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nextstep

2009

A report on the
destinations of Year 12
completers from 2008
in Queensland

Darling Downs-South West Regional Report



Next Step 2009

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destinations of Year 12
completers from 2008**

Darling Downs-South West



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Education Queensland

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Glossary

ABS	Australian Bureau of Statistics - The central statistical authority for the Australian Government. The ABS provides the official national source of statistics for use by the government and the community.
AQF	The Australian Qualifications Framework (commonly known as the AQF) is a unified system of national qualifications in schools, vocational education and training (TAFEs and private providers) and the higher education sector (mainly universities).
ARIA	Accessibility/Remoteness Index of Australia – ARIA measures remoteness in terms of access along the road network from 11 340 populated localities to four categories of services centres.
ASGC	The Australian Standard Geographical Classification (ASGC) is a hierarchical geographical classification, defined by the Australian Bureau of Statistics (ABS), which is used in the collection and dissemination of official statistics. The ASGC provides a common framework of statistical geography and thereby enables the production of statistics which are comparable and can be spatially integrated.
CATI	Computer-Assisted Telephone Interviewing - A type of telephone interviewing in which the interviewer keys in answers to questions as they are received onto a data entry keyboard.
DET	Department of Education and Training
FT	Full-time
Full-time work	The ABS definition of an employed person who usually works 35 hours or more a week (in all jobs).
IBD	The International Baccalaureate Diploma Programme is a two-year international curriculum resulting in a qualification that is widely recognised by the world's leading universities. In order to be awarded the IBD, a student must meet defined standards and conditions set out by the International Baccalaureate Organisation. For further information regarding IBDs go to The International Baccalaureate Organisation website: www.ibo.org/diploma/
Indigenous	Refers to people who identified themselves as being of Aboriginal and/or Torres Strait Islander origin.
LBOTE	Language Background Other Than English is now used nationally in preference to 'Non-English Speaking Background' (NESB). For the purpose of this report international VISA students have been excluded from this category.
NILF	Not In the Labour Force – Refers to people who are not working and not looking for work



OGS	Office of the Government Statistician - The Office of the Government Statistician is the Queensland Government's lead statistical agency, and regularly conducts surveys with individuals, households and businesses to collect official statistics about issues of interest to Government and to people in Queensland.
OP	Overall Positions provide a statewide ranking of students based on achievement in Queensland Studies Authority subjects studied for the Queensland Certificate of Education. 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.
PT	Part-time
Part-time work	The ABS definition of an employed person who usually works less than 35 hours a week (in all jobs).
QCE	Queensland Certificate of Education – The QCE is Queensland's senior school qualification, which is awarded to eligible students usually at the end of Year 12. The QCE recognises broad learning options and offers flexibility in what, where and when learning occurs. For further information regarding the QCE go to the Queensland Studies Authority website www.qsa.qld.edu.au
QCIA	Queensland Certificate of Individual Achievement - This certificate recognises the schooling achievements of students who have impairments or difficulties in learning. Before 2008, the certificate was known as the Certificate of Post-Compulsory School Education. For further information regarding the QCIA go to the Queensland Studies Authority website www.qsa.qld.edu.au
QSA	Queensland Studies Authority - The Queensland agency responsible for syllabus development, assessment and the transition to tertiary education and post-school destinations for Queensland students from preschool to Year 12.
Regional Queensland	Includes all ABS Statistical Divisions except Brisbane, Gold Coast, Sunshine Coast and West Moreton. See Appendix 2, Figure A2A.
SAT	School-based apprenticeships and traineeships allow high school students - typically those in Years 11 and 12 - to undertake a training qualification and work with an employer as a paid employee while studying for their senior statement.
SD	Statistical Division – A Statistical Division (SD) is an Australian Standard Geographical Classification (ASGC) defined area which represents a large, general purpose, regional type geographic area. SDs represent relatively homogeneous regions characterised by identifiable social and economic links between the inhabitants and between the economic units within the region, under the unifying influence of one or more major towns or cities.



SEIFA	Socio-Economic Indexes for Areas have been developed as way of assessing socio-economic status across the population. SEIFA enables areas in Australia to be ranked according to four different indexes. One of these is the Index of Relative Socio-economic Disadvantage (IRSED). IRSED scores provide a method of determining and comparing levels of social and economic disadvantage in given areas at a given point in time.
SES	Socioeconomic status - A relative position in the community as determined by occupation, income and amount of education.
South-East Queensland	Includes the ABS Statistical Divisions of Brisbane, Gold Coast, Sunshine Coast and West Moreton. See Appendix 2, FigureA2B.
SSD	The Statistical Subdivision (SSD) is an Australian Standard Geographical Classification (ASGC) defined area which represents an intermediate level, general purpose, regional type geographic unit. SSDs consist of one or more Statistical Local Areas (SLAs) and cover, in aggregate, the whole of Australia without gaps or overlaps.
TAFE	Technical and Further Education - A publicly-funded post-secondary organisation that provides a range of technical and vocational education and training courses and other programs
VET	Vocational Education and Training - Post-compulsory education and training, excluding degree and higher level programs delivered by further education institutions, which provides people with occupational or work-related knowledge and skills. VET also includes programs which provide the basis for subsequent vocational programs.



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 system personnel 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.

Methodology

The *Next Step* 2009 survey was conducted by the Department of Education and Training through the Office of the Government Statistician (OGS), in accordance with the privacy provisions of the *Statistical Returns Act 1896*.

The survey targeted all students who completed Year 12 and gained a Senior Statement in 2008, 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 30 March and 6 May 2009, 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.

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 34 902 completed surveys were received. Of these, 148 were completed by returned mail and 34 754 by CATI.



Regional reports are based on statistical divisions used by the Australian Bureau of Statistics.

The response rate for this region – Darling Downs-South West – was 83.4 per cent.

Please note that some survey participants did not provide information for particular survey questions. As a result, the number of responses shown in some tables may not reflect the totals reported for the main destinations appearing in Table 2.

Students were allocated to this region on the basis of the location of the school they attended in 2008. These data are shown in the Appendix (Table A2A).



Main Findings

At the time of the survey:

Destinations

- More than nine in ten (91.3 per cent) Year 12 completers in this region were studying or in paid employment. (Figure 1)
- One half (51.3 per cent) continued in some recognised form of education and training in the year after they left school. (Figure 1)
- Nearly a quarter were undertaking a university degree (23.1 per cent). (Figure 1)
- Over a quarter (28.3 per cent) were studying vocational education and training (VET). (Figure 1)
- Four in ten of the campus-based VET students were studying at Certificate IV level or higher (3.9 per cent of Year 12 completers overall). (Figure 1)
- One in six (18.2 per cent) were undertaking employment-based training, either as an apprentice (11.7 per cent) or trainee (6.5 per cent). (Figure 1)
- In addition to the above study destinations, a further 13.5 per cent of Year 12 graduates from this region deferred a tertiary offer in 2009 (deferrers are shown in Figure 1 in their actual current destination and in Figure 3 as deferrers).
- Nearly one half (48.7 per cent) did not enter post-school education or training and were either employed (39.9 per cent), looking for work (7.0 per cent) or neither working, seeking work or studying (1.7 per cent). (Figure 1)

Learning: education and training destinations

Amongst the 51.3 per cent of Year 12 completers continuing in some form of education or training the most common fields of study were Engineering and Related Technologies, Management and Commerce (e.g. Business, Tourism), Health and Society and Culture (e.g. Arts, Law). (Table 4)

The Southern Queensland Institute of TAFE, University of Southern Queensland, University of Queensland and Private Training Colleges were the four tertiary institutions most commonly entered by Year 12 completers, accounting for seven in ten of Year 12 completers (70.7 per cent) in post-school education and training destinations. (Table 5)

Earning: employment destinations

Of those Year 12 graduates working, more than four in ten were in part-time employment (44.7 per cent), while 31.2 per cent were in full-time employment, 15.5 per cent were apprentices and 8.6 per cent were trainees. (Table 6)

Over four in ten of all Year 12 completers in employment (44.8 per cent) were working in just three occupational groups — Sales Assistants, Clerks, Receptionists and Secretaries and Food Handlers. Sales Assistants were the most common occupational group (26.6 per cent), with the next most common being Clerks, Receptionists and Secretaries (9.4 per cent), followed by Food Handlers (8.9 per cent). (Table 7)



Not learning or earning

The survey identified 7.0 per cent of Year 12 graduates who were seeking work. (Figure 1)

A further 1.7 per cent of Year 12 completers were neither studying nor seeking work. This group includes those with a disability or health condition, and those travelling or waiting for their course to commence. (Figure 1)

The most common main reasons given for not continuing in study were that young people wanted a break from study (for example to travel), were undecided and considering their options and were not interested in further study. (Table 9)

Different people, different pathways

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

Sex

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

- Females were more likely than males to enter a university degree course (26.1 per cent compared to 19.8 per cent of males), and more likely to enrol in campus-based VET programs (12.3 per cent compared to 7.6 per cent of males). (Table 2)
- Males were nine times as likely as females to enter an apprenticeship, while females were twice as likely to commence a traineeship. (Table 2)
- Females were more than four times as likely to study in the field of Health, three times as likely to study Education and twice as likely to study in the field of Society and Culture, Management and Commerce and Food, Hospitality and Personal Services. (Table 4)
- Males were fifteen times as likely as females to enrol in Engineering and Related Technologies courses, thirteen times as likely to enrol in Architecture and Building courses and nine times as likely to study Information Technology. (Table 4)
- Females were more likely than males to be working in part-time jobs (54.8 per cent compared to 33.5 per cent), and just as likely to be working in full-time jobs (31.0 per cent compared to 31.4 per cent of males). (Table 6)

VET students in schools

Over one half of Year 12 graduates in this region left school with a VET qualification (53.9 per cent), while 21.4 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 (13.7 per cent compared to 34.0 per cent). However, they had higher rates of transition to employment-based training (24.3 per cent compared to 11.1 per cent). They were also more likely to enter employment with no further education and training (42.0 per cent compared to 37.5 per cent). (Table 12)

School-based apprentices and trainees were more than three times as likely to undertake apprenticeships and traineeships after school as other Year 12 completers (42.4 per cent compared to 11.6 per cent). (Table 13)



Overall Position/International Baccalaureate Diploma (OP/IBD)

Of those awarded an OP or an IBD, over one half (55.9 per cent) of Year 12 completers entered into further education with university being the main destination (36.1 per cent). However, the survey showed that those not awarded an OP or an IBD had a higher rate of transition into employment-based training (29.4 per cent compared to 11.5 per cent) yet just as likely to enter employment without further education and training (41.1 per cent compared to 39.2 per cent). (Table 14)

Those not awarded an OP or an IBD were also three times as likely to be seeking work as those awarded an OP or an IBD (12.2 per cent compared to 3.9 per cent). (Table 14)

Disability

The survey was not able to identify students with a disability, but did include those who were awarded a Queensland Certificate of Individual Achievement (QCIA), which is intended for students with an impairment or difficulties in learning that are not primarily due to socioeconomic, cultural and/or linguistic factors.

Among Year 12 completers of this region, only 1.2 per cent (27 respondents) identified themselves as achieving a QCIA. Of these 27 respondents, seven entered VET Cert I-II, three respondents entered part-time work, three entered full-time work, eight respondents are seeking work and six respondents are not studying nor in the labour force. (Table 15)

Queensland Certificate of Education (QCE)

Over three quarters (77.7 per cent) of Year 12 completers received a QCE. Those with a QCE were more likely to enrol in a university degree course than others (28.7 per cent compared to 3.5 per cent). However, those not awarded a QCE were more likely to enter employment-based training (24.6 per cent compared to 16.4 per cent) and just as likely to enter employment with no further education and training (39.8 per cent compared to 40.0 per cent).

Those not awarded a QCE were also twice as likely to be seeking work as those awarded a QCE (13.8 per cent compared to 5.1 per cent). (Table 16)

Indigenous

Indigenous Year 12 completers were less likely than their non-Indigenous peers to enrol at university (10.8 per cent compared to 23.4 per cent). Nonetheless, 7 Indigenous young people who completed the survey commenced university studies in 2009. (Table 17)

Indigenous students were less likely to be an apprentice or trainee (10.8 per cent compared to 18.5 per cent) and less likely to have a main destination of working (29.2 per cent compared to 40.3 per cent). (Table 17)

Indigenous Year 12 completers were more likely than their non-Indigenous counterparts to enrol in campus-based VET courses (26.2 per cent compared to 9.5 per cent). (Table 17)

Indigenous Year 12 completers were also more likely to be seeking work than their non-Indigenous peers (13.8 per cent compared to 6.8 per cent). (Table 17)

Language background other than English (LBOTE)

LBOTE students were more likely to enrol at university (50.0 per cent compared to 22.4 per cent) and more likely to enter VET Cert IV level and above (8.8 per cent compared to 3.9 per cent). (Table 18)



LBOTE students were less likely to be in employment-based training (8.8 per cent compared to 18.4 per cent). They were also less likely to enter employment without further education and training (26.5 per cent compared to 40.4 per cent). (Table 18)

Socioeconomic status

Transition to post-school education and training was strongly associated with socioeconomic status (SES), increasing consistently from 48.0 per cent for the lowest SES quartile to 59.6 per cent for the second highest SES quartile. Those from the highest SES quartile defied the trend with only 51.4 per cent entering post-school education and training. (Table 19)

Regional comparisons

Year 12 completers in Darling Downs-South West Region had similar post-schooling destinations to Regional Queensland Year 12 completers while there were strong differences to statewide. Those from Darling Downs-South West Region were less likely than statewide to enter university, but were more likely to enter employment-based training and more likely to enter employment with no further education and training. (Figure 2)

Year 12 completers not in education or training in Darling Downs-South West Region had varied employment destinations to Regional Queensland and statewide Year 12 completers. Those from the Darling Downs-South West Region were less likely to be not in the labour force, seeking work and working part-time than those from regional Queensland and statewide, however, they were more likely to be working full-time. (Figure 5)

The occupations and industry categories of Year 12 completers in Darling Downs-South West Region also showed difference when compared to those of Year 12 completers statewide. Those from the Darling Downs-South West Region were less likely to be Sales Assistants and Food Handlers than those from statewide, however, were more likely to be Gardeners, Farmers, and Animal Workers, Building and Construction Skilled Workers and Labourers. (Table 7)

This is also reflected in the different industries of Year 12 completers in the Darling Down-South West Region. Those from Darling Downs -South West Region were less likely to enter in to Retail and Accommodation and Food Services than other Year 12 completers but were more likely to enter in to industries such as Construction and Agriculture, Forestry and Fishing. (Table 8)

The main reasons given for not studying by Darling Downs-South West Region Year 12 completers resemble those of Regional Queensland and statewide. (Table 10)

Darling Downs-South West Region Year 12 completers who were not learning, not earning and not seeking work show strong differences in main reasons for not seeking work than to those of Regional Queensland and statewide. Those from the Darling Downs-South West Region were less likely than Regional Queensland to have accepted a job that starts later, were less likely than Regional Queensland and statewide to be travelling, yet Health was twice as likely to be the main reason than those from Regional Queensland and statewide. (Table 11)

Comparisons over time

Comparisons between the destinations of Year 12 graduates from Darling Downs-South West Region for the years 2005, 2006, 2007, 2008 and 2009 reveal significant changes and strong emerging trends. The 2009 data when compared to the 2008 data show an increase in working part-time and decreases in the destinations of university and working full-time.

Emerging trends reveal a yearly decrease in university entries with the biggest yearly decrease occurring in 2009. Trainees are emerging as a declining trend however Working part-time work and seeking work both show yearly increases as main destinations

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





Main destinations

All respondents were categorised into their main destination, as outlined in Table 1. Tertiary students are assigned to the study categories regardless of their labour force status (i.e. they may also be working or even looking for work).

Table 1 Main Destination Categorisations, Next Step 2009

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

*Some respondents are also in the labour market



Figure 1 Main destinations of Year 12 completers, Darling Downs-South West, 2009

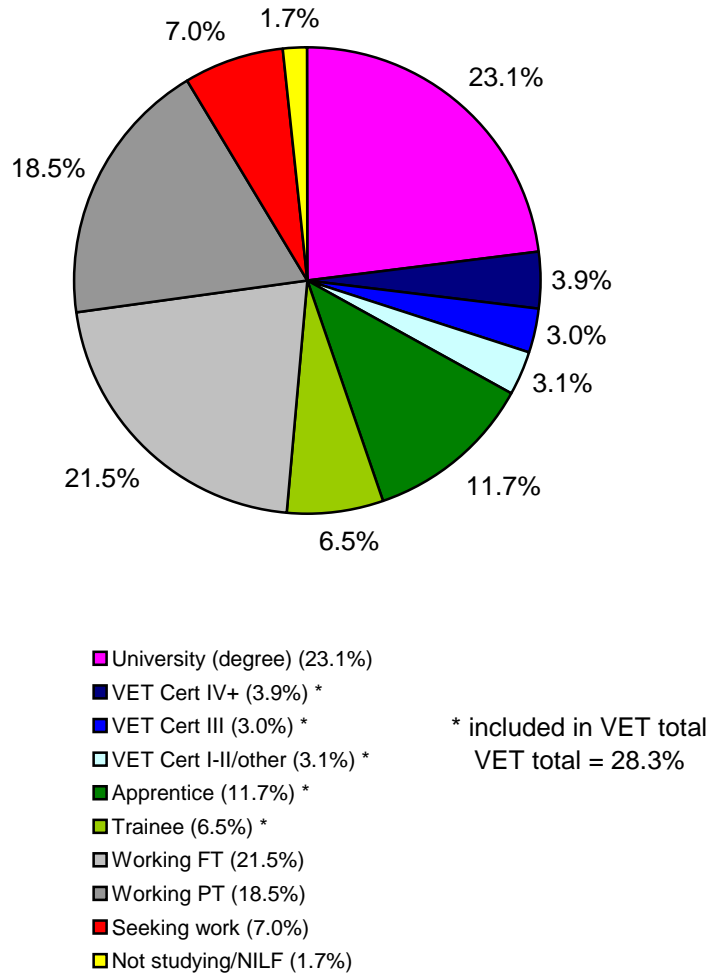




Table 2 Main destinations of Year 12 completers, by sex, Darling Downs-South West, 2009

<i>Main Destination</i>	<i>Males</i>		<i>Females</i>		<i>Total</i>	
	<i>no.</i>	<i>%</i>	<i>no.</i>	<i>%</i>	<i>no.</i>	<i>%</i>
University (degree)	216	19.8	309	26.1	525	23.1
VET Cert IV+ *	30	2.7	59	5.0	89	3.9
VET Cert III *	18	1.6	51	4.3	69	3.0
VET Cert I-II/other *	35	3.2	35	3.0	70	3.1
Apprentice *	240	22.0	27	2.3	267	11.7
Trainee *	48	4.4	100	8.5	148	6.5
Working FT	234	21.4	255	21.6	489	21.5
Working PT	163	14.9	257	21.7	420	18.5
Seeking work	89	8.1	71	6.0	160	7.0
Not studying/NILF	20	1.8	19	1.6	39	1.7
<i>Total VET</i>	<i>371</i>	<i>33.9</i>	<i>272</i>	<i>23.0</i>	<i>643</i>	<i>28.3</i>
Total	1 093	100.0	1 183	100.0	2 276	100.0

* Included in Total VET



Figure 2 Main destinations of Year 12 completers, Darling Downs-South West, Regional Queensland and Queensland, 2009

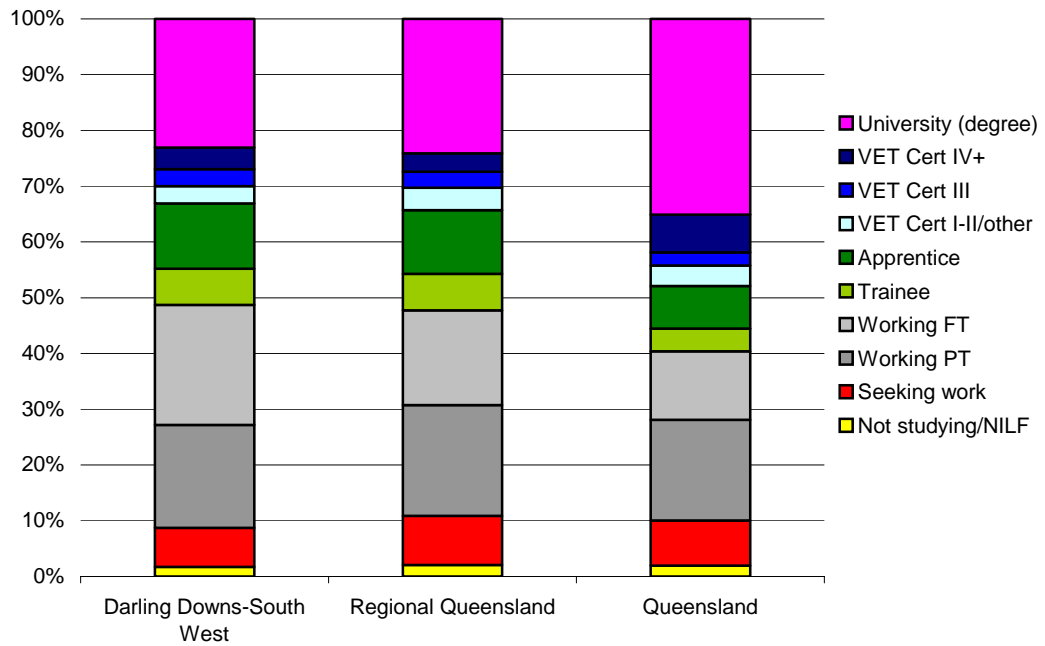


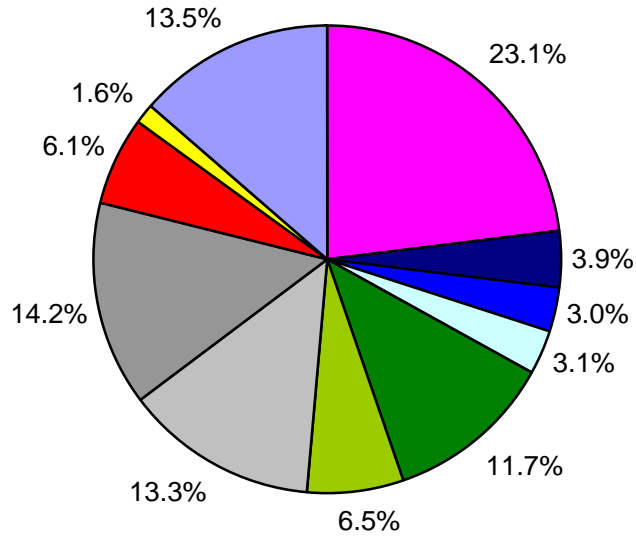
Table 3 Study and labour force destinations of Year 12 completers, Darling Downs-South West, 2009

		<i>Uni degree</i>	<i>VET Cert IV+</i>	<i>VET Cert III</i>	<i>VET Cert I-II</i>	<i>Study other/unspecified</i>	<i>Not studying</i>	<i>Total</i>
Working full-time	<i>no.</i>	14	10	14	2	8	489	537
	<i>%</i>	2.7	7.9	4.2	3.9	6.0	44.1	23.6
Working part-time	<i>no.</i>	249	45	30	12	12	420	768
	<i>%</i>	47.4	35.4	9.0	23.5	9.0	37.9	33.7
Apprentice	<i>no.</i>	0	19	184	8	56	0	267
	<i>%</i>	0.0	15.0	55.4	15.7	42.1	0.0	11.7
Trainee	<i>no.</i>	0	19	79	17	33	0	148
	<i>%</i>	0.0	15.0	23.8	33.3	24.8	0.0	6.5
Seeking work	<i>no.</i>	102	15	17	10	8	160	312
	<i>%</i>	19.4	11.8	5.1	19.6	6.0	14.4	13.7
Not working/not seeking work	<i>no.</i>	160	19	8	2	16	39	244
	<i>%</i>	30.5	15.0	2.4	3.9	12.0	3.5	10.7
Total	<i>no.</i>	525	127	332	51	133	1 108	2 276
	<i>%</i>	100.0	100.0	100.0	100.0	100.0	100.0	100.0



Figure 3

Main destinations of Year 12 completers, with deferrals identified, Darling Downs-South West, 2009



- University (degree) (23.1%)
- VET Cert IV+ (3.9%) *
- VET Cert III (3.0%) *
- VET Cert I-II/other (3.1%) *
- Apprentice (11.7%) *
- Trainee (6.5%) *
- Working Full-time (13.3%)
- Working Part-time (14.2%)
- Seeking work (6.1%)
- Not studing/not in labour force (1.6%)
- Deferred (13.5%)

* included in VET total
VET total = 28.3%



Figure 4 Comparison of main destinations of Year 12 completers, Darling Downs-South West, 2005 - 2009

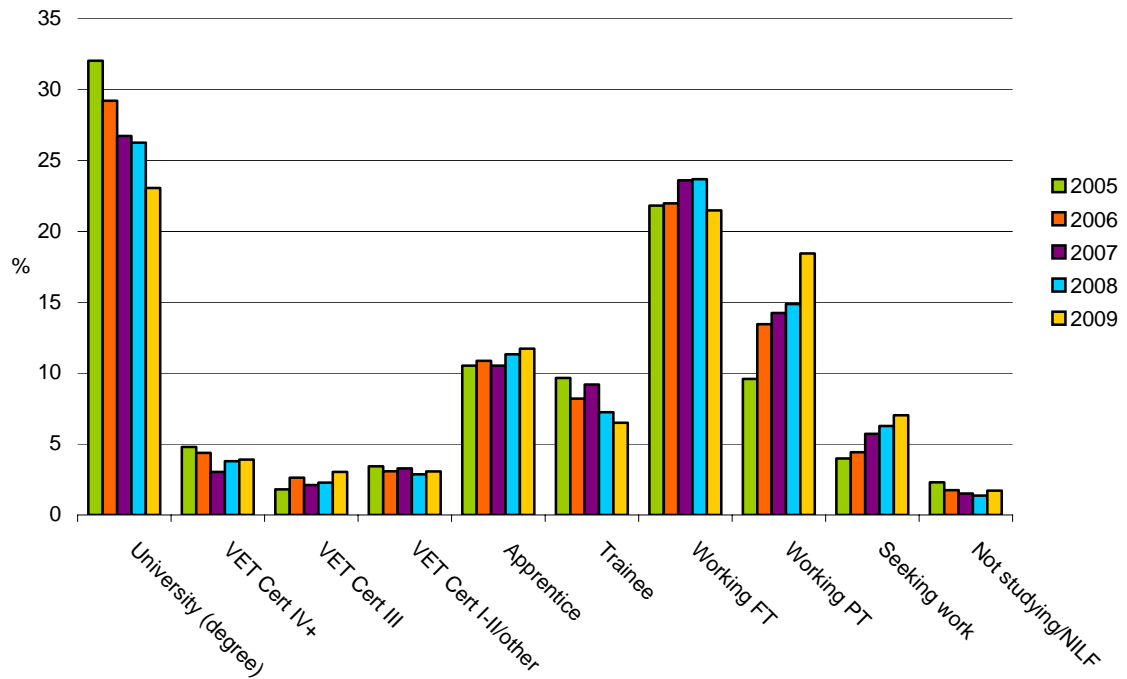


Table 4 Field of study of Year 12 completers, by sex, Darling Downs-South West, 2009

<i>Field of Study</i>	<i>Males</i> %	<i>Females</i> %	<i>Total</i> %
Engineering & Related Technologies	35.0	2.3	18.6
Management & Commerce	8.1	18.6	13.3
Health	4.6	19.6	12.1
Society & Culture	5.3	15.1	10.2
Architecture & Building	16.3	1.2	8.7
Creative Arts	6.1	8.5	7.3
Food, Hospitality & Personal Services	4.2	9.7	7.0
Education	2.5	8.3	5.4
Natural & Physical Sciences	3.7	4.7	4.2
Double Field of Study	2.8	5.4	4.1
Information Technology	4.7	0.5	2.6
Agriculture, Environmental & Related Studies	2.3	2.1	2.2
Mixed Field Programs	0.9	0.9	0.9
Year 12/Senior/Student Exchange	0.5	1.2	0.9
Defence Force Study	1.1	0.2	0.6
Other	2.1	1.7	1.9
Total	100.0	100.0	100.0

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



Table 5 Post-school institutions of Year 12 completers, Darling Downs-South West, 2009

<i>Institution</i>	<i>no.</i>	<i>%</i>
Southern Queensland Institute of TAFE	297	25.9
University of Southern Queensland	243	21.2
University of Queensland	137	11.9
Private Training Colleges	134	11.7
Queensland University of Technology	57	5.0
Griffith University	35	3.1
Interstate Universities	28	2.4
Southbank Institute of TAFE	14	1.2
Brisbane North Institute of TAFE	11	1.0
Careers Australian Institute of Technology	11	1.0
Interstate TAFEs	11	1.0
Skills Tech Australia	11	1.0
Secondary Schools	11	1.0
James Cook University	10	0.9
Other Queensland TAFEs	10	0.9
University of the Sunshine Coast	9	0.8
Sunshine Institute of TAFE	7	0.6
Metropolitan South Institute of TAFE	7	0.6
Central Queensland Institute of TAFE	6	0.5
Qantm College	4	0.3
Bond University	4	0.3
Wide Bay Institute of TAFE	3	0.3
Gold Coast Institute of TAFE	3	0.3
Central Queensland University	3	0.3
Australian College of Natural Medicine	3	0.3
Australian Catholic University	2	0.2
The Bremer Institute of TAFE	2	0.2
Tropical North Institute of TAFE	1	0.1
Barrier Reef Institute of TAFE	1	0.1
Other	72	6.3
Total	1 147	100.0



Table 6 Work destinations of all Year 12 completers in employment, by sex, Darling Downs-South West, 2009

<i>Work Destination</i>	<i>Males</i>		<i>Females</i>		<i>Total</i>	
	<i>no.</i>	<i>%</i>	<i>no.</i>	<i>%</i>	<i>no.</i>	<i>%</i>
Apprentice	240	29.2	27	3.0	267	15.5
Trainee	48	5.8	100	11.1	148	8.6
Working full-time	258	31.4	279	31.0	537	31.2
Working part-time	275	33.5	493	54.8	768	44.7
Total	821	100.0	899	100.0	1 720	100.0

Figure 5 Main destinations of Year 12 completers not in education or training, Darling Downs-South West, Regional Queensland and Queensland, 2009

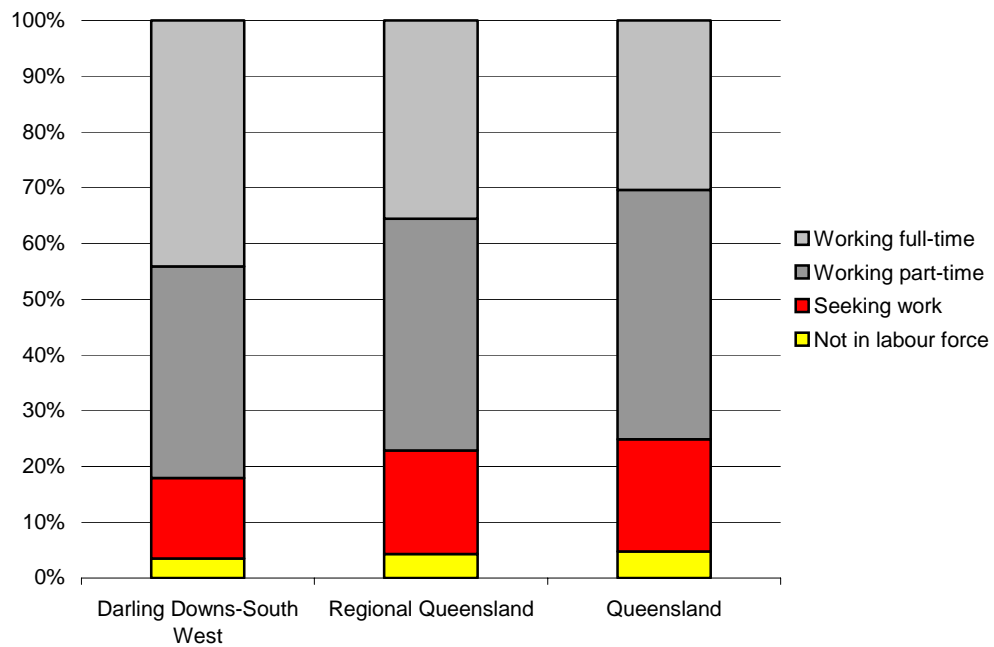




Table 7 Occupational groups of all Year 12 completers in employment, Darling Downs-South West and Queensland, 2009

<i>Occupational Group</i>	<i>no.</i>	<i>%</i>	<i>Qld %</i>
Sales Assistants	457	26.6	36.6
Clerks, Receptionists & Secretaries	161	9.4	7.6
Food Handlers	153	8.9	12.6
Gardeners, Farmers & Animal Workers	112	6.5	2.5
Building & Construction Skilled Workers	110	6.4	4.4
Labourers	106	6.2	3.9
Waiters	101	5.9	6.7
Child Care & Education-related Workers	86	5.0	3.8
Health, Fitness, Hair & Beauty Workers	75	4.4	3.9
Automotive Workers	49	2.8	1.6
Electrical & Electronics Trades	47	2.7	2.2
Metal & Engineering Trades	47	2.7	1.5
Food, Hospitality & Tourism	45	2.6	2.6
Accounting, Finance & Management	31	1.8	1.5
Government & Defence	28	1.6	1.3
Storepersons	28	1.6	2.0
Factory & Machine Workers	24	1.4	0.8
Cleaners	12	0.7	0.8
Engineering & Science-related Workers	12	0.7	0.5
Marketing & Sales Representatives	8	0.5	0.9
Computing & IT	7	0.4	0.6
Drivers & Transport	6	0.3	0.7
Media, the Arts & Printing	5	0.3	0.5
Social Welfare & Security	4	0.2	0.2
Pamphlet/Paper Delivery	0	0.0	0.1
Other	6	0.3	0.3
Total	1 720	100.0	100.0

Note: Occupational groups based on those used by the Commonwealth Dept of Employment and Workplace Relations.



Table 8 Industry categories of all Year 12 completers in employment, Darling Downs-South West and Queensland, 2009

<i>Industry Category</i>	<i>no.</i>	<i>%</i>	<i>Qld %</i>
Retail Trade	516	30.0	39.0
Accommodation & Food Services	305	17.7	22.6
Construction	155	9.0	6.9
Agriculture, Forestry & Fishing	126	7.3	2.3
Manufacturing	104	6.0	3.3
Health Care & Social Assistance	100	5.8	4.8
Public Administration & Safety	69	4.0	2.5
Education & Training	62	3.6	2.9
Other Services	51	3.0	2.5
Professional, Scientific & Technical Services	40	2.3	1.9
Arts & Recreation Services	39	2.3	3.2
Financial & Insurance Services	30	1.7	1.1
Administrative & Support Services	23	1.3	1.2
Transport, Postal & Warehousing	23	1.3	1.3
Electricity, Gas, Water & Waste Services	20	1.2	1.3
Wholesale Trade	17	1.0	0.7
Mining	14	0.8	0.7
Rental, Hiring & Real Estate Services	14	0.8	0.8
Information Media & Telecommunications	11	0.6	1.0
Other	1	0.1	0.1
Total	1 720	100.0	100.0



Table 9 Main reason of Year 12 completers for not studying, by sex, Darling Downs-South West, 2009

<i>Main Reason</i>	<i>Males</i> %	<i>Females</i> %	<i>Total</i> %
I want a break from study	17.2	25.6	21.8
I am undecided and considering options	15.6	20.1	18.1
I am not interested in further study	21.9	9.6	15.3
I am working to qualify for independent Youth Allowance	8.3	8.1	8.2
I am working to finance further study	6.9	8.5	7.8
I am waiting for the course/training to begin	6.3	4.3	5.2
The course fees and other costs are a barrier	4.5	5.8	5.2
I don't feel ready for more study	3.8	5.1	4.5
My work commitments	4.7	3.5	4.1
I would have to move away from home	1.6	2.7	2.2
I don't meet the entry criteria for the program	2.4	1.3	1.8
Because of disability	1.6	1.0	1.3
I am looking for an apprenticeship/traineeship	2.6	0.0	1.2
I am going into the armed services	1.8	0.5	1.1
My family commitments	0.0	0.7	0.4
My sporting commitments	0.2	0.3	0.3
Health reasons	0.0	0.3	0.2
I am going overseas to work	0.0	0.2	0.1
I have already finished studying	0.0	0.2	0.1
The costs of travel are a barrier	0.0	0.2	0.1
There is too much travel involved	0.0	0.2	0.1
Other	0.6	1.8	1.3
Total	100.0	100.0	100.0



Table 10 Main reason of Year 12 completers for not studying, Darling Downs-South West, Regional Queensland and Queensland, 2009

<i>Main Reason</i>	<i>%</i>	<i>Regional Queensland %</i>	<i>Qld %</i>
I want a break from study	21.8	19.5	22.3
I am undecided and considering options	18.1	19.7	20.4
I am not interested in further study	15.3	15.3	13.5
I am waiting for the course/training to begin	5.2	6.7	8.4
I am working to finance further study	7.8	8.2	7.0
I don't feel ready for more study	4.5	5.0	5.5
My work commitments	4.1	4.1	4.3
The course fees and other costs are a barrier	5.2	4.1	4.2
I am working to qualify for independent Youth Allowance	8.2	5.2	3.0
I don't meet the entry criteria for the program	1.8	2.3	2.8
I would have to move away from home	2.2	2.5	1.6
Because of disability	1.3	1.4	1.4
I am looking for an apprenticeship/traineeship	1.2	1.3	1.1
I am going into the armed services	1.1	1.0	1.0
My family commitments	0.4	0.6	0.7
I have already finished studying	0.1	0.3	0.4
My sporting commitments	0.3	0.2	0.3
Health reasons	0.2	0.2	0.3
There is too much travel involved	0.1	0.1	0.1
The costs of travel are a barrier	0.1	0.1	0.1
I am going overseas to work	0.1	0.1	0.1
I am looking for work	0.0	0.1	0.1
I am working to save money	0.0	0.0	0.0
Other	1.3	1.8	1.4
Total	100.0	100.0	100.0



Table 11 Main reason for not looking for work of Year 12 completers not learning, not earning and not seeking work, Darling Downs-South West, Regional Queensland and Queensland, 2009

<i>Main Reason</i>	<i>%</i>	<i>Regional Queensland %</i>	<i>Qld %</i>
I have accepted a job that starts later	18.4	23.6	16.7
Because of disability	15.8	14.8	14.2
Travel	5.3	9.2	13.0
Health reasons	26.3	12.7	11.1
My family commitments	7.9	8.7	10.4
My study commitments	2.6	5.2	6.5
My sporting commitments	0.0	3.1	5.1
I don't wish to work	2.6	2.6	3.9
I don't feel ready for paid employment	5.3	1.7	3.5
I have no financial need to work	0.0	1.7	2.1
I have been unsuccessful finding a job	0.0	0.4	1.5
Transport difficulties	0.0	1.7	0.9
Student exchange	0.0	0.0	0.3
Other	15.8	14.4	10.8
Total	100.0	100.0	100.0



**Table 12 Main destinations of Year 12 completers, by Year 12 strand (VET and non-VET)
Darling Downs-South West, 2009**

<i>Main Destination</i>	<i>VET Qualification</i>			
	<i>No</i>		<i>Yes</i>	
	<i>no.</i>	<i>%</i>	<i>no.</i>	<i>%</i>
University (degree)	357	34.0	168	13.7
VET Cert IV+ *	34	3.2	55	4.5
VET Cert III *	25	2.4	44	3.6
VET Cert I-II/other *	39	3.7	31	2.5
Apprentice *	50	4.8	217	17.7
Trainee *	67	6.4	81	6.6
Working FT	196	18.7	293	23.9
Working PT	198	18.9	222	18.1
Seeking work	64	6.1	96	7.8
Not studying/NILF	20	1.9	19	1.5
<i>Total VET</i>	<i>215</i>	<i>20.5</i>	<i>428</i>	<i>34.9</i>
Total	1 050	100.0	1 226	100.0

* Included in Total VET



Table 13 Main destinations of Year 12 completers, by school-based apprentices, Darling Downs-South West, 2009

<i>Main Destination</i>	<i>School-based apprentice or trainee (SAT)</i>			
	<i>No</i>		<i>Yes</i>	
	<i>no.</i>	<i>%</i>	<i>no.</i>	<i>%</i>
University (degree)	488	27.3	37	7.6
VET Cert IV+ *	75	4.2	14	2.9
VET Cert III *	55	3.1	14	2.9
VET Cert I-II/other *	62	3.5	8	1.6
Apprentice *	107	6.0	160	32.8
Trainee *	101	5.6	47	9.6
Working FT	379	21.2	110	22.5
Working PT	355	19.9	65	13.3
Seeking work	132	7.4	28	5.7
Not studying/NILF	34	1.9	5	1.0
<i>Total VET</i>	<i>400</i>	<i>22.4</i>	<i>243</i>	<i>49.8</i>
Total	1 788	100.0	488	100.0

* Included in Total VET



Table 14 Main destinations of Year 12 completers, by OP/IBD awarded, Darling Downs-South West, 2009

<i>Main Destination</i>	<i>OP/IBD awarded</i>			
	<i>No</i>		<i>Yes</i>	
	<i>no.</i>	<i>%</i>	<i>no.</i>	<i>%</i>
University (degree)	13	1.5	512	36.1
VET Cert IV+ *	32	3.7	57	4.0
VET Cert III *	46	5.4	23	1.6
VET Cert I-II/other *	33	3.8	37	2.6
Apprentice *	200	23.3	67	4.7
Trainee *	52	6.1	96	6.8
Working FT	183	21.3	306	21.6
Working PT	170	19.8	250	17.6
Seeking work	105	12.2	55	3.9
Not studying/NILF	24	2.8	15	1.1
<i>Total VET</i>	<i>363</i>	<i>42.3</i>	<i>280</i>	<i>19.7</i>
Total	858	100.0	1 418	100.0

* Included in Total VET



Table 15 Main destinations of Year 12 completers, by Year 12 Status – Queensland Certificate of Individual Achievement (QCIA), Darling Downs-South West, 2009

<i>Main Destination</i>	<i>QCIA</i>			
	<i>No</i>		<i>Yes</i>	
	<i>no.</i>	<i>%</i>	<i>no.</i>	<i>%</i>
University (degree)	525	23.3	0	0.0
VET Cert IV+ *	89	4.0	0	0.0
VET Cert III *	69	3.1	0	0.0
VET Cert I-II/other *	63	2.8	7	25.9
Apprentice *	267	11.9	0	0.0
Trainee *	148	6.6	0	0.0
Working FT	486	21.6	3	11.1
Working PT	417	18.5	3	11.1
Seeking work	152	6.8	8	29.6
Not studying/NILF	33	1.5	6	22.2
<i>Total VET</i>	636	28.3	7	25.9
Total	2 249	100.0	27	100.0

* Included in Total VET



Table 16 Main destinations of Year 12 completers, by Year 12 Status – Queensland Certificate of Education (QCE), Darling Downs-South West, 2009

<i>Main Destination</i>	<i>QCE</i>			
	<i>No</i>		<i>Yes</i>	
	<i>no.</i>	<i>%</i>	<i>no.</i>	<i>%</i>
University (degree)	18	3.5	507	28.7
VET Cert IV+ *	22	4.3	67	3.8
VET Cert III *	22	4.3	47	2.7
VET Cert I-II/other *	29	5.7	41	2.3
Apprentice *	85	16.7	182	10.3
Trainee *	40	7.9	108	6.1
Working FT	85	16.7	404	22.9
Working PT	117	23.0	303	17.1
Seeking work	70	13.8	90	5.1
Not studying/NILF	20	3.9	19	1.1
<i>Total VET</i>	<i>198</i>	<i>39.0</i>	<i>445</i>	<i>25.2</i>
Total	508	100.0	1 768	100.0

* Included in Total VET



Table 17 Main destinations of Year 12 completers, by Indigenous Status, Darling Downs-South West, 2009

<i>Main Destination</i>	<i>Non-Indigenous</i>		<i>Indigenous</i>	
	<i>no.</i>	<i>%</i>	<i>no.</i>	<i>%</i>
University (degree)	518	23.4	7	10.8
VET Cert IV+ *	85	3.8	4	6.2
VET Cert III *	62	2.8	7	10.8
VET Cert I-II/other *	64	2.9	6	9.2
Apprentice *	264	11.9	3	4.6
Trainee *	144	6.5	4	6.2
Working FT	481	21.8	8	12.3
Working PT	409	18.5	11	16.9
Seeking work	151	6.8	9	13.8
Not studying/NILF	33	1.5	6	9.2
<i>Total VET</i>	<i>619</i>	<i>28.0</i>	<i>24</i>	<i>36.9</i>
Total	2 211	100.0	65	100.0

* Included in Total VET



Table 18 Main destinations of Year 12 completers, by Language Background, Darling Downs-South West, 2009

<i>Main Destination</i>	<i>LBOTE</i>			
	<i>No</i>		<i>Yes</i>	
	<i>no.</i>	<i>%</i>	<i>no.</i>	<i>%</i>
University (degree)	499	22.4	17	50.0
VET Cert IV+ *	86	3.9	3	8.8
VET Cert III *	69	3.1	0	0.0
VET Cert I-II/other *	69	3.1	0	0.0
Apprentice *	263	11.8	3	8.8
Trainee *	148	6.6	0	0.0
Working FT	487	21.8	2	5.9
Working PT	413	18.5	7	20.6
Seeking work	158	7.1	2	5.9
Not studying/NILF	38	1.7	0	0.0
Total VET	635	28.5	6	17.6
Total	2 230	100.0	34	100.0

* Included in Total VET



Table 19 Main destinations of Year 12 completers, by socioeconomic status, Darling Downs-South West, 2009

<i>Main Destination</i>	<i>Lowest SES quartile</i>		<i>Second lowest SES quartile</i>		<i>Second highest SES quartile</i>		<i>Highest SES quartile</i>	
	<i>no.</i>	<i>%</i>	<i>no.</i>	<i>%</i>	<i>no.</i>	<i>%</i>	<i>no.</i>	<i>%</i>
University (degree)	198	20.7	123	19.3	78	28.9	112	31.3
VET Cert IV+ *	37	3.9	26	4.1	15	5.6	10	2.8
VET Cert III *	31	3.2	18	2.8	12	4.4	6	1.7
VET Cert I-II/other *	31	3.2	23	3.6	5	1.9	9	2.5
Apprentice *	105	11.0	96	15.1	32	11.9	29	8.1
Trainee *	58	6.1	46	7.2	19	7.0	18	5.0
Working FT	224	23.4	131	20.6	45	16.7	78	21.8
Working PT	189	19.7	107	16.8	49	18.1	69	19.3
Seeking work	72	7.5	51	8.0	13	4.8	22	6.1
Not studying/NILF	13	1.4	15	2.4	2	0.7	5	1.4
<i>Total VET</i>	<i>262</i>	<i>27.3</i>	<i>209</i>	<i>32.9</i>	<i>83</i>	<i>30.7</i>	<i>72</i>	<i>20.1</i>
Total	958	100.0	636	100.0	270	100.0	358	100.0

* Included in Total VET

Note: Socioeconomic status based on the respondent's residential address.



Statistical Subdivisions within Darling Downs-South West

Toowoomba

Figure 6 Main destinations of Year 12 completers, Toowoomba, 2009

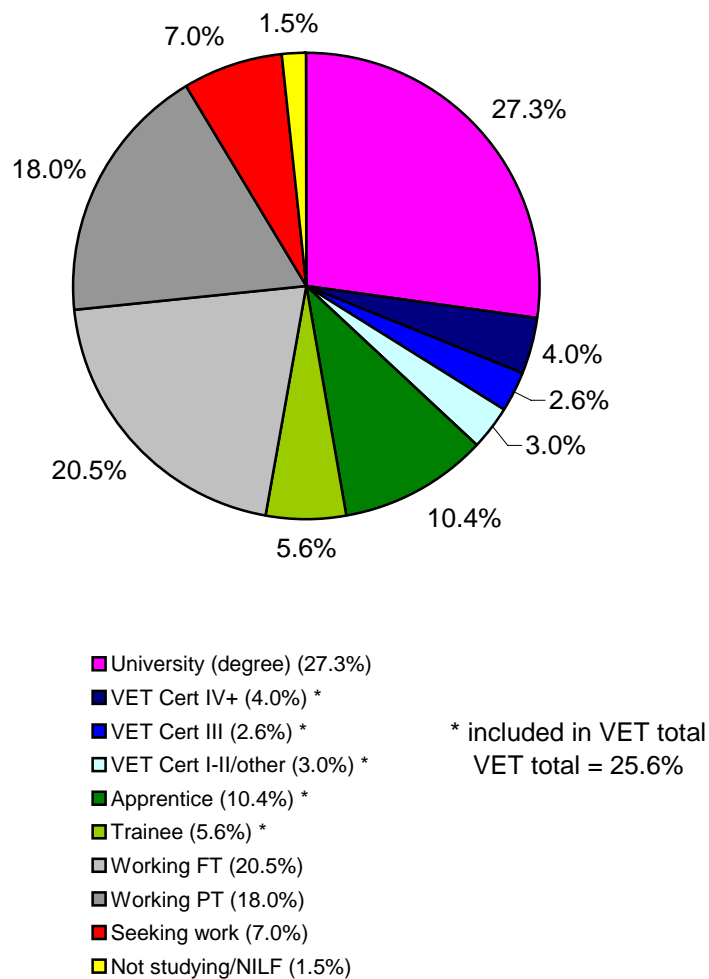




Table 20 Main destinations of Year 12 completers, by sex, Toowoomba, 2009

<i>Main Destination</i>	<i>Males</i>		<i>Females</i>		<i>Total</i>	
	<i>no.</i>	<i>%</i>	<i>no.</i>	<i>%</i>	<i>no.</i>	<i>%</i>
University (degree)	163	23.4	229	30.9	392	27.3
VET Cert IV+ *	21	3.0	36	4.9	57	4.0
VET Cert III *	12	1.7	25	3.4	37	2.6
VET Cert I-II/other *	24	3.4	19	2.6	43	3.0
Apprentice *	136	19.5	14	1.9	150	10.4
Trainee *	29	4.2	52	7.0	81	5.6
Working FT	135	19.4	160	21.6	295	20.5
Working PT	106	15.2	153	20.6	259	18.0
Seeking work	59	8.5	42	5.7	101	7.0
Not studying/NILF	11	1.6	11	1.5	22	1.5
<i>Total VET</i>	222	31.9	146	19.7	368	25.6
Total	696	100.0	741	100.0	1 437	100.0



Figure 7 Main destinations of Year 12 completers, Toowoomba, Darling Downs-South West, Regional Queensland & Queensland, 2009

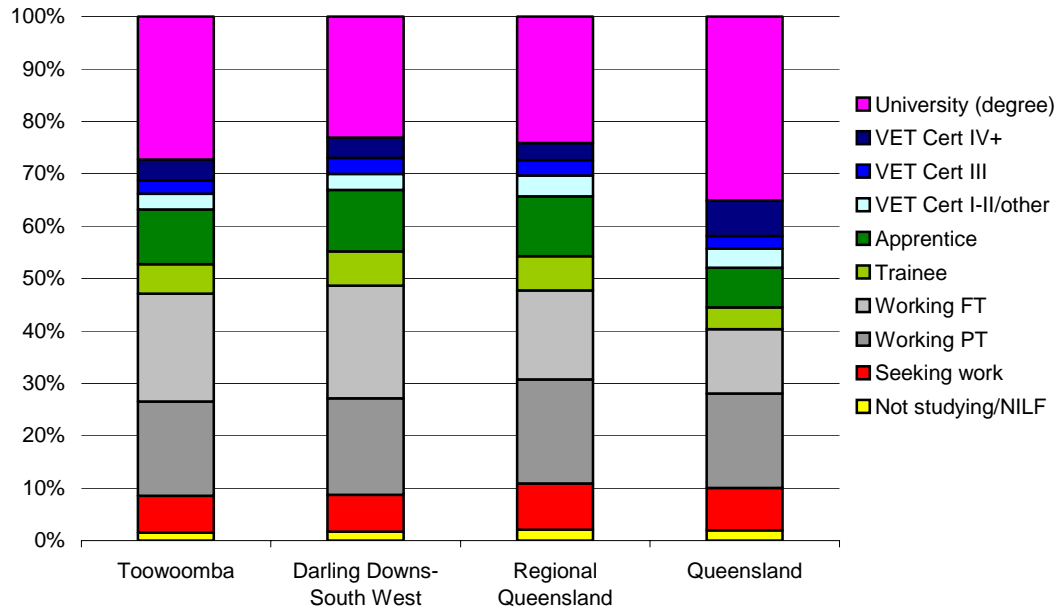


Table 21 Study and labour force destinations of Year 12 completers, Toowoomba, 2009

		<i>Uni degree</i>	<i>VET Cert IV+</i>	<i>VET Cert III</i>	<i>VET Cert I-II</i>	<i>Study other/ unspecified</i>	<i>Not studying</i>	<i>Total</i>
Working full-time	<i>no.</i>	8	3	7	1	6	295	320
	<i>%</i>	2.0	3.9	4.0	3.3	6.9	43.6	22.3
Working part-time	<i>no.</i>	206	30	16	7	9	259	527
	<i>%</i>	52.6	39.0	9.2	23.3	10.3	38.3	36.7
Apprentice	<i>no.</i>	0	10	98	4	38	0	150
	<i>%</i>	0.0	13.0	56.3	13.3	43.7	0.0	10.4
Trainee	<i>no.</i>	0	10	39	9	23	0	81
	<i>%</i>	0.0	13.0	22.4	30.0	26.4	0.0	5.6
Seeking work	<i>no.</i>	77	10	9	7	2	101	206
	<i>%</i>	19.6	13.0	5.2	23.3	2.3	14.9	14.3
Not working/not seeking work	<i>no.</i>	101	14	5	2	9	22	153
	<i>%</i>	25.8	18.2	2.9	6.7	10.3	3.2	10.6
Total	<i>no.</i>	392	77	174	30	87	677	1 437
	<i>%</i>	100.0	100.0	100.0	100.0	100.0	100.0	100.0



Darling Downs SD Bal

Figure 8 Main destinations of Year 12 completers, Darling Downs SD Bal, 2009

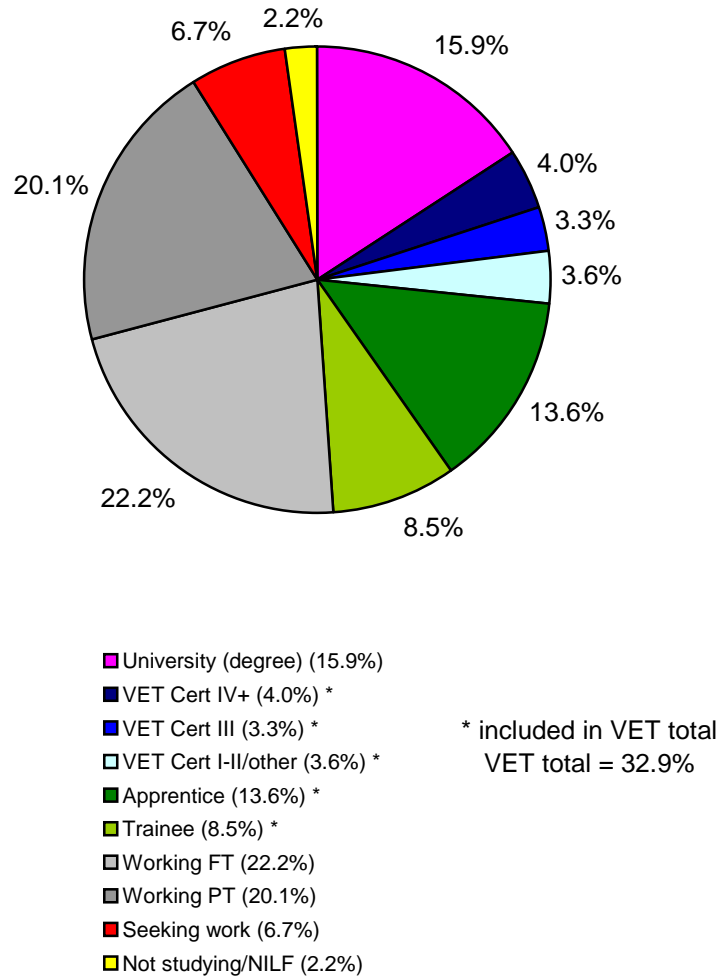




Table 22 Main destinations of Year 12 completers, by sex, Darling Downs SD Bal, 2009

<i>Main Destination</i>	<i>Males</i>		<i>Females</i>		<i>Total</i>	
	<i>no.</i>	<i>%</i>	<i>no.</i>	<i>%</i>	<i>no.</i>	<i>%</i>
University (degree)	47	13.9	69	17.6	116	15.9
VET Cert IV+ *	8	2.4	21	5.4	29	4.0
VET Cert III *	4	1.2	20	5.1	24	3.3
VET Cert I-II/other *	10	3.0	16	4.1	26	3.6
Apprentice *	87	25.7	12	3.1	99	13.6
Trainee *	18	5.3	44	11.2	62	8.5
Working FT	79	23.4	83	21.2	162	22.2
Working PT	52	15.4	95	24.2	147	20.1
Seeking work	24	7.1	25	6.4	49	6.7
Not studying/NILF	9	2.7	7	1.8	16	2.2
<i>Total VET</i>	<i>127</i>	<i>37.6</i>	<i>113</i>	<i>28.8</i>	<i>240</i>	<i>32.9</i>
Total	338	100.0	392	100.0	730	100.0



Figure 9 Main destinations of Year 12 completers, Darling Downs SD Bal, Darling Downs-South West, Regional Queensland & Queensland, 2009

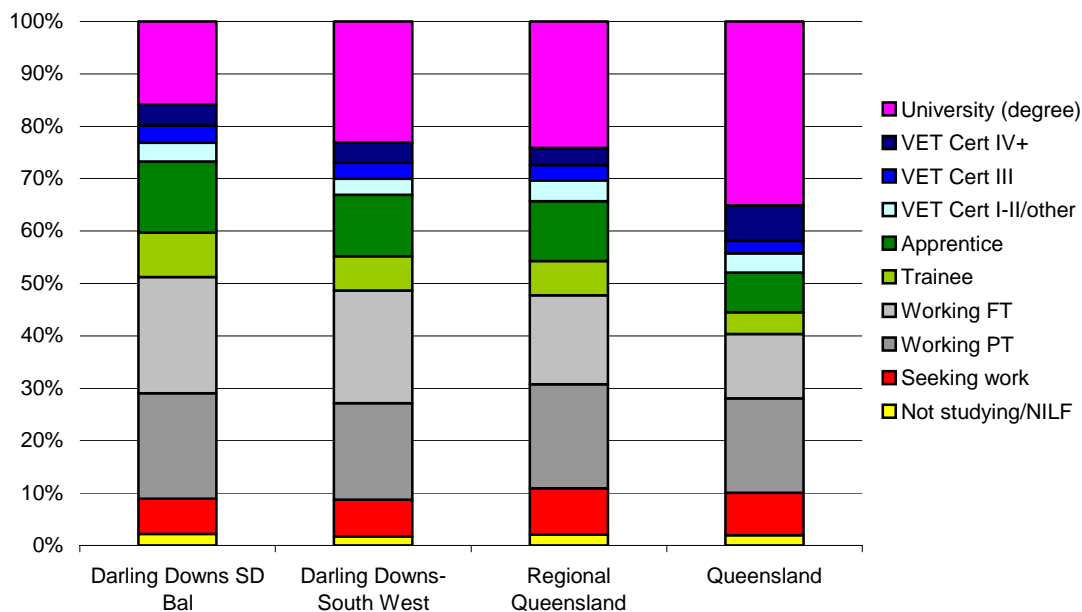


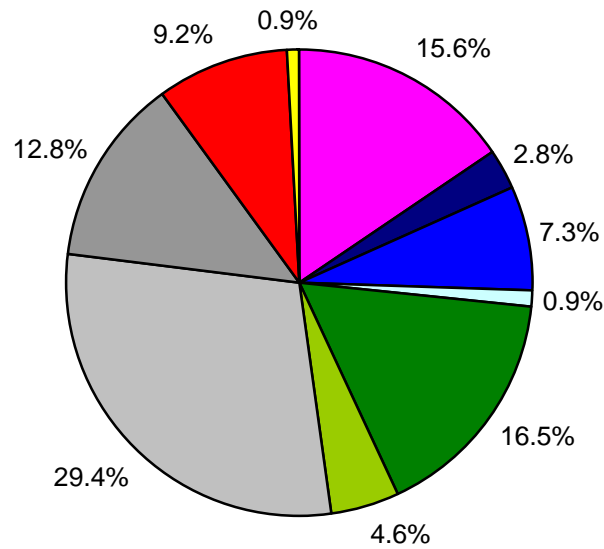
Table 23 Study and labour force destinations of Year 12 completers, Darling Downs SD Bal, 2009

		<i>Uni degree</i>	<i>VET Cert IV+</i>	<i>VET Cert III</i>	<i>VET Cert I-II</i>	<i>Study other/unspecified</i>	<i>Not studying</i>	<i>Total</i>
Working full-time	<i>no.</i>	4	5	5	1	2	162	179
	<i>%</i>	3.4	10.6	3.7	5.6	4.9	43.3	24.5
Working part-time	<i>no.</i>	41	14	12	5	3	147	222
	<i>%</i>	35.3	29.8	9.0	27.8	7.3	39.3	30.4
Apprentice	<i>no.</i>	0	9	74	3	13	0	99
	<i>%</i>	0.0	19.1	55.2	16.7	31.7	0.0	13.6
Trainee	<i>no.</i>	0	9	36	7	10	0	62
	<i>%</i>	0.0	19.1	26.9	38.9	24.4	0.0	8.5
Seeking work	<i>no.</i>	23	5	5	2	6	49	90
	<i>%</i>	19.8	10.6	3.7	11.1	14.6	13.1	12.3
Not working/not seeking work	<i>no.</i>	48	5	2	0	7	16	78
	<i>%</i>	41.4	10.6	1.5	0.0	17.1	4.3	10.7
Total	<i>no.</i>	116	47	134	18	41	374	730
	<i>%</i>	100.0	100.0	100.0	100.0	100.0	100.0	100.0



South West

Figure 10 Main destinations of Year 12 completers, South West, 2009



- University (degree) (15.6%)
- VET Cert IV+ (2.8%) *
- VET Cert III (7.3%) *
- VET Cert I-II/other (0.9%) *
- Apprentice (16.5%) *
- Trainee (4.6%) *
- Working FT (29.4%)
- Working PT (12.8%)
- Seeking work (9.2%)
- Not studying/NILF (0.9%)

* included in VET total
VET total = 32.1%



Table 24 Main destinations of Year 12 completers, by sex, South West, 2009

<i>Main Destination</i>	<i>Males</i>		<i>Females</i>		<i>Total</i>	
	<i>no.</i>	<i>%</i>	<i>no.</i>	<i>%</i>	<i>no.</i>	<i>%</i>
University (degree)	6	10.2	11	22.0	17	15.6
VET Cert IV+ *	1	1.7	2	4.0	3	2.8
VET Cert III *	2	3.4	6	12.0	8	7.3
VET Cert I-II/other *	1	1.7	0	0.0	1	0.9
Apprentice *	17	28.8	1	2.0	18	16.5
Trainee *	1	1.7	4	8.0	5	4.6
Working FT	20	33.9	12	24.0	32	29.4
Working PT	5	8.5	9	18.0	14	12.8
Seeking work	6	10.2	4	8.0	10	9.2
Not studying/NILF	0	0.0	1	2.0	1	0.9
<i>Total VET</i>	<i>22</i>	<i>37.3</i>	<i>13</i>	<i>26.0</i>	<i>35</i>	<i>32.1</i>
Total	59	100.0	50	100.0	109	100.0



Figure 11 Main destinations of Year 12 completers, South West, Darling Downs-South West, Regional Queensland & Queensland, 2009

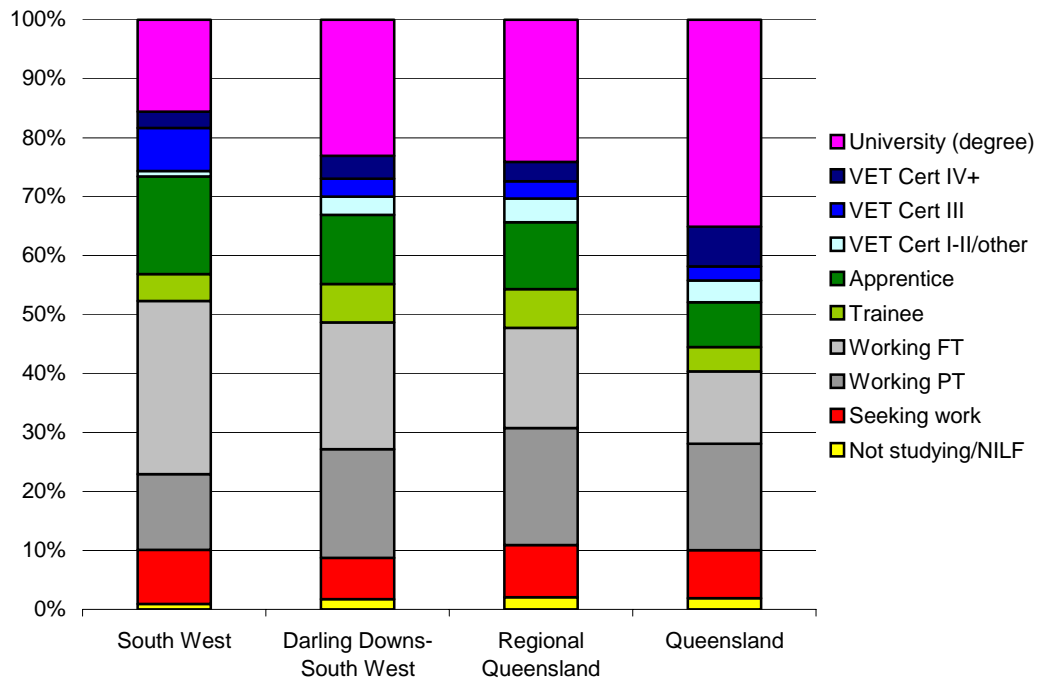


Table 25 Study and labour force destinations of Year 12 completers, South West, 2009

		<i>Uni degree</i>	<i>VET Cert IV+</i>	<i>VET Cert III</i>	<i>VET Cert I-II</i>	<i>Study other/ unspecified</i>	<i>Not studying</i>	<i>Total</i>
Working full-time	<i>no.</i>	2	2	2	0	0	32	38
	<i>%</i>	11.8	66.7	8.3	0.0	0.0	56.1	34.9
Working part-time	<i>no.</i>	2	1	2	0	0	14	19
	<i>%</i>	11.8	33.3	8.3	0.0	0.0	24.6	17.4
Apprentice	<i>no.</i>	0	0	12	1	5	0	18
	<i>%</i>	0.0	0.0	50.0	33.3	100.0	0.0	16.5
Trainee	<i>no.</i>	0	0	4	1	0	0	5
	<i>%</i>	0.0	0.0	16.7	33.3	0.0	0.0	4.6
Seeking work	<i>no.</i>	2	0	3	1	0	10	16
	<i>%</i>	11.8	0.0	12.5	33.3	0.0	17.5	14.7
Not working/not seeking work	<i>no.</i>	11	0	1	0	0	1	13
	<i>%</i>	64.7	0.0	4.2	0.0	0.0	1.8	11.9
Total	<i>no.</i>	17	3	24	3	5	57	109
	<i>%</i>	100.0	100.0	100.0	100.0	100.0	100.0	100.0



Appendix

Appendix 1

Table A1A Darling Downs-South West schools with Year 12 completers in 2008

Assumption College
Centenary Heights State High School
Charleville State High School
Chinchilla State High School
Christian Outreach College Toowoomba
Clifford Park Special School
Clifton State High School
Concordia Lutheran College
Cunnamulla State School
Dalby Christian School
Dalby State High School
Darling Downs Christian School
Downlands Sacred Heart College
Fairholme College
Goondiwindi State High School
Harristown State High School
Miles State High School
Oakey State High School
Our Lady of the Southern Cross College
Pittsworth State High School
Roma State College
St George State High School
St John's School
St Joseph's College Toowoomba
St Joseph's School Stanthorpe
St Mary's College Toowoomba
St Saviour's College
St Ursula's College Toowoomba
Stanthorpe State High School
Tara Shire State College
The Glennie School
The School of Total Education
The Scots PGC College
Toowoomba Grammar School
Toowoomba State High School
Warwick State High School



Appendix 2

Figure A2A Queensland Statistical Divisions, ABS, 2008

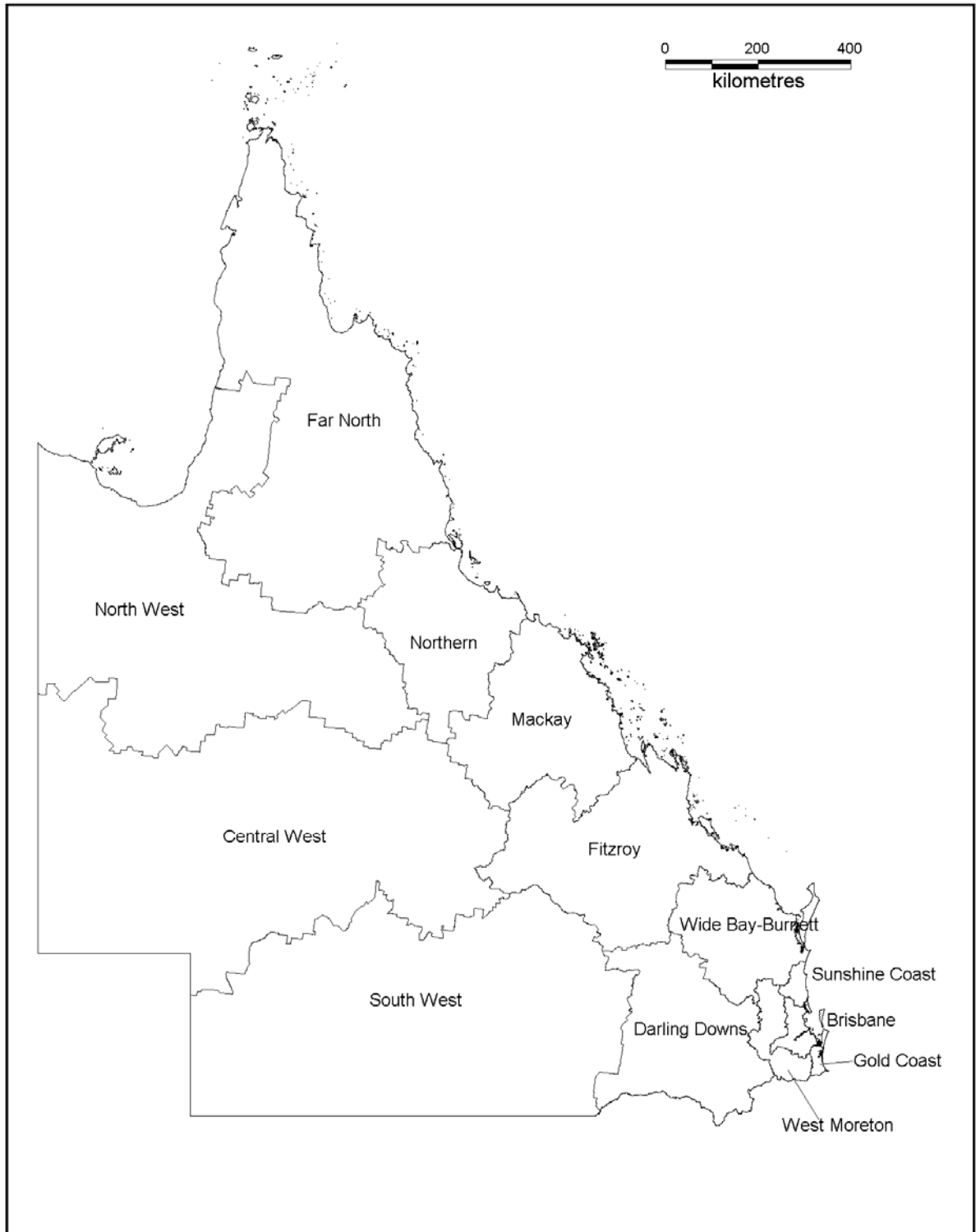
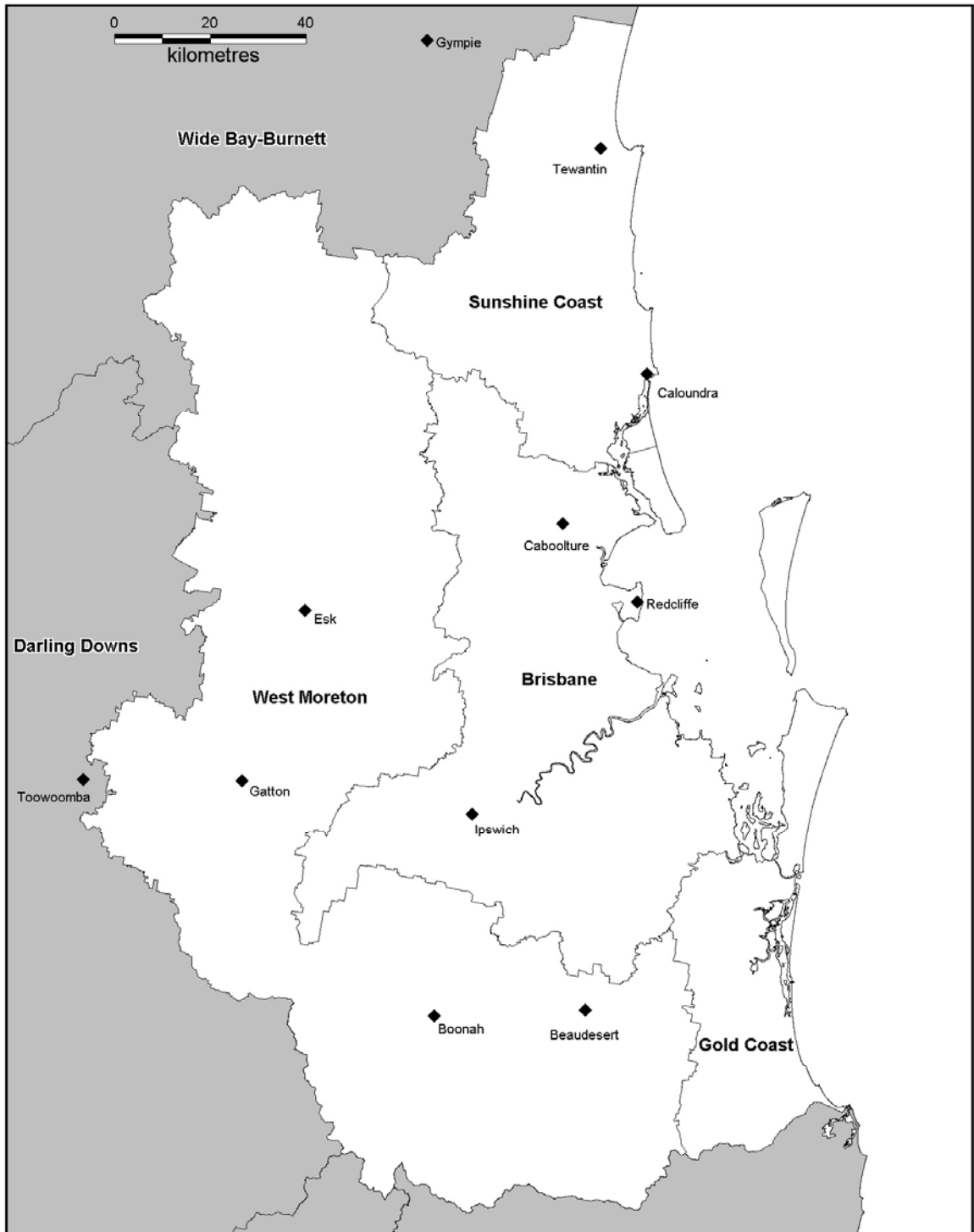




Figure A2B Brisbane, Gold Coast, Sunshine Coast and West Moreton Statistical Divisions, ABS, 2008





Appendix 3

Table A3A 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 A3B 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)