

Executive summary



Background

The *Next Step* report documents the results of the second statewide survey of the destinations of students who completed Year 12 in Government and non-Government schools across Queensland in 2005. The survey results show the initial study and work destinations of young people after completing school.

The *Next Step* survey was conducted in order to assist:

- Parents and the wider public to know the achievements of students and to appreciate the range of options available to students
- Schools to review and plan their services for students, especially in the senior years of schooling
- School systems to review their education policies as they affect the transition from school to further study and employment
- Training bodies, universities, business and industry, local government and regional planners to plan their services.

The survey was commissioned by the Queensland Government's Department of Education and the Arts (DEA) as part of the Schools Reporting initiatives and supports the State Government's Education and Training Reforms for the Future (ETRF), which aim to have every young person learning or earning.

The survey targeted all students who completed Year 12 and gained a Senior Certificate or Certificate of Post-Compulsory School Education (CPCSE) in 2005, whether they attended a Government, Catholic or independent school, or a TAFE secondary college. The survey therefore provides information on Year 12 completers from the full spectrum of senior schooling providers.

The Office of the Government Statistician (OGS) conducted the survey between 27 March and 8 May 2006, approximately six months after the young people left school. Responses were predominantly collected via computer aided telephone interview (CATI) with a paper-based survey collected from a small number of students for whom telephone details were not available.

A reference group advised on the design and conduct of the survey. Its members represented the school sectors, principals' associations, the Department of Education and the Arts, the Queensland Studies Authority (QSA), and Department of Employment and Training (DET).

The Centre for Post-compulsory Education and Lifelong Learning at the University of Melbourne analysed the data and prepared this report.

Almost 31 000 young people completed the survey in 2006. This represented a 78 per cent response rate of the more than 40 000 young people targeted. This response rate was a very pleasing result for the second year of the survey.

The respondents were generally representative, with a small under-representation of Indigenous students, remote students, students with a language background other than English (LBOTE) and international students. These effects are not large enough to impact on the validity of the survey findings.

Summary of Findings

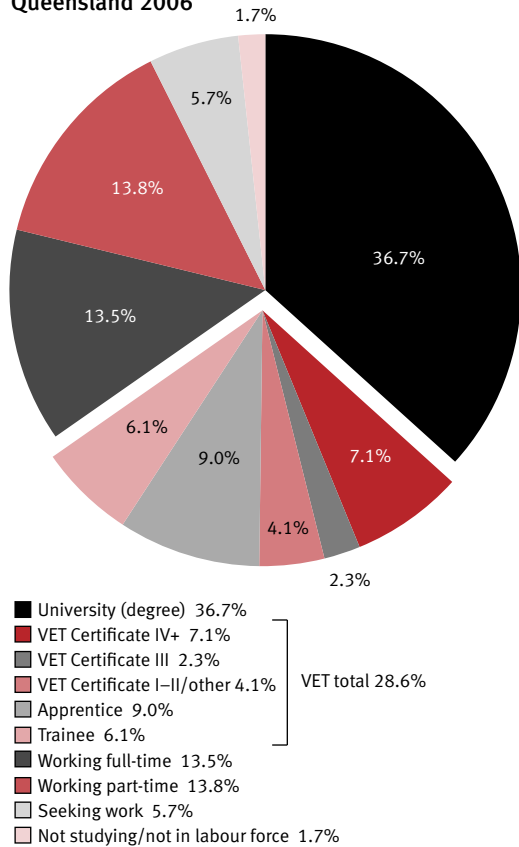
The pathways of Year 12 completers were categorised into 10 main destinations as detailed in Table ES1. Respondents who were both studying and working were reported as studying for their main destination.

The summary of findings presented in Figure ES1, following, highlights:

- More than 90 per cent of Year 12 completers were studying or in paid employment
- About two-thirds (65.3 per cent) continued in some recognised form of education and training in the year after they left school
- Nearly four in 10 were undertaking a university degree (36.7 per cent)
- Approximately three in 10 (28.6 per cent) were studying vocational education and training (VET)
- More than half of the campus-based VET students were studying at Certificate IV level or higher (7.1 per cent)
- Over one in seven (15.1 per cent) were undertaking employment-based training, either as an apprentice (9.0 per cent) or trainee (6.1 per cent)
- One in three (34.7 per cent) did not enter post-school education or training and were either employed (27.3 per cent), looking for work (5.7 per cent) or neither working, seeking work or studying (1.7 per cent).



Figure ES1 Main destinations of Year 12 completers, Queensland 2006



The 10 categories used in the figure above are defined below:

Learning: education and training destinations

Almost two-thirds of respondents (20 226 or 65.3 per cent) were continuing in some form of education or training in the year after completing Year 12 with most respondents combining study with part-time work.

The vast majority of current students (83.6 per cent) were studying full-time.

Their most common fields of study across all study destinations were Management and Commerce (e.g. Business, Tourism) and Society and Culture (e.g. Law, Arts). However, apprentices were enrolled mainly in Engineering and Related Technologies, Architecture and Building, and Food, Hospitality and Personal Services.

Of those studying, nearly six in 10 (58.4 per cent) were studying at a university. Another 30.1 per cent said they were attending an Institute of Technical and Further Education (TAFE), while 8.5 per cent were attending a private training provider.

Over 2200 respondents (7.1 per cent) had deferred a tertiary offer. Amongst this group, most were working (47.7 per cent in full-time jobs and 39.0 per cent in part-time jobs).

Earning: employment destinations

Most young people (22 954 or 74.1 per cent) who completed Year 12 were employed, whether or not they were undertaking further education or training.

Table ES1 Main destination categorisations, Next Step 2006

Higher Education	
University (degree)*	Respondents studying at degree level.
VET categories	
VET Cert IV+*	Respondents studying Certificate IV, Diploma or Advanced Diploma (excluding apprentices and trainees).
VET Cert III*	Respondents studying Certificate III (excluding apprentices and trainees).
VET Cert I-II/other*	Respondents studying Certificate I or II (excluding apprentices and trainees). This category also includes respondents in an 'unspecified' VET certificate, or in other basic courses (e.g. Year 12, bridging course, etc.) and with an unknown course level.
Apprentice	Working and in employment-based apprenticeship.
Trainee	Working and in employment-based traineeship.
No further education and 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 respondents are also in the labour market.

~ABS Classification



Of these, most were in part-time employment (57.1 per cent), while 21.3 per cent were in full-time employment, 12.4 per cent were apprentices and 9.2 per cent were trainees.

One-half of all Year 12 completers in employment were working in just two occupational groups — Sales Assistants and Food Handlers. Sales Assistants was the most common occupational group for both males and females with the next most common being Food Handlers, Building and Construction Skilled Workers and Labourers, for males, and Clerks, Receptionists and Secretaries, Food Handlers, and Waiters for females.

The vast majority of part-time workers were employed on a casual basis (nine out of 10).

Apprentices were concentrated in industry areas such as Construction, Electricity, Gas and Water Supply, Transport and Storage, and Manufacturing, while trainees were more evenly distributed across a range of industry areas, but in particular Hospitality and Retail.

Not learning or earning

The survey identified 5.7 per cent of Year 12 graduates that were not in study and were seeking work.

Less than two in every 100 Year 12 graduates were neither in a study destination nor seeking work. This group included those with a disability or health condition, travelling or waiting for their course to commence.

Those with a Certificate of Post-Compulsory School Education and Indigenous Year 12 completers were over-represented in both these destinations.

The key reasons given for not continuing in study was that young people wanted a break from study (for example to travel), did not feel ready for any more study or were not interested in further study.

The next most common group of reasons for taking a break from study relate to economic and financial considerations. Many Year 12 graduates cited work commitments for not studying or were working in order to finance future study and some were concerned with the cost of studying.

A third group of reasons was related to accessibility to study, reflecting concerns about physical access, transport, family commitments, disabilities and perceived academic barriers.

Different people, different pathways

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

Sex

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

- Females were more likely to enter a university degree course (41.1 per cent compared to 31.9 per cent of males), and more likely to enrol in campus-based (i.e. not apprenticeships or traineeships) VET programs.

- Males were just as likely to enter VET programs as university, while females were twice as likely to enter university as VET programs.
- Males were almost eight times more likely than females to enter an apprenticeship, while females were almost twice as likely to commence a traineeship.
- Females were much more likely to study in the fields of Management and Commerce, Society and Culture, Education, Health, and Food, Hospitality and Personal Services.
- Males were almost 12 times as likely as females to enrol in Engineering and Related Technologies courses, and more likely than females to enrol in Architecture and Building, Information Technology, and Agriculture, Environmental and Related Studies.
- Natural and Physical Sciences was the only field in which there were no sex differences in enrolments.
- Females were more likely than males to be working in part-time jobs (44.2 per cent compared to 34.6 per cent of those not in education or training).

The most common areas of employment for both males and females not in education or training were as Sales Assistants and Food Handlers, but more so for females (56.4 per cent compared to 41.9 per cent). The next most common area of employment was Clerical/ Reception for females and Labouring for males.

Among those working and not in education or training, males were more likely than females to be in a full-time job and females were more likely to be in part-time work.

Geographic location

Post-school destinations varied progressively with the degree of urbanisation.

Students living in the capital city were the most likely to enter university degree and VET Cert IV+ courses while those in very remote areas were the most likely to be apprentices, trainees, seeking work or in full-time work.

Indigenous

Indigenous Year 12 completers were much less likely than their non-Indigenous peers to enrol at university (15.3 per cent compared to 37.1 per cent). Nonetheless, 92 Indigenous young people who completed the survey commenced university studies in 2006.

Indigenous Year 12 completers were more likely to be an apprentice or trainee (23.9 per cent compared to 14.8 per cent) and also more likely to have a main destination of working (30.1 per cent compared to 27.2 per cent).

Indigenous Year 12 completers were more likely than their non-Indigenous counterparts to enrol in VET Cert I–II courses, and less likely to enrol in VET Cert IV+.

Indigenous Year 12 completers were also more likely to be seeking work than their non-Indigenous peers (13.6 per cent compared to 5.6 per cent).



Disability

The survey was not able to identify all students with a disability, but did identify those who completed a Certificate in Post-Compulsory School Education (CPCSE), which is intended for students with an impairment or difficulties in learning that are not primarily due to socioeconomic, cultural and/or linguistic factors.

Among CPCSE completers, 34.4 per cent were studying, with a relatively high proportion doing VET Cert I–II courses (19.5 per cent). Another 22.9 per cent were employed, principally in part-time jobs (17.4 per cent) with the remainder in full-time jobs (5.5 per cent).

A high proportion were neither studying nor in the labour force (26.2 per cent) and a large proportion were seeking work (16.6 per cent).

Language background other than English (LBOTE)

LBOTE Year 12 completers demonstrated higher rates of transition to university than other respondents (52.1 per cent compared to 36.0 per cent) and to VET Cert IV+ courses (16.0 per cent compared to 6.7 per cent).

International students

There were too few responses from this group to draw clear conclusions. Among those who did respond, there were strong transitions to university (53.3 per cent) and to VET Cert IV+ courses (24.8 per cent).

Students of VET in schools

The survey found a link between VET studies at school and destinations after school.

Just over one third of Year 12 graduates left school with a VET qualification (35.2 per cent), while 5.9 per cent were school-based apprentices or trainees (SATs).

Those with a VET qualification were less likely to enrol in a university degree course than others (20.8 per cent compared to 45.4 per cent). However, they had higher rates of transition to employment-based training

(22.6 per cent compared to 10.9 per cent). They were also more likely to enter employment with no further education and training (32.4 per cent compared to 24.4 per cent).

School-based apprentices and trainees were more likely to undertake apprenticeships and traineeships after school than other Year 12 completers (33.8 per cent compared to 13.9 per cent).

Socioeconomic status

Transition to post-school education and training was strongly associated with socioeconomic status (SES), increasing consistently from 57.9 per cent for the lowest SES quartile to 74.5 per cent for the highest SES quartile.

The proportion of students who entered employment-based training increased as socioeconomic status declined.

Age

Very young Year 12 completers (aged 15 at the start of Year 12) were more likely than other completers to enrol in university.

Mature age completers were more likely than others to move into campus-based VET (i.e. not apprenticeships or traineeships).

Conclusions

Immediate status after Year 12 gives only a partial view of the experiences of young people after leaving school, as it can take several years for stable patterns to emerge as young people move between different types of education, training and work.

The survey found that the vast majority of young Queenslanders who completed Year 12 in 2005 were engaged in study or work six months after completing school.

More information on the survey is available at www.education.qld.gov.au/nextstep

Chapter 1 Introduction



Aims of the project

The objectives of the survey were to collect information on the post-school destinations of Year 12 completers in Queensland in order to assist:

- a) Parents and the wider public to know the achievements of students and to appreciate the range of options available to students
- b) Schools to review and plan their services for students, especially in the senior years of schooling
- c) School systems to review their education policies as they affect the transition from school to further study and employment
- d) Training bodies, universities, business and industry, local government and regional planners to plan their services.

The survey follows the destinations of students who completed Year 12 at Government schools, Catholic schools, independent schools and TAFE secondary colleges.

Policy context

Young people's education, training and employment destinations after completing school are an important indicator of the outcomes of schools in preparing students for adult life.

Destinations chosen by young people have been at the forefront of government policy interests, at both the State and the Commonwealth levels. One of the *National Goals for Schooling in the 21st Century* (1999) is 'clear and recognised pathways to employment and further education and training'.

The *Report from the Prime Minister's Youth Pathways Action Plan Taskforce: Footprints to the Future* (2001) recommended regular public reporting on young people's transition outcomes at school, regional, state and national levels.

Stepping Forward — Improving Pathways For All Young People — A Joint Declaration by Commonwealth, State and Territory Ministers for Education, Training, Employment, Youth and Community Services (2002) proposed strategies to support young people to move successfully through different stages of their lives. The *Stepping Forward Action Plan* includes tracking systems to identify young people who require follow-up support.

The Queensland Government *Schools Reporting Consultation Paper* (2004) initiated the annual publication of both Year 12 results and post-school destinations by school. With support from all stakeholders, the Government decided to implement an annual statewide destination survey, commencing in

2005 with students who completed Year 12 in 2004. The annual survey is intended to assist school improvement, program evaluation and public accountability of schools. In accordance with the requirements of the Commonwealth Government's funding arrangements for the 2005–2008 quadrennium, schools for the first time in 2006 will publish the destination patterns of their 2005 Year 12 completers.

This destination survey supports the Queensland Government's *Smart State Strategy*, which invests in skills and innovation to increase the productivity of the labour force, so that Queenslanders can enjoy the benefits of a strong, prosperous economy and a better quality of life.

Queensland the Smart State: Education and Training Reforms for the Future — A White Paper (ETRF 2002) places education and training at the heart of the Smart State vision.

The Queensland Government wants young Queenslanders to be engaged in learning and achieve valued qualifications. It wants to inspire in them a lifelong passion for learning. These are the foundations for their future success.

The Queensland *Youth Participation in Education and Training Act 2003* and *Training Reform Act 2003* aim to ensure young people remain in education or training until the age of 17. From the start of 2006 young people are required to stay at school until they finish Year 10 or turn 16, whichever comes first. They will then be required to participate in education or training for a further two years, or until they have gained a Senior Certificate or Certificate III vocational qualification, or until they turn 17. The laws exempt people who work for at least 25 hours per week after they have completed Year 10 or turned 16.

ETRF affects student destinations through strategies such as career information services and a Senior Education and Training Plan for each student before starting senior schooling. District Youth Achievement Plans outline education, training and employment objectives and strategies for young people in local areas.

The Queensland Government's policies support successful pathways for every young person, regardless of sex, Indigeneity, location, socioeconomic status, disability or language background. As Queensland is the most decentralised state, and has a higher proportion of Indigenous students than most other states and territories, there is a particular emphasis on outcomes for rural, remote and Indigenous students.

Policies on education, training and employment influence students' choices of destinations.



Higher education pathways

The Commonwealth Government has responsibility for funding the university sector. University fees may affect young people's choice of destination.

The Queensland Government has supported regional university campuses, in order to improve access to higher education for young people in regional areas.

Vocational education and training (VET) pathways

VET is primarily a state and territory responsibility.

The Australian Qualifications Framework (AQF) recognises vocational education and training qualifications of Certificates I, II, III and IV, Diploma, Advanced Diploma, Vocational Graduate Certificate and Vocational Graduate Diploma.

Queensland's Proposed Responses To The Challenges Of Skills For Jobs And Growth: A Green Paper (June 2005) focused on delivering VET qualifications at Certificate III level and above. Its research paper shows that tertiary qualifications, particularly at Certificate III level or higher, are becoming the key determinant of whether people have employment.

Consultation feedback from this Green Paper was considered in the development of the *Queensland Skills Plan* released in March 2006. *The Queensland Skills Plan* outlines a policy framework that will better match the supply of skilled labour to industry's needs and the economy's demands.

As a result of State Government policies, Queensland has the highest participation in the country in VET courses in schools and in school-based apprenticeships and traineeships.

The Joint Ministerial Statement on Future Directions for Vocational Education and Training in Queensland Schools (August 2004) makes a commitment to develop clear pathways to tertiary study that include better recognition of VET undertaken at school.

Employment pathways

The Smart State Strategy has expanded employment opportunities in Queensland.

The Queensland Government's Breaking the Unemployment Cycle initiative assists less competitive job seekers to get into the workforce, through the Get Set for Work Program, Youth Training Incentives, Community Jobs Plan, Indigenous Employment Program and Strategic Employment Development Program.

The Youth Access Program and the Get Set for Work employment initiatives support early school-leavers and young people who are at risk of disengaging to move from school to further education or employment.

In summary, the Queensland and Commonwealth Governments both have a strong policy commitment to assisting — and tracking — young people's transitions to successful education, training or employment.

Methodology

The *Next Step* Destination Survey 2006 was conducted by the Office of the Government Statistician (OGS) on behalf of the Department of Education and the Arts, in accordance with the privacy provisions of the *Statistical Returns Act 1896*.

The survey targeted students who completed Year 12 in Queensland in 2005, including students at Government schools, non-Government schools and TAFE secondary colleges. All students who completed the Senior Certificate or Certificate in Post-Compulsory School Education (CPCSE) were included. The CPCSE is a separate certificate for students with an impairment or difficulties in learning that are not primarily due to socioeconomic, cultural and/or linguistic factors.

The targeted respondents were identified by means of a survey frame (or list) provided to the OGS by the Queensland Studies Authority (QSA). This list contained details for 40 004 in-scope respondents.

The survey was conducted between 27 March and 8 May 2006, approximately six months after the young people left school. This timing was designed to be after tertiary education places for 2006 were accepted, and while most of these young people were still contactable via their 2005 home address details. Some 22 per cent of this group move within 12 months, according to the 2001 Census¹.

Responses were predominantly collected via computer aided telephone interview (CATI) with paper-based surveys collected from a small number of students for whom telephone details were not available.

Prior to the survey, all Year 12 completers were sent a letter from the Queensland Minister for Education and the Arts advising them of the survey. Those without usable telephone details but with a usable Australian or international address were sent a printed copy of the questionnaire and a reply paid envelope (international reply paid envelope for the international students).

Completed paper-based questionnaires were returned directly to OGS for processing and data entry. All responding Year 12 graduates went into a draw for a chance to win one of 20 iPod videos as an incentive to encourage survey participation.

Indigenous Year 12 completers with a telephone number who could not be contacted on the number provided had their details matched with the electronic White Pages with the aim of obtaining current telephone numbers. Where a new number, different to the number supplied on the QSA frame, was obtained, contact by telephone was again attempted.

Telephone interviews for students in tropical North Queensland areas affected by Cyclone Larry (which occurred in late March 2006) were delayed until the end of the survey period.

At the close of the survey nearly all non-responding students for whom telephone numbers were available

1 Australian Bureau of Statistics (2001) Census of Population and Housing.



had had at least six attempts of contact through CATI. The exceptions were Year 12 completers called for the first time near the end of the fieldwork period who had contact attempted at least four times. Non-responding students without telephone numbers were mailed two copies of the questionnaire. A total of 30 989 completed surveys were received, of those, 1111 were completed by returned mail and 29 878 by CATI.

Profile of Year 12 completers

The 30 989 respondents attended 407 schools and colleges. Some 57.5 per cent attended Government schools, 21.1 per cent Catholic schools, 20.8 per cent independent schools, and 0.6 per cent TAFE secondary colleges.

The key characteristics of those who responded were:

- 98.9 per cent were aged 16 to 18 at the start of the 2005 school year, with 0.7 per cent aged 15 or younger and 0.4 per cent aged 19 or older
- 99.4 per cent completed the Senior Certificate, while 1.2 per cent completed the Certificate in Post-Compulsory School Education (the overlap representing students who completed both certificates)
- 52.3 per cent were female
- 4.3 per cent were from a Language Background Other Than English (LBOTE)
- 1.9 per cent were Indigenous
- 0.7 per cent were international students
- 71.1 per cent were OP-eligible
- 35.2 per cent achieved a vocational education and training (VET) qualification while at school
- 5.9 per cent undertook a school-based apprenticeship or traineeship (SAT) while at school
- by location: 67.7 per cent had attended schools in metropolitan schools while 32.3 per cent had attended schools in non-metropolitan schools.

Response Rates

Excluding 18 records classed as out of scope, the total frame was 40 004 records. The overall response rate of 77.5 per cent represents a significant improvement on the 59.9 per cent achieved last year.

The response rates for various sub-groups were as follows:

By school sector, the response rate for Catholic schools was 80.3 per cent, independent schools 77.0 per cent and for Government schools (including three TAFE settings) 76.7 per cent.

Response rates varied across schools, with individual school response rates ranging from 0.0 per cent to 100.0 per cent.

The response rate of non-Indigenous students (77.9 per cent) was higher than that of Indigenous students (59.3 per cent).

Females had a higher response rate (78.0 per cent) than males (76.9 per cent) overall.

The response rate for LBOTE students (60.7 per cent) was lower than that for English-speaking-background students (78.4 per cent).

International visa students had a particularly low response rate of 28.2 per cent.

The response rate across statistical divisions fell within a fairly narrow band, ranging between 69.0 per cent and 81.6 per cent.

The responses were generally representative, with a small under-representation of Indigenous, remote, LBOTE students and international students.

Data Editing

Data cleaning and editing were performed throughout data entry and after the survey closed on Monday 8 May. Data cleaning included checking the data for invalid entries (e.g., entries which were out of range), as well as checking the data which was manually entered for accuracy (approximately 10 per cent of entered questionnaires were randomly selected and checked for data entry accuracy).



Chapter 2 Main destinations of Year 12 completers

This chapter outlines the main study and labour market destinations of students completing Year 12 at Queensland schools in 2005. As most young people were combining study and work, all respondents have been categorised into their main destination, be it study or work.

This recognises the important distinction between young people who work only to support tertiary study and those who work because they are making their way in the labour market. It also makes the crucial distinction between someone who is a tertiary student (studying a degree or VET course) 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, respondents were grouped in a hierarchical manner, as outlined in Table 2.1 below.

Tertiary students are assigned to the study categories regardless of their labour force status (i.e. they may also be working or even looking for work).

Apprentices and trainees are assigned to these training categories rather than any of the VET categories, but it is a given that their training involves study either in a VET location or with their employer.

Those grouped in a labour market destination (working or seeking work) are not studying and not in training.

There is also a small group of respondents who are not in study or training and not in the labour force (i.e. not working and not looking for work).

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

Figure 2.1 below illustrates the main destinations of the 30 989 respondents in the *Next Step* survey. The survey shows that about two-thirds (65.3 per cent) of the young people who completed their Year 12 continued in some recognised form of education and training in the year after they left school. The most likely destination was university degree-level programs (36.7 per cent), followed by campus-based (i.e. not apprenticeship or traineeship) VET programs (13.5 per cent), with the majority of VET students entering programs at Certificate IV level or higher (7.1 per cent).

Over one in seven respondents (15.1 per cent) commenced employment-based training, either as an apprentice (9.0 per cent) or trainee (6.1 per cent).

One in three Year 12 completers (34.7 per cent) did not enter post-school education or training, but were either employed (27.3 per cent), seeking work (5.7 per cent) or neither studying nor in the labour force (1.7 per cent).

Table 2.1 Main destination categorisations, Next Step 2006

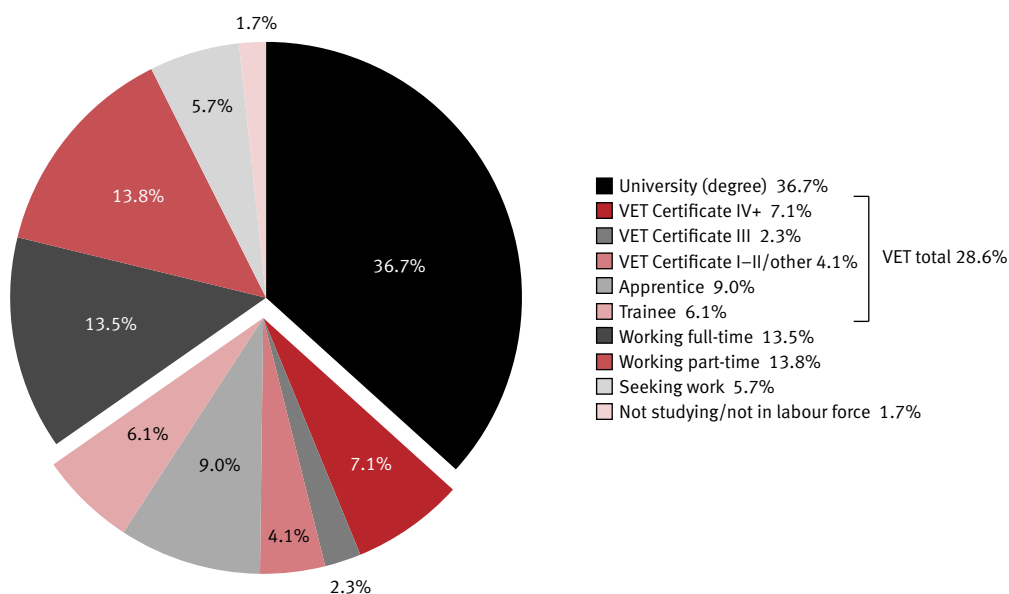
Higher Education	
University (degree)*	Respondents studying at degree level.
VET categories	
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Apprentice	Working and in employment-based apprenticeship.
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No further education and training	
Working 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 respondents are also in the labour market.

~ABS Classification



Figure 2.1 Main destinations of Year 12 completers, Queensland 2006



Destinations by sex

Sex differences were evident in education and training destinations. Table 2.2 and Figure 2.2 show that females were much more likely to enter a university degree course (41.1 per cent compared to 31.9 per cent of males), and more likely to enrol in campus-based VET programs (14.7 per cent compared to 12.1 per cent of males). Males were more likely than females to enter into a contract of training (apprenticeship or traineeship) – 21.1 per cent compared to 9.6 per cent). However, whilst males were almost eight times more likely than females to enter an apprenticeship, females were more likely to commence a traineeship.

Of those in the labour market and not in education or training, males were more likely than females to have full-time employment (14.4 per cent and 12.7 per cent

respectively), while females were more likely to be working in part-time jobs (15.3 per cent compared to 12.1 per cent).

Study and work

Table 2.3 and Figure 2.3, following, present a cross-tabulation of study level and labour market destination of Year 12 graduates, providing a more detailed picture than that presented in Figure 2.1. For example, while degree-level students are presented as a single category in Figure 2.1, here they are also sub-divided into their labour market destinations. This also applies to other respondents who have entered study. For these reasons, it is evident that the proportion of respondents in the labour market is actually higher than the data presented in Figure 2.1.

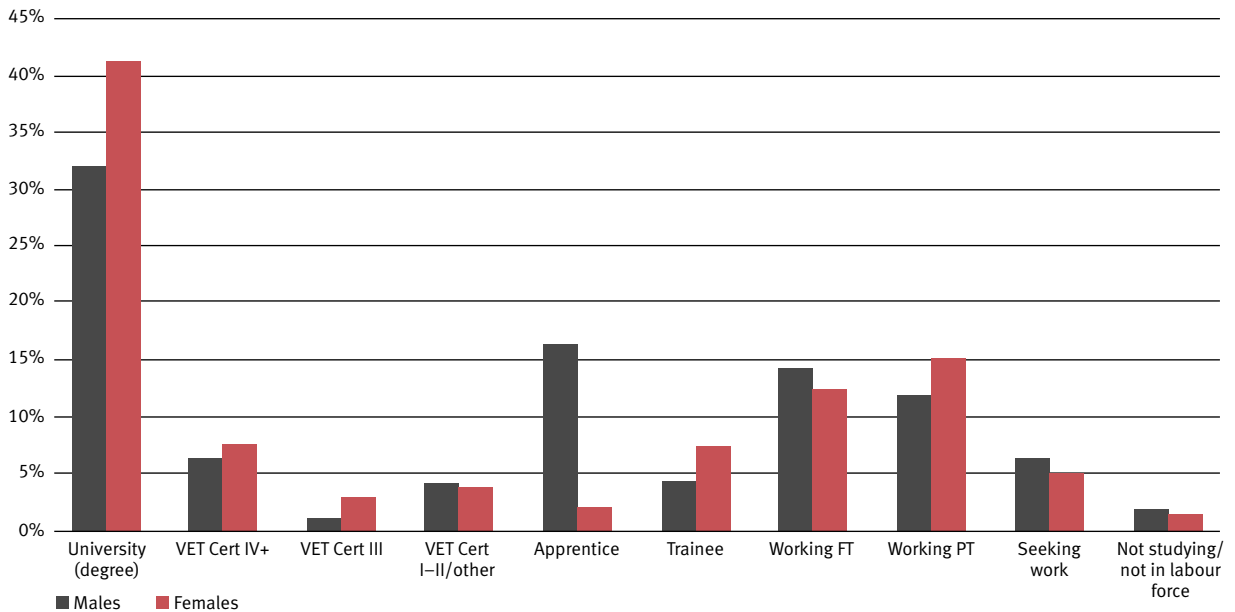
Table 2.2 Main destinations of Year 12 completers, by sex, Queensland 2006

DESTINATION	Males		Females		Total	
	no.	%	no.	%	no.	%
University (degree)	4 716	31.9	6 662	41.1	11 378	36.7
VET Cert IV+*	955	6.5	1 255	7.7	2 210	7.1
VET Cert III*	195	1.3	504	3.1	699	2.3
VET Cert I-II*	638	4.3	638	3.9	1 276	4.1
Apprentice	2 451	16.6	336	2.1	2 787	9.0
Trainee	666	4.5	1 210	7.5	1 876	6.1
(Total VET)	(4 905)	(33.2)	(3 943)	(24.3)	(8 848)	(28.6)
Working full-time	2 124	14.4	2 064	12.7	4 188	13.5
Working part-time	1 789	12.1	2 474	15.3	4 263	13.8
Seeking work	973	6.6	806	5.0	1 779	5.7
Not studying/ not in the labour force	280	1.9	253	1.6	533	1.7
Total	14 787	100.0	16 202	100.0	30 989	100.0

* Students not in apprenticeships or traineeships



Figure 2.2 Main destinations of Year 12 completers, by sex, Queensland 2006



The majority of young people who entered a university degree or VET course were, in fact, working (mostly part-time but some even full-time). Many students were seeking work. Apprentices and trainees, of course, always combine work and study.

The most common scenario among university degree and VET Cert IV+ students was to combine study with part-time employment (60.2 per cent and 47.1 per cent respectively). However, about one in six of these students were looking for employment (15.6 per cent and 17.6 per cent respectively).

Respondents who were not in study were just as likely to be working full-time as part-time (38.9 per cent and 39.6 per cent respectively). It should be noted that

these percentages are expressed as a proportion of the Year 12 completers surveyed. 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.

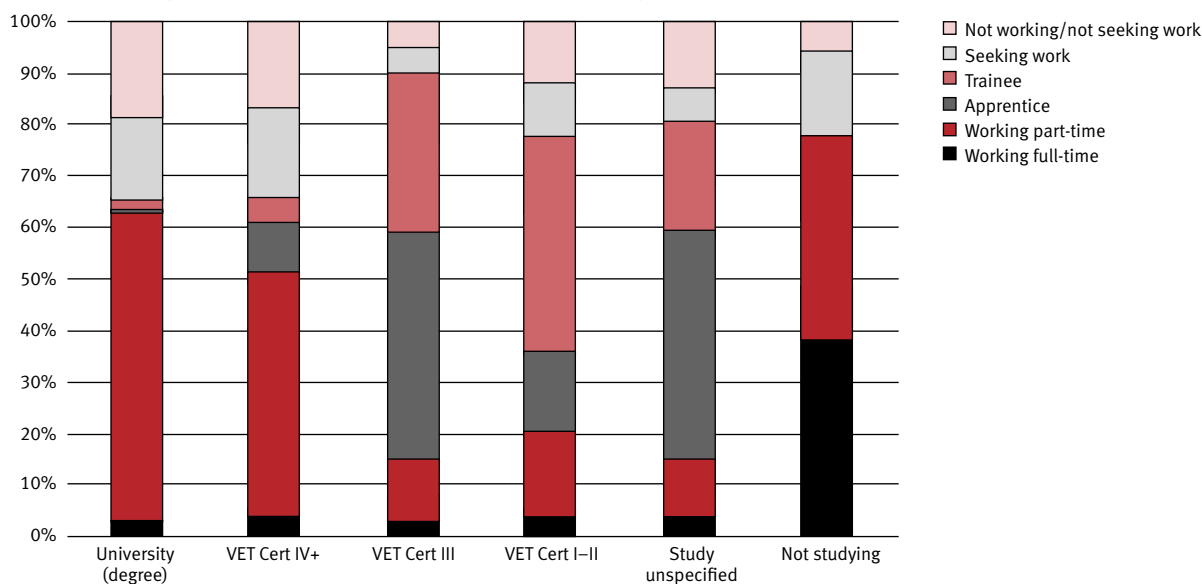
Finally, there were a small number of young people (533, or only 1.7 per cent of the total sample) who were neither in a study destination nor in the labour market (i.e. neither working nor looking for work). This group includes those with a disability or health condition, travelling or waiting for their course to commence, amongst others, and is analysed in greater detail in Chapter 5.

Table 2.3 Study and labour force destinations of Year 12 completers, Queensland 2006

		Uni Degree	VET Cert IV+	VET Cert III	VET Cert I-II	Study other/unspecified	Not studying	Total
Working full-time	no.	337	113	88	34	128	4 188	4 888
	%	3.0	4.4	3.2	4.3	4.7	38.9	15.8
Working part-time	no.	6 853	1 219	343	132	295	4 263	13 105
	%	60.2	47.1	12.4	16.8	10.9	39.6	42.3
Apprentice	no.	61	250	1 219	119	1 199	0	2 848
	%	0.5	9.7	44.0	15.1	44.4	0	9.2
Trainee	no.	237	130	851	330	565	0	2 113
	%	2.1	5.0	30.7	42.0	20.9	0	6.8
Seeking work	no.	1 776	456	137	79	181	1 779	4 408
	%	15.6	17.6	4.9	10.1	6.7	16.5	14.2
Not working/not seeking work	no.	2 114	422	131	92	335	533	3 627
	%	18.6	16.3	4.7	11.7	12.4	5.0	11.7
Total	no.	11 378	2 590	2 769	786	2 703	10 763	30 989
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0



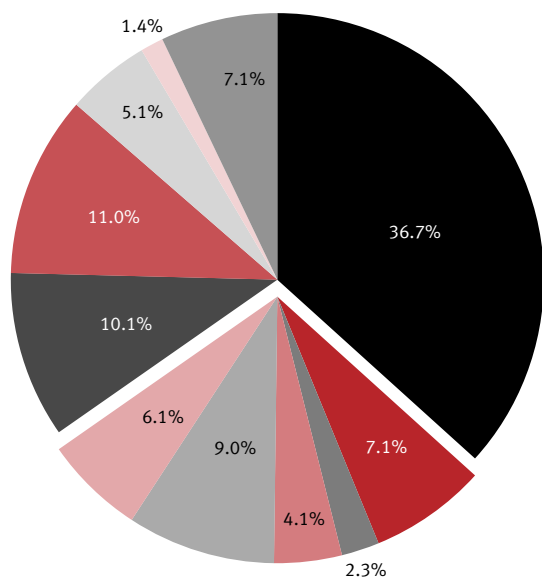
Figure 2.3 Study and labour force destinations of Year 12 completers, Queensland 2006



Deferring Study

In 2006, the *Next Step* survey investigated the deferral of offers of a university degree place. Overall 2207 respondents (or 7.1 per cent of the cohort) deferred such an offer. Figure 2.4 reports the main destinations of the 2005 cohort, separating out those students who reported deferring university degree study. It can be

Figure 2.4 Main destinations of Year 12 completers, with deferrals identified, Queensland 2006



■ University (degree) 36.7%
 ■ VET Certificate IV+ 7.1%
 ■ VET Certificate III 2.3%
 ■ VET Certificate I-II/other 4.1%
 ■ Apprentice 9.0%
 ■ Trainee 6.1%
 ■ Working full-time 10.1%
 ■ Working part-time 11.0%
 ■ Seeking work 5.1%
 ■ Not studying/not in labour force 1.4%
 ■ Deferred 7.1%

VET total 28.6%

seen that this approach to reporting the destinations reduces the proportions of Year 12 completers in the main destinations of working full-time, working part-time, seeking work and not in study/not in the labour force, since these are the actual current destinations of respondents who defer.

Table 2.4 reports rates of deferral by some of the key demographic variables. Overall, in keeping with the greater likelihood of females entering degree-level programs at university, female respondents were more likely to defer than male respondents (8.2 per cent compared to 5.9 per cent). Indigenous students were less likely to defer and were less likely to enter university overall (see Figure 7.3). On the other hand, LBOTE respondents were less likely to defer but more likely to enter university overall (see Table 7.4). Non-metropolitan respondents were more likely than their metropolitan counterparts to defer an offer of a tertiary place.

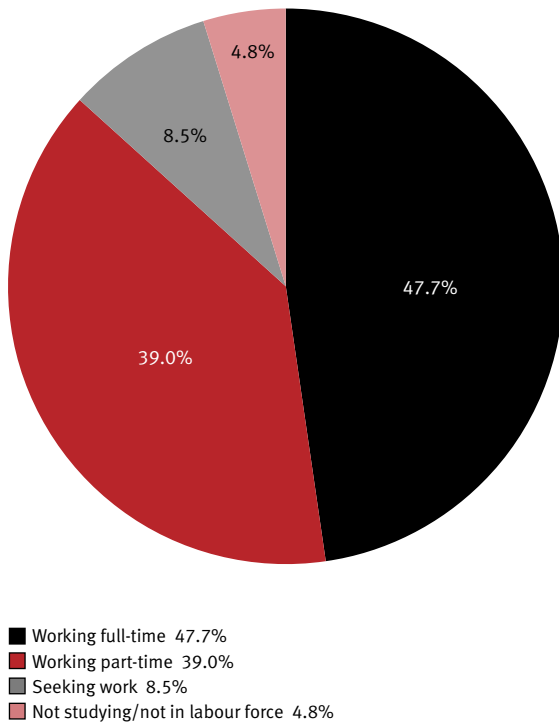
Table 2.4 Year 12 completers deferring, by key demographic variables, Queensland 2006

	no.	%
All respondents	2 207	7.1
Males	874	5.9
Females	1 333	8.2
Indigenous	24	4.0
Language Background Other Than English (LBOTE)	35	2.6
Metropolitan	1 345	6.4
Non-metropolitan	862	8.6

Figure 2.5 reports the destinations of respondents who deferred as a proportion of all deferring Year 12 completers. Of those respondents who reported having deferred a tertiary place, most were working (full-time 47.7 per cent and part-time 39.0 per cent). Amongst this group, 8.5 per cent were seeking work and 4.8 per cent were not in study and not in the labour force.



Figure 2.5 Labour force destination of Year 12 completers who deferred, Queensland 2006

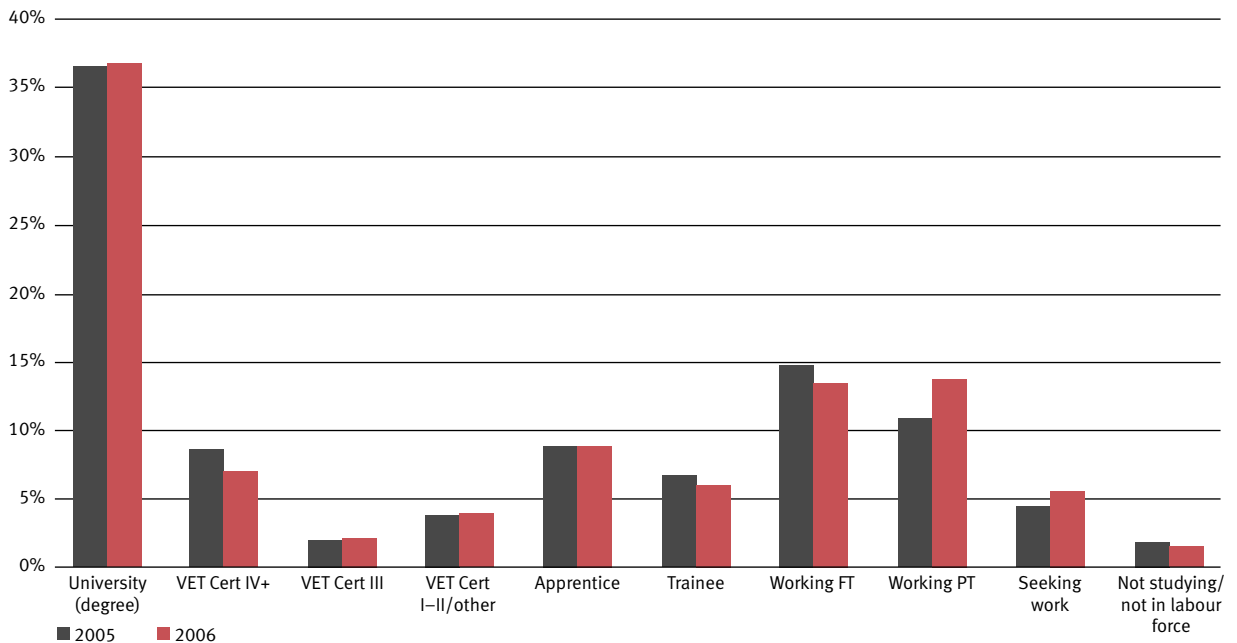


Comparisons with 2005

Figure 2.6 compares the main destinations of Year 12 completers in 2005 with Year 12 completers in 2006. Care must be taken when drawing comparisons between the 2005 and 2006 findings due to differences in the survey methodology adopted across the two years and the response rates (59.9 per cent and 77.5 per cent respectively).

The destination patterns for the two surveys are very similar, with many destination categories showing little change. The proportion of respondents entering degree-level programs at university is similar over the two years, as are the proportions of Certificate III-level students, Certificate I–II/other students and apprentices. The proportion entering VET Cert IV+ programs has fallen from 8.7 per cent to 7.1 per cent and traineeships have fallen from 6.9 per cent to 6.1 per cent. The proportion of respondents working full-time has fallen from 14.9 to 13.5 per cent, but the proportion working part-time has risen from 11.0 per cent to 13.8 per cent. The proportion seeking work has also risen from 4.6 per cent to 5.7 per cent. The proportion not in study and not in the labour force has fallen marginally from 2.0 per cent to 1.7 per cent. Some of these changes may reflect the broader economic conditions or developments in the labour market.

Figure 2.6 Comparison of main destinations of Year 12 completers, Queensland 2005 and 2006



Chapter 3 Learning: Education and training destinations of Year 12 completers



General findings

The *Next Step* survey shows that 20 226 young people (65.3 per cent of the total cohort) who completed their Year 12 continued in some form of education and training in the year after they left school. Within this group (see Table 3.1), the most likely study destination was university degree (56.3 per cent), followed by VET programs (35.2 per cent), with the remainder in unknown

or other study destinations (8.6 per cent). The majority of VET students were in Certificate III courses (13.7 per cent) or in Diploma/ Advanced Diploma courses (10.0 per cent). In addition to these young people, it should be noted that a further 2207 Year 12 completers deferred an offer of a university degree place. These respondents are dealt with in the context of their labour market destinations in the following chapters.

Sex differences

Table 3.1 Level of study of Year 12 completers in education or training, by sex, Queensland 2006

DESTINATION	Males		Females		Total	
	no.	%	no.	%	no.	%
University (degree)	4 716	49.0	6 662	62.8	11 378	56.3
VET Dip/Adv Dip	867	9.0	1 160	10.9	2 027	10.0
VET Cert IV	363	3.8	200	1.9	563	2.8
VET Cert III	1 418	14.7	1 351	12.7	2 769	13.7
VET Cert II	267	2.8	349	3.3	616	3.0
VET Cert I	114	1.2	56	0.5	170	0.8
VET unspecified	737	7.7	231	2.2	968	4.8
(Total VET)	(3 766)	(39.1)	(3 347)	(31.6)	(7 113)	(35.2)
Unknown / other study	1 139	11.8	596	5.6	1 735	8.6
Total	9 621	100.0	10 605	100.0	20 226	100.0

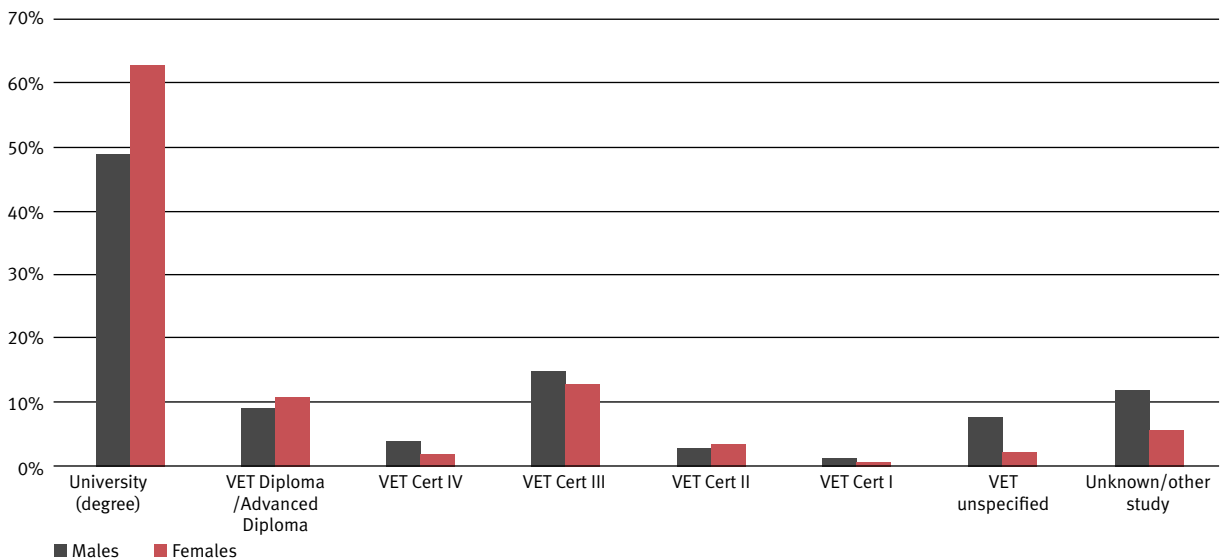
Table 3.1 and Figure 3.1 present in greater detail the study destinations of all male and female Year 12 completers in education or training, regardless of their 'main' destination as presented in Chapter 2. Note that Apprentices and Trainees have been distributed among the various study destinations, in contrast to Chapter 2 where their destinations were reported separately.

Substantial differences are evident in the study destinations of male and female Year 12 graduates. Males and females were just as likely to enrol in further education and training courses overall, but patterns of participation in study differed considerably. Females more frequently enrolled in university degree courses (62.8 per cent compared to 49.0 per cent) but males were more likely to enrol in VET and other programs

(39.1 per cent compared to 31.6 per cent), with the latter pattern partly explained by higher male participation in apprenticeships. While females were slightly more likely to enter Diploma/Advanced Diploma level programs (10.9 per cent compared to 9.0 per cent), males were more likely to enrol in Certificate IV courses (3.8 per cent compared to 1.9 per cent) and Certificate III courses (14.7 per cent compared to 12.7 per cent). Combined enrolments in VET Certificate I and II courses showed little difference between males and females, but the proportion of males in unspecified VET courses was higher than that of females (7.7 per cent compared to 2.2 per cent). Male participation was also higher in the category of unknown and other courses (e.g. bridging courses, Year 12 courses) – 11.8 per cent compared to 5.6 per cent.



Figure 3.1 Level of study of Year 12 completers in education or training, by sex, Queensland 2006



Study load

The vast majority of those in education or training (83.6 per cent) were studying full-time (see Table 3.2). Almost all university degree students were studying full-time (97.0 per cent) as were VET Diploma and Advanced Diploma students (88.8 per cent) whereas VET students

at the lower Certificate levels were much less likely to be studying full-time. The relatively higher proportion of such VET students (particularly Certificate II and III) studying part-time reflects the fact that trainees and apprentices (many of whom study at Certificate II or III level) combine work with study or training.

Table 3.2 Level of study of Year 12 completers, by study load, Queensland 2006

Level of Study	Full-time		Part-time	
	no.	%	no.	%
University (degree)	11 004	96.7	374	3.3
VET Dip/Adv Dip	1 771	87.4	256	12.6
VET Cert IV	251	44.6	312	55.4
VET Cert III	636	23.0	2 133	77.0
VET Cert II	170	27.6	446	72.4
VET Cert I	78	45.9	92	54.1
VET unspecified	190	19.6	778	80.4
(Total VET)	3 096	43.5	4 017	56.5
Unknown/other study	540	31.1	1 195	68.9
Total	14 640	72.4	5 586	27.6

Provider type

Type of provider is presented in Table 3.3. This table shows that university and TAFE Institutes were the two largest providers of study to Queensland Year 12 completers. University accounts for 58.4 per cent of all respondents in study, while the data show that 30.1 per cent were in a TAFE Institute. Private training colleges (including employers registered as private providers) form the next largest provider by share (8.5 per cent), while the remaining providers contribute proportionally very small numbers.

Table 3.3 Year 12 completers, by provider type, Queensland 2006

Provider type	no.	%
University	11 478	58.4
TAFE Institute	5 916	30.1
Private Training College	1 685	8.5
Secondary school	212	1.0
Adult & Community Education provider	70	0.4
Agricultural College	33	0.3
Other study location	257	1.3
Total	19 651	100.0

Note: This table excludes 575 respondents who did not provide details regarding provider type.

Field of study

The fields of study entered by all Year 12 graduates in education or training are shown in Figure 3.2 and Table 3.4. Three fields of study — Management and Commerce, Society and Culture and Engineering and Related Technologies — account for nearly half the student destinations (47.9 per cent) while Health and Natural and Physical Sciences together account for a further 18.3 per cent of enrolments. For an explanation of what kinds of courses were included in each field of study, see Table A3A in Appendix 3. Enrolments by field of study are enumerated in Table A3B in Appendix 3.

Table 3.4 reveals sex differences in students' choices in almost all study fields. Females were more likely to enter study in the fields of Society and Culture, Management and Commerce, Health, Education, Creative

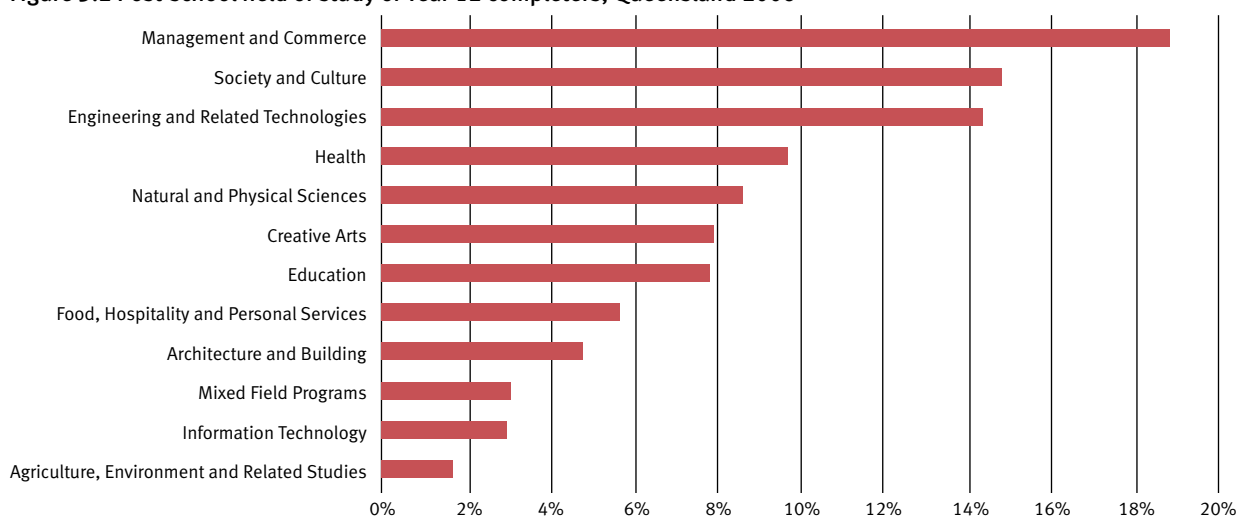
Arts, and Food, Hospitality and Personal Services. Amongst female-dominated courses, the strongest sex segmentation occurred in education, where females were more than three times as likely to enrol as males.

In contrast, males were almost 12 times as likely as females to enrol in Engineering and Related Technologies courses, and outnumbered females in Information Technology by a ratio of more than six to one. However, females studying technology within Media Studies are shown here under Creative Arts. Males were almost seven times as likely to enrol in Architecture and Building courses and were more frequently enrolled in Agriculture and Environmental and Related Studies.

Natural and Physical Sciences was the only field in which there were no clear sex differences in enrolments.



Figure 3.2 Post-school field of study of Year 12 completers, Queensland 2006



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

Note: This figure is based on 18 505 respondents and excludes 1721 cases that did not provide 'field of study' data.

Table 3.4 Post-school field of study of Year 12 completers, by sex, Queensland 2006

Post-School Field of Study	Males %	Females %	Total %
Management & Commerce	14.6	22.4	18.8
Society & Culture	9.7	19.0	14.8
Engineering & Related Technologies	28.3	2.4	14.3
Health	5.8	12.9	9.7
Natural & Physical Sciences	8.5	8.7	8.6
Creative Arts	6.5	9.1	7.9
Education	3.3	11.6	7.8
Food, Hospitality & Personal Services	3.6	7.4	5.7
Architecture & Building	8.9	1.3	4.8
Mixed Field Programs	3.1	3.1	3.1
Information Technology	5.5	0.9	3.0
Agriculture, Environmental & Related Studies	2.2	1.2	1.7
Total	100.0	100.0	100.0

Note: Field of study categories are based on the ABS classification in ABS Education and Work Catalogue 6227.0.

Note: This table is based on 18 505 respondents and excludes 1721 cases that did not provide 'field of study' data.



Table 3.5 compares university and VET enrolments in terms of the fields of study taken up by Year 12 graduates, and reflects the different types of courses of study available in these sectors. Apprentices and trainees have been excluded from this table to illustrate the fields of study of campus-based VET students.

Students in VET Certificate I programs were concentrated in the following fields: Engineering and Related Technologies, Mixed Field Programs, and Architecture and Building. These three fields of study account for nearly two-thirds of enrolments (65.7 per cent).

Students in VET Certificate II programs were concentrated in the following fields: Food, Hospitality and Personal Services, Management and Commerce, and Engineering and Related Technologies. These three fields of study account for nearly two-thirds of enrolments at this level (64.6 per cent).

There is a somewhat broader distribution of enrolments for Certificate III programs, with Education, Management and Commerce, Food, Hospitality and Personal Services, Society and Culture, and Health being the five most heavily subscribed fields, accounting for 78.4 per cent of enrolments.

Enrolments in higher level VET were also distributed more broadly. For VET Certificate IV students, the six fields of Health, Creative Arts, Society and Culture, Engineering and Related Technologies, Management and Commerce, and Food, Hospitality and Personal Services account for almost eight in every 10 enrolments (77.9 per cent). For Diploma and Advanced Diploma students, the five fields of Management and Commerce, Creative Arts, Society and Culture, Food, Hospitality and Personal Services, and Health account for approximately three-quarters of enrolments (75.5 per cent).

University degree enrolments were still more evenly shared between fields. The highest enrolment shares at this level are in Society and Culture, Management

and Commerce, Natural and Physical Sciences, Health, Engineering and Related Technologies, Education, and Creative Arts. These seven areas of study account for approximately nine in 10 university enrolments (89.8 per cent).

Table 3.6 outlines the fields of study entered by apprentices and trainees. Apprentices and trainees differ from campus-based VET students in that they are contracted to an employer while developing the skills needed to achieve a qualification. Both apprenticeships and traineeships involve on-the-job training by an employer and off-the-job instruction delivered by a registered training organisation to enable the achievement of workplace competency in the qualification. The main difference between the two groups is that apprenticeships usually involve a longer contract of employment and instruction (up to four years) and study is usually at the Certificate III or IV level. The traineeship system is similar but is generally used for occupations that are not considered traditional trades.

Traineeships may be undertaken at the Certificate I, II and III and IV levels, although they tend to be concentrated in the lower VET levels.

Their fields of study reflect the differences between apprenticeships and traineeships. Apprentices were concentrated in the fields of Engineering and Related Technologies, Architecture and Building, and Food, Hospitality and Personal Services (accounting for 95.2 per cent of enrolments) — the domains of the traditional trades such as plumbing, electrical trades, chefs and automotive mechanics.

Trainees, on the other hand, were spread more broadly across the fields of study. The fields with the highest enrolment rate share being Management and Commerce (which includes retail), Food, Hospitality and Personal Services, Health, and Education (which includes child care).

Table 3.5 Post-school field of study of university and VET students, excluding apprentices and trainees, by level of study, Queensland 2006

Post-School Field of Study	University %	VET Dip/Adv Dip %	VET Cert IV %	VET Cert III %	VET Cert II %	VET Cert I %
Society & Culture	19.2	14.3	13.7	13.2	1.8	3.9
Management & Commerce	18.5	22.4	10.3	16.7	26.9	6.9
Natural & Physical Sciences	13.2	3.2	2.4	1.3	1.8	0
Health	11.7	9.3	18.9	10.9	4.9	2.0
Education	9.2	4.8	3.1	22.2	3.1	0
Engineering & Related Technologies	9.5	6.1	13.4	2.5	9.9	37.3
Creative Arts	8.5	16.2	14.4	5.7	6.7	4.9
Information Technology	3.0	4.7	5.5	4.8	5.8	2.0
Architecture & Building	2.3	3.5	3.1	1.3	0.9	10.8
Agriculture, Environmental & Related Studies	1.2	1.1	1.4	5.4	6.7	6.9
Mixed Field Programs	3.2	1.1	6.5	0.9	3.6	17.6
Food, Hospitality & Personal Services	0.5	13.3	7.2	15.4	27.8	7.8
Total	100.0	100.0	100.0	100.0	100.0	100.0

Note: The data in the table is based on the responses of 14 463 students and excludes the responses of 1100 students who did not provide their field of study or study level details.



Table 3.6 Post-school field of study of apprentices and trainees, Queensland 2006

Post-School Field of Study	Apprentice %	Trainee %
Engineering & Related Technologies	55.0	6.5
Architecture & Building	23.2	1.2
Food, Hospitality & Personal Services	17.0	11.4
Management & Commerce	1.1	49.7
Agriculture, Environmental & Related Studies	1.0	4.3
Creative Arts	0.8	1.0
Information Technology	0.5	3.5
Mixed Field Programs	0.4	0.8
Health	0.3	8.1
Society & Culture	0.3	6.2
Natural & Physical Sciences	0.2	0.4
Education	0.1	6.8
Total	100.0	100.0

Note: The data in the table is based on the responses of 3420 apprentices and trainees and excludes the responses of 1243 apprentices and trainees who did not provide field of study details.

Table 3.7 presents a list of post-schooling institutions entered by respondents in the survey. Most were located in the university and VET sectors (including private training colleges).

Table 3.7 Post-school institutions of Year 12 completers, Queensland 2006

Institution	no.	%
The University of Queensland	3 142	15.9
Queensland University of Technology	2 727	13.8
Griffith University	2 316	11.7
James Cook University	963	4.9
Southbank Institute of TAFE	786	4.0
Brisbane North Institute of TAFE	683	3.5
University of Southern Queensland	658	3.3
Central Queensland Institute of TAFE	638	3.2
Moreton Institute of TAFE	546	2.8
Central Queensland University	538	2.7
University of the Sunshine Coast	466	2.4
Gold Coast Institute of TAFE	385	1.9
Southern Queensland Institute of TAFE	380	1.9
Cooloola Sunshine Institute of TAFE	358	1.8
Yeronga Institute of TAFE	283	1.4
Logan Institute of TAFE	282	1.4
Barrier Reef Institute of TAFE	259	1.3
The Bremer Institute of TAFE	231	1.2
Wide Bay Institute of TAFE	200	1.0
Tropical North Institute of TAFE	192	1.0
Australian Catholic University	161	0.8
Bond University	94	0.5
Australian College of Natural Medicine	73	0.4
Qantm College	57	0.3
Private Training Colleges	1 038	5.2
Interstate Universities	283	1.4
Other Queensland TAFEs	246	1.2
Other/unknown	1 796	9.1
Total	19 781	100.0

Note: Table excludes 445 respondents who did not identify institution of study/training.



Comparing students who work and students who do not

The labour market destinations of Year 12 completers are discussed in detail in Chapter 4. However, this section compares aspects of the study patterns of the 14 503 students who work with the 5723 students who do not work. Table 3.8a shows the proportion of working students and non-working students within each level of study. These figures show that overall 71.7 per cent of all students combine their study with some

form of employment. The level of study with the highest proportion of working students was VET Cert III (90.3 per cent) and the lowest was university degree with 65.8 per cent. Even though the proportion was lowest for university degree level students, the result still means that over six in 10 of these students combine their study with some form of employment.

Table 3.8a Post-school level of study of working and non-working students (proportion within study level), Queensland 2006

Post-School Level of Study	Working students		Non-working students		Total students	
	no.	%	no.	%	no.	%
University (degree)	7 488	65.8	3 890	34.2	11 378	100.0
VET Cert IV+	1 712	66.1	878	33.9	2 590	100.0
VET Cert III	2 501	90.3	268	9.7	2 769	100.0
VET Cert I–II	615	78.2	171	21.8	786	100.0
Study other/unspecified	2 187	80.9	516	19.1	2 703	100.0
Total	14 503	71.7	5 723	28.3	20 226	100.0

Table 3.8b presents the same numbers as Table 3.8a but with proportions of each level of study within 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 in degree-level programs at university (68.0 per cent compared to 51.6 per cent) or in VET Cert IV+ programs

(15.3 per cent compared to 11.8 per cent), while working students were more likely than non-working students to enrol in VET Cert III programs (17.2 per cent compared to 4.7 per cent) or to be in other or unspecified study destinations (15.1 per cent compared to 9.0 per cent). This is largely due to the presence of apprentices and trainees in the students who work group.

Table 3.8b Post-school level of study of working and non-working students (proportion within student work status), Queensland 2006

Post-School Level of Study	Working students		Non-working students		Total students	
	no.	%	no.	%	no.	%
University (degree)	7 488	51.6	3 890	68.0	11 378	56.3
VET Cert IV+	1 712	11.8	878	15.3	2 590	12.8
VET Cert III	2 501	17.2	268	4.7	2 769	13.7
VET Cert I–II	615	4.2	171	3.0	786	3.9
Study other/unspecified	2 187	15.1	516	9.0	2 703	13.4
Total	14 503	100.0	5 723	100.0	20 226	100.0

Underlying this pattern were sex differences in university degree and VET enrolments which are illustrated in Figure 3.3 next page. It has been noted that female Year 12 completers were more likely to enter degree-level programs than their male counterparts. It is interesting to note then that the major part of this differentiation by sex occurs among working students, where apprentices and trainees are located. Among non-working students, the

distribution of respondents across the different study levels is almost identical for males and females.

Amongst those students who were working, male respondents, who were approximately twice as likely to be apprentices or trainees as female respondents, were more likely to enter VET programs and less likely to enter degree-level programs.



Figure 3.3 Post-school level of study of working and non-working students, by sex, Queensland 2006

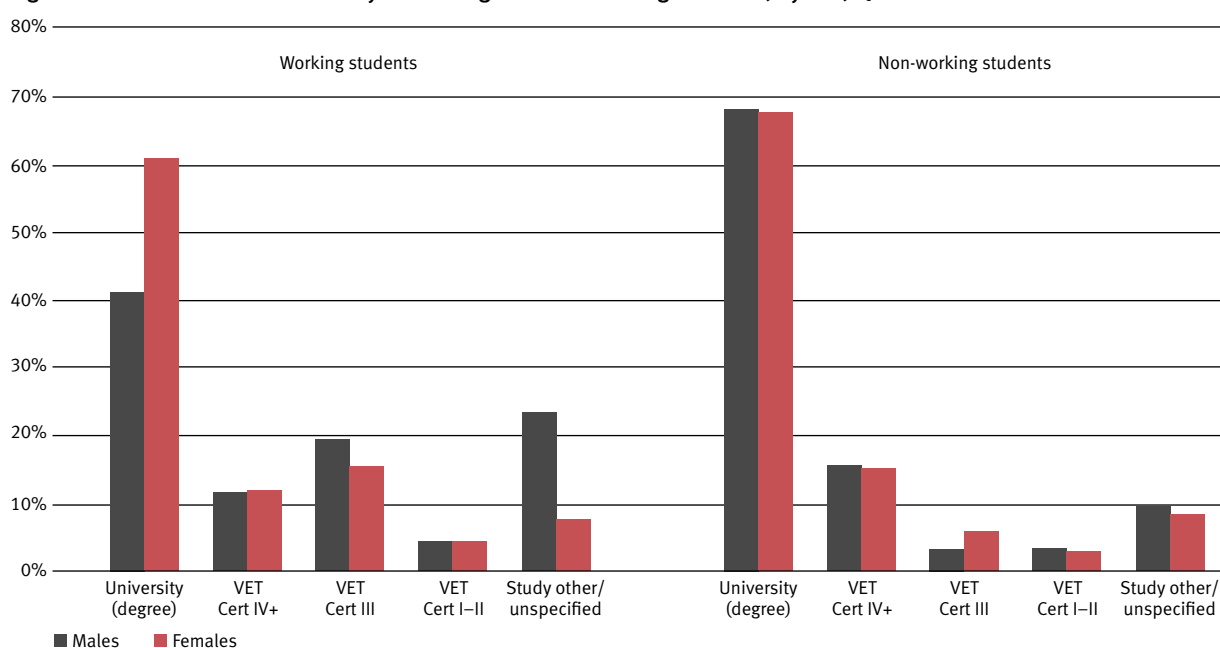


Table 3.9 compares the study load of both working and non-working students. Predictably, 19 out of 20 (95.0 per cent) part-time students were combining study with some form of employment. Interestingly though, this phenomenon is also common among full-time students with almost two-thirds (62.8 per cent) combining study and work.

Table 3.9 Study load of Year 12 completers, by working and non-working students, Queensland 2006

Study Load	Working students		Non-working students		Total students	
	no.	%	no.	%	no.	%
Full-time	9 199	62.8	5 441	37.2	14 640	100.0
Part-time	5 304	95.0	282	5.0	5 586	100.0
Total	14 503	71.7	5 723	28.3	20 226	100.0

Note: 2704 apprentices and trainees for whom study load data was missing have been included as working students with a part-time study load.