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nextstep 2009

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

Mackay Regional Report



Next Step 2009

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destinations of Year 12
completers from 2008**

Mackay



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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 – Mackay – was 84.0 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

- Nine in ten (91.5 per cent) Year 12 completers in this region were studying or in paid employment. (Figure 1)
- Over one half (56.0 per cent) continued in some recognised form of education and training in the year after they left school. (Figure 1)
- One in five was undertaking a university degree (21.9 per cent). (Figure 1)
- One third (34.1 per cent) entered into studying vocational education and training (VET). (Figure 1)
- One third of the campus-based VET students were studying at Certificate IV level or higher (3.2 per cent of Year 12 completers overall). (Figure 1)
- One quarter (24.4 per cent) were undertaking employment-based training, either as an apprentice (14.7 per cent) or trainee (9.7 per cent). (Figure 1)
- In addition to the above study destinations, a further 8.6 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).
- Four in ten (44.0 per cent) did not enter post-school education or training and were either employed (35.5 per cent), looking for work (6.3 per cent) or neither working, seeking work or studying (2.2 per cent). (Figure 1)

Learning: education and training destinations

Amongst the 56.0 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) and Health. (Table 4)

The Central Queensland Institute of TAFE, Central Queensland University, Private Training Colleges and James Cook University were the four tertiary institutions most commonly entered by Year 12 completers, accounting for six in ten of Year 12 completers (62.6 per cent) in post-school education and training destinations. (Table 5)

Earning: employment destinations

Of those Year 12 graduates working, four in ten were in part-time employment (41.5 per cent), while 25.8 per cent were in full-time employment, 19.7 per cent were apprentices and 13.0 per cent were trainees. (Table 6)

Nearly one half of all Year 12 completers in employment (48.4 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 (27.2 per cent) with the next most common being Clerks, Receptionists and Secretaries (11.9 per cent) followed by Food Handlers (9.3 per cent). (Table 7)



Not learning or earning

The survey identified 6.3 per cent of Year 12 graduates who were seeking work. (Figure 1)

A further 2.2 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 were undecided and considering their options, wanting a break from study (for example to travel), 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 (23.9 per cent compared to 19.4 per cent of males), and more likely to enrol in campus-based VET programs (11.0 per cent compared to 8.2 per cent of males). (Table 2)
- Males were eight times as likely as females to enter an apprenticeship, while females were twice as likely to commence a traineeship. (Table 2)
- Females were eight times as likely as males to study in the field of Education and three times as likely to study Management and Commerce and Health. (Table 4)
- Males were nine times as likely as females to enrol in Engineering and Related Technologies courses and three times as likely to enrol in Architecture and Building courses. (Table 4)
- Females were more likely than males to be working in part-time jobs (48.7 per cent compared to 32.6 per cent) and working in full-time jobs (29.2 per cent compared to 21.5 per cent of males). (Table 6)

VET students in schools

One half of Year 12 graduates in this region left school with a VET qualification (52.2 per cent), while 15.1 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 (15.9 per cent compared to 28.4 per cent). However, they had higher rates of transition to employment-based training (30.6 per cent compared to 17.5 per cent) and they were just as likely to enter employment with no further education and training (34.6 per cent compared to 36.6 per cent). (Table 12)

School-based apprentices and trainees were nearly three times as likely to undertake apprenticeships or traineeships after school as other Year 12 completers (54.0 per cent compared to 19.1 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 (35.8 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 (36.9 per cent compared to



15.8 per cent) however were just as likely to enter into employment without further education and training (37.7 per cent compared to 34.1 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 (12 respondents) were identified as achieving a QCIA. (Table 15)

Queensland Certificate of Education (QCE)

Seven in ten (73.8 per cent) respondents to the survey received a QCE. Those with a QCE were more likely to enrol in a university degree course than others (28.4 per cent compared to 3.7 per cent). However, those not awarded a QCE were more likely to enter employment-based training (30.2 per cent compared to 22.3 per cent) and more likely to enter employment with no further education and training (38.1 per cent compared to 34.6 per cent). Those not awarded a QCE were twice as likely to be seeking work as those awarded a QCE (11.3 per cent compared to 4.5 per cent). (Table 16)

Indigenous

Indigenous Year 12 completers were less likely than their non-Indigenous peers to enrol at university (8.9 per cent compared to 22.5 per cent). Nonetheless, 5 Indigenous young people who completed the survey commenced university studies in 2009. (Table 17)

10.7 per cent (6 respondents) of Indigenous students entered into campus-based VET programs along with 19.6 per cent (12 respondents) entered into an apprenticeship or traineeship. A further 39.3 per cent (22 respondents) entered into working pathways with no further education and training. (Table 17)

Language background other than English (LBOTE)

Among Year 12 completers of this region, only 1.2% (15 respondents) were identified as LBOTE. (Table 18)

Socioeconomic status

Transition to post-school education and training was strongly associated with socioeconomic status (SES), increasing consistently from 45.6 per cent for the lowest SES quartile to 61.2 per cent for the second highest SES quartile. The highest SES quartile defied the trend and dropped slightly to 60.4 per cent. (Table 19)

Regional comparisons

Year 12 completers in Mackay Region had considerable differences in post-schooling destinations when compared to Regional Queensland and statewide Year 12 completers. Those from Mackay Region were less likely than Regional Queensland and statewide to enter university yet more likely than Regional Queensland and twice as likely as statewide to enter into employment-based training. Furthermore, the Mackay Region were more likely than statewide to enter into employment with no further education and training. (Figure 2)

Year 12 completers not in education or training in Mackay Region had differences in employment destinations to Regional Queensland and to statewide Year 12



completers. Those from Mackay Region were less likely than both Regional Queensland and statewide to be seeking work and more likely than statewide to be engaged in full-time work. (Figure 5)

The survey also reveals differences in occupations and industry categories of Year 12 completers in Mackay Region when measured against those of Year 12 completers statewide. Of the occupation categories, those from Mackay Region were less likely than statewide to be Sales Assistants and Food Handlers but more likely to be Clerks, Receptionists and Secretaries. With regard to industry categories those from Mackay Region when compared to statewide were less likely to be in Retail and Accommodation and Food Services but were nine times as likely to be engaged in Mining. (Table 7 and Table 8)

The main reasons given for not studying in Mackay Region Year 12 completers resembled the patterns of those from Regional Queensland and statewide with one exception. Those from Mackay Region were less likely than statewide to want a break from study. (Table 10)

Mackay 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 Mackay Region were less likely than both Regional Queensland and statewide to have accepted a job that starts later offset by being more likely due to a disability, travel reasons and study commitments. (Table 11)

Comparisons over time

Comparisons between the destinations of Year 12 graduates from Mackay Region for the years 2005, 2006, 2007, 2008 and 2009 reveal changes and emerging trends. The 2009 data when compared to the 2008 data show an increase in campus-based VET destinations and a dramatic increase in working part-time. Decreases were in the destinations of apprenticeships and working full-time.

Emerging trends show a decrease in traineeships and an increase in working part-time. (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

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, Mackay, 2009

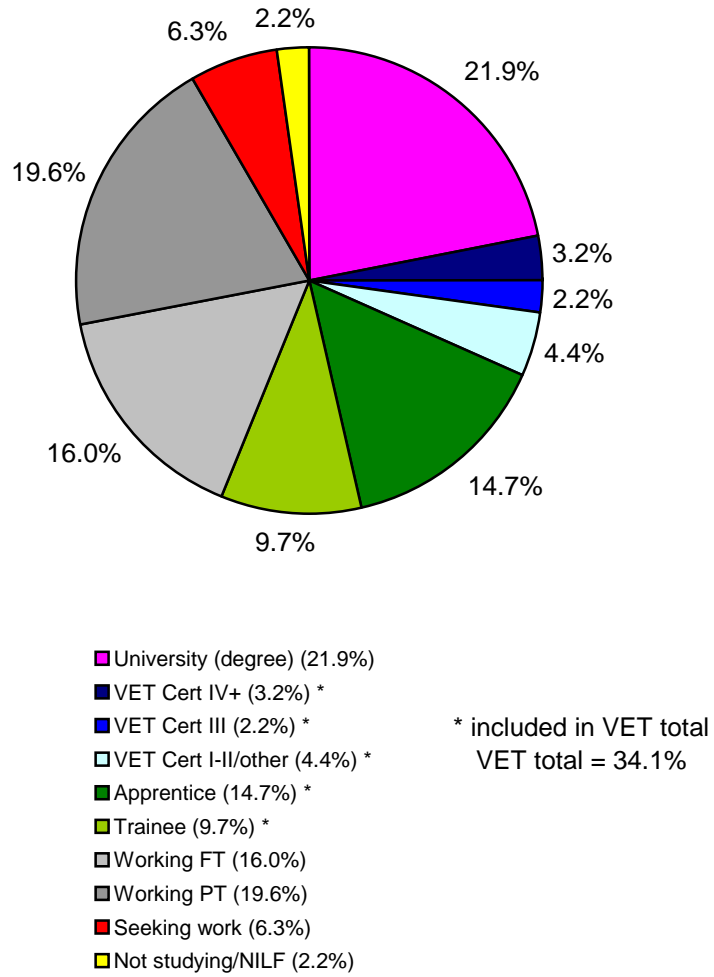




Table 2 Main destinations of Year 12 completers, by sex, Mackay, 2009

<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)	109	19.4	165	23.9	274	21.9
VET Cert IV+ *	14	2.5	26	3.8	40	3.2
VET Cert III *	6	1.1	21	3.0	27	2.2
VET Cert I-II/other *	26	4.6	29	4.2	55	4.4
Apprentice *	160	28.5	24	3.5	184	14.7
Trainee *	30	5.3	91	13.2	121	9.7
Working FT	75	13.4	125	18.1	200	16.0
Working PT	85	15.2	160	23.2	245	19.6
Seeking work	44	7.8	35	5.1	79	6.3
Not studying/NILF	12	2.1	15	2.2	27	2.2
<i>Total VET</i>	236	42.1	191	27.6	427	34.1
Total	561	100.0	691	100.0	1 252	100.0

* Included in Total VET



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

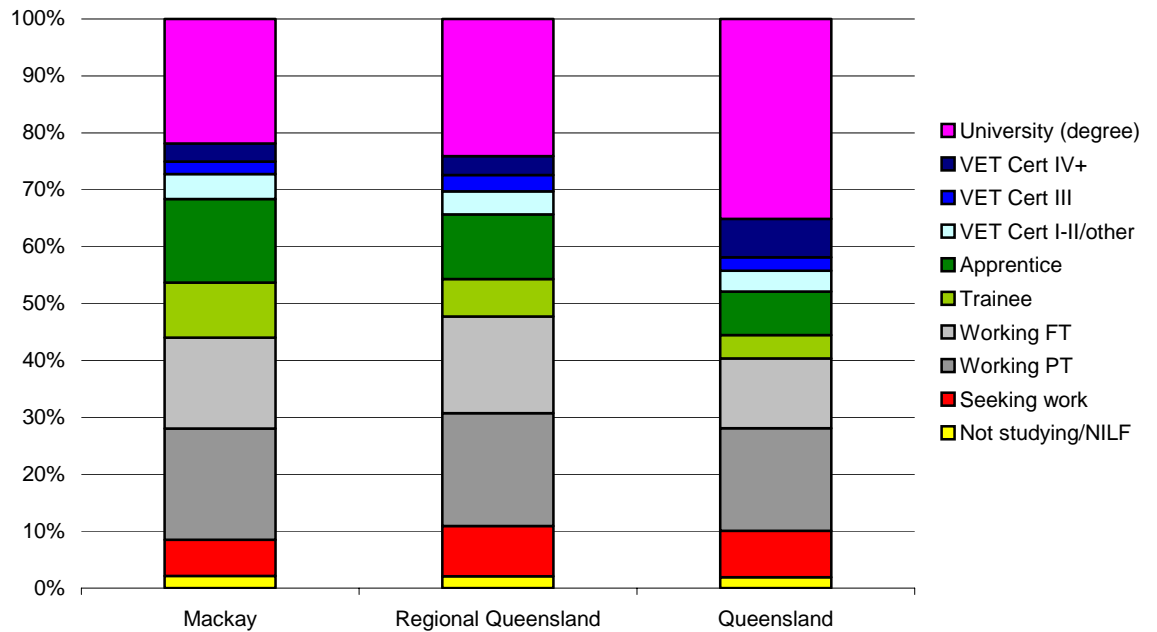
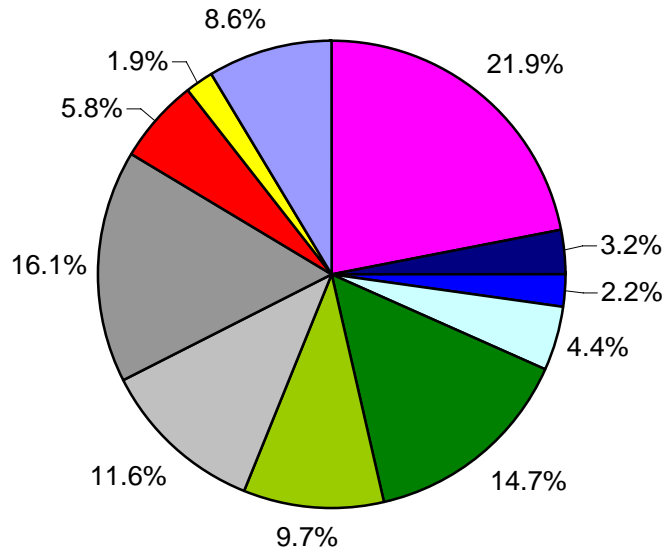


Table 3 Study and labour force destinations of Year 12 completers, Mackay, 2009

		<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>	18	8	11	0	4	200	241
	<i>%</i>	6.6	13.6	4.9	0.0	3.7	36.3	19.2
Working part-time	<i>no.</i>	97	19	6	6	15	245	388
	<i>%</i>	35.4	32.2	2.7	16.7	13.9	44.5	31.0
Apprentice	<i>no.</i>	0	13	124	1	46	0	184
	<i>%</i>	0.0	22.0	55.4	2.8	42.6	0.0	14.7
Trainee	<i>no.</i>	0	6	73	20	22	0	121
	<i>%</i>	0.0	10.2	32.6	55.6	20.4	0.0	9.7
Seeking work	<i>no.</i>	66	6	5	5	5	79	166
	<i>%</i>	24.1	10.2	2.2	13.9	4.6	14.3	13.3
Not working/not seeking work	<i>no.</i>	93	7	5	4	16	27	152
	<i>%</i>	33.9	11.9	2.2	11.1	14.8	4.9	12.1
Total	<i>no.</i>	274	59	224	36	108	551	1 252
	<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, Mackay, 2009



University (degree) (21.9%)

VET Cert IV+ (3.2%) *

VET Cert III (2.2%) *

VET Cert I-II/other (4.4%) *

Apprentice (14.7%) *

Trainee (9.7%) *

Working Full-time (11.6%)

Working Part-time (16.1%)

Seeking work (5.8%)

Not studying/not in labour force (1.9%)

Deferred (8.6%)

* included in VET total
VET total = 34.1%



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

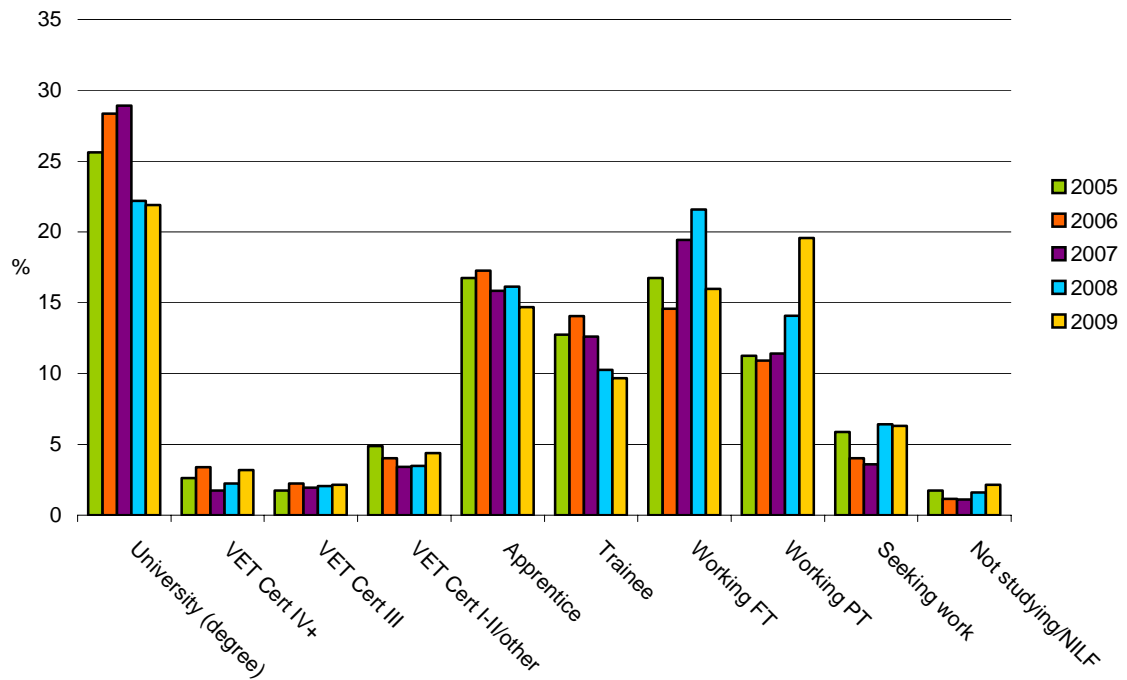


Table 4 Field of study of Year 12 completers, by sex, Mackay, 2009

<i>Field of Study</i>	<i>Males</i> %	<i>Females</i> %	<i>Total</i> %
Engineering & Related Technologies	49.1	5.1	26.7
Management & Commerce	7.4	28.7	18.3
Health	5.3	18.5	12.0
Society & Culture	4.1	11.9	8.1
Food, Hospitality & Personal Services	4.1	8.5	6.4
Creative Arts	3.3	8.0	5.7
Architecture & Building	8.6	2.3	5.4
Natural & Physical Sciences	3.6	3.7	3.6
Double Field of Study	2.4	3.1	2.8
Education	0.6	4.8	2.8
Information Technology	3.8	1.4	2.6
Agriculture, Environmental & Related Studies	1.8	1.1	1.4
Year 12/Senior/Student Exchange	1.2	1.4	1.3
Mixed Field Programs	1.8	0.3	1.0
Defence Force Study	0.3	0.3	0.3
Other	2.7	0.9	1.7
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, Mackay, 2009

<i>Institution</i>	<i>no.</i>	<i>%</i>
Central Queensland Institute of TAFE	173	25.1
Central Queensland University	92	13.3
Private Training Colleges	86	12.5
James Cook University	81	11.7
University of Queensland	51	7.4
Barrier Reef Institute of TAFE	44	6.4
Queensland University of Technology	29	4.2
Griffith University	18	2.6
Secondary Schools	12	1.7
Other Queensland TAFEs	10	1.4
University of Southern Queensland	8	1.2
Interstate Universities	7	1.0
Brisbane North Institute of TAFE	6	0.9
Southbank Institute of TAFE	6	0.9
Skills Tech Australia	5	0.7
Metropolitan South Institute of TAFE	5	0.7
University of the Sunshine Coast	3	0.4
Interstate TAFEs	3	0.4
Gold Coast Institute of TAFE	2	0.3
Southern Queensland Institute of TAFE	2	0.3
Wide Bay Institute of TAFE	2	0.3
Careers Australian Institute of Technology	2	0.3
Tropical North Institute of TAFE	2	0.3
Sunshine Institute of TAFE	1	0.1
Qantm College	1	0.1
Bond University	1	0.1
Other	38	5.5
Total	690	100.0



Table 6 Work destinations of all Year 12 completers in employment, by sex, Mackay, 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	160	38.6	24	4.6	184	19.7
Trainee	30	7.2	91	17.5	121	13.0
Working full-time	89	21.5	152	29.2	241	25.8
Working part-time	135	32.6	253	48.7	388	41.5
Total	414	100.0	520	100.0	934	100.0

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

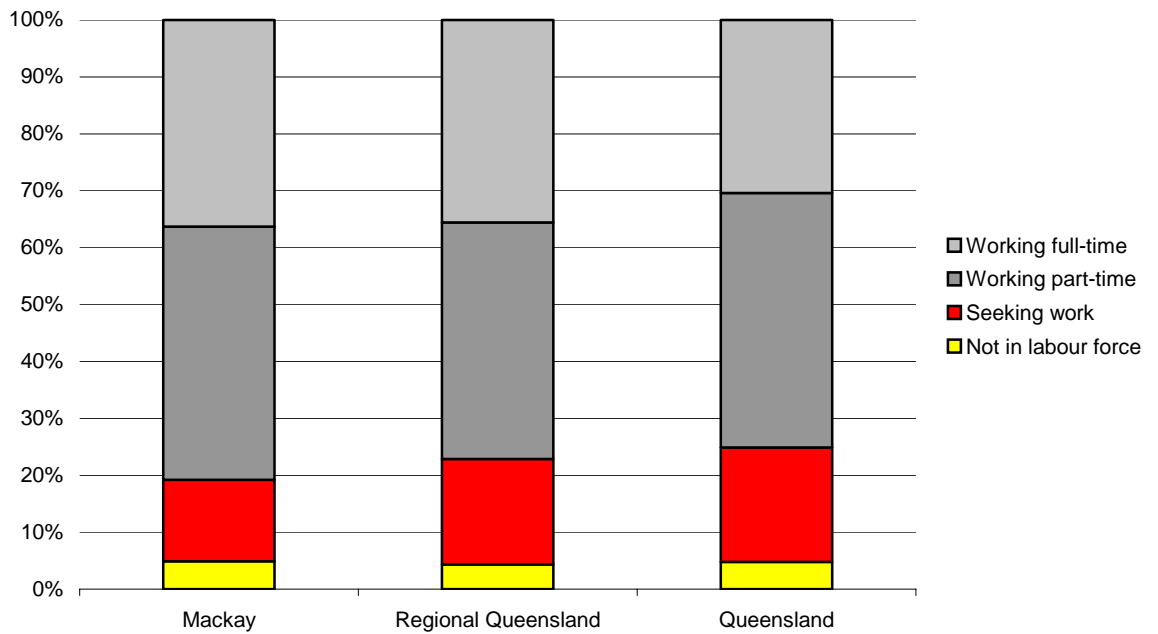




Table 7 Occupational groups of all Year 12 completers in employment, Mackay and Queensland, 2009

Occupational Group	no.	%	Qld %
Sales Assistants	254	27.2	36.6
Clerks, Receptionists & Secretaries	111	11.9	7.6
Food Handlers	87	9.3	12.6
Waiters	58	6.2	6.7
Electrical & Electronics Trades	51	5.5	2.2
Building & Construction Skilled Workers	49	5.2	4.4
Health, Fitness, Hair & Beauty Workers	40	4.3	3.9
Metal & Engineering Trades	40	4.3	1.5
Labourers	33	3.5	3.9
Automotive Workers	28	3.0	1.6
Accounting, Finance & Management	24	2.6	1.5
Child Care & Education-related Workers	23	2.5	3.8
Food, Hospitality & Tourism	23	2.5	2.6
Gardeners, Farmers & Animal Workers	18	1.9	2.5
Storepersons	18	1.9	2.0
Cleaners	14	1.5	0.8
Government & Defence	14	1.5	1.3
Marketing & Sales Representatives	13	1.4	0.9
Drivers & Transport	12	1.3	0.7
Engineering & Science-related Workers	8	0.9	0.5
Factory & Machine Workers	7	0.7	0.8
Computing & IT	5	0.5	0.6
Media, the Arts & Printing	4	0.4	0.5
Pamphlet/Paper Delivery	0	0.0	0.1
Social Welfare & Security	0	0.0	0.2
Other	0	0.0	0.3
Total	934	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, Mackay and Queensland, 2009

<i>Industry Category</i>	<i>no.</i>	<i>%</i>	<i>Qld %</i>
Retail Trade	295	31.6	39.0
Accommodation & Food Services	165	17.7	22.6
Construction	68	7.3	6.9
Mining	62	6.6	0.7
Manufacturing	50	5.4	3.3
Health Care & Social Assistance	44	4.7	4.8
Professional, Scientific & Technical Services	31	3.3	1.9
Public Administration & Safety	30	3.2	2.5
Other Services	29	3.1	2.5
Financial & Insurance Services	26	2.8	1.1
Arts & Recreation Services	25	2.7	3.2
Electricity, Gas, Water & Waste Services	23	2.5	1.3
Administrative & Support Services	21	2.2	1.2
Agriculture, Forestry & Fishing	16	1.7	2.3
Transport, Postal & Warehousing	14	1.5	1.3
Education & Training	13	1.4	2.9
Information Media & Telecommunications	10	1.1	1.0
Rental, Hiring & Real Estate Services	6	0.6	0.8
Wholesale Trade	6	0.6	0.7
Other	0	0.0	0.1
Total	934	100.0	100.0



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

<i>Main Reason</i>	<i>Males %</i>	<i>Females %</i>	<i>Total %</i>
I am undecided and considering options	16.2	23.9	20.9
I want a break from study	14.4	19.1	17.2
I am not interested in further study	16.7	14.9	15.6
I am working to finance further study	8.3	7.2	7.6
I am waiting for the course/training to begin	7.4	5.4	6.2
I don't feel ready for more study	5.1	6.3	5.8
I am working to qualify for independent Youth Allowance	4.2	6.0	5.3
My work commitments	5.1	3.9	4.4
The course fees and other costs are a barrier	4.2	3.9	4.0
I don't meet the entry criteria for the program	4.6	1.8	2.9
I am looking for an apprenticeship/traineeship	6.0	0.3	2.5
I would have to move away from home	0.5	3.6	2.4
Because of disability	3.7	0.3	1.6
My family commitments	0.0	1.2	0.7
I am going into the armed services	0.9	0.0	0.4
Health reasons	0.0	0.3	0.2
I am going overseas to work	0.0	0.3	0.2
My sporting commitments	0.5	0.0	0.2
There is too much travel involved	0.0	0.3	0.2
Other	2.3	1.5	1.8
Total	100.0	100.0	100.0



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

<i>Main Reason</i>	<i>%</i>	<i>Regional Queensland %</i>	<i>Qld %</i>
I want a break from study	17.2	19.5	22.3
I am undecided and considering options	20.9	19.7	20.4
I am not interested in further study	15.6	15.3	13.5
I am waiting for the course/training to begin	6.2	6.7	8.4
I am working to finance further study	7.6	8.2	7.0
I don't feel ready for more study	5.8	5.0	5.5
My work commitments	4.4	4.1	4.3
The course fees and other costs are a barrier	4.0	4.1	4.2
I am working to qualify for independent Youth Allowance	5.3	5.2	3.0
I don't meet the entry criteria for the program	2.9	2.3	2.8
I would have to move away from home	2.4	2.5	1.6
Because of disability	1.6	1.4	1.4
I am looking for an apprenticeship/traineeship	2.5	1.3	1.1
I am going into the armed services	0.4	1.0	1.0
My family commitments	0.7	0.6	0.7
I have already finished studying	0.0	0.3	0.4
My sporting commitments	0.2	0.2	0.3
Health reasons	0.2	0.2	0.3
There is too much travel involved	0.2	0.1	0.1
The costs of travel are a barrier	0.0	0.1	0.1
I am going overseas to work	0.2	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	1.8	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, Mackay, 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	7.4	23.6	16.7
Because of disability	18.5	14.8	14.2
Travel	18.5	9.2	13.0
Health reasons	14.8	12.7	11.1
My family commitments	11.1	8.7	10.4
My study commitments	11.1	5.2	6.5
My sporting commitments	3.7	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	3.7	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	11.1	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)
Mackay, 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)	170	28.4	104	15.9
VET Cert IV+ *	17	2.8	23	3.5
VET Cert III *	7	1.2	20	3.1
VET Cert I-II/other *	29	4.8	26	4.0
Apprentice *	55	9.2	129	19.8
Trainee *	50	8.3	71	10.9
Working FT	101	16.9	99	15.2
Working PT	118	19.7	127	19.4
Seeking work	38	6.3	41	6.3
Not studying/NILF	14	2.3	13	2.0
<i>Total VET</i>	<i>158</i>	<i>26.4</i>	<i>269</i>	<i>41.2</i>
Total	599	100.0	653	100.0

* Included in Total VET



Table 13 Main destinations of Year 12 completers, by school-based apprentices, Mackay, 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)	266	25.0	8	4.2
VET Cert IV+ *	37	3.5	3	1.6
VET Cert III *	23	2.2	4	2.1
VET Cert I-II/other *	53	5.0	2	1.1
Apprentice *	114	10.7	70	37.0
Trainee *	89	8.4	32	16.9
Working FT	169	15.9	31	16.4
Working PT	217	20.4	28	14.8
Seeking work	69	6.5	10	5.3
Not studying/NILF	26	2.4	1	0.5
<i>Total VET</i>	<i>316</i>	<i>29.7</i>	<i>111</i>	<i>58.7</i>
Total	1 063	100.0	189	100.0

* Included in Total VET



Table 14 Main destinations of Year 12 completers, by OP/IBD awarded, Mackay, 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)	7	1.4	267	35.8
VET Cert IV+ *	14	2.8	26	3.5
VET Cert III *	16	3.2	11	1.5
VET Cert I-II/other *	32	6.3	23	3.1
Apprentice *	137	27.0	47	6.3
Trainee *	50	9.9	71	9.5
Working FT	68	13.4	132	17.7
Working PT	123	24.3	122	16.4
Seeking work	44	8.7	35	4.7
Not studying/NILF	16	3.2	11	1.5
<i>Total VET</i>	<i>249</i>	<i>49.1</i>	<i>178</i>	<i>23.9</i>
Total	507	100.0	745	100.0

* Included in Total VET



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

<i>Main Destination</i>	<i>no.</i>
University (degree)	0
VET Cert IV+ *	0
VET Cert III *	0
VET Cert I-II/other *	5
Apprentice *	0
Trainee *	0
Working FT	0
Working PT	1
Seeking work	1
Not studying/NILF	5
<i>Total VET</i>	<i>5</i>
Total	12

* Included in Total VET



Table 16 Main destinations of Year 12 completers, by Year 12 Status – Queensland Certificate of Education (QCE), Mackay, 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)	12	3.7	262	28.4
VET Cert IV+ *	6	1.8	34	3.7
VET Cert III *	9	2.7	18	1.9
VET Cert I-II/other *	29	8.8	26	2.8
Apprentice *	61	18.6	123	13.3
Trainee *	38	11.6	83	9.0
Working FT	46	14.0	154	16.7
Working PT	79	24.1	166	18.0
Seeking work	37	11.3	42	4.5
Not studying/NILF	11	3.4	16	1.7
<i>Total VET</i>	<i>143</i>	<i>43.6</i>	<i>284</i>	<i>30.7</i>
Total	328	100.0	924	100.0

* Included in Total VET



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

<i>Main Destination</i>	<i>Non-Indigenous</i>		<i>Indigenous</i>	
	<i>no.</i>	<i>%</i>	<i>no.</i>	<i>%</i>
University (degree)	269	22.5	5	8.9
VET Cert IV+ *	37	3.1	3	5.4
VET Cert III *	27	2.3	0	0.0
VET Cert I-II/other *	52	4.3	3	5.4
Apprentice *	175	14.6	9	16.1
Trainee *	119	9.9	2	3.6
Working FT	192	16.1	8	14.3
Working PT	231	19.3	14	25.0
Seeking work	70	5.9	9	16.1
Not studying/NILF	24	2.0	3	5.4
<i>Total VET</i>	<i>410</i>	<i>34.3</i>	<i>17</i>	<i>30.4</i>
Total	1 196	100.0	56	100.0

* Included in Total VET



Table 18 **Main destinations of Year 12 completers, by Language Background, Mackay, 2009**

<i>Main Destination</i>	<i>no.</i>
University (degree)	2
VET Cert IV+ *	2
VET Cert III *	1
VET Cert I-II/other *	1
Apprentice *	3
Trainee *	1
Working FT	1
Working PT	2
Seeking work	1
Not studying/NILF	1
Total VET	8
Total	15

* Included in Total VET



Table 19 Main destinations of Year 12 completers, by socioeconomic status, Mackay, 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)	39	14.8	130	24.2	59	20.6	45	27.4
VET Cert IV+ *	6	2.3	19	3.5	10	3.5	5	3.0
VET Cert III *	6	2.3	9	1.7	10	3.5	2	1.2
VET Cert I-II/other *	11	4.2	23	4.3	12	4.2	9	5.5
Apprentice *	29	11.0	79	14.7	54	18.9	22	13.4
Trainee *	29	11.0	46	8.6	30	10.5	16	9.8
Working FT	56	21.3	74	13.8	39	13.6	31	18.9
Working PT	59	22.4	109	20.3	52	18.2	25	15.2
Seeking work	18	6.8	35	6.5	19	6.6	7	4.3
Not studying/NILF	10	3.8	14	2.6	1	0.3	2	1.2
<i>Total VET</i>	<i>81</i>	<i>30.8</i>	<i>176</i>	<i>32.7</i>	<i>116</i>	<i>40.6</i>	<i>54</i>	<i>32.9</i>
Total	263	100.0	538	100.0	286	100.0	164	100.0

* Included in Total VET

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



Statistical Subdivisions within Mackay

Mackay SSD

Figure 6 Main destinations of Year 12 completers, Mackay SSD, 2009

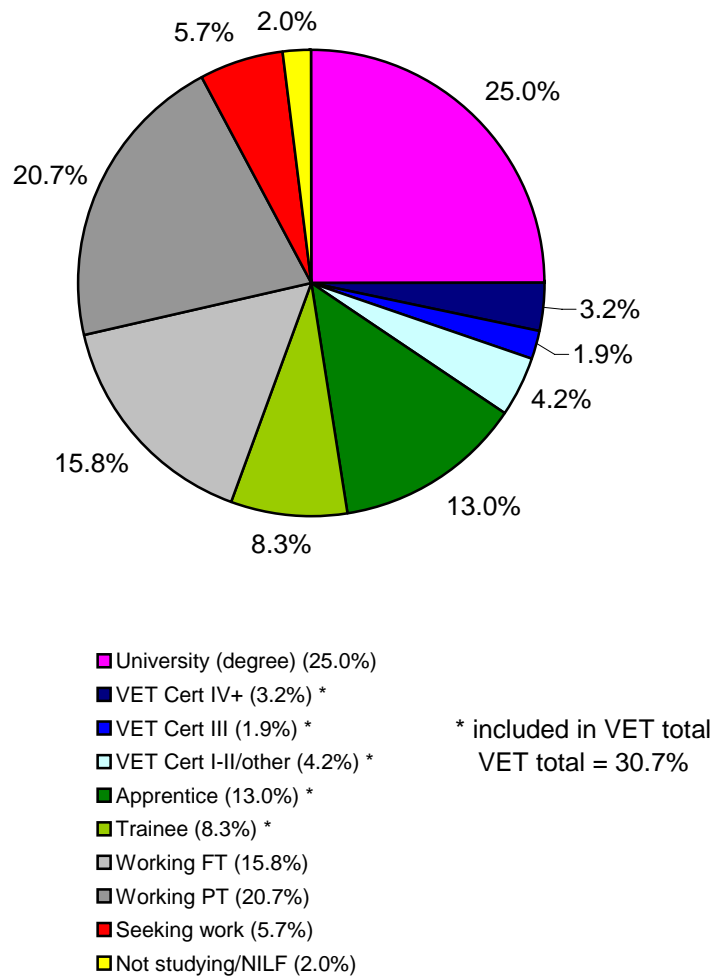




Table 20 Main destinations of Year 12 completers, by sex, Mackay SSD, 2009

<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)	85	23.1	111	26.7	196	25.0
VET Cert IV+ *	10	2.7	15	3.6	25	3.2
VET Cert III *	3	0.8	12	2.9	15	1.9
VET Cert I-II/other *	14	3.8	19	4.6	33	4.2
Apprentice *	89	24.2	13	3.1	102	13.0
Trainee *	15	4.1	50	12.0	65	8.3
Working FT	51	13.9	73	17.6	124	15.8
Working PT	66	17.9	96	23.1	162	20.7
Seeking work	27	7.3	18	4.3	45	5.7
Not studying/NILF	8	2.2	8	1.9	16	2.0
<i>Total VET</i>	<i>131</i>	<i>35.6</i>	<i>109</i>	<i>26.3</i>	<i>240</i>	<i>30.7</i>
Total	368	100.0	415	100.0	783	100.0



Figure 7 Main destinations of Year 12 completers, Mackay SSD, Mackay, Regional Queensland & Queensland, 2009

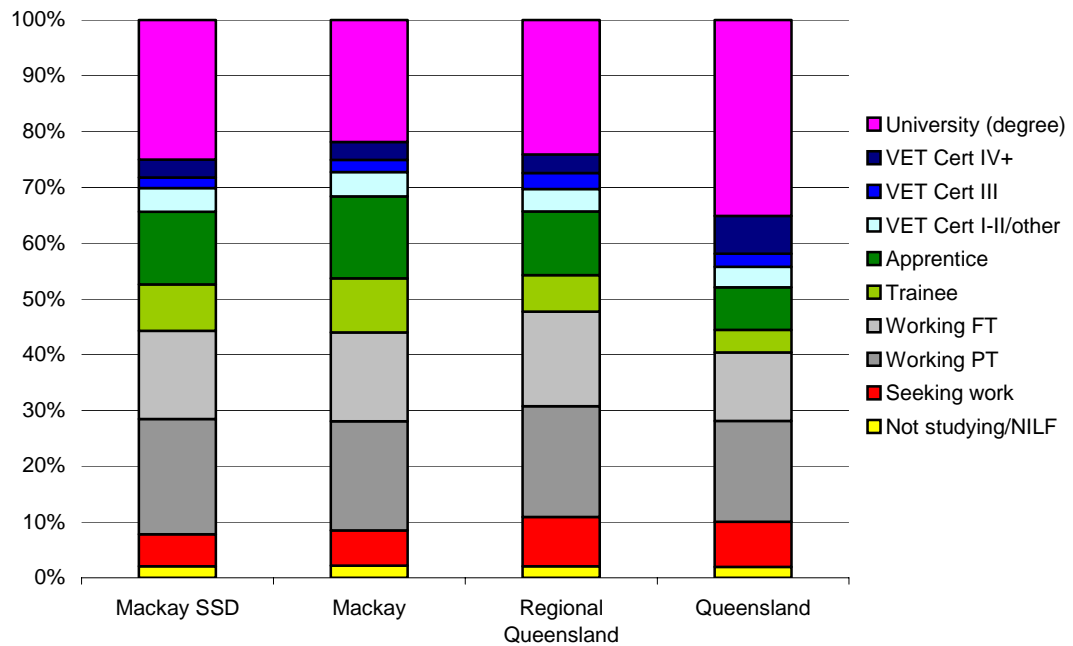


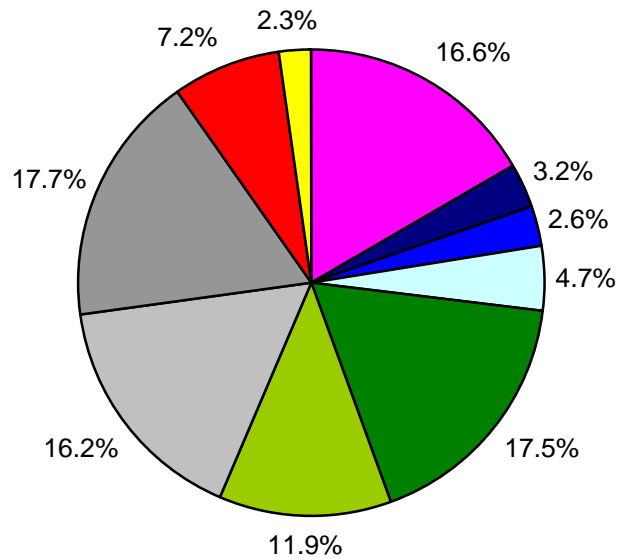
Table 21 Study and labour force destinations of Year 12 completers, Mackay SSD, 2009

		<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>	11	5	5	0	1	124	146
	<i>%</i>	5.6	14.7	4.0	0.0	1.6	35.7	18.6
Working part-time	<i>no.</i>	72	14	3	5	10	162	266
	<i>%</i>	36.7	41.2	2.4	26.3	16.1	46.7	34.0
Apprentice	<i>no.</i>	0	5	68	1	28	0	102
	<i>%</i>	0.0	14.7	54.4	5.3	45.2	0.0	13.0
Trainee	<i>no.</i>	0	4	42	8	11	0	65
	<i>%</i>	0.0	11.8	33.6	42.1	17.7	0.0	8.3
Seeking work	<i>no.</i>	44	3	3	2	3	45	100
	<i>%</i>	22.4	8.8	2.4	10.5	4.8	13.0	12.8
Not working/not seeking work	<i>no.</i>	69	3	4	3	9	16	104
	<i>%</i>	35.2	8.8	3.2	15.8	14.5	4.6	13.3
Total	<i>no.</i>	196	34	125	19	62	347	783
	<i>%</i>	100.0	100.0	100.0	100.0	100.0	100.0	100.0



Mackay SD Bal

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



- University (degree) (16.6%)
- VET Cert IV+ (3.2%) *
- VET Cert III (2.6%) *
- VET Cert I-II/other (4.7%) *
- Apprentice (17.5%) *
- Trainee (11.9%) *
- Working FT (16.2%)
- Working PT (17.7%)
- Seeking work (7.2%)
- Not studying/NILF (2.3%)

* included in VET total
VET total = 39.9%



Table 22 Main destinations of Year 12 completers, by sex, Mackay 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)	24	12.4	54	19.6	78	16.6
VET Cert IV+ *	4	2.1	11	4.0	15	3.2
VET Cert III *	3	1.6	9	3.3	12	2.6
VET Cert I-II/other *	12	6.2	10	3.6	22	4.7
Apprentice *	71	36.8	11	4.0	82	17.5
Trainee *	15	7.8	41	14.9	56	11.9
Working FT	24	12.4	52	18.8	76	16.2
Working PT	19	9.8	64	23.2	83	17.7
Seeking work	17	8.8	17	6.2	34	7.2
Not studying/NILF	4	2.1	7	2.5	11	2.3
<i>Total VET</i>	<i>105</i>	<i>54.4</i>	<i>82</i>	<i>29.7</i>	<i>187</i>	<i>39.9</i>
Total	193	100.0	276	100.0	469	100.0



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

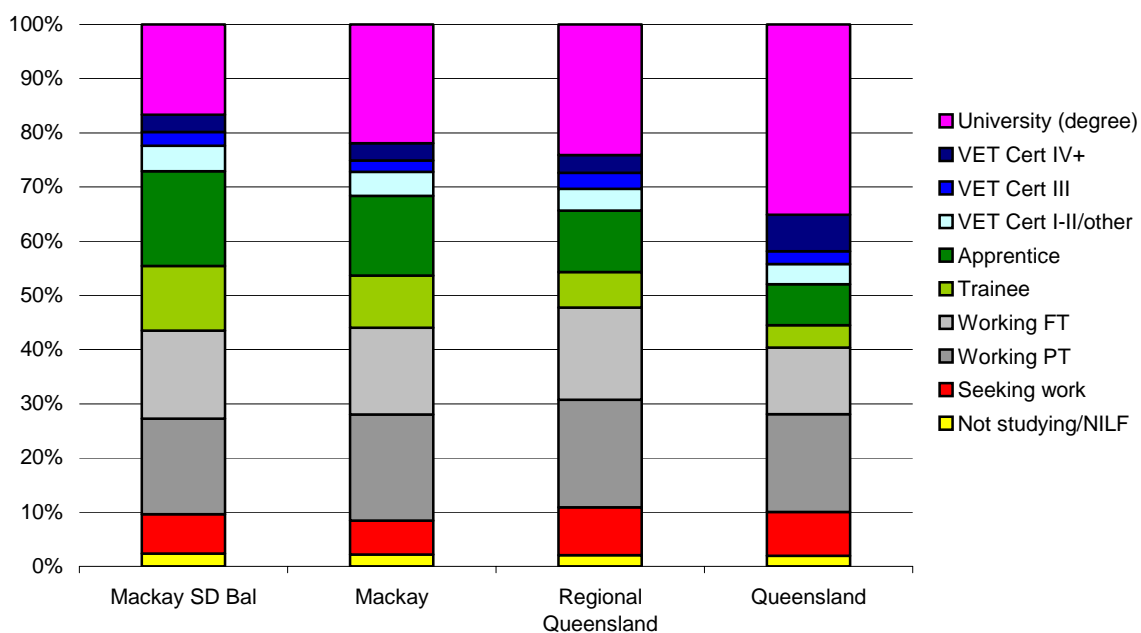


Table 23 Study and labour force destinations of Year 12 completers, Mackay SD Bal, 2009

		<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>	7	3	6	0	3	76	95
	<i>%</i>	9.0	12.0	6.1	0.0	6.5	37.3	20.3
Working part-time	<i>no.</i>	25	5	3	1	5	83	122
	<i>%</i>	32.1	20.0	3.0	5.9	10.9	40.7	26.0
Apprentice	<i>no.</i>	0	8	56	0	18	0	82
	<i>%</i>	0.0	32.0	56.6	0.0	39.1	0.0	17.5
Trainee	<i>no.</i>	0	2	31	12	11	0	56
	<i>%</i>	0.0	8.0	31.3	70.6	23.9	0.0	11.9
Seeking work	<i>no.</i>	22	3	2	3	2	34	66
	<i>%</i>	28.2	12.0	2.0	17.6	4.3	16.7	14.1
Not working/not seeking work	<i>no.</i>	24	4	1	1	7	11	48
	<i>%</i>	30.8	16.0	1.0	5.9	15.2	5.4	10.2
Total	<i>no.</i>	78	25	99	17	46	204	469
	<i>%</i>	100.0	100.0	100.0	100.0	100.0	100.0	100.0



Appendix

Appendix 1

Table A1A Mackay schools with Year 12 completers in 2008

Bowen State High School
Calen District State College
Clermont State High School
Collinsville State High School
Dysart State High School
Glenden State School
Holy Spirit College
Mackay Christian College
Mackay District Special School
Mackay North State High School
Mackay State High School
Middlemount Community School
Mirani State High School
Moranbah State High School
Pioneer State High School
Proserpine State High School
Sarina State High School
St Patrick's Senior College Mackay
Whitsunday Anglican School
Whitsunday Christian College



Appendix 2

Figure A2A Queensland Statistical Divisions, ABS, 2008

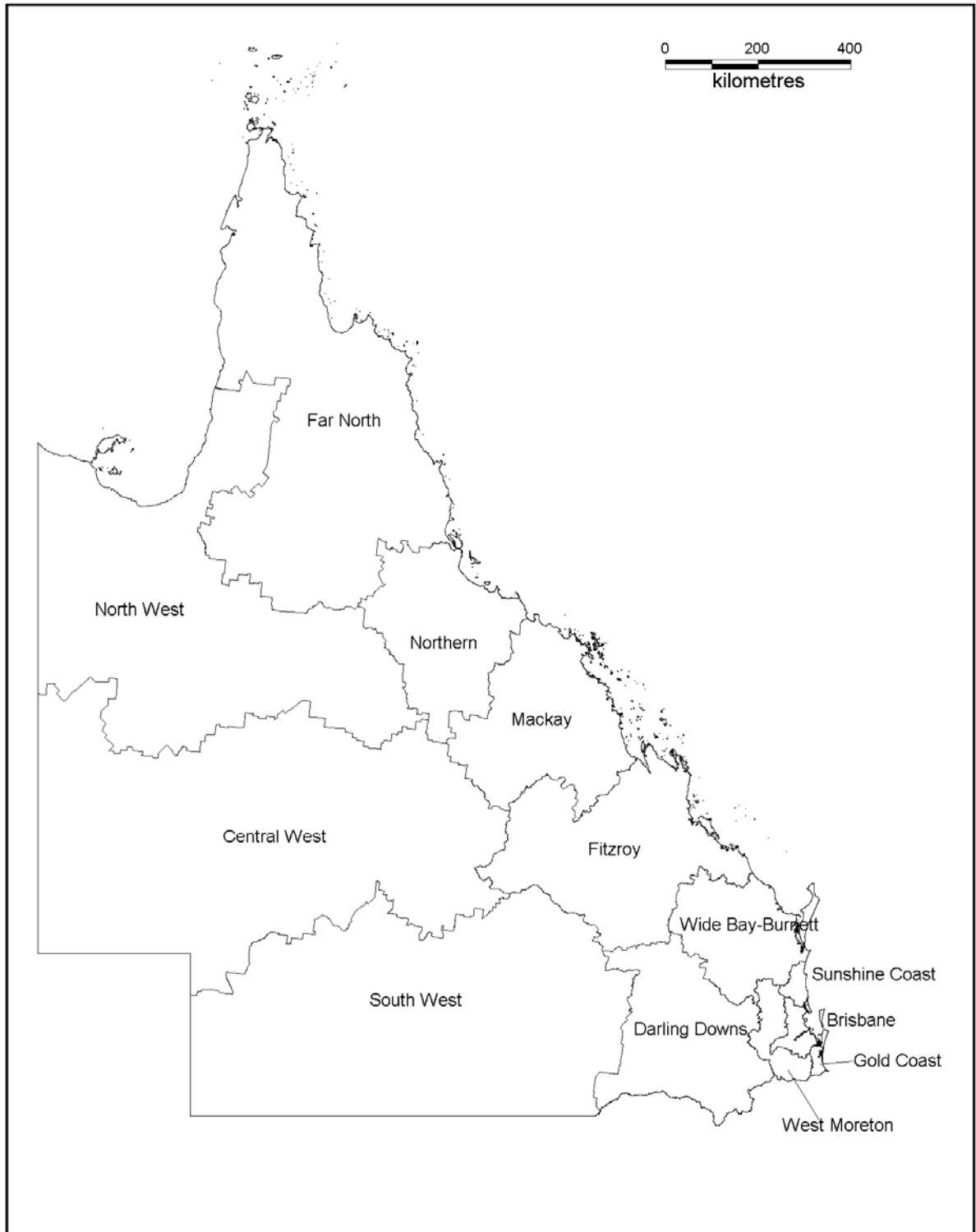
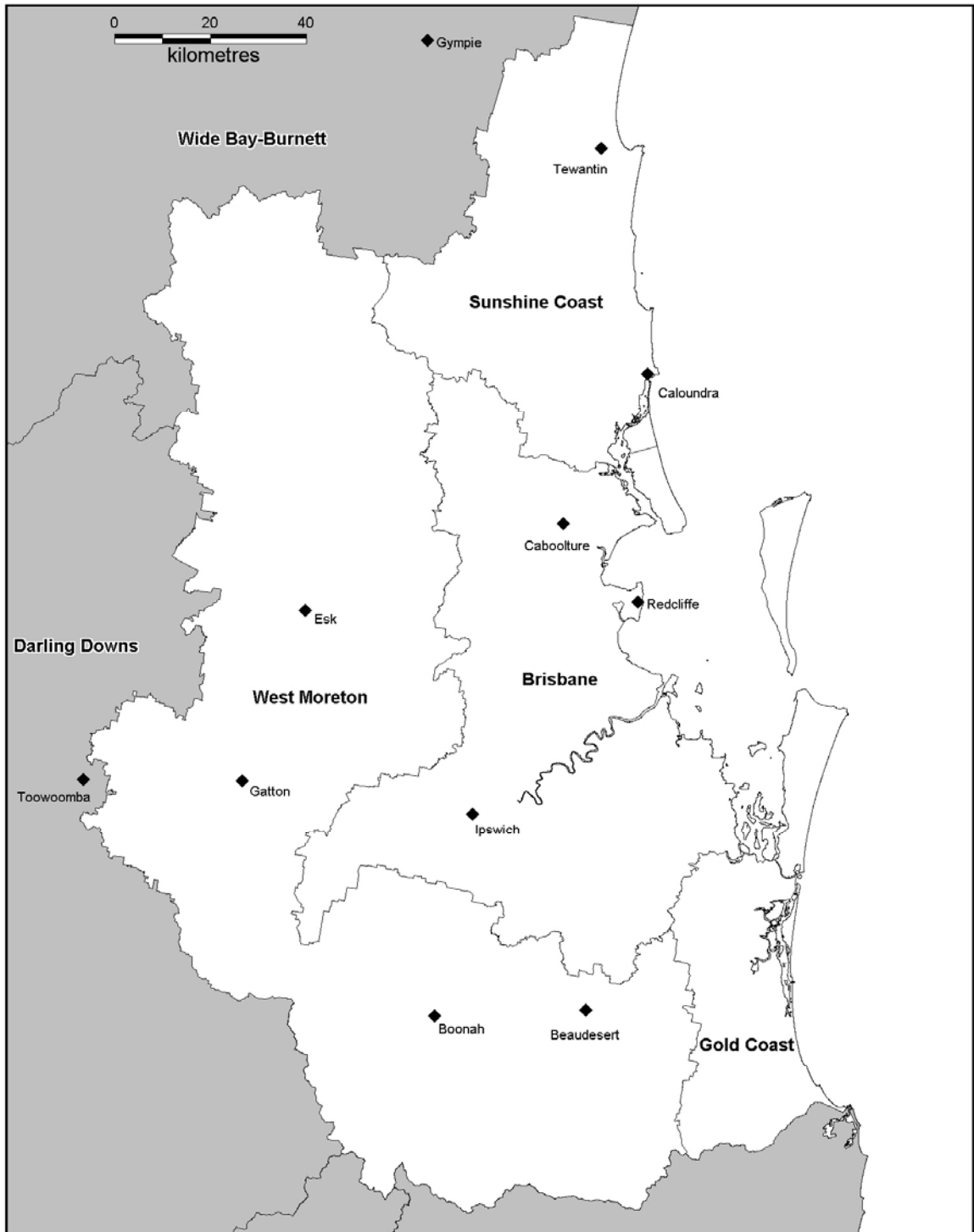




Figure A2B Brisbane, Gold Coast, Sunshine Coast and West Moreton Statistical Divisions, ABS, 2008





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)