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nextstep

2009

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

Far North Regional Report



Next Step 2009

**A report on the
destinations of Year 12
completers from 2008**

Far North



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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 – Far North – was 75.5 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

- Nearly nine in ten (88.2 per cent) Year 12 completers in this region were studying or in paid employment. (Figure 1)
- One half (51.7 per cent) continued in some recognised form of education and training in the year after they left school. (Figure 1)
- One quarter were undertaking a university degree (25.6 per cent). (Figure 1)
- One quarter (26.1 per cent) were studying vocational education and training (VET). (Figure 1)
- Three in ten of the campus-based VET students were studying at Certificate IV level or higher (3.6 per cent of Year 12 completers overall). (Figure 1)
- One in seven (14.6 per cent) were undertaking employment-based training, either as an apprentice (9.4 per cent) or trainee (5.2 per cent). (Figure 1)
- In addition to the above study destinations, a further 9.8 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 (48.3 per cent) did not enter post-school education or training and were either employed (36.5 per cent), looking for work (9.3 per cent) or neither working, seeking work or studying (2.5 per cent). (Figure 1)

Learning: education and training destinations

Amongst the 51.7 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, Health, Management and Commerce (e.g. Business, Tourism), and Society and Culture (e.g. Arts, Law). (Table 4)

The James Cook University, Tropical North Institute of TAFE and Private Training Colleges were the three tertiary institutions most commonly entered by Year 12 completers, accounting for two thirds of Year 12 completers (67.9 per cent) in post-school education and training destinations. (Table 5)

Earning: employment destinations

Of those Year 12 graduates working, one half were in part-time employment (52.5 per cent), while 26.1 per cent were in full-time employment, 13.8 per cent were apprentices and 7.6 per cent were trainees. (Table 6)

Nearly one half of all Year 12 completers in employment (47.2 per cent) were working in just two occupational groups — Sales Assistants and Food Handlers. Sales Assistants were the most common occupational group (37.4 per cent), with the next most common being Food Handlers (9.8 per cent), followed by Clerks, Receptionists and Secretaries (8.4 per cent). (Table 7)



Not learning or earning

The survey identified 9.3 per cent of Year 12 graduates who were seeking work. (Figure 1)

A further 2.5 per cent of Year 12 completers were neither studying nor seeking work. This group includes those with a disability or health condition, and those 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 (28.1 per cent compared to 22.5 per cent of males), and more likely to enrol in campus-based VET programs (13.0 per cent compared to 9.6 per cent of males). (Table 2)
- Males were seven times as likely as females to enter an apprenticeship, while females were twice as likely to commence a traineeship. (Table 2)
- Females were nearly four times as likely as males to study in the field of Education, three times as likely to study Health and twice as likely to study Food, Hospitality and Personal Services and Natural and Physical Sciences. (Table 4)
- Males were thirteen times as likely as females to enrol in Engineering and Related Technologies courses, twelve times as likely to enrol in Architecture and Building courses and four times as likely to study Information Technology. (Table 4)
- Females were more likely than males to be working in part-time jobs (58.5 per cent compared to 44.8 per cent) and working in full-time jobs (27.7 per cent compared to 24.0 per cent of males). (Table 6)

VET students in schools

Four in ten Year 12 graduates in this region left school with a VET qualification (42.1 per cent), while 13.3 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 (16.2 per cent compared to 32.4 per cent). However, they had higher rates of transition to employment-based training (20.7 per cent compared to 10.1 per cent). They were also more likely to enter employment with no further education and training (39.8 per cent compared to 34.1 per cent). (Table 12)

School-based apprentices and trainees were three times as likely to undertake apprenticeships and traineeships after school as other Year 12 completers (36.8 per cent compared to 11.2 per cent). (Table 13)

Overall Position/International Baccalaureate Diploma (OP/IBD)

Of those awarded an OP or an IBD, six in ten (59.7 per cent) of Year 12 completers entered into further education with university being the main destination (43.1 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 (24.0 per cent compared to 7.6 per cent) and a higher rate of transition into employment without further education and training (39.0 per cent compared to 34.6 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 1.0 per cent (17 respondents) were identified as achieving a QCIA. (Table 15)

Queensland Certificate of Education (QCE)

Seven in ten (70.1 per cent) Year 12 completers to the survey received a QCE. Those with a QCE were more likely to enrol in a university degree course than others (33.8 per cent compared to 6.5 per cent). However, those not awarded a QCE were more likely to enter employment-based training (19.6 per cent compared to 12.4 per cent) yet just as likely to enter employment with no further education and training (36.1 per cent compared to 36.7 per cent). Those not awarded a QCE were three times as likely to be seeking work as those awarded a QCE (19.2 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 (10.9 per cent compared to 27.4 per cent). Nonetheless, 21 Indigenous young people who completed the survey commenced university studies in 2009. (Table 17)

Indigenous students were just as likely to be an apprentice or trainee (16.1 per cent compared to 14.4 per cent) and less likely to have a main destination of working (32.8 per cent compared to 36.9 per cent). (Table 17)

Indigenous Year 12 completers were just as likely as their non-Indigenous counterparts to enrol in campus-based VET courses (12.0 per cent compared to 11.4 per cent). (Table 17)

Indigenous Year 12 completers were more likely to be seeking work than their non-Indigenous peers (21.4 per cent compared to 7.9 per cent). (Table 17)

Language background other than English (LBOTE)

LBOTE students were less likely to enrol at University (17.7 per cent compared to 25.9 per cent) and just as likely to enter campus-based VET (10.6 per cent compared to 11.5 per cent). (Table 18)

LBOTE students were less likely to be in employment-based training (11.5 per cent compared to 14.8 per cent) and were also less likely to enter employment without further education and training (30.1 per cent compared to 37.1 per cent). Further, LBOTE students from Far North Region were more likely to be seeking work than others from that region (23.9 per cent compared to 8.3 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 58.9 per cent for the highest SES quartile. (Table 19)



Regional comparisons

Year 12 completers in Far North Region had some differences in post-schooling destinations to Regional Queensland and statewide Year 12 completers. Those from Far North Region were less likely than statewide to enter university, were less likely than Regional Queensland and more likely than statewide to enter employment-based training. Those from Far North Region were also more likely than statewide Year 12 completers to enter employment with no further education and training. (Figure 2)

Year 12 completers not in education or training in Far North Region had similar employment destinations to Regional Queensland and statewide Year 12 completers. (Figure 5)

The occupations and industry categories of Year 12 completers in Far North Region also showed similar patterns when compared to those of Year 12 completers statewide. (Table 7 and Table 8)

The main reasons given for not studying by Far North Region Year 12 completers show differences when compared to Regional Queensland and statewide. Those from Far North Region were less likely than statewide to want a break from study, were less likely than Regional Queensland to not be interested in further study, and more likely than both Regional Queensland and statewide to be working to finance further study. Additionally, those from Far North Region were more likely than statewide to be working to qualify for independent Youth Allowance. (Table 10)

Far North Region Year 12 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 Far North Region were less likely than Regional Queensland yet more likely than statewide to have accepted a job that starts later, less likely than both Regional Queensland and statewide to have a disability and travel was more common for Far North Region than Regional Queensland and statewide. Health reasons were less common than Regional Queensland and statewide. Further, those from Far North Region were four times as likely as Regional Queensland and seven times as likely as statewide to nominate transport difficulties as a main reason for not seeking work. (Table 11)

Comparisons over time

Comparisons between the destinations of Year 12 graduates from Far North 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 campus-based VET destinations, working part-time and seeking work. There was a decrease in apprenticeship, traineeship and working full-time destinations.

Emerging trends indicate a decrease in university entries and traineeships and an increasing trend in seeking work. (Figure 4)

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

| <i>Higher Education</i> | |
|--|--|
| University (degree)* | Studying at degree level |
| <i>VET categories</i> | |
| 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 |
| <i>No further education or training</i> | |
| 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, Far North, 2009

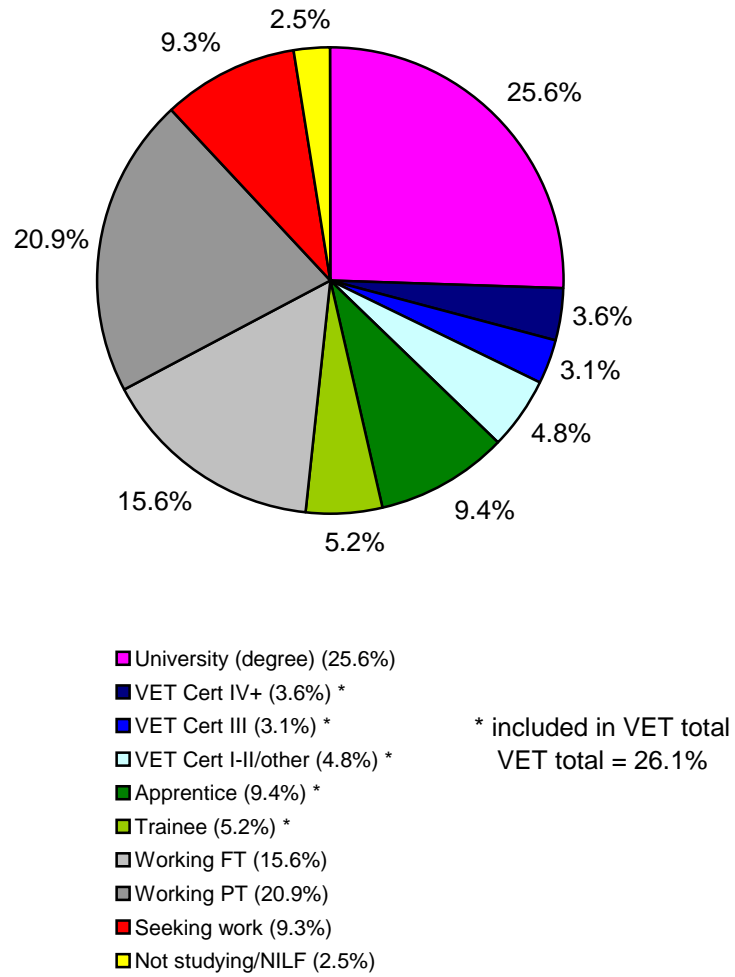




Table 2 Main destinations of Year 12 completers, by sex, Far North, 2009

| <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) | 176 | 22.5 | 274 | 28.1 | 450 | 25.6 |
| VET Cert IV+ * | 19 | 2.4 | 44 | 4.5 | 63 | 3.6 |
| VET Cert III * | 18 | 2.3 | 36 | 3.7 | 54 | 3.1 |
| VET Cert I-II/other * | 38 | 4.9 | 47 | 4.8 | 85 | 4.8 |
| Apprentice * | 142 | 18.2 | 23 | 2.4 | 165 | 9.4 |
| Trainee * | 21 | 2.7 | 70 | 7.2 | 91 | 5.2 |
| Working FT | 112 | 14.3 | 162 | 16.6 | 274 | 15.6 |
| Working PT | 148 | 18.9 | 219 | 22.5 | 367 | 20.9 |
| Seeking work | 86 | 11.0 | 78 | 8.0 | 164 | 9.3 |
| Not studying/NILF | 22 | 2.8 | 22 | 2.3 | 44 | 2.5 |
| <i>Total VET</i> | <i>238</i> | <i>30.4</i> | <i>220</i> | <i>22.6</i> | <i>458</i> | <i>26.1</i> |
| Total | 782 | 100.0 | 975 | 100.0 | 1 757 | 100.0 |

* Included in Total VET



Figure 2 Main destinations of Year 12 completers, Far North, Regional Queensland and Queensland, 2009

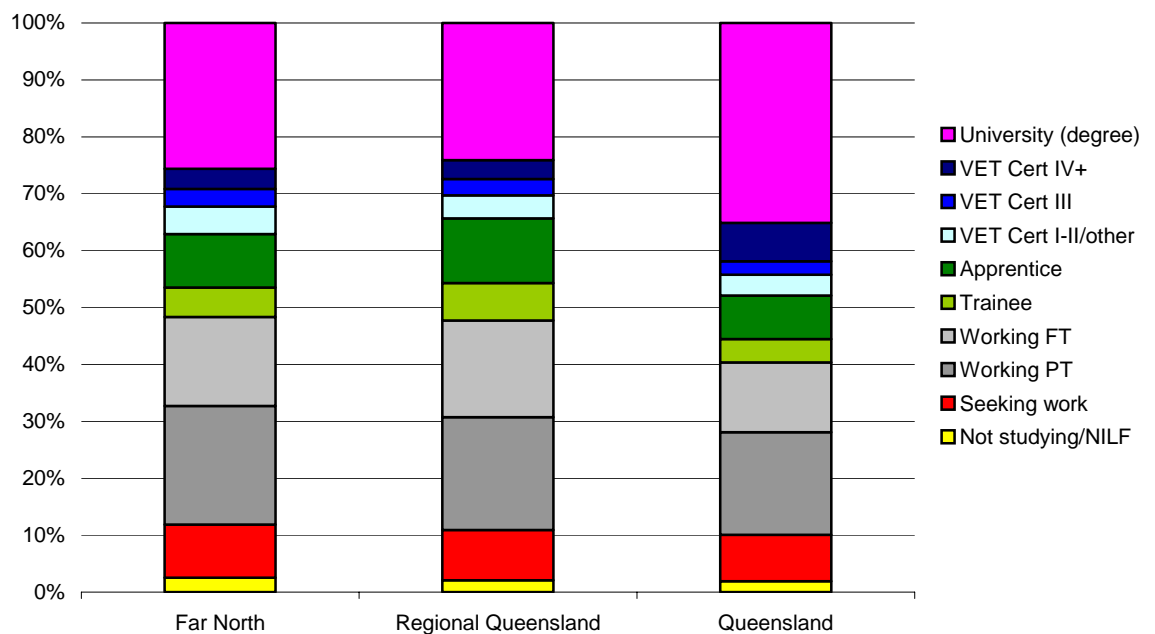
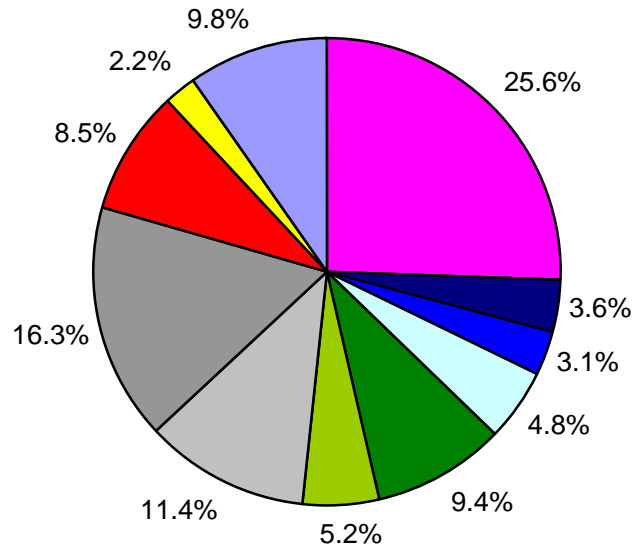


Table 3 Study and labour force destinations of Year 12 completers, Far North, 2009

| | | <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> | 12 | 5 | 10 | 4 | 8 | 274 | 313 |
| | <i>%</i> | 2.7 | 6.3 | 4.7 | 9.3 | 6.6 | 32.3 | 17.8 |
| Working part-time | <i>no.</i> | 179 | 36 | 21 | 12 | 14 | 367 | 629 |
| | <i>%</i> | 39.8 | 45.6 | 9.8 | 27.9 | 11.5 | 43.2 | 35.8 |
| Apprentice | <i>no.</i> | 0 | 7 | 114 | 4 | 40 | 0 | 165 |
| | <i>%</i> | 0.0 | 8.9 | 53.3 | 9.3 | 32.8 | 0.0 | 9.4 |
| Trainee | <i>no.</i> | 0 | 9 | 46 | 12 | 24 | 0 | 91 |
| | <i>%</i> | 0.0 | 11.4 | 21.5 | 27.9 | 19.7 | 0.0 | 5.2 |
| Seeking work | <i>no.</i> | 109 | 15 | 18 | 5 | 11 | 164 | 322 |
| | <i>%</i> | 24.2 | 19.0 | 8.4 | 11.6 | 9.0 | 19.3 | 18.3 |
| Not working/not seeking work | <i>no.</i> | 150 | 7 | 5 | 6 | 25 | 44 | 237 |
| | <i>%</i> | 33.3 | 8.9 | 2.3 | 14.0 | 20.5 | 5.2 | 13.5 |
| Total | <i>no.</i> | 450 | 79 | 214 | 43 | 122 | 849 | 1 757 |
| | <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, Far North, 2009



■ University (degree) (25.6%)

■ VET Cert IV+ (3.6%) *

■ VET Cert III (3.1%) *

□ VET Cert I-II/other (4.8%) *

■ Apprentice (9.4%) *

■ Trainee (5.2%) *

□ Working Full-time (11.4%)

■ Working Part-time (16.3%)

■ Seeking work (8.5%)

■ Not studing/not in labour force (2.2%)

■ Deferred (9.8%)

* included in VET total
VET total = 26.1%



Figure 4 Comparison of main destinations of Year 12 completers, Far North, 2005 - 2009

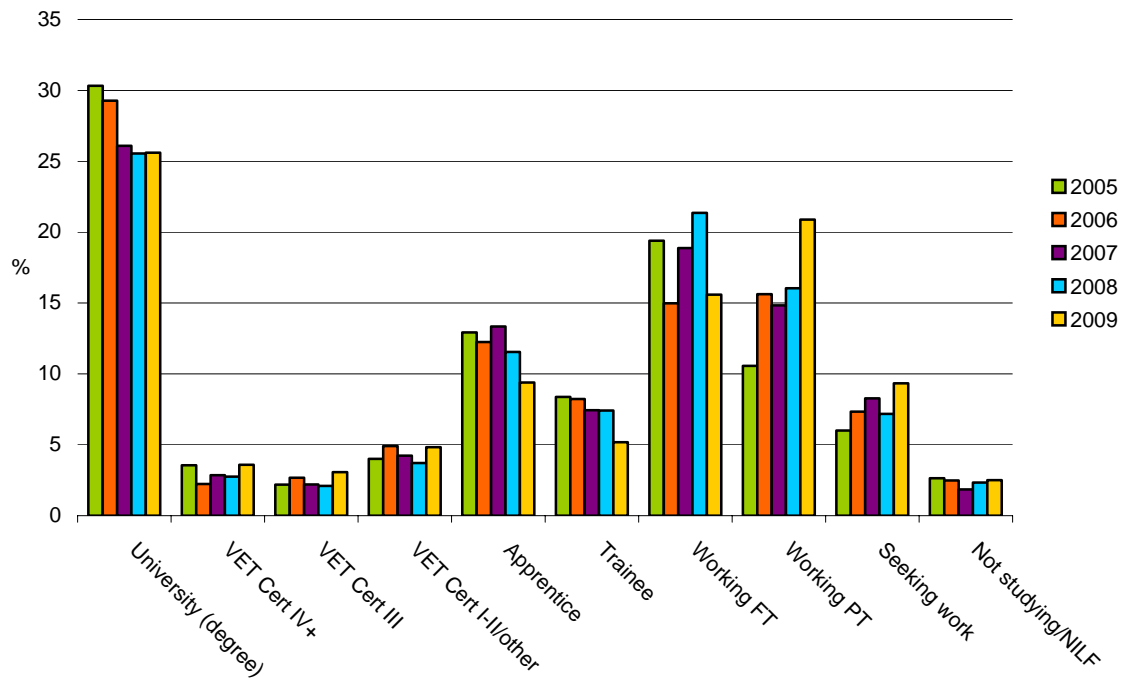


Table 4 Field of study of Year 12 completers, by sex, Far North, 2009

| <i>Field of Study</i> | <i>Males</i> % | <i>Females</i> % | <i>Total</i> % |
|--|-------------------|---------------------|-------------------|
| Engineering & Related Technologies | 34.9 | 2.7 | 17.3 |
| Health | 7.2 | 22.6 | 15.6 |
| Management & Commerce | 8.9 | 17.7 | 13.7 |
| Society & Culture | 7.4 | 13.6 | 10.8 |
| Creative Arts | 5.0 | 9.1 | 7.2 |
| Architecture & Building | 12.6 | 1.0 | 6.3 |
| Natural & Physical Sciences | 3.2 | 7.2 | 5.4 |
| Education | 2.0 | 7.8 | 5.2 |
| Food, Hospitality & Personal Services | 2.7 | 7.2 | 5.2 |
| Double Field of Study | 3.7 | 3.5 | 3.6 |
| Information Technology | 4.7 | 1.0 | 2.7 |
| Mixed Field Programs | 2.2 | 1.4 | 1.8 |
| Agriculture, Environmental & Related Studies | 1.2 | 1.4 | 1.3 |
| Year 12/Senior/Student Exchange | 1.2 | 1.4 | 1.3 |
| Defence Force Study | 0.2 | 0.0 | 0.1 |
| Other | 2.7 | 2.3 | 2.5 |
| 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, Far North, 2009

| <i>Institution</i> | <i>no.</i> | <i>%</i> |
|---------------------------------------|------------|--------------|
| James Cook University | 293 | 32.9 |
| Tropical North Institute of TAFE | 210 | 23.6 |
| Private Training Colleges | 101 | 11.3 |
| University of Queensland | 64 | 7.2 |
| Queensland University of Technology | 29 | 3.3 |
| Interstate Universities | 26 | 2.9 |
| Griffith University | 24 | 2.7 |
| Secondary Schools | 13 | 1.5 |
| Barrier Reef Institute of TAFE | 10 | 1.1 |
| Skills Tech Australia | 8 | 0.9 |
| University of Southern Queensland | 8 | 0.9 |
| Brisbane North Institute of TAFE | 7 | 0.8 |
| Interstate TAFEs | 6 | 0.7 |
| Southbank Institute of TAFE | 5 | 0.6 |
| Central Queensland University | 5 | 0.6 |
| Other Queensland TAFEs | 5 | 0.6 |
| Metropolitan South Institute of TAFE | 4 | 0.4 |
| University of the Sunshine Coast | 4 | 0.4 |
| Wide Bay Institute of TAFE | 2 | 0.2 |
| Bond University | 2 | 0.2 |
| Australian Catholic University | 2 | 0.2 |
| Sunshine Institute of TAFE | 1 | 0.1 |
| Central Queensland Institute of TAFE | 1 | 0.1 |
| Qantm College | 1 | 0.1 |
| Southern Queensland Institute of TAFE | 1 | 0.1 |
| Other | 58 | 6.5 |
| Total | 890 | 100.0 |



Table 6 Work destinations of all Year 12 completers in employment, by sex, Far North, 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 | 142 | 27.1 | 23 | 3.4 | 165 | 13.8 |
| Trainee | 21 | 4.0 | 70 | 10.4 | 91 | 7.6 |
| Working full-time | 126 | 24.0 | 187 | 27.7 | 313 | 26.1 |
| Working part-time | 235 | 44.8 | 394 | 58.5 | 629 | 52.5 |
| Total | 524 | 100.0 | 674 | 100.0 | 1 198 | 100.0 |

Figure 5 Main destinations of Year 12 completers not in education or training, Far North, Regional Queensland and Queensland, 2009

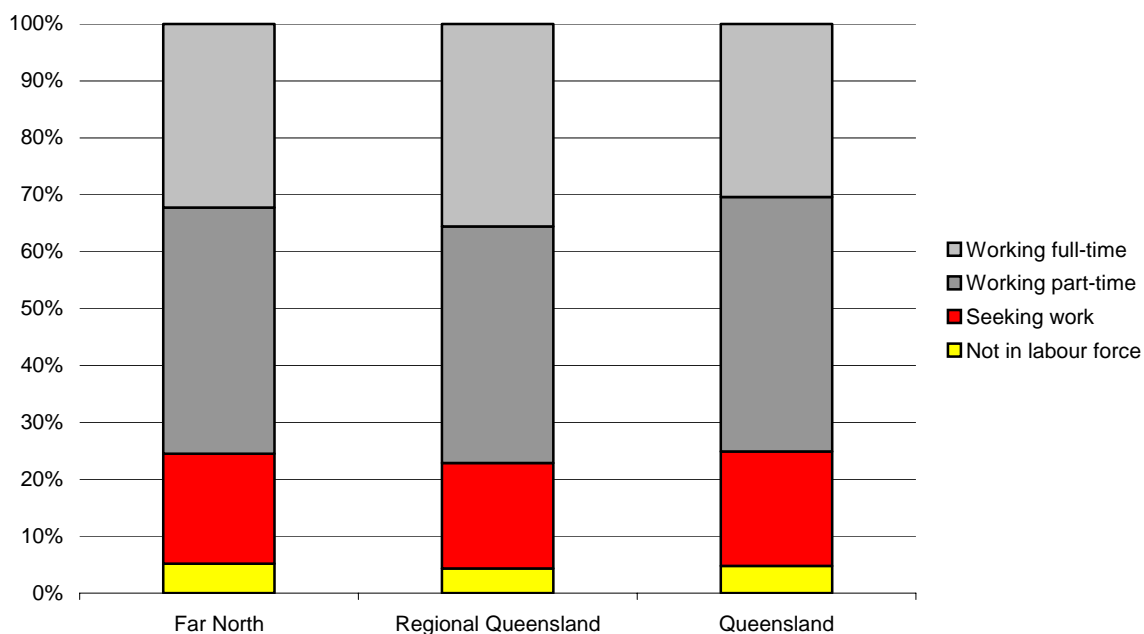




Table 7 Occupational groups of all Year 12 completers in employment, Far North and Queensland, 2009

| Occupational Group | no. | % | Qld % |
|---|--------------|--------------|--------------|
| Sales Assistants | 448 | 37.4 | 36.6 |
| Food Handlers | 118 | 9.8 | 12.6 |
| Clerks, Receptionists & Secretaries | 101 | 8.4 | 7.6 |
| Building & Construction Skilled Workers | 69 | 5.8 | 4.4 |
| Waiters | 68 | 5.7 | 6.7 |
| Health, Fitness, Hair & Beauty Workers | 54 | 4.5 | 3.9 |
| Child Care & Education-related Workers | 46 | 3.8 | 3.8 |
| Labourers | 46 | 3.8 | 3.9 |
| Gardeners, Farmers & Animal Workers | 44 | 3.7 | 2.5 |
| Electrical & Electronics Trades | 29 | 2.4 | 2.2 |
| Automotive Workers | 26 | 2.2 | 1.6 |
| Food, Hospitality & Tourism | 25 | 2.1 | 2.6 |
| Storepersons | 21 | 1.8 | 2.0 |
| Government & Defence | 17 | 1.4 | 1.3 |
| Metal & Engineering Trades | 17 | 1.4 | 1.5 |
| Accounting, Finance & Management | 15 | 1.3 | 1.5 |
| Cleaners | 12 | 1.0 | 0.8 |
| Factory & Machine Workers | 9 | 0.8 | 0.8 |
| Engineering & Science-related Workers | 8 | 0.7 | 0.5 |
| Computing & IT | 6 | 0.5 | 0.6 |
| Drivers & Transport | 6 | 0.5 | 0.7 |
| Marketing & Sales Representatives | 4 | 0.3 | 0.9 |
| Media, the Arts & Printing | 3 | 0.3 | 0.5 |
| Social Welfare & Security | 3 | 0.3 | 0.2 |
| Pamphlet/Paper Delivery | 0 | 0.0 | 0.1 |
| Other | 3 | 0.3 | 0.3 |
| Total | 1 198 | 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, Far North and Queensland, 2009

| <i>Industry Category</i> | <i>no.</i> | <i>%</i> | <i>Qld %</i> |
|---|--------------|--------------|--------------|
| Retail Trade | 468 | 39.1 | 39.0 |
| Accommodation & Food Services | 218 | 18.2 | 22.6 |
| Construction | 98 | 8.2 | 6.9 |
| Health Care & Social Assistance | 70 | 5.8 | 4.8 |
| Agriculture, Forestry & Fishing | 57 | 4.8 | 2.3 |
| Arts & Recreation Services | 43 | 3.6 | 3.2 |
| Public Administration & Safety | 39 | 3.3 | 2.5 |
| Other Services | 32 | 2.7 | 2.5 |
| Manufacturing | 27 | 2.3 | 3.3 |
| Education & Training | 25 | 2.1 | 2.9 |
| Professional, Scientific & Technical Services | 23 | 1.9 | 1.9 |
| Electricity, Gas, Water & Waste Services | 22 | 1.8 | 1.3 |
| Transport, Postal & Warehousing | 19 | 1.6 | 1.3 |
| Financial & Insurance Services | 13 | 1.1 | 1.1 |
| Rental, Hiring & Real Estate Services | 12 | 1.0 | 0.8 |
| Wholesale Trade | 10 | 0.8 | 0.7 |
| Administrative & Support Services | 6 | 0.5 | 1.2 |
| Information Media & Telecommunications | 6 | 0.5 | 1.0 |
| Mining | 6 | 0.5 | 0.7 |
| Other | 4 | 0.3 | 0.1 |
| Total | 1 198 | 100.0 | 100.0 |



Table 9 Main reason of Year 12 completers for not studying, by sex, Far North, 2009

| <i>Main Reason</i> | <i>Males %</i> | <i>Females %</i> | <i>Total %</i> |
|---|--------------------|----------------------|--------------------|
| I want a break from study | 16.0 | 21.0 | 18.8 |
| I am undecided and considering options | 18.5 | 17.7 | 18.0 |
| I am not interested in further study | 13.3 | 10.2 | 11.5 |
| I am working to finance further study | 9.0 | 12.1 | 10.7 |
| I am waiting for the course/training to begin | 8.7 | 6.9 | 7.7 |
| I am working to qualify for independent Youth Allowance | 4.9 | 5.8 | 5.4 |
| The course fees and other costs are a barrier | 3.5 | 5.6 | 4.7 |
| I don't feel ready for more study | 3.3 | 5.2 | 4.4 |
| My work commitments | 3.3 | 4.4 | 3.9 |
| I don't meet the entry criteria for the program | 2.4 | 3.1 | 2.8 |
| I would have to move away from home | 1.6 | 1.9 | 1.8 |
| I am looking for an apprenticeship/traineeship | 3.3 | 0.0 | 1.4 |
| Because of disability | 2.2 | 0.6 | 1.3 |
| My family commitments | 1.1 | 1.5 | 1.3 |
| I am going into the armed services | 1.6 | 0.0 | 0.7 |
| I have already finished studying | 0.5 | 0.8 | 0.7 |
| Health reasons | 0.0 | 0.4 | 0.2 |
| I am working to save money | 0.0 | 0.2 | 0.1 |
| There is too much travel involved | 0.3 | 0.0 | 0.1 |
| Other | 6.5 | 2.7 | 4.4 |
| Total | 100.0 | 100.0 | 100.0 |



Table 10 Main reason of Year 12 completers for not studying, Far North, Regional Queensland and Queensland, 2009

| <i>Main Reason</i> | <i>%</i> | <i>Regional Queensland %</i> | <i>Qld %</i> |
|---|--------------|--------------------------------------|--------------|
| I want a break from study | 18.8 | 19.5 | 22.3 |
| I am undecided and considering options | 18.0 | 19.7 | 20.4 |
| I am not interested in further study | 11.5 | 15.3 | 13.5 |
| I am waiting for the course/training to begin | 7.7 | 6.7 | 8.4 |
| I am working to finance further study | 10.7 | 8.2 | 7.0 |
| I don't feel ready for more study | 4.4 | 5.0 | 5.5 |
| My work commitments | 3.9 | 4.1 | 4.3 |
| The course fees and other costs are a barrier | 4.7 | 4.1 | 4.2 |
| I am working to qualify for independent Youth Allowance | 5.4 | 5.2 | 3.0 |
| I don't meet the entry criteria for the program | 2.8 | 2.3 | 2.8 |
| I would have to move away from home | 1.8 | 2.5 | 1.6 |
| Because of disability | 1.3 | 1.4 | 1.4 |
| I am looking for an apprenticeship/traineeship | 1.4 | 1.3 | 1.1 |
| I am going into the armed services | 0.7 | 1.0 | 1.0 |
| My family commitments | 1.3 | 0.6 | 0.7 |
| I have already finished studying | 0.7 | 0.3 | 0.4 |
| My sporting commitments | 0.0 | 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 | 0.0 | 0.1 | 0.1 |
| I am going overseas to work | 0.0 | 0.1 | 0.1 |
| I am looking for work | 0.0 | 0.1 | 0.1 |
| I am working to save money | 0.1 | 0.0 | 0.0 |
| Other | 4.4 | 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, Far North, 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 | 20.5 | 23.6 | 16.7 |
| Because of disability | 9.1 | 14.8 | 14.2 |
| Travel | 15.9 | 9.2 | 13.0 |
| Health reasons | 9.1 | 12.7 | 11.1 |
| My family commitments | 6.8 | 8.7 | 10.4 |
| My study commitments | 4.5 | 5.2 | 6.5 |
| My sporting commitments | 2.3 | 3.1 | 5.1 |
| I don't wish to work | 0.0 | 2.6 | 3.9 |
| I don't feel ready for paid employment | 0.0 | 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 | 6.8 | 1.7 | 0.9 |
| Student exchange | 0.0 | 0.0 | 0.3 |
| Other | 25.0 | 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) Far North, 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) | 330 | 32.4 | 120 | 16.2 |
| VET Cert IV+ * | 36 | 3.5 | 27 | 3.7 |
| VET Cert III * | 24 | 2.4 | 30 | 4.1 |
| VET Cert I-II/other * | 60 | 5.9 | 25 | 3.4 |
| Apprentice * | 52 | 5.1 | 113 | 15.3 |
| Trainee * | 51 | 5.0 | 40 | 5.4 |
| Working FT | 132 | 13.0 | 142 | 19.2 |
| Working PT | 215 | 21.1 | 152 | 20.6 |
| Seeking work | 91 | 8.9 | 73 | 9.9 |
| Not studying/NILF | 27 | 2.7 | 17 | 2.3 |
| <i>Total VET</i> | 223 | 21.9 | 235 | 31.8 |
| Total | 1 018 | 100.0 | 739 | 100.0 |

* Included in Total VET



Table 13 Main destinations of Year 12 completers, by school-based apprentices, Far North, 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) | 436 | 28.6 | 14 | 6.0 |
| VET Cert IV+ * | 54 | 3.5 | 9 | 3.8 |
| VET Cert III * | 53 | 3.5 | 1 | 0.4 |
| VET Cert I-II/other * | 77 | 5.1 | 8 | 3.4 |
| Apprentice * | 106 | 7.0 | 59 | 25.2 |
| Trainee * | 64 | 4.2 | 27 | 11.5 |
| Working FT | 227 | 14.9 | 47 | 20.1 |
| Working PT | 328 | 21.5 | 39 | 16.7 |
| Seeking work | 142 | 9.3 | 22 | 9.4 |
| Not studying/NILF | 36 | 2.4 | 8 | 3.4 |
| <i>Total VET</i> | <i>354</i> | <i>23.2</i> | <i>104</i> | <i>44.4</i> |
| Total | 1 523 | 100.0 | 234 | 100.0 |

* Included in Total VET



Table 14 Main destinations of Year 12 completers, by OP/IBD awarded, Far North, 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) | 14 | 1.9 | 436 | 43.1 |
| VET Cert IV+ * | 29 | 3.9 | 34 | 3.4 |
| VET Cert III * | 37 | 5.0 | 17 | 1.7 |
| VET Cert I-II/other * | 45 | 6.0 | 40 | 4.0 |
| Apprentice * | 132 | 17.7 | 33 | 3.3 |
| Trainee * | 47 | 6.3 | 44 | 4.4 |
| Working FT | 126 | 16.9 | 148 | 14.6 |
| Working PT | 165 | 22.1 | 202 | 20.0 |
| Seeking work | 121 | 16.2 | 43 | 4.3 |
| Not studying/NILF | 30 | 4.0 | 14 | 1.4 |
| <i>Total VET</i> | <i>290</i> | <i>38.9</i> | <i>168</i> | <i>16.6</i> |
| Total | 746 | 100.0 | 1 011 | 100.0 |

* Included in Total VET



Table 15 Main destinations of Year 12 completers, by Queensland Certificate of Individual Achievement (QCIA), Far North, 2009

| <i>Main Destination</i> | <i>no.</i> |
|-------------------------|------------|
| University (degree) | 1 |
| VET Cert IV+ * | 0 |
| VET Cert III * | 1 |
| VET Cert I-II/other * | 1 |
| Apprentice * | 1 |
| Trainee * | 1 |
| Working FT | 1 |
| Working PT | 4 |
| Seeking work | 4 |
| Not studying/NILF | 3 |
| <i>Total VET</i> | <i>4</i> |
| Total | 17 |

* Included in Total VET



Table 16 Main destinations of Year 12 completers, by Year 12 Status – Queensland Certificate of Education (QCE), Far North, 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) | 34 | 6.5 | 416 | 33.8 |
| VET Cert IV+ * | 20 | 3.8 | 43 | 3.5 |
| VET Cert III * | 24 | 4.6 | 30 | 2.4 |
| VET Cert I-II/other * | 31 | 5.9 | 54 | 4.4 |
| Apprentice * | 77 | 14.6 | 88 | 7.1 |
| Trainee * | 26 | 4.9 | 65 | 5.3 |
| Working FT | 69 | 13.1 | 205 | 16.7 |
| Working PT | 121 | 23.0 | 246 | 20.0 |
| Seeking work | 101 | 19.2 | 63 | 5.1 |
| Not studying/NILF | 23 | 4.4 | 21 | 1.7 |
| <i>Total VET</i> | <i>178</i> | <i>33.8</i> | <i>280</i> | <i>22.7</i> |
| Total | 526 | 100.0 | 1 231 | 100.0 |

* Included in Total VET



Table 17 Main destinations of Year 12 completers, by Indigenous Status, Far North, 2009

| <i>Main Destination</i> | <i>Non-Indigenous</i> | | <i>Indigenous</i> | |
|-------------------------|-----------------------|--------------|-------------------|--------------|
| | <i>no.</i> | <i>%</i> | <i>no.</i> | <i>%</i> |
| University (degree) | 429 | 27.4 | 21 | 10.9 |
| VET Cert IV+ * | 59 | 3.8 | 4 | 2.1 |
| VET Cert III * | 48 | 3.1 | 6 | 3.1 |
| VET Cert I-II/other * | 72 | 4.6 | 13 | 6.8 |
| Apprentice * | 149 | 9.5 | 16 | 8.3 |
| Trainee * | 76 | 4.9 | 15 | 7.8 |
| Working FT | 247 | 15.8 | 27 | 14.1 |
| Working PT | 331 | 21.2 | 36 | 18.8 |
| Seeking work | 123 | 7.9 | 41 | 21.4 |
| Not studying/NILF | 31 | 2.0 | 13 | 6.8 |
| <i>Total VET</i> | <i>404</i> | <i>25.8</i> | <i>54</i> | <i>28.1</i> |
| Total | 1 565 | 100.0 | 192 | 100.0 |

* Included in Total VET



Table 18 Main destinations of Year 12 completers, by Language Background, Far North, 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) | 423 | 25.9 | 20 | 17.7 |
| VET Cert IV+ * | 59 | 3.6 | 4 | 3.5 |
| VET Cert III * | 49 | 3.0 | 5 | 4.4 |
| VET Cert I-II/other * | 80 | 4.9 | 3 | 2.7 |
| Apprentice * | 157 | 9.6 | 8 | 7.1 |
| Trainee * | 85 | 5.2 | 5 | 4.4 |
| Working FT | 257 | 15.7 | 16 | 14.2 |
| Working PT | 349 | 21.4 | 18 | 15.9 |
| Seeking work | 136 | 8.3 | 27 | 23.9 |
| Not studying/NILF | 37 | 2.3 | 7 | 6.2 |
| Total VET | 430 | 26.3 | 25 | 22.1 |
| Total | 1 632 | 100.0 | 113 | 100.0 |

* Included in Total VET



Table 19 Main destinations of Year 12 completers, by socioeconomic status, Far North, 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) | 169 | 21.6 | 97 | 21.9 | 108 | 33.8 | 76 | 36.7 |
| VET Cert IV+ * | 27 | 3.4 | 21 | 4.7 | 8 | 2.5 | 7 | 3.4 |
| VET Cert III * | 24 | 3.1 | 11 | 2.5 | 11 | 3.4 | 7 | 3.4 |
| VET Cert I-II/other * | 35 | 4.5 | 21 | 4.7 | 16 | 5.0 | 13 | 6.3 |
| Apprentice * | 83 | 10.6 | 49 | 11.1 | 23 | 7.2 | 10 | 4.8 |
| Trainee * | 38 | 4.9 | 33 | 7.4 | 10 | 3.1 | 9 | 4.3 |
| Working FT | 137 | 17.5 | 61 | 13.8 | 50 | 15.6 | 25 | 12.1 |
| Working PT | 147 | 18.8 | 100 | 22.6 | 73 | 22.8 | 47 | 22.7 |
| Seeking work | 100 | 12.8 | 41 | 9.3 | 11 | 3.4 | 11 | 5.3 |
| Not studying/NILF | 23 | 2.9 | 9 | 2.0 | 10 | 3.1 | 2 | 1.0 |
| <i>Total VET</i> | <i>207</i> | <i>26.4</i> | <i>135</i> | <i>30.5</i> | <i>68</i> | <i>21.3</i> | <i>46</i> | <i>22.2</i> |
| Total | 783 | 100.0 | 443 | 100.0 | 320 | 100.0 | 207 | 100.0 |

* Included in Total VET

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



Statistical Subdivisions within Far North

Cairns

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

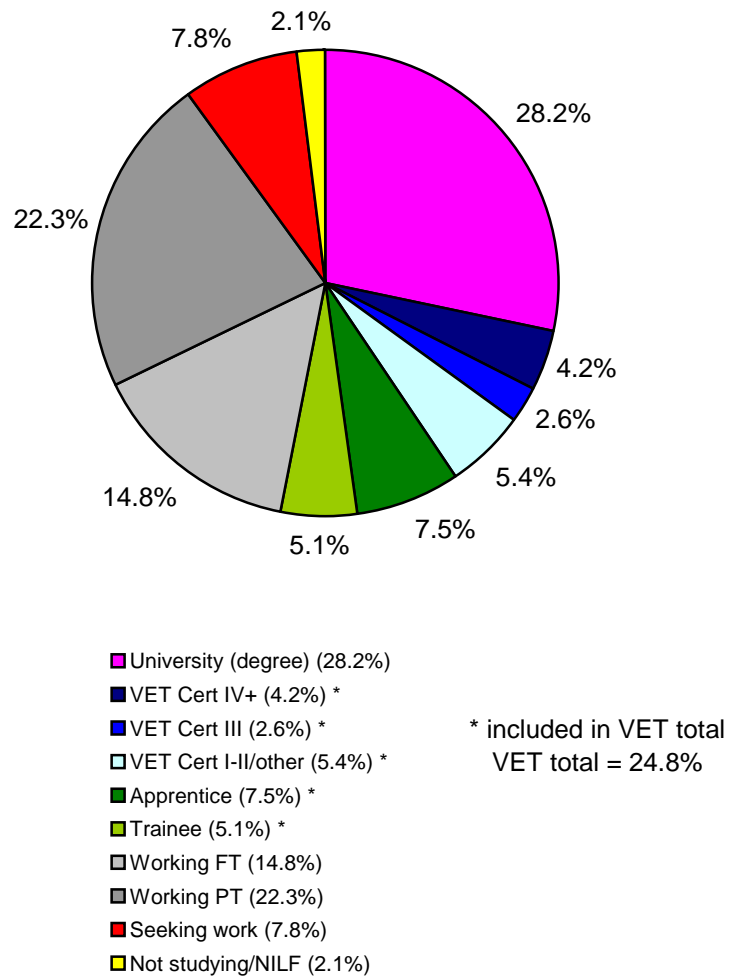




Table 20 Main destinations of Year 12 completers, by sex, Cairns, 2009

| <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) | 122 | 25.0 | 181 | 30.9 | 303 | 28.2 |
| VET Cert IV+ * | 17 | 3.5 | 28 | 4.8 | 45 | 4.2 |
| VET Cert III * | 10 | 2.0 | 18 | 3.1 | 28 | 2.6 |
| VET Cert I-II/other * | 26 | 5.3 | 32 | 5.5 | 58 | 5.4 |
| Apprentice * | 71 | 14.5 | 9 | 1.5 | 80 | 7.5 |
| Trainee * | 18 | 3.7 | 37 | 6.3 | 55 | 5.1 |
| Working FT | 63 | 12.9 | 96 | 16.4 | 159 | 14.8 |
| Working PT | 103 | 21.1 | 136 | 23.2 | 239 | 22.3 |
| Seeking work | 46 | 9.4 | 38 | 6.5 | 84 | 7.8 |
| Not studying/NILF | 12 | 2.5 | 10 | 1.7 | 22 | 2.1 |
| <i>Total VET</i> | <i>142</i> | <i>29.1</i> | <i>124</i> | <i>21.2</i> | <i>266</i> | <i>24.8</i> |
| Total | 488 | 100.0 | 585 | 100.0 | 1 073 | 100.0 |



Figure 7 Main destinations of Year 12 completers, Cairns, Far North, Regional Queensland & Queensland, 2009

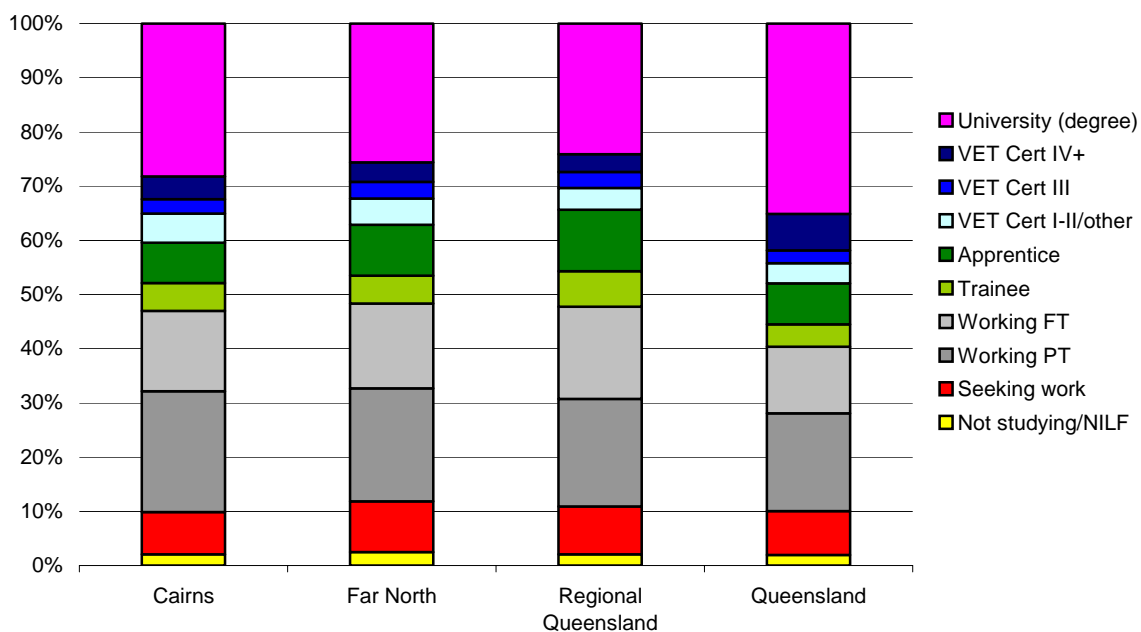


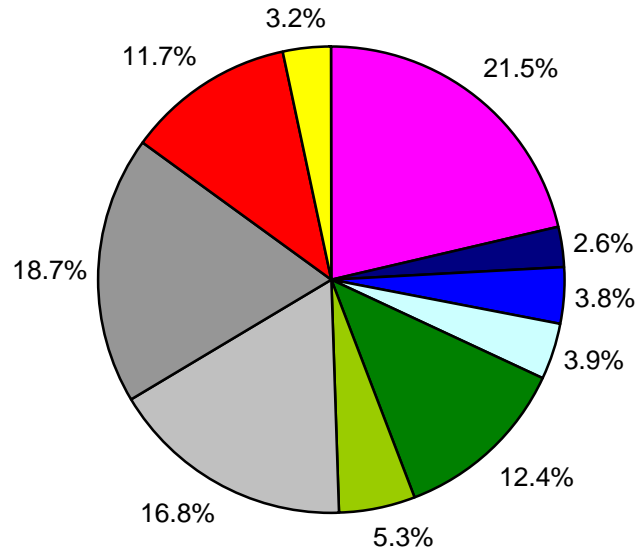
Table 21 Study and labour force destinations of Year 12 completers, Cairns, 2009

| | | <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> | 6 | 2 | 6 | 0 | 2 | 159 | 175 |
| | <i>%</i> | 2.0 | 3.9 | 5.6 | 0.0 | 2.7 | 31.5 | 16.3 |
| Working part-time | <i>no.</i> | 146 | 28 | 10 | 11 | 10 | 239 | 444 |
| | <i>%</i> | 48.2 | 54.9 | 9.3 | 34.4 | 13.3 | 47.4 | 41.4 |
| Apprentice | <i>no.</i> | 0 | 3 | 54 | 3 | 20 | 0 | 80 |
| | <i>%</i> | 0.0 | 5.9 | 50.0 | 9.4 | 26.7 | 0.0 | 7.5 |
| Trainee | <i>no.</i> | 0 | 3 | 26 | 9 | 17 | 0 | 55 |
| | <i>%</i> | 0.0 | 5.9 | 24.1 | 28.1 | 22.7 | 0.0 | 5.1 |
| Seeking work | <i>no.</i> | 73 | 12 | 8 | 3 | 9 | 84 | 189 |
| | <i>%</i> | 24.1 | 23.5 | 7.4 | 9.4 | 12.0 | 16.7 | 17.6 |
| Not working/not seeking work | <i>no.</i> | 78 | 3 | 4 | 6 | 17 | 22 | 130 |
| | <i>%</i> | 25.7 | 5.9 | 3.7 | 18.8 | 22.7 | 4.4 | 12.1 |
| Total | <i>no.</i> | 303 | 51 | 108 | 32 | 75 | 504 | 1 073 |
| | <i>%</i> | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |



Far North SD Bal

Figure 8 Main destinations of Year 12 completers, Far North SD Bal, 2009



- University (degree) (21.5%)
- VET Cert IV+ (2.6%) *
- VET Cert III (3.8%) *
- VET Cert I-II/other (3.9%) *
- Apprentice (12.4%) *
- Trainee (5.3%) *
- Working FT (16.8%)
- Working PT (18.7%)
- Seeking work (11.7%)
- Not studying/NILF (3.2%)

* included in VET total
VET total = 28.1%



Table 22 Main destinations of Year 12 completers, by sex, Far North 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) | 54 | 18.4 | 93 | 23.8 | 147 | 21.5 |
| VET Cert IV+ * | 2 | 0.7 | 16 | 4.1 | 18 | 2.6 |
| VET Cert III * | 8 | 2.7 | 18 | 4.6 | 26 | 3.8 |
| VET Cert I-II/other * | 12 | 4.1 | 15 | 3.8 | 27 | 3.9 |
| Apprentice * | 71 | 24.1 | 14 | 3.6 | 85 | 12.4 |
| Trainee * | 3 | 1.0 | 33 | 8.5 | 36 | 5.3 |
| Working FT | 49 | 16.7 | 66 | 16.9 | 115 | 16.8 |
| Working PT | 45 | 15.3 | 83 | 21.3 | 128 | 18.7 |
| Seeking work | 40 | 13.6 | 40 | 10.3 | 80 | 11.7 |
| Not studying/NILF | 10 | 3.4 | 12 | 3.1 | 22 | 3.2 |
| <i>Total VET</i> | 96 | 32.7 | 96 | 24.6 | 192 | 28.1 |
| Total | 294 | 100.0 | 390 | 100.0 | 684 | 100.0 |



Figure 9 Main destinations of Year 12 completers, Far North SD Bal, Far North, Regional Queensland & Queensland, 2009

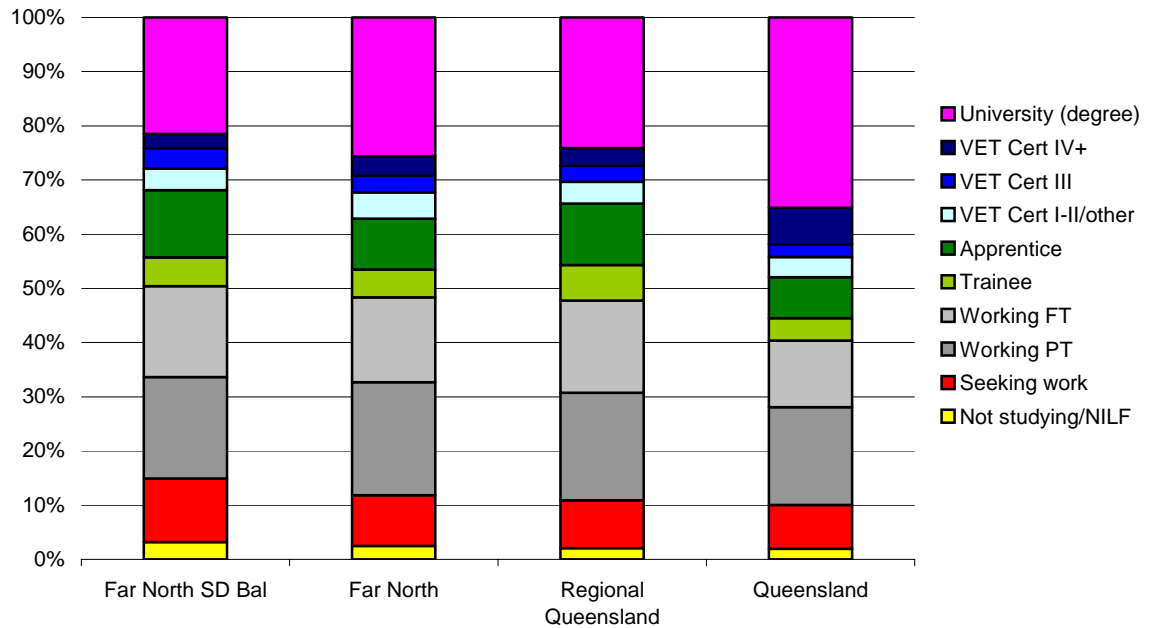


Table 23 Study and labour force destinations of Year 12 completers, Far North SD Bal, 2009

| | | <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> | 6 | 3 | 4 | 4 | 6 | 115 | 138 |
| | <i>%</i> | 4.1 | 10.7 | 3.8 | 36.4 | 12.8 | 33.3 | 20.2 |
| Working part-time | <i>no.</i> | 33 | 8 | 11 | 1 | 4 | 128 | 185 |
| | <i>%</i> | 22.4 | 28.6 | 10.4 | 9.1 | 8.5 | 37.1 | 27.0 |
| Apprentice | <i>no.</i> | 0 | 4 | 60 | 1 | 20 | 0 | 85 |
| | <i>%</i> | 0.0 | 14.3 | 56.6 | 9.1 | 42.6 | 0.0 | 12.4 |
| Trainee | <i>no.</i> | 0 | 6 | 20 | 3 | 7 | 0 | 36 |
| | <i>%</i> | 0.0 | 21.4 | 18.9 | 27.3 | 14.9 | 0.0 | 5.3 |
| Seeking work | <i>no.</i> | 36 | 3 | 10 | 2 | 2 | 80 | 133 |
| | <i>%</i> | 24.5 | 10.7 | 9.4 | 18.2 | 4.3 | 23.2 | 19.4 |
| Not working/not seeking work | <i>no.</i> | 72 | 4 | 1 | 0 | 8 | 22 | 107 |
| | <i>%</i> | 49.0 | 14.3 | 0.9 | 0.0 | 17.0 | 6.4 | 15.6 |
| Total | <i>no.</i> | 147 | 28 | 106 | 11 | 47 | 345 | 684 |
| | <i>%</i> | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |



Appendix

Appendix 1

Table A1A Far North schools with Year 12 completers in 2008

Atherton State High School
Babinda State School
Bentley Park College
Cairns School of Distance Education
Cairns State High School
Cooktown State School
Djarragun College
Freshwater Christian College
Good Counsel College
Gordonvale State High School
Innisfail State High School
Kuranda District State College
Malanda State High School
Mareeba State High School
Mossman State High School
Mount St Bernard College
Northern Peninsula Area College
Peace Lutheran College
Ravenshoe State High School
Smithfield State High School
St Augustine's College - Cairns
St Mary's Catholic College Woree
St Monica's College
Tagai State College - Thursday Island Secondary
Trinity Anglican School
Trinity Bay State High School
Tully State High School
Western Cape College
Woree State High School

Appendix 2

Figure A2A Queensland Statistical Divisions, ABS, 2008

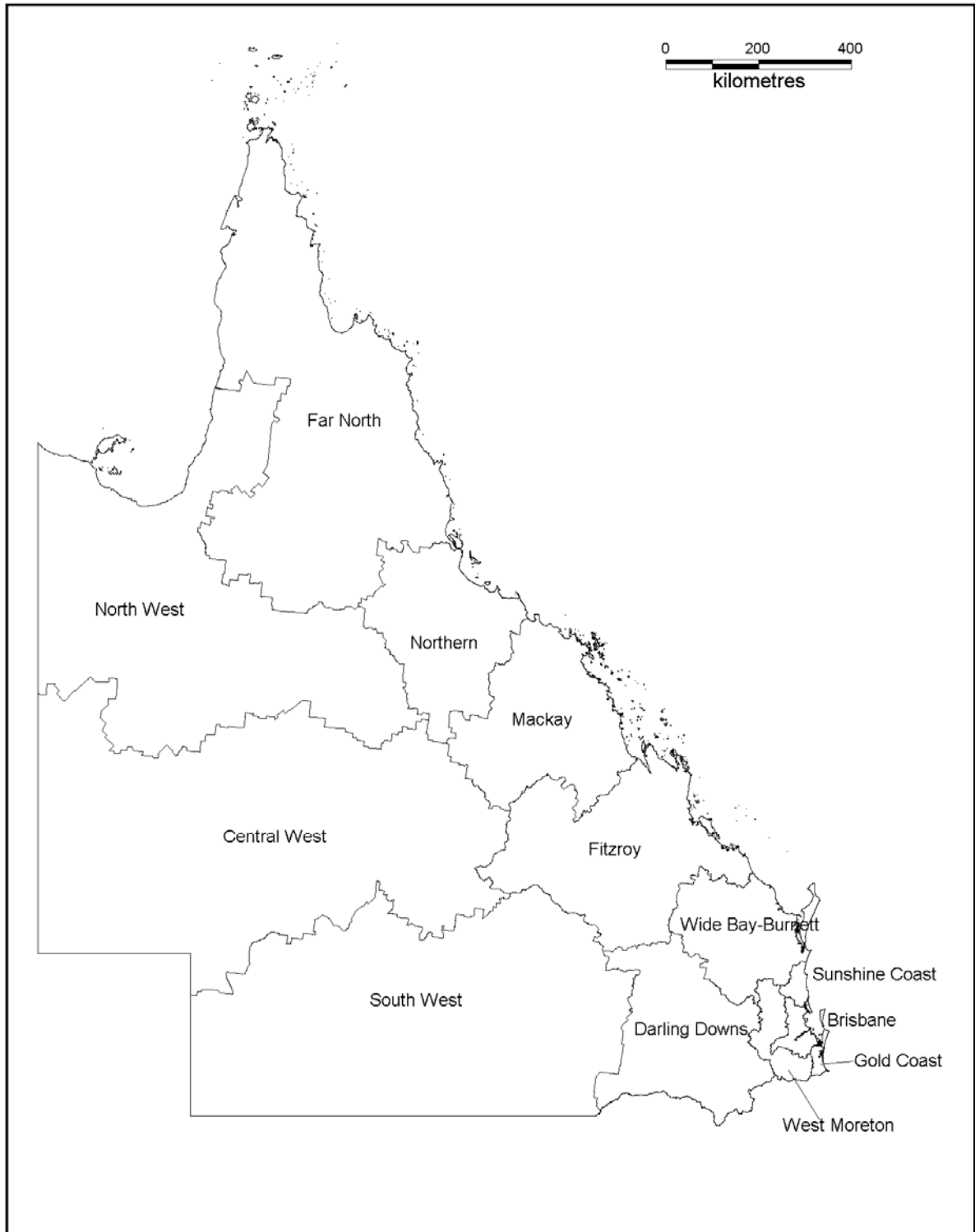
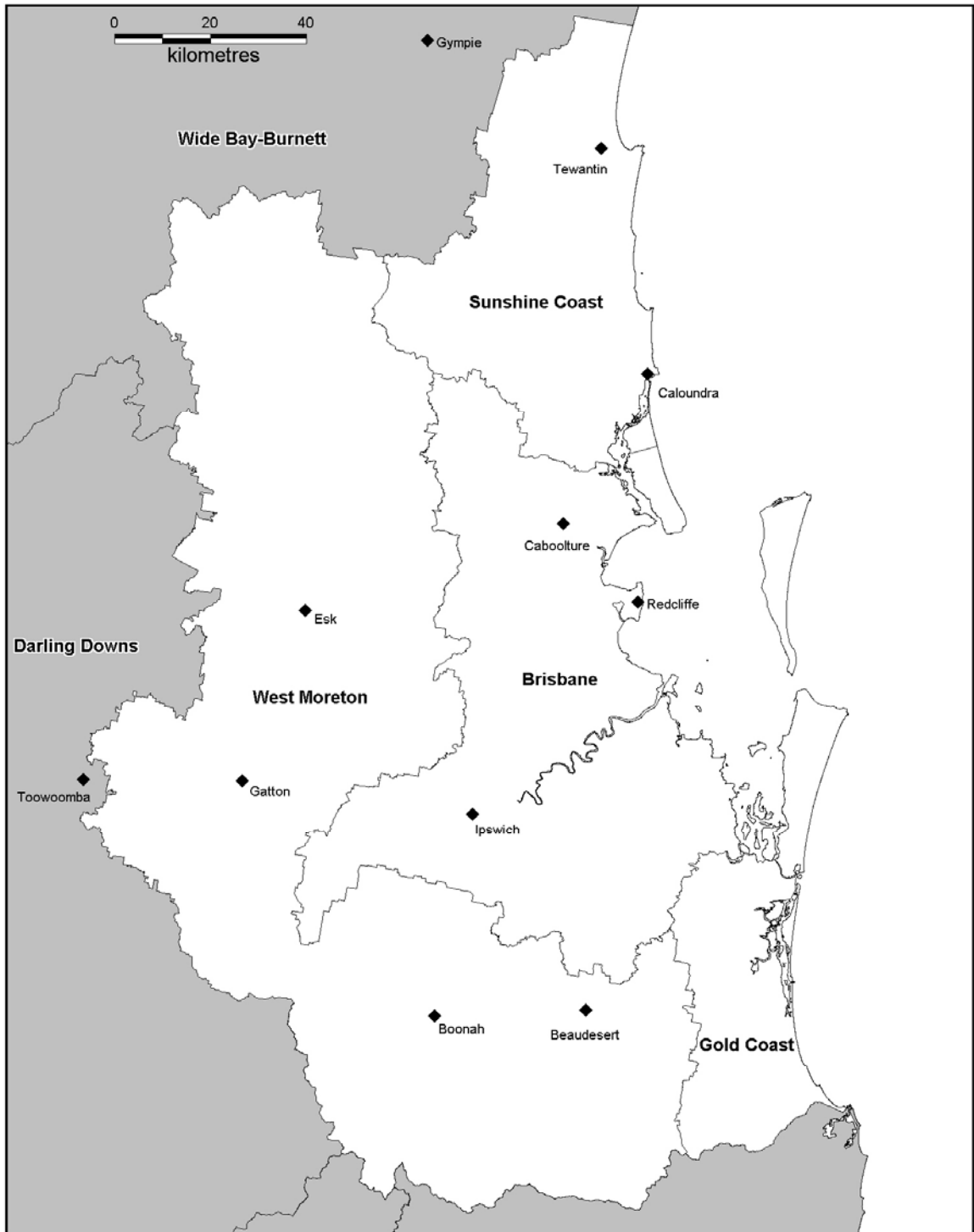




Figure A2B Brisbane, Gold Coast, Sunshine Coast and West Moreton Statistical Divisions, ABS, 2008





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)