008, Stage 2 was conducted between 19 February and 9 March 2009 with the third stage being conducted between 4 June and 19 June 2009. Responses were 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 5888 completed surveys were received.



Profile of early leavers

The 5888 responding early leavers had previously attended 249 government schools and colleges.

The key characteristics of those who responded were:

- 40.0 per cent were female and 60.0 per cent were male
- 60.1 per cent attended schools in South-East Queensland while 39.9 per cent attended schools in Regional Queensland
- 18.9 per cent left government schools during Year 10, while 57.1 per cent left in Year 11 and 24.0 per cent left early in Year 12 (49 early leavers could not be classified into Year Level)
- 6.4 per cent were Indigenous and 93.6 per cent were non-Indigenous.

Response rates

The survey achieved an overall response rate of 55.0 per cent, which is similar to the 52.7 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 (56.5 per cent) was higher than that of Indigenous early leavers (41.9 per cent).

The response rate for males was higher than that for females (59.6 per cent and 49.7 per cent respectively).

In total there were 2131 responses provided by proxies, which represents 36.2 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 2008 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:

- Campus-based VET students were 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 were 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) were not studying and not in training
- there is also a small group who were 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 were not studying and not in training.

Table 2.1 Main destination categorisations, *Early Leavers 2009*

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	Working full-time (35 hours or more per week) and not in a study or training destination. This includes people with part-time or casual jobs that total 35 hours or more
Working part-time	Working part-time or casual (fewer than 35 hours per week) and not in a study or training destination
Seeking work	Looking for work and not in a study or training destination
Not studying and not in the labour force	Not in study or training, not working and not looking for work

* Some students are also in the labour market.

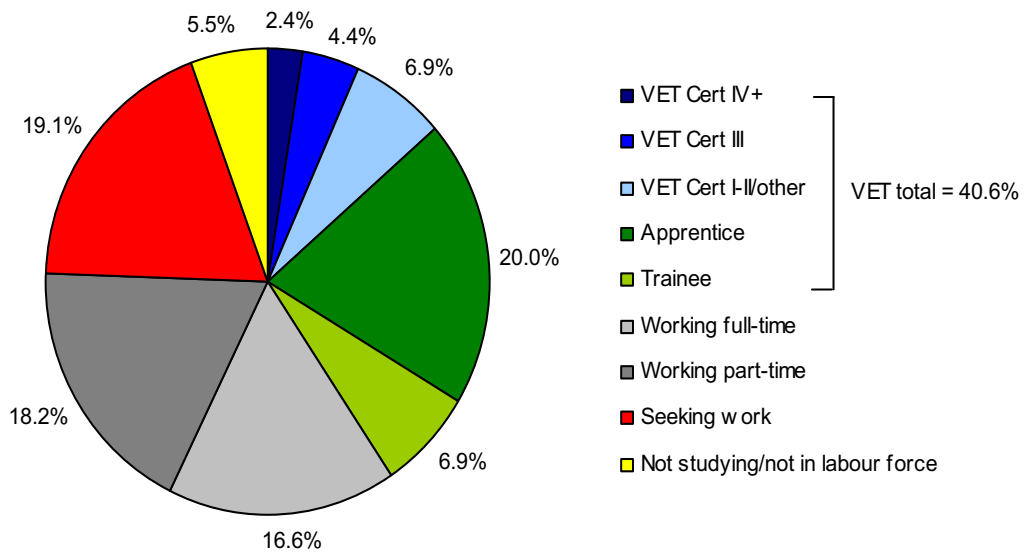


Figure 2.1 illustrates the main destinations of the 5888 early leavers in the 2009 survey. The survey showed that four in ten of all early leavers (40.6 per cent) continued in some recognised form of education or training in the year after they left government schools. One quarter (26.9 per cent) were undertaking an apprenticeship or traineeship, while a further 13.7 per cent were engaged in campus-based VET studies.

More than half of all early leavers (53.9 per cent) were not participating in education or training but had entered the labour force, with 16.6 per cent engaged in full-time work, 18.2 per cent in part-time work and 19.1 per cent looking for work.

Approximately one in twenty early leavers (5.5 per cent) were neither studying nor in the labour force.

Figure 2.1 Main destinations of early leavers, Queensland 2009



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 than males to enter campus-based study destinations, i.e. VET Certificates I-IV+ (19.1 per cent compared to 10.0 per cent). Males were more than three times as likely as females to enter into a contract of training as an apprentice (28.6 per cent compared to 7.1 per cent), while females were more likely than males to commence a traineeship (9.3 per cent compared to 5.3 per cent).

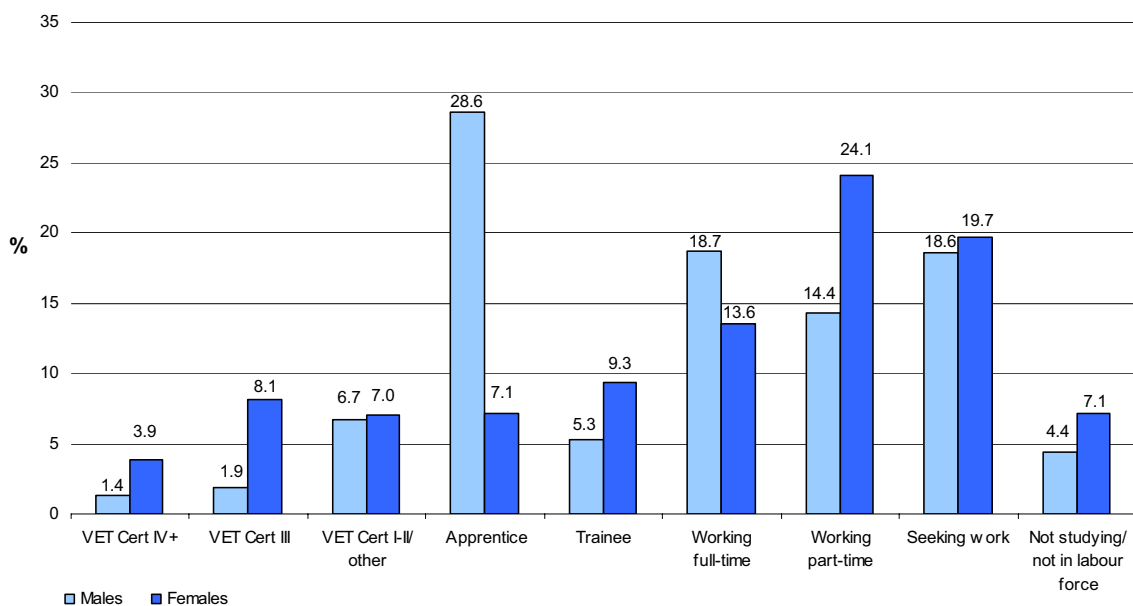
Males were more likely than females to be in full-time employment with no further education and training (18.7 per cent and 13.6 per cent respectively), while females were more likely to be working in part-time jobs with no further education and training (24.1 per cent compared to 14.4 per cent for males). Females were just as likely as males to be not studying and seeking work yet were more likely to be not studying and not in the labour force.

Table 2.2 Main destinations of early leavers, by sex, Queensland 2009

Destination	Males		Females		Total	
	no.	%	no.	%	no.	%
VET Cert IV+*	48	1.4	92	3.9	140	2.4
VET Cert III*	68	1.9	192	8.1	260	4.4
VET Cert I-II/other*	238	6.7	166	7.0	404	6.9
Apprentice	1 009	28.6	168	7.1	1 177	20.0
Trainee	188	5.3	220	9.3	408	6.9
(Total VET)	(1 551)	(43.9)	(838)	(35.6)	(2 389)	(40.6)
Working full-time	659	18.7	320	13.6	979	16.6
Working part-time	507	14.4	567	24.1	1 074	18.2
Seeking work	658	18.6	464	19.7	1 122	19.1
Not studying/not in labour force	156	4.4	168	7.1	324	5.5
Total	3 531	100.0	2 357	100.0	5 888	100.0

* Students not in apprenticeships or traineeships.

Figure 2.2 Main destinations of early leavers, by sex, Queensland 2009





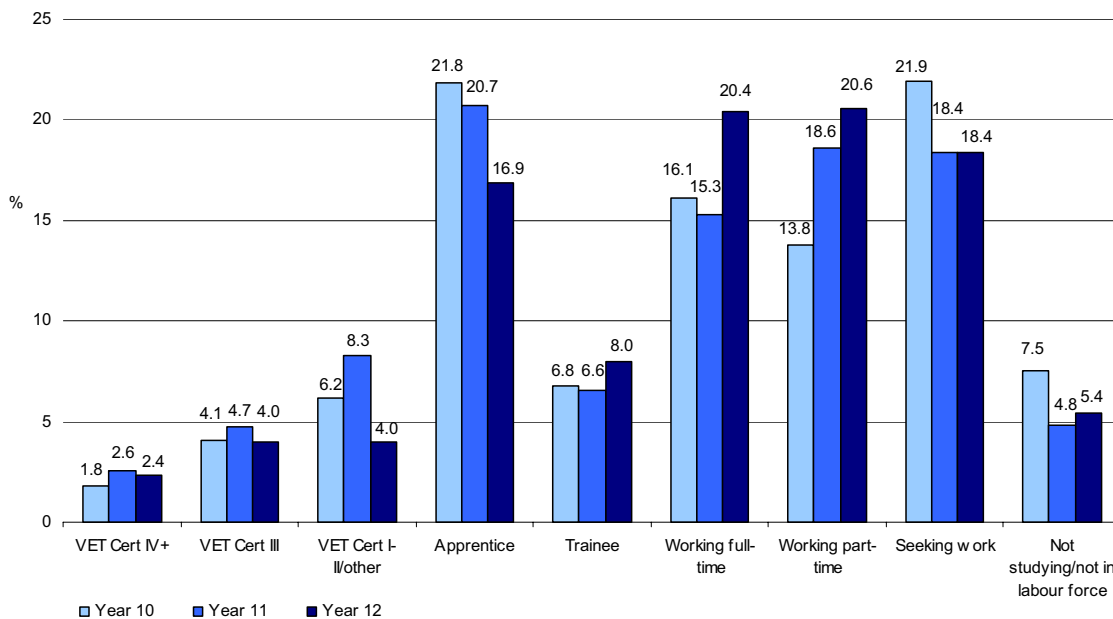
Destinations by year level

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 (Certificate IV and above) and Certificate III programs was relatively consistent across year levels, transition to VET Certificate I-II/other programs was higher for students who left government schools in Year 11 (8.3 per cent), compared with those who left during Year 10 and Year 12 (6.2 per cent and 4.0 per cent respectively).

Early leavers who exited the government school system during Year 10 and Year 11 were more likely to commence apprenticeships (21.8 per cent and 20.7 per cent respectively) than early leavers from Year 12 (16.9 per cent). However transition to traineeships remained steady across year levels.

Among those who did not continue in education or training, those who left in Year 12 had a higher proportion entering full-time and part-time work than those who left in earlier years. Conversely, the proportion that were seeking work or not in the labour force was higher among those who left school during Year 10 compared with those who left in later years.

Figure 2.3 Main destinations of early leavers, by year level, Queensland 2009



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 study were, in fact, working (79.2 per cent), while a further 11.6 per cent of students were seeking work. The majority of these were apprentices and trainees, who of course are required to combine work and study.

Early leavers who were not studying were more likely to be working part-time than full-time (30.7 per cent and 28.0 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 (324 or 5.5 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 2009

		VET Cert IV+	VET Cert III	VET Cert I-II	Study other/ unspecified	Not studying	Total
Working full-time	no.	8	22	7	14	979	1 030
	%	4.1	1.8	1.7	2.5	28.0	17.5
Working part-time	no.	52	101	66	36	1 074	1 329
	%	26.7	8.3	16.3	6.4	30.7	22.6
Apprentice	no.	35	822	59	261	0	1 177
	%	17.9	67.2	14.6	46.1	0.0	20.0
Trainee	no.	20	142	134	112	0	408
	%	10.3	11.6	33.2	19.8	0.0	6.9
Seeking work	no.	37	73	83	83	1 122	1 398
	%	19.0	6.0	20.5	14.7	32.1	23.7
Not working/not seeking work	no.	43	64	55	60	324	546
	%	22.1	5.2	13.6	10.6	9.3	9.3
Total	no.	195	1 224	404	566	3 499	5 888
	%	100.0	100.0	100.0	100.0	100.0	100.0



Figure 2.4 Study and labour force destinations of early leavers, Queensland 2009

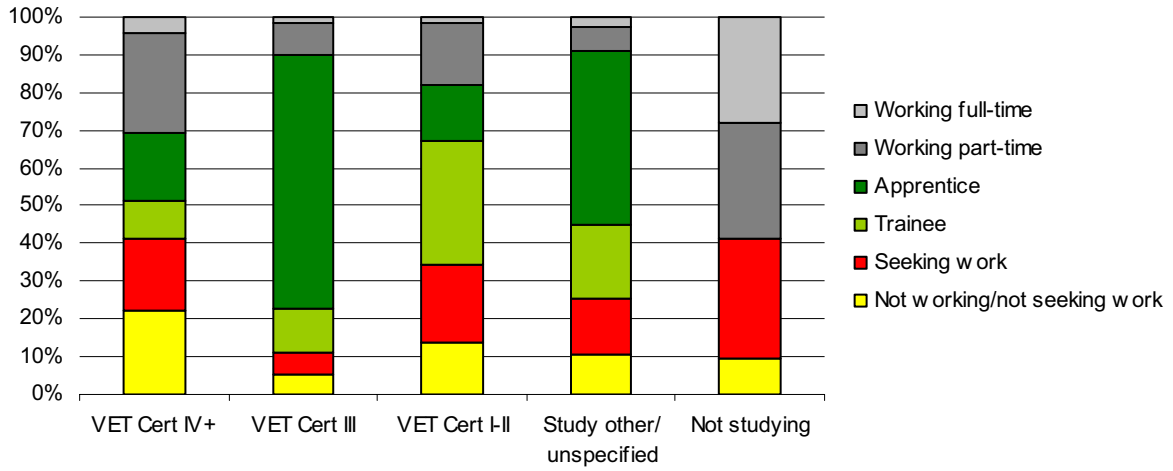
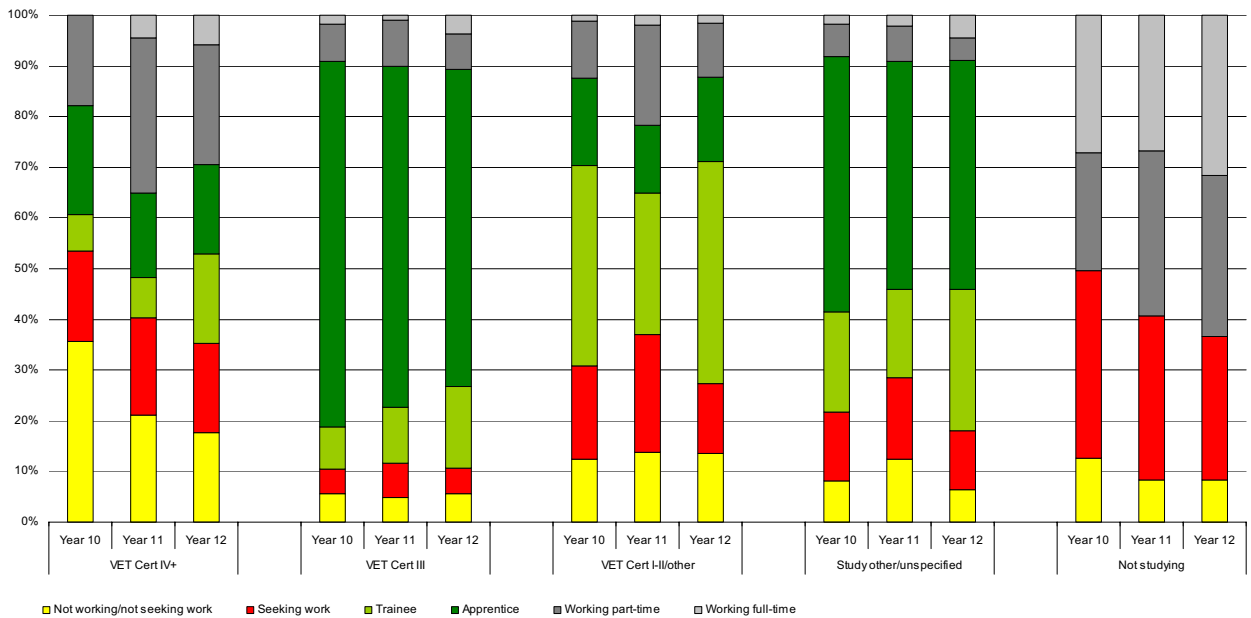


Figure 2.5 provides a picture of study level and labour market destinations, of early leavers who exited government schools, by year level.

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 2009



Comparisons from 2007 to 2009

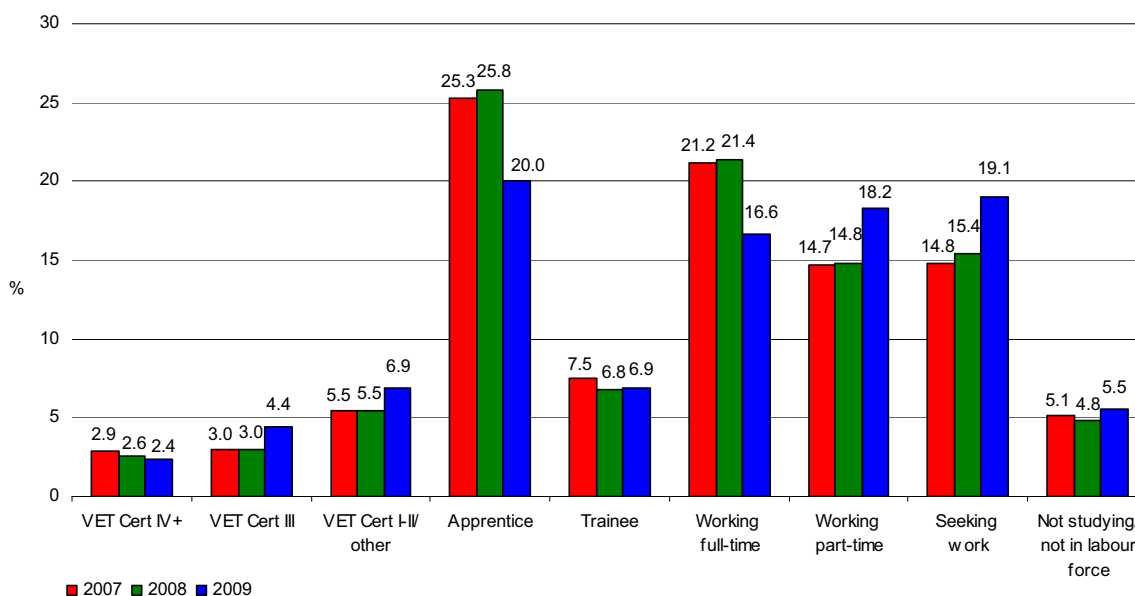


Figure 2.6 compares the main destinations of early leavers in 2009 with early leavers who were surveyed in 2008 and 2007. Care should be taken when interpreting these results due to the low response rates achieved (50.7 per cent in 2007, 52.7 per cent in 2008 and 55.0 in 2009). The destination patterns for the 2007 and 2008 surveys were very similar, however there are some differences worth noting in 2009.

For example, proportions of early leavers entering into apprenticeships in 2009 have decreased by 5.8 percentage points from the previous year. This is also the case for those entering into full-time work without any further education and training (decreasing by 4.8 percentage points from 2008).

Similarly, upward trends in both working part-time and seeking work have resulted in increases from 14.8 per cent to 18.2 per cent and 15.4 per cent to 19.1 per cent respectively, from 2008 to 2009.

Figure 2.6 Comparison of main destinations of early leavers, Queensland 2007–09





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 2008. 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 40.6 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 (51.2 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 and Figure 3.1 present the study destinations of all male and female early leavers in education or training, regardless of their 'main' destination as presented in Chapter 2.

Table 3.1 Level of study of early leavers in education or training, by sex, Queensland 2009

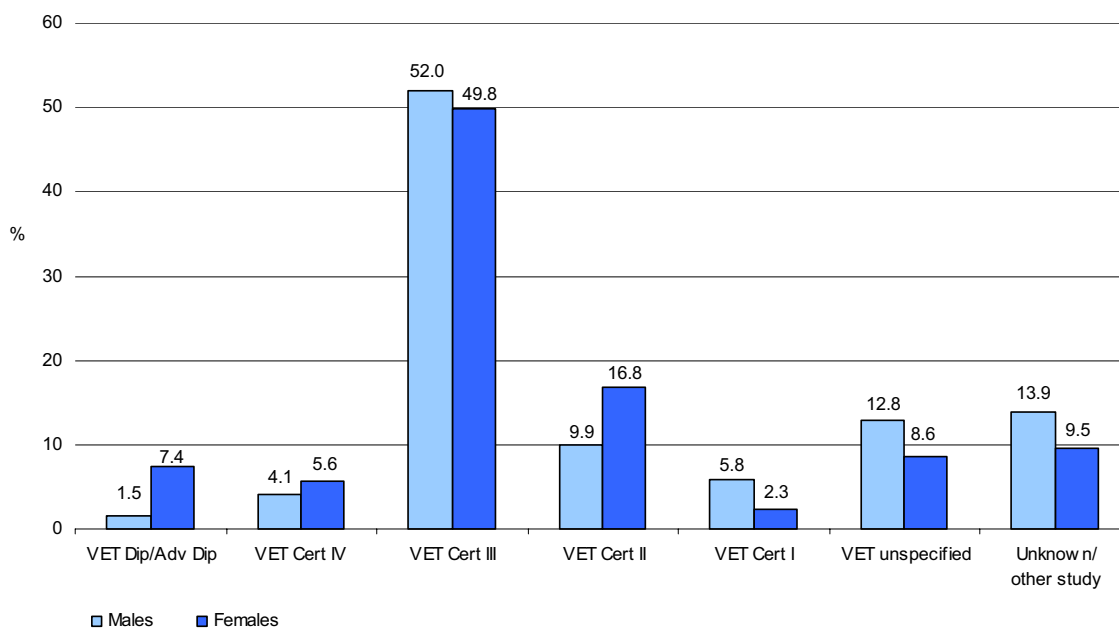
Destination	Males		Females		Total	
	no.	%	no.	%	no.	%
VET Dip/Adv Dip	23	1.5	62	7.4	85	3.6
VET Cert IV	63	4.1	47	5.6	110	4.6
VET Cert III	807	52.0	417	49.8	1 224	51.2
VET Cert II	154	9.9	141	16.8	295	12.3
VET Cert I	90	5.8	19	2.3	109	4.6
VET unspecified	199	12.8	72	8.6	271	11.3
(Total VET)	(1 336)	(86.1)	(758)	(90.5)	(2 094)	(87.7)
Unknown/other study	215	13.9	80	9.5	295	12.3
Total	1 551	100.0	838	100.0	2 389	100.0

Note: Table includes apprentices and trainees.

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 (43.9 per cent compared to 35.6 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 (7.4 per cent compared to 1.5 per cent) and VET Certificate II courses (16.8 per cent compared to 9.9 per cent), however males were more likely to commence VET Certificate I courses (5.8 per cent compared to 2.3 per cent) or have an unspecified study destination.



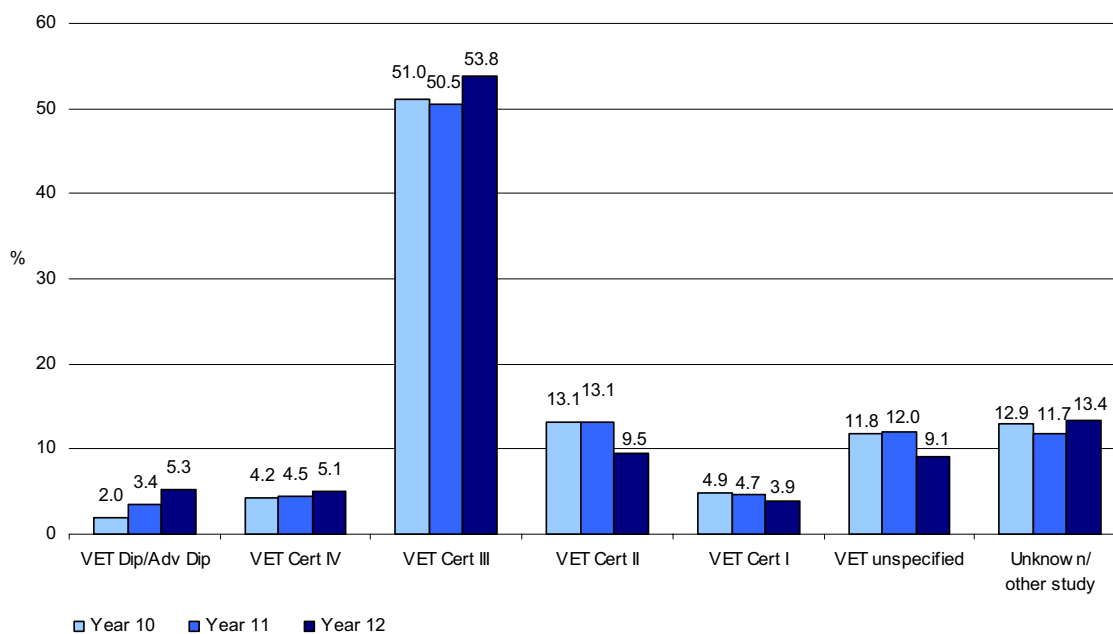
Figure 3.1 Level of study of early leavers in education or training, by sex, Queensland 2009



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 2009





Study load

Table 3.2 shows the study loads of early leavers who entered further education or training by level of study. Most of those in education or training were studying part-time (64.0 per cent). This reflects the fact that almost two thirds 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 (80.0 per cent), whereas VET students at the lower Certificate levels were less likely to be studying full-time with the exception of VET Cert I.

Table 3.2 Level of study of early leavers, by study load, Queensland 2009

Level of Study	Full-time		Part-time	
	no.	%	no.	%
VET Dip/Adv Dip	68	80.0	17	20.0
VET Cert IV	59	53.6	51	46.4
VET Cert III	394	32.2	830	67.8
VET Cert II	116	39.3	179	60.7
VET Cert I	55	50.5	54	49.5
VET unspecified	67	24.7	204	75.3
(Total VET)	(759)	(36.2)	(1 335)	(63.8)
Unknown/other study	100	33.9	195	66.1
Total	859	36.0	1 530	64.0

Note: 78 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 64.2 per cent of all those in study. Private training colleges (including employers registered as private providers) form the next largest provider share (26.0 per cent).

Table 3.3 Early leavers, by provider type, Queensland 2009

Provider type	no.	%
TAFE Institute	1 457	64.2
Private Training College	590	26.0
Agricultural College	30	1.3
Adult & Community Education provider	56	2.5
University	18	0.8
Other study location	119	5.2
Total	2 270	100.0

Note: This table excludes 119 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 2009. Most were located at TAFE institutes and private training colleges.

Table 3.4 Post-school institutions of early leavers, Queensland 2009

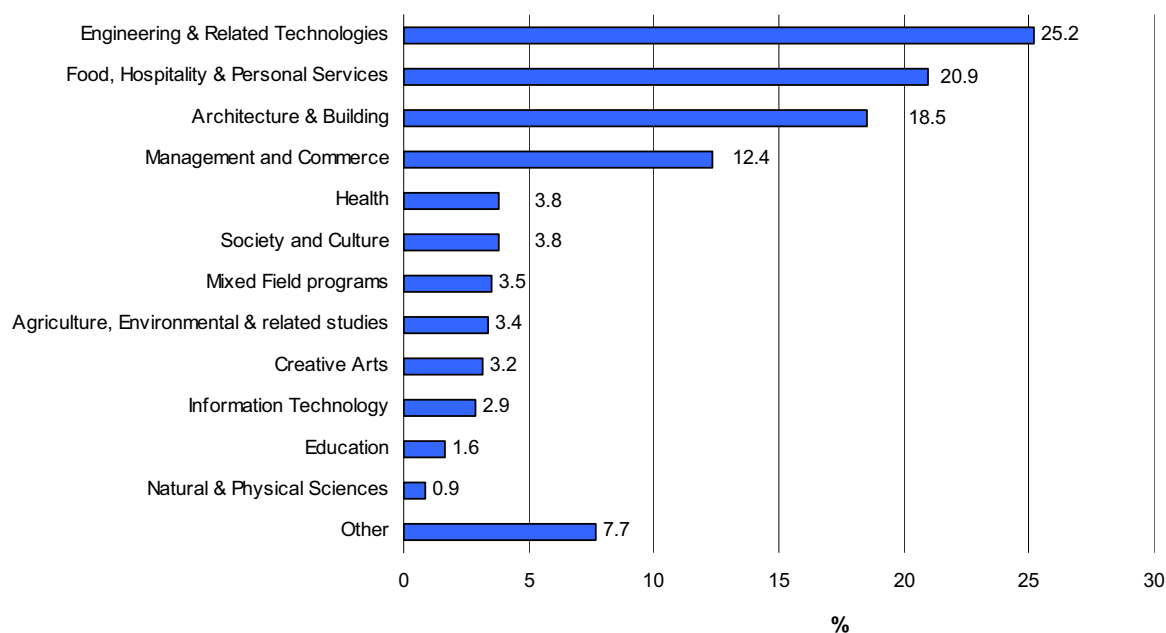
Institution	no.	%
Private Training Colleges	357	6.1
Central Queensland Institute of TAFE	201	3.4
Metropolitan South Institute of TAFE	195	3.3
Brisbane North Institute of TAFE	155	2.6
Sunshine Institute of TAFE	131	2.2
Southern Queensland Institute of TAFE	110	1.9
Barrier Reef Institute of TAFE	92	1.6
Gold Coast Institute of TAFE	90	1.5
Tropical North Institute of TAFE	82	1.4
Wide Bay Institute of TAFE	77	1.3
Southbank Institute of TAFE	72	1.2
Bremer Institute of TAFE	66	1.1
Other Queensland TAFEs	50	0.8
Australian College of Natural Medicine	2	0.0
Other institution	312	5.3
Total	1 992	100.0

Note: This table excludes 397 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, Food, Hospitality and Personal Services and Architecture and Building account for nearly two thirds of the student destinations (64.6 per cent), while Management and Commerce accounts for a further 12.4 per cent of enrolments.

Figure 3.3 Field of study of early leavers, Queensland 2009



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.



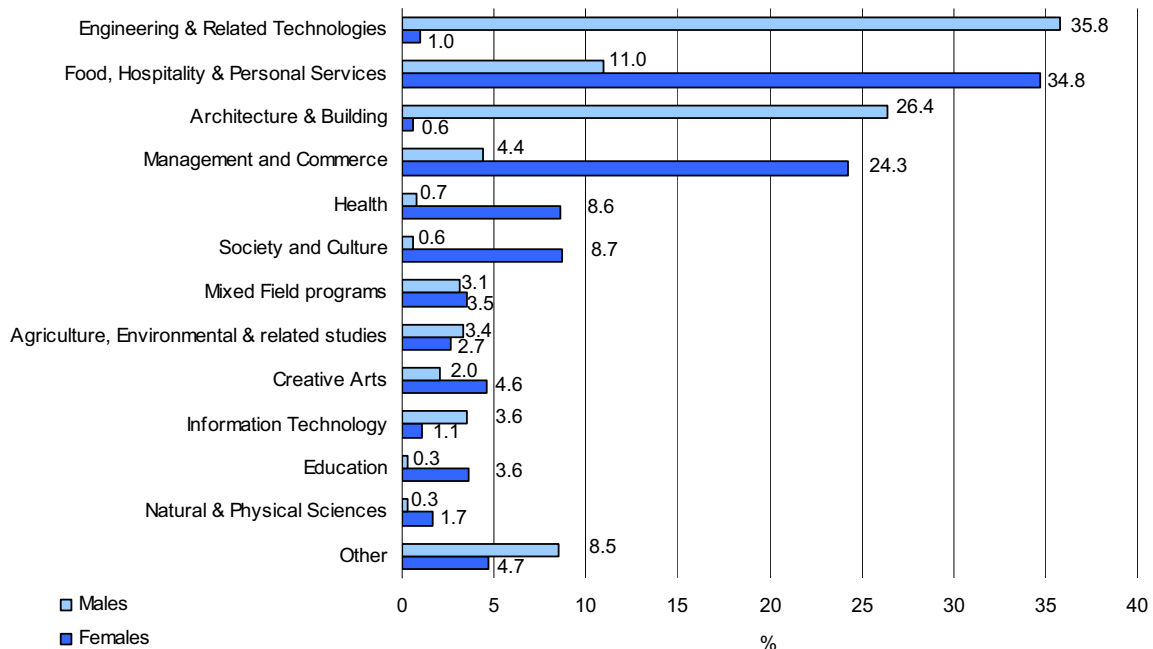
Table 3.5 and Figure 3.4 reveal sex differences in students' choices in almost all fields of study. Females were more likely to enter the fields of Food, Hospitality and Personal Services, Management and Commerce, Society and Culture, Health and Education.

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

Table 3.5 Field of study of early leavers, by sex, Queensland 2009

Field of Study	Males	Females	Total
	%	%	%
Engineering & Related Technologies	35.8	1.0	23.4
Food, Hospitality & Personal Services	11.0	34.8	19.4
Architecture & Building	26.4	0.6	17.2
Management and Commerce	4.4	24.3	11.5
Health	0.7	8.6	3.5
Society and Culture	0.6	8.7	3.5
Mixed Field programs	3.1	3.5	3.2
Agriculture, Environmental & related studies	3.4	2.7	3.1
Creative Arts	2.0	4.6	2.9
Information Technology	3.6	1.1	2.7
Education	0.3	3.6	1.5
Natural & Physical Sciences	0.3	1.7	0.8
Other	8.5	4.7	7.1
Total	100.0	100.0	100.0

Figure 3.4 Field of study of early leavers, by sex, Queensland 2009



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



Table 3.6 Field of study of early leavers, by year level, Queensland 2009

Field of Study	Year 10	Year 11	Year 12
	%	%	%
Engineering & Related Technologies	23.2	24.0	21.2
Food, Hospitality & Personal Services	21.3	19.1	19.3
Architecture & Building	20.6	15.7	18.4
Management and Commerce	8.5	11.3	14.4
Health	2.8	3.8	3.6
Society and Culture	2.5	3.4	4.4
Mixed Field programs	3.0	3.6	2.5
Agriculture, Environmental & related studies	5.0	2.9	2.1
Creative Arts	2.8	3.2	2.3
Information Technology	0.7	3.2	3.2
Education	1.6	1.5	1.5
Natural & Physical Sciences	0.0	0.9	1.3
Other	8.0	7.4	5.7
Total	100.0	100.0	100.0

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 1891 students who work and the 498 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 79.2 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 (88.8 per cent) and the other/unspecified group (74.7 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 2009

Level of Study	Working students		Non-working students		Total students	
	no.	%	no.	%	no.	%
VET Cert IV+	115	59.0	80	41.0	195	100.0
VET Cert III	1 087	88.8	137	11.2	1 224	100.0
VET Cert I-II	266	65.8	138	34.2	404	100.0
Study other/unspecified	423	74.7	143	25.3	566	100.0
Total	1 891	79.2	498	20.8	2 389	100.0



Table 3.7b presents the same numbers as Table 3.7a but provides proportions by level of study for working and non-working students and shows a clear differentiation between the two groups. Non-working students were more likely than working students to be enrolled in VET Cert IV+ courses (16.1 per cent compared to 6.1 per cent), VET Cert I-II courses (27.7 per cent compared to 14.1 per cent) and in other or unspecified study destinations (28.7 per cent compared to 22.4 per cent). Working students were more likely than non-working students to enrol in VET Cert III programs (57.5 per cent compared to 27.5 per cent). These results again reflect the presence of apprentices and trainees amongst the group of students who work.

Table 3.7b Level of study of working and non-working students (proportion within student work status), Queensland 2009

Level of Study	Working students		Non-working students		Total students	
	no.	%	no.	%	no.	%
VET Cert IV+	115	6.1	80	16.1	195	8.2
VET Cert III	1 087	57.5	137	27.5	1 224	51.2
VET Cert I-II	266	14.1	138	27.7	404	16.9
Study other/unspecified	423	22.4	143	28.7	566	23.7
Total	1 891	100.0	498	100.0	2 389	100.0

Table 3.8 compares the study load of both working and non-working students. Predictably, nine in ten (90.1 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 six in ten (59.6 per cent) combining study and work.

Table 3.8 Study load of early leavers, by working and non-working students, Queensland 2009

Study Load	Working students		Non-working students		Total students	
	no.	%	no.	%	no.	%
Full-time	512	59.6	347	40.4	859	100.0
Part-time	1 379	90.1	151	9.9	1 530	100.0
Total	1 891	79.2	498	20.8	2 389	100.0

Note: 78 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



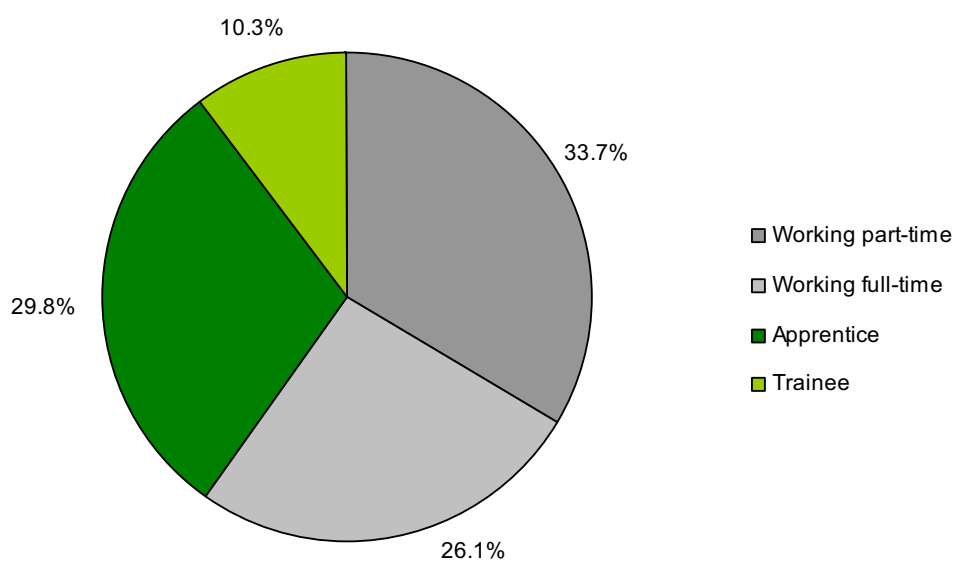
This chapter examines the labour market outcomes of early leavers from 2008 in Queensland. It deals separately with the group as a whole, those not in education or training, those who were studying and working, and apprentices and trainees.

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, 3944 early leavers (67.0 per cent) were working at the time of the survey.

One quarter of these (26.1 per cent) held a full-time job (see Figure 4.1), with a further 33.7 per cent working part-time. Apprentices and trainees who predominantly work full-time made up 29.8 per cent and 10.3 per cent respectively.

Figure 4.1 Work destinations of all early leavers in employment, Queensland 2009

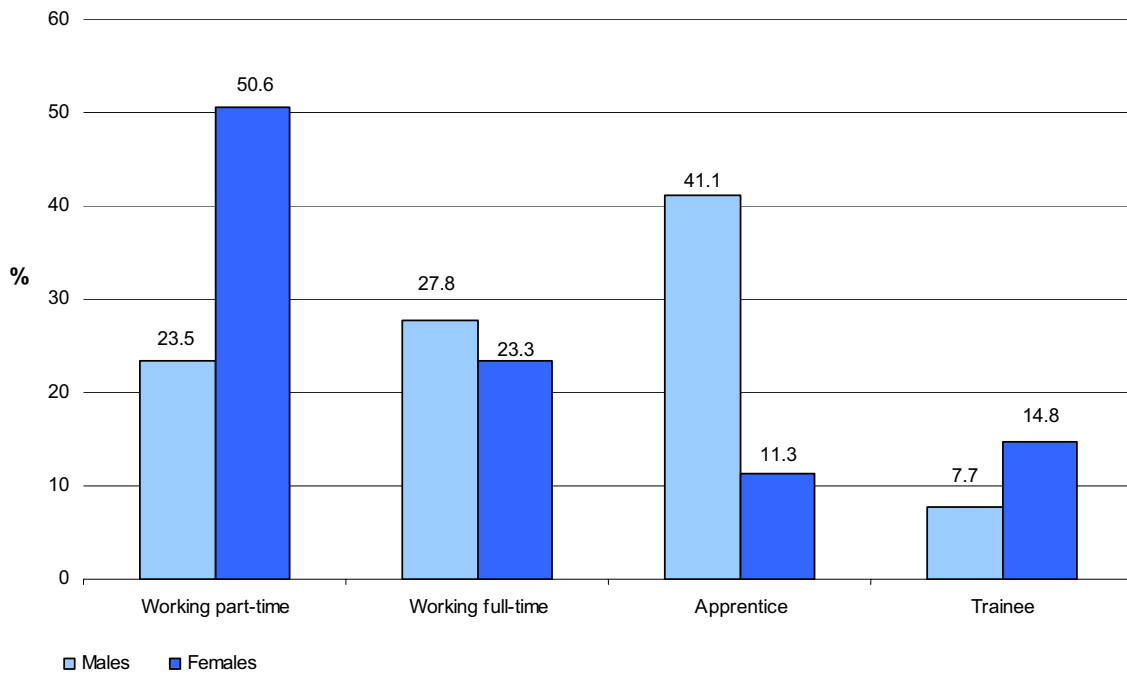


Note: Based on all early leavers in some form of employment.

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 (50.6 per cent compared to 23.5 per cent) and more likely to be undertaking a traineeship (14.8 per cent compared to 7.7 per cent). Conversely, male early leavers in employment were more than three times as likely to have commenced an apprenticeship (41.1 per cent compared to 11.3 per cent) and more likely to be working in full-time jobs (27.8 per cent compared to 23.3 per cent).

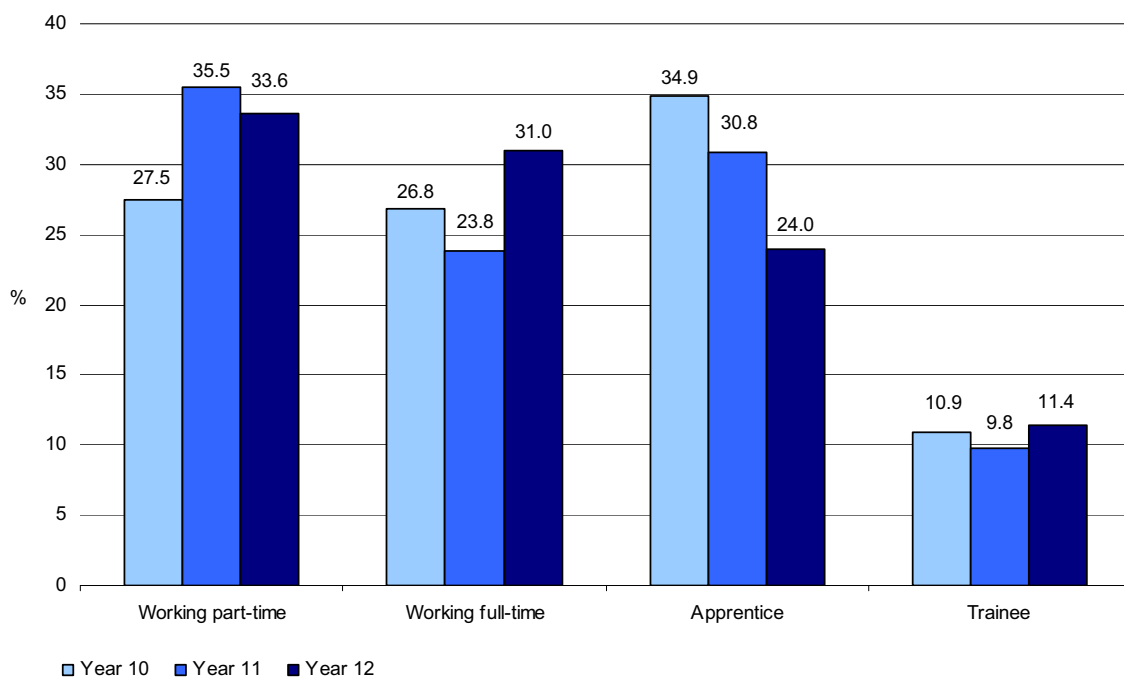


Figure 4.2 Work destinations of all early leavers in employment, by sex, Queensland 2009



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 11 and 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 2009



Note: These figures exclude 30 early leavers with a disability who could not be reclassified into year level.

Table 4.1 reports the occupational groups of all working early leavers. It shows that one half of early leavers in Queensland were working in just three occupational groups – Sales Assistants, Food Handlers and Building and Construction Skilled Workers. These three occupations provided 52.6 per cent of all employment. The next most common occupations were Labourers and Metal and Engineering Trades Workers, which together accounted for a further 15.4 per cent of workers.



Table 4.1 Occupational groups of all early leavers in employment, Queensland 2009

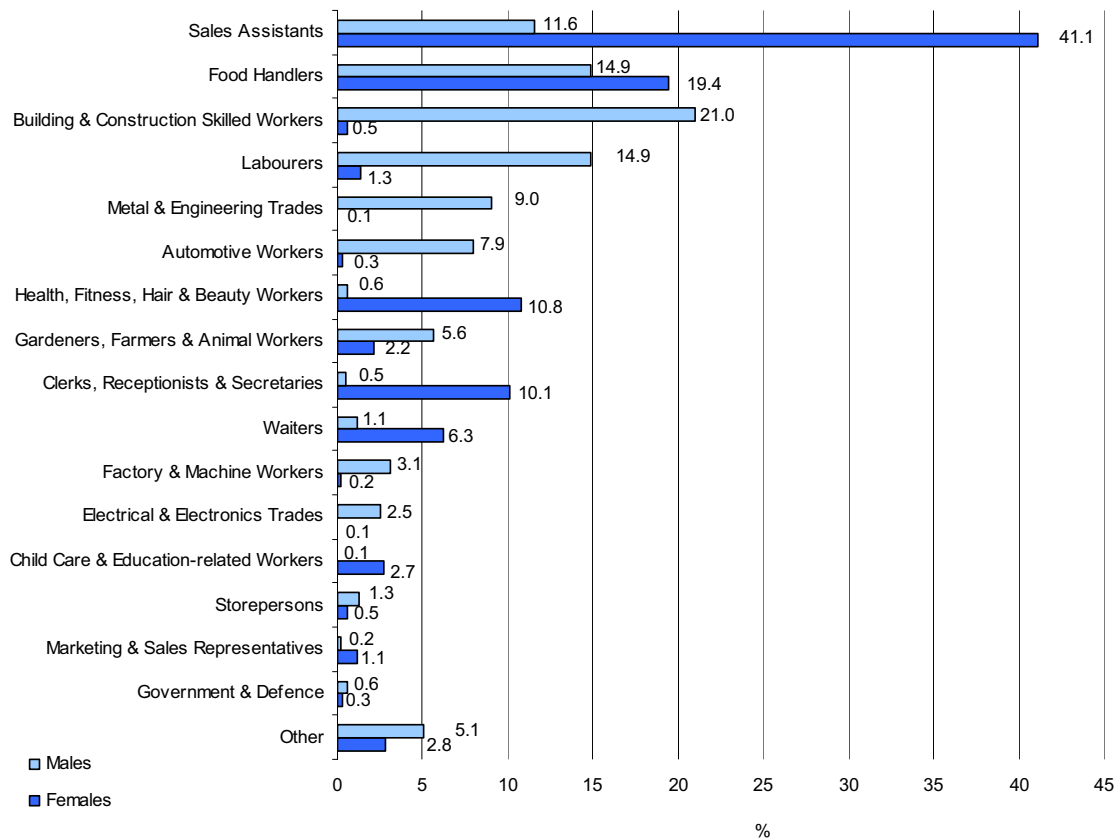
Occupational Groups	no.	%
Sales Assistants	896	22.7
Food Handlers	654	16.6
Building & Construction Skilled Workers	523	13.3
Labourers	385	9.8
Metal & Engineering Trades Workers	224	5.7
Automotive Workers	200	5.1
Health, Fitness, Hair & Beauty Workers	174	4.4
Gardeners, Farmers & Animal Workers	170	4.3
Clerks, Receptionists & Secretaries	163	4.1
Waiters	121	3.1
Factory & Machine Workers	80	2.0
Electrical & Electronics Trades Workers	64	1.6
Child Care & Education-related Workers	42	1.1
Storepersons	40	1.0
Marketing & Sales Representatives	22	0.6
Government & Defence	19	0.5
Other	167	4.2
Total	3 944	100.0

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, Health, Fitness, Hair and Beauty Workers and Clerks, Receptionists or Secretaries, which together accounted for 81.4 per cent of female employment. Male early leavers were predominantly employed as Building and Construction Skilled Workers, Labourers, Food Handlers and Sales Assistants, accounting for 62.3 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, Automotive Workers, and as Factory and Machine Workers.

Figure 4.4 Occupational groups of all early leavers in employment, by sex, Queensland 2009



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 Building and Construction Skilled Workers, Metal and Engineering Trades or Automotive Workers, and more likely to be working as Sales Assistants and Clerks, Receptionists and Secretaries.



Table 4.2 Occupational groups of all early leavers in employment, by year level, Queensland 2009

Occupational Groups	Year 10	Year 11	Year 12
	%	%	%
Sales Assistants	19.2	22.6	25.7
Food Handlers	15.9	17.3	15.2
Building & Construction Skilled Workers	16.9	12.6	12.3
Labourers	11.7	10.1	7.4
Metal & Engineering Trades	6.1	6.7	2.8
Automotive Workers	7.2	5.0	3.8
Health, Fitness, Hair & Beauty Workers	4.1	4.8	3.9
Gardeners, Farmers & Animal Workers	6.4	4.1	3.4
Clerks, Receptionists & Secretaries	2.0	3.6	6.8
Waiters	1.0	3.4	3.8
Factory & Machine Workers	2.5	1.7	2.5
Electrical & Electronics Trades	1.0	1.6	2.1
Child Care & Education-related Workers	1.0	0.4	2.4
Storepersons	1.3	1.0	0.8
Marketing & Sales Representatives	0.0	0.6	0.9
Government & Defence	0.0	0.2	1.3
Other	3.6	4.1	4.8
Total	100.0	100.0	100.0



Early leavers were also asked to nominate the industry category in which their employment takes place (see Table A1B in Appendix 1 for categories). Figure 4.5, which details the industry categories for all workers, confirms the findings for occupation and shows high proportions of early leavers working in just three industry areas – Retail Trade, Accommodation and Food Services and Construction. Between them, these three categories account for 65.4 per cent of early leavers in the labour market. A further 10.5 per cent worked in Manufacturing.

Figure 4.5 Industry categories of all early leavers in employment, Queensland 2009

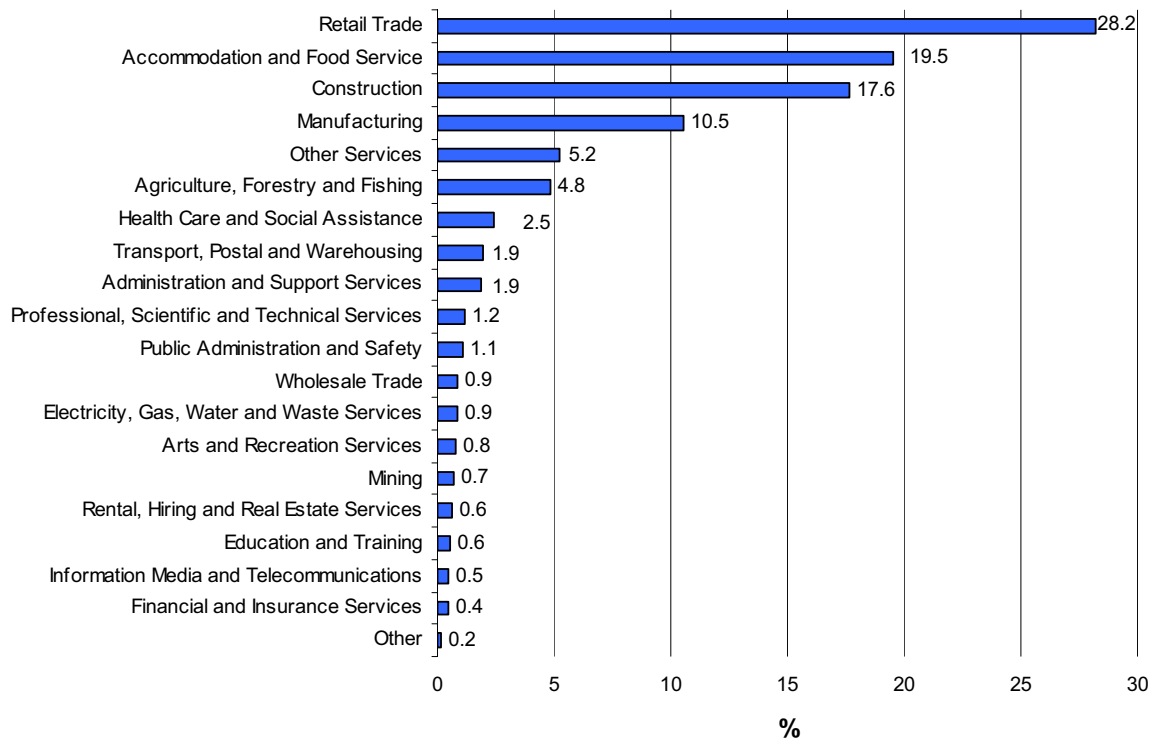


Table 4.3 presents a comparison of industry categories for male and female early leavers. As expected, there are important gender differences. Employment in Retail Trade, Accommodation and Food Services, Other Services and Health Care and Social Assistance, was dominated by female workers, while the industries of Construction, Manufacturing and Agriculture, Forestry and Fishing were 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 2009

Industry	Males	Females	Total
	%	%	%
Retail Trade	20.9	40.2	28.2
Accommodation and Food Service	14.0	28.8	19.5
Construction	27.6	1.1	17.6
Manufacturing	15.7	1.9	10.5
Other Services	3.5	8.1	5.2
Agriculture, Forestry and Fishing	6.7	1.7	4.8
Health Care and Social Assistance	0.3	6.0	2.5
Transport, Postal and Warehousing	2.7	0.7	1.9
Administration and Support Services	1.5	2.5	1.9
Professional, Scientific and Technical Services	0.9	1.5	1.2
Public Administration and Safety	1.1	1.0	1.1
Electricity, Gas, Water and Waste Services	1.2	0.4	0.9
Wholesale Trade	1.0	0.7	0.9
Arts and Recreation Services	0.6	1.1	0.8
Mining	1.0	0.1	0.7
Rental, Hiring and Real Estate Services	0.2	1.2	0.6
Education and Training	0.1	1.4	0.6
Information Media and Telecommunications	0.5	0.5	0.5
Financial and Insurance Services	0.2	0.8	0.4
Other	0.2	0.2	0.2
Total	100.0	100.0	100.0



Table 4.4 shows that the year level in which early leavers left the government school system had, in general, little or no impact on the industries entered. However, those Year 10 early leavers were more likely to enter into Construction and Agriculture, Forestry and Fishing than those who left in Year 11 and Year 12.

Table 4.4 Industry categories of all early leavers in employment by year level, Queensland 2009

Industry	Year 10	Year 11	Year 12
	%	%	%
Retail Trade	26.6	28.6	28.9
Accommodation and Food Service	16.1	20.6	19.4
Construction	22.4	16.7	16.5
Manufacturing	11.6	10.8	8.7
Other Services	6.1	5.3	4.5
Agriculture, Forestry and Fishing	8.0	4.4	3.6
Health Care and Social Assistance	2.2	2.1	3.5
Transport, Postal and Warehousing	0.9	2.1	2.1
Administration and Support Services	1.0	1.9	2.4
Professional, Scientific and Technical Services	0.9	1.3	1.2
Public Administration and Safety	0.3	0.8	2.1
Electricity, Gas, Water and Waste Services	0.6	0.8	1.3
Wholesale Trade	1.0	0.8	1.0
Arts and Recreation Services	0.6	0.8	0.9
Mining	0.6	0.8	0.4
Rental, Hiring and Real Estate Services	0.1	0.7	0.8
Education and Training	0.3	0.5	1.0
Information Media and Telecommunications	0.3	0.5	0.7
Financial and Insurance Services	0.3	0.4	0.6
Other	0.3	0.1	0.2
Total	100.0	100.0	100.0

Casual workers

Overall, there were 1453 early leavers who were employed on a casual basis, which accounts for more than one-third (36.8%) of the 3944 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 75.4 per cent of all casual workers (15.6 per cent who were combining part-time work with study and 59.9 per cent who were working part-time with no further education or training).

Early leavers working full-time made up one quarter (24.6 per cent) of all casual workers (23.6 per cent who were working full-time with no further education or training and 1.0 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 2009

Work destination and study status	Males		Females		Total	
	no.	%	no.	%	no.	%
Student, working part-time	65	9.1	161	21.7	226	15.6
Student, working full-time	7	1.0	7	0.9	14	1.0
Not in education or training, working part-time	409	57.4	461	62.2	870	59.9
Not in education or training, working full-time	231	32.4	112	15.1	343	23.6
Total	712	100.0	741	100.0	1 453	100.0

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 10 were more likely to be working full-time and not in education or training (29.1 per cent) compared with those from Year 11 or Year 12 (21.1 per cent and 26.2 per cent respectively).

Table 4.6 Work destination and study status of early leavers in casual employment, by year level, Queensland 2009

Work destination and study status	Year 10		Year 11		Year 12		Total	
	no.	%	no.	%	no.	%	no.	%
Student, working part-time	32	14.1	158	18.7	36	9.8	226	15.7
Student, working full-time	2	0.9	9	1.1	3	0.8	14	1.0
Not in education or training, working part-time	127	55.9	501	59.1	232	63.2	860	59.7
Not in education or training, working full-time	66	29.1	179	21.1	96	26.2	341	23.7
Total	227	100.0	847	100.0	367	100.0	1 441	100.0

Note: This table excludes 150 apprentices and trainees who stated they were employed on a casual basis and 12 early leavers with a disability who could not be reclassified into year level.



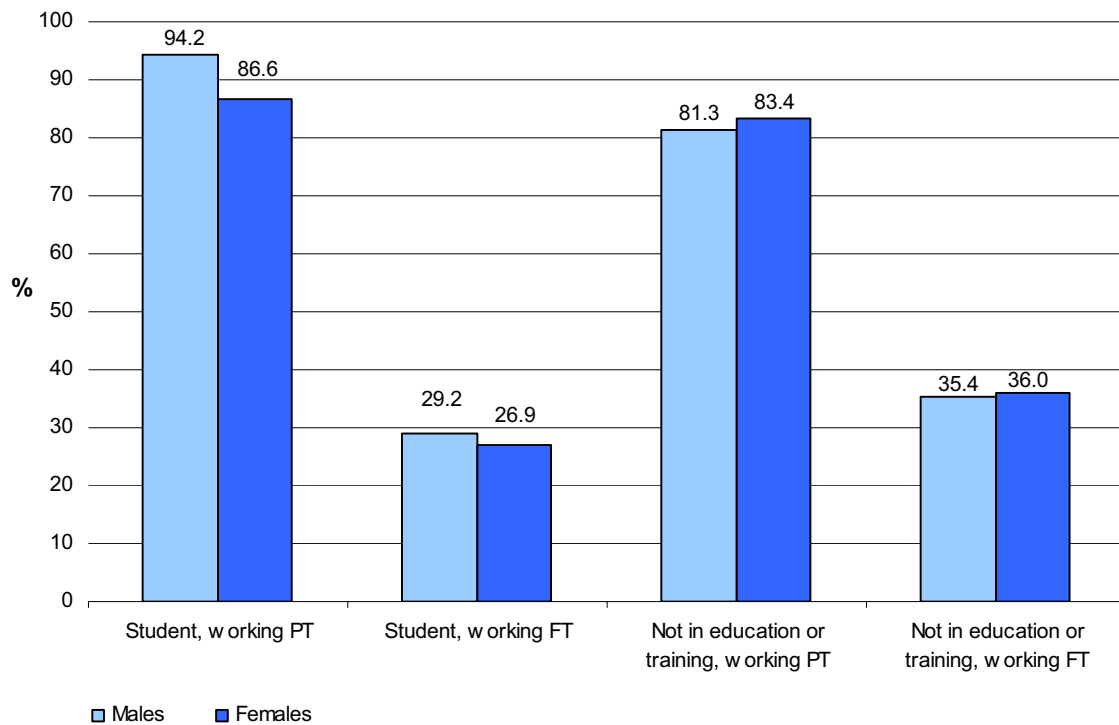


Figure 4.6 shows a relationship between the likelihood of casual work and work load (that is, part-time or full-time).

For early leavers who were combining full-time work with study, the rate of casual employment was 29.2 per cent for males and 26.9 per cent for females, whilst the rate of casual employment for those who were working full-time without any further education or training was 35.4 per cent for males and 36.0 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 94.2 per cent of males and 86.6 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 2009



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 2008.

Data for the 2053 early leavers in this group is shown in Figure 4.7. Females were more likely to be employed in part-time work (63.9 per cent), while males were more likely to be employed full-time (56.5 per cent).

Figure 4.7 Work destinations of early leavers in employment and not in education or training, by sex, Queensland 2009

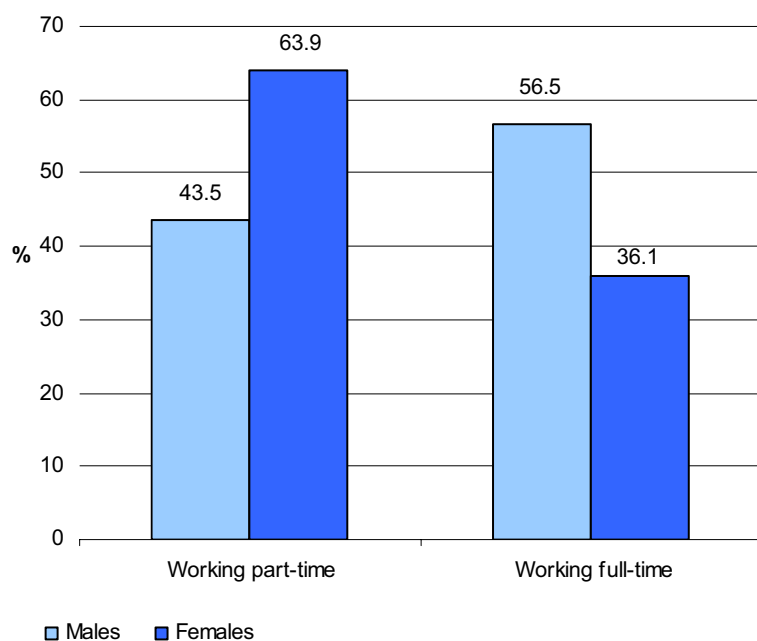
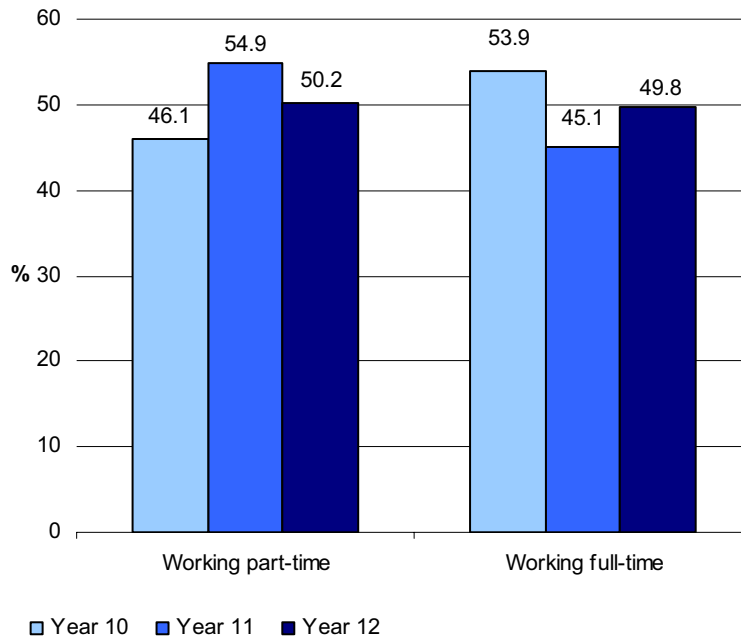




Figure 4.8 shows that there was little difference between rates of full-time and part-time work for early leavers who left the government school system during Years 10, 11 and 12. However, early leavers from Year 10 were more likely to work full-time rather than part-time (53.9 per cent compared to 46.1 per cent), and early leavers from Year 11 were more likely to work part-time than full-time (54.9 per cent compared to 45.1 per cent).

Figure 4.8 Work destinations of early leavers in employment and not in education or training, by year level, Queensland 2009



Note: These figures exclude 18 early leavers with a disability who could not be reclassified into year level.

Table 4.7 reports the hours worked by early leavers not in further education or training. Three quarters of these early leavers (75.4 per cent) were working 25 hours or more.

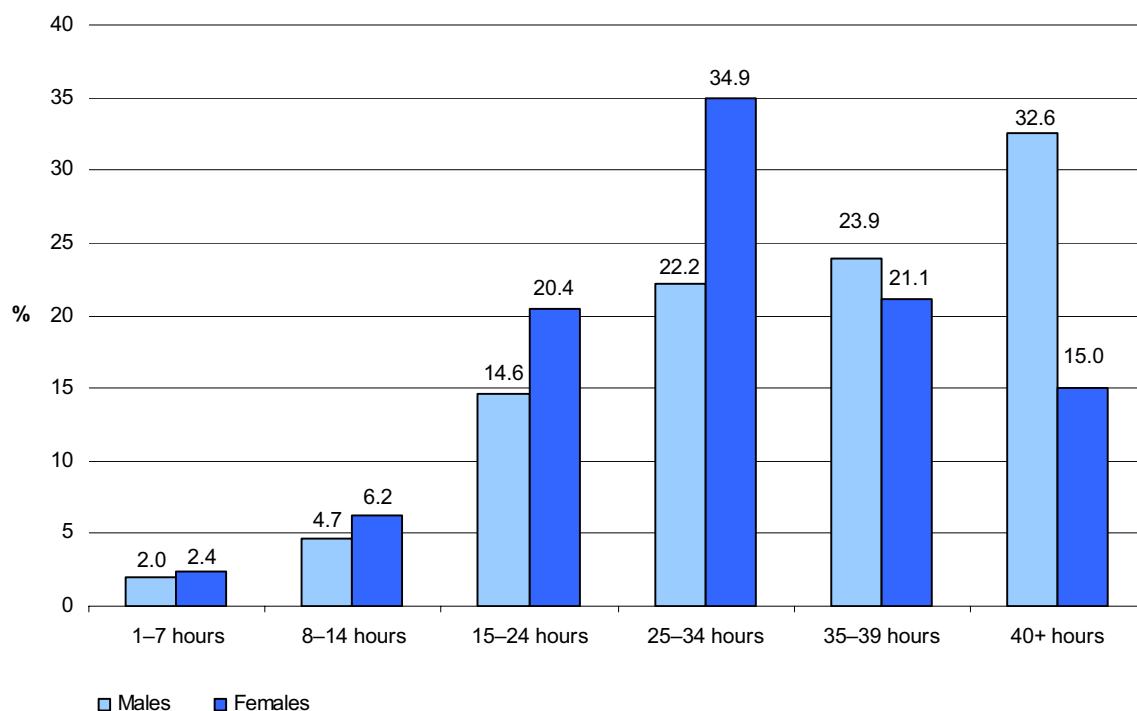
Table 4.7 Hours worked by early leavers in employment and not in education or training, Queensland 2009

	Hours worked per week						Total
	1-7	8-14	15-24	25-34	35-39	40+	
no.	44	110	351	569	466	513	2 053
%	2.1	5.4	17.1	27.7	22.7	25.0	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 (32.6 per cent compared to 15.0 per cent), while female workers were most likely to be working 25-34 hours per week (34.9 per cent compared to 22.2 per cent).

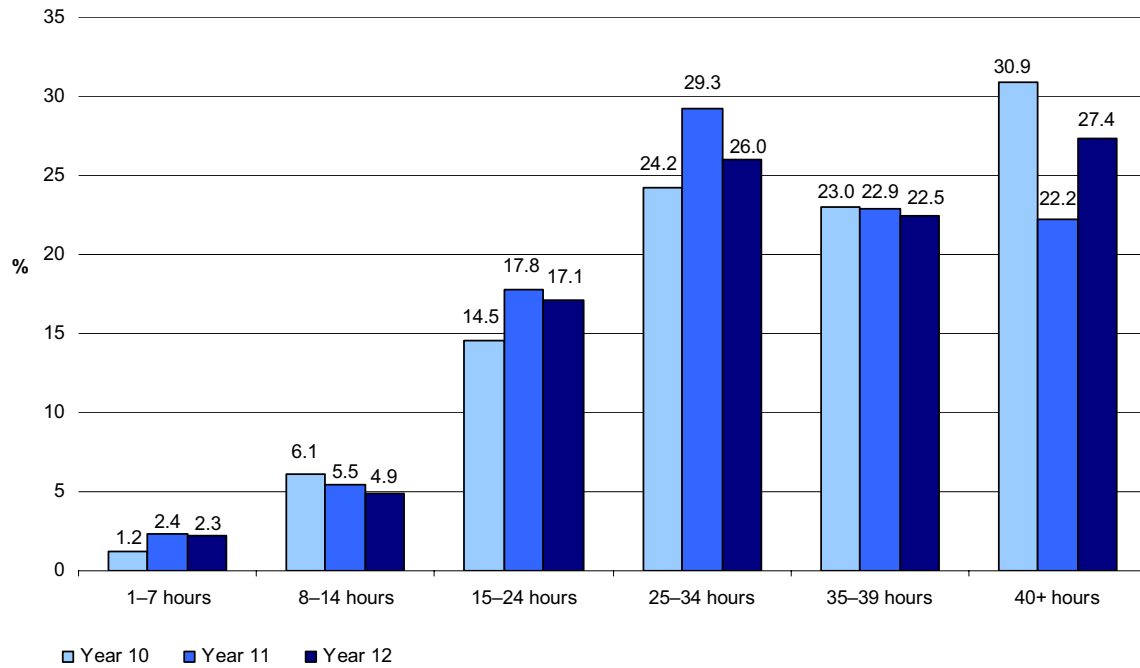
Figure 4.9 Hours worked by early leavers in employment and not in education or training, by sex, Queensland 2009





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 10 were more likely to be working 40 hours or more per week (30.9 per cent) compared with those who left during Year 11 (22.2 per cent) or Year 12 (27.4 per cent).

Figure 4.10 Hours worked by early leavers in employment and not in education or training, by year level, Queensland 2009



Note: These figures exclude 18 early leavers with a disability who could not be reclassified into year level.



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 (49.2 per cent), followed by Food Handlers (21.0 per cent). In total, these two categories accounted for seven in ten (70.1 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 (27.8 per cent), followed by Sales Assistants (19.6 per cent) and Food Handlers (15.4 per cent). In total, these three categories accounted for six in ten (62.8 per cent) of all male early leavers making a direct entry to the labour market.

Figure 4.11 Occupational groups of early leavers in employment and not in education or training, by sex, Queensland 2009

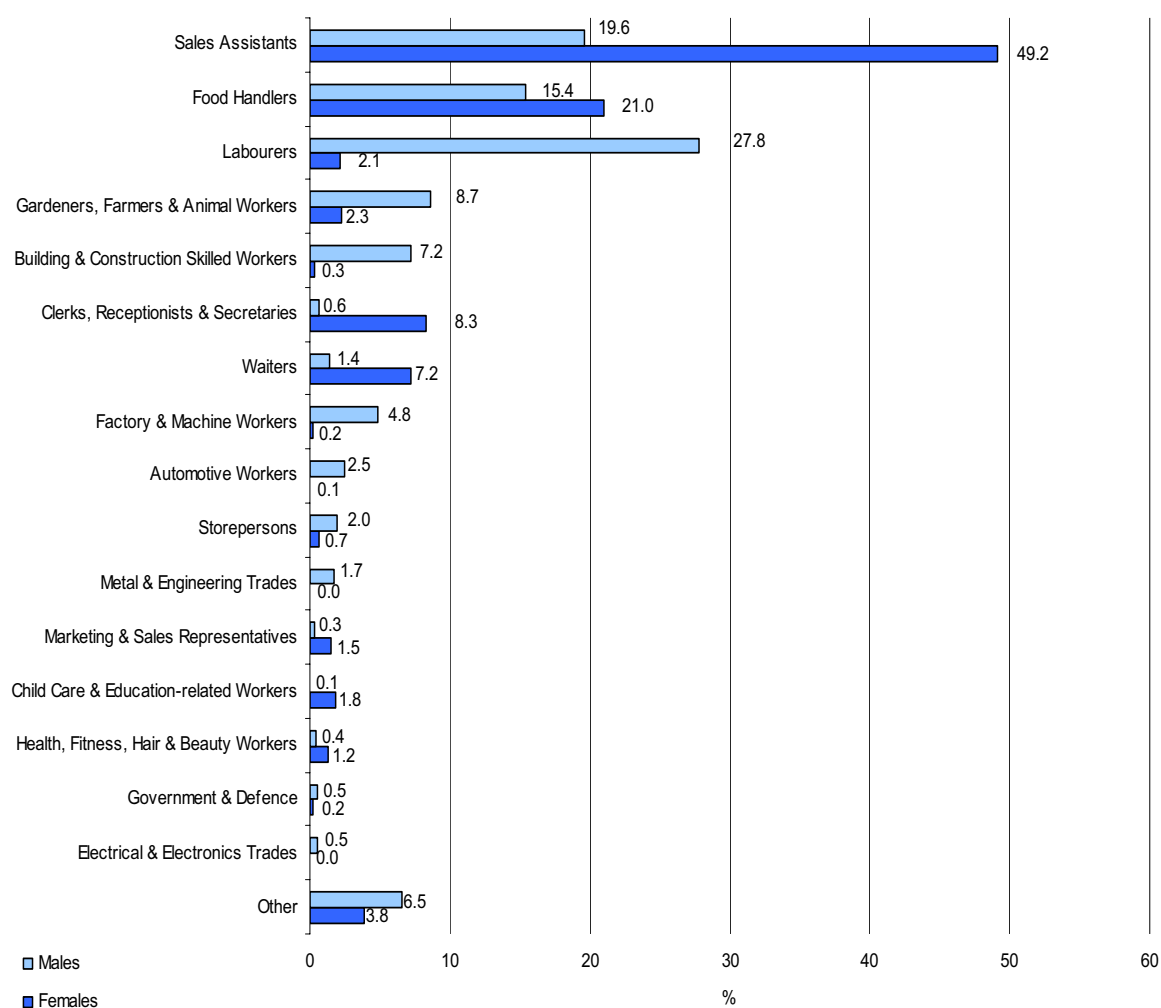




Table 4.8 reports the main industry areas entered by early leavers not in further education or training. It shows that Retail Trade was the main industry area for both full-time workers (27.0 per cent) and part-time workers (42.9 per cent). The next most common industry area for full-time workers was Construction, followed by Accommodation and Food Service and Manufacturing accounting for seven in ten (69.8 per cent) full-time workers. For part-time workers, the two most common industries of Retail Trade and Accommodation and Food Services accounted for three quarters (75.5 per cent) of part-time workers.

Table 4.8 Industry categories of early leavers in employment and not in education or training, by work destination, Queensland 2009

Industry category	Working full-time		Working part-time	
	no.	%	no.	%
Retail Trade	264	27.0	461	42.9
Accommodation and Food Service	136	13.9	350	32.6
Construction	166	17.0	75	7.0
Agriculture, Forestry and Fishing	107	10.9	37	3.4
Manufacturing	117	12.0	26	2.4
Transport, Postal and Warehousing	31	3.2	21	2.0
Administration and Support Services	21	2.1	29	2.7
Other Services	19	1.9	15	1.4
Health Care and Social Assistance	14	1.4	18	1.7
Wholesale Trade	20	2.0	6	0.6
Public Administration and Safety	22	2.2	0	0.0
Arts and Recreation Services	9	0.9	12	1.1
Professional, Scientific and Technical Services	10	1.0	6	0.6
Rental, Hiring and Real Estate Services	10	1.0	3	0.3
Electricity, Gas, Water and Waste Services	7	0.7	4	0.4
Information Media and Telecommunications	6	0.6	3	0.3
Education and Training	4	0.4	3	0.3
Financial and Insurance Services	6	0.6	1	0.1
Mining	6	0.6	1	0.1
Other	4	0.4	3	0.3
Total	979	100.0	1 074	100.0

Working and in education or training

Work is also important for young people who are studying. Of the 3944 early leavers who were employed, almost half (1891 or 47.9 per cent) were studying.

Table 4.9 compares the hours worked by early leavers in employment and study, according to level of study. Students of VET Certificate III and those in the other/unspecified category were the most likely to work 35 hours or more per week (83.4 per cent and 77.1 per cent respectively). Nevertheless, more than half of the VET Certificate I-II students and almost half of VET Certificate IV+ students also worked more than 35 hours per week (56.0 per cent and 49.6 per cent respectively).

Table 4.9 Hours worked by early leavers in employment and study, by level of study, Queensland 2009

Level of study		Hours worked per week						Total
		1-7	8-14	15-24	25-34	35-39	40+	
VET Cert IV+	no.	7	17	22	12	25	32	115
	%	6.1	14.8	19.1	10.4	21.7	27.8	100.0
VET Cert III	no.	11	43	53	73	435	472	1 087
	%	1.0	4.0	4.9	6.7	40.0	43.4	100.0
VET Cert I-II	no.	4	23	37	53	83	66	266
	%	1.5	8.6	13.9	19.9	31.2	24.8	100.0
Study other/unspecified	no.	7	14	26	50	154	172	423
	%	1.7	3.3	6.1	11.8	36.4	40.7	100.0
Total	no.	29	97	138	188	697	742	1 891
	%	1.5	5.1	7.3	9.9	36.9	39.2	100.0



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

Figure 4.12 Hours worked by early leavers in employment and study, by broad study destination, Queensland 2009

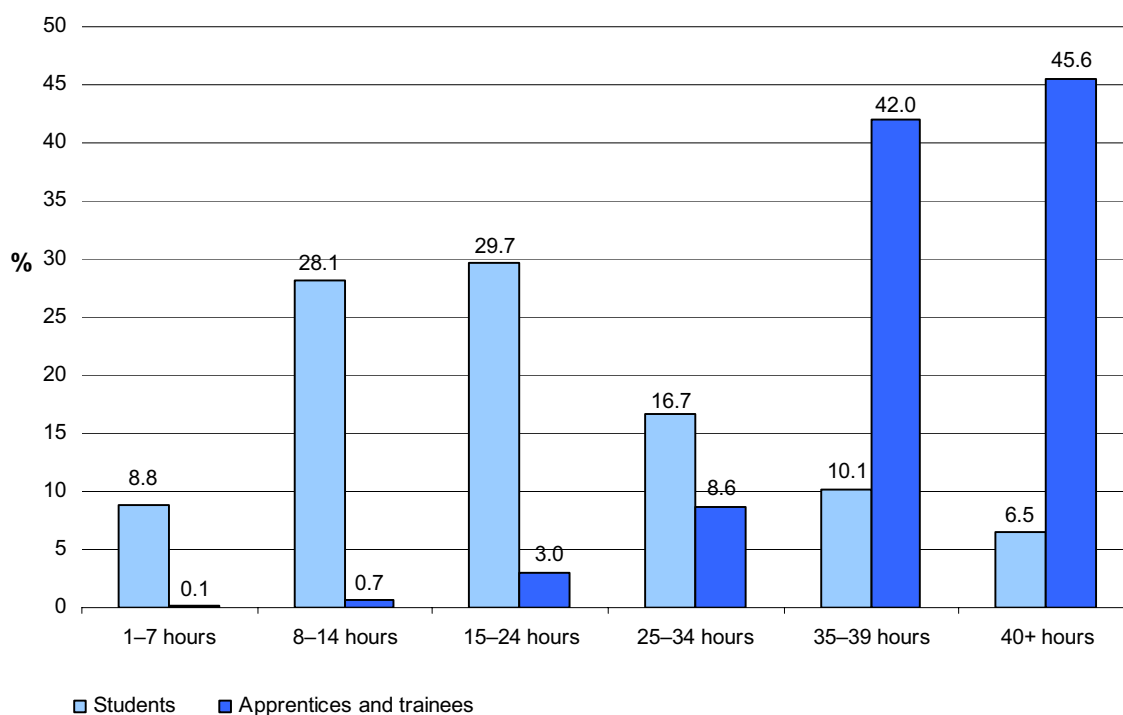




Table 4.10 shows the occupational groups in which early leavers in employment and study were working. Over six in ten of these early leavers (61.3 per cent) were working in just four occupational groups – Building and Construction Skilled Workers (23.1 per cent), Food Handlers (15.3 per cent), Sales Assistants (12.2 per cent) and Metal and Engineering Trades (10.8 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 2009

Occupational Group	no.	%
Building & Construction Skilled Workers	436	23.1
Food Handlers	289	15.3
Sales Assistants	231	12.2
Metal & Engineering Trades	204	10.8
Automotive Workers	170	9.0
Health, Fitness, Hair & Beauty Workers	158	8.4
Clerks, Receptionists & Secretaries	82	4.3
Electrical & Electronics Trades	58	3.1
Gardeners, Farmers & Animal Workers	49	2.6
Labourers	42	2.2
Waiters	41	2.2
Child Care & Education-related Workers	25	1.3
Factory & Machine Workers	22	1.2
Storepersons	11	0.6
Government & Defence	11	0.6
Marketing & Sales Representatives	5	0.3
Other	57	3.0
Total	1 891	100.0

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 six in ten of all apprenticeship and traineeship training occurs at the Certificate III level (60.8 per cent). Trainees were more likely than apprentices to undergo training at the Certificate II level (29.4 per cent compared to 2.1 per cent).

Table 4.11 Level of study of early leavers in apprenticeships and traineeships, Queensland 2009

Level of Study	Apprentices		Trainees		Total	
	no.	%	no.	%	no.	%
VET Dip/Adv Dip	2	0.2	6	1.5	8	0.5
VET Cert IV	33	2.8	14	3.4	47	3.0
VET Cert III	822	69.8	142	34.8	964	60.8
VET Cert II	25	2.1	120	29.4	145	9.1
VET Cert I	34	2.9	14	3.4	48	3.0
VET unspecified	159	13.5	36	8.8	195	12.3
Unknown/other study	102	8.7	76	18.6	178	11.2
Total	1 177	100.0	408	100.0	1 585	100.0

Apprentices and trainees worked predominantly in the occupational groups of Building and Construction Skilled Workers (27.1 per cent) and Food Handlers (14.3 per cent), followed by Metal and Engineering Trades (12.8 per cent) and Automotive Workers (10.7 per cent).



Table 4.12 Occupational groups of early leavers in apprenticeships and traineeships, Queensland 2009

Occupational Group	no.	%
Building & Construction Skilled Workers	429	27.1
Food Handlers	226	14.3
Metal & Engineering Trades	203	12.8
Automotive Workers	169	10.7
Health, Fitness, Hair & Beauty Workers	147	9.3
Sales Assistants	96	6.1
Clerks, Receptionists & Secretaries	66	4.2
Electrical & Electronics Trades	57	3.6
Gardeners, Farmers & Animal Workers	40	2.5
Labourers	29	1.8
Waiters	20	1.3
Factory & Machine Workers	19	1.2
Child Care & Education-related Workers	16	1.0
Government & Defence	8	0.5
Storepersons	5	0.3
Marketing & Sales Representatives	4	0.3
Other	51	3.2
Total	1 585	100.0

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 (35.3 per cent) and Manufacturing (20.3 per cent). Trainees were more likely to be working in Accommodation and Food Services (24.3 per cent) and Retail Trade (23.0 per cent).



Table 4.13 Industry categories of early leavers in apprenticeships and traineeships, Queensland 2009

Industry category	Apprentices		Trainees	
	no.	%	no.	%
Construction	415	35.3	29	7.1
Manufacturing	239	20.3	28	6.9
Retail trade	153	13.0	94	23.0
Accommodation and food service	97	8.2	99	24.3
Other services	146	12.4	18	4.4
Health care and social assistance	23	2.0	28	6.9
Agriculture, forestry and fishing	12	1.0	26	6.4
Professional, scientific and technical services	14	1.2	13	3.2
Electricity, gas, water and waste services	21	1.8	3	0.7
Transport, postal and warehousing	12	1.0	10	2.5
Mining	18	1.5	2	0.5
Public administration and safety	8	0.7	9	2.2
Administration and support services	3	0.3	14	3.4
Education and training	1	0.1	10	2.5
Information media and telecommunications	5	0.4	6	1.5
Rental, hiring and real estate services	1	0.1	7	1.7
Financial and insurance services	1	0.1	7	1.7
Arts and recreation services	3	0.3	4	1.0
Wholesale trade	5	0.4	1	0.2
Total	1 177	100.0	408	100.0

Table 4.14 compares the hours worked by apprentices and trainees. The great majority of apprentices and trainees work 35 or more hours per week on average (94.6 per cent and 67.2 per cent respectively).

Table 4.14 Hours worked by early leavers in apprenticeships and traineeships, Queensland 2009

		Hours worked per week						Total
		1-7	8-14	15-24	25-34	35-39	40+	
Apprentices	no.	1	4	16	42	517	597	1 177
	%	0.1	0.3	1.4	3.6	43.9	50.7	100.0
Trainees	no.	1	7	31	95	149	125	408
	%	0.2	1.7	7.6	23.3	36.5	30.6	100.0

Chapter 5

Not Learning or Earning



While four in ten of the early leavers were building on their schooling through further education or training, 3499 (59.4 per cent) were not.

Previous chapters have shown that two-thirds of early leavers (67.0 per cent) were in paid employment at the time of the survey. Of those who were not working, almost one-quarter (25.6 per cent) were engaged in full-time or part-time study.

The survey also identified that 19.1 per cent of early leavers were looking for work, and a further 5.5 per cent were neither studying nor in the labour force.

This chapter examines the early leavers from government schools who were not learning or earning at the time of the survey.

Not learning

Six in ten early leavers who did not enter further education or training were working either full-time (28.0 per cent) or part-time (30.7 per cent). Females were more likely than males to be working part-time and just as likely as males to be seeking work. Females were also more likely to be not studying, not working and not looking for work. (see Table 5.1).

Table 5.1 Main destinations of early leavers not in education or training, by sex, Queensland 2009

Work status	Males		Females		Total	
	no.	%	no.	%	no.	%
Working full-time	659	33.3	320	21.1	979	28.0
Working part-time	507	25.6	567	37.3	1 074	30.7
Seeking work	658	33.2	464	30.5	1 122	32.1
Not studying/not in the labour force	156	7.9	168	11.1	324	9.3
Total	1 980	100.0	1 519	100.0	3 499	100.0

Table 5.2 shows the main destinations of early leavers who were not studying, by the year level they were in when they left the government school system. While young people in this group leaving in Years 11 and 12 had similar destination patterns, those leaving in Year 10 were less likely to be working part-time and more likely to be seeking work or not be in the labour force.

Table 5.2 Main destinations of early leavers not in education or training, by year level, Queensland 2009

Work status	Year 10		Year 11		Year 12		Total	
	no.	%	no.	%	no.	%	no.	%
Working full-time	178	27.2	510	26.8	286	31.5	974	28.1
Working part-time	152	23.2	621	32.6	288	31.8	1 061	30.6
Seeking work	242	36.9	614	32.2	257	28.3	1 113	32.1
Not studying/not in the labour force	83	12.7	160	8.4	76	8.4	319	9.2
Total	655	100.0	1 905	100.0	907	100.0	3 467	100.0

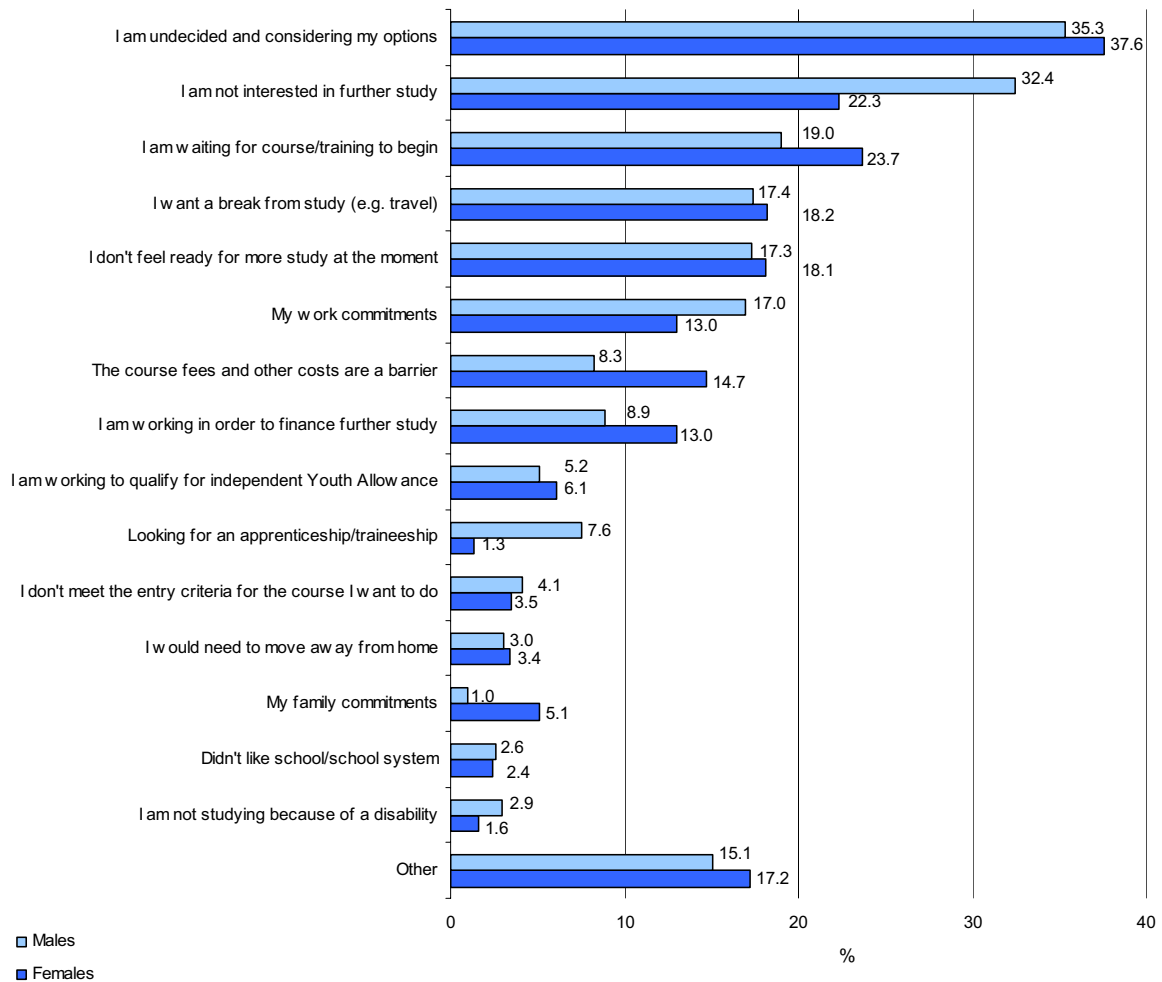
Note: These figures exclude 32 early leavers with a disability who could not be reclassified into year level.



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 (35.3 per cent and 37.6 per cent respectively). Lack of interest in further study (32.4 per cent) and waiting for course/training to begin (19.0 per cent) were the next most common reasons cited by male early leavers.

Among females, approximately one-quarter were waiting for the course/training to begin (23.7 per cent) followed by more than one in five early leavers not interested in further study (22.3 per cent).

Figure 5.1 Reasons of early leavers for not studying, by sex, Queensland 2009



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 three most common reasons given for not studying (Figure 5.1) remained the same when analysed by main reason (Table 5.3). However, the order was different for males with lack of interest in study being the most common main reason given followed by considering options.



Table 5.3 Main reason of early leavers for not studying, by sex, Queensland 2009

	Males	Females	Total
	%	%	%
I am not interested in further study	25.7	16.4	21.6
I am undecided and considering my options	19.1	21.1	20.0
I am waiting for course/training to begin	12.4	15.3	13.7
My work commitments	9.0	6.6	7.9
I don't feel ready for more study at the moment	7.2	7.1	7.1
I want a break from study (e.g. travel)	6.4	7.0	6.7
I am working in order to finance further study	2.8	5.9	4.1
The course fees and other costs are a barrier	1.7	4.7	3.0
My family commitments	0.6	4.3	2.2
I am not studying because of a disability	2.4	0.9	1.7
Looking for an apprenticeship/traineeship	2.4	0.2	1.4
I am working to qualify for independent Youth Allowance	0.9	1.2	1.0
Health reasons	1.0	1.0	1.0
Other	8.4	8.3	8.4
Total	100.0	100.0	100.0

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 (25.5 per cent) and Year 11 (22.9 per cent) while considering options was favoured by Year 12 early leavers (23.4 per cent).

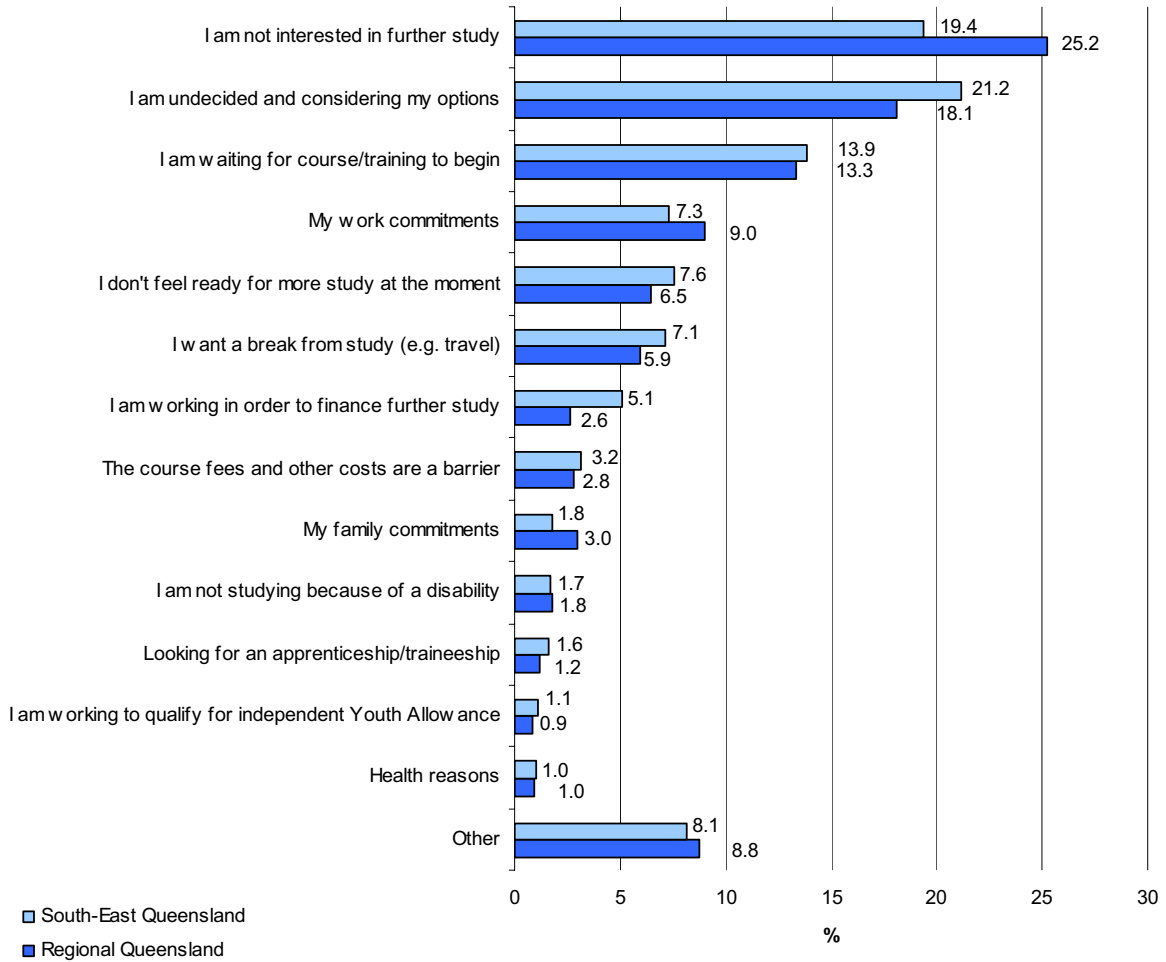
Table 5.4 Main reason of early leavers for not studying, by year level, Queensland 2009

	Year 10	Year 11	Year 12
	%	%	%
I am not interested in further study	25.5	22.9	16.2
I am undecided and considering my options	18.2	19.0	23.4
I am waiting for course/training to begin	14.4	14.9	10.4
My work commitments	6.7	7.9	9.0
I don't feel ready for more study at the moment	6.0	6.6	9.2
I want a break from study (e.g. travel)	6.1	6.5	7.5
I am working in order to finance further study	3.1	4.1	4.7
The course fees and other costs are a barrier	2.1	3.0	3.7
My family commitments	3.4	1.6	2.8
I am not studying because of a disability	2.3	1.7	1.3
Looking for an apprenticeship/traineeship	1.1	1.8	1.0
I am working to qualify for independent Youth Allowance	2.0	1.0	0.3
Health reasons	0.6	1.2	1.0
Other	8.7	7.8	9.5
Total	100.0	100.0	100.0



Main reasons for not continuing with study, by geographic location, are shown in Figure 5.2. Those early leavers from Regional Queensland were more likely to not be interested in further study than those from South-East Queensland (25.2 per cent compared to 19.4 per cent) conversely, those from South-East Queensland were more likely to be undecided and considering their options (21.2 per cent compared to 18.1 per cent).

Figure 5.2 Main reason of early leavers for not studying, by South-East Queensland/Regional Queensland location, Queensland 2009



Note: South-East Queensland/Regional Queensland location based on address of school attended in 2008. See Appendix 2 for a definition of the South-East Queensland areas of Queensland.

Of the 1446 early leavers who were not learning or earning there were two distinct groups of young people – the 1122 young people (19.1 per cent) who were seeking work, and the 324 (or 5.5 per cent) who were not seeking work.

Not learning, not earning but seeking work



Table 5.5 provides key characteristics for the 1122 early leavers who were not learning, not earning but seeking work. A high proportion of Indigenous early leavers were in this category (34.1 per cent) compared with their non-Indigenous counterparts (18.0 per cent). A higher proportion of metropolitan early leavers were seeking work compared to provincial, rural and remote areas. Further, those Year 10 early leavers were more likely to be seeking work than those from Year 11 and Year 12.

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

Table 5.5 Early leavers not learning, not earning but seeking work, by key characteristics, Queensland 2009

Not learning, not earning but seeking work	no.	%
All early leavers	1122	19.1
Males	658	18.6
Females	464	19.7
Indigenous	129	34.1
Non-Indigenous	993	18.0
Metropolitan	729	21.0
Provincial	138	16.4
Rural	240	16.7
Remote	15	10.6
*Year 10	242	21.9
*Year 11	614	18.4
*Year 12	257	18.4

* Note: These figures exclude 49 early leavers with a disability who could not be reclassified into year level.

Not learning, not earning and not seeking work

The survey found that 324 early leavers were not learning, not earning and not seeking work, representing 5.5 per cent of early leavers overall. Table 5.6 provides key characteristics of this group.

Table 5.6 Early leavers not learning, not earning and not seeking work, by key characteristics, Queensland 2009

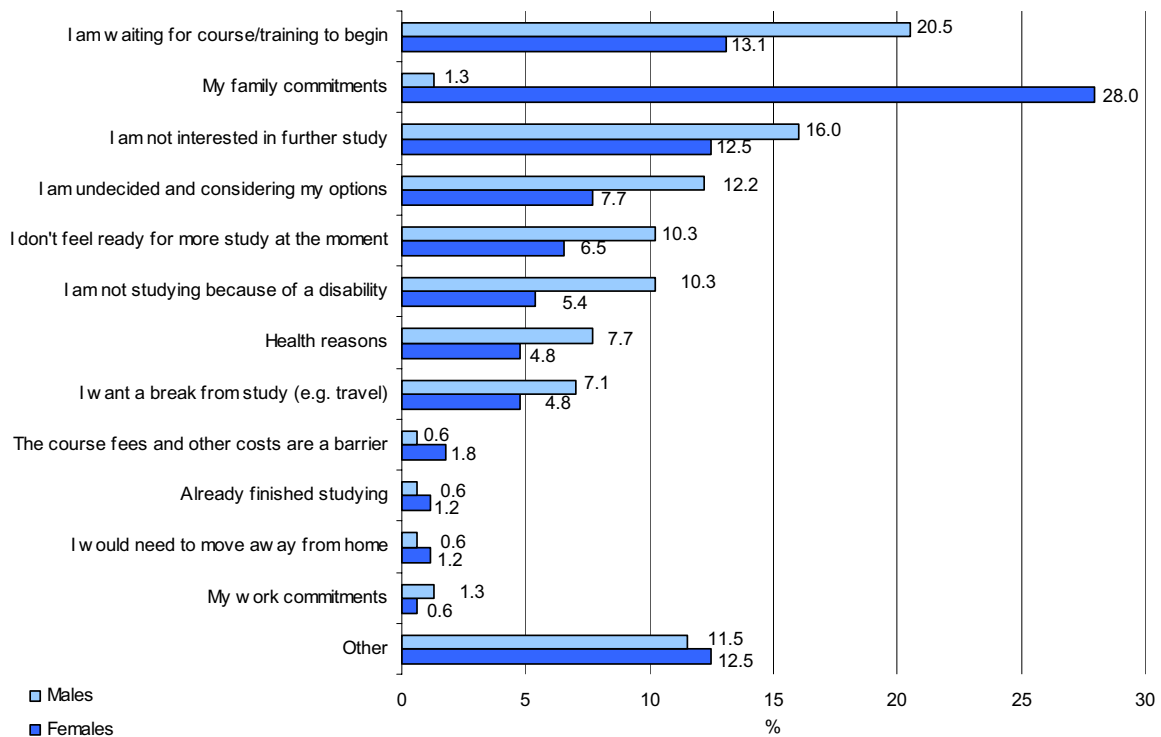
Not learning, not earning and not seeking work	no.	%
All early leavers	324	5.5
Males	156	4.4
Females	168	7.1
Indigenous	42	11.1
Non-Indigenous	282	5.1
Metropolitan	178	5.1
Provincial	54	6.4
Rural	85	5.9
Remote	7	5.0
Year 10	83	7.5
Year 11	160	4.8
Year 12	76	5.4

* Note: These figures exclude 49 early leavers with a disability who could not be reclassified into year level.



Figure 5.3 shows the main reasons given for not studying by those early leavers who were not learning, not earning and not seeking work. Substantial differences are apparent for males and females. The most common main reason for females, was due to family commitments (28.0 per cent of females compared to 1.3 per cent of males) with the most common for males, being waiting for the course/training to begin (20.5 per cent of males compared to 13.1 per cent for females). The next most common for both females and males was lack of interest in further study (16.0 per cent for males and 12.5 per cent for females) followed by considering options (12.2 per cent for males and 7.7 per cent for females).

Figure 5.3 Main reason for not studying of early leavers not learning, not earning and not seeking work, by sex, Queensland 2009

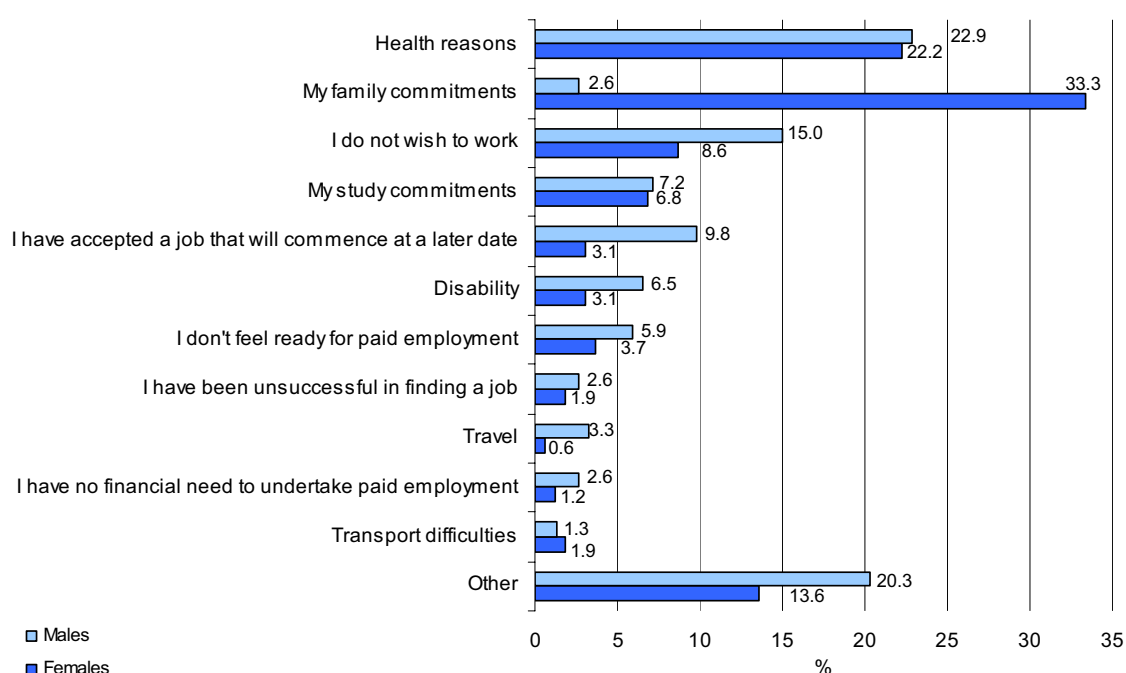




The survey also asked for reasons for not seeking work among this group (as shown in Figure 5.4). Again, gender differences were evident, with family commitments figuring prominently among the main reasons given by females in this group, accounting for 33.3 per cent of females and only 2.6 per cent of males. The next most common reason given by female early leavers was health reasons (22.2 per cent).

Among male early leavers, the most common main reason for not seeking work was due to health reasons (22.9 per cent), followed by not wanting to work (15.0 per cent), and the situation of having accepted a job that would start at a later date (9.8 per cent). Those early leavers giving 'Other' as the main reason for not seeking work, encompassed a large variety of situations, with small proportions.

Figure 5.4 Main reason for not looking for work of early leavers not learning, not earning and not seeking work, by sex, Queensland 2009





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 South-East Queensland and Regional Queensland areas, followed by analysis of Education Queensland (EQ) zone groups and EQ regions.

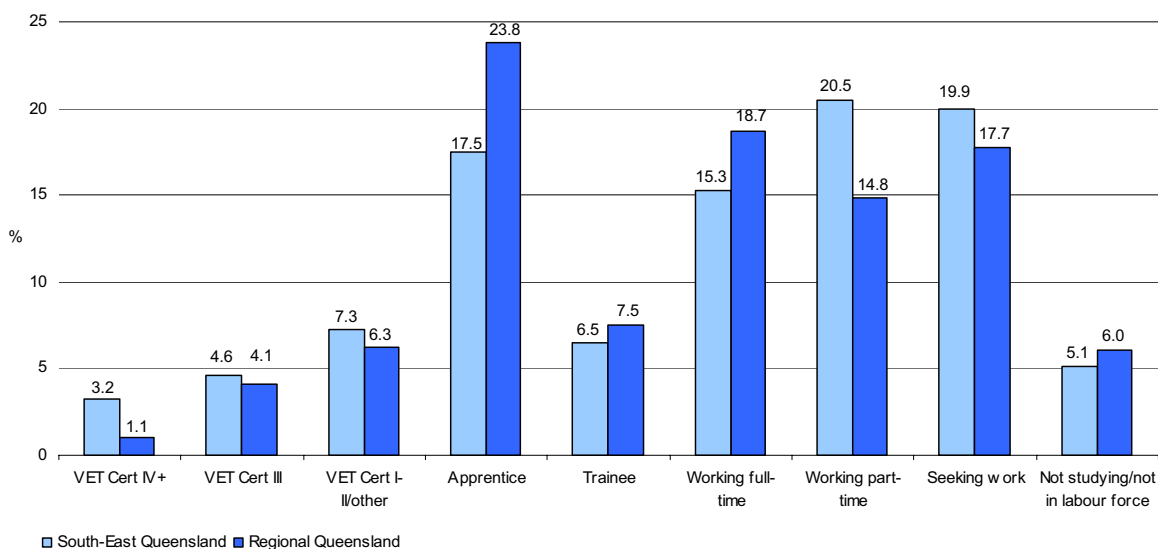
South-East Queensland/Regional Queensland

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

Figure 6.1 shows the differences in the transition to main destinations of South-East Queensland and Regional Queensland early leavers. Transition to apprenticeships and working full-time was stronger in Regional Queensland areas (23.8 per cent and 18.7 per cent respectively) compared to South-East Queensland areas (17.5 per cent and 15.3 per cent respectively). Early leavers in South-East Queensland areas were more likely to be working part-time with no further education or training (20.5 per cent compared to 14.8 per cent).

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

Figure 6.1 Main destinations of early leavers, by South-East Queensland/Regional Queensland location, Queensland 2009

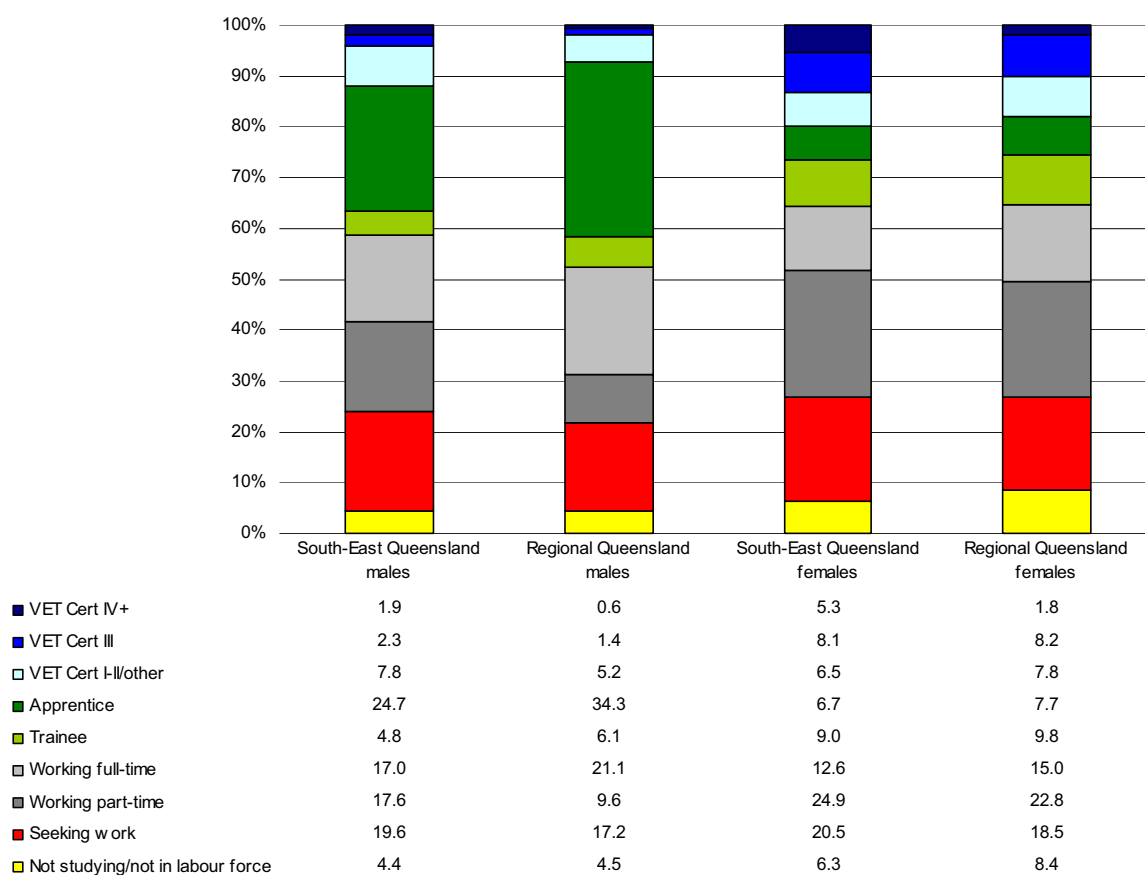


Note: South-East Queensland/Regional Queensland location based on address of school attended in 2008.

Figure 6.2 compares the main destinations of early leavers in South-East Queensland and Regional Queensland 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 and working full-time were higher for Regional Queensland males offset with lower transition to working part-time.



Figure 6.2 Main destinations of early leavers, by South-East Queensland/Regional Queensland location, by sex, Queensland 2009



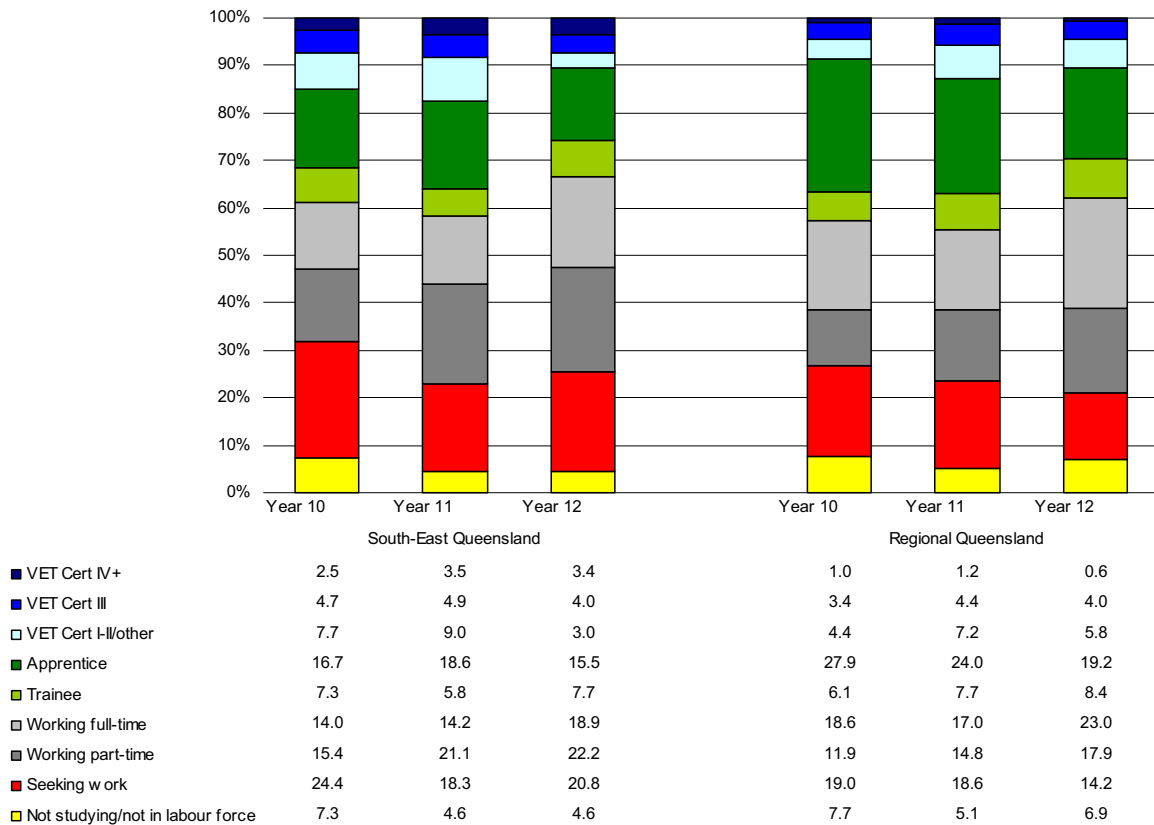
Note: South-East Queensland/Regional Queensland location based on address of school attended in 2008.



Figure 6.3 compares the main destinations of early leavers in South-East Queensland and Regional Queensland areas by year level. The differences in destinations by year level that were apparent in earlier chapters are also evident across South-East Queensland and Regional Queensland regions. With regard to working with no further education or training in South-East Queensland, there were increasing trends ranging from 29.4 per cent for Year 10 early leavers to 41.1 per cent for Year 12 early leavers with higher proportions working part-time. The same is true for Regional Queensland but with higher proportions working full-time.

Traineeships show no real difference between year level nor between regions however transition to apprenticeships in Regional Queensland show strong differences between Year 10 early leavers (27.9 per cent) and Year 12 early leavers (19.2 per cent).

Figure 6.3 Main destinations of early leavers, by South-East Queensland/Regional Queensland location, by year level, Queensland 2009



Note: South-East Queensland/Regional Queensland location based on address of school attended in 2008.

EQ zone groups



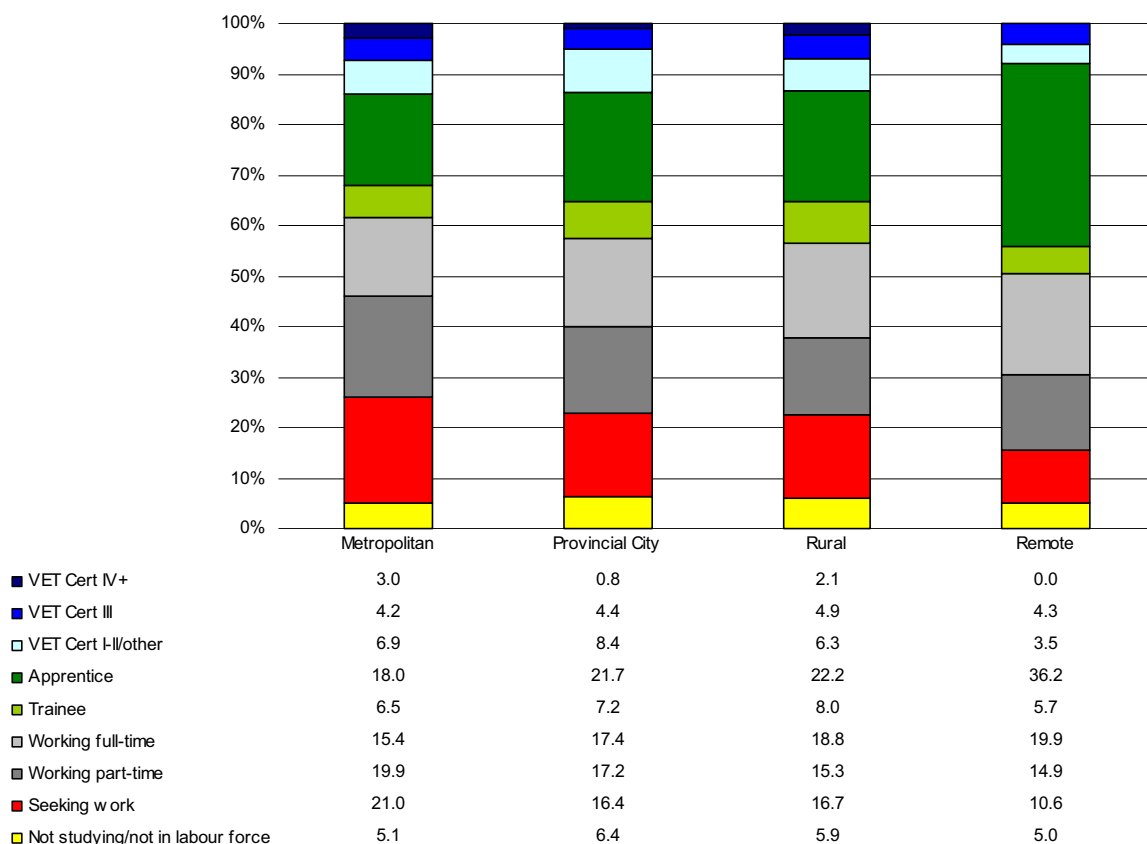
The survey data was also analysed by EQ zone groups, which allocate students on the basis of the school they attended to categories based on remoteness and population size of location.

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 (7.8 per cent compared with 13.2 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 (41.8 per cent) compared with non-remote zones (between 24.5 per cent and 30.1 per cent).

The rate of transition to part-time work tends to be higher in more urbanised areas (19.9 per cent for metropolitan) decreasing steadily to remote areas (14.9 per cent), while full-time work is in reverse of this trend increasing steadily from metropolitan (15.4 per cent) to remote areas (19.9 per cent) similar across the zones. The proportion of early leavers who were seeking work was twice as high in metropolitan (21.0 per cent) as remote areas (10.6 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 2009



Note: EQ zone groups based on address of school attended in 2008.

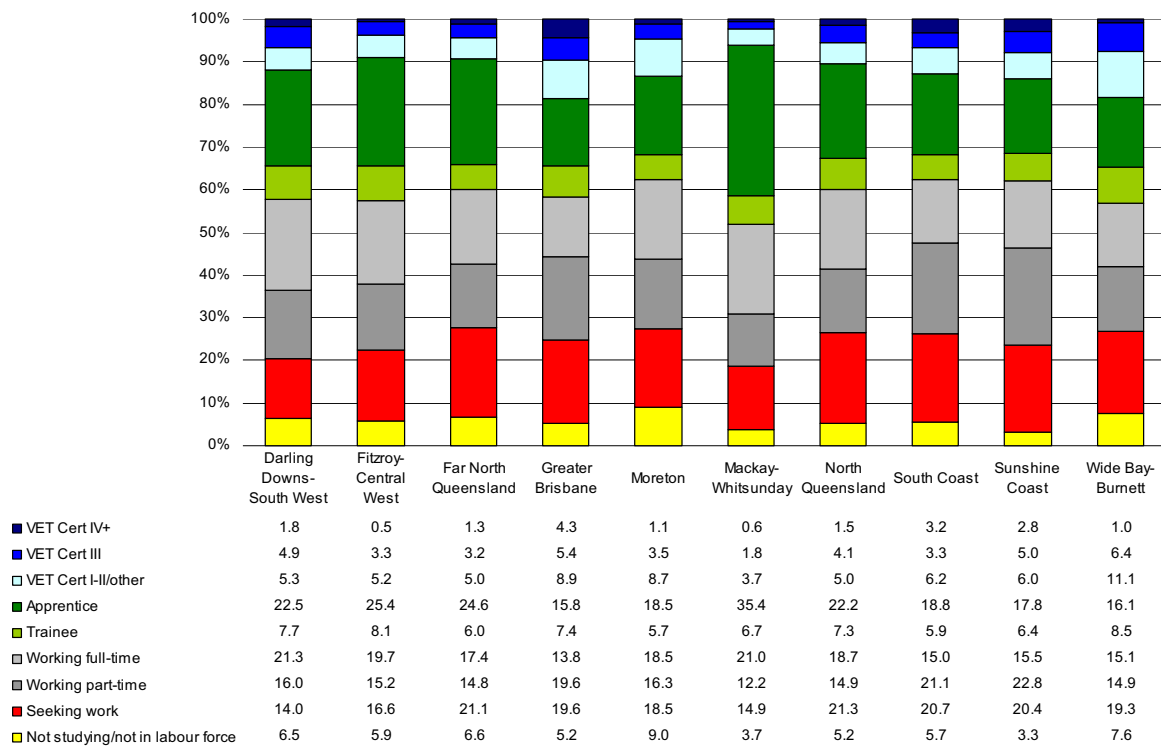


EQ regions

Analysis was also conducted by EQ regions, as shown in Figure 6.5. Regional patterns were evident across Queensland. Mackay-Whitsunday Region has the highest rate of transition to further education and training (48.2 per cent) along with close to the lowest rate of early leavers seeking work (14.9 per cent) and those not in the labour force (3.7 per cent). The lowest rate of transition to further education and training was in South Coast (37.5 per cent) and Moreton (37.6 per cent) regions with both also displayed a high rate of early leavers seeking work and not in the labour force.

The proportion of early leavers who were engaged in working full-time and part-time was steady across regions with a range of 30.0 per cent for Wide Bay-Burnett region to 38.3 per cent for Sunshine Coast region.

Figure 6.5 Main destinations of early leavers, by EQ regions, Queensland 2009



Note: EQ regions based on address of school attended in 2008.

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 378 early leavers who were identified as Aboriginal or Torres Strait Islander, which made up 6.4 per cent of all early leavers from 2008. 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 (41.9 per cent). In particular, caution is needed when interpreting the data on Indigenous destinations by sex, year level and geographic 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 (11.6 per cent compared to 20.6 per cent), VET Certificate III (1.6 per cent compared to 4.6 per cent) but just as likely to enrol in traineeships (5.6 per cent compared to 7.0 per cent) and VET Certificate IV and above (0.5 per cent compared to 2.5 per cent)

Indigenous early leavers had a lower rate of transition to part-time employment with no further education or training than their non-Indigenous peers (13.2 per cent compared to 18.6 per cent) but a similar rate of transition to full-time work (15.3 per cent and 16.7 per cent respectively). Young Indigenous people also had a higher representation in the group of early leavers seeking work (34.1 per cent compared to 18.0 per cent) and not studying and not in the labour force (11.1 per cent compared to 5.1 per cent).

Table 7.1 Main destinations of early leavers, by Indigenous status, Queensland 2009

	Non-Indigenous		Indigenous	
	no.	%	no.	%
VET Cert IV+	138	2.5	2	0.5
VET Cert III	254	4.6	6	1.6
VET Cert I-II/other	378	6.9	26	6.9
Apprentice	1 133	20.6	44	11.6
Trainee	387	7.0	21	5.6
(Total VET)	(2 290)	(41.6)	(99)	(26.2)
Working full-time	921	16.7	58	15.3
Working part-time	1 024	18.6	50	13.2
Seeking work	993	18.0	129	34.1
Not studying/not in labour force	282	5.1	42	11.1
Total	5 510	100.0	378	100.0



Figure 7.1 Main destinations of early leavers, by Indigenous status, Queensland 2009

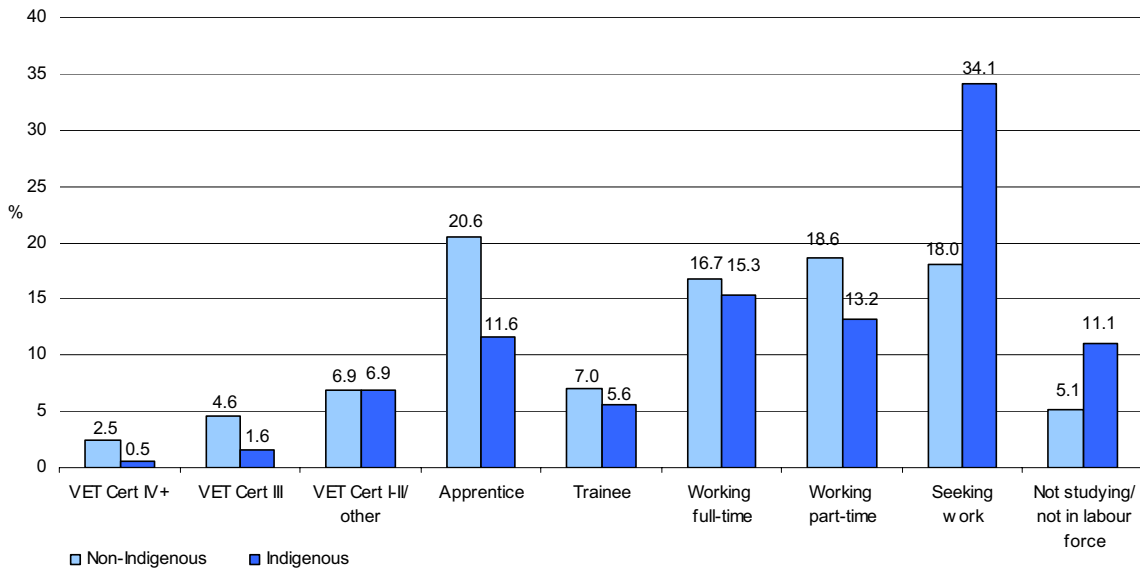


Figure 7.2 reports the main destinations of Indigenous early leavers by sex. Gender differences follow a similar pattern to those observed among the broader early leaver group, with males more likely to enter apprenticeships (17.9 per cent compared to 2.0 per cent for females) and more likely to commence full-time work with no further education or training (18.3 per cent compared to 10.7 per cent). In contrast, female early leavers were more likely than males to be working part-time (20.1 per cent compared to 8.7 per cent) and to enter into VET Certificate III (3.4 per cent compared to 0.4 per cent).

Figure 7.2 Main destinations of Indigenous early leavers, by sex, Queensland 2009

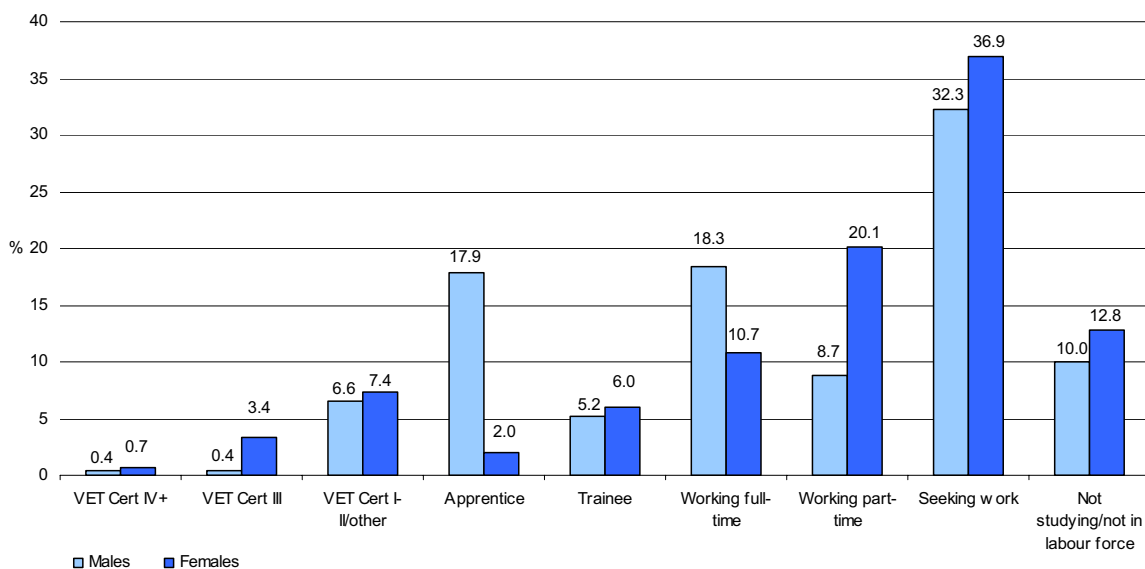
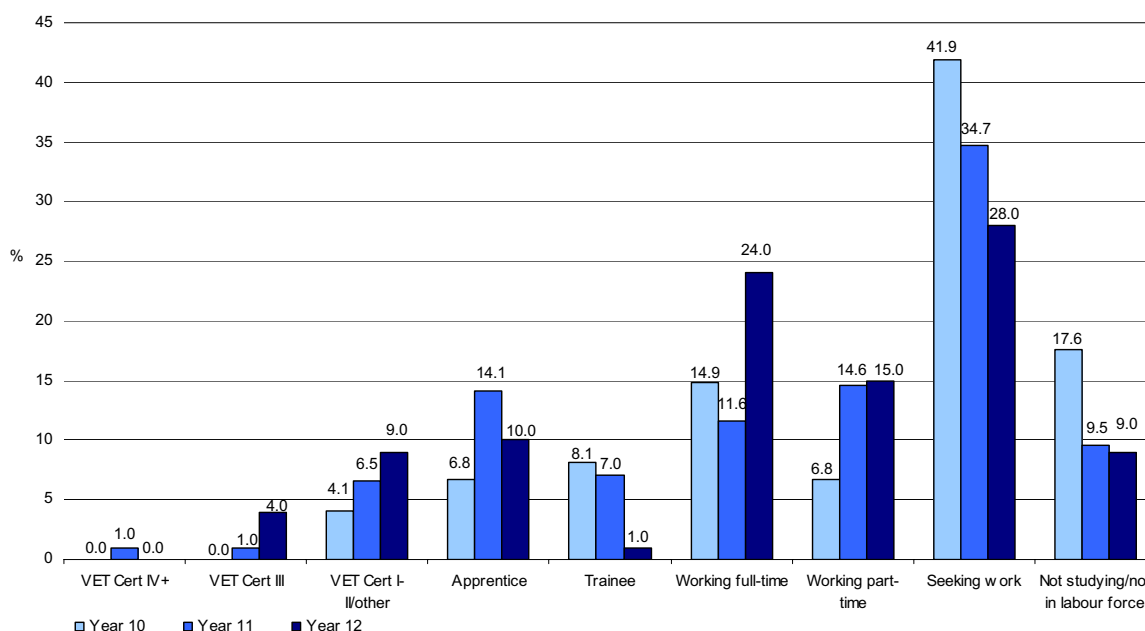




Figure 7.3 shows the main destinations of Indigenous early leavers by year level. The patterns which are evident from this analysis are similar to the overall patterns for early leavers, with more volatility due to the smaller number of responses.

However in contrast with the broader population, Indigenous early leavers from Year 10 had a high rate of seeking work (41.9 per cent) compared with 34.7 per cent for Year 11 leavers and 28.0 per cent for Year 12 early leavers. Indigenous Year 12 leavers were more likely to commence full-time work with no further education and training (24.0 per cent) than those who left in the earlier years (14.9 per cent for Year 10 and 11.6 per cent for Year 11). Indigenous Year 11 early leavers were more likely to commence an apprenticeship (14.1 per cent) than those who left school in other years (6.8 per cent for Year 10 and 10.0 per cent for Year 12).

Figure 7.3 Main destinations of Indigenous early leavers, by year level, Queensland 2009



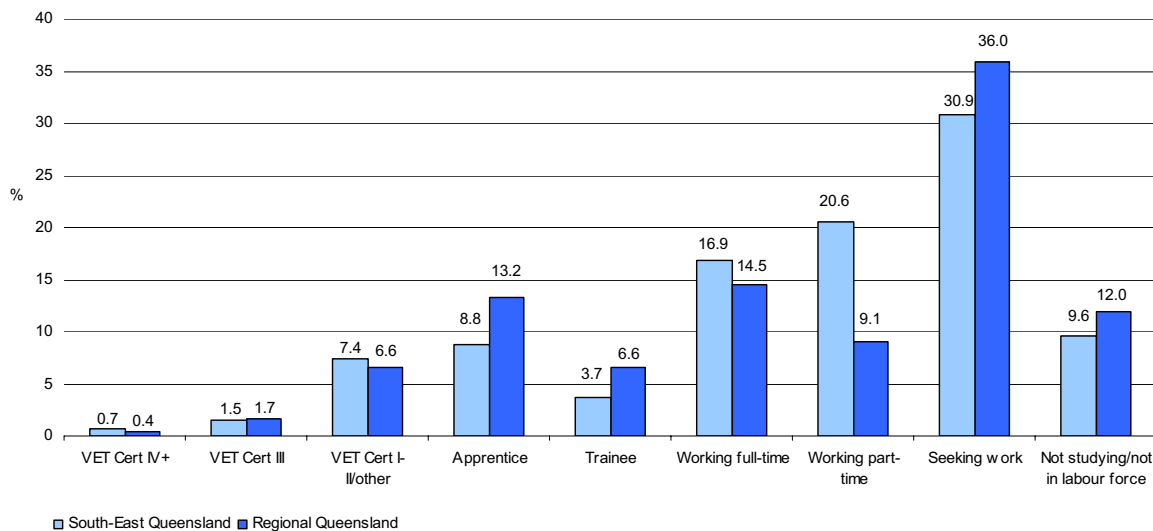
Note: These figures exclude 5 Indigenous early leavers with a disability who could not be reclassified into year level.



Geographical differences were also evident in the destinations of Indigenous early leavers, as shown in Figure 7.4. Indigenous early leavers from schools in South-East Queensland were more likely to make a transition to employment with no further education or training (37.5 per cent) compared with their Regional Queensland counterparts (23.6 per cent).

Indigenous early leavers in Regional Queensland were more likely to commence apprenticeships (13.2 per cent) than their South-East Queensland counterparts (8.8 per cent) and more likely to commence a traineeship (6.6 per cent compared to 3.7 per cent).

Figure 7.4 Main destinations of Indigenous early leavers, by South-East Queensland/Regional Queensland location, Queensland 2009



Note: South-East Queensland/Regional Queensland location based on address of school attended in 2008.

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 37.1 per cent for the lowest SES quartile to 46.6 per cent for the highest SES quartile. Transition to apprenticeships exhibited a similar trend ranging from 16.9 per cent for early leavers from the lowest socioeconomic quartile to 22.8 per cent in the highest socioeconomic quartile.

The proportion of early leavers who were seeking work or not in the labour force exhibited a declining trend from the lowest SES quartile (22.2 per cent and 7.9 per cent respectively) to the highest SES quartile (16.7 per cent and 3.9 per cent respectively).

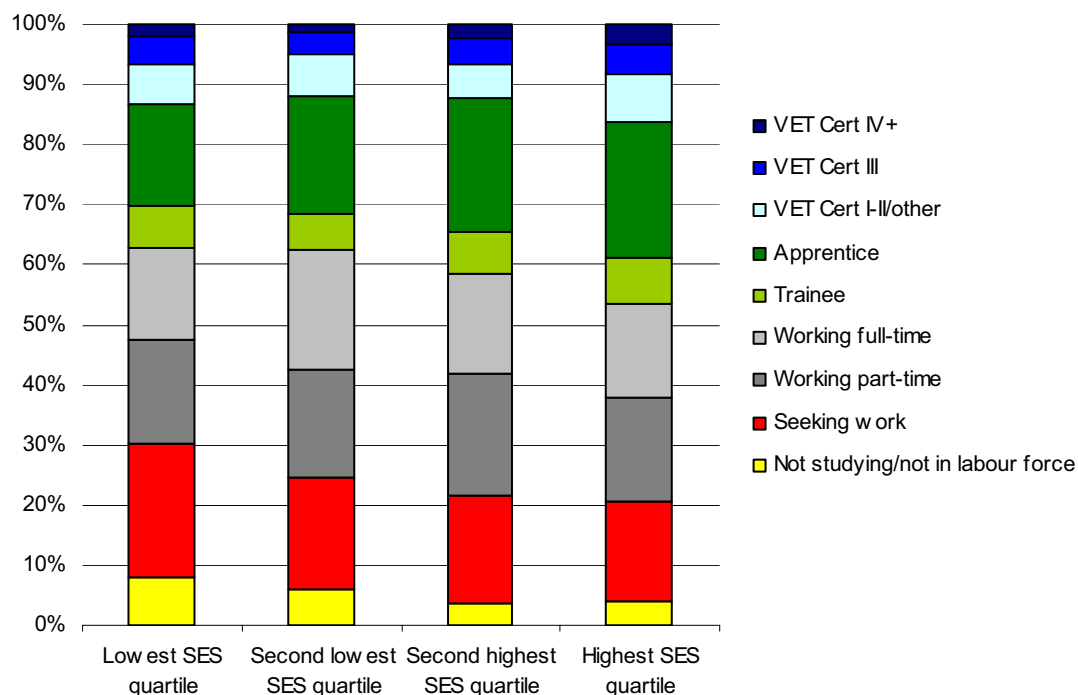


Table 7.2 Main destinations of early leavers, by socioeconomic status, Queensland 2009

		Lowest SES quartile	Second lowest SES quartile	Second highest SES quartile	Highest SES quartile
VET Cert IV+	no.	26	19	29	46
	%	2.0	1.4	2.2	3.5
VET Cert III	no.	60	48	61	65
	%	4.5	3.6	4.6	4.9
VET Cert I-II/other	no.	88	91	75	104
	%	6.7	6.8	5.6	7.9
Apprentice	no.	224	263	297	301
	%	16.9	19.7	22.2	22.8
Trainee	no.	93	81	95	100
	%	7.0	6.1	7.1	7.6
(Total VET)	no.	(491)	(502)	(557)	(616)
	%	(37.1)	(37.7)	(41.6)	(46.6)
Working full-time	no.	205	263	220	206
	%	15.5	19.7	16.4	15.6
Working part-time	no.	228	240	273	229
	%	17.2	18.0	20.4	17.3
Seeking work	no.	294	249	241	221
	%	22.2	18.7	18.0	16.7
Not studying/not in labour force	no.	105	78	47	51
	%	7.9	5.9	3.5	3.9
Total	no.	1 323	1 332	1 338	1 323
	%	100.0	100.0	100.0	100.0

Note: This table excludes 572 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 2009



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 Programs	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 South-East Queensland areas of Queensland – Brisbane, Gold Coast, Sunshine Coast and West Moreton Statistical Divisions, ABS, 2008

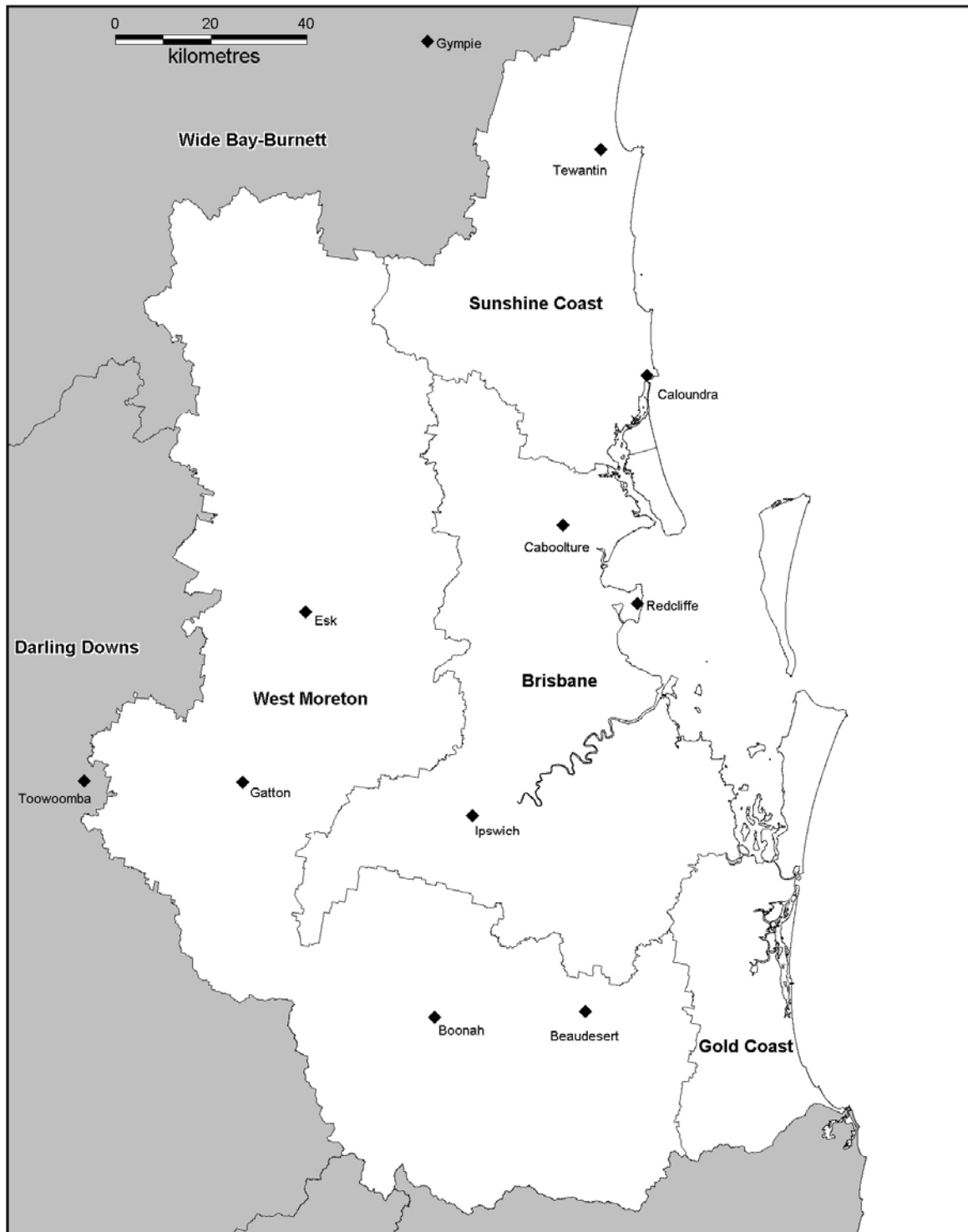
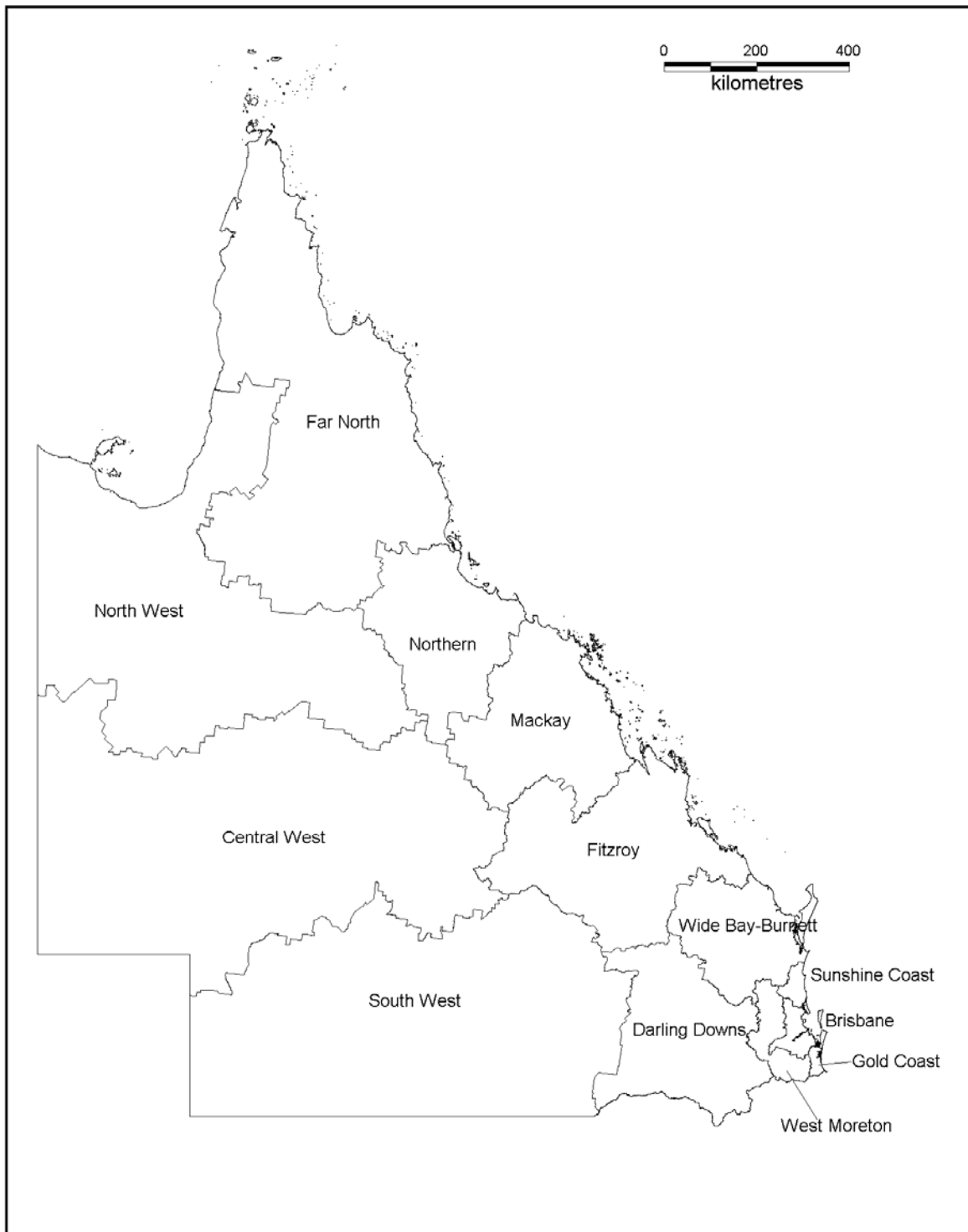




Figure A2B Queensland Statistical Divisions, ABS, 2008





Appendix 3

Table A3A 2009 *Early Leavers* survey instrument

ID	Question	Sequence guide
First	[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]]	
Introm	<p>Hello, this is [interviewer name] from the Office of the Government Statistician.</p> <p>On behalf of the Education Department, we are following up people who left 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>
Intro1	<p>Hello [respondent name]. The questions will only take three or four minutes of your time. Can I start now?</p> <p>1 Agrees to interview 2 Refuses 3 Suggest doing interview later</p>	<p>1 → Good 2 → END 3 → END</p>
Good	<p>Good, 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>	→ Q1
Q1	<p>Do you currently have a paid job?</p> <p>1 Yes 2 No 99 Refused</p>	<p>1 → Q2 2 → Q9 99 → Q9</p>



Q2	Do you have more than one job? 1 Yes 2 No 99 Refused	→ Q3
Q3	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
Q3a	(INTERVIEWER: Enter the job description)	→ Q4
Q4	Are you an apprentice or trainee? 1 Yes – apprentice 2 Yes – trainee 3 No 99 Refused	→ Q5



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



Q9	<p>(INTERVIEWER: If respondent says they are looking for casual work, ask "Is that full-time or part-time?" and code to 1 or 2 accordingly)</p> <p>Are you....</p> <p>1 Looking for full-time work (35 hrs or more per week) 2 Looking for part-time work (less than 35 hours/wk) 3 Not looking for work 99 Refused</p>	<p>1 → Q12 2 → Q12 3 → Q10 99 → Q12</p>
Q10	<p>What are the reasons you are currently not looking for work? (INTERVIEWER: Respondents can give more than one reason. Prompt with "Any others?")</p> <p>v010a_1 Study commitments v010a_2 Family commitments v010a_3 Accepted a job that will start at a later date v010a_4 No financial need to undertake paid employment v010a_5 Transport difficulties v010a_6 Would have to move away from home to undertake paid employment v010a_7 Have been unsuccessful finding a job v010a_8 Don't feel ready for paid employment v010a_9 Don't wish to work v010a_10 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</p>	<p>If >1 response → Q11 Otherwise → Q12</p>
Q11	<p>Of the reasons you mentioned, which would you say had the most influence? (INTERVIEWER: Read out the options they chose (paraphrase where necessary) type in the NUMBER for the option they choose)</p> <p><i>Numeric</i> 98 Don't know/can't remember 99 Refused</p>	<p>→ Q12</p>
Q12	<p>Are you currently studying? (INTERVIEWER: If respondent says 'yes', ask "Is that full-time or part-time?")</p> <p>1 Yes – full-time 2 Yes – part-time 3 No – not studying 99 Refused</p>	<p>If (3 or 99) AND Q4=(1or2) → Q12a Else if (3 or 99) → Q21 Otherwise → Q13</p>



Q12a	<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>
Q13	<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>
Q14	<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>



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



Q16b	<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 = Cooloola 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>	→ INFO
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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>	
<p>Q16c</p>	<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>



Q16d	<p>Of the reasons you mentioned, which would you say had the most influence? Was it...</p> <p>(INTERVIEWER: read out the options they chose (paraphrase where necessary) type in the NUMBER for the option they choose)</p> <p><i>Numeric</i> 98 Don't know/can't remember 99 Refused</p>	→ INFO
Q17	<p>Q17 Is your school a - (INTERVIEWER: Note 'school of distance education' = state school)</p> <p>1 State school 2 Catholic school 3 Other private school 4 Other (please specify) 98 Don't know 99 Refused</p>	→ Q18
Q18	<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
Q19	<p>Which of the following statements are reasons why you changed school?</p> <p>(INTERVIEWER: Don't read out. Prompt 'Any other reason?' If respondent says 'parents made me change school', ASK WHY AND CODE ACCORDINGLY)</p> <p>v019c_1 I moved to another address v019c_2 The study options did not meet my needs v019c_3 I felt I would have access to better resources v019c_4 The behaviour of other students disrupted my study v019c_5 I did not like the teaching staff v019c_6 I did not like the way the school was managed v019c_7 My previous school only goes to year 10 v019c_8 I needed a boarding school v019c_9 My parents made me change school v019c_10 Other (please specify) v019c_11 I did not change schools v019c_98 Don't know v019c_99 Refused</p>	If 1 response → INFO Otherwise → Q20
Q20	<p>Of the reasons you mentioned, which would you say had the most influence? Was it...</p> <p>(INTERVIEWER: read out the options they chose (paraphrase where necessary) type in the NUMBER for the option they choose)</p> <p><i>Numeric</i> 98 Don't know/can't remember 99 Refused</p>	→ INFO



<p>Q21</p>	<p>Which of the following statements are reasons why you are not studying? Is it because you ..</p> <p>(INTERVIEWER: Read each starred option out. Ask R to say whether the statement applies to them before reading out the next. After reading out the last starred option, ask "Is there any other reason?")\</p> <p>v020c_1 Have work commitments v020c_2 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>Q22</p>	<p>Q22 Of the reasons you mentioned, which would you say had the most influence? Was it...</p> <p>(INTERVIEWER: Read out the options they chose (paraphrase where necessary) type in the NUMBER for the option they choose)</p> <p><i>Numeric</i> 98 Don't know/can't remember 99 Refused</p>	<p>→ INFO</p>
<p>INFO</p>	<p>Well that's the end of the interview. If you have any additional questions regarding this survey you can 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>