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nextstep 2008

A report on the
destinations of Year 12
completers from 2007
in Queensland



nextstep
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completers from 2007
in Queensland

Department of Education, Training and the Arts, Queensland



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Queensland Studies Authority

Queensland University of Technology

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Association of Principals of Catholic Secondary Schools of Queensland

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Department of Education, Training and the Arts

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Foreword



Queensland's school students of today will become the leaders and innovators of the *Smart State* of tomorrow.

The choices that Year 12 graduates make about their future are vital, and it's important to know how well schools are preparing them to make this transition to adult life.

To help answer this question, the Queensland Government commissioned a statewide survey of all students who completed Year 12 in 2007.

The survey, conducted in April–May 2008, was designed to gain a comprehensive picture of the employment, study and life choices made by Queensland Year 12 graduates.

More than 33 500 young people from Government, Catholic and independent schools and TAFE secondary colleges completed the survey.

Results showed that the majority of young Queenslanders are moving from school into constructive study and work activities, in keeping with the 'learning or earning' objective of our Government's Education and Training Reforms for the Future.

This report details the findings from the 2008 *Next Step* survey, the fourth annual survey. The information from these surveys will be used to look at ways of improving services available for young people.

My thanks to the young Queenslanders who completed the survey and the researchers and school system personnel who made it possible.

I commend this report to you as a valuable source of information for anyone with an interest in the transitions of young people from school to further education, training and employment.

Rod Welford MP
Minister for Education and Training
Minister for the Arts



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Acronyms and abbreviations



ABS	Australian Bureau of Statistics
AQF	Australian Qualifications Framework
ASGC	Australian Standard Geographical Classification
CATI	Computer-assisted telephone interviewing
CPCSE	Certificate of Post-Compulsory School Education
DETA	Department of Education, Training and the Arts
ETRF	Education and Training Reforms for the Future
FT	Full-time
LBOTE	Language background other than English (this term is now used nationally in preference to NESB)
MCEETYA	Ministerial Council on Education, Employment, Training and Youth Affairs
NILF	Not in the labour force
OGS	Office of the Government Statistician
OP	Overall Position (indicator of academic performance ranking used for university entrance)
PT	Part-time
QSA	Queensland Studies Authority
SAT	School-based apprenticeship and traineeship
SD	Statistical Division
SEIFA	Socio-Economic Indexes for Areas
SES	Socioeconomic status
TAFE	Technical and Further Education
VET	Vocational education and training

Executive summary



Background

The *Next Step* 2008 report documents the results of an annual statewide survey of the destinations of students who completed Year 12 in 2007 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 2007, 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 17 May 2008, approximately six months after the young people left school. Responses were predominantly collected via computer-assisted telephone interviewing (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).

DETA analysed the survey data and prepared this report.

More than 33 500 young people completed the survey in 2008. This represents an 80.1 per cent response rate of almost 42 000 young people targeted. This response rate was a very pleasing result for the fourth 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.

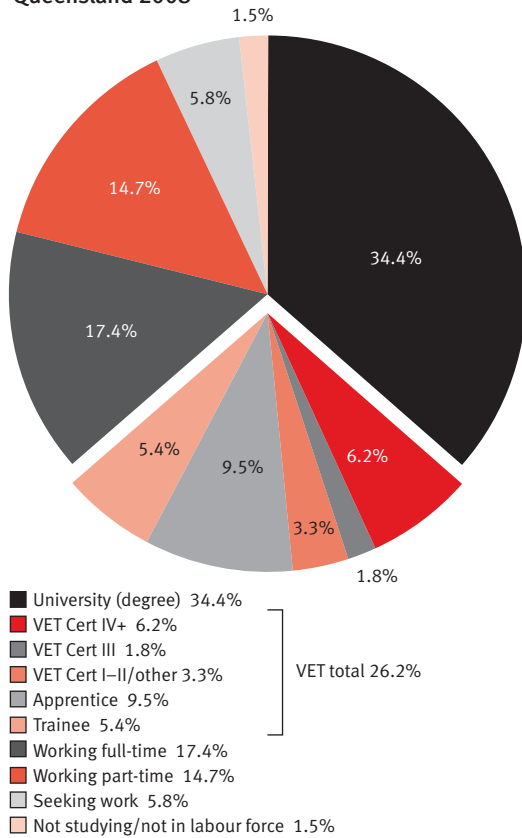
The summary of findings presented in Figure ES1 highlights:

- more than nine in ten Year 12 completers (92.7 per cent) were studying or in paid employment at the time of the survey
- more than six in ten (60.6 per cent) continued in some recognised form of education or training in the year after they left school
- more than one-third (34.4 per cent) were undertaking a university degree
- more than a quarter (26.2 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 (6.2 per cent of all Year 12 completers)
- over one in seven (14.9 per cent) commenced employment-based training, either as an apprentice (9.5 per cent) or trainee (5.4 per cent)
- approximately four in ten (39.4 per cent) did not enter post-school education or training and were either employed (32.1 per cent), looking for work (5.8 per cent) or neither working, seeking work nor studying (1.5 per cent)
- more than 2800 Year 12 completers (8.4 per cent) had deferred a tertiary offer. Among this group, most were working (52.4 per cent in full-time jobs and 38.0 per cent in part-time jobs).

A comparison of the 2008 results with those from 2005 to 2007 reveals that the main destinations of Year 12 completers over these four years were similar, with most main destination categories showing only minor change.



Figure ES1 Main destinations of Year 12 completers, Queensland 2008



The 10 categories used in Figure ES1 are defined below:

Table ES1 Main destination categorisations, Next Step 2008

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) 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

Learning: Education and training destinations

More than six in ten Year 12 graduates (20 334 or 60.6 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 (73.0 per cent) were studying full-time.

The 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 (58.8 per cent) were attending a university. A further 28.1 per cent were attending an Institute of Technical and Further Education (TAFE), while 7.3 per cent were enrolled at a private training college.

Earning: Employment destinations

Most young people (26 007 or 77.5 per cent) who completed Year 12 in 2007 were employed, whether or not they were undertaking further education or training.

Of these, more than half were in part-time employment (55.7 per cent), while 25.0 per cent were working full-time, 12.3 per cent were apprentices and 6.9 per cent were trainees.



Nearly half of all Year 12 completers in employment (46.1 per cent) 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.

Apprentices were concentrated in industry areas such as Construction, Manufacturing, Electricity, Gas, Water and Waste Services, and Other Services, while trainees were more evenly distributed across a range of industry areas, but in particular Retail, Accommodation and Food Services and Health Care and Social Assistance.

Approximately six in ten of all Year 12 completers in employment (60.3 per cent) were working on a casual basis.

Not learning or earning

The survey identified 5.8 per cent of Year 12 graduates who were not studying and were seeking work.

A further 1.5 per cent of Year 12 completers 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 CPCSE and Indigenous Year 12 completers were over-represented in both these destinations.

Of those who were not in the labour force, the main reasons given for not continuing in study were because of disability, and wanting a break from study (for example, to travel). The next most common main reasons given were family commitments for females and waiting for a course or training to begin for males.

Travel also featured prominently as one of the main reasons for not seeking work among those not studying and not in the labour force, followed by health reasons and disability.

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 (37.7 per cent compared to 30.8 per cent of males), and more likely to enrol in campus-based VET programs (that is, not apprenticeships or traineeships)
- males were just as likely to enter VET programs as university, while females were more likely to enter university than VET programs
- males were more than seven times more likely than females to enter an apprenticeship, while females were more likely than males to commence a traineeship

- females were more likely to study in the fields of Management and Commerce, Health, Society and Culture, 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 seven times more likely to enrol in Architecture and Building
- among those working and not in education or training, females were more likely than males to be working part-time (48.7 per cent compared to 42.3 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 (38.9 per cent compared to 23.9 per cent for males). 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 or VET Certificate 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 in a university degree (14.0 per cent compared to 34.9 per cent). Nonetheless, 113 young Indigenous people who completed the survey commenced a university degree in 2008.

Indigenous students were more likely to be undertaking traineeships (9.6 per cent compared to 5.3 per cent) and had a higher rate of transition to employment with no further education or training than their non-Indigenous peers (36.1 per cent and 32.0 per cent respectively).

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

Indigenous Year 12 completers were also more likely to be seeking work than their non-Indigenous peers (14.4 per cent compared to 5.6 per cent).

Disability

The survey was not able to identify students with a disability, but did include those who were awarded a CPCSE, which is intended for students with an impairment or difficulties in learning that are not primarily due to socioeconomic, cultural or linguistic factors.



Among CPCSE completers, 32.1 per cent were studying, with a high proportion doing VET Certificate I–II courses (23.0 per cent). Another 24.9 per cent were employed, principally in part-time jobs (18.9 per cent) with the remainder in full-time jobs (6.0 per cent).

A high proportion were neither studying nor in the labour force (24.4 per cent) and a further 18.6 per cent were seeking work.

Language background other than English

Language background other than English (LBOTE) Year 12 completers demonstrated higher rates of transition to university degree study than those from English-speaking backgrounds (50.7 per cent compared to 33.3 per cent) and to VET Certificate IV+ courses (11.2 per cent compared to 5.8 per cent). For the purposes of this publication, international visa students have been excluded from the LBOTE classification.

International visa students

Caution must be exercised when forming conclusions about the destinations of these students owing to the small numbers involved and low response rate achieved. However, among those who did respond, there were strong transitions to university studies (62.0 per cent) and to VET Certificate IV+ courses (13.2 per cent).

VET students in schools

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

Almost four in every ten Year 12 graduates left school with a VET qualification (39.8 per cent), while 8.7 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 (21.6 per cent compared to 42.8 per cent). However, they had higher rates of transition to employment-based training (21.1 per cent compared to 10.8 per cent). They were also more likely to enter employment with no further education or training (38.0 per cent compared to 28.2 per cent).

School-based apprentices and trainees were three times more likely to undertake apprenticeships and traineeships after leaving school than other Year 12 completers (37.6 per cent compared to 12.8 per cent).

Socioeconomic status

Transition to post-school education and training was strongly associated with socioeconomic status (SES), increasing consistently from 51.9 per cent for the lowest SES quartile to 70.8 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 years or younger 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 courses (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 2007 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'.

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.

Given this national emphasis on schooling outcomes and pathways to the future, the Queensland Government implemented 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.

The Queensland *Education (General Provisions) Act 2006* supports 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/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.

Student destinations are influenced 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. These strategies have been implemented through the Queensland Government's Education and Training Reforms for the Future (ETRF).

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 in Australia, 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.

In the national context, the Queensland Government is working collaboratively with the Commonwealth Government and other states and territories in the Council of Australian Governments (COAG) process to develop and implement policies to lift the Year 12 attainment rates and increase the number of higher education completions (Certificate III and above).

Policies on education, training and employment and available pathways 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 pathways

Vocational education and training (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* (August 2004) makes a commitment to develop clear pathways to tertiary study that include better recognition of VET undertaken at school.

The *Queensland Skills Plan* includes actions to transform and modernise the VET system, including enhancing training delivery and building partnerships with industry and private training providers to create additional places in Certificate III level and above training programs.

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.

Employment pathways

The *Skilling Queenslanders for Work* initiative forms Action 10 of the *Queensland Skills Plan*. *Skilling Queenslanders for Work* provides a mix and match of strategies which can be customised to the needs of the most disadvantaged jobseekers to enable them to participate fully in the paid workforce and share in Queensland's prosperity.

The Get Set for Work and Youth Training Incentive programs are a commitment under the Education and Training Reforms for the Future.

The Get Set for Work program, recognised as an Employment Skills Development Program under the *Education (General Provisions) Act 2006*, is an eligible option for young people aged 15–17 years who are in their compulsory participation phase of schooling. The program specifically targets young people who are disengaged or at risk of disengaging from mainstream education prior to completion of Year 12.

The Youth Training Incentive program provides incentives to employ school students in the secondary phase of learning through school-based apprenticeships in skill shortage industries and traineeships for Indigenous and Australian

South Sea Islander students. The program aims to boost opportunities for young people seeking to enter the workforce after completion of senior secondary education and to provide access to under-represented students.

In addition, a network of Indigenous Employment and Training Support Officers provide culturally appropriate mentoring and support services to Indigenous apprentices, trainees, students and jobseekers to improve completion and retention, and maintain attachment to the labour market.

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

Methodology

The *Next Step* 2008 survey was conducted by DETA through the Office of the Government Statistician (OGS), in accordance with the privacy provisions of the *Statistical Returns Act 1896*.

The survey targeted students who completed Year 12 in Queensland in 2007, including students at Government schools, non-Government schools and TAFE secondary colleges. All students who were awarded a Senior Certificate or 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 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 41 889 Year 12 completers who were deemed in-scope for this survey.

The survey was conducted between 2 April and 17 May 2008, approximately six months after the young people left school. This timing was designed to be after tertiary education places for 2008 were accepted, and while most of these young people were still contactable via their 2007 home address details.

Responses were predominantly collected via computer-assisted telephone interviewing (CATI), with paper-based surveys collected from a small number of students for whom telephone details were not available. The average time for a completed interview was less than four minutes.

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.



At the close of the survey, nearly all non-responding students for whom telephone numbers were available had received at least six attempts of contact. Non-responding students without telephone numbers were mailed two copies of the questionnaire. A total of 33 568 completed surveys were received. Of these, 306 were completed by paper-based questionnaire and 33 262 by CATI.

Profile of Year 12 completers

The 33 568 respondents attended 425 schools and colleges. Some 59.9 per cent attended Government schools, 20.1 per cent Catholic schools, 19.8 per cent independent schools, and 0.3 per cent TAFE secondary colleges.

The key characteristics of those who responded were:

- 99.4 per cent were awarded a Senior Certificate, while 1.1 per cent were awarded a Certificate of Post-Compulsory School Education (the overlap representing students who were awarded both certificates)
- 52.2 per cent were female and 47.8 per cent were male
- 65.8 per cent were OP-eligible
- 68.7 per cent attended schools in metropolitan regions while 31.3 per cent attended schools in non-metropolitan regions
- 39.8 per cent achieved a vocational education and training (VET) qualification while at school
- 8.7 per cent undertook a school-based apprenticeship or traineeship (SAT) while at school
- 5.0 per cent were from a Language Background Other Than English (LBOTE)
- 2.4 per cent were Indigenous
- 0.7 per cent were international visa students
- 98.8 per cent were between 16 and 18 years of age at the start of the 2007 school year, with 0.8 per cent aged 15 years or younger and 0.4 per cent aged 19 years or older.

Response rates

There were 41 889 Year 12 completers on the survey frame. The overall response rate of 80.1 per cent is comparable to the 81.2 per cent achieved last year. The survey refusal rate of 1.1 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 Government schools (including two TAFE settings) was 81.2 per cent, Catholic schools 79.1 per cent, and independent schools 78.2 per cent.
- Response rates varied across schools, with individual school response rates ranging from nil to 100 per cent.
- The response rate of non-Indigenous students (80.6 per cent) was higher than that of Indigenous students (64.2 per cent).
- Females and males had similar response rates overall (80.7 per cent and 79.5 per cent respectively).
- The response rate for LBOTE students (76.0 per cent) was lower than that for English-speaking background students (81.2 per cent).
- International visa students had a particularly low response rate of 35.2 per cent, due largely to the nature of their study arrangements.
- The response rate across the 13 Statistical Divisions in Queensland fell within a fairly narrow band, ranging between 69.4 per cent and 83.5 per cent.

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

Data editing

Data cleaning and editing were performed throughout data entry and after the survey closed on Saturday 17 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 2007. 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 combine work with study and those who work because they have followed a labour market destination. It also makes the crucial distinction between someone who is a 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. In particular:

- 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 33 568 Year 12 graduates in the *Next Step* survey. The survey shows that six in ten (60.6 per cent) of the young people who completed Year 12 continued in some recognised form of education or training in the year after they left school. The most common destination was university degree-level programs (34.4 per cent), followed by campus-based (that is, not apprenticeship or traineeship) VET programs (11.3 per cent), with the majority of VET students entering programs at Certificate IV level or higher (6.2 per cent).

Over one in seven Year 12 completers (14.9 per cent) commenced employment-based training, either as an apprentice (9.5 per cent) or trainee (5.4 per cent).

Four in ten Year 12 completers (39.4 per cent) did not enter post-school education or training, but were either employed (32.1 per cent), seeking work (5.8 per cent) or neither studying nor in the labour force (1.5 per cent).

Table 2.1 Main destination categorisations, *Next Step* 2008

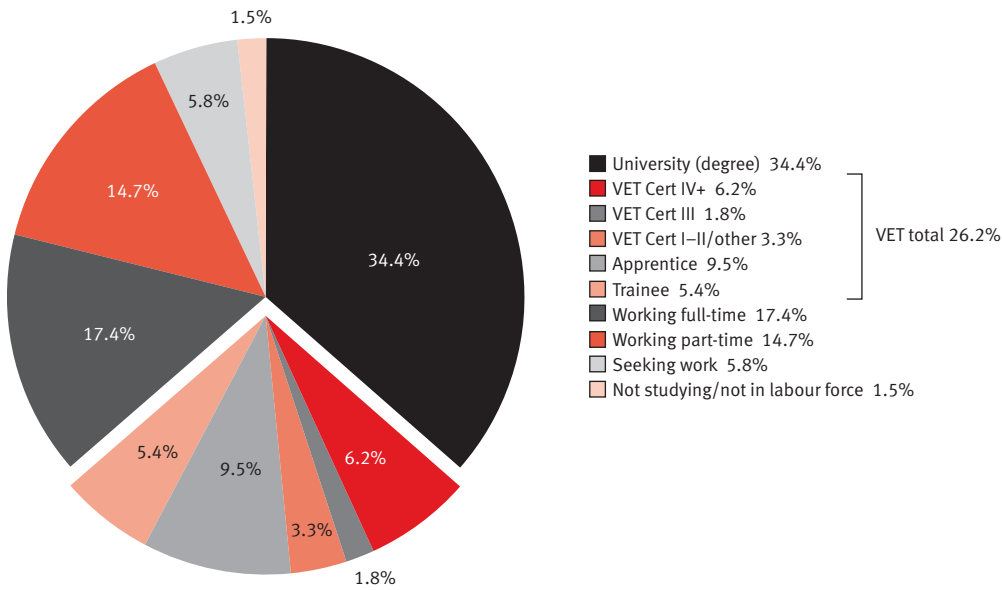
Higher education	
University (degree)*	Studying at degree level.
VET categories	
VET Cert IV+*	Studying Certificate IV, Diploma or Advanced Diploma (excluding apprentices and trainees).
VET Cert III*	Studying Certificate III (excluding apprentices and trainees).
VET Cert I–II/other*	Studying Certificate 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) 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 2008



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 (37.7 per cent compared to 30.8 per cent of males), and more likely to enrol in campus-based VET programs (12.4 per cent compared to 10.0 per cent of males). Males were more likely than females to enter into a contract of training (apprenticeship or traineeship – 21.4 per cent compared to 9.0 per cent). However, whilst males were more than seven times more likely than females to commence an apprenticeship, females were more likely to commence a traineeship.

Males and females were just as likely to be in full-time employment with no further education or training (17.1

per cent for males and 17.7 per cent for females), while females were more likely to be working in part-time jobs (16.7 per cent compared to 12.5 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.

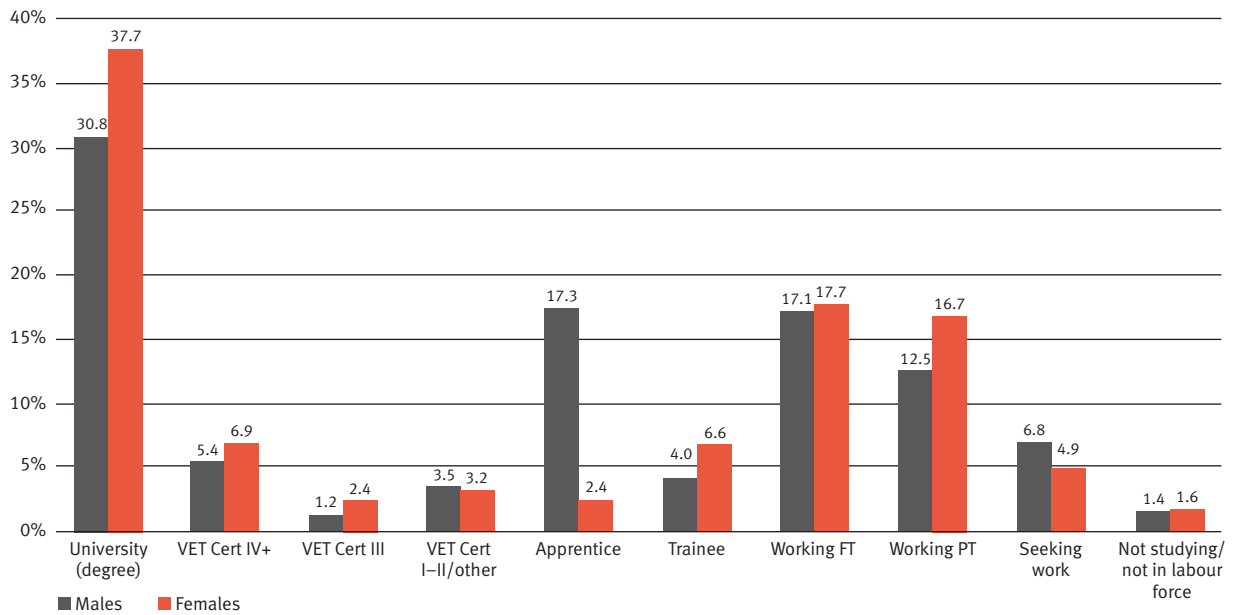
Table 2.2 Main destinations of Year 12 completers, by sex, Queensland 2008

Destination	Males		Females		Total	
	no.	%	no.	%	no.	%
University (degree)	4 949	30.8	6 597	37.7	11 546	34.4
VET Cert IV+*	863	5.4	1 205	6.9	2 068	6.2
VET Cert III*	187	1.2	418	2.4	605	1.8
VET Cert I-II*	559	3.5	554	3.2	1 113	3.3
Apprentice	2 786	17.3	413	2.4	3 199	9.5
Trainee	643	4.0	1 160	6.6	1 803	5.4
(Total VET)	(5 038)	(31.4)	(3 750)	(21.4)	(8 788)	(26.2)
Working full-time	2 747	17.1	3 091	17.7	5 838	17.4
Working part-time	2 010	12.5	2 932	16.7	4 942	14.7
Seeking work	1 088	6.8	861	4.9	1 949	5.8
Not studying/not in the labour force	227	1.4	278	1.6	505	1.5
Total	16 059	100.0	17 509	100.0	33 568	100.0

* Students not in apprenticeships or traineeships



Figure 2.2 Main destinations of Year 12 completers, by sex, Queensland 2008



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

The most common scenario among university degree and VET Certificate IV+ students was to combine study with part-time employment (66.3 per cent and 46.9 per cent respectively). However, about one in seven of these students was looking for employment (14.4 per cent and 14.1 per cent respectively).

Year 12 graduates who were not studying were more likely to be working full-time than part-time (44.1 per cent and 37.3 per cent respectively). It should be noted that these

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

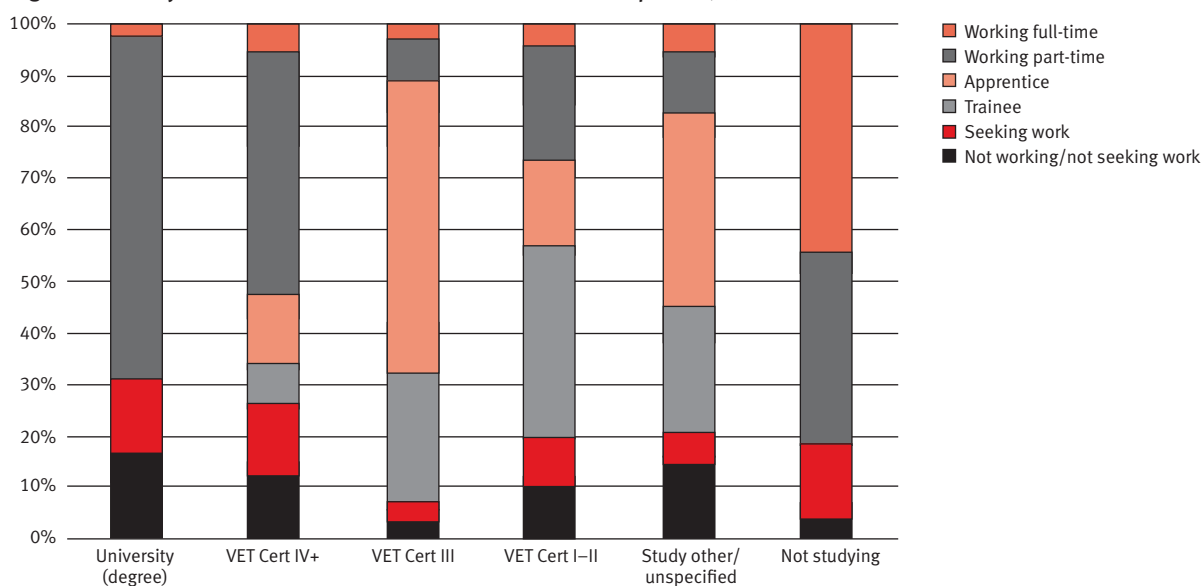
There was a small number of young people (505, or only 1.5 per cent of all Year 12 completers) who were neither studying nor in the labour market (that is, neither working nor looking for work). This group includes those who had deferred a university offer, those with a disability or health condition, 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 2008

		University (degree)	VET Cert IV+	VET Cert III	VET Cert I-II	Study other/unspecified	Not studying	Total
Working full-time	no.	289	140	101	25	118	5 838	6 511
	%	2.5	5.3	3.0	4.4	5.2	44.1	19.4
Working part-time	no.	7 650	1 235	271	124	272	4 942	14 494
	%	66.3	46.9	8.1	21.9	12.1	37.3	43.2
Apprentice	no.	0	364	1 901	94	840	0	3 199
	%	0.0	13.8	56.9	16.6	37.3	0.0	9.5
Trainee	no.	0	202	833	210	558	0	1 803
	%	0.0	7.7	24.9	37.2	24.8	0.0	5.4
Seeking work	no.	1 659	372	122	55	138	1 949	4 295
	%	14.4	14.1	3.7	9.7	6.1	14.7	12.8
Not working/not seeking work	no.	1 948	321	111	57	324	505	3 266
	%	16.9	12.2	3.3	10.1	14.4	3.8	9.7
Total	no.	11 546	2 634	3 339	565	2 250	13 234	33 568
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0



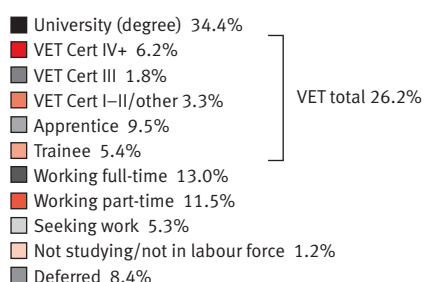
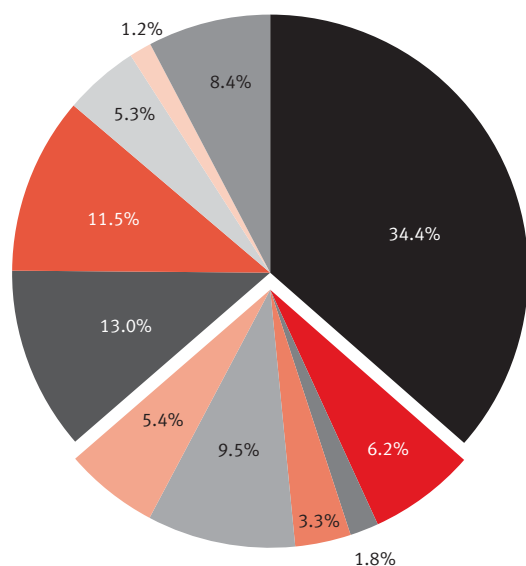
Figure 2.3 Study and labour force destinations of Year 12 completers, Queensland 2008



Deferring study

Figure 2.4 reports the main destinations of the 2007 cohort, separating out those who reported deferring university degree study. Overall, 2814 Year 12 graduates (or 8.4 per cent of the cohort) deferred such an offer. It can be seen that this alternative approach to reporting the main destinations alters the proportions of Year 12

Figure 2.4 Main destinations of Year 12 completers, with deferrals identified, Queensland 2008



completers in the main destinations of working full-time, working part-time, seeking work and not studying/not in the labour force, since these are the current destinations of those who defer.

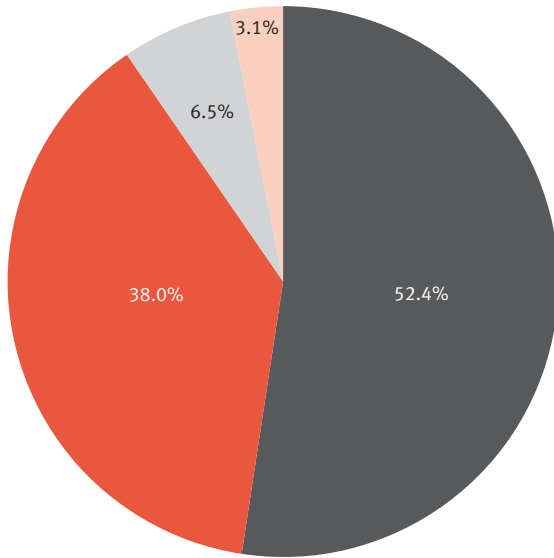
Table 2.4 reports rates of deferral by some key characteristics. Overall, in keeping with the greater likelihood of females entering degree-level programs at university, females were more likely to defer than males (10.4 per cent compared to 6.2 per cent). Indigenous Year 12 graduates were less likely 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 Figure 7.6). 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 characteristics, Queensland 2008

	no.	%
All Year 12 graduates	2 814	8.4
Males	996	6.2
Females	1 818	10.4
Indigenous	33	4.1
LBOTE	63	3.8
Metropolitan	1 662	7.2
Non-metropolitan	1 152	10.9



Figure 2.5 Labour force destinations of Year 12 completers who deferred, Queensland 2008

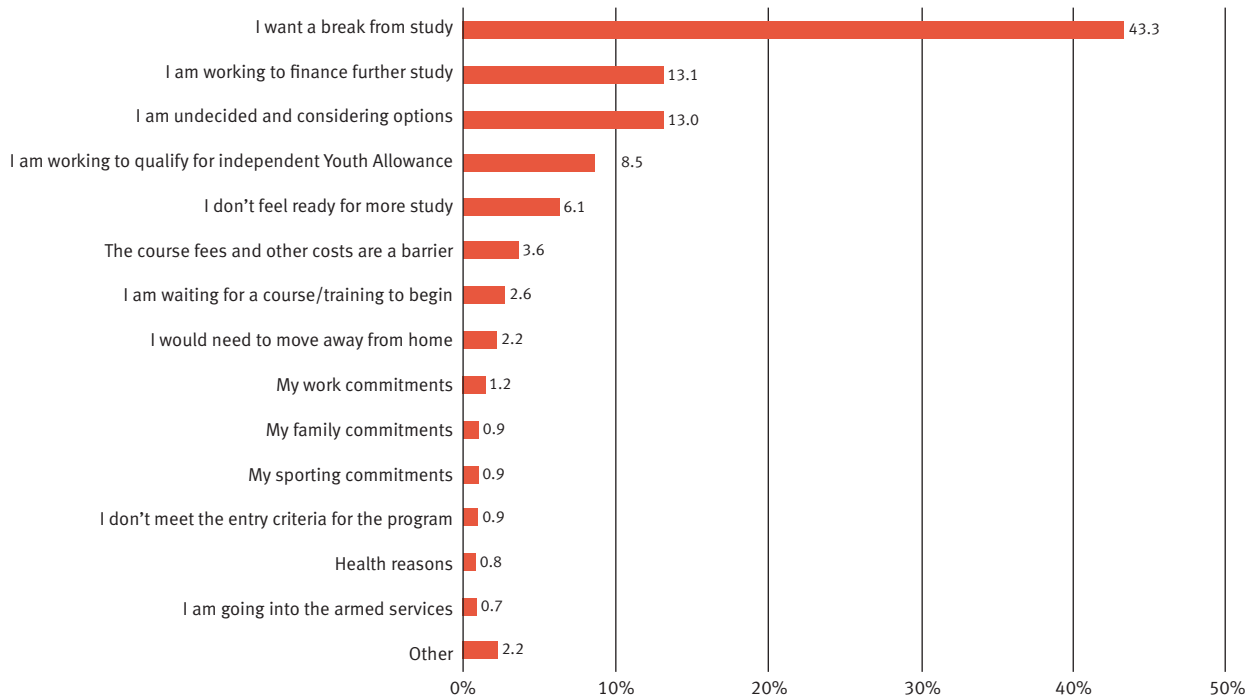


■ Working full-time 52.4%
 ■ Working part-time 38.0%
 ■ Seeking work 6.5%
 ■ Not studying/not in labour force 3.1%

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 52.4 per cent and part-time 38.0 per cent), 6.5 per cent were seeking work and 3.1 per cent were not studying and not in the labour force.

An examination of the main reasons 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 (43.3 per cent), followed by those who were working to finance further study (13.1 per cent) and those who were undecided and considering their options (13.0 per cent).

Figure 2.6 Main reason of deferrers for not studying, Queensland 2008



Comparisons from 2005 to 2008

Figure 2.7 compares the main destinations of Year 12 completers from 2005 to 2008. Some care should be taken when drawing comparisons from the findings, due to a change in the survey methodology and increases in response rates following the 2005 survey (59.9 per cent in 2005, 77.5 per cent in 2006, 81.2 per cent in 2007 and 80.1 per cent in 2008).

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

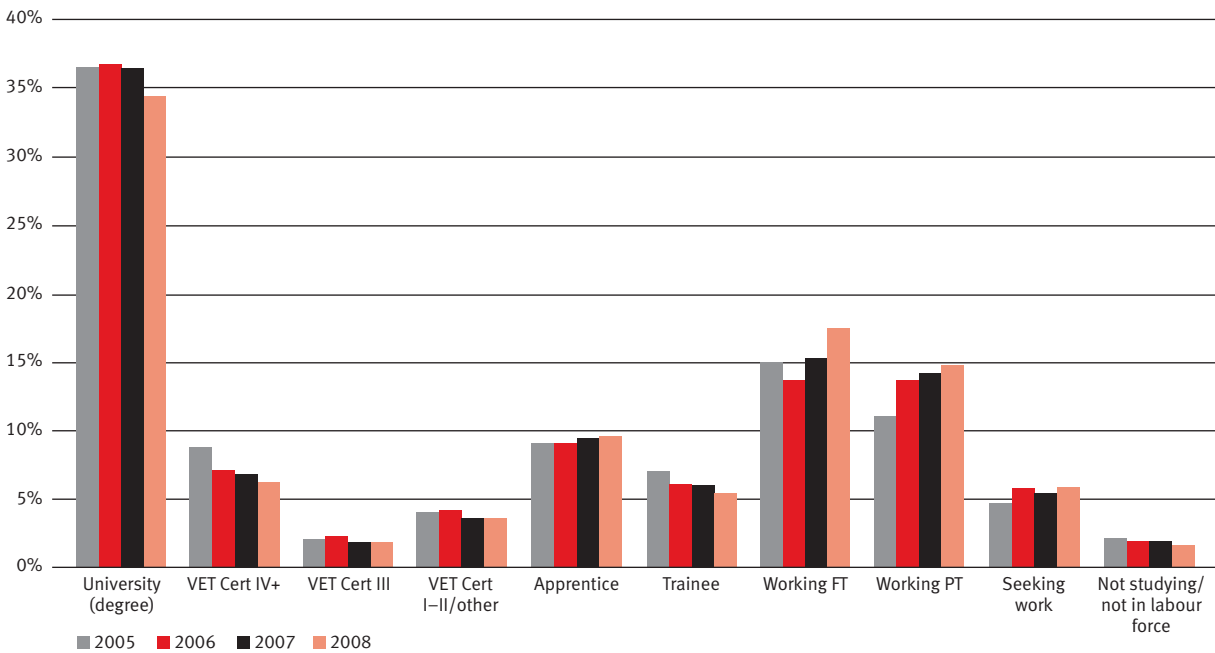
Nevertheless, there appears to be a decrease in the proportion of Year 12 completers entering into some recognised form of education and training (65.3 per cent in 2006 to 60.6 per cent in 2008).

However, this pattern is mostly offset by an increase in the proportion of Year 12 completers entering into full-time work (13.5 per cent in 2006 to 17.4 per cent in 2008). Part-time work has remained relatively steady over the same period of time, with 13.8 per cent in 2006 and 14.7 per cent in 2008.

In addition to the main destination categories, information on those deferring university studies has been collected since 2006. While university entrance has declined over recent years (from 36.7 per cent in 2006 to 34.4 per cent in 2008), the proportion of Year 12 completers deferring university studies has increased from 7.1 per cent to 8.4 per cent over the same time period.



Figure 2.7 Comparison of main destinations of Year 12 completers, Queensland 2005–08





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

This chapter examines the education and training outcomes of Year 12 completers from 2007. 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 20 334 Year 12 graduates (60.6 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 (56.8 per cent), followed by VET programs (35.6 per cent), with the remainder in unknown or other study destinations (7.6 per cent). The majority of VET students were in Certificate III courses (16.4 per cent) or in Diploma/Advanced Diploma courses (9.4 per cent).

Sex differences

Table 3.1 Level of study of Year 12 completers in education or training, by sex, Queensland 2008

Level of study	Males		Females		Total	
	no.	%	no.	%	no.	%
University (degree)	4 949	49.6	6 597	63.8	11 546	56.8
VET Dip/Adv Dip	813	8.1	1 094	10.6	1 907	9.4
VET Cert IV	448	4.5	279	2.7	727	3.6
VET Cert III	2 029	20.3	1 310	12.7	3 339	16.4
VET Cert II	216	2.2	232	2.2	448	2.2
VET Cert I	79	0.8	38	0.4	117	0.6
VET unspecified	491	4.9	211	2.0	702	3.5
(Total VET)	(4 076)	(40.8)	(3 164)	(30.6)	(7 240)	(35.6)
Unknown/other study	962	9.6	586	5.7	1 548	7.6
Total	9 987	100.0	10 347	100.0	20 334	100.0

Note: Table includes apprentices and trainees.

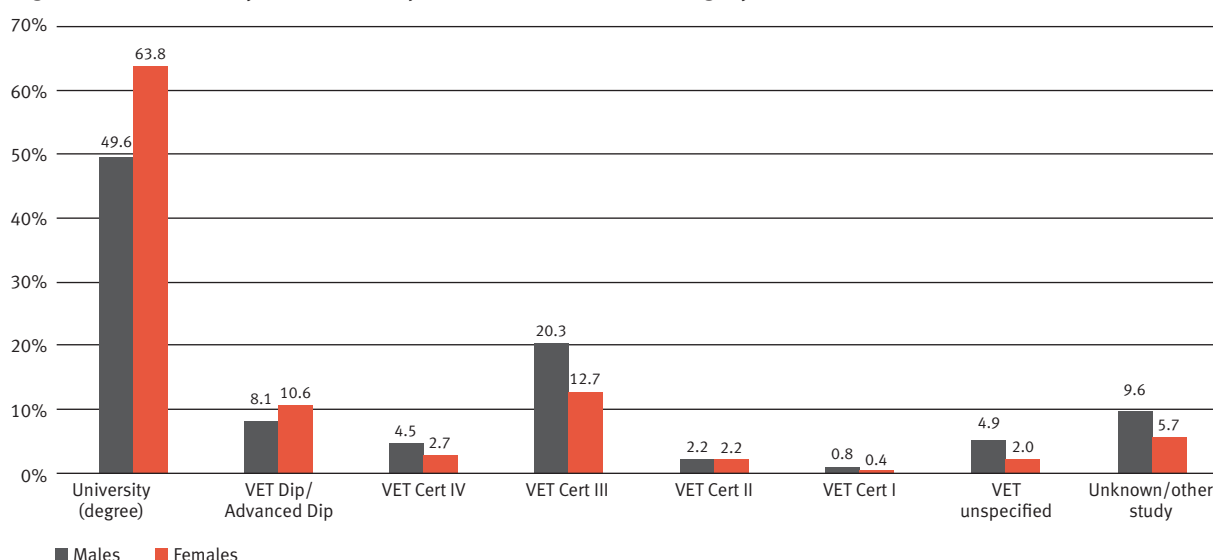
Table 3.1 and Figure 3.1 present in greater detail the study destinations of all male and female Year 12 completers in education or training, regardless of their 'main' destination as presented in Chapter 2.

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 (63.8 per cent compared to 49.6 per cent) but males were more likely to enrol in VET programs (40.8 per cent compared to 30.6 per cent), with the latter pattern partly explained by higher male participation in apprenticeships. While

females were more likely to enter VET Diploma/Advanced Diploma level programs (10.6 per cent compared to 8.1 per cent), males were more likely to enrol in VET Certificate IV courses (4.5 per cent compared to 2.7 per cent) and VET Certificate III courses (20.3 per cent compared to 12.7 per cent). VET Certificate I–II courses showed little difference between males and females, but the proportion of males in unspecified VET courses was higher than that of females (4.9 per cent compared to 2.0 per cent). Male participation was also higher in the category of other study (for example Year 12, bridging courses) and unknown courses (9.6 per cent compared to 5.7 per cent for females).



Figure 3.1 Level of study of Year 12 completers in education or training, by sex, Queensland 2008



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 (73.0 per cent). Almost all university degree students were studying full-time (97.0 per cent) as were most VET Diploma and

Advanced Diploma students (83.1 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 VET Certificate II and III) studying part-time reflects the fact that trainees and apprentices (many of whom study at VET 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 2008

Level of study	Full-time		Part-time	
	no.	%	no.	%
University (degree)	11 197	97.0	349	3.0
VET Dip/Adv Dip	1 585	83.1	322	16.9
VET Cert IV	306	42.1	421	57.9
VET Cert III	796	23.8	2 543	76.2
VET Cert II	167	37.3	281	62.7
VET Cert I	48	41.0	69	59.0
VET unspecified	183	26.1	519	73.9
(Total VET)	(3 085)	(42.6)	(4 155)	(57.4)
Unknown/other study	566	36.6	982	63.4
Total	14 848	73.0	5 486	27.0

Note: 355 apprentices and trainees who did not provide details regarding study load have been included with a part-time study load.

Provider type

Type of provider is presented in Table 3.3. This table shows that universities and TAFE institutes were the two largest providers of study to Year 12 completers. University accounts for 58.8 per cent of all those in study, while a further 28.1 per cent were studying at a TAFE institute. Private training colleges (including employers registered as private providers) formed the next largest provider by share (10.1 per cent), while the remaining providers contributed proportionally very small numbers.

Table 3.3 Year 12 completers, by provider type, Queensland 2008

Provider type	no.	%
University	11 666	58.8
TAFE institute	5 584	28.1
Private training college	2 006	10.1
Secondary school	222	1.1
Adult & Community Education provider	54	0.3
Agricultural college	19	0.1
Other study location	304	1.5
Total	19 855	100.0

Note: This table excludes 479 students who did not provide details regarding provider type.



Field of study

The field of study entered by Year 12 graduates in education or training is shown in Figure 3.2 and Table 3.4. Just two fields of study — Management and Commerce, and Engineering and Related Technologies — account for almost one-third of the student destinations (32.0 per cent) while Health, and Society and Culture together account for a further 22.3 per cent of enrolments. For an explanation of the types of courses included in each field of study, see Table A4A in Appendix 4.

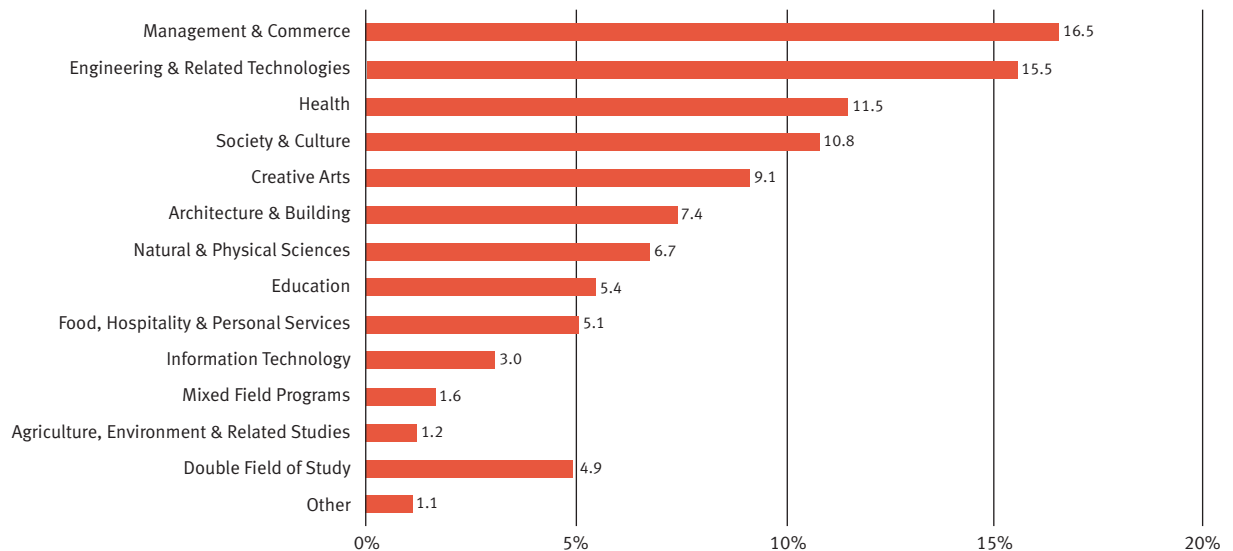
Table 3.4 reveals sex differences in students' choices in almost all study fields. Females were more likely than males to enrol in the fields of Management and Commerce, Health, Society and Culture, Creative Arts, Education and Food, Hospitality and Personal Services.

Of these, the largest difference was in the field of Education, where females were more than three times as likely to enrol as males.

In contrast, males were eleven times as likely as females to enrol in Engineering and Related Technologies courses, and outnumbered females in Architecture and Building studies by a ratio of seven to one. Males were more than five times as likely to enrol in Information Technology courses, although young people studying technology within Media Studies are shown here under Creative Arts.

Natural and Physical Sciences, Mixed Field Programs and Agriculture, Environmental and Related Studies were fields in which no clear sex differences were present. Males and females also had a similar uptake of programs combining two distinct fields of study (4.5 per cent and 5.3 per cent respectively).

Figure 3.2 Field of study of Year 12 completers, Queensland 2008



Note: This figure and subsequent tables use field of study categories based on the Australian Standard Classification of Education. See Appendix 4 for further information on courses encompassed by each field of study.

Note: Double Field of Study refers to university students undertaking double degrees (e.g. Business/Law)

Table 3.4 Field of study of Year 12 completers, by sex, Queensland 2008

Field of study	Males %	Females %	Total %
Management & Commerce	12.6	20.2	16.5
Engineering & Related Technologies	29.2	2.6	15.5
Health	6.2	16.5	11.5
Society & Culture	6.5	14.9	10.8
Creative Arts	7.1	11.0	9.1
Architecture & Building	13.3	1.9	7.4
Natural & Physical Sciences	5.9	7.5	6.7
Education	2.2	8.4	5.4
Food, Hospitality & Personal Services	3.0	7.0	5.1
Information Technology	5.3	0.9	3.0
Mixed Field Programs	1.7	1.6	1.6
Agriculture, Environmental & Related Studies	1.2	1.1	1.2
Double Field of Study	4.5	5.3	4.9
Other	1.2	1.0	1.1
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: Architecture and Building, Engineering and Related Technologies, Mixed Field Programs and Creative Arts. These four fields of study account for six in every ten enrolments (62.7 per cent).

Students in VET Certificate II programs were concentrated in the following fields: Engineering and Related Technologies, Food, Hospitality and Personal Services, Management and Commerce and Information Technology. These four fields of study account for 76.6 per cent of enrolments at this level.

There is a somewhat broader distribution of enrolments for VET 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 75.9 per cent of enrolments.

Enrolments in higher level VET were also distributed more broadly. For VET Certificate IV students, the five fields of Health, Society and Culture, Creative Arts, Management and Commerce, and Engineering and Related Technologies account for three-quarters of enrolments (74.5 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 71.4 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, Health, Society

and Culture, Engineering and Related Technologies, Natural and Physical Sciences, and Creative Arts. These six areas of study account for 76.0 per cent of university enrolments. A further 8.1 per cent of university students were undertaking double degrees.

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 VET Certificate III or IV level.

Traineeships may be undertaken at the VET 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 94.2 per cent) — the domains of the traditional trades such as plumbing, electrical trades, chefs and automotive mechanics.

Almost half of the trainees (46.2 per cent) were in the field of Management and Commerce (which includes retail), while the remainder were spread broadly across the other fields of study. The fields of Health, Food, Hospitality and Personal Services, and Society and Culture (which includes Law) account for a further 27.2 per cent of traineeships.

Table 3.5 Field of study of university and VET students, excluding apprentices and trainees, by level of study, Queensland 2008

Field of study	University %	VET Dip/Adv Dip %	VET Cert IV %	VET Cert III %	VET Cert II %	VET Cert I %
Management & Commerce	16.1	24.3	11.6	19.4	19.9	8.5
Health	15.3	8.2	19.9	14.6	2.0	5.1
Society & Culture	12.6	15.7	17.5	19.1	2.0	3.4
Creative Arts	10.5	19.8	14.5	5.3	6.5	10.2
Engineering & Related Technologies	10.8	4.6	11.0	5.1	23.9	18.6
Natural & Physical Sciences	10.8	1.7	2.1	0.3	0.5	0.0
Education	7.6	2.5	2.7	10.1	0.0	1.7
Information Technology	3.0	5.6	5.9	7.0	12.4	6.8
Architecture & Building	3.1	3.6	1.2	2.2	2.5	22.0
Food, Hospitality & Personal Services	0.3	11.7	9.2	12.6	20.4	5.1
Mixed Field Programs	1.1	0.3	2.7	1.0	2.0	11.9
Agriculture, Environmental & Related Studies	0.8	0.8	1.2	2.7	7.5	5.1
Double Field of Study	8.1	1.1	0.0	0.3	0.5	1.7
Other	0.0	0.1	0.6	0.2	0.0	0.0
Total	100.0	100.0	100.0	100.0	100.0	100.0



Table 3.6 Field of study of apprentices and trainees, Queensland 2008

Field of study	Apprentice %	Trainee %
Engineering & Related Technologies	48.0	7.2
Architecture & Building	31.5	4.1
Food, Hospitality & Personal Services	14.7	9.1
Creative Arts	1.2	2.2
Management & Commerce	1.0	46.2
Society & Culture	0.8	8.9
Agriculture, Environmental & Related Studies	0.8	3.5
Health	0.6	9.3
Mixed Field Programs	0.4	0.5
Information Technology	0.3	2.7
Education	0.3	2.9
Natural & Physical Sciences	0.2	1.1
Double Field of Study	0.1	0.3
Other	0.3	2.0
Total	100.0	100.0

Table 3.7 presents a list of post-schooling institutions attended by Year 12 graduates in 2008. Most were located in the university and VET sectors (including private training colleges).

Table 3.7 Post-school institutions of Year 12 completers, Queensland 2008

Institution	no.	%
University of Queensland	3 152	16.3
Queensland University of Technology	2 883	14.9
Griffith University	2 379	12.3
James Cook University	923	4.8
Metropolitan South Institute of TAFE	858	4.4
Southbank Institute of TAFE	755	3.9
Brisbane North Institute of TAFE	713	3.7
University of Southern Queensland	574	3.0
Gold Coast Institute of TAFE	503	2.6
University of the Sunshine Coast	490	2.5
Central Queensland Institute of TAFE	488	2.5
Central Queensland University	475	2.5
Cooloola Sunshine Institute of TAFE	365	1.9
Southern Queensland Institute of TAFE	298	1.5
Barrier Reef Institute of TAFE	295	1.5
Tropical North Institute of TAFE	227	1.2
Wide Bay Institute of TAFE	203	1.0
Australian Catholic University	200	1.0
Bremer Institute of TAFE	198	1.0
Bond University	197	1.0
Skills Tech	70	0.4
Careers Australian Institute of Technology	60	0.3
Mount Isa Institute of TAFE	45	0.2
Australian College of Natural Medicine	44	0.2
Qantm College	33	0.2
Other private training colleges	1 468	7.6
Interstate universities	271	1.4
Interstate TAFEs	42	0.2
Other institutions	1140	5.9
Total	19 349	100.0

Note: Table excludes 985 students who did not identify an 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 15 227 students who work with the 5107 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 74.9 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 Certificate III (93.0 per cent) and the lowest was university degree with 68.8 per cent. Even though the proportion was lowest for university degree level students, nearly seven out of every ten 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 2008

Level of study	Working students		Non-working students		Total students	
	no.	%	no.	%	no.	%
University (degree)	7 939	68.8	3 607	31.2	11 546	100.0
VET Cert IV+	1 941	73.7	693	26.3	2 634	100.0
VET Cert III	3 106	93.0	233	7.0	3 339	100.0
VET Cert I-II	453	80.2	112	19.8	565	100.0
Study other/unspecified	1 788	79.5	462	20.5	2 250	100.0
Total	15 227	74.9	5 107	25.1	20 334	100.0

Table 3.8b presents the same numbers as Table 3.8a, but with proportions of each study level 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 at university (70.6 per

cent compared to 52.1 per cent), while working students were more likely than non-working students to enrol in VET Certificate III programs (20.4 per cent compared to 4.6 per cent). This result reflects the presence of apprentices and trainees among the group of students who work.

Table 3.8b Level of study of working and non-working students (proportion within student work status), Queensland 2008

Level of study	Working students		Non-working students		Total students	
	no.	%	no.	%	no.	%
University (degree)	7 939	52.1	3 607	70.6	11 546	56.8
VET Cert IV+	1 941	12.7	693	13.6	2 634	13.0
VET Cert III	3 106	20.4	233	4.6	3 339	16.4
VET Cert I-II	453	3.0	112	2.2	565	2.8
Study other/unspecified	1 788	11.7	462	9.0	2 250	11.1
Total	15 227	100.0	5 107	100.0	20 334	100.0

Underlying this pattern were sex differences in university degree and VET enrolments, which are illustrated in Figure 3.3. 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 only occurs among working students (including apprentices and trainees). Among non-working students, males and females were just as likely to enter the various study levels.



Figure 3.3 Level of study of working and non-working students, by sex, Queensland 2008

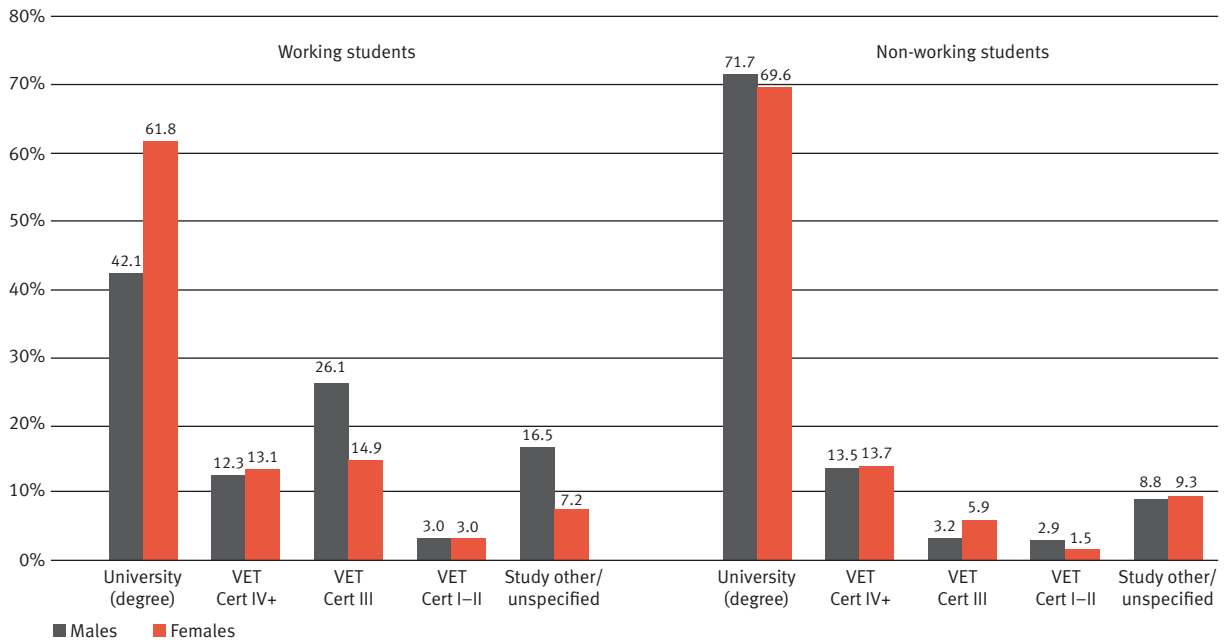


Table 3.9 compares the study load of both working and non-working students. Predictably, 94.9 per cent of part-time students were combining study with some form of employment. Interestingly though, this phenomenon is also common among full-time students with two-thirds (67.5 per cent) combining study and work.

Table 3.9 Study load of Year 12 completers, by working and non-working students, Queensland 2008

Study load	Working students		Non-working students		Total students	
	no.	%	no.	%	no.	%
Full-time	10 023	67.5	4 825	32.5	14 848	100.0
Part-time	5 204	94.9	282	5.1	5 486	100.0
Total	15 227	74.9	5 107	25.1	20 334	100.0

Note: 355 apprentices and trainees who did not provide details regarding study load have been included as working students with a part-time study load.

Chapter 4 Earning: Employment destinations



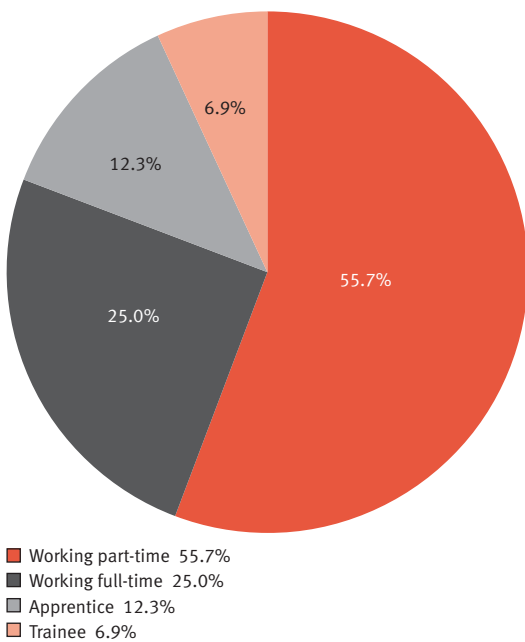
This chapter examines the labour market outcomes of Year 12 completers from 2007 in Queensland. It deals separately with the group as a whole, those not in education or training, those who were studying and working, and apprentices and trainees.

All Year 12 completers in employment

Most young people who completed Year 12 in 2007 entered the workforce, whether or not they were undertaking further education. Ignoring study or training status, 26 007 (or 77.5 per cent) of Year 12 graduates were working at the time of the survey.

One-quarter of those in employment (25.0 per cent) held a full-time job (see Figure 4.1) with a further 55.7 per cent working part-time. Apprentices and trainees who predominantly work full-time (see Figure 4.9) made up 12.3 per cent and 6.9 per cent respectively.

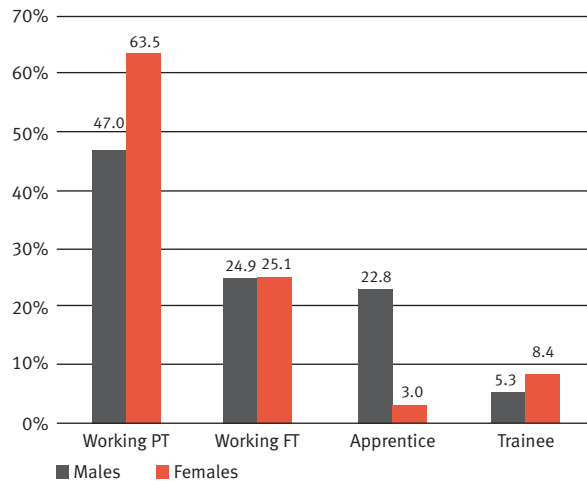
Figure 4.1 Work destinations of all Year 12 completers in employment, Queensland 2008



Note: Based on all Year 12 completers in some form of employment.

Sex differences are evident in relation to part-time work, apprenticeships and traineeships (see Figure 4.2). Female Year 12 graduates in employment were more likely than their male counterparts to be working in part-time jobs (63.5 per cent compared to 47.0 per cent) and were more likely to be a trainee (8.4 per cent compared to 5.3 per cent). Conversely, male Year 12 graduates in employment were around seven times more likely to have commenced an apprenticeship (22.8 per cent compared to 3.0 per cent for females).

Figure 4.2 Work destinations of all Year 12 completers in employment, by sex, Queensland 2008



Note: Based on all Year 12 completers in some form of employment.

Table 4.1 reports the occupational groups of all Year 12 graduates in employment. It shows that nearly half of the Year 12 graduates in Queensland (46.1 per cent) were working in just two occupational groups — Sales Assistants and Food Handlers. These are occupational groups dominated by part-time workers, where wages and skill requirements are low. The other main occupations were Clerks, Receptionists and Secretaries, Waiters and Building and Construction Skilled Workers, which account for a further 24.5 per cent of workers. In considering these findings, it should be noted that six in ten of all Year 12 completers in employment were combining work with further education or training (58.5 per cent).



Table 4.1 Occupational groups of all Year 12 completers in employment, Queensland 2008

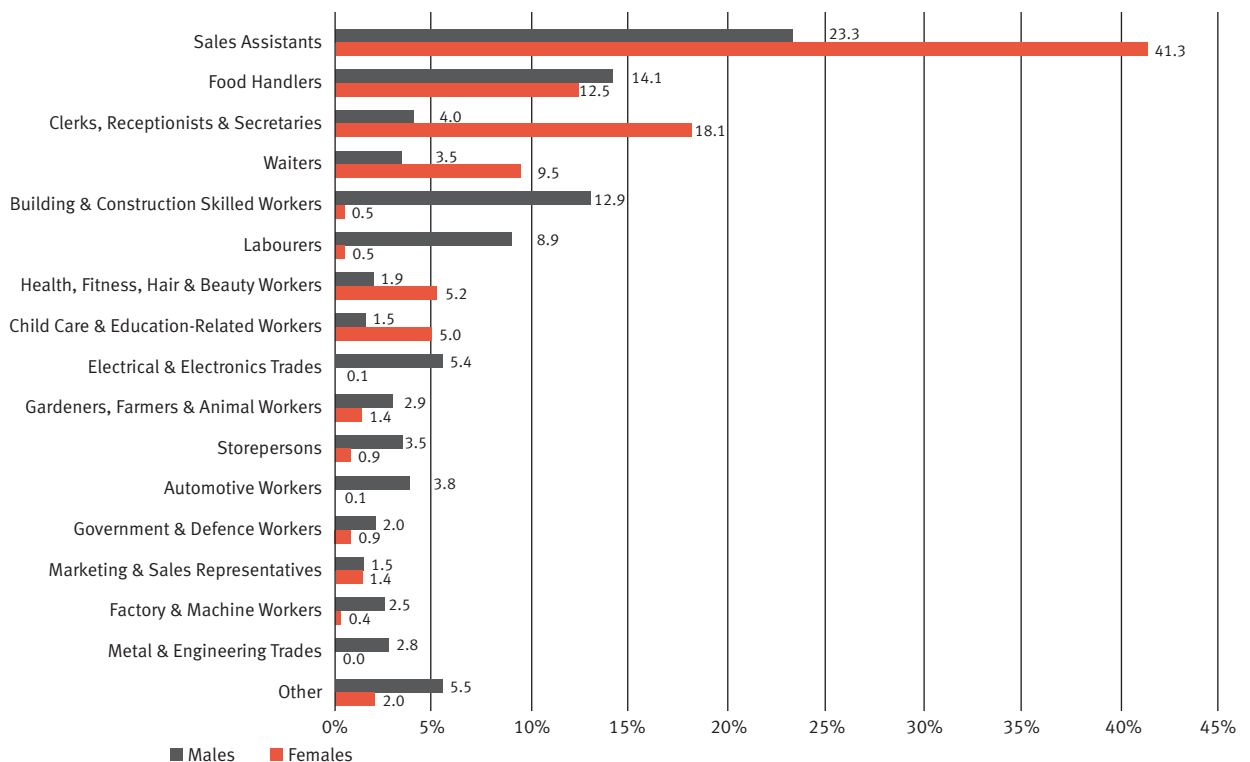
Occupational groups	no.	%
Sales Assistants	8 541	32.8
Food Handlers	3 456	13.3
Clerks, Receptionists & Secretaries	2 991	11.5
Waiters	1 738	6.7
Building & Construction Skilled Workers	1 641	6.3
Labourers	1 151	4.4
Health, Fitness, Hair & Beauty Workers	957	3.7
Child Care & Education-related Workers	876	3.4
Electrical & Electronics Trades	674	2.6
Gardeners, Farmers & Animal Workers	552	2.1
Storepersons	550	2.1
Automotive Workers	480	1.8
Government & Defence	373	1.4
Marketing & Sales Representatives	371	1.4
Factory & Machine Workers	362	1.4
Metal & Engineering Trades	342	1.3
Other	952	3.7
Total	26 007	100.0

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

There are also important sex differences in occupations, as illustrated in Figure 4.3. The most common areas of employment for female Year 12 graduates were as Sales Assistants, Clerks, Receptionists and Secretaries, Food Handlers and Waiters, which together accounted for 81.6 per cent of female employment, while for male Year 12 graduates, Sales Assistants, Food Handlers, Building and Construction Skilled Workers and Labourers accounted for

59.2 per cent of employment. Employment in most other occupational groups showed segmentation along sex lines with females more frequently employed as Child Care & Education-Related Workers and in Health, Fitness, Hair and Beauty Workers, while male employment was more frequent in Electrical and Electronics Trades, Automotive Workers, Storepersons and Metal and Engineering Trades.

Figure 4.3 Occupational groups of all Year 12 completers in employment, by sex, Queensland 2008

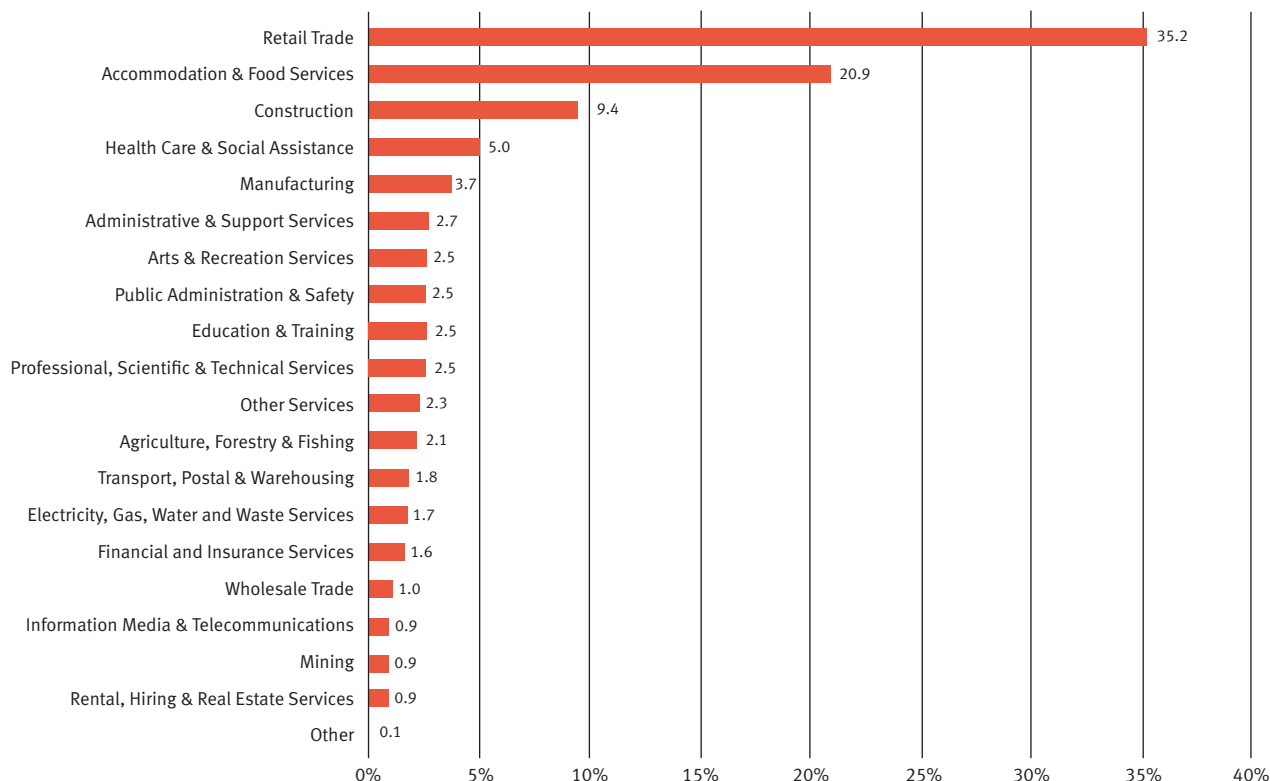




In addition to details of occupation, Year 12 graduates provided details of the industry in which their employment takes place (See Table A4B in Appendix 4 for categories). Figure 4.4, which details the industry categories for all workers, supports the findings for occupation, and shows high proportions of Year 12 completers working in just

two industry areas — Retail Trade, and Accommodation and Food Services. Between them, these two categories account for 56.1 per cent of all Year 12 completers in the labour market. It should be noted that almost four in ten of all Year 12 completers in employment (38.7 per cent) were students working part-time.

Figure 4.4 Industry categories of all Year 12 completers in employment, Queensland 2008



Note: This figure and subsequent tables use industry categories based on the Australian and New Zealand Standard Industrial Classification. See Appendix 4 for further information.

Casual workers

Overall, there were 15 693 Year 12 graduates who were employed on a casual basis, which accounts for six in ten (60.3 per cent) of the 26 007 in paid employment.

Table 4.2 shows the distribution of Year 12 completers in casual employment across four 'work destination and study status' groups. Those working part-time (fewer than

35 hours per week) made up 86.2 per cent of all casual workers (58.4 per cent who were combining part-time work with study, and 27.7 per cent who were working part-time with no further education or training).

Year 12 graduates working full-time made up only 13.8 per cent of all casual workers (12.6 per cent who were working full-time with no further education or training, and 1.2 per cent who were combining full-time work with study).

Table 4.2 Work destination and study status of Year 12 completers in casual employment, by sex, Queensland 2008

Work destination and study status	Males		Females		Total	
	no.	%	no.	%	no.	%
Student, working part-time	3 457	55.4	5 447	60.6	8 904	58.4
Student, working full-time	72	1.2	115	1.3	187	1.2
Not in education or training, working part-time	1 720	27.5	2 504	27.8	4 224	27.7
Not in education or training, working full-time	995	15.9	927	10.3	1 922	12.6
Total	6 244	100.0	8 993	100.0	15 237	100.0

Note: This table excludes 456 apprentices and trainees who stated they were employed on a casual basis.



Figure 4.5 also shows a relationship between casual work and work load (that is, part-time or full-time work).

For Year 12 graduates who were combining full-time work with study, the rate of casual employment was 24.3 per cent for males and 31.3 per cent for females, while the rate of casual employment for those who were working full-time without any further education or training was 36.5 per cent for males and 30.3 per cent for females.

Among Year 12 graduates who were combining part-time work with study, the rate of casual employment was high, accounting for more than nine in every ten students. The rate of casual employment was also high among the group who entered part-time work with no further education or training, accounting for 85.8 per cent of both males and females.

Figure 4.5 Proportion of Year 12 completers in casual employment, by sex, Queensland 2008

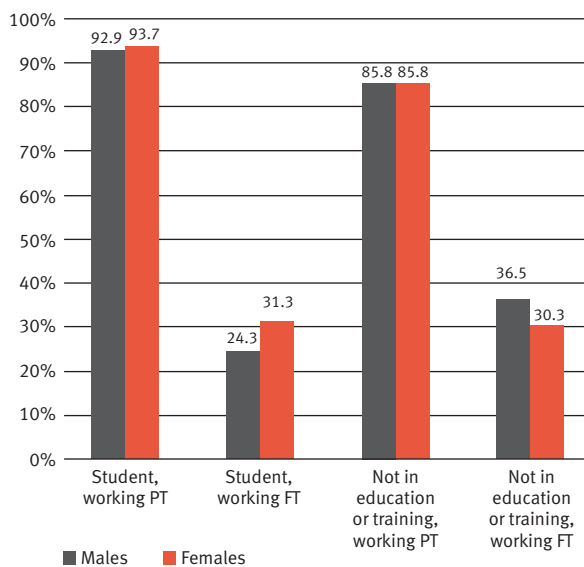
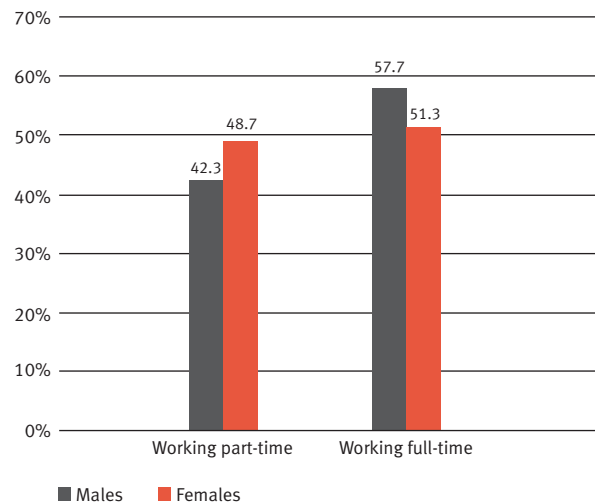


Figure 4.6 Work destinations of Year 12 completers in employment and not in education or training, by sex, Queensland 2008



Working and not in education or training

This section examines the labour market outcomes of those Year 12 completers who have made a direct entry to employment, with no further education or training. This is an important group, comprising almost one-third of all Year 12 completers in 2008.

Data for the 10 780 Year 12 graduates in this group are shown in Figure 4.6. Males were more likely than females to be in a full-time job (57.7 per cent compared to 51.3 per cent), while females were more likely to be working part-time (48.7 per cent compared to 42.3 per cent).

Table 4.3 Hours worked by Year 12 completers in employment and not in education or training, Queensland 2008

	Hours worked per week						Total
	1-7	8-14	15-24	25-34	35-39	40+	
no.	130	514	1 804	2 494	2 796	3 042	10 780
%	1.2	4.8	16.7	23.1	25.9	28.2	100.0

Table 4.3 reports the hours worked by Year 12 graduates not in further education or training. Over three-quarters of these Year 12 graduates (77.3 per cent) were working 25 hours or more.

Figure 4.7 compares in further detail male and female workers who were not in study or training on the basis of the number of hours worked per week. It shows that male workers were most likely to be working 40 hours or more per week (34.7 per cent), while female workers were most likely to be working 35-39 hours per week (28.3 per cent).

Figure 4.8 shows the occupations entered by Year 12 completers not in further education or training, by sex. For both males and females in this group, the single largest

occupational group in which they were employed was Sales Assistants, followed by Labourers for males and Clerks, Receptionists & Secretaries for females. For the most part, these were the same kinds of work that tertiary students were likely to obtain, and require a minimum of training to access.

For males, the next largest category was Food Handlers, followed by Building and Construction Skilled Workers. In total, these four categories account for more than six in ten of all male Year 12 completers in Queensland making a direct entry to the labour market (61.9 per cent).

Among female Year 12 completers, the top four occupations of Sales Assistants, Clerks, Receptionists

and Secretaries, Food Handlers and Waiters account for over eight in ten (83.2 per cent) of all females entering the labour market with no further education or training.

The next most common occupational groups were Child Care and Education-Related Workers and Health, Fitness, Hair and Beauty Workers.



Figure 4.7 Hours worked by Year 12 completers in employment and not in education or training, by sex, Queensland 2008

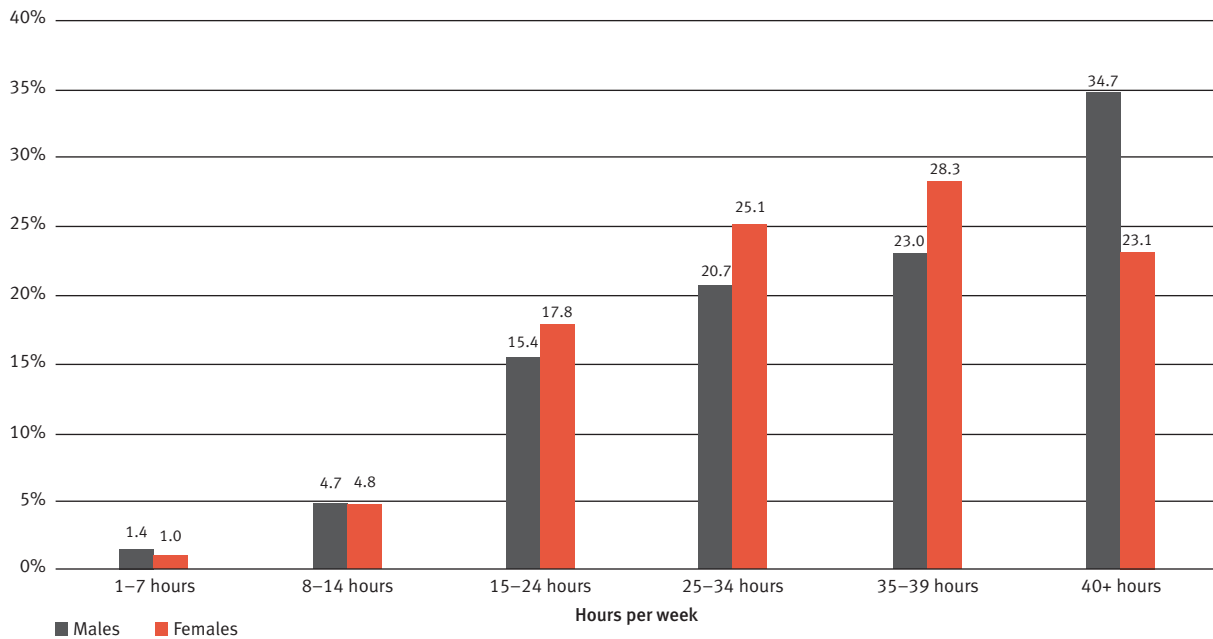


Figure 4.8 Occupational groups of Year 12 completers in employment and not in education or training, by sex, Queensland 2008

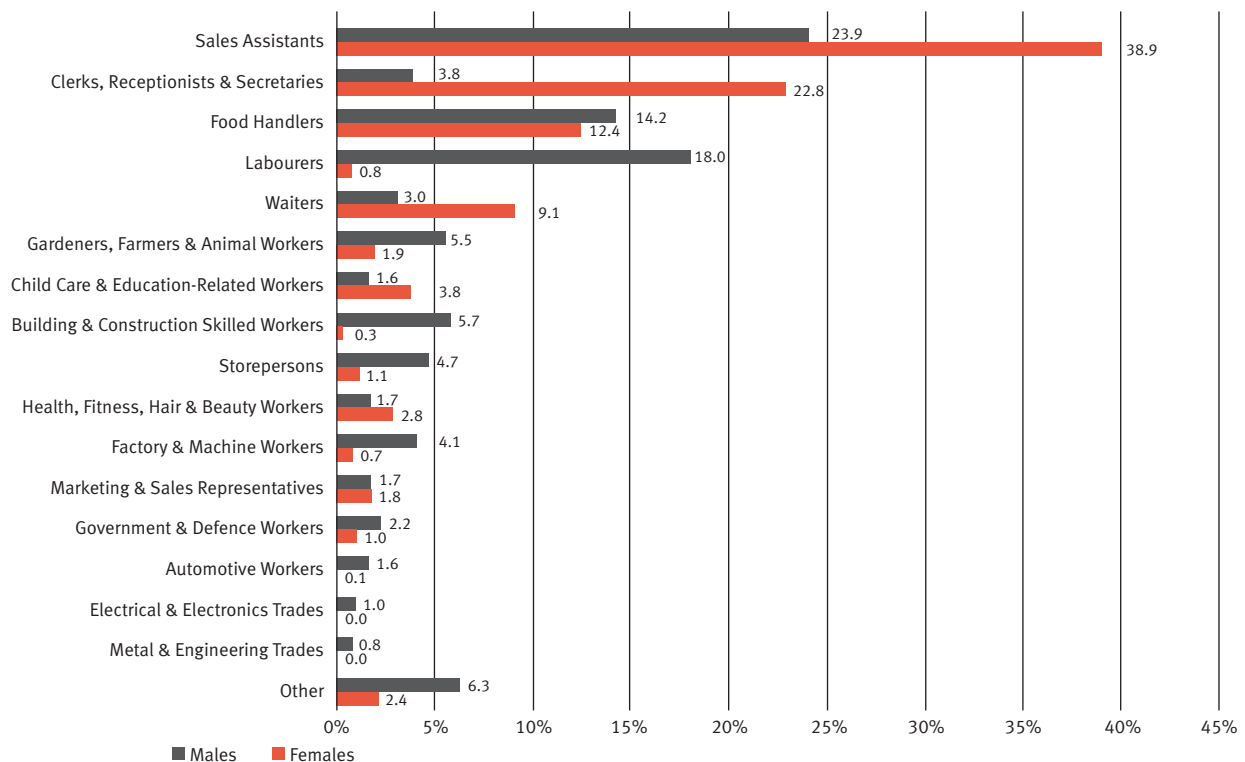


Table 4.4 reports the main industry areas entered by Year 12 completers not in further education or training. It shows that Retail and Accommodation and Food Services were the main industry areas for both full-time and part-time workers. In the case of Year 12 completers working part-

time, approximately three-quarters (76.2 per cent) worked in Retail and Accommodation and Food Services. In the case of Year 12 completers working full-time, while these two categories still dominated (38.6 per cent), there was a greater distribution across other industry areas.



Table 4.4 Industry categories of Year 12 completers in employment and not in education or training, by work destination, Queensland 2008

Industry category	Working full-time		Working part-time	
	no.	%	no.	%
Retail Trade	1 458	25.0	2 317	46.9
Accommodation & Food Services	790	13.5	1 442	29.2
Construction	664	11.4	170	3.4
Health Care & Social Assistance	303	5.2	164	3.3
Manufacturing	370	6.3	78	1.6
Agriculture, Forestry & Fishing	314	5.4	83	1.7
Administrative & Support Services	301	5.2	85	1.7
Public Administration & Safety	282	4.8	28	0.6
Arts & Recreation Services	107	1.8	173	3.5
Transport, Postal & Warehousing	196	3.4	64	1.3
Professional, Scientific & Technical Services	201	3.4	43	0.9
Education & Training	147	2.5	96	1.9
Financial & Insurance Services	158	2.7	39	0.8
Wholesale Trade	123	2.1	27	0.5
Other Services	93	1.6	53	1.1
Information Media & Telecommunications	89	1.5	35	0.7
Rental, Hiring & Real Estate Services	91	1.6	11	0.2
Mining	77	1.3	6	0.1
Electricity, Gas, Water & Waste Services	59	1.0	16	0.3
Other	8	0.1	6	0.1
Total	5 831	100.0	4 936	100.0

Note: Excludes 13 workers who did not provide industry details.

Working and in education or training

Work is also important for young people who are studying (either VET or university). In fact, of the 26 007 Year 12 graduates working, the majority (15 227 or 58.5 per cent) were also studying.

Table 4.5 compares the hours worked by Year 12 completers in employment and study, according to study level. Approximately half of the university students who

have jobs work up to 14 hours per week (49.4 per cent) and a further one-third work between 15 and 24 hours per week (39.2 per cent). VET Certificate IV+ students have a similar pattern of employment, although they tend to work longer hours. VET Certificate I–II and VET Certificate III students and all others who were in study or training were likely to work even longer hours, reflecting the inclusion in this group of substantial numbers of apprentices and trainees.

Table 4.5 Hours worked by Year 12 completers in employment and study, by level of study, Queensland 2008

		Hours worked per week						Total
		1–7	8–14	15–24	25–34	35–39	40+	
University (degree)	no.	959	2 965	3 113	613	143	146	7 939
	%	12.1	37.3	39.2	7.7	1.8	1.8	100.0
VET Cert IV+	no.	121	423	564	214	245	374	1 941
	%	6.2	21.8	29.1	11.0	12.6	19.3	100.0
VET Cert III	no.	48	75	161	177	1 102	1 543	3 106
	%	1.5	2.4	5.2	5.7	35.5	49.7	100.0
VET Cert I–II	no.	16	45	66	57	150	119	453
	%	3.5	9.9	14.6	12.6	33.1	26.3	100.0
Study other/unspecified	no.	49	103	151	132	525	828	1 788
	%	2.7	5.8	8.4	7.4	29.4	46.3	100.0
Total	no.	1 193	3 611	4 055	1 193	2 165	3 010	15 227
	%	7.8	23.7	26.6	7.8	14.2	19.8	100.0



Figure 4.9 Hours worked by Year 12 completers in employment and study, by broad study destination, Queensland 2008

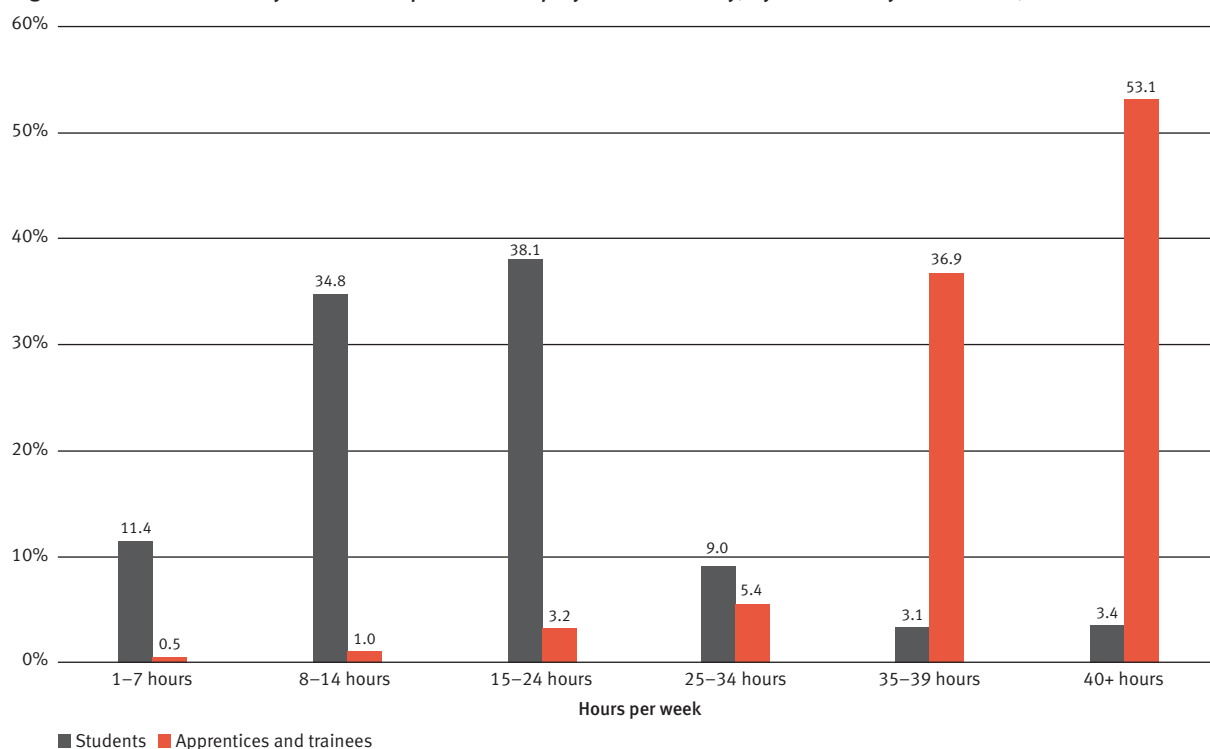


Figure 4.9 graphically demonstrates the differences in the work patterns of the different groups examined in this section — students, and apprentices and trainees. It shows that students work predominantly in part-time employment, whereas apprentices and trainees are predominantly employed full-time.

Table 4.6 shows the occupational groups in which Year 12 completers in employment and study were working. It can be seen that over half (56.0 per cent) were working in the three main occupational groups of Sales Assistants (33.2 per cent), Food Handlers (13.3 per cent) and Clerks, Receptionists & Secretaries (9.4 per cent), while the remainder were dispersed in small numbers across a large range of occupational groups.

Table 4.6 Occupational groups of Year 12 completers in employment and study, Queensland 2008

Occupational group	no.	%
Sales Assistants	5 060	33.2
Food Handlers	2 030	13.3
Clerks, Receptionists & Secretaries	1 436	9.4
Building & Construction Skilled Workers	1 347	8.8
Waiters	1 046	6.9
Health, Fitness, Hair & Beauty Workers	706	4.6
Electrical & Electronics Trades	625	4.1
Child Care & Education-related Workers	573	3.8
Automotive Workers	397	2.6
Metal & Engineering Trades	303	2.0
Storepersons	260	1.7
Labourers	247	1.6
Government & Defence	208	1.4
Marketing & Sales Representatives	182	1.2
Gardeners, Farmers & Animal Workers	173	1.1
Factory & Machine Workers	125	0.8
Other	509	3.3
Total	15 227	100.0

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



Apprentices and trainees

As discussed earlier, apprentices and trainees enter a contract of employment while undertaking VET training either on-the-job or with a training provider. Table 4.7 indicates the level of study reported by apprentices and trainees in this survey. More than half of all apprenticeship and traineeship study occurs at the VET Certificate III level (54.7 per cent). Trainees, however, were more than five times as likely as apprentices to undergo training at the VET Certificate II level (10.3 per cent compared to 1.9 per cent).

It is also important to note that the industry areas and occupational groups of apprentices and trainees were quite different from those entered by the broader cohort of Year 12 completers, especially students. Table 4.8 shows that the occupations entered by this group were not predominantly in the areas of Sales Assistants and Food Handlers, but were Building and Construction, Electrical and Electronic Trades, and Clerks, Receptionists and Secretaries. These three categories account for almost half of all apprentices and trainees (48.9 per cent).

Table 4.7 Level of study of Year 12 completers in apprenticeships and traineeships, Queensland 2008

Level of study	Apprentices		Trainees		Total	
	no.	%	no.	%	no.	%
VET Dip/Adv Dip	89	2.8	88	4.9	177	3.5
VET Cert IV	275	8.6	114	6.3	389	7.8
VET Cert III	1 901	59.4	833	46.2	2 734	54.7
VET Cert II	62	1.9	185	10.3	247	4.9
VET Cert I	32	1.0	25	1.4	57	1.1
VET unspecified	384	12.0	133	7.4	517	10.3
Unknown/other study	456	14.3	425	23.6	881	17.6
Total	3 199	100.0	1 803	100.0	5 002	100.0

Table 4.8 Occupational groups of Year 12 completers in apprenticeships and traineeships, Queensland 2008

Occupational group	no.	%
Building & Construction Skilled Workers	1 238	24.8
Electrical & Electronics Trades	608	12.2
Clerks, Receptionists & Secretaries	601	12.0
Food Handlers	394	7.9
Automotive Workers	390	7.8
Health, Fitness, Hair & Beauty Workers	381	7.6
Metal & Engineering Trades	292	5.8
Sales Assistants	282	5.6
Child Care & Education-related Workers	137	2.7
Gardeners, Farmers & Animal Workers	101	2.0
Government & Defence	90	1.8
Labourers	82	1.6
Factory & Machine Workers	77	1.5
Waiters	51	1.0
Marketing & Sales Representatives	45	0.9
Storepersons	27	0.5
Other	206	4.1
Total	5 002	100.0

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

While overall, Year 12 completers in employment and study were most likely to be working in industries that support large numbers of part-time and low-paid occupations, apprentices were concentrated in industry areas such as Construction, Manufacturing, Electricity, Gas, Water and Waste Services, and Other Services, while trainees were more evenly distributed across a range

of industry areas (see Table 4.9). For the latter group, Retail, Accommodation and Food Services, and Health Care and Social Assistance were the most common areas, but many other industry areas also emerge as important destinations — namely Administrative and Support Services, Public Administration and Safety, and Professional, Scientific and Technical Services.



Table 4.9 Industry categories of Year 12 completers in apprenticeships and traineeships, Queensland 2008

Industry category	Apprentices		Trainees	
	no.	%	no.	%
Construction	1 282	40.1	119	6.6
Manufacturing	355	11.1	64	3.6
Electricity, Gas, Water & Waste Services	331	10.4	24	1.3
Other Services	330	10.3	36	2.0
Accommodation & Food Services	212	6.6	211	11.7
Retail Trade	173	5.4	271	15.0
Transport, Postal & Warehousing	109	3.4	31	1.7
Mining	99	3.1	28	1.6
Health Care & Social Assistance	83	2.6	200	11.1
Professional, Scientific & Technical Services	74	2.3	128	7.1
Public Administration & Safety	33	1.0	145	8.1
Wholesale Trade	28	0.9	34	1.9
Agriculture, Forestry & Fishing	26	0.8	51	2.8
Arts & Recreation Services	16	0.5	67	3.7
Education & Training	14	0.4	80	4.4
Information Media & Telecommunications	11	0.3	25	1.4
Administrative & Support Services	8	0.3	147	8.2
Financial & Insurance Services	5	0.2	84	4.7
Rental, Hiring & Real Estate Services	3	0.1	56	3.1
Other	2	0.1	0	0.0
Total	3 194	100.0	1 801	100.0

Note: Excludes seven apprentices and trainees who did not provide industry details.

Table 4.10 compares the hours worked by apprentices and trainees. The great majority of apprentices and trainees work 35 or more hours per week on average (96.0 per cent and 79.4 per cent respectively).

Table 4.10 Hours worked by Year 12 completers in apprenticeships and traineeships, Queensland 2008

		Hours worked per week						Total
		1-7	8-14	15-24	25-34	35-39	40+	
Apprentices	no.	5	15	35	74	1 068	2 002	3 199
	%	0.2	0.5	1.1	2.3	33.4	62.6	100.0
Trainees	no.	18	33	125	195	776	656	1 803
	%	1.0	1.8	6.9	10.8	43.0	36.4	100.0



Chapter 5 Not learning or earning

While the majority of Year 12 completers were building on their schooling through further education or training, 13 234 (39.4 per cent) were not. The reasons for this are complex and reflect the diversity of Year 12 graduates today. Included in this group are young people who were offered a university degree place and chose to defer it. Deferrals are discussed in further detail in Chapter 2.

Earlier we have seen that three-quarters of Year 12 graduates were in paid employment at the time of the survey. Of the one-quarter that were not working, almost two-thirds were in full-time study (63.8 per cent) with a further 3.7 per cent engaged in part-time study.

The survey also identified that 5.8 per cent of Year 12 completers were looking for work and not in study or training, and a further 1.5 per cent were neither studying nor in the labour force.

This chapter highlights the data captured regarding the Year 12 completers who were not learning or earning at the time of the survey.

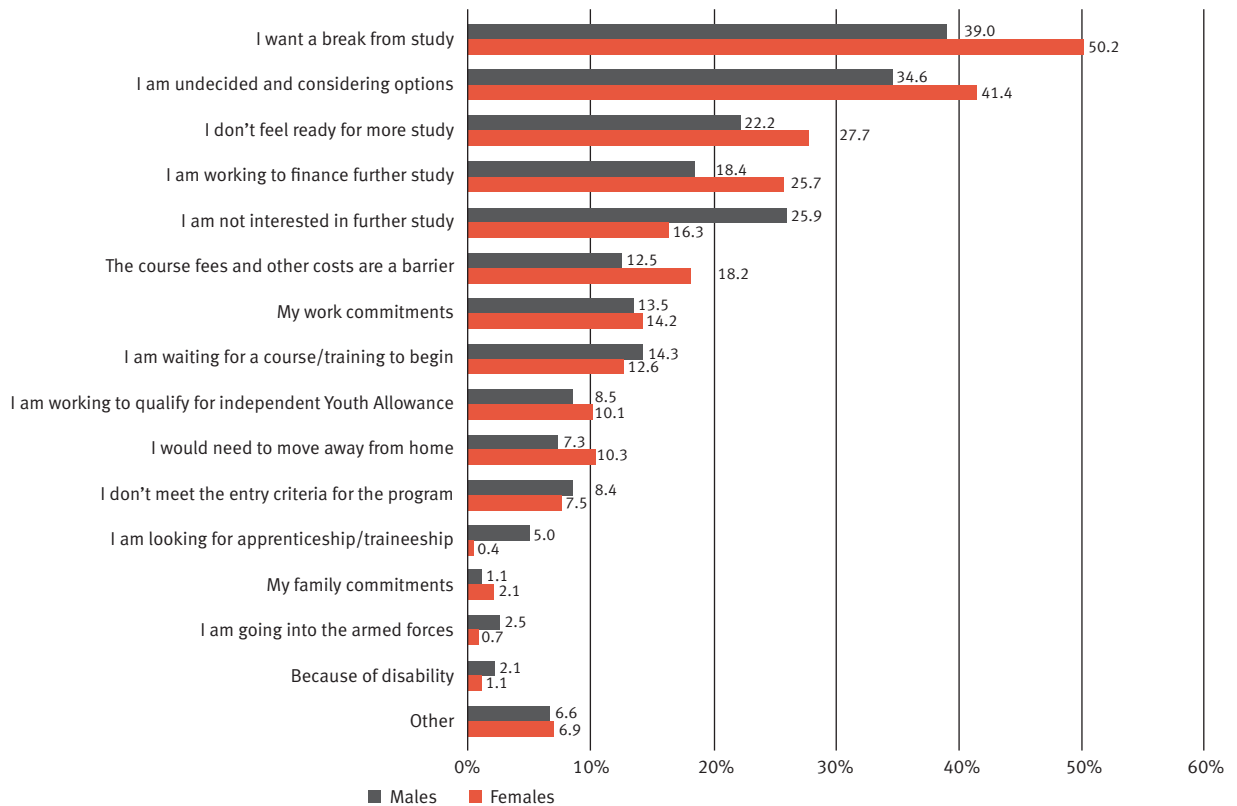
Not learning

More than eight in ten of the Year 12 graduates who did not enter further education or training were working in either a full-time (44.1 per cent) or part-time (37.3 per cent) capacity. Females were more likely than males to be working part-time, and less likely than males to be seeking work (see Table 5.1).

The reasons given by Year 12 completers for not being in study are shown in Figure 5.1. The key reason for not continuing in study was because they wanted to have a break from study (cited by 39.0 per cent of males and 50.2 per cent of females). The next most common reason given was that they were undecided and considering options (34.6 per cent of males and 41.4 per cent of females).

Among males, the third most common reason cited was no interest in further study (25.9 per cent), while females cited that they did not feel ready for further study (27.7 per cent).

Figure 5.1 Reasons of Year 12 completers for not studying, by sex, Queensland 2008



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

Table 5.1 Year 12 completers not in education or training, by sex, Queensland 2008

	Males		Females		Total	
	no.	%	no.	%	no.	%
Working full-time	2 747	45.2	3 091	43.2	5 838	44.1
Working part-time	2 010	33.1	2 932	40.9	4 942	37.3
Seeking work	1 088	17.9	861	12.0	1 949	14.7
Not studying/not in the labour force	227	3.7	278	3.9	505	3.8
Total	6 072	100.0	7 162	100.0	13 234	100.0



Year 12 graduates were also asked to indicate the single most important reason for not being in study or training, which is shown in Table 5.2. The data in Table 5.2 supports the patterns described above in broad terms.

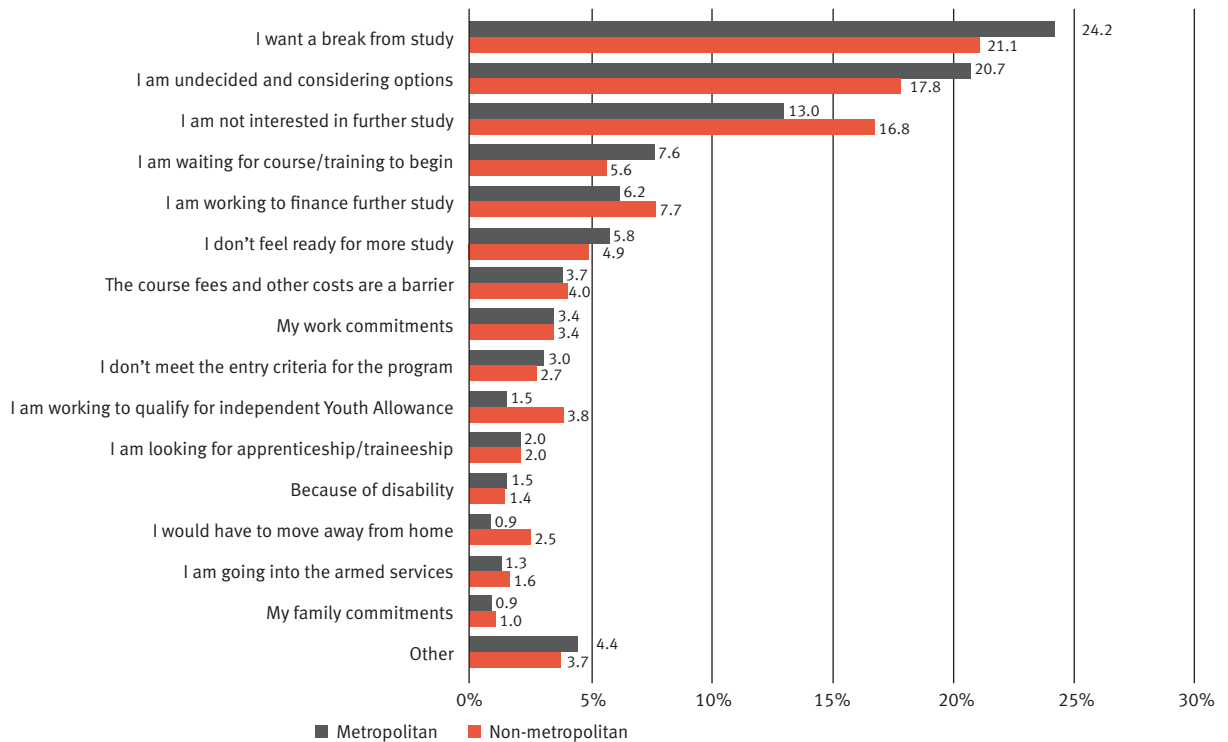
Reasons for not continuing with study showed little difference in relation to the geographical location of the Year 12 completers' school (see Figure 5.2).

Table 5.2 Main reason of Year 12 completers for not studying, by sex, Queensland 2008

	Males	Females	Total
	%	%	%
I want a break from study	18.9	26.6	23.1
I am undecided and considering options	17.2	21.8	19.7
I am not interested in further study	18.8	10.6	14.3
I am waiting for the course/training to begin	7.8	6.1	6.9
I am working to finance further study	5.8	7.5	6.7
I don't feel ready for more study	5.3	5.6	5.5
The course fees and other costs are a barrier	3.0	4.6	3.8
My work commitments	3.7	3.1	3.4
I don't meet the entry criteria for the program	3.0	2.8	2.9
I am working to qualify for independent Youth Allowance	2.2	2.5	2.3
I am looking for an apprenticeship/traineeship	4.1	0.3	2.0
I would have to move away from home	1.2	1.7	1.5
Because of disability	2.0	1.0	1.5
I am going into the armed services	2.3	0.7	1.4
My family commitments	0.5	1.3	0.9
Other	4.4	3.9	4.1
Total	100.0	100.0	100.0



Figure 5.2 Main reason of Year 12 completers for not studying, by metropolitan/non-metropolitan location, Queensland 2008



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

The desire to take a break from study and being undecided and considering options were reasons more frequently cited by Year 12 graduates from metropolitan schools, while a lack of interest in further study was more important for Year 12 graduates from non-metropolitan schools.

Of the 2454 Year 12 completers who were not learning or earning there were two distinct groups of young people — the 1949 young people (5.8 per cent) who were seeking work, and the 505 (or 1.5 per cent) who were not in the labour force.

Not studying and seeking work

Table 5.3 provides key characteristics of the 1949 Year 12 graduates who were not studying and seeking work. A high proportion of CPCSE graduates (18.6 per cent) were in this category. Indigenous Year 12 graduates were also more likely to be not studying and seeking work than their non-Indigenous counterparts (14.4 per cent compared to 5.8 per cent in the broader population).

It should be noted that the proportion of Year 12 graduates who were not studying and seeking work reflects the situation at the time of the survey only.

Table 5.3 Year 12 completers not studying and seeking work, by key characteristics, Queensland 2008

	no.	%
All Year 12 graduates	1 949	5.8
Males	1 088	6.8
Females	861	4.9
Indigenous	116	14.4
LBOTE	96	5.8
Metropolitan	1 219	5.3
Non-metropolitan	730	6.9
CPCSE	68	18.6
SAT	113	3.9
International visa	3	1.2
VET qualification (awarded a Year 12 VET in Schools qualification)	861	6.4



Not studying and not in the labour force

The survey found that 505 Year 12 graduates were neither studying nor in the labour force, representing 1.5 per cent overall.

The Year 12 completers in this category were analysed according to key characteristics. Table 5.4 indicates which groups were more or less likely to be not studying and not in the labour force at the time of the survey. A high proportion of CPCSE graduates (24.4 per cent) were in this category.

Figure 5.3 shows the main reasons given for not studying by those Year 12 graduates who were not in the labour

force. The most common main reason for males was because of disability (23.8 per cent), while the most common main reason for females was because they wanted to take a break from study (22.7 per cent).

Wanting a break from study (e.g. to travel) also emerged as a common main reason among males (cited by 13.7 per cent) along with waiting for a course or training to begin (11.5 per cent). Among females, family commitments was the second most common main reason for not studying (cited by 16.9 per cent, compared to 2.2 per cent of males). Disability also emerged as a common main reason among females (15.8 per cent).

Table 5.4 Year 12 completers not studying and not in the labour force, by key characteristics, Queensland 2008

	no.	%
All Year 12 graduates	505	1.5
Males	227	1.4
Females	278	1.6
Indigenous	28	3.5
LBOTE	37	2.2
Metropolitan	345	1.5
Non-metropolitan	160	1.5
CPCSE	89	24.4
SAT	25	0.9
International visa	5	2.0
VET qualification (awarded a Year 12 VET in Schools qualification)	145	1.1

Figure 5.3 Main reason for not studying of Year 12 completers not studying and not in the labour force, by sex, Queensland 2008

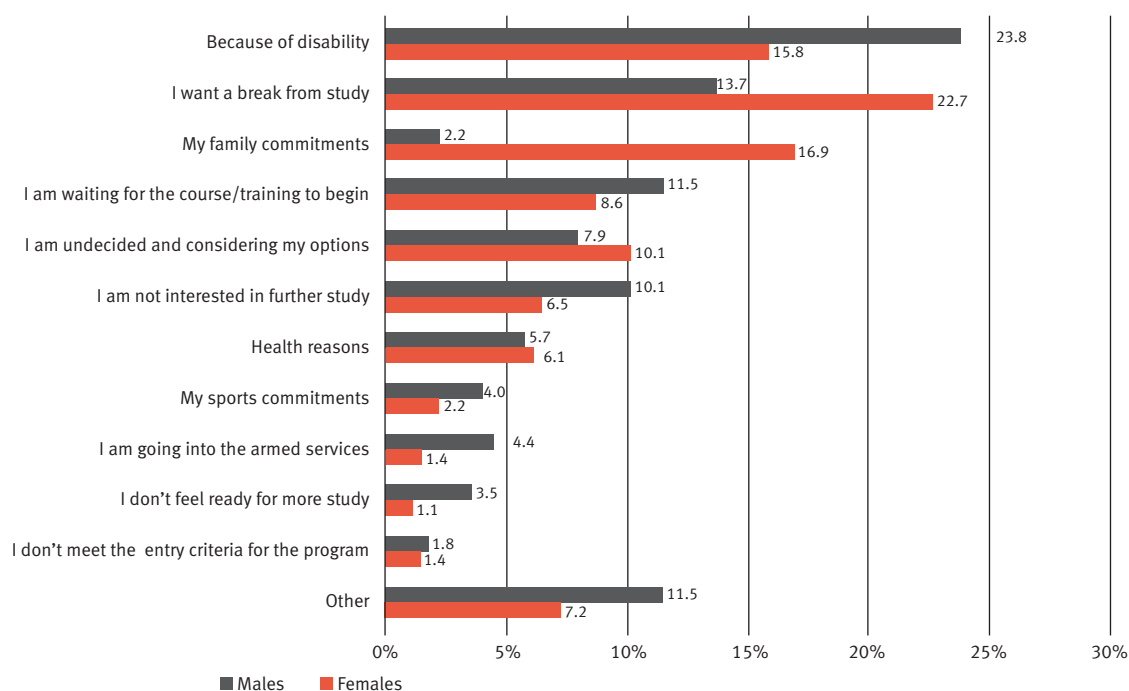
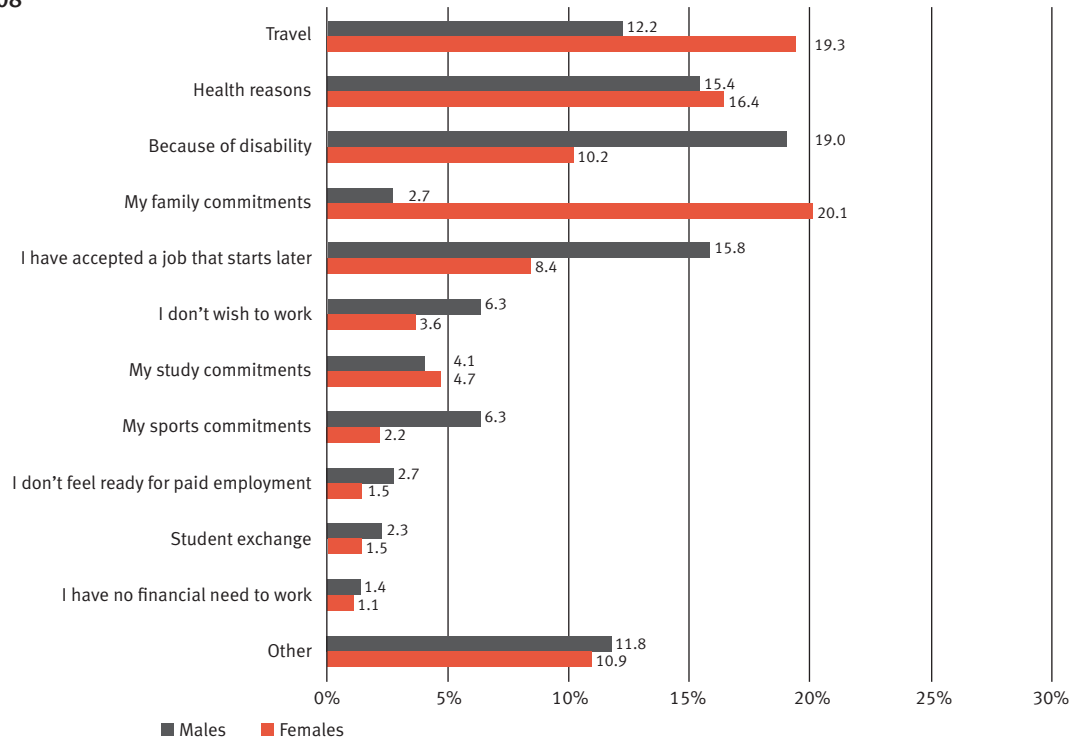




Figure 5.4 Main reason for not looking for work of Year 12 completers not studying and not in the labour force, by sex, Queensland 2008

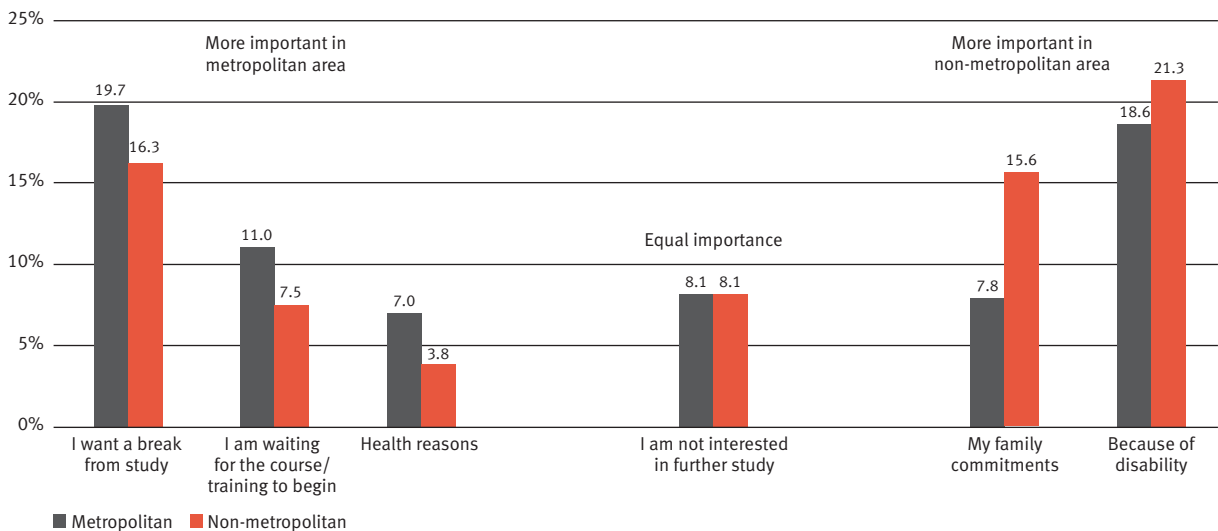


The survey also allowed an examination of reasons for not seeking work among this group (as shown in Figure 5.4). Again, sex differences were evident, with travel figuring prominently as the main reason given by Year 12 completers in this group, accounting for 19.3 per cent of females and 12.2 per cent of males.

Among male Year 12 graduates, the most common main reason for not seeking work was because of a disability (19.0 per cent), followed by waiting for a job to commence (15.8 per cent) and health reasons (15.4 per cent). Females most commonly cited family commitments (20.1 per cent) as the main reason for not looking for work, with health reasons also common (16.4 per cent).

Geographical location also influences the main reason given for not studying by Year 12 completers who were not seeking work. Figure 5.5 shows Year 12 completers in the metropolitan area were more likely than those in non-metropolitan Queensland to cite main reasons of wanting a break from study, waiting for a course or training to begin, and health reasons. Non-metropolitan Year 12 graduates were more likely than their metropolitan counterparts to cite main reasons relating to family commitments and disability. The main reason of not being interested in further study shows no discernible difference between metropolitan and non-metropolitan regions.

Figure 5.5 Main reason for not studying of Year 12 completers not studying and not in the labour force, by metropolitan/non-metropolitan location, Queensland 2008



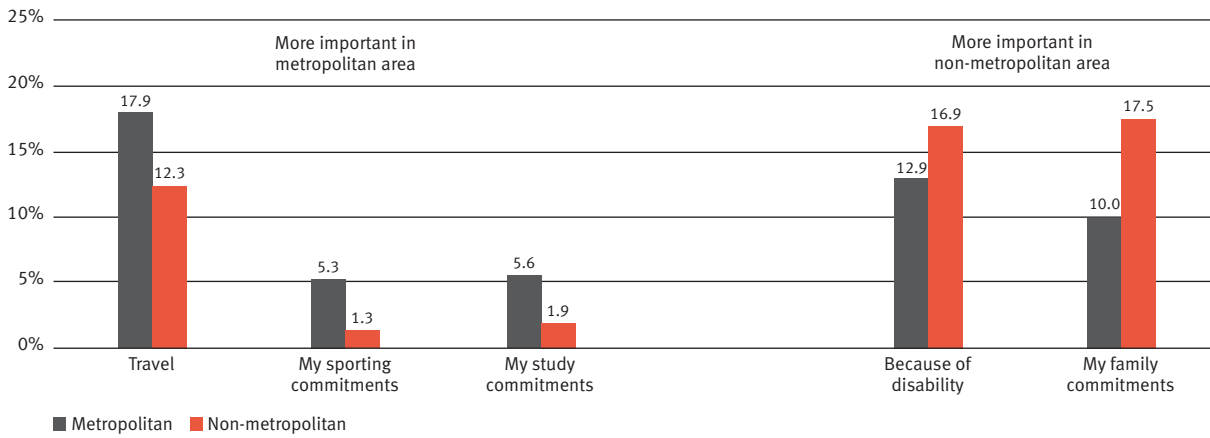
Note: Metropolitan/non-metropolitan location based on address of school attended in 2007.

Main reasons given by Year 12 completers for not looking for work also show some regional differentiation (see Figure 5.6). A desire to travel, sporting commitments and study commitments were more common for Year

12 completers in metropolitan Queensland, while disability and family commitments were main reasons more commonly given by Year 12 graduates in non-metropolitan Queensland.



Figure 5.6 Main reason for not looking for work of Year 12 completers not studying and not in the labour force, by metropolitan/non-metropolitan location, Queensland 2008



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



Chapter 6 Regional differences in post-school destinations

This chapter outlines regional differences in the main destinations of Year 12 graduates. It begins with a comparison of metropolitan and non-metropolitan areas, followed by analysis of Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA) geographical locations and ABS Statistical Divisions.

Metropolitan/non-metropolitan differences

The metropolitan area is defined as schools in the Statistical Divisions of Brisbane, Gold Coast, Sunshine Coast and West Moreton, while non-metropolitan encompasses the remainder of Queensland.

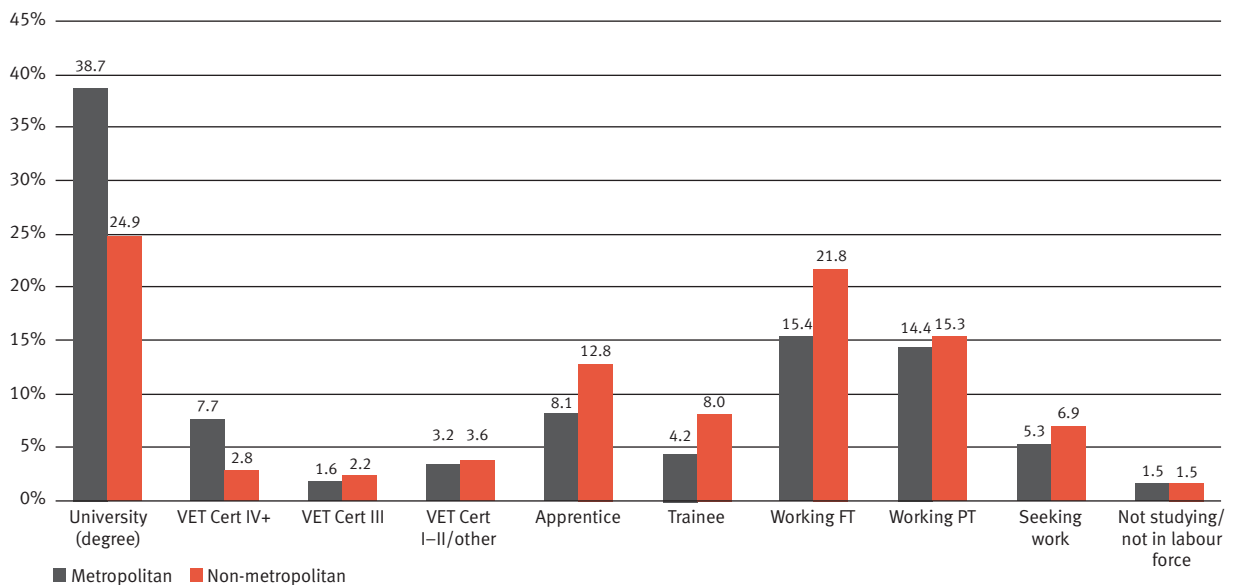
Figure 6.1 shows the differences in the transition to main destinations of metropolitan and non-metropolitan Year 12 graduates. Rates of transition to further education and

training were higher in metropolitan regions (63.4 per cent) compared to non-metropolitan regions (54.5 per cent). In particular, transition to university and VET Certificate IV+ was stronger in metropolitan regions (46.4 per cent compared to 27.8 per cent), while transition to apprenticeships and traineeships was higher in non-metropolitan areas (20.8 per cent) compared to the metropolitan region (12.2 per cent).

Year 12 graduates in non-metropolitan areas were more likely to have a main destination of full-time employment (21.8 per cent compared to 15.4 per cent), while the proportion working part-time and seeking work was similar across metropolitan and non-metropolitan areas.

Non-participation in the labour force or study was the same for Year 12 graduates in metropolitan and non-metropolitan regions.

Figure 6.1 Main destinations of Year 12 completers, by metropolitan/non-metropolitan location, Queensland 2008



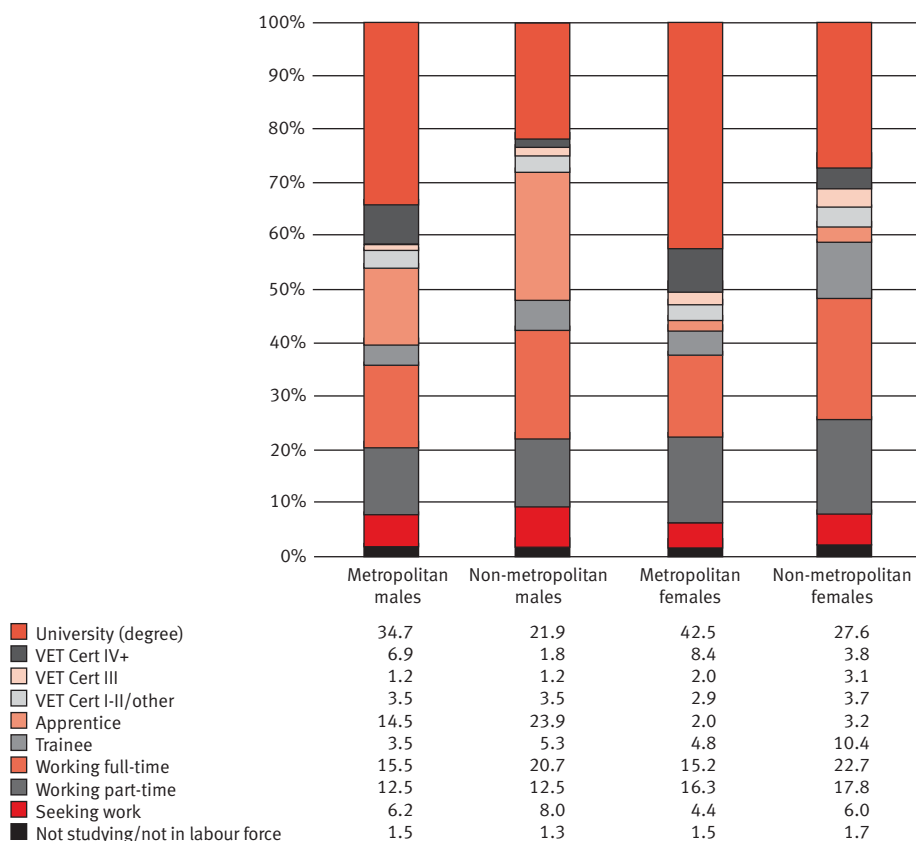
Note: Metropolitan/non-metropolitan location based on address of school attended in 2007.



Figure 6.2 compares the main destinations of Year 12 graduates in metropolitan and non-metropolitan areas by sex. These results show that the patterns that were evident overall were also present for males and females. For example, rates of transition to university and VET Certificate IV+ were higher for both metropolitan males and metropolitan females than their non-metropolitan peers (41.6 per cent compared to 23.7 per cent for males, and 50.9 per cent compared to 31.3 per cent for females).

However, the data does reveal that the regional difference in transition to apprenticeships was almost entirely attributable to males (23.9 per cent for non-metropolitan compared to 14.5 per cent for metropolitan) with female transition to apprenticeships similar across these regions (3.2 per cent and 2.0 per cent respectively).

Figure 6.2 Main destinations of Year 12 completers, by metropolitan/non-metropolitan location, by sex, Queensland 2008



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

MCEETYA zone differences

The main destinations of Year 12 graduates were also analysed by the MCEETYA geographical locations, which allocate students on the basis of school attended to categories based on remoteness and population size of location.

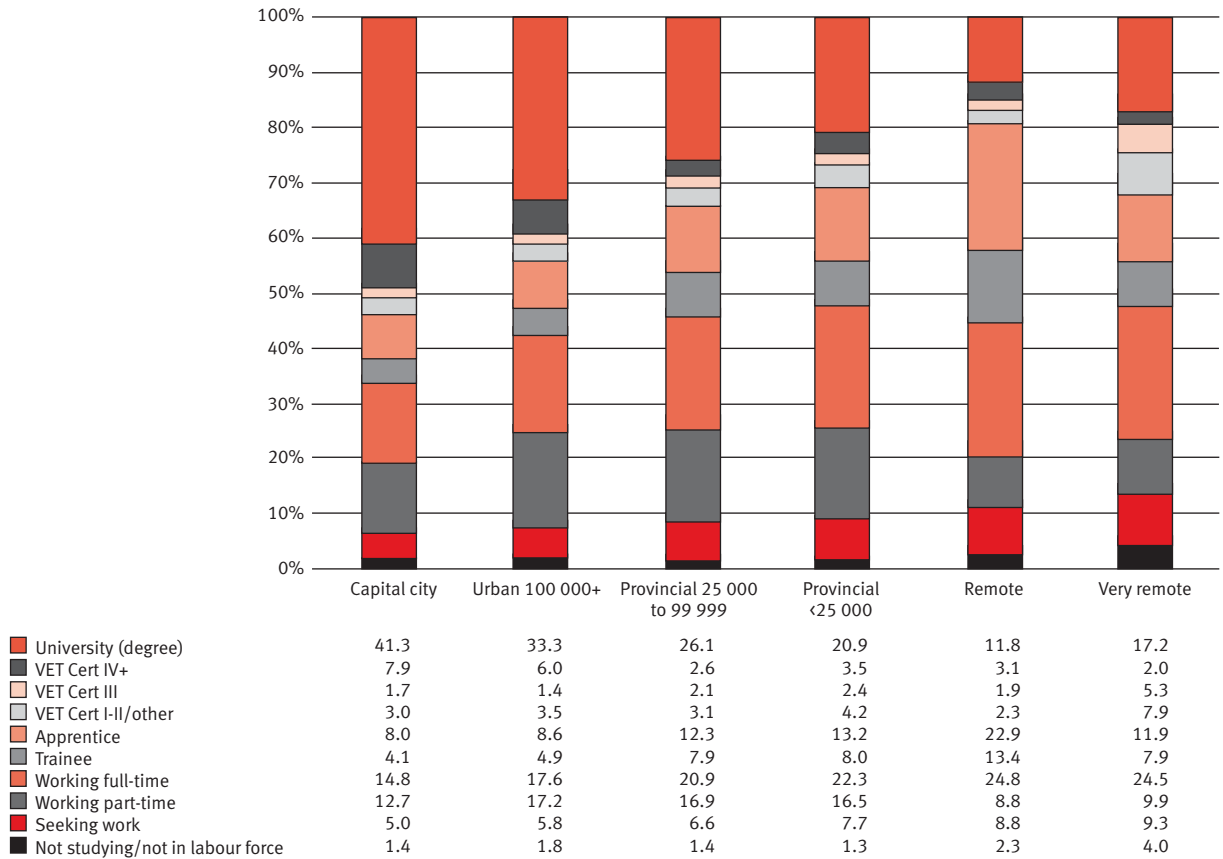
Using this analysis, Figure 6.3 shows that transitions to university and campus-based VET become less likely with less urbanised zones (i.e. smaller in population and more remote). That is, students from the capital city of Brisbane were the most likely to enter university and

campus-based VET, while those in remote areas were the least likely to do so.

By way of contrast, the rates of transition to apprenticeships and traineeships tend to become higher as the environment becomes less urbanised, with students from remote areas having the highest rates of transition to these destinations. The proportion of Year 12 graduates who are seeking work also rises with increasing remoteness, while the proportion of Year 12 graduates not studying and not in the labour force is highest in the remote and very remote areas.



Figure 6.3 Main destinations of Year 12 completers, by MCEETYA geographical location, Queensland 2008



Note: MCEETYA geographical location based on address of school attended in 2007.

ABS Statistical Divisions

Analysis was also conducted at the Statistical Division level, based on the ABS' Australian Standard Geographical Classification (2007), with some of the smaller Statistical Divisions combined. The boundaries for these divisions in metropolitan and non-metropolitan Queensland are shown in Figures A2A and A2B in Appendix 2. Table 6.1 details the main destinations of Year 12 graduates in each region, and Figure 6.4 shows the data graphically.

Regional patterns were evident across Queensland. The transition to university degree study was strongest in Brisbane and Gold Coast (41.5 per cent and 36.2 per cent respectively), and lowest in West Moreton and Wide Bay–Burnett (19.4 per cent and 20.3 per cent respectively). The four regions with the highest rates of transfer to campus-based VET were the metropolitan regions of Brisbane, Gold Coast, Sunshine Coast and the

non-metropolitan region of Wide Bay–Burnett. However, these same regions had the lowest rates of transfer to employment-based training in apprenticeships and traineeships. Rates of entry to apprenticeships and traineeships were highest in the regions of Mackay (26.4 per cent) and Fitzroy/Central West (24.4 per cent).

The overall rate of entry to post-school education and training ranged from 47.1 per cent in West Moreton to 66.2 per cent in Brisbane. Transition to full-time work with no further education or training was strongest in Darling Downs/South West (23.7 per cent), and lowest in the metropolitan regions of Brisbane and Gold Coast (14.8 per cent and 14.9 per cent respectively). The proportion of Year 12 completers entering part-time work ranged from 12.3 per cent in Northern/North West to 22.1 per cent for the Sunshine Coast, while the proportion seeking work varied from 4.9 per cent in the Gold Coast to 9.4 per cent in Wide Bay–Burnett.

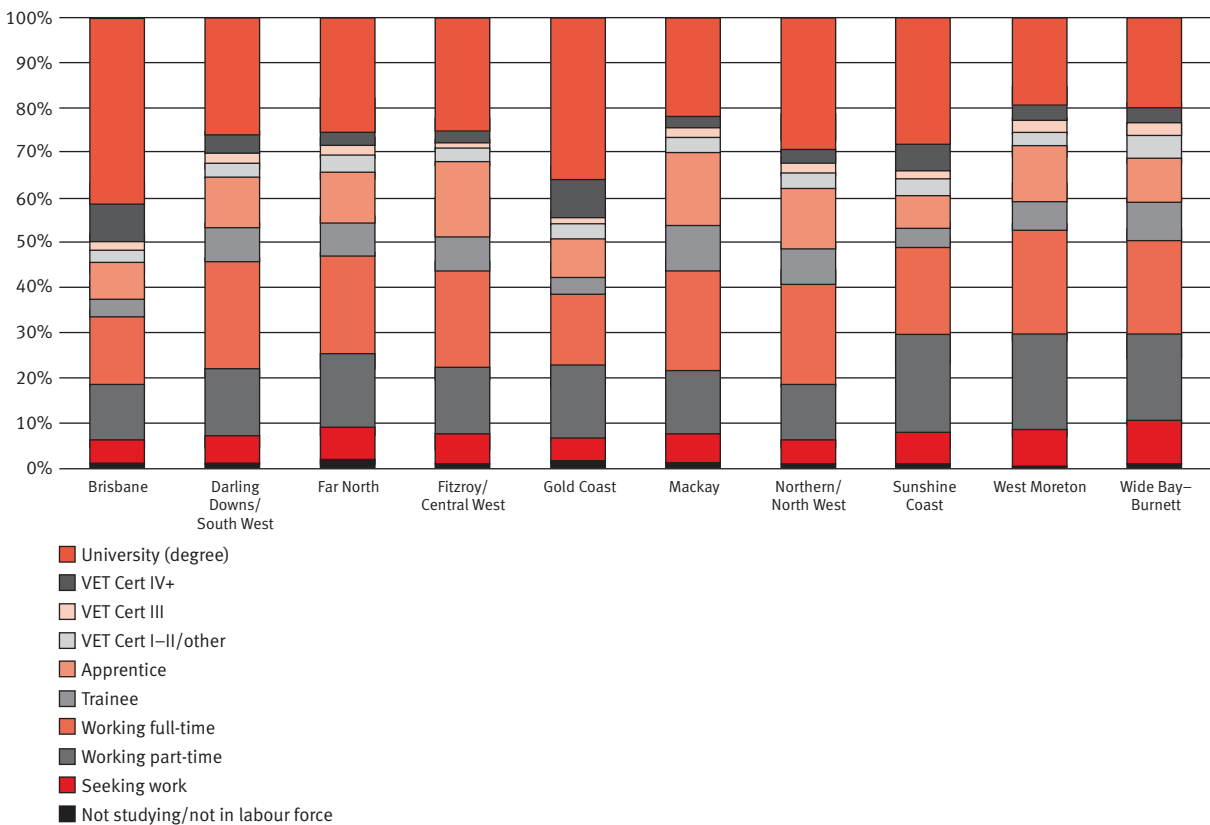


Table 6.1 Main destinations of Year 12 completers, by ABS geography, Queensland 2008

		University (degree)	VET Cert IV+	VET Cert III	VET Cert I–II/other	Apprentice	Trainee	Full-time work	Part-time work	Seeking work	Not in study/NILF	Total
Brisbane	no.	6 694	1 282	277	489	1 272	652	2 380	2 024	814	227	16 111
	%	41.5	8.0	1.7	3.0	7.9	4.0	14.8	12.6	5.1	1.4	100.0
Darling Downs/South West	no.	540	78	47	59	233	149	487	306	129	28	2 056
	%	26.3	3.8	2.3	2.9	11.3	7.2	23.7	14.9	6.3	1.4	100.0
Far North	no.	427	46	35	62	193	124	357	268	120	39	1 671
	%	25.6	2.8	2.1	3.7	11.5	7.4	21.4	16.0	7.2	2.3	100.0
Fitzroy/Central West	no.	432	35	25	53	284	130	355	253	108	25	1 700
	%	25.4	2.1	1.5	3.1	16.7	7.6	20.9	14.9	6.4	1.5	100.0
Gold Coast	no.	1 446	328	46	133	344	164	595	662	197	79	3 994
	%	36.2	8.2	1.2	3.3	8.6	4.1	14.9	16.6	4.9	2.0	100.0
Mackay	no.	249	25	23	39	181	115	242	158	72	18	1 122
	%	22.2	2.2	2.0	3.5	16.1	10.2	21.6	14.1	6.4	1.6	100.0
Northern/North West	no.	556	54	38	73	253	148	418	234	106	20	1 900
	%	29.3	2.8	2.0	3.8	13.3	7.8	22.0	12.3	5.6	1.1	100.0
Sunshine Coast	no.	674	140	33	90	172	105	445	527	161	35	2 382
	%	28.3	5.9	1.4	3.8	7.2	4.4	18.7	22.1	6.8	1.5	100.0
West Moreton	no.	108	19	14	17	69	36	127	117	47	4	558
	%	19.4	3.4	2.5	3.0	12.4	6.5	22.8	21.0	8.4	0.7	100.0
Wide Bay–Burnett	no.	420	61	67	98	198	180	432	393	195	30	2 074
	%	20.3	2.9	3.2	4.7	9.5	8.7	20.8	18.9	9.4	1.4	100.0
Total	no.	11 546	2 068	605	1 113	3 199	1 803	5 838	4 942	1 949	505	33 568
	%	34.4	6.2	1.8	3.3	9.5	5.4	17.4	14.7	5.8	1.5	100.0

Note: Region based on address of school attended in 2007.

Figure 6.4 Main destinations of Year 12 completers, by region, Queensland 2008



Note: Region based on address of school attended in 2007.



Chapter 7 Main destinations of Year 12 completers by sub-groups

This chapter examines the main destinations of Year 12 completers according to Year 12 status, Year 12 strand (VET and non-VET), OP eligibility and VET qualification, Indigenous status, language background and international visa status, socioeconomic status and age group.

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

Year 12 status

The type of Year 12 completion achieved in secondary school has a large bearing on whether Year 12 graduates continue in education and training, and what form that education and training takes. Table 7.1 reports the main destinations of Year 12 graduates according to the type of study undertaken in Year 12.

As would be expected, university degree study was the main destination of those eligible for an OP (Overall Position – indicator of academic performance ranking

used for university entrance), accounting for over half of these Year 12 graduates (50.8 per cent). OP-eligible graduates who opted for campus-based VET entered VET Certificate IV+ level courses at a higher rate than VET Certificate I–II/other and VET Certificate III level courses. Less than one in ten OP-eligible Year 12 graduates entered employment-based training (8.4 per cent). Those who elected to join the workforce without further study were more likely to be in full-time employment (14.7 per cent) than part-time employment (12.1 per cent).

The survey showed that transition into the workforce was a common pathway for non-OP graduates. This group was twice as likely to enter employment-based training as to enrol in campus-based VET courses (27.8 per cent compared to 13.7 per cent). In addition, more than four in ten entered full-time or part-time work (23.0 per cent and 19.8 per cent respectively).

CPCSE graduates made strong transitions to VET Certificate I–II and other courses (23.0 per cent). A high proportion were neither studying nor in the labour force

Table 7.1 Main destinations of Year 12 completers, by Year 12 status, Queensland 2008

		CPCSE	Senior Certificate	OP-eligible	
				No	Yes
University (degree)	no.	0	11 546	318	11 228
	%	0.0	34.6	2.8	50.8
VET Cert IV+	no.	2	2 068	732	1 336
	%	0.5	6.2	6.5	6.0
VET Cert III	no.	13	601	372	229
	%	3.6	1.8	3.3	1.0
VET Cert I–II/other	no.	84	1 063	446	617
	%	23.0	3.2	4.0	2.8
Apprentice	no.	6	3 197	2 304	893
	%	1.6	9.6	20.4	4.0
Trainee	no.	12	1 802	835	967
	%	3.3	5.4	7.4	4.4
(Total VET)	no.	(117)	(8 731)	(4 689)	(4 042)
	%	(32.1)	(26.2)	(41.6)	(18.3)
Working full-time	no.	22	5 829	2 590	3 239
	%	6.0	17.5	23.0	14.7
Working part-time	no.	69	4 911	2 239	2 672
	%	18.9	14.7	19.8	12.1
Seeking work	no.	68	1 925	1 221	704
	%	18.6	5.8	10.8	3.2
Not studying/not in labour force	no.	89	429	224	205
	%	24.4	1.3	2.0	0.9
Total	no.	365	33 371	11 281	22 090
	%	100.0	100.0	100.0	100.0

Note: 168 Year 12 completers were awarded both a CPCSE and a Senior Certificate.



(24.4 per cent) and a further 18.6 per cent were seeking work. CPCSE graduates who were working and not in education or training were three times as likely to be working in part-time jobs (18.9 per cent) as full-time jobs (6.0 per cent).

Year 12 strand (VET and non-VET)

Table 7.2 compares the outcomes of Year 12 graduates who completed a VET qualification and those who did not (VET and non-VET). It also includes a comparison of those who undertook a school-based apprenticeship or traineeship in which part-time study was combined with part-time paid employment. Figure 7.1 compares the main destinations of Year 12 VET and non-VET graduates.

Almost four in every ten Year 12 completers graduated with a VET qualification (39.8 per cent), while nearly one in ten Year 12 graduates (8.7 per cent) undertook a school-based apprenticeship or traineeship.

Year 12 graduates with a VET qualification were less likely to enrol in university degree study than those without a VET qualification (21.6 per cent compared to 42.8 per cent). However, they were just as likely to enter campus-based VET (11.7 per cent compared to 11.0 per cent), and had higher rates of transition to employment-based training (21.1 per cent compared to 10.8 per cent). Year 12 graduates with a VET qualification were also more likely to enter paid employment with no further education or training (38.0 per cent compared to 28.2 per cent of the non-VET cohort).

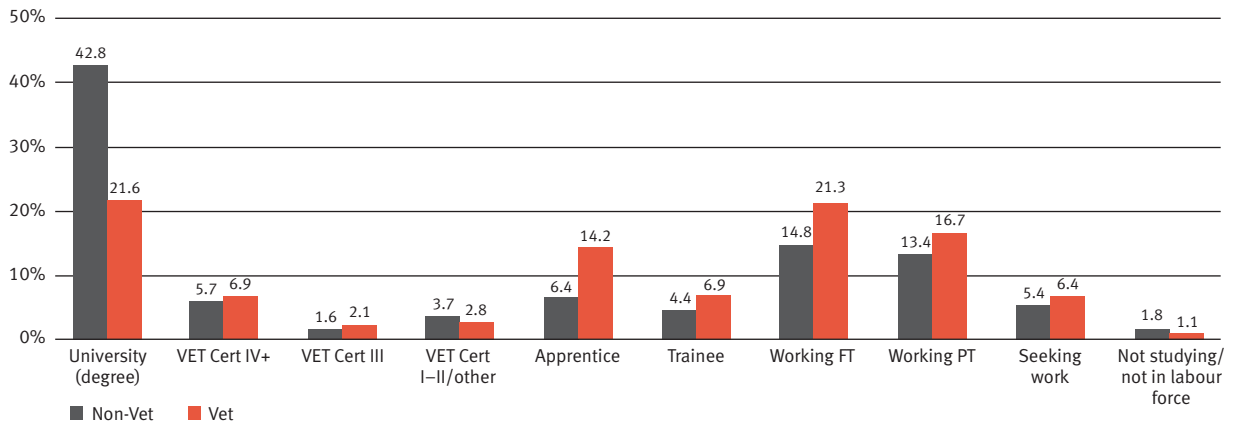
School-based apprentices and trainees were three times more likely to undertake apprenticeships and traineeships after leaving school than other Year 12 graduates (37.6 per cent compared to 12.8 per cent). They were also more likely to be working full-time (21.3 per cent compared to 17.0 per cent) and less likely to be seeking work than other Year 12 graduates (3.9 per cent compared to 6.0 per cent).

Table 7.2 Main destinations of Year 12 completers, by Year 12 strand (VET and non-VET) and school-based apprentices, Queensland 2008

		VET qualification		School-based apprentice or trainee (SAT)	
		No	Yes	No	Yes
University (degree)	no.	8 653	2 893	11 194	352
	%	42.8	21.6	36.5	12.1
VET Cert IV+	no.	1 149	919	1 894	174
	%	5.7	6.9	6.2	6.0
VET Cert III	no.	329	276	547	58
	%	1.6	2.1	1.8	2.0
VET Cert I–II/other	no.	743	370	1 045	68
	%	3.7	2.8	3.4	2.3
Apprentice	no.	1 297	1 902	2 382	817
	%	6.4	14.2	7.8	28.1
Trainee	no.	886	917	1 528	275
	%	4.4	6.9	5.0	9.5
(Total VET)	no.	(4 404)	(4 384)	(7 396)	(1 392)
	%	(21.8)	(32.8)	(24.1)	(47.9)
Working full-time	no.	2 987	2 851	5 218	620
	%	14.8	21.3	17.0	21.3
Working part-time	no.	2 707	2 235	4 536	406
	%	13.4	16.7	14.8	14.0
Seeking work	no.	1 088	861	1 836	113
	%	5.4	6.4	6.0	3.9
Not studying/not in labour force	no.	360	145	480	25
	%	1.8	1.1	1.6	0.9
Total	no.	20 199	13 369	30 660	2 908
	%	100.0	100.0	100.0	100.0



Figure 7.1 Main destinations of Year 12 completers, by Year 12 strand (VET and non-VET), Queensland 2008



OP eligibility and VET qualification

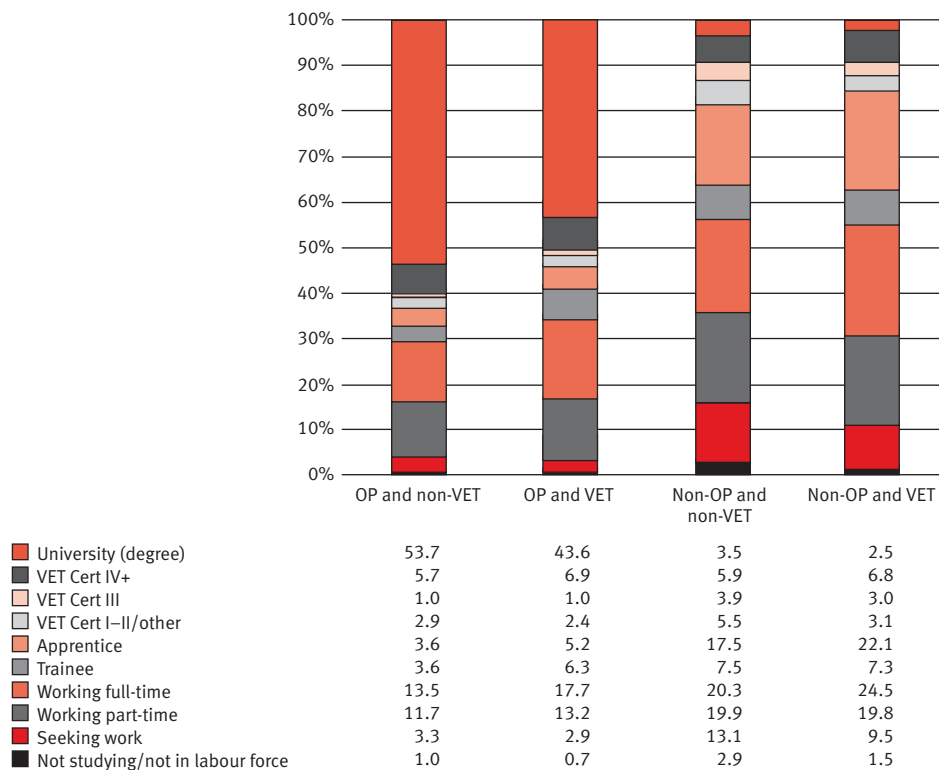
Overall Positions, or OPs, provide a statewide ranking of students based on achievement in Queensland Studies Authority (QSA) subjects studied for the Queensland Senior Certificate. To receive an OP, students must study a certain number and pattern of Authority subjects, complete Year 12, and sit for the Queensland Core Skills Test.

Figure 7.2 shows destinations according to OP eligibility and VET qualification. The first two columns compare the destinations of OP-eligible students with and without VET qualifications. As expected, university degree study was the main destination of OP-eligible graduates, with OP and non-VET graduates more likely to enter a university degree than OP and VET graduates (53.7 per cent compared to 43.6 per cent). OP and VET graduates balanced lower university entry rates with higher

transition to apprenticeships and traineeships (11.5 per cent compared to 7.2 per cent), while the rate of transfer to campus-based VET was similar for those with and without a VET qualification (10.4 per cent compared to 9.7 per cent).

Marked differences were evident in the destinations of OP-eligible and OP-ineligible graduates. The most striking difference between these two groups was the strong transfer of non-OP graduates to employment and employment-based training. Among non-OP graduates, transfer to apprenticeships was particularly strong, especially for those with a VET qualification (22.1 per cent), but also for non-VET graduates (17.5 per cent). Rates of transfer to traineeships and campus-based VET were also higher for non-OP graduates, but overall this group was less likely than OP-eligible graduates to enter post-school education or training.

Figure 7.2 Main destinations of Year 12 completers, by OP eligibility and VET qualification, Queensland 2008





Non-OP graduates were more likely than OP-eligible graduates to enter the workforce without further education or training, and they were also more likely to be seeking work. This was particularly evident for non-OP and non-VET graduates, of whom 13.1 per cent were not studying and seeking work, which is more than twice the overall proportion of 5.8 per cent.

Indigenous status

There were 805 Year 12 graduates who were identified as Aboriginal or Torres Strait Islander, which made up 2.4 per cent of the total cohort. Table 7.3 and Figure 7.3 compare the destinations of Indigenous and non-Indigenous Year 12 graduates. Care should be taken when comparing these findings with those from previous years due to the variation in Indigenous response rates (43.7 per cent in 2005, 59.3 per cent in 2006, 71.6 per cent in 2007 and 64.2 per cent in 2008).

Indigenous Year 12 completers were less likely than their non-Indigenous peers to enrol in a university degree (14.0 per cent compared to 34.9 per cent). While similar proportions of Indigenous and non-Indigenous Year 12 graduates enrolled in campus-based VET overall (13.0 per cent and 11.2 per cent respectively), Indigenous Year 12 graduates were more likely than their non-Indigenous counterparts to enrol in VET Certificate I–II and III courses, and less likely to enrol in VET Certificate IV+. Indigenous Year 12 graduates were more likely to be undertaking a traineeship (9.6 per cent compared to 5.3 per cent), but had a similar rate of transition to apprenticeships. Indigenous Year 12 graduates had a similar rate of transition to full-time employment with no further education or training, but were more likely than their non-Indigenous peers to be working part-time (19.6 per cent compared to 14.6 per cent). Indigenous Year 12 graduates were also more likely to be not studying and seeking work than non-Indigenous Year 12 graduates (14.4 per cent and 5.6 per cent respectively).

Table 7.3 Main destinations of Year 12 completers, by Indigenous status, Queensland 2008

	Non-Indigenous		Indigenous	
	no.	%	no.	%
University (degree)	11 433	34.9	113	14.0
VET Cert IV+	2 034	6.2	34	4.2
VET Cert III	574	1.8	31	3.9
VET Cert I–II/other	1 073	3.3	40	5.0
Apprentice	3 124	9.5	75	9.3
Trainee	1 726	5.3	77	9.6
(Total VET)	(8 531)	(26.0)	(257)	(31.9)
Working full-time	5 705	17.4	133	16.5
Working part-time	4 784	14.6	158	19.6
Seeking work	1 833	5.6	116	14.4
Not studying/not in labour force	477	1.5	28	3.5
Total	32 763	100.0	805	100.0

Figure 7.3 Main destinations of Year 12 completers, by Indigenous status, Queensland 2008

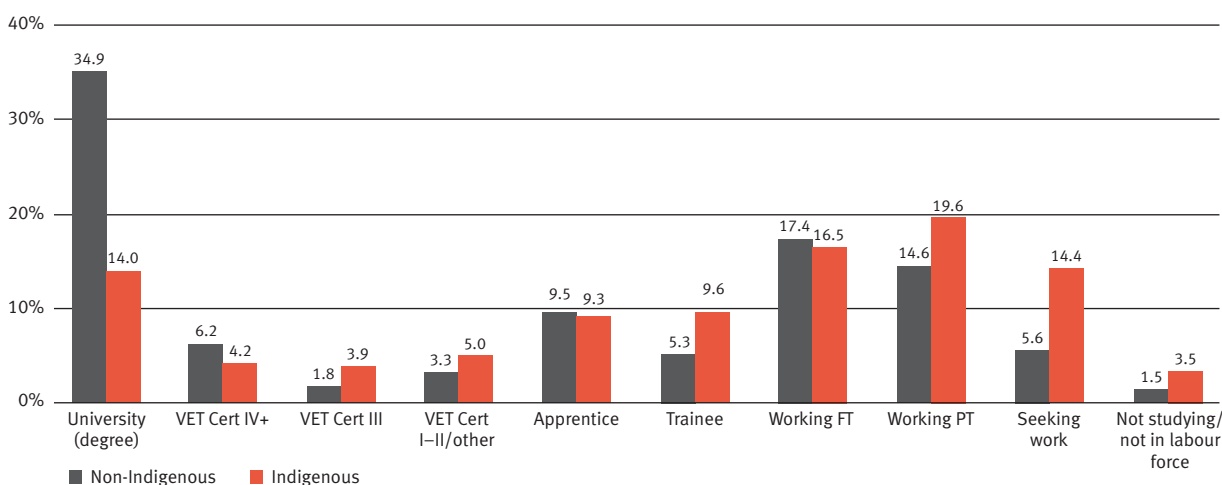




Figure 7.4 reports the main destinations of Indigenous Year 12 completers by sex. Sex differences follow a similar pattern to those observed among the broader Year 12 completer population, with females more likely to enter university degree and other study destinations, while males were more likely to enter apprenticeships. Compared with the non-Indigenous Year 12 completers, transition to study destinations is lower for both males and females, and the rate of seeking work is higher. Both male and female Indigenous Year 12 completers had a higher rate of transition to traineeships than their non-Indigenous counterparts (see Table 2.2).

Geographical differences were also evident in the post-school destinations of Indigenous Year 12 completers (see Figure 7.5). Indigenous Year 12 graduates attending

schools in the greater metropolitan area of Brisbane, Gold Coast, Sunshine Coast and West Moreton were more likely to make a transition to university studies, and less likely to enrol in campus-based VET.

Indigenous Year 12 graduates in metropolitan and non-metropolitan regions had similar rates of transition to employment with no further education or training (35.0 per cent and 37.1 per cent respectively), however non-metropolitan Indigenous Year 12 graduates were more likely to be seeking work than those from metropolitan regions (17.3 per cent compared to 10.6 per cent).

While metropolitan and non-metropolitan Indigenous Year 12 graduates entered apprenticeships at similar rates, the non-metropolitan cohort was more likely to enter into traineeships.

Figure 7.4 Main destinations of Indigenous Year 12 completers, by sex, Queensland 2008

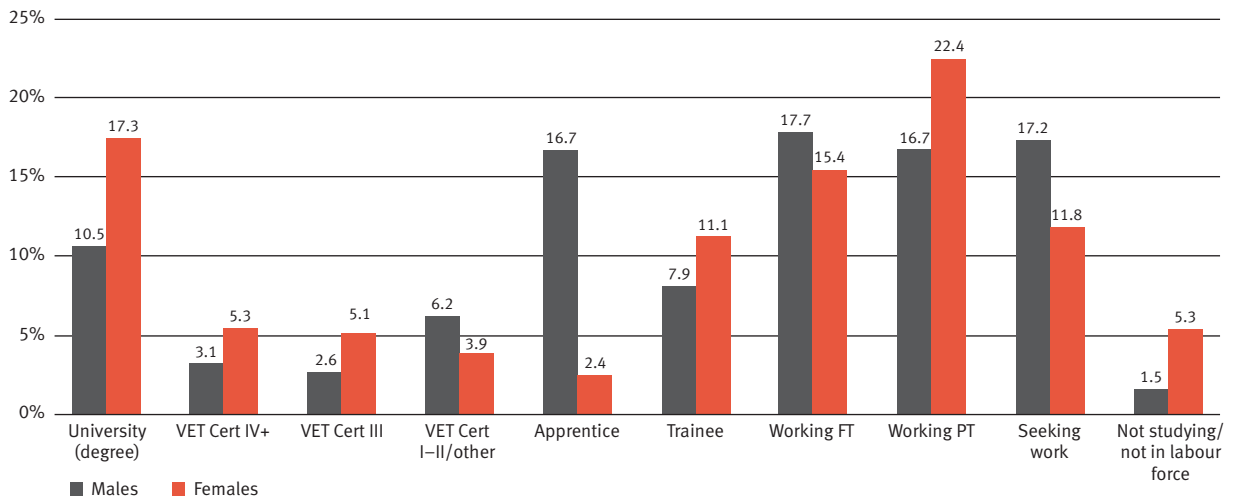
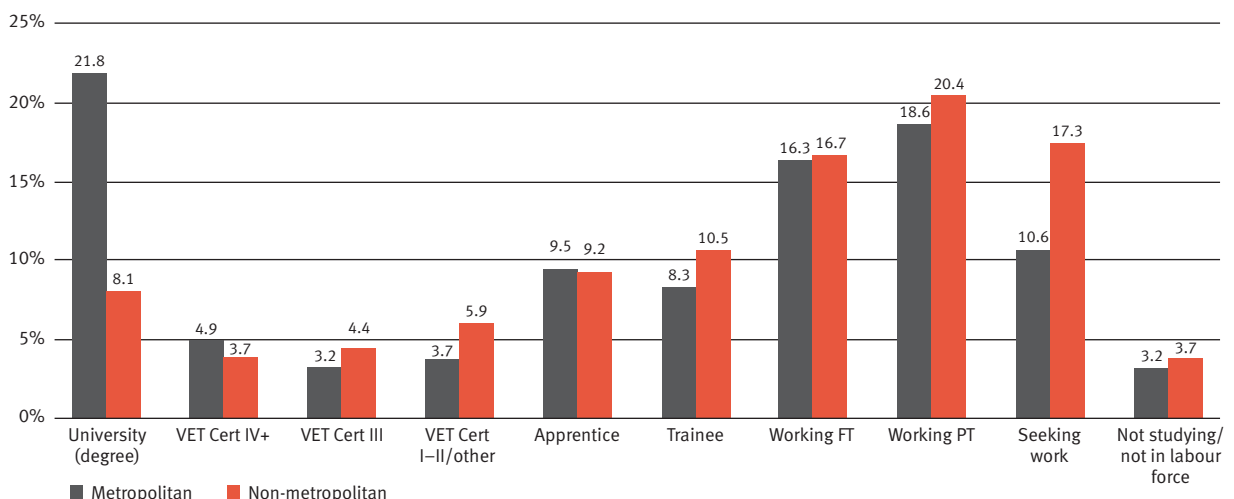


Figure 7.5 Main destinations of Indigenous Year 12 completers, by metropolitan/non-metropolitan location, Queensland 2008



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



Language background and international visa status

Table 7.4 shows the destinations of Year 12 completers according to their language background (English or non-English) and international visa status. Figure 7.6 compares the destinations of Year 12 graduates from English-speaking backgrounds and language backgrounds other than English (LBOTE).

LBOTE Year 12 graduates demonstrated higher rates of transition to university degree study than those from an English-speaking background (50.7 per cent compared to 33.3 per cent). They were also more likely to enrol in VET Certificate IV+ courses (11.2 per cent compared to 5.8 per cent), while entry rates to VET Certificate I–II and III were similar for the two groups (6.0 per cent and 5.0 per cent respectively).

Conversely, LBOTE Year 12 graduates were less likely to enter the workforce, or begin an apprenticeship or traineeship. It should be noted that these comparisons are broad and do not discriminate between students of different non-English language backgrounds.

A small number of Year 12 completers were in Queensland on an international study visa in 2007. As with the LBOTE students, these Year 12 graduates made strong transitions to university degree study (62.0 per cent) and VET Certificate IV+ (13.2 per cent), suggesting their strong academic motivation. However, caution is needed in forming conclusions about the destinations of these students because of the small numbers involved and the low response rate achieved (35.2 per cent).

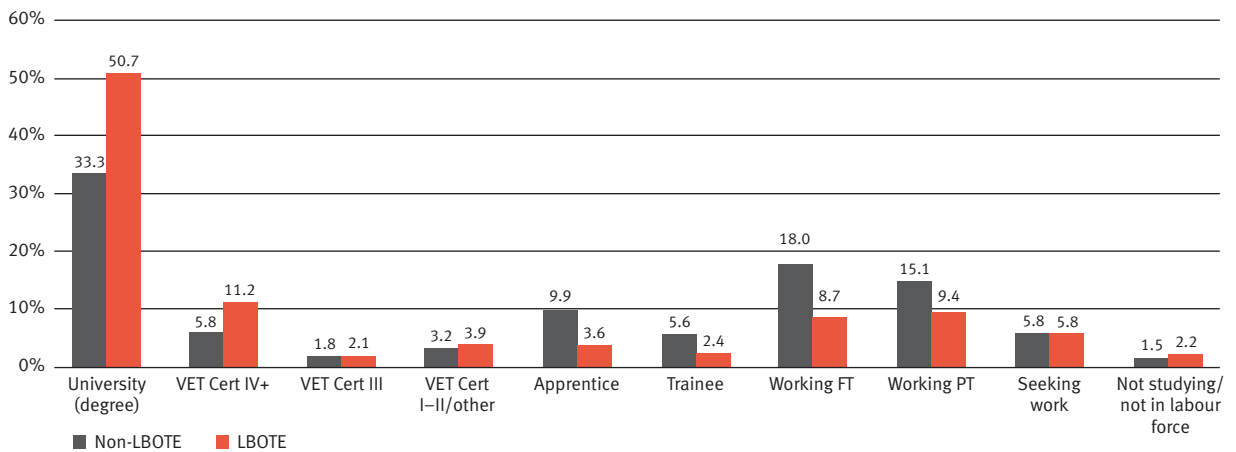
Table 7.4 Main destinations of Year 12 completers, by language background and international visa status, Queensland 2008

		LBOTE		Visa	
		No	Yes	No	Yes
University (degree)	no.	10 546	845	11 391	155
	%	33.3	50.7	34.2	62.0
VET Cert IV+	no.	1 849	186	2 035	33
	%	5.8	11.2	6.1	13.2
VET Cert III	no.	563	35	598	7
	%	1.8	2.1	1.8	2.8
VET Cert I–II/other	no.	1 028	65	1 093	20
	%	3.2	3.9	3.3	8.0
Apprentice	no.	3 137	60	3 197	2
	%	9.9	3.6	9.6	0.8
Trainee	no.	1 762	40	1 802	1
	%	5.6	2.4	5.4	0.4
(Total VET)	no.	(8 339)	(386)	(8 725)	(63)
	%	(26.3)	(23.2)	(26.2)	(25.2)
Working full-time	no.	5 682	145	5 827	11
	%	18.0	8.7	17.5	4.4
Working part-time	no.	4 772	157	4 929	13
	%	15.1	9.4	14.8	5.2
Seeking work	no.	1 850	96	1 946	3
	%	5.8	5.8	5.8	1.2
Not studying/not in labour force	no.	463	37	500	5
	%	1.5	2.2	1.5	2.0
Total	no.	31 652	1 666	33 318	250
	%	100.0	100.0	100.0	100.0

Note: International visa students are excluded from the LBOTE classification



Figure 7.6 Main destinations of Year 12 completers, by language background, Queensland 2008



Socioeconomic status

The Australian Bureau of Statistics' Socio-Economic Indexes for Areas (SEIFA), based on students' home addresses, has been used to analyse the main destinations of Year 12 completers by socioeconomic status. More specifically, the Index of Disadvantage was used for all analysis.

This analysis has found the socioeconomic status (SES) of Year 12 completers is strongly associated with their post-school destinations, as illustrated in Table 7.5 and Figure 7.7.

Transition to post-school education and training overall was strongly associated with socioeconomic status, increasing consistently from 51.9 per cent for the lowest SES quartile to 70.8 per cent for the highest SES quartile. Transition to university degree study exhibited the largest social trend. Year 12 graduates from the highest socioeconomic quartile were twice as likely as those from the lowest socioeconomic quartile to enter university (48.3 per cent compared to 23.3 per cent).

Table 7.5 Main destinations of Year 12 completers, by socioeconomic status, Queensland 2008

		Lowest SES quartile	Second lowest SES quartile	Second highest SES quartile	Highest SES quartile
University (degree)	no.	1 928	2 421	3 036	4 005
	%	23.3	29.2	36.7	48.3
VET Cert IV+	no.	435	506	561	538
	%	5.3	6.1	6.8	6.5
VET Cert III	no.	228	145	131	96
	%	2.8	1.8	1.6	1.2
VET Cert I-II/other	no.	322	287	245	235
	%	3.9	3.5	3.0	2.8
Apprentice	no.	821	874	795	673
	%	9.9	10.6	9.6	8.1
Trainee	no.	561	459	445	314
	%	6.8	5.5	5.4	3.8
(Total VET)	no.	(2 367)	(2 271)	(2 177)	(1 856)
	%	(28.6)	(27.4)	(26.3)	(22.4)
Working full-time	no.	1 629	1 600	1 404	1 121
	%	19.7	19.3	17.0	13.5
Working part-time	no.	1 457	1 353	1 141	928
	%	17.6	16.3	13.8	11.2
Seeking work	no.	740	515	413	264
	%	8.9	6.2	5.0	3.2
Not studying/not in labour force	no.	159	118	107	110
	%	1.9	1.4	1.3	1.3
Total	no.	8 280	8 278	8 278	8 284
	%	100.0	100.0	100.0	100.0

Note: Excludes 448 respondents with PO Box addresses for whom socioeconomic status could not be determined.

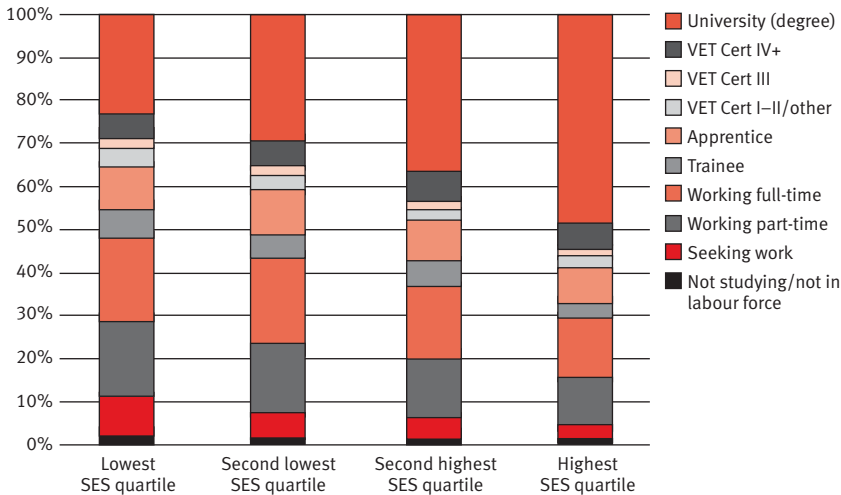
While rates of entry to VET Certificate IV+ were relatively consistent across socioeconomic levels, rates of entry to VET Certificate III and below declined as socioeconomic status increased (6.6 per cent in the lowest SES quartile to 4.0 per cent in the highest SES quartile).

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

declining socioeconomic status (with the exception of apprenticeships in the lowest SES quartile). Similarly, transition to full-time and part-time work was highest in the most socioeconomically disadvantaged areas (37.3 per cent in the lowest SES quartile compared with 24.7 per cent in the highest SES quartile). Rates of seeking work and non-participation in the labour force followed a similar pattern.



Figure 7.7 Main destinations of Year 12 completers, by socioeconomic status, Queensland 2008

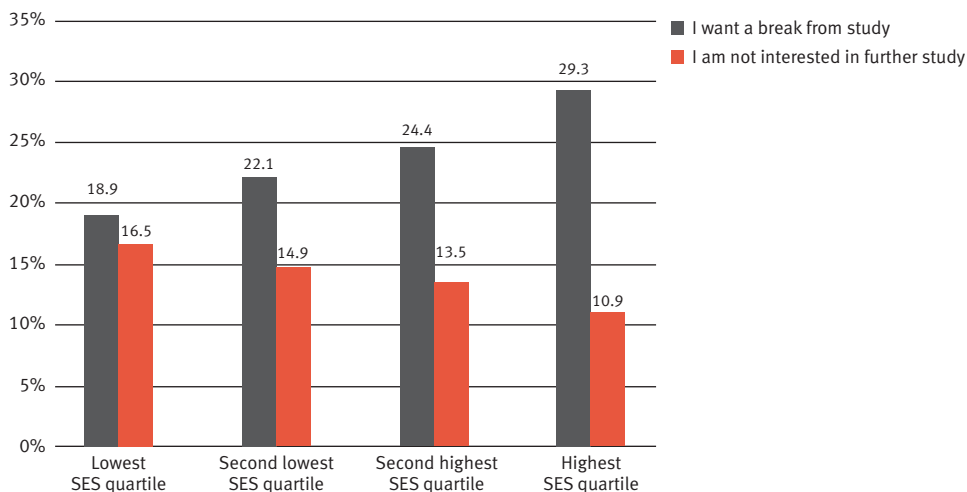


Note: Socioeconomic status is based on residential address.

The main reasons for not continuing with study were analysed by the Year 12 graduates' socioeconomic background. The results showed that, with only a couple of exceptions, socioeconomic status had little influence on the main reason given.

Figure 7.8 shows the desire to take a break from study (e.g. to travel) tends to rise as socioeconomic status rises, while Year 12 graduates from the highest SES quartile were the least likely to be uninterested in further study.

Figure 7.8 Main reason of Year 12 completers for not studying, by socioeconomic status, Queensland 2008



Note: Socioeconomic status is based on residential address.



Age group

At the start of the 2007 school year, the vast majority (33 155 or 98.8 per cent) of Year 12 students were between 16 and 18 years of age. There were 282 students (0.8 per cent) aged 15 years or younger, and a further 128 students (0.4 per cent) who were 19 years of age or older. Table 7.6 shows the main destinations according to these age groups, and allows comparison of the destinations of younger Year 12 graduates and

mature age Year 12 graduates with those of the typical age group. Given the small numbers in the mature age and 15-year-old categories, their main destinations are reported only at a summary level.

The very young Year 12 graduates were more likely than other Year 12 graduates to enrol in a university degree, while mature age Year 12 graduates appear to be more likely than the other Year 12 graduates to enter campus-based VET courses.

Table 7.6 Main destinations of Year 12 completers, by age group, Queensland 2008

	15 years of age or younger		16–18 years of age		19 years of age or older	
	no.	%	no.	%	no.	%
University (degree)	148	52.5	11 363	34.3	34	26.6
Campus-based VET	34	12.1	3 714	11.2	38	29.7
Apprentice/trainee	15	5.3	4 976	15.0	10	7.8
Working	62	22.0	10 691	32.2	26	20.3
Seeking work	20	7.1	1 916	5.8	13	10.2
Not studying/not in labour force	3	1.1	495	1.5	7	5.5
Total	282	100.0	33 155	100.0	128	100.0

Appendixes



Appendix 1

Table A1A Queensland schools with Year 12 completers in 2007

School	Locality	School	Locality
A B Paterson College	Arundel	Bribie Island State High School	Bribie Island
Aboriginal and Islander Independent Community School	Brisbane	Brigidine College	Indooroopilly
Agnew School	Norman Park	Brisbane Adventist College	Wishart
Albany Creek State High School	Albany Creek	Brisbane Boys' College	Toowong
Albert Park Flexible Learning Centre	Brisbane	Brisbane Girls Grammar School	Brisbane
Aldridge State High School	Maryborough	Brisbane Grammar School	Brisbane
Alexandra Hills State High School	Alexandra Hills	Brisbane School of Distance Education	West End
All Hallows' School	Brisbane	Brisbane State High School	South Brisbane
All Saints Anglican School	Merrimac	Browns Plains State High School	Browns Plains
All Souls St Gabriels School	Charters Towers	Bundaberg Christian College	Bundaberg
Anglican Church Grammar School	East Brisbane	Bundaberg Special School	Bundaberg
Annandale Christian School	Annandale	Bundaberg State High School	Bundaberg
Aquinas College	Southport	Bundamba State Secondary College	Bundamba
Aspley Special School	Aspley	Burdekin Catholic High School	Ayr
Aspley State High School	Aspley	Burnett State College	Gayndah
Assumption College	Warwick	Burnside State High School	Nambour
Atherton State High School	Atherton	Caboolture Special School	Morayfield
Aviation High	Clayfield	Caboolture State High School	Caboolture
Ayr State High School	Ayr	Cairns School of Distance Education	Manunda Cairns
Babinda State School	Babinda	Cairns State High School	Cairns
Balmoral State High School	Morningside	Calamvale Community College	Calamvale
Barcaldine State School	Barcaldine	Calamvale State Special School	Calamvale
Beaudesert State High School	Beaudesert	Calen District State College	Calen
Beenleigh Special School	Mount Warren Park	Caloundra Christian College	Caloundra
Beenleigh State High School	Beenleigh	Caloundra State High School	Caloundra
Beerwah State High School	Beerwah	Calvary Christian College	Carbrook
Benowa State High School	Benowa	Calvary Christian College	Mount Louisa
Bentley Park College	Edmonton	Cannon Hill Anglican College	Cannon Hill
Biloela State High School	Biloela	Canterbury College	Waterford
Blackall State School	Blackall	Capalaba State College	Capalaba
Blackheath and Thornburgh College	Charters Towers	Capella State High School	Capella
Blackwater State High School	Blackwater	Carmel College	Thorlands
Boonah State High School	Boonah	Cavendish Road State High School	Holland Park
Bowen State High School	Bowen	Centenary Heights State High School	Toowoomba
Bracken Ridge State High School	Bracken Ridge	Centenary State High School	Jindalee
Bray Park State High School	Bray Park	Chanel College	Gladstone
Bremer State High School	Booval	Charleville State High School	Charleville



School	Locality
Charters Towers School of Distance Education	Charters Towers
Charters Towers State High School	Charters Towers
Chinchilla State High School	Chinchilla
Chisholm Catholic College	Cornubia
Christian Outreach College	Mansfield
Christian Outreach College	Toowoomba
Clairvaux MacKillop College	Upper Mt Gravatt
Claremont Special School	Ipswich
Clayfield College	Clayfield
Clermont State High School	Clermont
Cleveland District State High School	Cleveland
Clifford Park Special School	Toowoomba
Clifton State High School	Clifton
Cloncurry State School	Cloncurry
Clontarf Beach State High School	Clontarf Beach
Collinsville State High School	Collinsville
Columba Catholic College	Charters Towers
Concordia Lutheran College	Toowoomba
Cooktown State School	Cooktown
Cooloola Christian College	Gympie
Coolum State High School	Coolum
Coombabah State High School	Coombabah
Coomera Anglican College	Coomera
Coorparoo Secondary College	Coorparoo
Corinda State High School	Corinda
Corpus Christi College	Nundah
Craigslea State High School	West Chermside
Cunnamulla State School	Cunnamulla
Currimundi Special School	Currimundi
Currumbin Community Special School	Coolangatta
Dakabin State High School	Dakabin
Dalby Christian School	Dalby
Dalby State High School	Dalby
Darling Downs Christian School	Toowoomba
Darling Point Special School	Manly
Deception Bay Flexible Learning Centre	Deception Bay
Deception Bay State High School	Deception Bay
Djarragun College	Gordonvale
Downlands Sacred Heart College	Toowoomba
Dysart State High School	Dysart
Earnshaw State College	Banyo
Eidsvold State School	Eidsvold
Elanora State High School	Elanora
Emerald State High School	Emerald
Emmanuel College	Carrara

School	Locality
Emmanuel College	North Rockhampton
Everton Park State High School	Everton Park
Fairholme College	Toowoomba
Faith Lutheran College	Plainland
Faith Lutheran College	Victoria Point
Ferny Grove State High School	Ferny Grove
Flagstone State Community College	Flagstone
Forest Lake College	Forest Lake
Forest Lake State High School	Forest Lake
Fraser Coast Anglican College	Hervey Bay
Freshwater Christian College	Cairns
Genesis Christian College	Bray Park
Gilroy Santa Maria College	Ingham
Gin Gin State High School	Gin Gin
Gladstone State High School	Gladstone
Glenala State High School	Inala Heights
Glenden State School	Glenden
Glenmore State High School	Rockhampton North
Good Counsel College	Innisfail
Good Shepherd Catholic College	Mount Isa
Good Shepherd Lutheran College	Noosaville
Goodna Special School	Goodna
Goondiwindi State High School	Goondiwindi
Gordonvale State High School	Gordonvale
Grace Lutheran College	Rothwell
Groves Christian College	Kingston
Gympie Special School	Gympie
Gympie State High School	Gympie
Harristown State High School	Toowoomba
Heatley Secondary College	Townsville
Heights College	North Rockhampton
Helensvale State High School	Helensvale
Hervey Bay Senior College	Hervey Bay
Hervey Bay Special School	Scarness
Hervey Bay State High School	Pialba
Hillbrook Anglican School	Enoggera
Hillcrest Christian College	Reedy Creek
Hills International College	Jimboomba
Holland Park State High School	Holland Park
Holy Spirit College	North Mackay
Home Hill State High School	Home Hill
Hughenden State School	Hughenden
Ignatius Park College	Cranbrook
Immanuel Lutheran College	Buderim
Indooroopilly State High School	Indooroopilly
Ingham State High School	Ingham



School	Locality
Innisfail Inclusive Education Centre	Innisfail
Innisfail State High School	Innisfail
Iona College	Lindum
Ipswich Girls' Grammar School	Ipswich
Ipswich Grammar School	Ipswich
Ipswich Special School	Ipswich
Ipswich State High School	Brassall
Isis District State High School	Childers
Islamic College of Brisbane	Karawatha
James Nash State High School	Gympie
John Paul College	Daisy Hill
Kawana Waters State College	Bokarina
Kedron State High School	Wooloowin
Keebra Park State High School	Southport
Kelvin Grove State College	Kelvin Grove
Kenmore State High School	Kenmore
Keppnock State High School	Bundaberg
Kilcoy State High School	Kilcoy
Kimberley College	Carbrook
Kingaroy State High School	Kingaroy
King's Christian College	Reedy Creek
Kingston College	Kingston
Kirwan State High School	Kirwan
Kuraby Special School	Kuraby
Kuranda District State College	Myola
Laidley State High School	Laidley
Lockyer District State High School	Gatton
Logan City Special School	Logan Central
Loganlea State High School	Loganlea
Longreach State High School	Longreach
Loreto College Coorparoo	Coorparoo
Lourdes Hill College	Hawthorne
Lowood State High School	Lowood
Mabel Park State High School	Slacks Creek
MacGregor State High School	Macgregor
Mackay Christian College	North Mackay
Mackay District Special School	Beaconsfield
Mackay North State High School	North Mackay
Mackay State High School	Mackay
Malanda State High School	Malanda
Maleny State High School	Maleny
Mansfield State High School	Mansfield
Mareeba State High School	Mareeba
Marist College Ashgrove	Ashgrove
Marist College Emerald	Emerald
Marist College Rosalie	Paddington

School	Locality
Maroochydore State High School	Maroochydore
Marsden State High School	Waterford West
Maryborough Special School	Maryborough
Maryborough State High School	Maryborough
Marymount College	Burleigh Waters
Matthew Flinders Anglican College	Buderim
Merrimac State High School	Mermaid Waters
Metropolitan South Institute of TAFE	Alexandra Hills
Miami State High School	Miami
Middlemount Community School	Middlemount
Miles State High School	Miles
Mirani State High School	Mirani
Mitchelton State High School	Mitchelton
Mitchelton State Special School	Mitchelton
Monto State High School	Monto
Moranbah State High School	Moranbah
Morayfield State High School	Morayfield
Moreton Bay College	Wynnum West
Mossman State High School	Mossman
Mount Alvernia College	Kedron
Mount Gravatt State High School	Mount Gravatt
Mount Isa State Special School	Mount Isa
Mount Morgan State High School	Mount Morgan
Mount Ommaney Special School	Mount Ommaney
Mount St Bernard College	Herberton
Mountain Creek State High School	Mountain Creek
Moura State High School	Moura
Mt Gravatt Special School	Mt Gravatt
Mt Gravatt West Special School	Holland Park
Mt Maria College	Petrie
Mt Maria College	Mitchelton
Mt St Michael's College	Ashgrove
Mudgeeraba Special School	Mudgeeraba
Mueller College	Rothwell
Murgon State High School	Murgon
Nambour Christian College	Woombye
Nambour Special School	Nambour
Nambour State High School	Nambour
Nanango State High School	Nanango
Narangba Valley State High School	Narangba
Narbethong State Special School	Buranda
Nerang State High School	Nerang
Noosa District State High School	Cooroy
Noosa Flexible Learning Centre	Tewantin
North Bundaberg State High School	Bundaberg North
North Rockhampton State High School	Rockhampton North



School	Locality
Northern Beaches State High School	Deeragun
Northern Peninsula Area College	Bamaga
Northpine Christian College	Dakabin
Northside Christian College	Everton Park
Nyanda State High School	Salisbury
Oakey State High School	Oakey
Ormiston College	Ormiston
Our Lady of the Southern Cross College	Dalby
Our Lady's College	Annerley
Pacific Lutheran College	Birtinya
Pacific Pines State High School	Pacific Pines
Padua College	Kedron
Palm Beach Currumbin State High School	Palm Beach
Park Ridge State High School	Park Ridge
Parklands Christian College	Park Ridge
Peace Lutheran College	Kamerunga
Pimlico State High School	Pimlico
Pine Rivers Special School	Lawnton
Pine Rivers State High School	Strathpine
Pioneer State High School	Andergrove
Pittsworth State High School	Pittsworth
Proserpine State High School	Proserpine
Ravenshoe State High School	Ravenshoe
Redbank Plains State High School	Redbank Plains
Redcliffe Special School	Redcliffe
Redcliffe State High School	Redcliffe
Redeemer Lutheran College	Rochedale
Redland District Special School	Thornlands
Redlands College	Wellington Point
Rivermount College	Yatala
Riverside Christian College	Maryborough
Robina State High School	Robina
Rochedale State High School	Rochedale
Rockhampton Girls' Grammar School	Rockhampton
Rockhampton North Special School	Rockhampton North
Rockhampton Special School	Rockhampton
Rockhampton State High School	Rockhampton
Roma State College	Roma
Rosedale State School	Rosedale
Rosella Park School	Gladstone
Rosewood State High School	Rosewood
Runcorn State High School	Runcorn
Ryan Catholic College	Kirwan
Saint Stephen's College	Coomera

School	Locality
San Sisto College	Carina
Sandgate District State High School	Sandgate
Sarina State High School	Sarina
Seton College	East Mt Gravatt
Shailer Park State High School	Shailer Park
Shalom Christian College	Condon
Shalom College	Bundaberg
Sheldon College	Sheldon
Siena Catholic College	Sippy Downs
Smithfield State High School	Smithfield
Somerset College	Mudgeeraba
Somerville House	South Brisbane
South Burnett Catholic College	Kingaroy
Southern Cross Catholic College	Scarborough
Southport State High School	Southport
Southside Christian College	Salisbury
Southside Education Centre	Sunnybank
Spinifex State College	Mount Isa
Springwood State High School	Springwood
St Aidan's Anglican Girls' School	Corinda
St Andrews Lutheran College	Tallebudgera
St Augustine's College	Springfield
St Augustine's Marist Brothers College	Cairns
St Brendan's Christian Brothers College	Yeppoon
St Columban's College	Caboolture
St Edmund's College	Woodend
St Francis College	Crestmead
St George State High School	St George
St Hilda's School	Southport
St James College	Brisbane
St John Fisher College	Bracken Ridge
St John's College	Nambour
St John's School	Roma
St Joseph's College	Toowoomba
St Joseph's College - Gregory Terrace	Brisbane
St Joseph's Nudgee College	Boondall
St Joseph's School	Stanthorpe
St Laurence's Christian Brothers College	South Brisbane
St Luke's Anglican School	Bundaberg
St Margaret Mary's College	Hermit Park
St Margaret's Anglican Girls School	Ascot
St Mary's Catholic College	Woree
St Mary's College	Ipswich
St Mary's College	Maryborough

School	Locality
St Mary's College	Toowoomba
St Michael's College	Carrara
St Monica's College	Cairns
St Patrick's College	Gympie
St Patrick's College	Shorncliffe
St Patrick's College	Townsville
St Patrick's Senior College	Mackay
St Paul's School	Bald Hills
St Peter Claver College	Riverview
St Peter's Lutheran College	Indooroopilly
St Rita's College	Clayfield
St Saviour's College	Toowoomba
St Stephens Lutheran College	Gladstone
St Teresa's College	Abergowrie
St Thomas More College	Sunnybank
St Ursula's College	Toowoomba
St Ursula's College	Yeppoon
Stanthorpe State High School	Stanthorpe
Stuartholme School	Toowong
Suncoast Christian College	Woombye
Sunnybank Special School	Sunnybank
Sunnybank State High School	Sunnybank
Sunshine Beach State High School	Noosa
Sunshine Coast Grammar School	Forest Glen
Tagai State College – Thursday Island Secondary	Thursday Island
Tamborine Mountain College	North Tamborine
Tamborine Mountain State High School	North Tamborine
Tannum Sands State High School	Tannum Sands
Tara Shire State College	Tara
The Cathedral College	Rockhampton
The Cathedral School	Mundingburra
The Centre Education Programme	Kingston
The Gap State High School	The Gap
The Glenleighden School	Fig Tree Pocket
The Glennie School	Toowoomba
The Kooralbyn International School	Kooralbyn
The Kumbari Avenue School	Southport
The Rockhampton Grammar School	Rockhampton
The School of Total Education	Warwick
The Scots PGC College	Warwick
The Southport School	Southport
Thuringowa State High School	Townsville

School	Locality
Toogoolawah State High School	Toogoolawah
Toooloa State High School	South Gladstone
Toowoomba Grammar School	Toowoomba
Toowoomba State High School	Toowoomba
Townsville Community Learning Centre	Mundingburra
Townsville Grammar School	Townsville
Townsville State High School	Railway Estate
Trinity Anglican School	White Rock
Trinity Bay State High School	Manunda
Trinity College	Beenleigh
Trinity Lutheran College	Ashmore
Tullawong State High School	Caboolture
Tully State High School	Tully
Upper Coomera State College	Upper Coomera
Urangan State High School	Urangan
Varsity College	Varsity Lakes
Victoria Point State High School	Victoria Point
Victory College	Gympie
Villanova College	Coorparoo
Warwick State High School	Warwick
Wavell State High School	Wavell Heights
Wellington Point State High School	Wellington Point
West Moreton Anglican College	Karrabin
Western Cape College	Weipa
Western Suburbs State Special School	Inala
Westside Christian College	Goodna
Whites Hill State College	Camp Hill
Whitsunday Anglican School	Beaconsfield
Whitsunday Christian College	Cannonvale
William Ross State High School	Townsville
Windaroo Valley State High School	Bahrs Scrub
Winton State School	Winton
Woodcrest College	Springfield
Woodridge State High School	Woodridge
Woody Point Special School	Woody Point
Woree State High School	Woree
Wynnum North State High School	Wynnum North
Wynnum State High School	Manly
Xavier Catholic College	Eli Waters
Yarrabah State School	Yarrabah
Yeppoon State High School	Yeppoon
Yeronga State High School	Yeronga





Appendix 2

Figure A2A Queensland Statistical Divisions, ABS, 2007



Figure A2B Brisbane, Gold Coast, Sunshine Coast and West Moreton Statistical Divisions, ABS, 2007





Appendix 3

Figure A3A Paper-based survey instrument



Every person who completed Year 12 or equivalent in Queensland in 2007 is being asked to participate in this survey. This is your chance to provide information that will benefit future students and put you in the running to win one of **40 iPod nanos**.

The survey asks what you are doing now in terms of study, employment or other life choices. This will provide useful information to educators and government on the preparedness of students for taking up opportunities after completing school.

We respect your privacy and your answers are strictly confidential. No information identifying you will be passed on to any other organisation. Statewide, regional and school reports will only contain summarised information.

The information is being collected by the Office of the Government Statistician and is protected by the *Statistical Returns Act 1896*, which means that legal penalties apply to anyone who releases your responses in a way that would identify you.

If you would like to know more about the survey, visit www.education.qld.gov.au/nextstep or freecall 1800 068 587.

Please fill out the survey by writing in the boxes provided or ticking the box next to your answers, for example:

Are you a full-time student?

Then simply return the completed survey in the enclosed reply-paid envelope as soon as possible but no later than **Friday 18 April 2008**.

Alternatively, you can complete this survey by telephone on freecall 1800 068 587.



Please complete the following details to be eligible to win an iPod nano, or if we need to follow up on any answers.

Family Name:

Given Name(s):

School Name in 2007:

Phone:

Mobile:

Email:

Office use only:

Q. 1 Do you currently have a paid job?

Yes No **Go to Question 9**

Q. 2 Do you have more than one job?

Yes No

IF YOU HAVE MORE THAN ONE JOB, PLEASE ANSWER THE NEXT QUESTIONS THINKING ABOUT YOUR MAIN JOB.

Q. 3 Which of the following best describes your job? (Please tick one only)

<input type="checkbox"/> Sales Assistant	<input type="checkbox"/> Automotive Worker
<input type="checkbox"/> Food Handler	<input type="checkbox"/> Labourer
<input type="checkbox"/> Clerk, Receptionist and Secretary	<input type="checkbox"/> Electrical and Electronics Trade
<input type="checkbox"/> Waiter	<input type="checkbox"/> Factory and Machine Worker
<input type="checkbox"/> Building and Construction Skilled Worker	<input type="checkbox"/> Engineering and Science Related Worker
<input type="checkbox"/> Storeperson	<input type="checkbox"/> Cleaner
<input type="checkbox"/> Child Care and Education-Related Worker	<input type="checkbox"/> Marketing and Sales Representative
<input type="checkbox"/> Health, Fitness, Hair and Beauty Worker	<input type="checkbox"/> Other (please specify) <input type="text"/>
<input type="checkbox"/> Gardener, Farmer and Animal Worker	<input type="text"/>

Q. 4 Are you an apprentice or trainee?

Yes, apprentice Yes, trainee No

Q. 5 Which of the following best describes the industry you work in?

<input type="checkbox"/> Retail Trade	<input type="checkbox"/> Transport, Postal and Warehousing
<input type="checkbox"/> Accommodation and Food Services	<input type="checkbox"/> Financial and Insurance Services
<input type="checkbox"/> Construction	<input type="checkbox"/> Wholesale Trade
<input type="checkbox"/> Manufacturing	<input type="checkbox"/> Public Administration and Safety
<input type="checkbox"/> Health Care and Social Assistance	<input type="checkbox"/> Administrative and Support Services
<input type="checkbox"/> Agriculture, Forestry and Fishing	<input type="checkbox"/> Mining
<input type="checkbox"/> Education and Training	<input type="checkbox"/> Arts and Recreation Services
<input type="checkbox"/> Electricity, Gas, Water and Waste Services	<input type="checkbox"/> Professional, Scientific and Technical Services
<input type="checkbox"/> Rental, Hiring and Real Estate Services	<input type="checkbox"/> Other Services <input type="text"/>
<input type="checkbox"/> Information Media and Telecommunications	<input type="checkbox"/> Other (please specify) <input type="text"/>

Q. 6 Is your job a casual job?

Yes No Don't know

Q. 7 On average, how many hours do you work each week in your job?

Hours per week

IF YOU HAVE MORE THAN ONE JOB:

Q. 8 On average, how many hours do you work each week in all your jobs?

Hours per week

Go to Question 12



Q. 9 If you don't currently have a paid job, are you:

- looking for full-time work (35 hours per week or more)
- looking for part-time work (less than 35 hours per week)
- not looking for work



Go to Question 12

Q. 10 What are the reasons you are currently not looking for work? (please tick those boxes that apply to you)

- My study commitments
- My family commitments
- I have accepted a job that will commence at a later date
- I have no financial need to undertake paid employment
- Transport difficulties
- I would have to move away from home to undertake paid employment
- I have been unsuccessful in finding a job
- I don't feel ready for paid employment
- I do not wish to work
- Other (please specify) _____

Q. 11 Of the reasons you ticked in Question 10, please indicate which is the most influential by circling it.

Q. 12 Are you currently studying? (Note: If you are an apprentice or trainee we are interested in any current or future study component of your apprenticeship or traineeship)

- Yes, full-time
- Yes, part-time
- No, not studying

Go to Question 17

Q. 13 Where are you currently studying?

- University
- TAFE
- Private Training College
- School
- Other (please specify) _____

Q. 14 What is the level of this program?

- Degree
- Diploma
- Advanced Diploma
- Certificate – level IV
- Certificate – level III
- Certificate – level II
- Certificate – level I
- Certificate – (not known)
- Year 12
- Don't know
- Other (please specify) _____

Q. 15 What is the name of the program you are enrolled in? (for example, Bachelor of Business or Diploma of Hospitality Management)

Q. 16 What is the name of the institution and campus in which you are enrolled? (for example, Queensland University of Technology, Kelvin Grove Campus or Barrier Reef Institute of TAFE, Townsville)

Institution _____

Campus _____

Go to Question 22

Q. 17 Did you apply for a university place through QTAC or interstate tertiary admissions centre?

- Yes
- No

Go to Question 20

Q. 18 Did you receive an offer of a university place?

- Yes
- No
- Don't know

Go to Question 20

Q. 19 If you did receive an offer of a university place, did you:

- defer the offer
- decline the offer / not respond to the offer
- withdraw from the course
- Other (please specify) _____

Q. 20 Which of the following are reasons you are not currently studying? (please tick those boxes that apply to you)

- My work commitments
- My family commitments
- I am working to qualify for Independent Youth Allowance
- I am working in order to finance further study
- I want a break from study (e.g. travel)
- I don't feel ready for more study at the moment
- The course fees and other costs are a barrier
- I don't meet the entry criteria for the program I want to do
- There is too much travel involved
- I would need to move away from home
- I am not interested in further study
- Other (please specify) _____

Q. 21 Of the reasons you ticked in Question 20, please indicate which is the most influential by circling it.

Q. 22 We may wish to contact you next year to see how your plans are working out. Would you agree to be contacted to answer a few brief questions next year?

- Yes
- No

If you have any additional questions regarding this survey you can telephone on freecall 1800 068 587.

Your voluntary participation in this important survey contributes valuable information that will benefit future students and put you in the running to win an iPod nano. Winners will be notified by mail in June 2008.

Thank you for your valuable time. Your answers will be treated confidentially. Please return this survey by Friday 18 April 2008 in the reply-paid envelope or alternatively post to PO Box 15037, CITY EAST QLD 4002.





Appendix 4

Supplementary tables

Table A4A Fields of study

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

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

Table A4B Industry categories

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

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