

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.

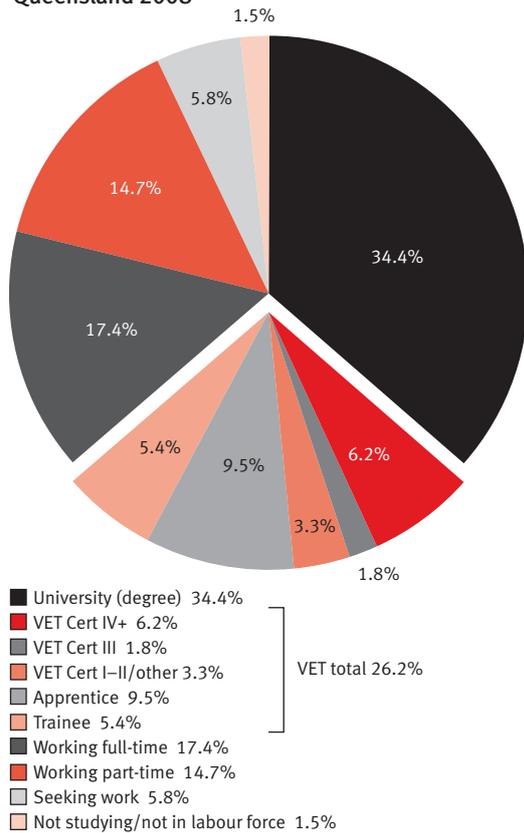
The summary of findings presented in Figure ES1 highlights:

- 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

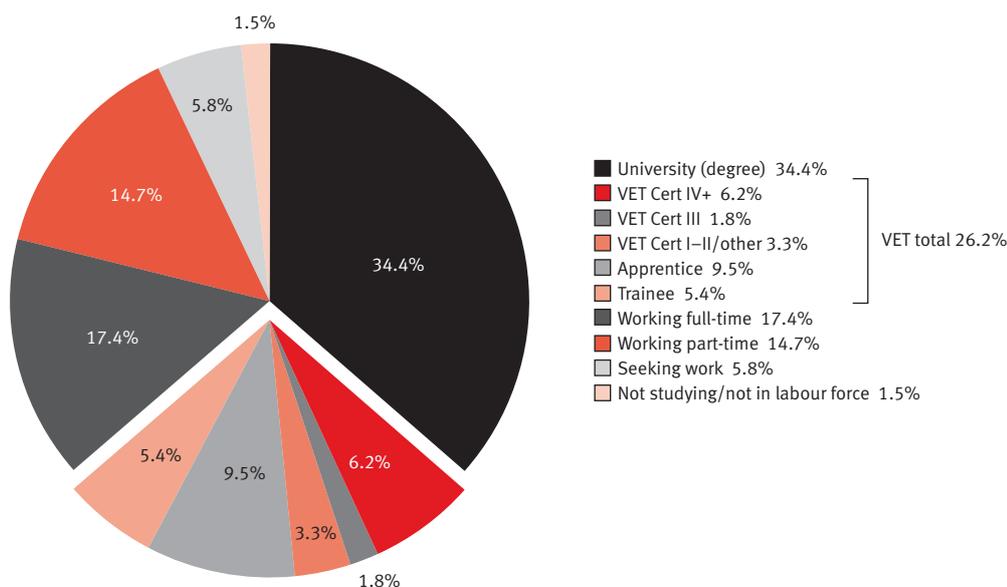
Higher education	
University (degree)*	Studying at degree level.
VET categories	
VET Cert IV+*	Studying Certificate IV, Diploma or Advanced Diploma (excluding apprentices and trainees).
VET Cert III*	Studying Certificate III (excluding apprentices and trainees).
VET Cert I–II/other*	Studying Certificate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

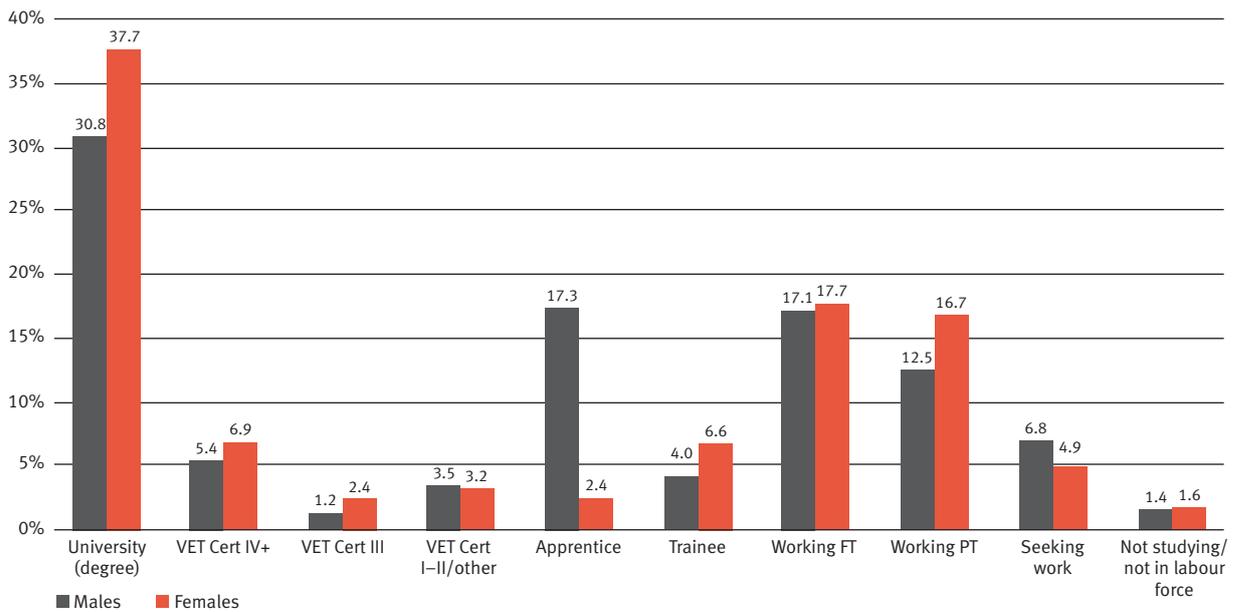
Table 2.2 Main destinations of Year 12 completers, by sex, Queensland 2008

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

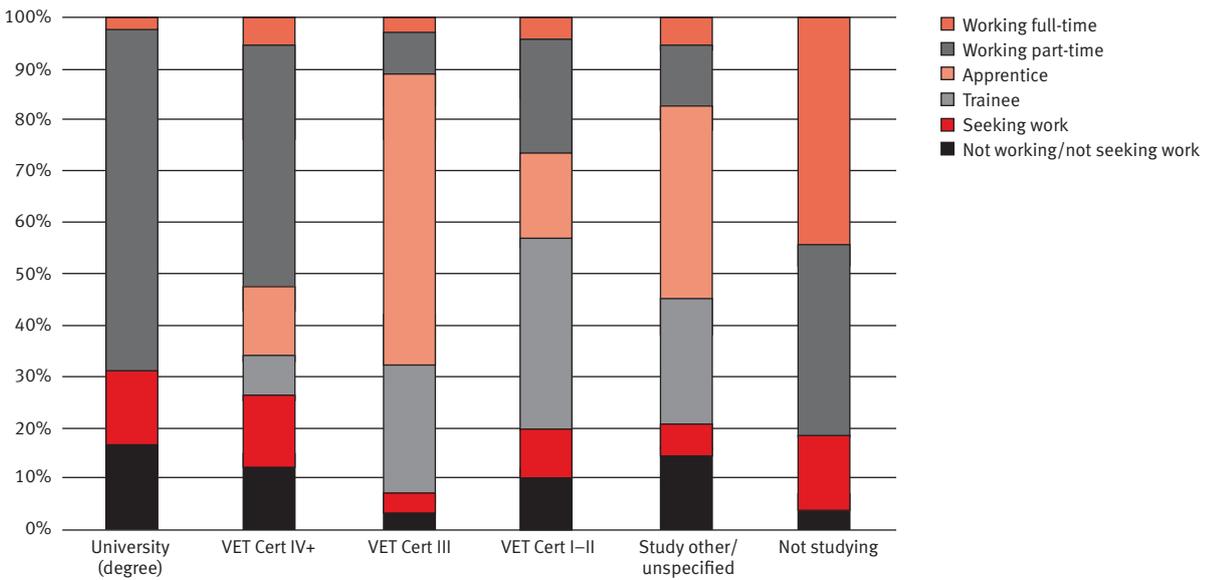
percentages are expressed as a proportion of responding Year 12 graduates. These are not, therefore, comparable to labour market statistics on participation or unemployment, which are expressed as a proportion of the entire relevant age cohort, and which exclude those not in the labour force.

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

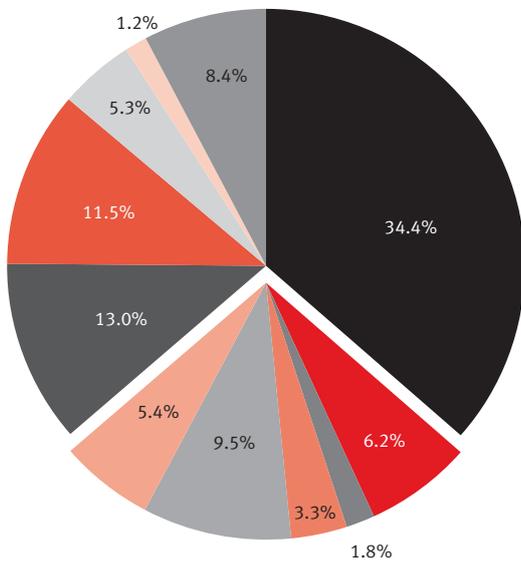


Deferring study

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

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.

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



- University (degree) 34.4%
 - VET Cert IV+ 6.2%
 - VET Cert III 1.8%
 - VET Cert I-II/other 3.3%
 - Apprentice 9.5%
 - Trainee 5.4%
 - Working full-time 13.0%
 - Working part-time 11.5%
 - Seeking work 5.3%
 - Not studying/not in labour force 1.2%
 - Deferred 8.4%
- } VET total 26.2%

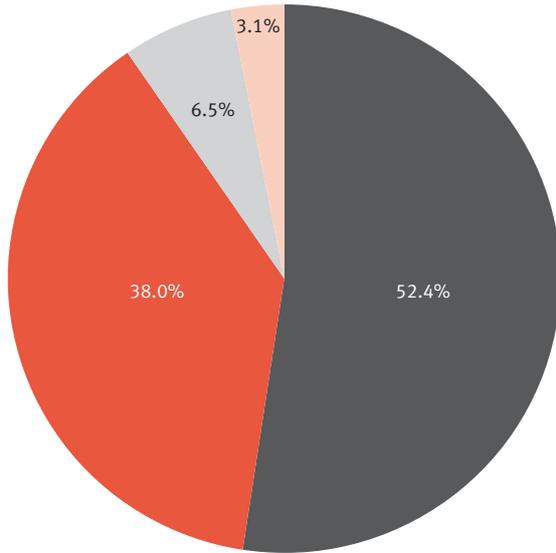
Table 2.4 reports rates of deferral by some key characteristics. Overall, in keeping with the greater likelihood of females entering degree-level programs at university, females were more likely to defer than males (10.4 per cent compared to 6.2 per cent). Indigenous Year 12 graduates were less likely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

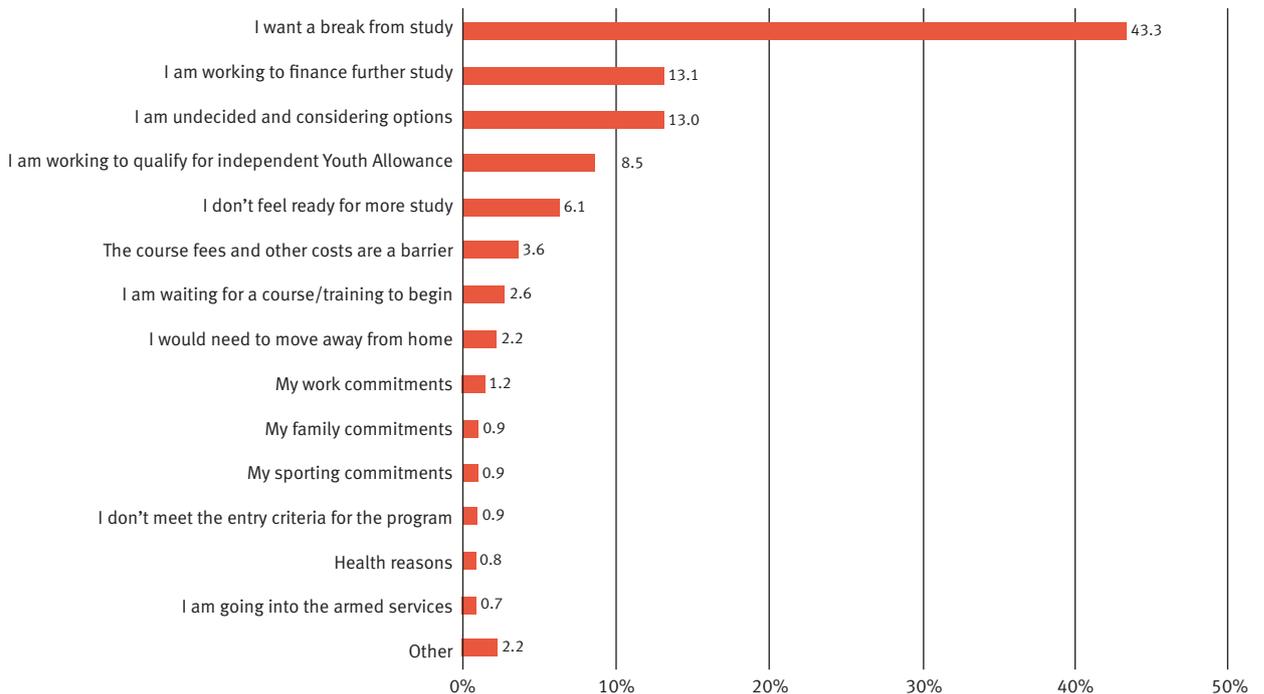


■ Working full-time 52.4%
 ■ Working part-time 38.0%
 ■ Seeking work 6.5%
 ■ Not studying/not in labour force 3.1%

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 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.

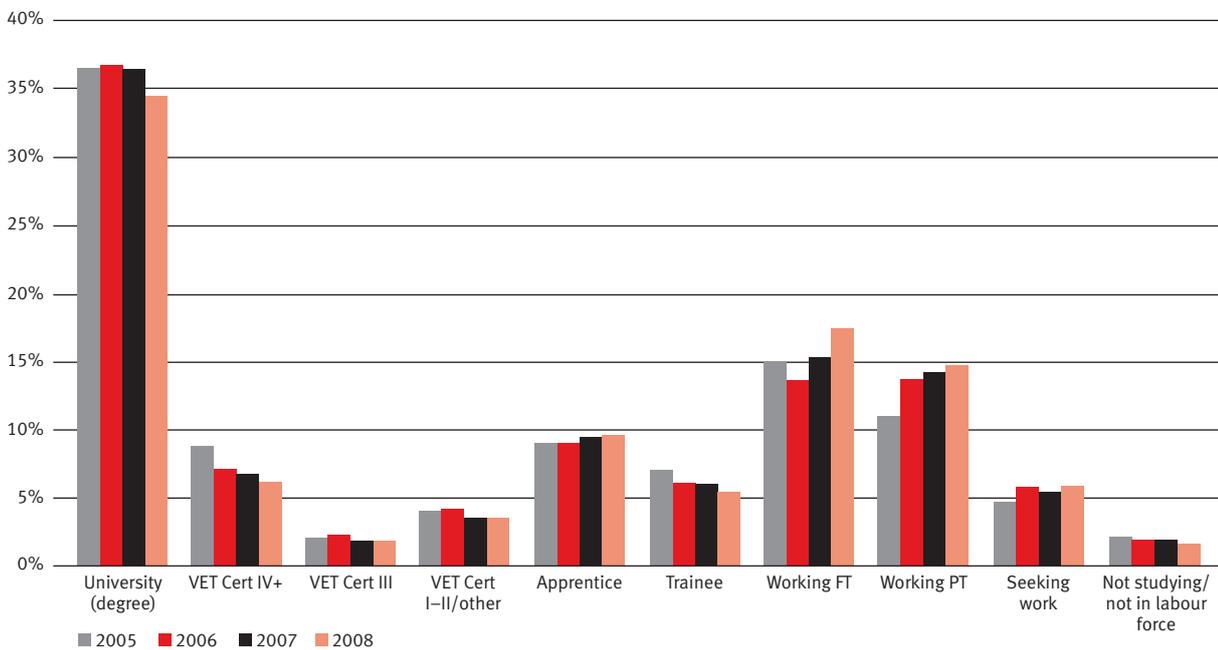
Nevertheless, there appears to be a decrease in the proportion of Year 12 completers entering into some recognised form of education and training (65.3 per cent in 2006 to 60.6 per cent in 2008).

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.

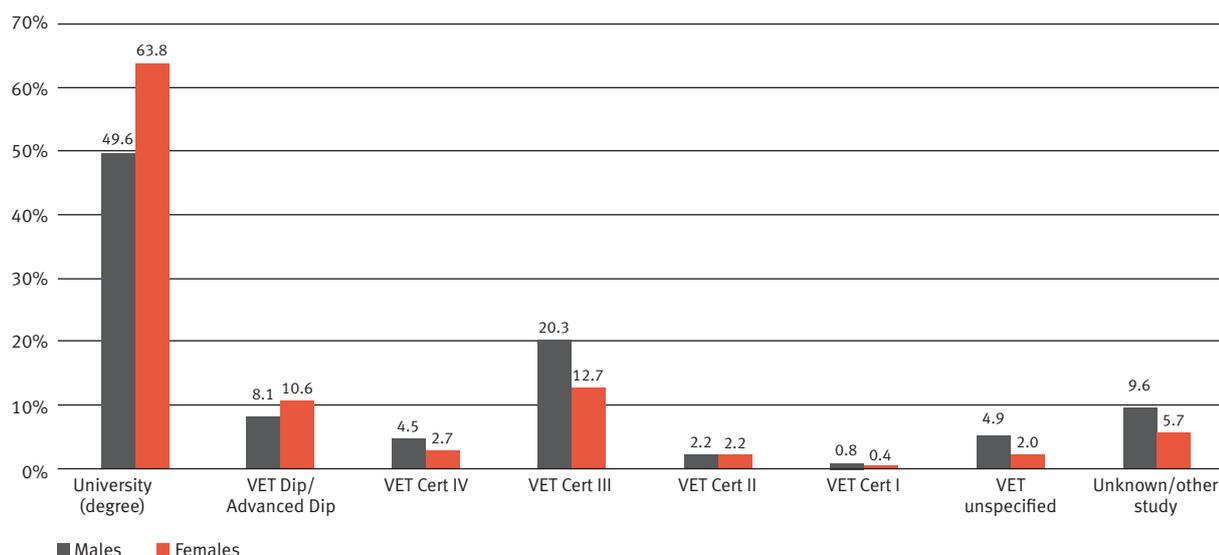
Table 3.1 and Figure 3.1 present in greater detail the study destinations of all male and female Year 12 completers in education or training, regardless of their 'main' destination as presented in Chapter 2.

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.

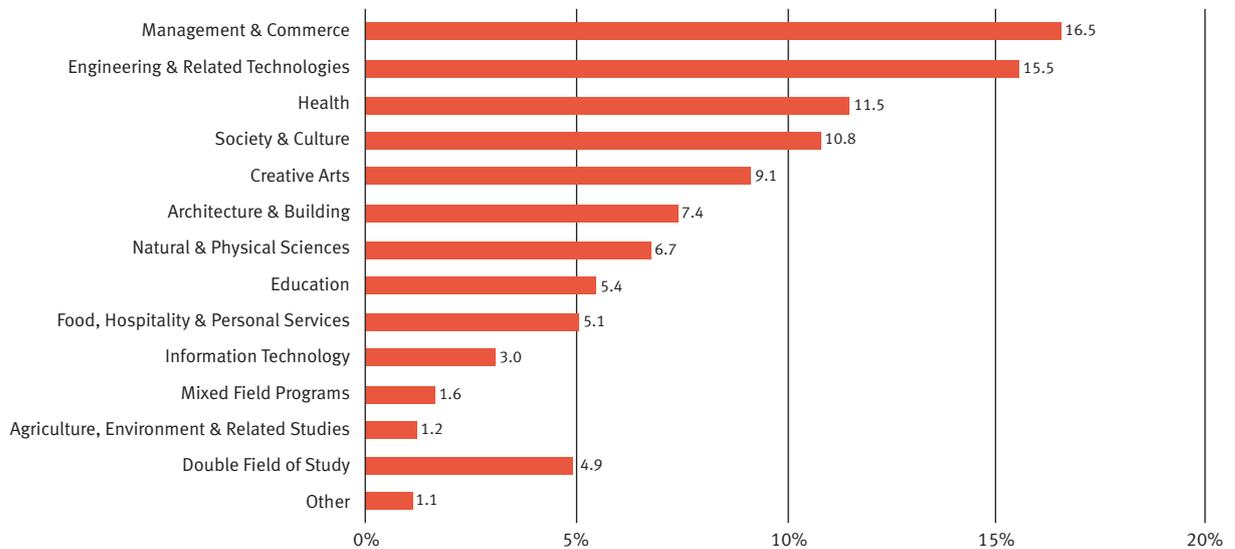
Table 3.4 reveals sex differences in students' choices in almost all study fields. Females were more likely than males to enrol in the fields of Management and Commerce, Health, Society and Culture, Creative Arts, Education and Food, Hospitality and Personal Services.

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

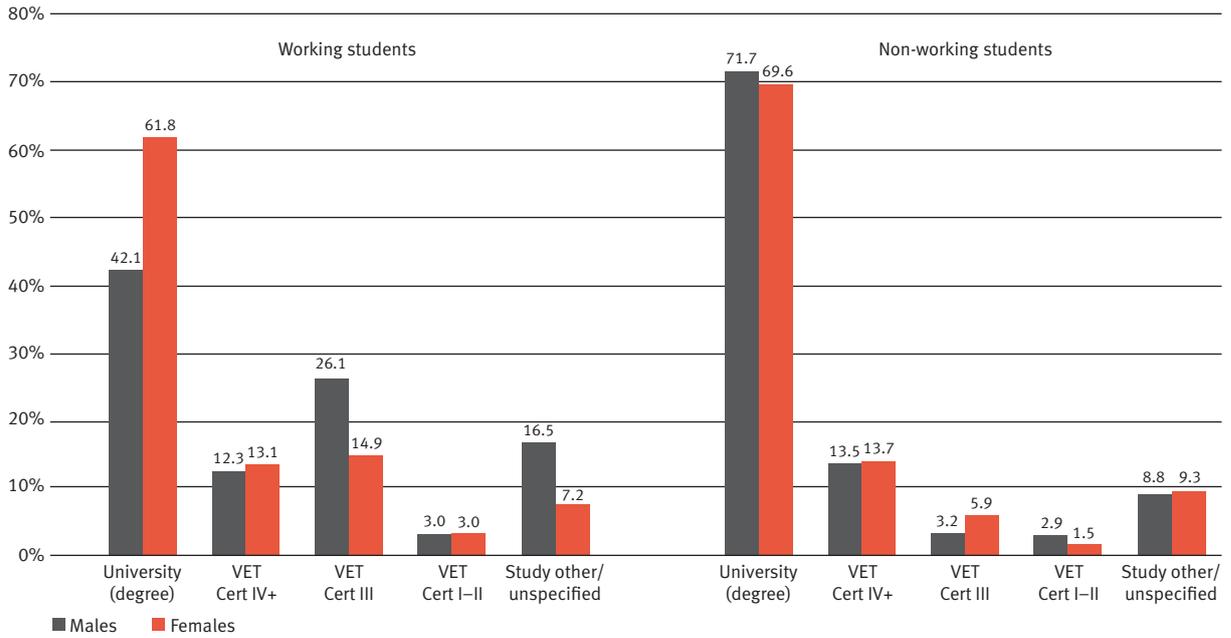


Table 3.9 compares the study load of both working and non-working students. Predictably, 94.9 per cent of part-time students were combining study with some form of employment. Interestingly though, this phenomenon is also common among full-time students with two-thirds (67.5 per cent) combining study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