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# nextstep

## 2009

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

## Wide Bay-Burnett Regional Report





# ***Next Step 2009***

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

**Wide Bay-Burnett**



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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: <a href="http://www.ibo.org/diploma/">www.ibo.org/diploma/</a>
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 <a href="http://www.qsa.qld.edu.au">www.qsa.qld.edu.au</a>
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 <a href="http://www.qsa.qld.edu.au">www.qsa.qld.edu.au</a>
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 – Wide Bay-Burnett – 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

- More than eight in ten (85.6 per cent) Year 12 completers in this region were studying or in paid employment. (Figure 1)
- More than four in ten (46.3 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 (20.7 per cent). (Figure 1)
- One quarter (25.6 per cent) entered into studying vocational education and training (VET). (Figure 1)
- One quarter of the campus-based VET students were studying at Certificate IV level or higher (3.5 per cent of Year 12 completers overall). (Figure 1)
- One in eight (13.0 per cent) were undertaking employment-based training, either as an apprentice (7.5 per cent) or trainee (5.5 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).
- Over one half (53.7 per cent) did not enter post-school education or training and were either employed (39.3 per cent), looking for work (12.0 per cent) or neither working, seeking work or studying (2.4 per cent). (Figure 1)

### Learning: education and training destinations

Amongst the 46.3 per cent of Year 12 completers continuing in some form of education or training the most common fields of study were Management and Commerce (e.g. Business, Tourism), Engineering and Related Technologies, Health and Society and Culture. (Table 4)

The Wide Bay Institute of TAFE, University of Queensland and Private Training Colleges were the three tertiary institutions most commonly entered by Year 12 completers, accounting for four in ten of Year 12 completers (43.9 per cent) in post-school education and training destinations. (Table 5)

### Earning: employment destinations

Of those Year 12 graduates working, more than half were in part-time employment (54.0 per cent), while 26.9 per cent were in full-time employment, 11.0 per cent were apprentices and 8.0 per cent were trainees. (Table 6)

Nearly one half of all Year 12 completers in employment (48.7 per cent) were working in just two occupational groups — Sales Assistants and Food Handlers. Sales Assistants were the most common occupational group (35.5 per cent) with the next most common being Food Handlers (13.1 per cent) followed by Clerks, Receptionists and Secretaries (6.8 per cent). (Table 7)



### **Not learning or earning**

The survey identified 12.0 per cent of Year 12 graduates who were seeking work. (Figure 1)

A further 2.4 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 (25.3 per cent compared to 15.2 per cent of males), and more likely to enrol in campus-based VET programs (14.6 per cent compared to 10.3 per cent of males). (Table 2)
- Males were three times as likely as females to enter an apprenticeship, while females were twice as likely to commence a traineeship. (Table 2)
- Females were five 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 25 times as likely as females to enrol in Architecture and Building courses, 20 times as likely to enrol in Engineering and Related Technologies and twelve times as likely to enrol in Information Technology courses. (Table 4)
- Females were more likely than males to be working in part-time jobs (60.1 per cent compared to 46.5 per cent) and less likely to be working in full-time jobs (25.0 per cent compared to 29.3 per cent of males). (Table 6)

### **VET students in schools**

Six in ten Year 12 graduates in this region left school with a VET qualification (59.6 per cent), while 10.9 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 27.3 per cent). However, they had higher rates of transition to employment-based training (15.7 per cent compared to 9.0 per cent). (Table 12)

School-based apprentices and trainees were three times as likely to undertake apprenticeships or traineeships after school as other Year 12 completers (34.7 per cent compared to 10.3 per cent). (Table 13)

### **Overall Position/International Baccalaureate Diploma (OP/IBD)**

Of those awarded an OP or an IBD, six in ten (55.3 per cent) of Year 12 completers entered into further education with university being the main destination (37.2 per cent). However, the survey showed that those not awarded an OP or an IBD had a higher rate of transition into campus-based VET (16.0 per cent compared to 9.7 per cent), employment-based training (18.2 per cent compared to 8.5 per cent) and



employment without further education and training (42.2 per cent compared to 36.8 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 2.2 per cent (46 respondents) were identified as achieving a QCIA. (Table 15)

### **Queensland Certificate of Education (QCE)**

Seven in ten (70.3 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 (28.0 per cent compared to 3.3 per cent). However, those not awarded a QCE had a higher rate of transition to campus-based VET (16.3 per cent compared to 11.0 per cent) and employment-based training (15.3 per cent compared to 12.0 per cent). Those not awarded a QCE were three times as likely to be seeking work as those awarded a QCE (22.8 per cent compared to 7.4 per cent). (Table 16)

### **Indigenous**

Among Year 12 completers of this region, only 2.7 per cent (56 respondents) were identified as indigenous. (Table 15)

Indigenous Year 12 completers were less likely than their non-Indigenous peers to enrol at university (10.7 per cent compared to 21.0 per cent). Nonetheless, 6 Indigenous young people who completed the survey commenced university studies in 2009. (Table 17)

23.2 per cent (13 respondents) of Indigenous students entered into campus-based VET programs along with 16.1 per cent (9 respondents) entered into an apprenticeship or traineeship. A further 26.8 per cent (15 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 0.6% (13 respondents) were identified as LBOTE. (Table 18)

### **Socioeconomic status**

Transition to post-school education and training was associated with socioeconomic status (SES), increasing from 45.8 per cent for the lowest SES quartile to 50.6 per cent for the highest SES quartile. (Table 19)

### **Regional comparisons**

Year 12 completers in Wide Bay-Burnett Region had varying differences in post-schooling destinations when compared to Regional Queensland and statewide Year 12 completers. Those from Wide Bay-Burnett Region were less likely than both Regional Queensland and statewide to enter university and also less likely than Regional Queensland to enter into employment-based training. Furthermore, the Wide Bay-Burnett Region respondents 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 Wide Bay-Burnett Region resembled that of statewide in employment destinations but differed to Regional Queensland Year 12 completers. Those from Wide Bay-Burnett Region were more likely than Regional Queensland to be seeking work and less likely to be engaged in full-time work. (Figure 5)

With regard to occupation and industry categories of Year 12 completers, those in Wide Bay-Burnett Region displayed similar patterns when measured against those of Year 12 completers statewide. (Table 7 and Table 8)

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

Wide Bay-Burnett 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 Wide Bay-Burnett Region were more likely than both Regional Queensland and statewide to have accepted a job that starts later, due to a disability and family commitments offset by travel, health, and study commitments being less common. (Table 11)

### **Comparisons over time**

Comparisons between the destinations of Year 12 graduates from Wide Bay-Burnett 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 working part-time and seeking work with decreases in the destinations of apprenticeships, trainees and working full-time.

Emerging trends show a decrease in university entries and trainees and an increasing trend in working part-time and seeking work. (Figure 4)

More information on the survey is available at [www.education.qld.gov.au/nextstep](http://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).

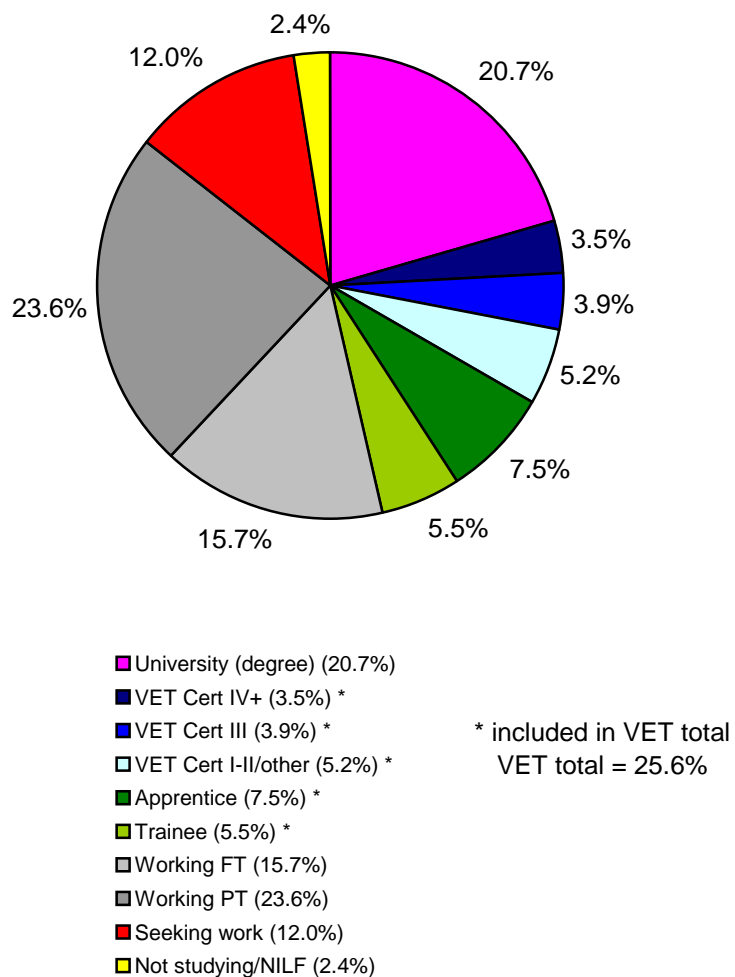
**Table 1 Main Destination Categorisations, Next Step 2009**

<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, Wide Bay-Burnett, 2009





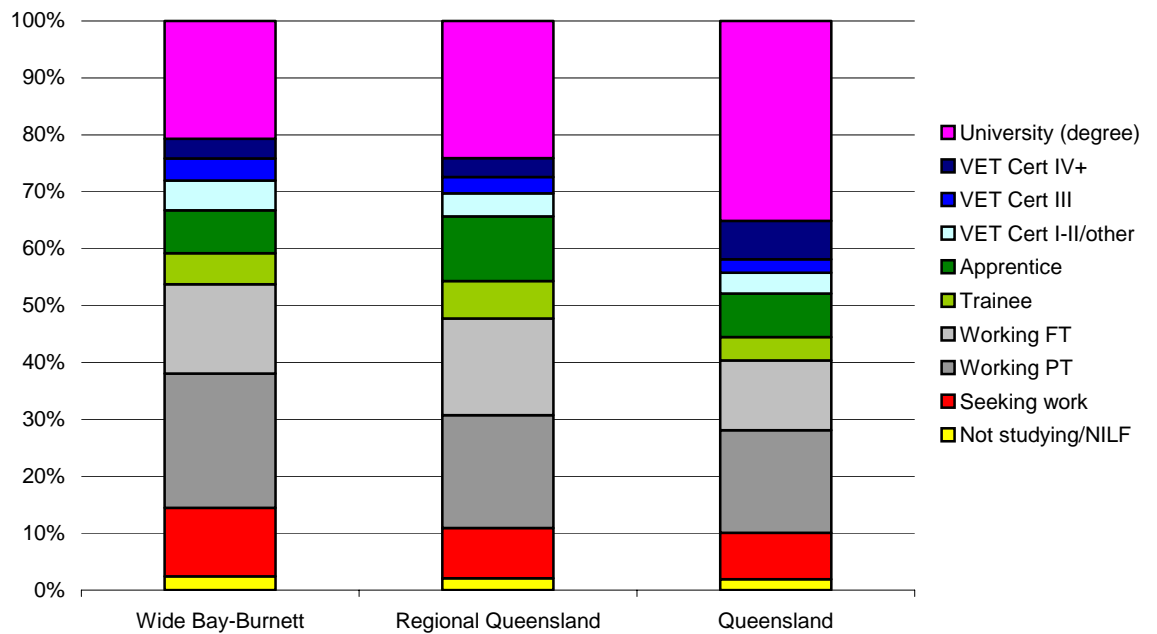
**Table 2 Main destinations of Year 12 completers, by sex, Wide Bay-Burnett, 2009**

<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)	144	15.2	283	25.3	427	20.7
VET Cert IV+ *	27	2.9	45	4.0	72	3.5
VET Cert III *	21	2.2	59	5.3	80	3.9
VET Cert I-II/other *	49	5.2	59	5.3	108	5.2
Apprentice *	118	12.5	37	3.3	155	7.5
Trainee *	33	3.5	80	7.2	113	5.5
Working FT	158	16.7	166	14.8	324	15.7
Working PT	218	23.0	269	24.1	487	23.6
Seeking work	152	16.1	96	8.6	248	12.0
Not studying/NILF	26	2.7	24	2.1	50	2.4
<i>Total VET</i>	<i>248</i>	<i>26.2</i>	<i>280</i>	<i>25.0</i>	<i>528</i>	<i>25.6</i>
<b>Total</b>	<b>946</b>	<b>100.0</b>	<b>1 118</b>	<b>100.0</b>	<b>2 064</b>	<b>100.0</b>

\* Included in Total VET



**Figure 2** Main destinations of Year 12 completers, Wide Bay-Burnett, Regional Queensland and Queensland, 2009

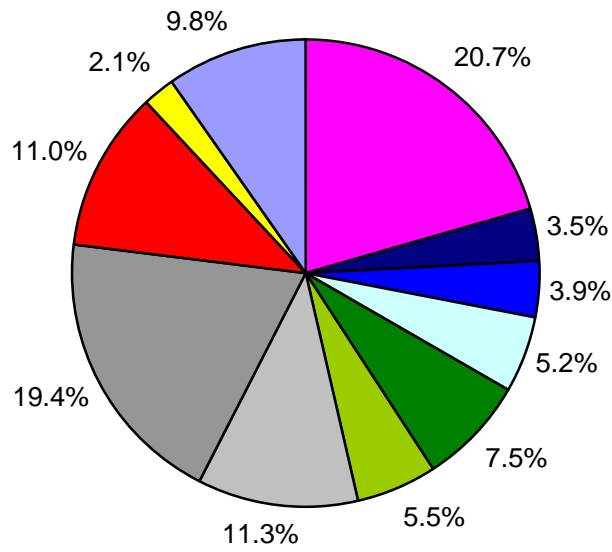


**Table 3** Study and labour force destinations of Year 12 completers, Wide Bay-Burnett, 2009

		<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	11	11	2	13	324	379
	<i>%</i>	4.2	13.1	4.5	2.5	11.2	29.2	18.4
Working part-time	<i>no.</i>	185	28	29	16	16	487	761
	<i>%</i>	43.3	33.3	11.7	19.8	13.8	43.9	36.9
Apprentice	<i>no.</i>	0	8	107	11	29	0	155
	<i>%</i>	0.0	9.5	43.3	13.6	25.0	0.0	7.5
Trainee	<i>no.</i>	0	4	60	23	26	0	113
	<i>%</i>	0.0	4.8	24.3	28.4	22.4	0.0	5.5
Seeking work	<i>no.</i>	92	16	30	16	10	248	412
	<i>%</i>	21.5	19.0	12.1	19.8	8.6	22.4	20.0
Not working/not seeking work	<i>no.</i>	132	17	10	13	22	50	244
	<i>%</i>	30.9	20.2	4.0	16.0	19.0	4.5	11.8
<b>Total</b>	<i>no.</i>	<b>427</b>	<b>84</b>	<b>247</b>	<b>81</b>	<b>116</b>	<b>1 109</b>	<b>2 064</b>
	<i>%</i>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>



**Figure 3** Main destinations of Year 12 completers, with deferrals identified, Wide Bay-Burnett, 2009



■ University (degree) (20.7%)

■ VET Cert IV+ (3.5%) \*

■ VET Cert III (3.9%) \*

□ VET Cert I-II/other (5.2%) \*

■ Apprentice (7.5%) \*

■ Trainee (5.5%) \*

■ Working Full-time (11.3%)

■ Working Part-time (19.4%)

■ Seeking work (11.0%)

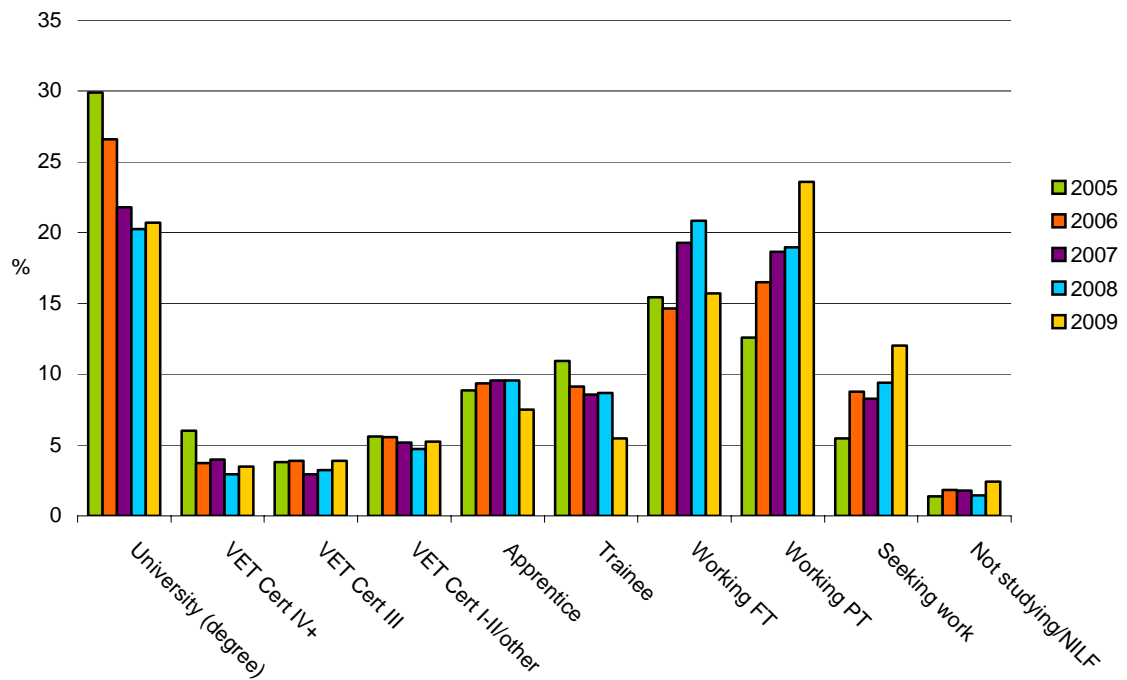
■ Not studying/not in labour force (2.1%)

■ Deferred (9.8%)

\* included in VET total  
VET total = 25.6%



**Figure 4 Comparison of main destinations of Year 12 completers, Wide Bay-Burnett, 2005 - 2009**



**Table 4 Field of study of Year 12 completers, by sex, Wide Bay-Burnett, 2009**

<i>Field of Study</i>	<i>Males</i> %	<i>Females</i> %	<i>Total</i> %
Management & Commerce	7.2	21.3	15.5
Engineering & Related Technologies	33.0	1.6	14.5
Health	6.4	17.2	12.8
Society & Culture	5.9	14.8	11.2
Education	2.1	11.3	7.5
Food, Hospitality & Personal Services	4.6	8.9	7.2
Natural & Physical Sciences	5.2	7.0	6.2
Creative Arts	5.2	6.4	5.9
Double Field of Study	4.4	3.8	4.0
Architecture & Building	9.0	0.4	3.9
Information Technology	6.7	0.5	3.1
Mixed Field Programs	2.3	2.3	2.3
Agriculture, Environmental & Related Studies	2.1	1.3	1.6
Defence Force Study	2.6	0.5	1.4
Year 12/Senior/Student Exchange	0.8	0.5	0.6
Other	2.6	2.1	2.3
<b>Total</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>

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, Wide Bay-Burnett, 2009**

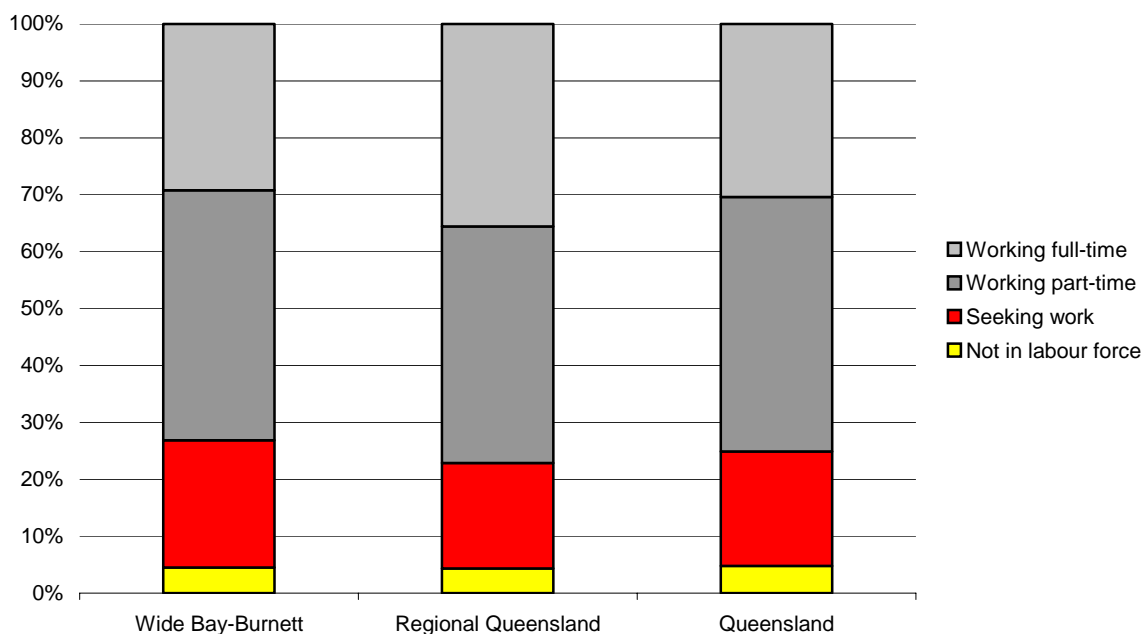
<i>Institution</i>	<i>no.</i>	<i>%</i>
Wide Bay Institute of TAFE	219	23.1
University of Queensland	100	10.6
Private Training Colleges	97	10.2
University of Southern Queensland	80	8.4
Central Queensland University	64	6.8
Queensland University of Technology	62	6.5
Southern Queensland Institute of TAFE	48	5.1
Griffith University	43	4.5
University of the Sunshine Coast	39	4.1
Sunshine Institute of TAFE	21	2.2
Interstate Universities	13	1.4
Brisbane North Institute of TAFE	12	1.3
James Cook University	12	1.3
Southbank Institute of TAFE	12	1.3
Other Queensland TAFEs	11	1.2
Secondary Schools	8	0.8
Skills Tech Australia	7	0.7
Central Queensland Institute of TAFE	6	0.6
Metropolitan South Institute of TAFE	6	0.6
Bond University	4	0.4
Interstate TAFEs	3	0.3
Australian Catholic University	2	0.2
Qantm College	2	0.2
Australian College of Natural Medicine	2	0.2
The Bremer Institute of TAFE	1	0.1
Gold Coast Institute of TAFE	1	0.1
Other	72	7.6
<b>Total</b>	<b>947</b>	<b>100.0</b>



**Table 6** Work destinations of all Year 12 completers in employment, by sex, Wide Bay-Burnett, 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	118	18.9	37	4.7	155	11.0
Trainee	33	5.3	80	10.2	113	8.0
Working full-time	183	29.3	196	25.0	379	26.9
Working part-time	290	46.5	471	60.1	761	54.0
<b>Total</b>	<b>624</b>	<b>100.0</b>	<b>784</b>	<b>100.0</b>	<b>1 408</b>	<b>100.0</b>

**Figure 5** Main destinations of Year 12 completers not in education or training, Wide Bay-Burnett, Regional Queensland and Queensland, 2009





**Table 7 Occupational groups of all Year 12 completers in employment, Wide Bay-Burnett and Queensland, 2009**

<i>Occupational Group</i>	<i>no.</i>	<i>%</i>	<i>Qld %</i>
Sales Assistants	500	35.5	36.6
Food Handlers	185	13.1	12.6
Clerks, Receptionists & Secretaries	96	6.8	7.6
Waiters	84	6.0	6.7
Labourers	81	5.8	3.9
Gardeners, Farmers & Animal Workers	56	4.0	2.5
Health, Fitness, Hair & Beauty Workers	54	3.8	3.9
Building & Construction Skilled Workers	51	3.6	4.4
Government & Defence	44	3.1	1.3
Child Care & Education-related Workers	37	2.6	3.8
Food, Hospitality & Tourism	30	2.1	2.6
Metal & Engineering Trades	29	2.1	1.5
Electrical & Electronics Trades	26	1.8	2.2
Storepersons	24	1.7	2.0
Automotive Workers	23	1.6	1.6
Accounting, Finance & Management	18	1.3	1.5
Cleaners	11	0.8	0.8
Drivers & Transport	10	0.7	0.7
Factory & Machine Workers	10	0.7	0.8
Marketing & Sales Representatives	10	0.7	0.9
Computing & IT	9	0.6	0.6
Engineering & Science-related Workers	6	0.4	0.5
Media, the Arts & Printing	6	0.4	0.5
Pamphlet/Paper Delivery	1	0.1	0.1
Social Welfare & Security	1	0.1	0.2
Other	6	0.4	0.3
<b>Total</b>	<b>1 408</b>	<b>100.0</b>	<b>100.0</b>

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, Wide Bay-Burnett and Queensland, 2009**

<i>Industry Category</i>	<i>no.</i>	<i>%</i>	<i>Qld %</i>
Retail Trade	529	37.6	39.0
Accommodation & Food Services	318	22.6	22.6
Construction	79	5.6	6.9
Agriculture, Forestry & Fishing	65	4.6	2.3
Health Care & Social Assistance	64	4.5	4.8
Manufacturing	63	4.5	3.3
Public Administration & Safety	62	4.4	2.5
Other Services	46	3.3	2.5
Arts & Recreation Services	26	1.8	3.2
Electricity, Gas, Water & Waste Services	23	1.6	1.3
Professional, Scientific & Technical Services	23	1.6	1.9
Education & Training	21	1.5	2.9
Financial & Insurance Services	20	1.4	1.1
Administrative & Support Services	15	1.1	1.2
Information Media & Telecommunications	15	1.1	1.0
Transport, Postal & Warehousing	14	1.0	1.3
Rental, Hiring & Real Estate Services	8	0.6	0.8
Wholesale Trade	8	0.6	0.7
Mining	4	0.3	0.7
Other	5	0.4	0.1
<b>Total</b>	<b>1 408</b>	<b>100.0</b>	<b>100.0</b>



**Table 9 Main reason of Year 12 completers for not studying, by sex, Wide Bay-Burnett, 2009**

<i>Main Reason</i>	<i>Males</i> %	<i>Females</i> %	<i>Total</i> %
I am undecided and considering options	19.3	22.2	20.7
I want a break from study	15.9	19.8	17.9
I am not interested in further study	22.2	10.5	16.3
I am working to finance further study	4.2	10.3	7.2
I am waiting for the course/training to begin	7.6	6.1	6.9
I am working to qualify for independent Youth Allowance	4.0	7.0	5.5
The course fees and other costs are a barrier	3.1	6.7	4.9
I don't feel ready for more study	5.4	4.1	4.8
My work commitments	4.7	3.4	4.1
I would have to move away from home	2.3	3.4	2.9
I don't meet the entry criteria for the program	2.3	1.3	1.8
Because of disability	2.2	1.3	1.7
I am going into the armed services	2.0	0.7	1.4
I am looking for an apprenticeship/traineeship	2.2	0.0	1.1
My family commitments	0.0	1.3	0.6
My sporting commitments	0.5	0.0	0.3
I have already finished studying	0.4	0.0	0.2
The costs of travel are a barrier	0.4	0.0	0.2
I am looking for work	0.0	0.2	0.1
There is too much travel involved	0.0	0.2	0.1
Other	1.4	1.6	1.5
<b>Total</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>



**Table 10 Main reason of Year 12 completers for not studying, Wide Bay-Burnett, Regional Queensland and Queensland, 2009**

<i>Main Reason</i>	<i>%</i>	<i>Regional Queensland %</i>	<i>Qld %</i>
I want a break from study	17.9	19.5	22.3
I am undecided and considering options	20.7	19.7	20.4
I am not interested in further study	16.3	15.3	13.5
I am waiting for the course/training to begin	6.9	6.7	8.4
I am working to finance further study	7.2	8.2	7.0
I don't feel ready for more study	4.8	5.0	5.5
My work commitments	4.1	4.1	4.3
The course fees and other costs are a barrier	4.9	4.1	4.2
I am working to qualify for independent Youth Allowance	5.5	5.2	3.0
I don't meet the entry criteria for the program	1.8	2.3	2.8
I would have to move away from home	2.9	2.5	1.6
Because of disability	1.7	1.4	1.4
I am looking for an apprenticeship/traineeship	1.1	1.3	1.1
I am going into the armed services	1.4	1.0	1.0
My family commitments	0.6	0.6	0.7
I have already finished studying	0.2	0.3	0.4
My sporting commitments	0.3	0.2	0.3
Health reasons	0.0	0.2	0.3
There is too much travel involved	0.1	0.1	0.1
The costs of travel are a barrier	0.2	0.1	0.1
I am going overseas to work	0.0	0.1	0.1
I am looking for work	0.1	0.1	0.1
I am working to save money	0.0	0.0	0.0
Other	1.5	1.8	1.4
<b>Total</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>



**Table 11** Main reason for not looking for work of Year 12 completers not learning, not earning and not seeking work, Wide Bay-Burnett, 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	26.5	23.6	16.7
Because of disability	18.4	14.8	14.2
Travel	4.1	9.2	13.0
Health reasons	10.2	12.7	11.1
My family commitments	12.2	8.7	10.4
My study commitments	2.0	5.2	6.5
My sporting commitments	4.1	3.1	5.1
I don't wish to work	8.2	2.6	3.9
I don't feel ready for paid employment	2.0	1.7	3.5
I have no financial need to work	4.1	1.7	2.1
I have been unsuccessful finding a job	2.0	0.4	1.5
Transport difficulties	2.0	1.7	0.9
Student exchange	0.0	0.0	0.3
Other	4.1	14.4	10.8
<b>Total</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>



**Table 12 Main destinations of Year 12 completers, by Year 12 strand (VET and non-VET)  
Wide Bay-Burnett, 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)	228	27.3	199	16.2
VET Cert IV+ *	19	2.3	53	4.3
VET Cert III *	19	2.3	61	5.0
VET Cert I-II/other *	41	4.9	67	5.4
Apprentice *	29	3.5	126	10.2
Trainee *	46	5.5	67	5.4
Working FT	126	15.1	198	16.1
Working PT	207	24.8	280	22.8
Seeking work	91	10.9	157	12.8
Not studying/NILF	28	3.4	22	1.8
<i>Total VET</i>	<i>154</i>	<i>18.5</i>	<i>374</i>	<i>30.4</i>
<b>Total</b>	<b>834</b>	<b>100.0</b>	<b>1 230</b>	<b>100.0</b>

\* Included in Total VET



**Table 13** Main destinations of Year 12 completers, by school-based apprentices, Wide Bay-Burnett, 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)	392	21.3	35	15.6
VET Cert IV+ *	62	3.4	10	4.4
VET Cert III *	70	3.8	10	4.4
VET Cert I-II/other *	103	5.6	5	2.2
Apprentice *	106	5.8	49	21.8
Trainee *	84	4.6	29	12.9
Working FT	284	15.4	40	17.8
Working PT	452	24.6	35	15.6
Seeking work	237	12.9	11	4.9
Not studying/NILF	49	2.7	1	0.4
<i>Total VET</i>	<i>425</i>	<i>23.1</i>	<i>103</i>	<i>45.8</i>
<b>Total</b>	<b>1 839</b>	<b>100.0</b>	<b>225</b>	<b>100.0</b>

\* Included in Total VET



**Table 14** Main destinations of Year 12 completers, by OP/IBD awarded, Wide Bay-Burnett, 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)	16	1.7	411	37.2
VET Cert IV+ *	37	3.9	35	3.2
VET Cert III *	50	5.2	30	2.7
VET Cert I-II/other *	66	6.9	42	3.8
Apprentice *	127	13.3	28	2.5
Trainee *	47	4.9	66	6.0
Working FT	146	15.2	178	16.1
Working PT	258	26.9	229	20.7
Seeking work	179	18.7	69	6.2
Not studying/NILF	32	3.3	18	1.6
<i>Total VET</i>	<i>327</i>	<i>34.1</i>	<i>201</i>	<i>18.2</i>
<b>Total</b>	<b>958</b>	<b>100.0</b>	<b>1 106</b>	<b>100.0</b>

\* Included in Total VET



**Table 15** Main destinations of Year 12 completers, by Year 12 Status – Queensland Certificate of Individual Achievement (QCIA), Wide Bay-Burnett, 2009

<i>Main Destination</i>	<b>QCIA</b>			
	<b>No</b>		<b>Yes</b>	
	<i>no.</i>	<i>%</i>	<i>no.</i>	<i>%</i>
University (degree)	427	21.2	0	0.0
VET Cert IV+ *	70	3.5	2	4.3
VET Cert III *	80	4.0	0	0.0
VET Cert I-II/other *	95	4.7	13	28.3
Apprentice *	154	7.6	1	2.2
Trainee *	111	5.5	2	4.3
Working FT	324	16.1	0	0.0
Working PT	478	23.7	9	19.6
Seeking work	238	11.8	10	21.7
Not studying/NILF	41	2.0	9	19.6
<i>Total VET</i>	<i>510</i>	<i>25.3</i>	<i>18</i>	<i>39.1</i>
<b>Total</b>	<b>2 018</b>	<b>100.0</b>	<b>46</b>	<b>100.0</b>

\* Included in Total VET



**Table 16 Main destinations of Year 12 completers, by Year 12 Status – Queensland Certificate of Education (QCE), Wide Bay-Burnett, 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)	20	3.3	407	28.0
VET Cert IV+ *	24	3.9	48	3.3
VET Cert III *	20	3.3	60	4.1
VET Cert I-II/other *	56	9.1	52	3.6
Apprentice *	58	9.5	97	6.7
Trainee *	36	5.9	77	5.3
Working FT	81	13.2	243	16.7
Working PT	146	23.8	341	23.5
Seeking work	140	22.8	108	7.4
Not studying/NILF	32	5.2	18	1.2
<i>Total VET</i>	<i>194</i>	<i>31.6</i>	<i>334</i>	<i>23.0</i>
<b>Total</b>	<b>613</b>	<b>100.0</b>	<b>1 451</b>	<b>100.0</b>

\* Included in Total VET



**Table 17 Main destinations of Year 12 completers, by Indigenous Status, Wide Bay-Burnett, 2009**

<i>Main Destination</i>	<i>Non-Indigenous</i>		<i>Indigenous</i>	
	<i>no.</i>	<i>%</i>	<i>no.</i>	<i>%</i>
University (degree)	421	21.0	6	10.7
VET Cert IV+ *	68	3.4	4	7.1
VET Cert III *	77	3.8	3	5.4
VET Cert I-II/other *	102	5.1	6	10.7
Apprentice *	150	7.5	5	8.9
Trainee *	109	5.4	4	7.1
Working FT	318	15.8	6	10.7
Working PT	478	23.8	9	16.1
Seeking work	236	11.8	12	21.4
Not studying/NILF	49	2.4	1	1.8
<i>Total VET</i>	<i>506</i>	<i>25.2</i>	<i>22</i>	<i>39.3</i>
<b>Total</b>	<b>2 008</b>	<b>100.0</b>	<b>56</b>	<b>100.0</b>

\* Included in Total VET



**Table 18** Main destinations of Year 12 completers, by Language Background, Wide Bay-Burnett, 2009

<i>Main Destination</i>	<i>no.</i>
University (degree)	6
VET Cert IV+ *	0
VET Cert III *	1
VET Cert I-II/other *	2
Apprentice *	0
Trainee *	1
Working FT	1
Working PT	0
Seeking work	0
Not studying/NILF	2
Total VET	4
<b>Total</b>	<b>13</b>

\* Included in Total VET



**Table 19** Main destinations of Year 12 completers, by socioeconomic status, Wide Bay-Burnett, 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)	269	20.6	111	21.0	26	18.2	20	23.5
VET Cert IV+ *	44	3.4	23	4.3	2	1.4	3	3.5
VET Cert III *	55	4.2	19	3.6	6	4.2	0	0.0
VET Cert I-II/other *	75	5.7	19	3.6	8	5.6	6	7.1
Apprentice *	84	6.4	50	9.5	12	8.4	9	10.6
Trainee *	71	5.4	27	5.1	9	6.3	5	5.9
Working FT	186	14.3	104	19.7	26	18.2	8	9.4
Working PT	309	23.7	125	23.6	32	22.4	21	24.7
Seeking work	172	13.2	45	8.5	19	13.3	12	14.1
Not studying/NILF	40	3.1	6	1.1	3	2.1	1	1.2
<i>Total VET</i>	<i>329</i>	<i>25.2</i>	<i>138</i>	<i>26.1</i>	<i>37</i>	<i>25.9</i>	<i>23</i>	<i>27.1</i>
<b>Total</b>	<b>1 305</b>	<b>100.0</b>	<b>529</b>	<b>100.0</b>	<b>143</b>	<b>100.0</b>	<b>85</b>	<b>100.0</b>

\* Included in Total VET

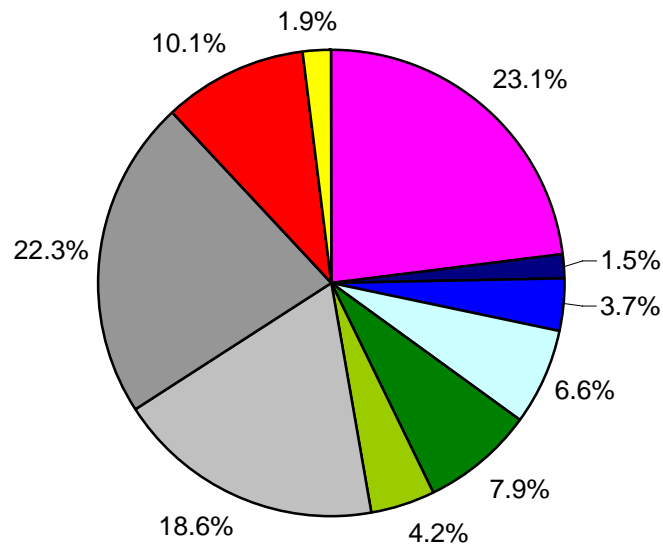
Note: Socioeconomic status based on the respondent's residential address.



# Statistical Subdivisions within Wide Bay-Burnett

## Bundaberg

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



- University (degree) (23.1%)
- VET Cert IV+ (1.5%) \*
- VET Cert III (3.7%) \*
- VET Cert I-II/other (6.6%) \*
- Apprentice (7.9%) \*
- Trainee (4.2%) \*
- Working FT (18.6%)
- Working PT (22.3%)
- Seeking work (10.1%)
- Not studying/NILF (1.9%)

\* included in VET total  
VET total = 24.0%

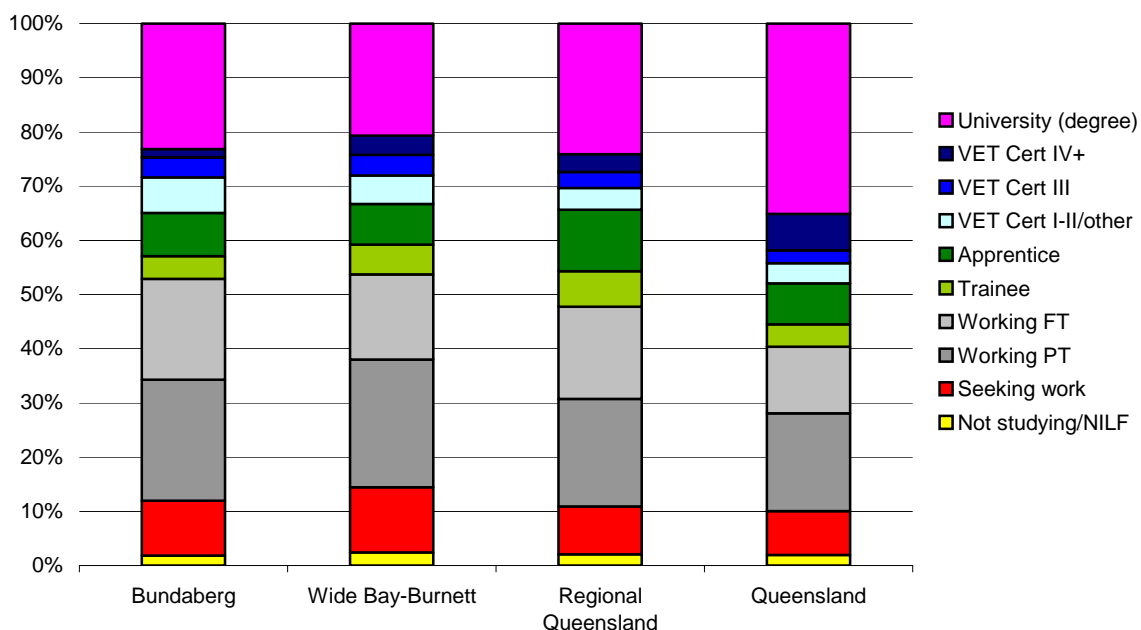


**Table 20** Main destinations of Year 12 completers, by sex, Bundaberg, 2009

<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)	48	18.3	89	27.1	137	23.1
VET Cert IV+ *	4	1.5	5	1.5	9	1.5
VET Cert III *	3	1.1	19	5.8	22	3.7
VET Cert I-II/other *	12	4.6	27	8.2	39	6.6
Apprentice *	37	14.1	10	3.0	47	7.9
Trainee *	9	3.4	16	4.9	25	4.2
Working FT	50	19.0	60	18.2	110	18.6
Working PT	56	21.3	76	23.1	132	22.3
Seeking work	38	14.4	22	6.7	60	10.1
Not studying/NILF	6	2.3	5	1.5	11	1.9
<i>Total VET</i>	<i>65</i>	<i>24.7</i>	<i>77</i>	<i>23.4</i>	<i>142</i>	<i>24.0</i>
<b>Total</b>	<b>263</b>	<b>100.0</b>	<b>329</b>	<b>100.0</b>	<b>592</b>	<b>100.0</b>



**Figure 7 Main destinations of Year 12 completers, Bundaberg, Wide Bay-Burnett, Regional Queensland & Queensland, 2009**



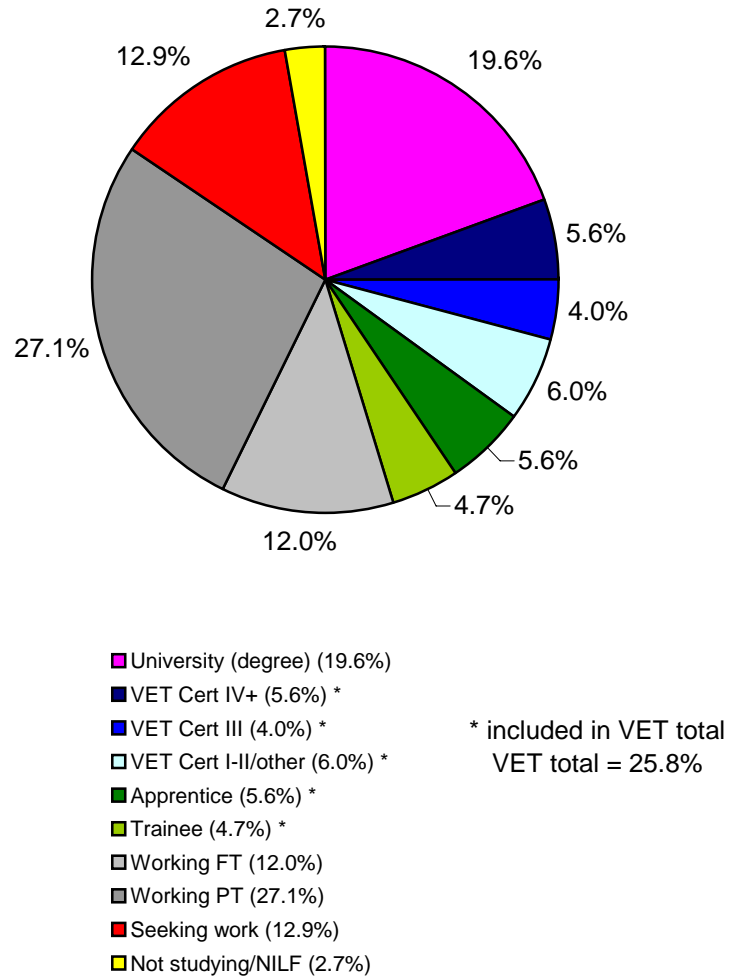
**Table 21 Study and labour force destinations of Year 12 completers, Bundaberg, 2009**

		<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>	3	1	4	0	2	110	120
	<i>%</i>	2.2	9.1	6.1	0.0	6.1	35.1	20.3
Working part-time	<i>no.</i>	56	5	7	11	6	132	217
	<i>%</i>	40.9	45.5	10.6	34.4	18.2	42.2	36.7
Apprentice	<i>no.</i>	0	2	30	7	8	0	47
	<i>%</i>	0.0	18.2	45.5	21.9	24.2	0.0	7.9
Trainee	<i>no.</i>	0	0	14	6	5	0	25
	<i>%</i>	0.0	0.0	21.2	18.8	15.2	0.0	4.2
Seeking work	<i>no.</i>	33	2	9	3	1	60	108
	<i>%</i>	24.1	18.2	13.6	9.4	3.0	19.2	18.2
Not working/not seeking work	<i>no.</i>	45	1	2	5	11	11	75
	<i>%</i>	32.8	9.1	3.0	15.6	33.3	3.5	12.7
<b>Total</b>	<i>no.</i>	<b>137</b>	<b>11</b>	<b>66</b>	<b>32</b>	<b>33</b>	<b>313</b>	<b>592</b>
	<i>%</i>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>



## Hervey Bay

Figure 8 Main destinations of Year 12 completers, Hervey Bay, 2009



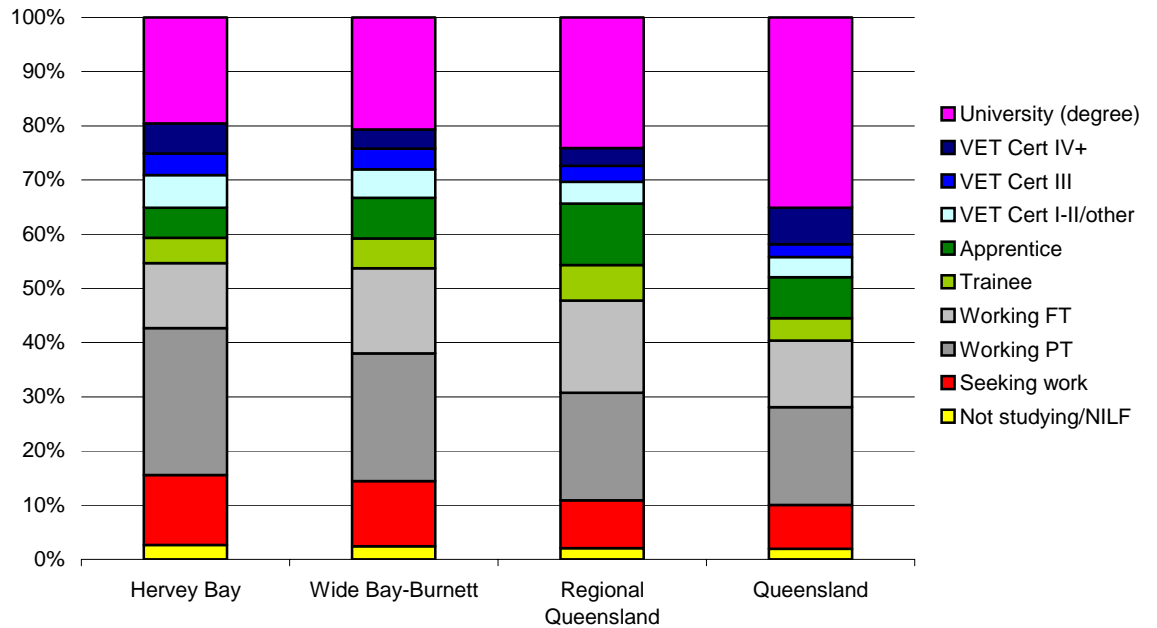


**Table 22 Main destinations of Year 12 completers, by sex, Hervey Bay, 2009**

<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)	28	13.3	60	25.1	88	19.6
VET Cert IV+ *	10	4.7	15	6.3	25	5.6
VET Cert III *	8	3.8	10	4.2	18	4.0
VET Cert I-II/other *	13	6.2	14	5.9	27	6.0
Apprentice *	16	7.6	9	3.8	25	5.6
Trainee *	4	1.9	17	7.1	21	4.7
Working FT	25	11.8	29	12.1	54	12.0
Working PT	64	30.3	58	24.3	122	27.1
Seeking work	37	17.5	21	8.8	58	12.9
Not studying/NILF	6	2.8	6	2.5	12	2.7
<i>Total VET</i>	<i>51</i>	<i>24.2</i>	<i>65</i>	<i>27.2</i>	<i>116</i>	<i>25.8</i>
<b>Total</b>	<b>211</b>	<b>100.0</b>	<b>239</b>	<b>100.0</b>	<b>450</b>	<b>100.0</b>



**Figure 9** Main destinations of Year 12 completers, Hervey Bay, Wide Bay-Burnett, Regional Queensland & Queensland, 2009



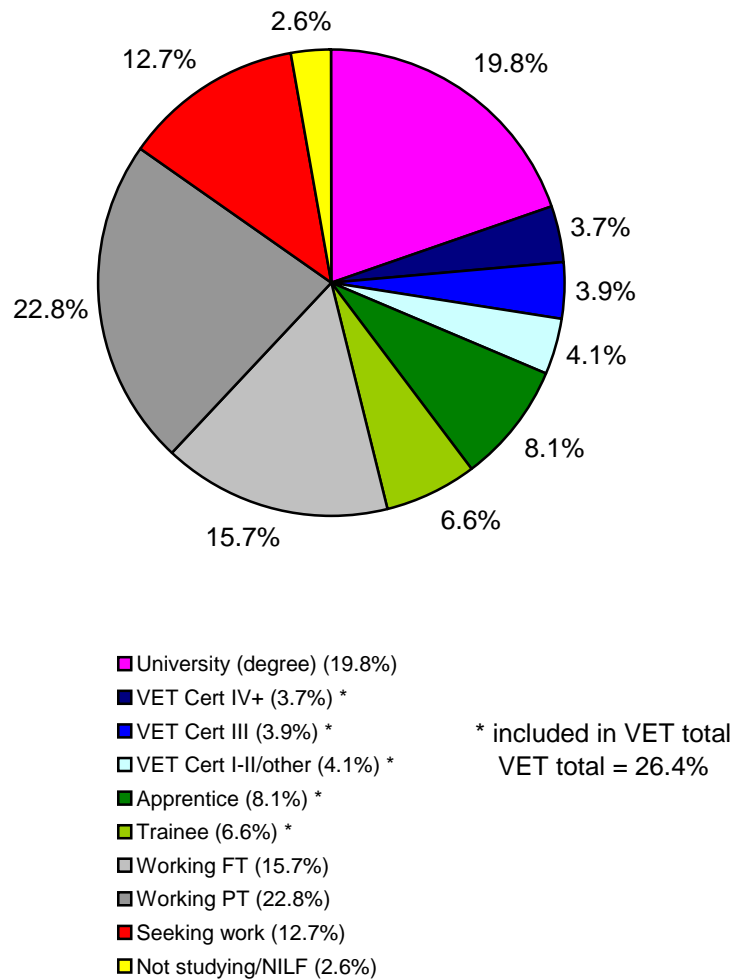
**Table 23** Study and labour force destinations of Year 12 completers, Hervey Bay, 2009

		<i>Uni degree</i>	<i>VET Cert IV+</i>	<i>VET Cert III</i>	<i>VET Cert I-II</i>	<i>Study other/ unspecified</i>	<i>Not studying</i>	<i>Total</i>
Working full-time	<i>no.</i>	2	2	0	0	6	54	64
	<i>%</i>	2.3	7.1	0.0	0.0	20.0	22.0	14.2
Working part-time	<i>no.</i>	47	11	6	2	6	122	194
	<i>%</i>	53.4	39.3	14.0	13.3	20.0	49.6	43.1
Apprentice	<i>no.</i>	0	2	17	0	6	0	25
	<i>%</i>	0.0	7.1	39.5	0.0	20.0	0.0	5.6
Trainee	<i>no.</i>	0	1	8	5	7	0	21
	<i>%</i>	0.0	3.6	18.6	33.3	23.3	0.0	4.7
Seeking work	<i>no.</i>	20	5	11	6	3	58	103
	<i>%</i>	22.7	17.9	25.6	40.0	10.0	23.6	22.9
Not working/not seeking work	<i>no.</i>	19	7	1	2	2	12	43
	<i>%</i>	21.6	25.0	2.3	13.3	6.7	4.9	9.6
<b>Total</b>	<i>no.</i>	<b>88</b>	<b>28</b>	<b>43</b>	<b>15</b>	<b>30</b>	<b>246</b>	<b>450</b>
	<i>%</i>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>



## Wide Bay-Burnett SD Bal

Figure 10 Main destinations of Year 12 completers, Wide Bay-Burnett SD Bal, 2009



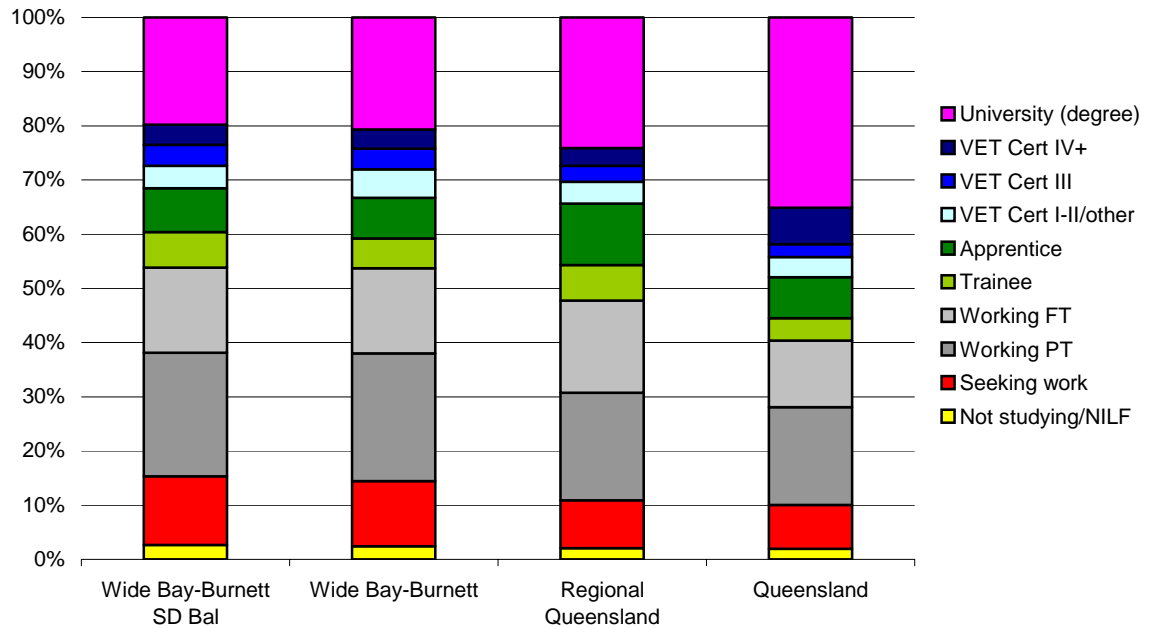


**Table 24 Main destinations of Year 12 completers, by sex, Wide Bay-Burnett SD Bal, 2009**

<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)	68	14.4	134	24.4	202	19.8
VET Cert IV+ *	13	2.8	25	4.5	38	3.7
VET Cert III *	10	2.1	30	5.5	40	3.9
VET Cert I-II/other *	24	5.1	18	3.3	42	4.1
Apprentice *	65	13.8	18	3.3	83	8.1
Trainee *	20	4.2	47	8.5	67	6.6
Working FT	83	17.6	77	14.0	160	15.7
Working PT	98	20.8	135	24.5	233	22.8
Seeking work	77	16.3	53	9.6	130	12.7
Not studying/NILF	14	3.0	13	2.4	27	2.6
<i>Total VET</i>	<i>132</i>	<i>28.0</i>	<i>138</i>	<i>25.1</i>	<i>270</i>	<i>26.4</i>
<b>Total</b>	<b>472</b>	<b>100.0</b>	<b>550</b>	<b>100.0</b>	<b>1 022</b>	<b>100.0</b>



**Figure 11** Main destinations of Year 12 completers, Wide Bay-Burnett SD Bal, Wide Bay-Burnett, Regional Queensland & Queensland, 2009



**Table 25** Study and labour force destinations of Year 12 completers, Wide Bay-Burnett 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>	13	8	7	2	5	160	195
	<i>%</i>	6.4	17.8	5.1	5.9	9.4	29.1	19.1
Working part-time	<i>no.</i>	82	12	16	3	4	233	350
	<i>%</i>	40.6	26.7	11.6	8.8	7.5	42.4	34.2
Apprentice	<i>no.</i>	0	4	60	4	15	0	83
	<i>%</i>	0.0	8.9	43.5	11.8	28.3	0.0	8.1
Trainee	<i>no.</i>	0	3	38	12	14	0	67
	<i>%</i>	0.0	6.7	27.5	35.3	26.4	0.0	6.6
Seeking work	<i>no.</i>	39	9	10	7	6	130	201
	<i>%</i>	19.3	20.0	7.2	20.6	11.3	23.6	19.7
Not working/not seeking work	<i>no.</i>	68	9	7	6	9	27	126
	<i>%</i>	33.7	20.0	5.1	17.6	17.0	4.9	12.3
<b>Total</b>	<i>no.</i>	<b>202</b>	<b>45</b>	<b>138</b>	<b>34</b>	<b>53</b>	<b>550</b>	<b>1 022</b>
	<i>%</i>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>

# Appendix



## Appendix 1

**Table A1A Wide Bay-Burnett schools with Year 12 completers in 2008**

Aldridge State High School  
Bundaberg Christian College  
Bundaberg Special School  
Bundaberg State High School  
Burnett State College  
Cooloola Christian College  
Eidsvold State School  
Fraser Coast Anglican College  
Gin Gin State High School  
Glendyne Education and Training Centre  
Gympie Special School  
Gympie State High School  
Hervey Bay Senior College  
Hervey Bay Special School  
Hervey Bay State High School  
Isis District State High School  
James Nash State High School  
Kepnock State High School  
Kingaroy State High School  
Maryborough Special School  
Maryborough State High School  
Monto State High School  
Murgon State High School  
Nanango State High School  
North Bundaberg State High School  
Riverside Christian College  
Shalom College  
South Burnett Catholic College  
St Luke's Anglican School  
St Mary's College Maryborough  
St Patrick's College Gympie  
Urangan State High School  
Victory College  
Xavier Catholic College



## Appendix 2

Figure A2A Queensland Statistical Divisions, ABS, 2008

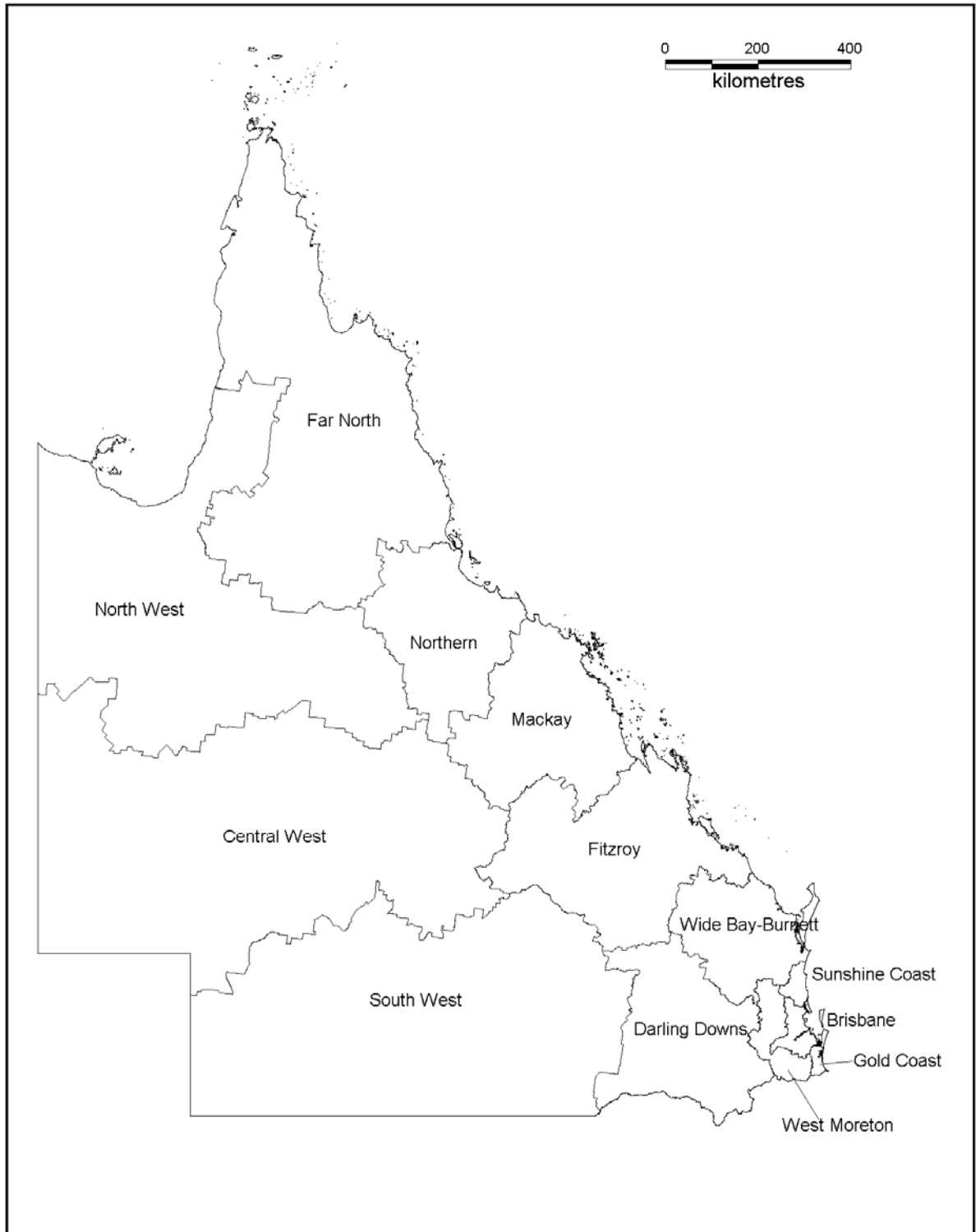
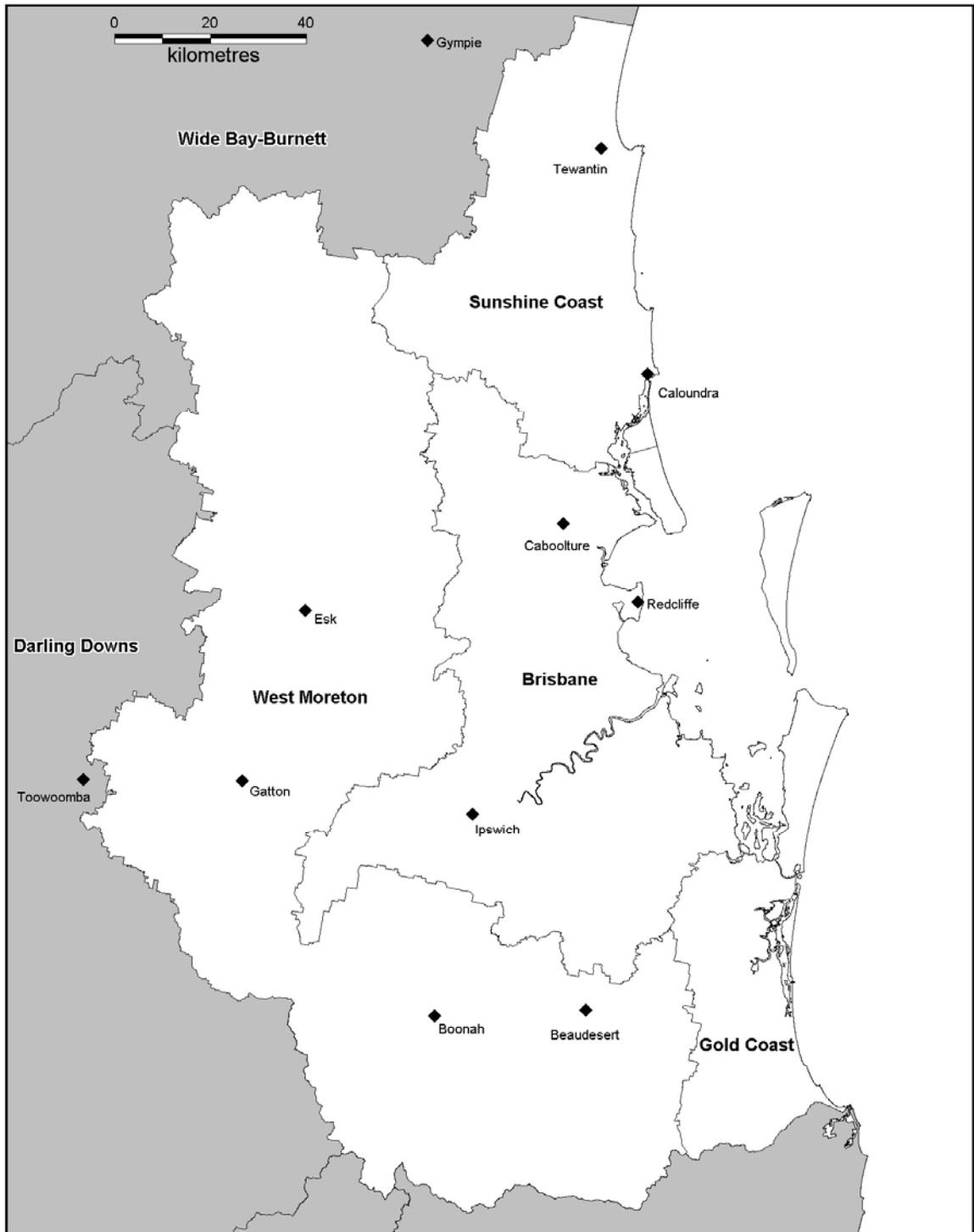




Figure A2B Brisbane, Gold Coast, Sunshine Coast and West Moreton Statistical Divisions, ABS, 2008





## 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)