

Executive summary



Background

The *Next Step* 2007 report documents the results of the third statewide survey of the destinations of students who completed Year 12 in 2006 from Government and non-Government schools across Queensland. The survey results show the initial study and work destinations of young people after completing school. Throughout this report, references to Year 12 completers and Year 12 graduates have been used interchangeably.

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, Training and the Arts (DETA) 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 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 2006, 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 2 April and 19 May 2007, approximately six months after the young people left school. Responses were predominantly collected via computer assisted 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, higher education sector, and the Queensland Studies Authority (QSA).

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

Almost 33 000 young people completed the survey in 2007. This represents an 81.2 per cent response rate of the more than 40 000 young people targeted. This response rate was a very pleasing result for the third year of the survey.

Summary of findings

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

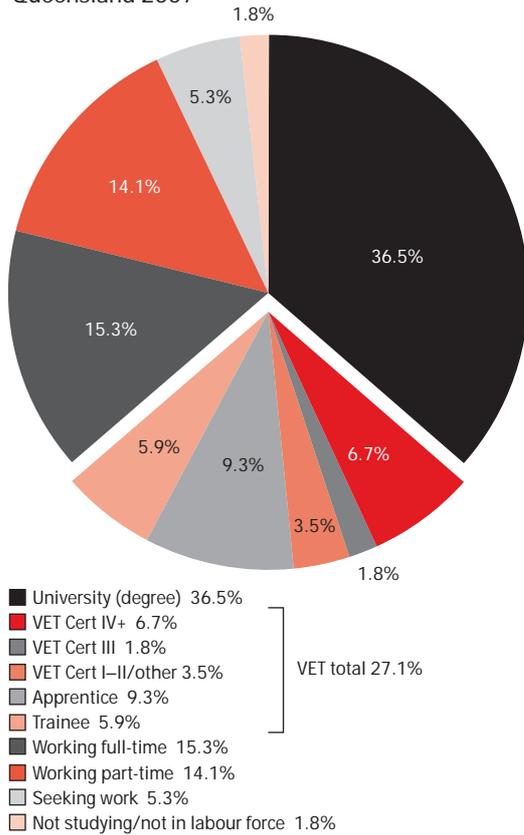
The summary of findings presented in Figure ES1, following, highlights:

- More than nine in ten Year 12 completers (93.0 per cent) were studying or in paid employment
- About two-thirds (63.6 per cent) continued in some recognised form of education and training in the year after they left school
- More than one-third (36.5 per cent) were undertaking a university degree
- More than a quarter (27.1 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 (6.7 per cent of all Year 12 completers)
- Over one in seven (15.2 per cent) were undertaking employment-based training, either as an apprentice (9.3 per cent) or trainee (5.9 per cent)
- Approximately one in three (36.4 per cent) did not enter post-school education or training and were either employed (29.3 per cent), looking for work (5.3 per cent) or neither working, seeking work nor studying (1.8 per cent).
- Over 2500 Year 12 completers (7.7 per cent) had deferred a tertiary offer. Amongst this group, most were working (48.9 per cent in full-time jobs and 39.4 per cent in part-time jobs).

A comparison of the 2007 results with those from 2005 and 2006 reveals that the main destinations of Year 12 completers over these three years were similar, with all main destination categories showing little change.



Figure ES1 Main destinations of Year 12 completers, Queensland 2007



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

Learning: education and training destinations

Almost two-thirds of Year 12 graduates (20 961 or 63.6 per cent) were continuing in some form of education or training in the year after completing Year 12, with most combining study with part-time work.

Almost three-quarters of the current students (74.1 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 Engineering and Related Technologies. 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 ten (59.1 per cent) were attending a university. Another 29.8 per cent were attending an Institute of Technical and Further Education (TAFE), while 8.3 per cent were attending a private training college.

Earning: employment destinations

Most young people (25 237 or 76.6 per cent) who completed Year 12 in 2006 were employed, whether or not they were undertaking further education or training.

Of these, most were in part-time employment (57.7 per cent), while 22.5 per cent were in full-time employment, 12.1 per cent were apprentices and 7.6 per cent were trainees.

Table ES1 Main Destination Categorisations, *Next Step* 2007

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

*Some students are also in the labour market.

~Based on ABS Classification



Almost six in ten (59.6 per cent) of all Year 12 completers in employment were working in just three occupational groups — Sales Assistants, Food Handlers, and Clerks, Receptionists and Secretaries. 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 ten).

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

Not learning or earning

The survey identified 5.3 per cent of Year 12 graduates who were not studying and were seeking work.

Less than one in every fifty Year 12 completers (1.8 per cent) were neither studying nor seeking work. This group includes those with a disability or health condition, and those who were 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 main reasons given for not continuing in study were that young people wanted a break from study (for example, to travel), or because of disability. Family commitments and lack of interest were the next most common reasons for females and males respectively.

Disability also featured prominently as one of the main reasons for not seeking work amongst those not studying and not in the labour force, followed by those who were waiting for a job to commence.

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 (40.5 per cent compared to 32.0 per cent of males), and more likely to enrol in campus-based (that is, not apprenticeships or traineeships) VET programs.
- Males were just as likely to enter VET programs as university, while females were almost twice as likely to enter university as VET programs.

- Males were more than eight times more likely than females to enter an apprenticeship, while females were almost twice as likely as males to commence a traineeship.
- Females were more likely to study in the fields of Management and Commerce, Society and Culture, Health, Creative Arts, Education, and Food, Hospitality and Personal Services.
- Males were 11 times more likely than females to enrol in Engineering and Related Technologies courses, and six times more likely to enrol in Information Technology.
- Among those working and not in education or training, females were more likely than males to be working part-time (51.0 per cent compared to 44.2 per cent of males), while males were more likely than females to be working full-time.

The most common area of employment for both males and females not in education or training was as Sales Assistants, but more so for females (41.8 per cent compared to 28.3 per cent). The next most common area of employment was Clerical/ Reception for females and Labouring for males.

Geographic location

Post-school destinations varied across geographic locations.

Students who completed Year 12 in the capital city were the most likely to enter university degree and VET Cert IV+ courses, while those in remote and very remote areas were the most likely to be apprentices, trainees or seeking work.

Indigenous

Indigenous Year 12 completers were less likely than their non-Indigenous peers to enrol at university (12.6 per cent compared to 37.1 per cent). Nonetheless, 97 Indigenous young people who completed the survey commenced university studies in 2007.

Indigenous students were more likely to be undertaking traineeships (10.6 per cent compared to 5.7 per cent) and had a similar rate of transition to employment with no further education or training as their non-Indigenous peers (31.6 per cent and 29.3 per cent respectively).

Indigenous Year 12 completers were more likely than their non-Indigenous counterparts to enrol in VET Cert I-II and III 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 (16.9 per cent compared to 5.0 per cent).

Disability

The survey was not able to identify all students with a disability, but did identify those who completed a Certificate of 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, 33.1 per cent were studying, with a relatively high proportion doing VET Cert I-II courses (23.1 per cent). Another 22.6 per cent were employed, principally in part-time jobs (15.4 per cent) with the remainder in full-time jobs (7.2 per cent).

A high proportion were neither studying nor in the labour force (27.3 per cent) and a large proportion were seeking work (17.0 per cent).

Language background other than English (LBOTE)

LBOTE Year 12 completers demonstrated higher rates of transition to university than those from English-speaking backgrounds (50.7 per cent compared to 35.7 per cent) and to VET Cert IV+ courses (12.6 per cent compared to 6.3 per cent).

International visa students

Caution must be exercised when forming conclusions about the destinations of these students due to the small numbers involved and low response rate achieved. However, among those who did respond, there were strong transitions to university (61.3 per cent) and to VET Cert IV+ courses (18.7 per cent).

VET students in schools

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

One-third of Year 12 graduates left school with a VET qualification (33.1 per cent), while 8.2 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 (23.0 per cent compared to 43.2 per cent). However, they had higher rates of transition to employment-based training (22.1 per cent compared to 11.7 per cent). They were also more likely to enter employment with no further education or training (34.3 per cent compared to 26.9 per cent).

School-based apprentices and trainees were three times more likely to undertake apprenticeships and traineeships after school than other Year 12 completers (39.4 per cent compared to 13.0 per cent).

Socioeconomic status

Transition to post-school education and training was strongly associated with socioeconomic status (SES), increasing consistently from 56.0 per cent for the lowest SES quartile to 73.4 per cent for the highest SES quartile.

The proportion of Year 12 graduates who entered employment-based training tended to increase with declining socioeconomic status.

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 (that is, 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 2006 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 *Next Step* survey is an annual survey of every student who completed Year 12 in the previous year in Queensland, in Government and non-Government schools. The survey results show the initial study and work destinations of young people after completing school.

The objectives of the survey are 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 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 schooling 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 Commonwealth levels. One of the *National Goals for Schooling in the 21st Century* 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* 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 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* 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 published the destination patterns of their 2005 Year 12 completers.

The *Next Step* 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. This is the foundation for their future success.

The *Queensland Education (General Provisions) Act 2006* and *Training Reform Act 2003* support young people remaining in education or training until the age of 17. Young people are now required to stay at school until they finish Year 10 or turn 16, whichever comes first. They are then required to participate in education or training for a further two years, or until they have gained a Senior Certificate or Certificate III/Certificate IV 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.

The Education and Training Reforms for the Future influence 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, Indigenous status, 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

Pathways to higher education are critical to meeting the state's social and economic aims. While the Commonwealth Government has responsibility for funding the higher education sector, the state has a strategic interest and participates actively in its management.

The Queensland Government has supported regional university campuses, in order to improve access to higher education for young people in regional areas and has negotiated with the Commonwealth to ensure the state has sufficient higher education places for its needs.

Nonetheless, a number of factors can influence student choice about continuing to higher education, regardless of the location and number of places available. These include cost, availability of employment opportunities and family and community expectations. Knowing about the choices students make is crucial to the formation of policy and strategies in relation to higher education in the state.

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.

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

Queensland's Proposed Responses to the Challenges of Skills for Jobs and Growth: A Green Paper 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.

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* survey 2007 was conducted by the Department of Education, Training and the Arts 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 completed Year 12 in Queensland in 2006, including students at Government schools, non-Government schools and TAFE secondary colleges. All students who completed the Senior Certificate or Certificate of Post-Compulsory School Education (CPCSE) were included. The Senior Certificate is a formal record of achievement issued at the end of Year 12 to all students who complete at least one approved subject. 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 students 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 40 595 Year 12 completers who were deemed in-scope for this survey.

The survey was conducted between 2 April and 19 May 2007, approximately six months after the young people left school. This timing was designed to be after tertiary education places for 2007 were accepted, and while most of these young people were still contactable via their 2006 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-assisted telephone interview (CATI) with paper-based surveys collected from a small number of students for whom telephone details were not available.

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



Prior to the survey, all Year 12 completers were sent a letter from the Queensland Minister for Education and Training 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.

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 several prizes offered 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 from the number supplied on the survey frame was obtained, contact by telephone was again attempted.

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 through CATI. Non-responding students without telephone numbers were mailed two copies of the questionnaire. A total of 32 948 completed surveys were received. Of these, 427 were completed by returned mail and 32 521 by CATI.

Profile of Year 12 completers

The 32 948 respondents attended 419 schools and colleges. Some 58.7 per cent attended Government schools, 20.7 per cent Catholic schools, 20.3 per cent independent schools, and 0.3 per cent TAFE secondary colleges.

The key characteristics of those who responded were:

- 99.4 per cent completed the Senior Certificate, while 1.3 per cent completed the Certificate of Post-Compulsory School Education (the overlap representing students who were awarded both certificates)
- 52.6 per cent were female
- 68.0 per cent were OP-eligible
- 68.4 per cent attended schools in metropolitan regions while 31.6 per cent attended schools in non-metropolitan regions
- 33.1 per cent achieved a vocational education and training (VET) qualification while at school
- 8.2 per cent undertook a school-based apprenticeship or traineeship (SAT) while at school
- 4.1 per cent were from a Language Background Other Than English (LBOTE)

- 2.3 per cent were Indigenous
- 0.7 per cent were international students
- 98.8 per cent were aged 16 to 18 at the start of the 2006 school year, with 0.8 per cent aged 15 or younger and 0.3 per cent aged 19 or older.

Response rates

There were a total of 40 595 Year 12 completers on the survey frame. The overall response rate of 81.2 per cent represents a solid improvement on the 77.5 per cent achieved last year, mainly due to improved quality of contact details on the frame. The survey refusal rate of 1.0 per cent is also considerably lower than normal for a telephone survey.

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

By school sector, the response rate for Catholic schools was 84.4 per cent, Government schools (including three TAFE settings) 80.6 per cent and for independent schools 79.6 per cent.

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

The response rate of non-Indigenous students (81.4 per cent) was higher than that of Indigenous students (71.6 per cent).

Females and males had similar response rates overall (81.7 per cent and 80.6 per cent respectively).

The response rate for LBOTE students (76.5 per cent) was lower than that for English-speaking background students (82.3 per cent).

International visa students had a particularly low response rate of 31.9 per cent, due largely to the nature of their study arrangements.

The response rate across Statistical Divisions fell within a fairly narrow band, ranging between 75.4 per cent and 85.1 per cent.

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

Data editing

Data cleaning and editing were performed throughout data entry and after the survey closed on Saturday 19 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.



Chapter 2 Main destinations of Year 12 completers

This chapter outlines the main study and labour market destinations of students who completed Year 12 at Queensland schools in 2006. As most young people were combining study and work, all Year 12 completers 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 have followed a labour market destination. 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, Year 12 completers were grouped in a hierarchical manner, as outlined in Table 2.1 below. In particular:

- Tertiary students are assigned to the study categories regardless of their labour force status (that is, they may also be working or even looking for work).
- Apprentices and trainees are assigned to these training categories rather than any of the VET categories, but it is a given that their training involves study either in a VET location or with their employer.

- Those grouped in a labour market destination (working or seeking work) are not studying and not in training.
- There is also a small group who are neither studying nor in the labour force (that is, not working and not looking for work).

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

Figure 2.1 illustrates the main destinations of the 32 948 Year 12 graduates in the *Next Step* survey. The survey shows that about two-thirds (63.6 per cent) of the young people who completed 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 (36.5 per cent), followed by campus-based (that is, not apprenticeship or traineeship) VET programs (12.0 per cent), with the majority of VET students entering programs at Certificate IV level or higher (6.7 per cent).

Over one in seven Year 12 completers (15.2 per cent) commenced employment-based training, either as an apprentice (9.3 per cent) or trainee (5.9 per cent).

One in three Year 12 completers (36.4 per cent) did not enter post-school education or training, but were either employed (29.3 per cent), seeking work (5.3 per cent) or neither studying nor in the labour force (1.8 per cent).

Table 2.1 Main Destination Categorisations, *Next Step* 2007

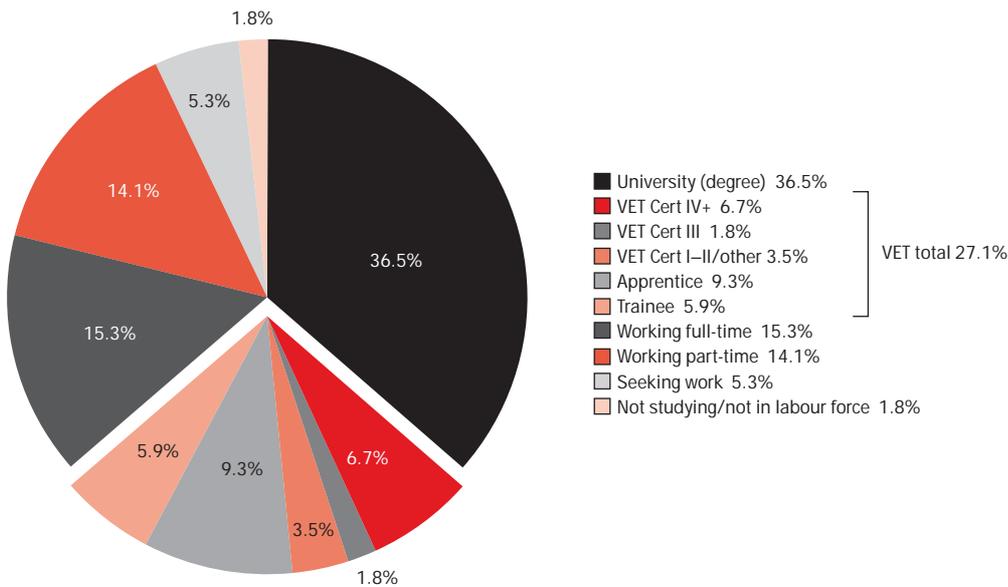
Higher Education	
University (degree)*	Studying at degree level.
VET categories	
VET Cert IV+*	Studying Certificate IV, Diploma or Advanced Diploma (excluding apprentices and trainees).
VET Cert III*	Studying Certificate III (excluding apprentices and trainees).
VET Cert I-II/other*	Studying Certificate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

*Some students are also in the labour market.

~Based on ABS Classification



Figure 2.1 Main destinations of Year 12 completers, Queensland 2007



Destinations by sex

Sex differences were evident in education and training destinations. Table 2.2 and Figure 2.2 show that females were more likely to enter a university degree course (40.5 per cent compared to 32.0 per cent of males), and more likely to enrol in campus-based VET programs (12.8 per cent compared to 11.0 per cent of males). Males were more likely than females to enter into a contract of training (apprenticeship or traineeship – 21.3 per cent compared to 9.6 per cent). However, whilst males were more than eight times more likely than females to enter an apprenticeship, females were almost twice as likely to commence a traineeship.

Of those in the labour market and not in education or training, males and females were just as likely to have full-time employment (15.3 for both males and females),

while females were more likely to be working in part-time jobs (15.9 per cent compared to 12.1 per cent for males).

Study and work

Table 2.3 and Figure 2.3 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 sub-divided into their labour market destinations. This also applies to other Year 12 graduates who have entered study. For these reasons, it is evident that the proportion of young people in the labour market is actually higher than the data presented in Figure 2.1.

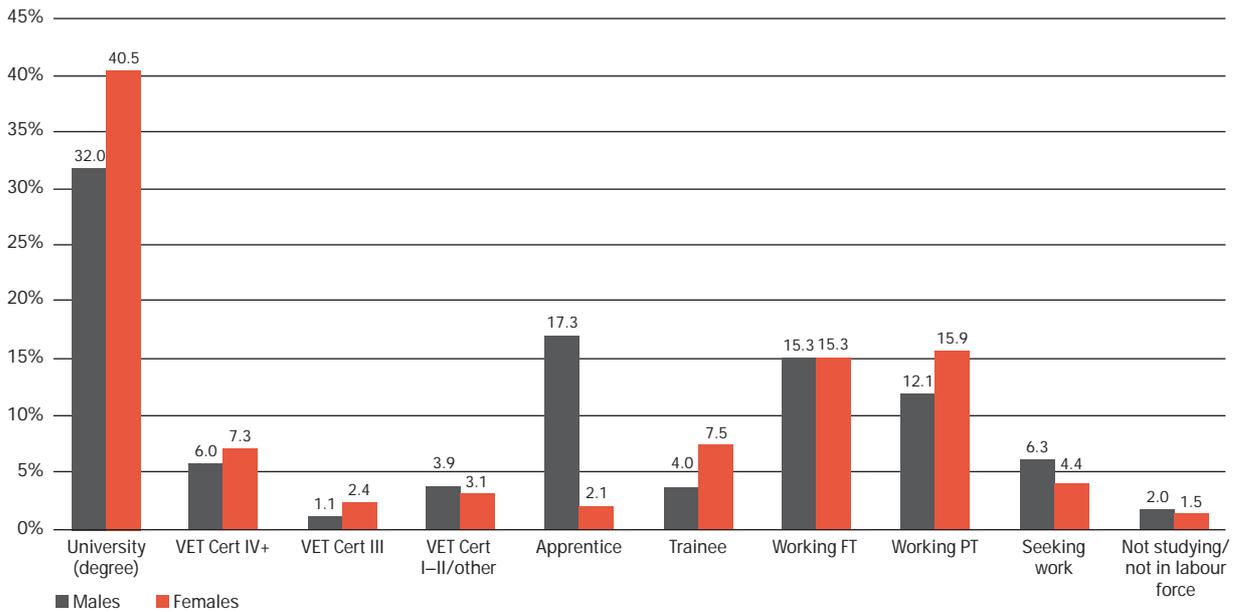
Table 2.2 Main destinations of Year 12 completers, by sex, Queensland 2007

Destination	Males		Females		Total	
	no.	%	no.	%	no.	%
University (degree)	4 996	32.0	7 026	40.5	12 022	36.5
VET Cert IV+*	941	6.0	1 261	7.3	2 202	6.7
VET Cert III*	179	1.1	423	2.4	602	1.8
VET Cert I-II/other*	603	3.9	540	3.1	1 143	3.5
Apprentice	2 700	17.3	362	2.1	3 062	9.3
Trainee	627	4.0	1 303	7.5	1 930	5.9
(Total VET)	(5 050)	(32.3)	(3 889)	(22.4)	(8 939)	(27.1)
Working full-time	2 384	15.3	2 644	15.3	5 028	15.3
Working part-time	1 890	12.1	2 749	15.9	4 639	14.1
Seeking work	978	6.3	765	4.4	1 743	5.3
Not studying/not in the labour force	318	2.0	259	1.5	577	1.8
Total	15 616	100.0	17 332	100.0	32 948	100.0

* Students not in apprenticeships or traineeships



Figure 2.2 Main destinations of Year 12 completers, by sex, Queensland 2007



The majority of young people who entered a university degree or VET course were, in fact, working (mostly part-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 (65.7 per cent and 50.7 per cent respectively). However, about one in seven of these students were looking for employment (14.2 per cent and 15.1 per cent respectively).

Year 12 graduates who were not studying were more likely to be working full-time than part-time (41.9 per cent and 38.7 per cent respectively). It should be noted

that these percentages are expressed as a proportion of responding Year 12 graduates. 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.

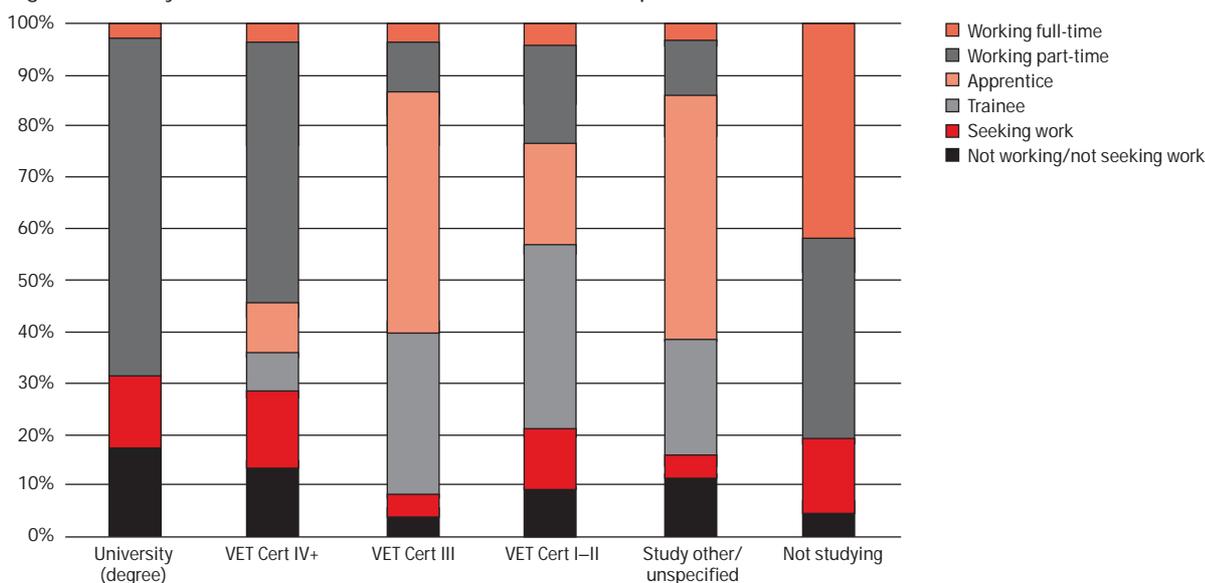
There were a small number of young people (577, or only 1.8 per cent of the total sample) who were neither in a study destination nor in the labour market (that is, neither working nor looking for work). This group includes those with a disability or health condition, and those travelling or waiting for their course to commence. This group is analysed in greater detail in Chapter 5.

Table 2.3 Study and labour force destinations of Year 12 completers, Queensland 2007

		University (degree)	VET Cert IV+	VET Cert III	VET Cert I-II	Study other/unspecified	Not studying	Total
Working full-time	no.	329	92	104	27	95	5 028	5 675
	%	2.7	3.5	3.7	4.1	3.3	41.9	17.2
Working part-time	no.	7 895	1 348	266	124	298	4 639	14 570
	%	65.7	50.7	9.5	18.9	10.5	38.7	44.2
Apprentice	no.	0	265	1 313	130	1 354	0	3 062
	%	0.0	10.0	47.1	19.8	47.7	0.0	9.3
Trainee	no.	0	194	871	235	630	0	1 930
	%	0.0	7.3	31.3	35.9	22.2	0.0	5.9
Seeking work	no.	1 712	402	120	78	139	1 743	4 194
	%	14.2	15.1	4.3	11.9	4.9	14.5	12.7
Not working/not seeking work	no.	2 086	360	112	61	321	577	3 517
	%	17.4	13.5	4.0	9.3	11.3	4.8	10.7
Total	no.	12 022	2 661	2 786	655	2 837	11 987	32 948
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0



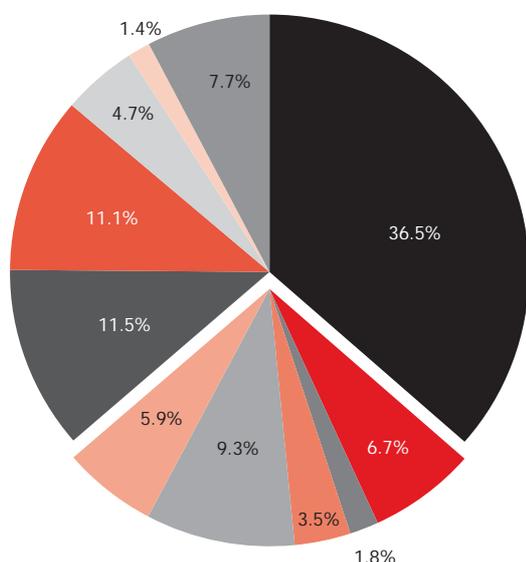
Figure 2.3 Study and labour force destinations of Year 12 completers, Queensland 2007



Deferring study

Figure 2.4 reports the main destinations of the 2006 cohort, separating out those who reported deferring university degree study. Overall 2524 Year 12 graduates (or 7.7 per cent of the cohort) deferred such an offer. It can be seen that this alternative approach to reporting the main destinations reduces the proportions of Year 12

Figure 2.4 Main destinations of Year 12 completers, with deferrals identified, Queensland 2007



■ University (degree) 36.5%
 ■ VET Cert IV+ 6.7%
 ■ VET Cert III 1.8%
 ■ VET Cert I-II/other 3.5%
 ■ Apprentice 9.3%
 ■ Trainee 5.9%
 ■ Working full-time 11.5%
 ■ Working part-time 11.1%
 ■ Seeking work 4.7%
 ■ Not studying/not in labour force 1.4%
 ■ Deferred 7.7%

VET total 27.1%

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 those who defer.

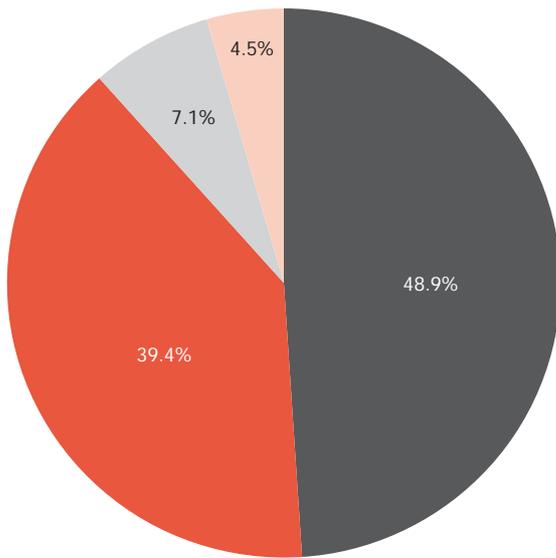
Table 2.4 reports rates of deferral by some of the key demographic variables. Overall, in keeping with the greater likelihood of females entering degree-level programs at university, females were more likely to defer than males (9.2 per cent compared to 5.9 per cent). Indigenous Year 12 graduates were less likely to defer than their non-Indigenous peers and were less likely to enter university overall (see Figure 7.3). LBOTE Year 12 graduates were less likely to defer than those from an English-speaking background, but more likely to enter university overall (see Table 7.4). Year 12 graduates from non-metropolitan regions 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 2007

	no.	%
All Year 12 graduates	2524	7.7
Males	921	5.9
Females	1603	9.2
Indigenous	20	2.6
Language Background Other Than English (LBOTE)	58	4.3
Metropolitan	1437	6.4
Non-metropolitan	1087	10.4



Figure 2.5 Labour force destination of Year 12 completers who deferred, Queensland 2007

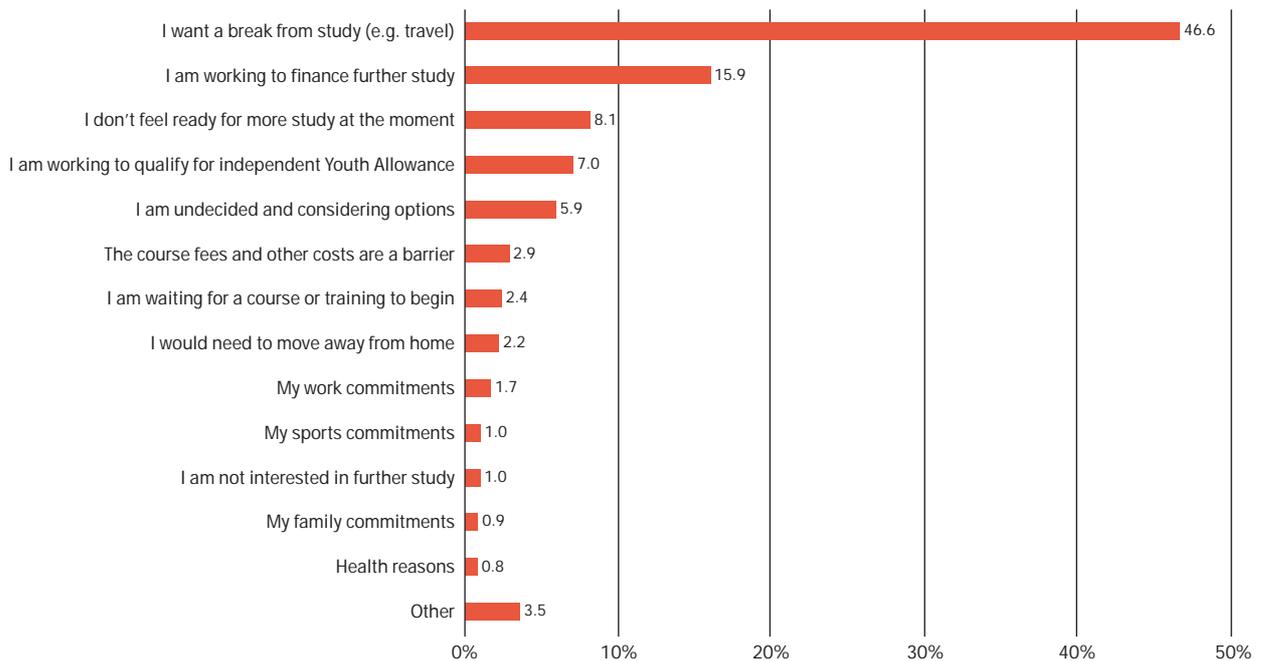


■ Working full-time 48.9%
 ■ Working part-time 39.4%
 ■ Seeking work 7.1%
 ■ Not studying/not in labour force 4.5%

Figure 2.5 reports the main destinations of those who deferred as a proportion of all deferring Year 12 completers. Among Year 12 completers who reported having deferred a tertiary place, most were working (full-time 48.9 per cent and part-time 39.4 per cent). Amongst this group, 7.1 per cent were seeking work and 4.5 per cent were not studying and not in the labour force.

An examination of the main reason for not continuing with study given by Year 12 graduates who deferred their university degree offer is shown in Figure 2.6. The desire to take a break from study was the most common main reason (46.6 per cent), followed by those who were working to finance further study (15.9 per cent).

Figure 2.6 Main reason of deferrers for not studying, Queensland 2007



Comparisons with 2005 and 2006

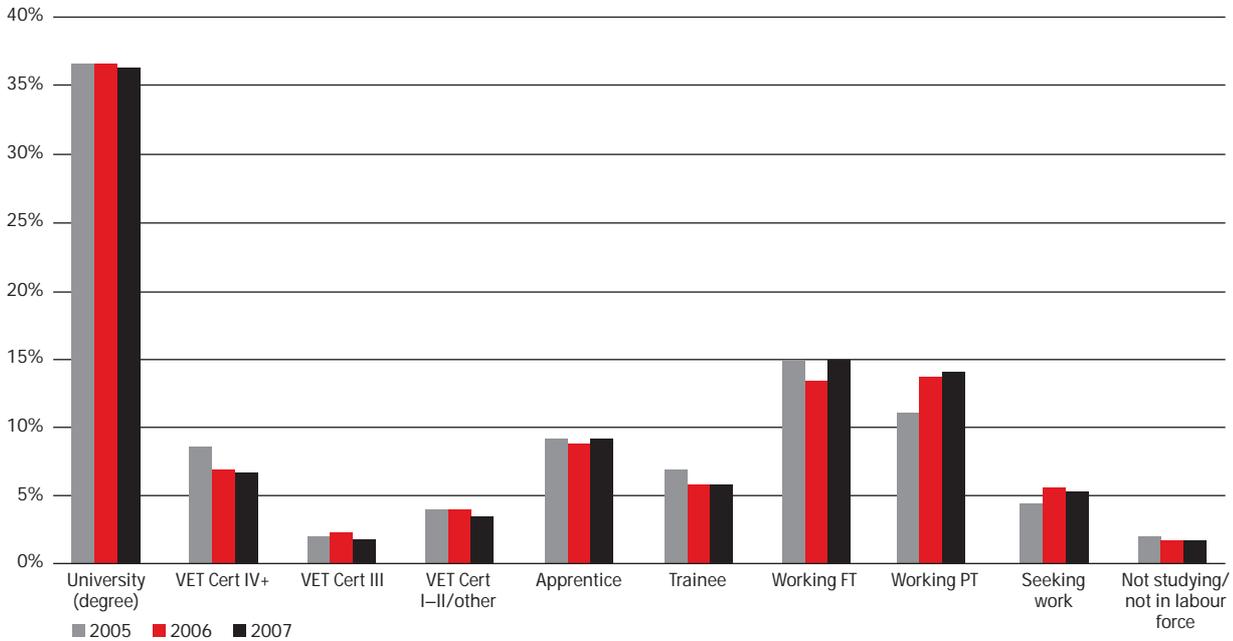
Figure 2.7 compares the main destinations of Year 12 completers in 2005, 2006 and 2007. Care must be taken when drawing comparisons between the findings, due to a change in the survey methodology following the 2005 survey, and variation in the response rates (59.9 per cent in 2005, 77.5 per cent in 2006 and 81.2 per cent in 2007).

The destination patterns for the three surveys are very similar, with all main destination categories showing little change.

In addition to the main destination categories, data on those deferring university study was collected for the first time in 2006. The proportion of Year 12 completers deferring university study was 7.7 per cent in 2007 which was similar to the 7.1 per cent in 2006.



Figure 2.7 Comparison of main destinations of Year 12 completers, Queensland 2005–2007





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

This chapter examines the education and training outcomes of Year 12 completers from 2006. It deals separately with the group as a whole and compares students who are working with students who are not.

All Year 12 completers in education or training

The *Next Step* survey shows that 20 961 Year 12 graduates (63.6 per cent of the total cohort) continued in some form of education or training in the year after

they left school. Within this group, which includes apprentices and trainees, (see Table 3.1), the most likely study destination was university degree (57.4 per cent), followed by VET programs (34.7 per cent), with the remainder in unknown or other study destinations (8.0 per cent). The majority of VET students were in Certificate III courses (13.3 per cent) or in Diploma/Advanced Diploma courses (9.7 per cent).

Sex differences

Table 3.1 Level of study of Year 12 completers in education or training, by sex, Queensland 2007

Level of Study	Males		Females		Total	
	no.	%	no.	%	no.	%
University (degree)	4 996	49.7	7 026	64.4	12 022	57.4
VET Dip/Adv Dip	866	8.6	1 176	10.8	2 042	9.7
VET Cert IV	377	3.8	242	2.2	619	3.0
VET Cert III	1 463	14.6	1 323	12.1	2 786	13.3
VET Cert II	233	2.3	263	2.4	496	2.4
VET Cert I	122	1.2	37	0.3	159	0.8
VET unspecified	888	8.8	273	2.5	1 161	5.5
(Total VET)	(3 949)	(39.3)	(3 314)	(30.4)	(7 263)	(34.7)
Unknown/other study	1 101	11.0	575	5.3	1 676	8.0
Total	10 046	100.0	10 915	100.0	20 961	100.0

Note: Table includes apprentices and trainees.

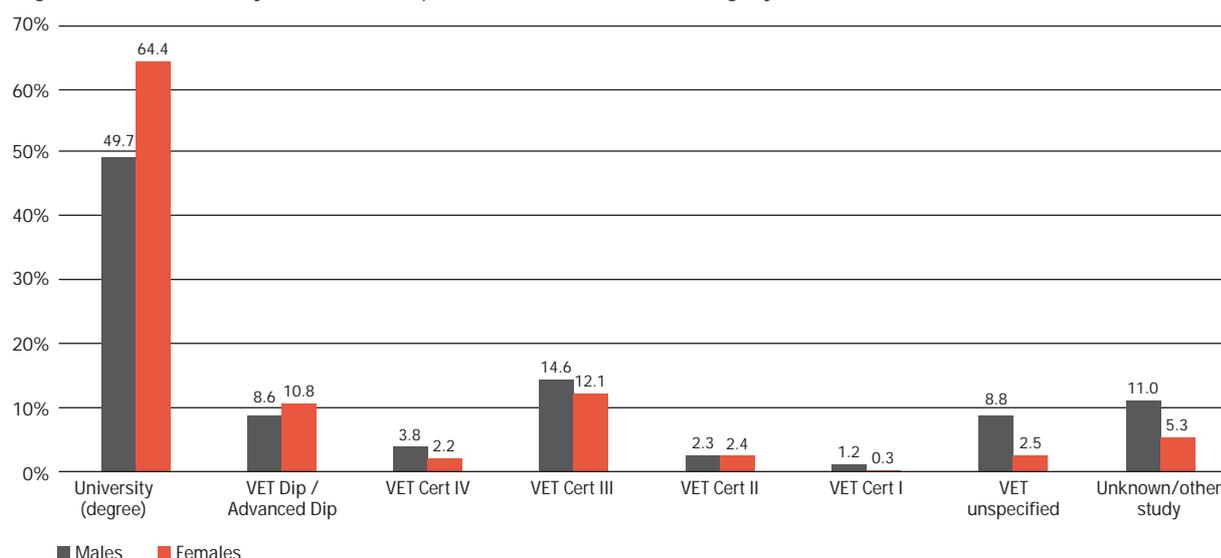
Table 3.1 and Figure 3.1 present in greater detail the study destinations of all male and female Year 12 completers in education or training, regardless of their 'main' destination as presented in Chapter 2.

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 (64.4 per cent compared to 49.7 per cent) but males were more likely to enrol in VET and other programs (39.3 per cent compared to 30.4 per cent), with the latter pattern partly explained by higher male participation in

apprenticeships. While females were more likely to enter Diploma/Advanced Diploma level programs (10.8 per cent compared to 8.6 per cent), males were more likely to enrol in Certificate IV courses (3.8 per cent compared to 2.2 per cent), Certificate III courses (14.6 per cent compared to 12.1 per cent), and Certificate I courses (1.2 per cent compared to 0.3 per cent). VET Certificate II courses showed little difference between males and females, but the proportion of males in unspecified VET courses was higher than that of females (8.8 per cent compared to 2.5 per cent). Male participation was also higher in the category of other study (for example Year 12, bridging courses) and unknown courses (11.0 per cent compared to 5.3 per cent for females).



Figure 3.1 Level of study of Year 12 completers in education or training, by sex, Queensland 2007



Study load

Table 3.2 shows the study loads of Year 12 completers who entered further education or training. Most of those in education or training were studying full-time (74.1 per cent). Almost all university degree students were studying full-time (96.8 per cent) as were VET Diploma

and Advanced Diploma students (87.1 per cent), whereas VET students at the lower Certificate levels were 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 2007

Level of Study	Full-time		Part-time	
	no.	%	no.	%
University (degree)	11 642	96.8	380	3.2
VET Dip/Adv Dip	1 778	87.1	264	12.9
VET Cert IV	311	50.2	308	49.8
VET Cert III	735	26.4	2 051	73.6
VET Cert II	171	34.5	325	65.5
VET Cert I	66	41.5	93	58.5
VET unspecified	287	24.7	874	75.3
(Total VET)	(3 348)	(46.1)	(3 915)	(53.9)
Unknown/other study	545	32.5	1 131	67.5
Total	15 535	74.1	5 426	25.9

Note: 408 apprentices and trainees for whom study load data was missing have been included as working students with a part-time study load.

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 59.1 per cent of all those in study, while the data show that a further 29.8 per cent were studying at a TAFE Institute. Private training colleges (including employers registered as private providers) form the next largest provider by share (8.3 per cent), while the remaining providers contribute proportionally very small numbers.

Table 3.3 Year 12 completers, by provider type, Queensland 2007

Provider type	no.	%
University	12 107	59.1
TAFE Institute	6 095	29.8
Private Training College	1 693	8.3
Secondary school	214	1.0
Adult & Community Education provider	60	0.3
Agricultural College	26	0.1
Other study location	280	1.4
Total	20 475	100.0

Note: This table excludes 486 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, Engineering and Related Technologies, and Society and Culture account for over four in ten of the student destinations (44.1 per cent) while Health and Creative Arts together account for a further 19.9 per cent of enrolments. For an explanation of what kinds of courses were included in each field of study, see Table A2A in Appendix 2.

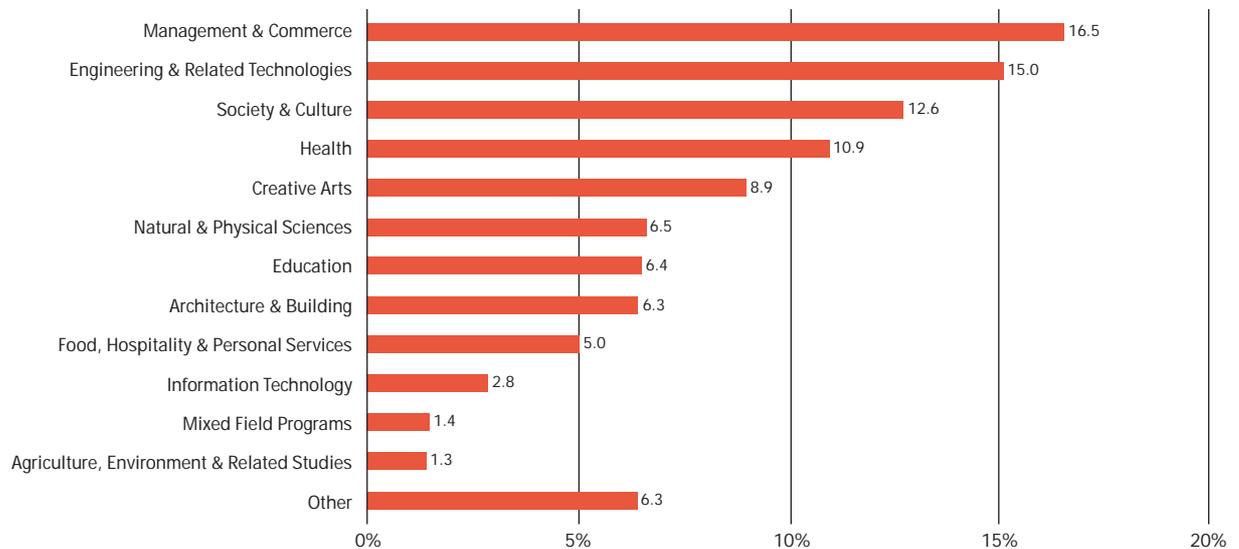
Table 3.4 reveals sex differences in students' choices in almost all study fields. Females were more likely to enter study in the fields of Management and Commerce, Society and Culture, Health, Creative Arts,

Education 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 11 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 more than five times as likely to enrol in Architecture and Building courses.

Natural and Physical Sciences, Mixed Field Programs and Agriculture, Environmental and Related Studies were fields in which no clear sex differences were present.

Figure 3.2 Field of study of Year 12 completers, Queensland 2007



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

Table 3.4 Field of study of Year 12 completers, by sex, Queensland 2007

Field of Study	Males %	Females %	Total %
Management & Commerce	12.3	20.2	16.5
Engineering & Related Technologies	29.1	2.5	15.0
Society & Culture	8.7	16.2	12.6
Health	5.8	15.5	10.9
Creative Arts	7.2	10.5	8.9
Natural & Physical Sciences	5.8	7.1	6.5
Education	2.7	9.8	6.4
Architecture & Building	11.1	2.1	6.3
Food, Hospitality & Personal Services	3.2	6.6	5.0
Information Technology	5.1	0.8	2.8
Mixed Field Programs	1.5	1.4	1.4
Agriculture, Environmental & Related Studies	1.3	1.3	1.3
Other	6.2	6.3	6.3
Total	100.0	100.0	100.0



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 and university students.

Students in VET Certificate I programs were concentrated in the following fields: Engineering and Related Technologies, Architecture and Building, Mixed Field Programs and Health. These four fields of study account for seven in every ten enrolments (71.4 per cent).

Students in VET Certificate II programs were concentrated in the following fields: Food, Hospitality and Personal Services, Engineering and Related Technologies, Management and Commerce and Information Technology. These four fields of study account for 69.6 per cent of enrolments at this level.

There is a somewhat broader distribution of enrolments for Certificate III programs, with Management and Commerce, Society and Culture, Health, Food, Hospitality and Personal Services, and Education being the five most heavily subscribed fields, accounting for 73.0 per cent of enrolments.

Enrolments in higher level VET were also distributed more broadly. For VET Certificate IV students, the five fields of Society and Culture, Creative Arts, Health, Engineering and Related Technologies and Management and Commerce account for more than seven in every ten enrolments (71.2 per cent). For Diploma and Advanced Diploma students, the four fields of Management and Commerce, Creative Arts, Society and Culture, and Food, Hospitality and Personal Services account for 68.1 per cent of enrolments.

University degree enrolments were still more evenly shared between fields. The highest enrolment shares

at this level are in Management and Commerce, Society and Culture, Health, Natural and Physical Sciences, Engineering and Related Technologies, Creative Arts and Education. These seven areas of study account for more than eight in ten university enrolments (84.6 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, III and IV levels, although they tend to be concentrated in the lower VET levels.

The differences between apprenticeships and traineeships were reflected in their fields of study. Apprentices were nearly all concentrated in the fields of Engineering and Related Technologies, Architecture and Building, and Food, Hospitality and Personal Services (accounting for 93.6 per cent) – 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 four most common fields of Management and Commerce (which includes retail), Health, Food, Hospitality and Personal Services, and Society and Culture (which includes Law) accounting for 75.2 per cent.

Table 3.5 Field of study of university and VET students, excluding apprentices and trainees, by level of study, Queensland 2007

Field of Study	University %	VET Dip/Adv Dip %	VET Cert IV %	VET Cert III %	VET Cert II %	VET Cert I %
Society & Culture	15.4	16.1	17.9	16.5	6.4	6.0
Management & Commerce	16.4	20.5	9.3	20.2	16.7	2.4
Health	14.0	8.6	13.8	13.4	2.0	9.5
Natural & Physical Sciences	10.0	1.9	2.9	2.0	1.5	1.2
Engineering & Related Technologies	9.9	4.3	13.5	5.0	17.2	28.6
Education	9.0	3.6	1.9	9.7	2.0	2.4
Creative Arts	9.8	19.5	16.7	7.7	3.9	4.8
Food, Hospitality & Personal Services	0.4	12.1	6.4	13.2	25.5	2.4
Information Technology	2.5	5.7	6.7	5.3	10.3	3.6
Architecture & Building	2.9	4.4	3.5	2.2	2.0	23.8
Agriculture, Environmental & Related Studies	0.9	1.2	1.3	3.7	7.8	3.6
Mixed Field Programs	0.9	0.6	4.5	0.2	2.5	9.5
Other	7.8	1.8	1.6	1.0	2.5	2.4
Total	100.0	100.0	100.0	100.0	100.0	100.0



Table 3.6 Field of study of apprentices and trainees, Queensland 2007

Field of Study	Apprentice %	Trainee %
Engineering & Related Technologies	52.6	6.3
Architecture & Building	26.8	2.7
Food, Hospitality & Personal Services	14.2	9.4
Health	0.9	10.2
Agriculture, Environmental & Related Studies	0.9	3.3
Creative Arts	0.7	1.7
Management & Commerce	0.7	46.4
Mixed Field Programs	0.7	0.9
Natural & Physical Sciences	0.6	0.8
Information Technology	0.6	3.1
Society & Culture	0.4	9.1
Education	0.1	3.2
Other	0.9	2.9
Total	100.0	100.0

Table 3.7 presents a list of post-schooling institutions attended by Year 12 graduates in 2007. Most were located in the university and VET sectors (including private training colleges).

Table 3.7 Post-school institutions of Year 12 completers, Queensland 2007

Institution	no.	%
University of Queensland	3 107	15.1
Queensland University of Technology	3 106	15.1
Griffith University	2 449	11.9
Metropolitan South Institute of TAFE	1 046	5.1
James Cook University	939	4.6
Southbank Institute of TAFE	822	4.0
Brisbane North Institute of TAFE	701	3.4
University of Southern Queensland	604	2.9
Central Queensland University	604	2.9
Central Queensland Institute of TAFE	520	2.5
University of the Sunshine Coast	475	2.3
Gold Coast Institute of TAFE	433	2.1
Cooloola Sunshine Institute of TAFE	384	1.9
Southern Queensland Institute of TAFE	335	1.6
Barrier Reef Institute of TAFE	265	1.3
Tropical North Institute of TAFE	254	1.2
Bremer Institute of TAFE	249	1.2
Australian Catholic University	220	1.1
Wide Bay Institute of TAFE	208	1.0
Bond University	182	0.9
Australian College of Natural Medicine	51	0.2
Qantm College	47	0.2
Australian Institute of Technology	28	0.1
Private Training Colleges	1 365	6.6
Other Queensland TAFEs	327	1.6
Interstate Universities	300	1.5
Interstate TAFEs	53	0.3
Other institution	1 479	7.2
Total	20 553	100.0

Note: Table excludes 408 apprentices and trainees who did not identify institution of study or 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 15 570 students who work with the 5 391 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 74.3 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 (91.7 per cent) and the lowest was university degree with 68.4 per cent. Even though the proportion was lowest for university degree level students, the result still means that nearly seven out of every 10 university students combine their study with some form of employment.

Table 3.8a Level of study of working and non-working students (proportion within study level), Queensland 2007

Level of Study	Working students		Non-working students		Total students	
	no.	%	no.	%	no.	%
University (degree)	8 224	68.4	3 798	31.6	12 022	100.0
VET Cert IV+	1 899	71.4	762	28.6	2 661	100.0
VET Cert III	2 554	91.7	232	8.3	2 786	100.0
VET Cert I-II	516	78.8	139	21.2	655	100.0
Study other/unspecified	2 377	83.8	460	16.2	2 837	100.0
Total	15 570	74.3	5 391	25.7	20 961	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 (70.5 per cent compared to 52.8 per cent), while working students were

more likely than non-working students to enrol in VET Cert III programs (16.4 per cent compared to 4.3 per cent) or to be in other or unspecified study destinations (15.3 per cent compared to 8.5 per cent). This result reflects the presence of apprentices and trainees amongst the group of students who work.

Table 3.8b Level of study of working and non-working students (proportion within student work status), Queensland 2007

Level of Study	Working students		Non-working students		Total students	
	no.	%	no.	%	no.	%
University (degree)	8 224	52.8	3 798	70.5	12 022	57.4
VET Cert IV+	1 899	12.2	762	14.1	2 661	12.7
VET Cert III	2 554	16.4	232	4.3	2 786	13.3
VET Cert I-II	516	3.3	139	2.6	655	3.1
Study other/unspecified	2 377	15.3	460	8.5	2 837	13.5
Total	15 570	100.0	5 391	100.0	20 961	100.0

Underlying this pattern were sex differences in university degree and VET enrolments which are illustrated in Figure 3.3 below. Earlier in Table 2.2, it was noted that overall female Year 12 completers were more likely to enter degree-level programs than their male counterparts. It

is interesting to note that this difference mainly occurs among working students (including apprentices and trainees). Among non-working students, males and females were as likely as each other to enter the various study levels.



Figure 3.3 Level of study of working and non-working students, by sex, Queensland 2007

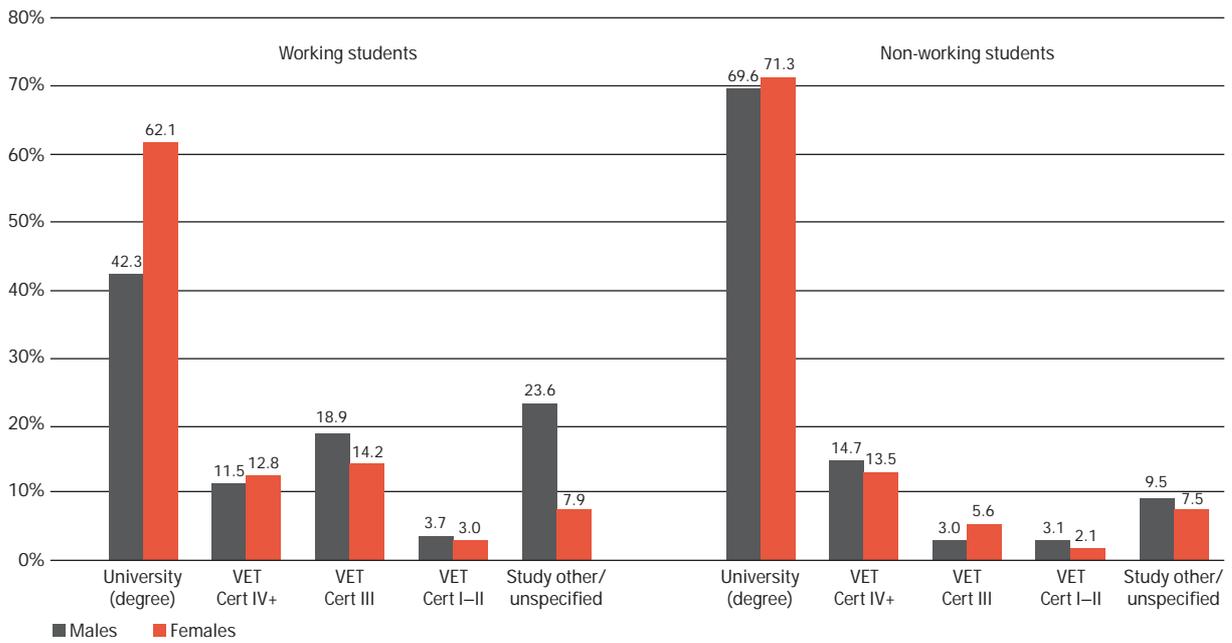


Table 3.9 compares the study load of both working and non-working students. Predictably, 95.0 per cent of part-time students were combining study with some form of employment. Interestingly though, this phenomenon is also common among full-time students with two-thirds (67.0 per cent) combining study and work.

Table 3.9 Study load of Year 12 completers, by working and non-working students, Queensland 2007

Study Load	Working students		Non-working students		Total students	
	no.	%	no.	%	no.	%
Full-time	10 414	67.0	5 121	33.0	15 535	100.0
Part-time	5 156	95.0	270	5.0	5 426	100.0
Total	15 570	74.3	5 391	25.7	20 961	100.0

Note: 408 apprentices and trainees for whom study load data was missing have been included as working students with a part-time study load.