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nextstep 2009

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



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destinations of Year 12
completers from 2008
in Queensland**

Department of **Education and Training**

Queensland the Smart State



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Queensland Catholic Education Commission

Education Queensland

Queensland Studies Authority

Queensland University of Technology

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Foreword



Today's Queensland school students will become tomorrow's leaders and innovators.

The choices that Year 12 graduates make about their future are vital, and it's important to know how well schools are preparing them to make the transition to adult life.

To help answer this, the Queensland Government commissioned the fifth annual statewide survey of all students who completed Year 12.

The survey, conducted in March–May 2009, was designed to gain a comprehensive picture of the employment, study and life choices made by Queensland's 2008 Year 12 graduates.

Almost 35 000 young people from state, Catholic and independent schools and TAFE secondary colleges completed the survey.

Results showed that the majority of young Queenslanders are moving from school into constructive study and work activities, in keeping with the 'learning or earning' objective of the Government's Education and Training Reforms for the Future (ETRF).

This report details the findings from the 2009 *Next Step* survey. The information from these surveys is used to look at ways of improving services available for young people.

My thanks to the young Queenslanders who completed the survey and the researchers and school system personnel who made it possible.

I commend this report to you as a valuable source of information for anyone with an interest in the transitions of young people from school to further education, training and employment.



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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 — 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 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 answers to questions as they are received onto a data entry keyboard.
Casual work	Casual workers do not have permanency or paid leave entitlements (such as sick leave and holiday leave). They usually receive a higher rate of pay to compensate for this.
DET	Department of Education and Training.
ETRF	Education and Training Reforms for the Future is a Queensland Government policy direction for the future of all stages of education (preschool through to senior schooling), vocational education and training, and employment.
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 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.
MCEETYA	Ministerial Council on Education, Employment, Training and Youth Affairs — a body comprising state, territory, Commonwealth and New

Zealand Ministers with responsibility for the portfolios of education, employment, training and youth affairs, with Papua New Guinea and Norfolk Island having observer status. MCEETYA's areas of responsibility include all sectors of education, training, employment and youth affairs.



MCEETYA zones	A geographic classification based on type of population centre, size of population and ARIA score.
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 Queensland Government's lead statistical agency, which 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 (QSA) subjects studied for the Queensland Certificate of Education. To receive an OP, students must study a certain number and pattern of QSA 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 — 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 — 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 a way of assessing socioeconomic status across the population. SEIFA enable 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 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, Figure A2B.
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.

Executive summary



Background

The *Next Step* 2009 report documents the results of an annual statewide survey of the destinations of students who completed Year 12 in 2008 from government and non-government schools across Queensland. The survey results show the initial study and work destinations of young people after completing school. Throughout this report, references to Year 12 completers and Year 12 graduates have been used interchangeably.

The *Next Step* survey was conducted in order to assist:

- parents and the wider public to know the achievements of students and to appreciate the range of options available to students
- schools to review and plan their services for students, especially in the senior years of schooling
- school 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 was commissioned by the Queensland Government's Department of Education and Training (DET) as part of the Schools Reporting initiative and supports the State Government's Education and Training Reforms for the Future (ETRF), which aims to have every young person learning or earning.

The survey targeted all students who completed Year 12 and gained a Senior 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.

A reference group advised on the design and conduct of the survey. Its members represented the school sectors, principals associations, higher education sector and the Queensland Studies Authority (QSA).

DET analysed the survey data and prepared this report.

In its fifth year, almost 35 000 young people completed the survey, which represents a response rate of 82.4 per cent of the over 42 000 young people targeted. This result is the highest response rate achieved for a *Next Step* survey and builds on the already excellent response rates achieved in previous years.

Summary of findings

The pathways of Year 12 completers were categorised into 10 main destinations, as detailed in Table ES1. Those who were both studying and working were reported as studying for their main destination.

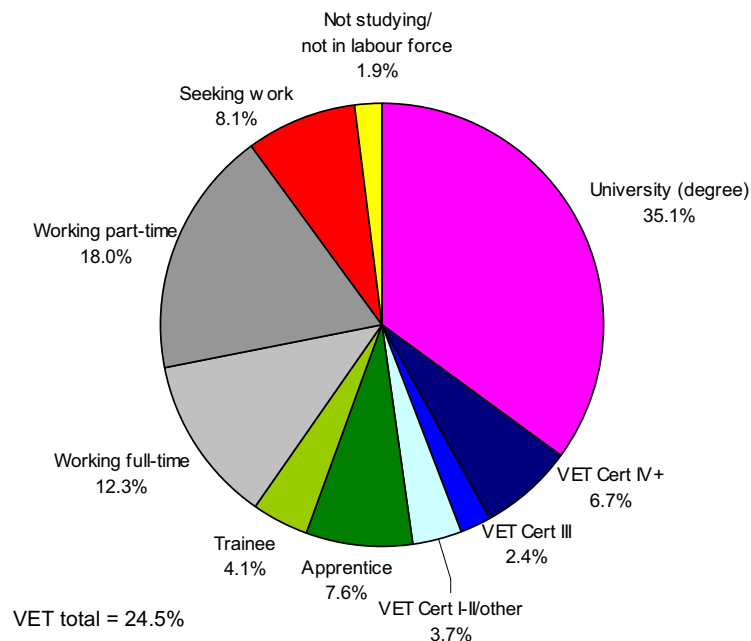


The summary of findings presented in Figure ES1 highlights:

- almost nine in ten Year 12 completers (89.9 per cent) were studying or in paid employment at the time of the survey
- almost six in ten (59.6 per cent) continued in some recognised form of education or training in the year after they left school
- more than one-third (35.1 per cent) were undertaking a university degree
- almost a quarter (24.5 per cent) were studying vocational education and training (VET)
- more than half of the campus-based VET students were studying at Certificate IV level or higher (6.7 per cent of all Year 12 completers)
- over one in nine (11.7 per cent) commenced employment-based training, either as an apprentice (7.6 per cent) or trainee (4.1 per cent)
- approximately four in ten (40.4 per cent) did not enter post-school education or training and were either employed (30.3 per cent), looking for work (8.1 per cent) or neither working, seeking work nor studying (1.9 per cent)
- more than 2600 Year 12 completers (7.5 per cent) had deferred a tertiary offer. Among this group, most were working (41.1 per cent in full-time jobs and 44.5 per cent in part-time jobs).

A comparison of the 2009 results with those from previous years reveals that the main destinations of Year 12 completers were similar over the five years. However, the 2009 results do show that six months after leaving school, last year's Year 12 completers were less likely to commence an apprenticeship, traineeship or full-time work, and more likely to be working part-time or seeking work, than in any of the previous years of the survey.

Figure ES1 Main destinations of Year 12 completers, Queensland 2009



The 10 categories used in Figure ES1 are defined below:



Table ES1 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) and with an unknown course level
Apprentice	Working and in employment-based apprenticeship
Trainee	Working and in employment-based traineeship
No further education or training	
Working full-time	Working full-time (35 hours or more per week) and not in a study or training destination. This includes people with part-time or casual jobs that total 35 hours or more
Working part-time	Working part-time or casual (fewer than 35 hours per week) and not in a study or training destination
Seeking work	Looking for work and not in a study or training destination
Not studying and not in the labour force	Not in study or training, not working and not looking for work

*Some students are also in the labour market.

Learning: Education and training destinations

Almost six in ten Year 12 graduates (20 810 or 59.6 per cent) were continuing in some form of education or training in the year after completing Year 12, with half combining study with part-time work.

Three-quarters of the current students (77.1 per cent) were studying full-time.

The most common fields of study across all study destinations were Engineering and Related Technologies and Management and Commerce (e.g. Business, Tourism). However, apprentices were enrolled mainly in Engineering and Related Technologies, Architecture and Building, and Food, Hospitality and Personal Services.

Of those studying, six in ten (60.2 per cent) were attending a university. A further 27.2 per cent were attending an institute of Technical and Further Education (TAFE), while 9.2 per cent were enrolled at a private training college.



Earning: Employment destinations

Most young people (25 142 or 72.0 per cent) who completed Year 12 in 2008 were employed, whether or not they were undertaking further education or training.

Of these, nearly two-thirds were in part-time employment (64.3 per cent), while 19.4 per cent were working full-time, 10.6 per cent were apprentices and 5.7 per cent were trainees.

Over half of all Year 12 completers in employment (51.7 per cent) were working in just two occupational groups — Sales Assistants and Food Handlers. Sales Assistants was the most common occupational group for both males and females, with the next most common being Food Handlers, Building and Construction Skilled Workers and Labourers for males, and Clerks, Receptionists and Secretaries, Food Handlers and Waiters for females.

Apprentices were concentrated in industry areas such as Construction, Manufacturing, Other Services, and Electricity, Gas, Water and Waste Services, while trainees were more evenly distributed across a range of industry areas, but in particular Retail, Health Care and Social Assistance, and Accommodation and Food Services.

Nearly two-thirds of all Year 12 completers in employment (64.4 per cent) were working on a casual basis.

Not learning or earning

The survey identified 8.1 per cent of Year 12 graduates who were not studying and were seeking work.

A further 1.9 per cent of Year 12 completers were neither studying nor seeking work. This group includes those with a disability or health condition, and those who were travelling or waiting for their course to commence.

Those with a Queensland Certificate of Individual Achievement and Indigenous Year 12 completers were over-represented in both these destinations.

Of those who were not in the labour force, the main reasons given for not continuing in study were because of wanting a break from study for females, and because of a disability for males. The next most common main reasons given were waiting for a course/training to begin for males and because of a disability for females.

Accepting a job that starts later featured prominently as one of the main reasons for not seeking work among males not studying and not in the labour force, while females most commonly cited travel as the main reason.

Different people, different pathways

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

Sex

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

- females were more likely to enter a university degree course (38.7 per cent compared to 31.1 per cent of males), and more likely to be working in part-time jobs
- males were just as likely to enter VET programs as university, while females were more likely to enter university than VET programs



- males were around seven times as likely as females to enter an apprenticeship, while females were more likely than males to commence a traineeship
- females were more likely to study in the fields of Health, Management and Commerce, Society and Culture, and Creative Arts
- males were 10 times as likely as females to enrol in Engineering and Related Technologies courses, and six times as likely to enrol in Architecture and Building
- among those working and not in education or training, females were as likely as males to be working part-time (61.3 per cent compared to 57.3 per cent of males), while males were as likely as females to be working full-time.

The most common area of employment for both males and females not in education or training was as Sales Assistants, but more so for females (43.6 per cent compared to 28.7 per cent for males). The next most common area of employment was Clerks, Receptionists and Secretaries for females and Food Handlers for males.

Geographic location

Post-school destinations varied across geographic locations.

Students who completed Year 12 in the capital city were the most likely to enter university degree or VET Certificate IV+ courses, while those in remote and very remote areas were the most likely to be apprentices, trainees or seeking work.

Overall Position/International Baccalaureate Diploma (OP/IBD)

Of those awarded an OP or an IBD, seven in ten (69.5 per cent) Year 12 completers entered into further education, with university being the main destination (53.6 per cent). The survey showed that transition into the workforce was a common pathway for those not awarded an OP or an IBD (39.4 per cent).

Queensland Certificate of Education (QCE)

Over three-quarters (78.1 per cent) of respondents to the survey received a QCE. Almost two-thirds (64.7 per cent) of QCE graduates made a transition into further education and training. Four in ten entered university (43.2 per cent).

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 or linguistic factors.

Among QCIA completers, 35.3 per cent were studying, with a high proportion doing VET Certificate I–II courses (25.7 per cent). Another 17.3 per cent were employed, principally in part-time jobs (11.6 per cent), with the remainder in full-time jobs (5.7 per cent).

A high proportion were neither studying nor in the labour force (26.4 per cent) and a further 21.0 per cent were seeking work.

VET students in schools

The survey found a link between VET studies at school and destinations after school.

Over half of Year 12 graduates left school with a VET qualification (50.1 per cent), while 12.9 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 (22.2 per cent compared to 48.2 per cent). However, they had higher rates of transition to employment-based training (16.9 per cent compared to 6.5 per cent). They were also more likely to enter paid employment with no further education or training (34.9 per cent compared to 25.7 per cent).

School-based apprentices and trainees were four times as likely to undertake apprenticeships and traineeships after leaving school as other Year 12 completers (36.3 per cent compared to 8.1 per cent).

Indigenous

Indigenous Year 12 completers were less likely than their non-Indigenous peers to enrol in a university degree (14.1 per cent compared to 35.7 per cent). Nonetheless, 134 young Indigenous people who completed the survey commenced a university degree in 2009.

Indigenous Year 12 graduates were more likely to be undertaking a traineeship (6.5 per cent compared to 4.0 per cent) and equally likely to be in an apprenticeship (9.4 per cent compared to 7.6 per cent). They also had a similar rate of transition to employment with no further education or training as their non-Indigenous peers (31.2 per cent and 30.3 per cent respectively).

Indigenous Year 12 completers were more likely than their non-Indigenous counterparts to enrol in VET Certificate I–II and III courses, and less likely to enrol in VET Certificate IV+ courses.

Indigenous Year 12 completers were also twice as likely to be seeking work as their non-Indigenous peers (19.9 per cent compared to 7.8 per cent).

Language background other than English (LBOTE)

LBOTE Year 12 completers demonstrated higher rates of transition to university degree study than those from English-speaking backgrounds (49.3 per cent compared to 34.3 per cent) and to VET Certificate IV+ courses (11.5 per cent compared to 6.4 per cent). For the purposes of this publication, international visa students have been excluded from the LBOTE classification.

International visa students

Caution must be exercised when forming conclusions about the destinations of these students owing to the small numbers involved and low response rate achieved. However, among those who did respond, there were strong transitions to university studies (55.9 per cent) and to VET Certificate IV+ courses (15.4 per cent).

Socioeconomic status

Transition to post-school education and training was strongly associated with socioeconomic status (SES), increasing consistently from 50.1 per cent for the lowest SES quartile to 70.3 per cent for the highest SES quartile.

The proportion of Year 12 graduates who entered employment-based training tended to increase with declining socioeconomic status.

Age

The Year 12 graduates 15 years or younger were more likely than other Year 12 graduates to enrol in a university degree.

Year 12 graduates 19 years or older appear to be more likely than the other Year 12 graduates to enter campus-based VET courses (that is, not apprenticeships or traineeships).

Conclusions

Immediate status after Year 12 gives only a partial view of the experiences of young people after leaving school, as it can take several years for stable patterns to emerge as young people move between different types of education, training and work.

The survey found that the vast majority of young Queenslanders who completed Year 12 in 2008 were engaged in study or work six months after completing school.

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





Chapter 1

Introduction

Aims of the project

The *Next Step* survey is an annual survey of every student who completed Year 12 in the previous year in Queensland, in government and non-government schools. The survey results show the initial study and work destinations of young people after completing school.

The objectives of the survey are to assist:

- parents and the wider public to know the achievements of students and to appreciate the range of options available to students
- schools to review and plan their services for students, especially in the senior years of schooling
- school 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.

Policy context

The Queensland *Education (General Provisions) Act 2006* supports young people remaining in education or training until the age of 17. Young people are required to stay at school until they finish Year 10 or turn 16, whichever comes first. They are then required to participate in education or training for a further two years, or until they have gained a Senior Certificate or Certificate III vocational qualification, or until they turn 17. The laws exempt people who work for at least 25 hours per week after they have completed Year 10 or turned 16.

This legislation forms part of the Queensland Government's Education and Training Reforms for the Future (ETRF). As part of the implementation of the reforms, student destinations are influenced through strategies such as career information services and the completion of a Senior Education and Training Plan for each student before starting senior schooling. District Youth Achievement Plans outline education, training and employment objectives and strategies for young people in local areas.

The Queensland Government's policies support successful pathways for every young person, regardless of sex, Indigenous status, location, socioeconomic status, disability or language background. As Queensland is the most decentralised state in Australia, and has a higher proportion of Indigenous students than most other states and territories, there is a particular emphasis on outcomes for rural, remote and Indigenous students.

Destinations chosen by young people have been at the forefront of government policy interests for more than a decade, at both the state and Commonwealth levels. One of the national goals for schooling endorsed by the 1999 *Adelaide Declaration* was 'clear and recognised pathways to employment and further education and



training'. This approach is continued through the 2008 *Melbourne Declaration on Educational Goals for Young Australians* and its commitment to the action of 'supporting senior years of schooling and youth transitions'.

The Council of Australian Governments (COAG) has recognised the significant economic benefits that accrue to individuals and the nation around successful transitions from education and training to employment. COAG has endorsed specific outcomes and targets around these areas, including: increasing the proportion of young people attaining Year 12 or equivalent qualifications; and increasing the proportion of young people participating in post-school education or training six months after school.

The Queensland Government is working collaboratively with the Commonwealth Government and other states and territories to develop and implement policies to lift Year 12 attainment rates and increase the number of higher qualification completions (Certificate III and above).

In this policy context, the Queensland Government has implemented an annual statewide *Next Step* destination survey, commencing in 2005 with students who completed Year 12 in 2004. The annual survey is intended to assist school improvement, program evaluation and public accountability of schools. From 2006, Queensland schools have published the destination patterns of their Year 12 completers.

The *Next Step* survey supports the Queensland Government's *Toward Q2* vision, which seeks to improve the number and level of qualifications held by Queenslanders in order to increase the productivity of the labour force, so that Queenslanders can enjoy the benefits of a strong, prosperous economy and a better quality of life.

These strategic directions are designed to enable young people to successfully make the transition from schooling to higher education, vocational education and training, and employment, as set out below.

Higher education pathways

Pathways to higher education are critical to meeting the state's social and economic aims. While the Commonwealth Government has responsibility for funding the higher education sector, the State has a strategic interest and participates actively in its management.

The Queensland Government has supported the establishment of regional university campuses, in order to improve access to higher education for young people in regional areas, and has negotiated with the Commonwealth to ensure the state has sufficient higher education places for its needs.

Nonetheless, a number of factors can influence student choice about continuing to higher education, regardless of the location and number of places available. These include cost, availability of employment opportunities, and family and community expectations. Knowledge of students' choices is crucial to the formation of policy and strategies in relation to the provision of higher education in the state.



Vocational education and training (VET) pathways

Pathways into vocational education and training have received strong support in Queensland, notably through the *Joint Ministerial Statement on Future Directions for Vocational Education and Training in Queensland Schools* (August 2004), which makes a commitment to develop clear pathways to tertiary study that include better recognition of VET undertaken at school.

Additionally, the *Queensland Skills Plan* includes actions to transform and modernise the VET system, including enhancing training delivery and building partnerships with industry and private training providers to create additional places in Certificate III level and above training programs.

As a result of State Government policies, Queensland has the highest participation in the country in VET courses in schools, and in school-based apprenticeships and traineeships.

Employment pathways

The Queensland Government's *Skilling Queenslanders for Work* initiative forms part of the *Queensland Skills Plan*, which provides a mix and match of strategies that can be customised to the needs of the most disadvantaged jobseekers to enable them to participate fully in the paid workforce and share in Queensland's prosperity.

The Get Set for Work and Youth Training Incentive programs are a commitment under the Education and Training Reforms for the Future.

The Get Set for Work program is recognised as an Employment and Skills Development Program under the *Education (General Provisions) Act 2006*, which is an eligible option for young people aged 15–17 years who are in their compulsory participation phase of schooling. The program specifically targets young people who are disengaged or at risk of disengaging from mainstream education prior to completion of Year 12.

The Youth Training Incentive program provides incentives to employ school students in the secondary phase of learning through school-based apprenticeships in skill shortage industries, and traineeships for Indigenous and Australian South Sea Islander students. The program aims to boost opportunities for young people seeking to enter the workforce after completion of senior secondary education, and to provide access to under-represented students.

In addition, a network of Indigenous Employment and Training Support Officers provides culturally appropriate mentoring and support services to Indigenous apprentices, trainees, vocational students and jobseekers to improve retention and completion rates and maintain attachment to the labour market.

In summary, the Queensland Government has a strong policy commitment to assisting, and tracking, young people's transitions to successful education, training or employment.

Methodology

The *Next Step* 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 students who completed Year 12 in Queensland in 2008, including students at government schools, non-government schools and TAFE secondary colleges. All students who were awarded a Senior Statement were included.



The targeted students were identified by means of a survey frame (or list) provided to the OGS by the Queensland Studies Authority (QSA). This list contained details for 42 363 Year 12 completers who were deemed in-scope for this survey.

The survey was conducted between 30 March and 6 May 2009, approximately six months after the young people left school. This timing was designed to be after tertiary education places for 2009 were accepted, and while most of these young people were still contactable via their 2008 home address details.

Responses were predominantly collected via computer-assisted telephone interviewing (CATI), with paper-based surveys collected from a small number of students for whom telephone details were not available. The average time for a completed interview was less than four minutes.

Prior to the survey, all Year 12 completers were sent a letter from the Queensland Minister for Education and Training advising them of the survey. Those without usable telephone details but with a usable Australian or international address were sent a printed copy of the questionnaire and a reply paid envelope.

Completed paper-based questionnaires were returned directly to OGS for processing and data entry. All responding Year 12 graduates went into a draw for a chance to win one of several prizes offered as an incentive to encourage survey participation.

At the close of the survey, nearly all non-responding students for whom telephone numbers were available had received at least six attempts of contact. Non-responding students without telephone numbers were mailed two copies of the questionnaire. A total of 34 902 completed surveys were received. Of these, 148 were returned by mail and 34 754 by CATI.

Effects of rounding

Percentages in this report have been rounded to one decimal point and so discrepancies may occur between the sum of component items and their totals.

Profile of Year 12 completers

The 34 902 respondents attended 439 schools and colleges. Some 58.6 per cent attended government schools, 20.6 per cent Catholic schools, 20.5 per cent independent schools, and 0.3 per cent TAFE secondary colleges.

The key characteristics of those who responded were:

- 52.9 per cent were female and 47.1 per cent were male
- 78.1 per cent were awarded a QCE
- 1.2 per cent were awarded a QCIA
- 63.0 per cent were awarded OP or IBD
- 67.8 per cent attended schools in South-East Queensland while 32.2 per cent attended schools in Regional Queensland
- 50.1 per cent achieved a VET qualification while at school
- 12.9 per cent undertook a school-based apprenticeship or traineeship (SAT) while at school
- 4.6 per cent were LBOTE students
- 2.7 per cent were Indigenous



- 0.8 per cent were international visa students
- 98.9 per cent were between 16 and 18 years of age at the start of the 2008 school year, with 0.8 per cent aged 15 years or younger and 0.3 per cent aged 19 years or older.

Response rates

There were 42 363 Year 12 completers on the survey frame. The overall response rate of 82.4 per cent is a better result than the 80.1 per cent achieved last year. The survey refusal rate of 1.2 per cent is also considerably lower than normal for a telephone survey.

The response rates for various sub-groups were:

- by school sector, the response rate for government schools (including two TAFE settings) was 82.8 per cent, Catholic schools 83.6 per cent, and independent schools 80.0 per cent
- response rates varied across schools, with individual school response rates ranging from 0.0 to 100.0 per cent
- the response rate of non-Indigenous students (83.2 per cent) was higher than that of Indigenous students (61.5 per cent)
- females and males had similar response rates overall (83.0 per cent and 81.7 per cent respectively)
- the response rate for LBOTE students (74.6 per cent) was lower than that for English-speaking background students (83.9 per cent)
- international visa students had a particularly low response rate of 32.1 per cent, due largely to the nature of their study arrangements
- the response rate across the 13 Statistical Divisions in Queensland fell within a fairly narrow band, ranging between 71.7 per cent and 87.6 per cent.

The responses were generally representative, with a small under-representation of Indigenous, LBOTE and international visa students.

Data editing

Data cleaning and editing were performed throughout data entry and after the survey closed on Wednesday 6 May. Data cleaning included checking the data for invalid entries (e.g. entries which were out of range), as well as checking the data which was manually entered for accuracy.

Chapter 2

Main destinations of Year 12 completers



This chapter outlines the main study and labour market destinations of students who completed Year 12 at Queensland schools in 2008. As most young people were combining study and work, all Year 12 completers have been categorised into their main destination, be it study or work.

This recognises the important distinction between young people who combine work with study and those who work because they have followed a labour market destination. It also makes the crucial distinction between someone who is a student (studying a degree or VET course) and looking for work and someone who is not a student and looking for work. Similarly, it recognises the distinction between young people who have entered a training contract with their employer (apprentices and trainees) and those who are students with no such contract.

To achieve this categorisation, Year 12 completers were grouped in a structured manner, as outlined in Table 2.1. In particular:

- students are assigned to the study categories regardless of their labour force status (that is, they may also be working or even looking for work)
- apprentices and trainees are assigned to these training categories rather than any of the VET categories, but it is a given that their training involves study either in a VET location or with their employer
- those grouped in a labour market destination (working or seeking work) are not studying and not in training
- there is also a small group who are neither studying nor in the labour force (that is, not working and not looking for work).

Therefore, all employment categories in this chapter refer only to those working who are not studying and not in training.



Table 2.1 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) and with an unknown course level
Apprentice	Working and in employment-based apprenticeship
Trainee	Working and in employment-based traineeship
No further education or training	
Working full-time	Working full-time (35 hours or more per week) and not in a study or training destination. This includes people with part-time or casual jobs that total 35 hours or more
Working part-time	Working part-time or casual (fewer than 35 hours per week) and not in a study or training destination
Seeking work	Looking for work and not in a study or training destination
Not studying and not in the labour force	Not in study or training, not working and not looking for work

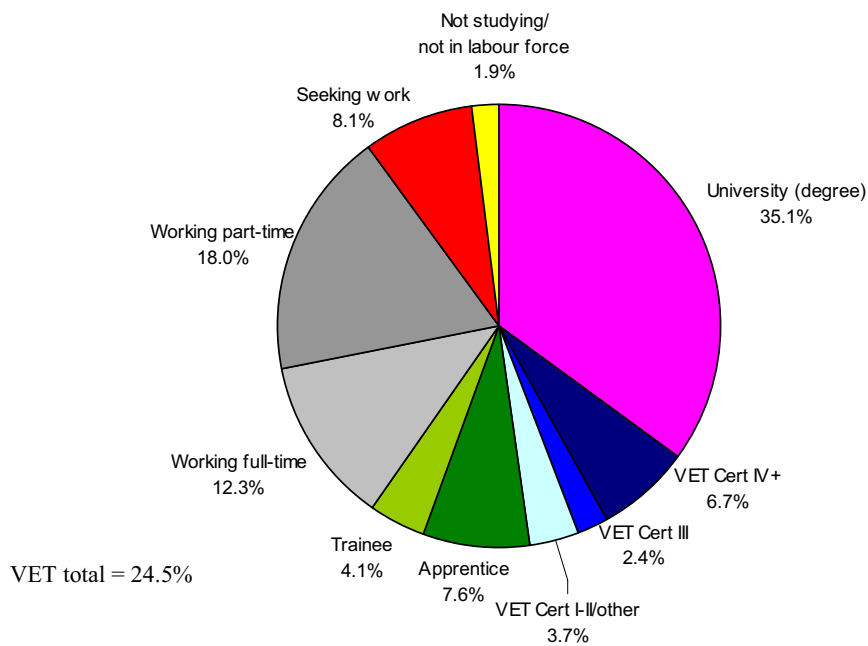
*Some students are also in the labour market.

Figure 2.1 illustrates the main destinations of the 34 902 Year 12 graduates in the *Next Step* survey. The survey shows that six in ten (59.6 per cent) of the young people who completed Year 12 continued in some recognised form of education or training in the year after they left school. The most common destination was university degree-level programs (35.1 per cent), followed by campus-based (that is, not apprenticeship or traineeship) VET programs (12.8 per cent), with the majority of VET students entering programs at Certificate IV level or higher (6.7 per cent).

Over one in nine Year 12 completers (11.7 per cent) commenced employment-based training, either as an apprentice (7.6 per cent) or trainee (4.1 per cent).

Four in ten Year 12 completers (40.4 per cent) did not enter post-school education or training, but were either employed (30.3 per cent), seeking work (8.1 per cent) or neither studying nor in the labour force (1.9 per cent).

Figure 2.1 Main destinations of Year 12 completers, Queensland 2009



Destinations by sex

Sex differences were evident in education and training destinations. Table 2.2 and Figure 2.2 show that females were more likely to enter a university degree course (38.7 per cent compared to 31.1 per cent of males), and more likely to be working in part-time jobs (19.6 per cent compared to 16.3 per cent for males). Males were more likely than females to enter into a contract of training (apprenticeship or traineeship — 16.6 per cent compared to 7.4 per cent). However, while males were over six times as likely as females to commence an apprenticeship, females were more likely to commence a traineeship.

Males and females were just as likely to be in full-time employment with no further education or training (12.2 per cent for males and 12.4 per cent for females), and just as likely to enrol in campus-based VET programs (13.5 per cent compared to 12.0 per cent for males).



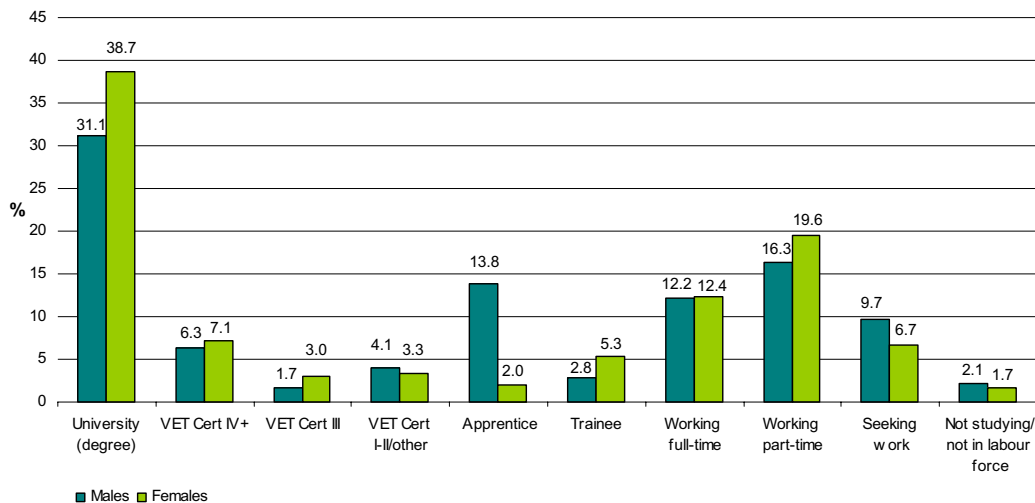


Table 2.2 Main destinations of Year 12 completers, by sex, Queensland 2009

Destination	Males		Females		Total	
	no.	%	no.	%	no.	%
University (degree)	5 119	31.1	7 142	38.7	12 261	35.1
VET Cert IV+*	1 029	6.3	1 318	7.1	2 347	6.7
VET Cert III*	276	1.7	556	3.0	832	2.4
VET Cert I-II*	667	4.1	614	3.3	1 281	3.7
Apprentice	2 278	13.8	377	2.0	2 655	7.6
Trainee	453	2.8	981	5.3	1 434	4.1
(Total VET)	(4 703)	(28.6)	(3 846)	(20.9)	(8 549)	(24.5)
Working full-time	2 002	12.2	2 284	12.4	4 286	12.3
Working part-time	2 685	16.3	3 612	19.6	6 297	18.0
Seeking work	1 597	9.7	1 240	6.7	2 837	8.1
Not studying/not in the labour force	351	2.1	321	1.7	672	1.9
Total	16 457	100.0	18 445	100.0	34 902	100.0

* Students not in apprenticeships or traineeships

Figure 2.2 Main destinations of Year 12 completers, by sex, Queensland 2009



Study and work

Table 2.3 and Figure 2.3 present a cross-tabulation of study level and labour market destination of Year 12 graduates, providing a more detailed picture than that presented in Figure 2.1. For example, while degree-level students are presented as a single category in Figure 2.1, here they are sub-divided into their labour market destinations. This also applies to other Year 12 graduates who have entered study. For these reasons, it is evident that the proportion of young people in the labour market is actually higher than the data presented in Figure 2.1.

The majority of young people who entered a university degree or VET course were, in fact, also working (mostly part-time). Many students were seeking work. Apprentices and trainees, of course, combine work and study.

The most common scenario among university degree and VET Certificate IV+ students was to combine study with part-time employment (62.6 per cent and 50.6 per cent respectively). However, more than one in six of these students were looking for employment (18.1 per cent and 18.3 per cent respectively).

Year 12 graduates who were not studying were more likely to be working part-time than full-time (44.7 per cent and 30.4 per cent respectively). It should be noted that these percentages are expressed as a proportion of responding Year 12 graduates. These are not, therefore, comparable to labour market statistics on participation or unemployment, which are expressed as a proportion of the entire relevant age cohort, and which exclude those not in the labour force.

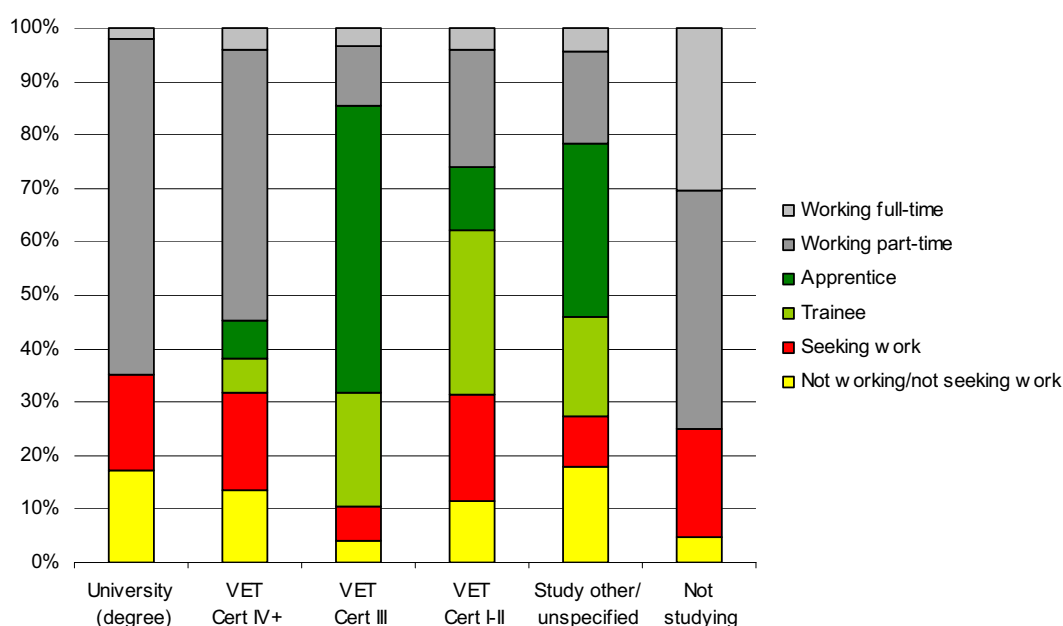


There was a small number of young people (672, or only 1.9 per cent of all Year 12 completers) who were neither studying nor in the labour market (that is, neither working nor looking for work). This group could include those who had deferred a university offer, those with a disability or health condition, and those travelling or waiting for their course to commence. This group is analysed in greater detail in Chapter 5.

Table 2.3 Study and labour force destinations of Year 12 completers, Queensland 2009

Labour force destination		University (degree)	VET Cert IV+	VET Cert III	VET Cert I-II	Study other/unspecified	Not studying	Total
Working full-time	no.	259	112	117	26	82	4 286	4 882
	%	2.1	4.1	3.5	4.0	4.4	30.4	14.0
Working part-time	no.	7 676	1 371	367	145	315	6 297	16 171
	%	62.6	50.6	11.0	22.0	17.1	44.7	46.3
Apprentice	no.	0	191	1 789	77	598	0	2 655
	%	0.0	7.0	53.6	11.7	32.4	0.0	7.6
Trainee	no.	0	173	714	203	344	0	1 434
	%	0.0	6.4	21.4	30.9	18.6	0.0	4.1
Seeking work	no.	2 217	497	216	131	174	2 837	6 072
	%	18.1	18.3	6.5	19.9	9.4	20.1	17.4
Not working/not seeking work	no.	2 109	367	132	76	332	672	3 688
	%	17.2	13.5	4.0	11.6	18.0	4.8	10.6
Total	no.	12 261	2 711	3 335	658	1 845	14 092	34 902
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Figure 2.3 Study and labour force destinations of Year 12 completers, Queensland 2009





Deferring study

Figure 2.4 reports the main destinations of the 2008 cohort, separating out those who reported deferring university degree study. Overall, 2622 Year 12 graduates (or 7.5 per cent of the cohort) deferred such an offer. It can be seen that this alternative approach to reporting the main destinations alters the proportions of Year 12 completers in the main destinations of working full-time, working part-time, seeking work and not studying/not in the labour force, since these are the current destinations of those who defer.

Figure 2.4 Main destinations of Year 12 completers, with deferrals identified, Queensland 2009

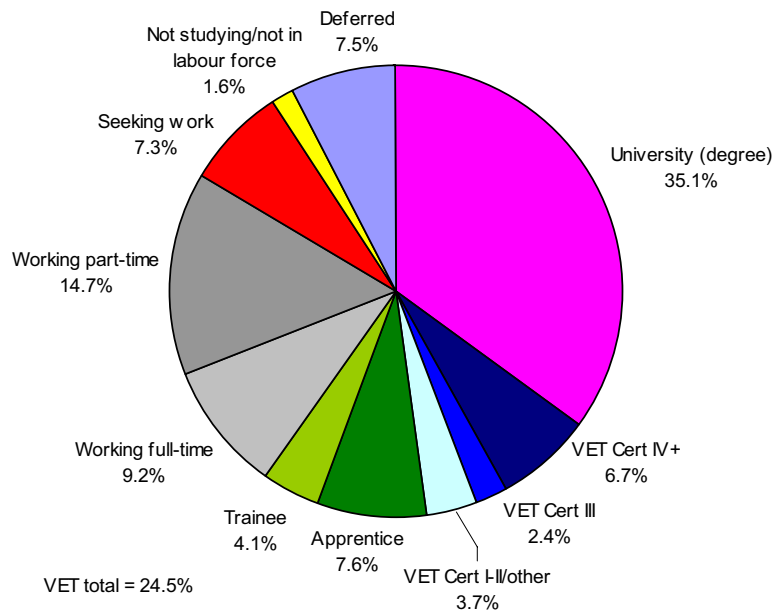


Table 2.4 reports rates of deferral by some key characteristics. Overall, in keeping with the greater likelihood of females entering degree-level programs at university, females were more likely to defer than males (9.2 per cent compared to 5.7 per cent). Indigenous Year 12 graduates were less likely to defer than their non-Indigenous peers and were less likely to enter university overall (see Figure 7.4). LBOTE Year 12 graduates were less likely to defer than those from an English-speaking background, but more likely to enter university overall (see Figure 7.7). Year 12 graduates from South-East Queensland were less likely than those from Regional Queensland to defer an offer of a tertiary place.

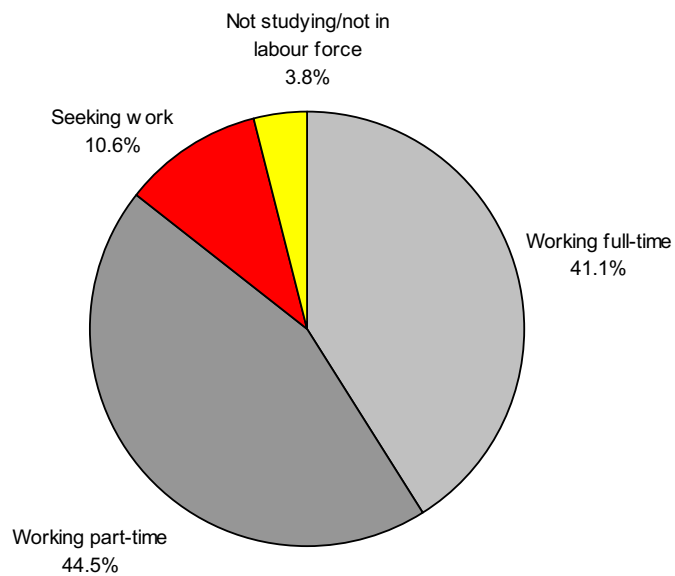
Table 2.4 Year 12 completers deferring, by key characteristics, Queensland 2009

	no.	%
All Year 12 graduates	2 622	7.5
Males	931	5.7
Females	1 691	9.2
Indigenous	34	3.6
Language background other than English (LBOTE)	59	3.7
South-East Queensland	1 522	6.4
Regional Queensland	1 100	9.8

Figure 2.5 reports the labour force destinations of those who deferred as a proportion of all deferring Year 12 completers. Among Year 12 completers who reported having deferred a tertiary place, most were working (full-time 41.1 per cent and part-time 44.5 per cent), 10.6 per cent were seeking work and 3.8 per cent were not studying and not in the labour force.



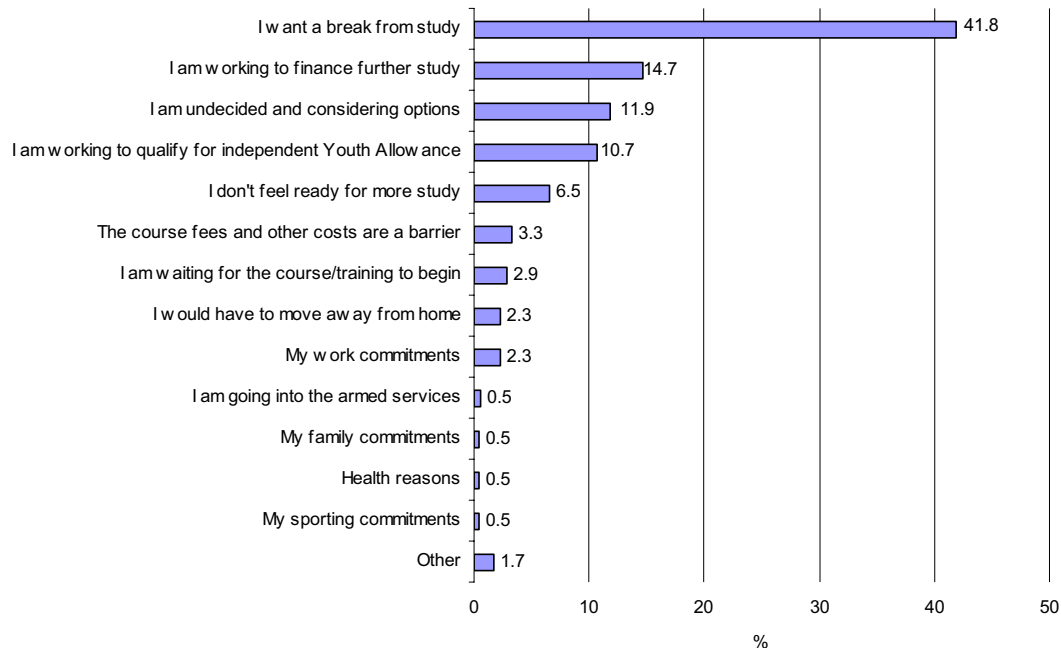
Figure 2.5 Labour force destination of Year 12 completers who deferred, Queensland 2009





An examination of the main reasons for not continuing with study given by Year 12 graduates who deferred their university degree offer is shown in Figure 2.6. The desire to take a break from study was the most common main reason (41.8 per cent), followed by those who were working to finance further study (14.7 per cent), those who were undecided and considering options (11.9 per cent) and those working to qualify for independent youth allowance (10.7 per cent).

Figure 2.6 Main reason of deferrers for not studying, Queensland 2009



Main destinations 2005–2009

Figure 2.7 shows a five-year time series of the main destinations of Year 12 completers from 2005 to 2009. Some care should be taken when drawing comparisons due to a change in the survey methodology and increased response rates following the 2005 survey (59.9 per cent in 2005, 77.5 per cent in 2006, 81.2 per cent in 2007, 80.1 per cent in 2008 and 82.4 per cent in 2009).

A comparison of the 2009 results with those from previous years reveals that the main destinations of Year 12 completers were similar over the five years. However, there are some trends worth noting.

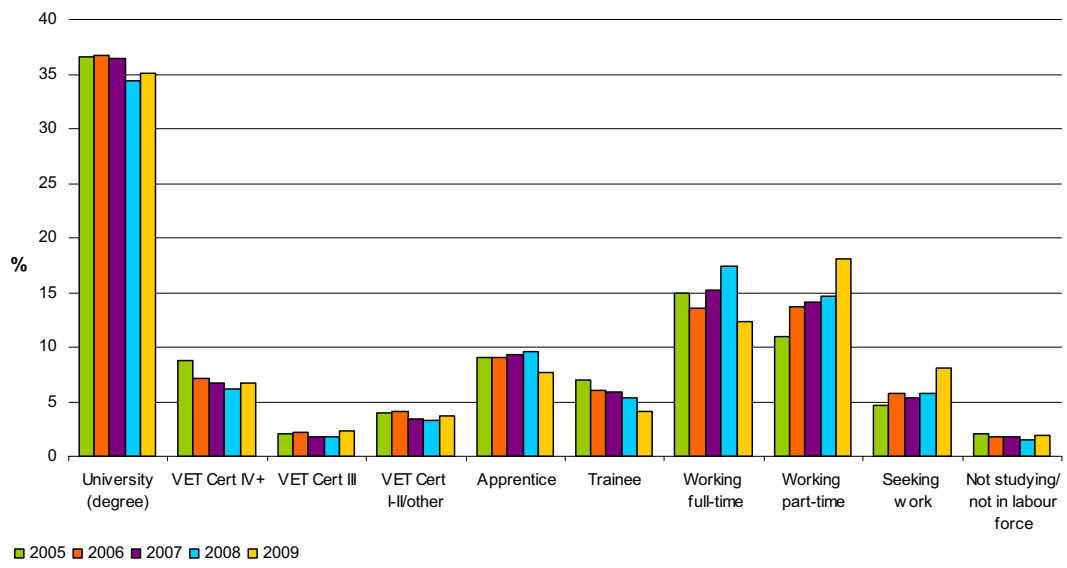
For example, proportions of Year 12 completers entering into traineeships have decreased only marginally, year on year; however, a trend is apparent resulting in a drop to 4.1 per cent from 6.9 per cent in 2005.

Similarly, upward trends in both working part-time and seeking work have resulted in increases of 11.0 per cent to 18.0 per cent and 4.6 per cent to 8.1 per cent respectively, from 2005 to 2009.

Figure 2.7 also reveals that six months after leaving school, last year's Year 12 completers were less likely to commence an apprenticeship, traineeship or full-time work, and more likely to be working part-time or seeking work, than in any of the previous years of the survey.



Figure 2.7 Main destinations of Year 12 completers, Queensland 2005 - 2009





Chapter 3

Learning: Education and training destinations of Year 12 completers

This chapter examines the education and training outcomes of Year 12 completers from 2008. It deals separately with the group as a whole and compares students who are working with students who are not.

All Year 12 completers in education or training

The *Next Step* survey shows that 20 810 Year 12 graduates (59.6 per cent of the total cohort) continued in some form of education or training in the year after they left school. Within this group, which includes apprentices and trainees (see Table 3.1), the most likely study destination was university degree (58.9 per cent), followed by VET programs (35.3 per cent), with the remainder in unknown or other study destinations (5.8 per cent). The majority of VET students were in Certificate III courses (16.0 per cent) or in Diploma/Advanced Diploma courses (9.9 per cent).

Sex differences

Table 3.1 Level of study of Year 12 completers in education or training, by sex, Queensland 2009

Level of study	Males		Females		Total	
	no.	%	no.	%	no.	%
University (degree)	5 119	52.1	7 142	65.0	12 261	58.9
VET Dip/Adv Dip	876	8.9	1 189	10.8	2 065	9.9
VET Cert IV	371	3.8	275	2.5	646	3.1
VET Cert III	1 970	20.1	1 365	12.4	3 335	16.0
VET Cert II	263	2.7	291	2.6	554	2.7
VET Cert I	72	0.7	32	0.3	104	0.5
VET unspecified	457	4.7	191	1.7	648	3.1
(Total VET)	(4 009)	(40.8)	(3 343)	(30.4)	(7 352)	(35.3)
Unknown/other study	694	7.1	503	4.6	1 197	5.8
Total	9 822	100.0	10 988	100.0	20 810	100.0

Note: Table includes apprentices and trainees.

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

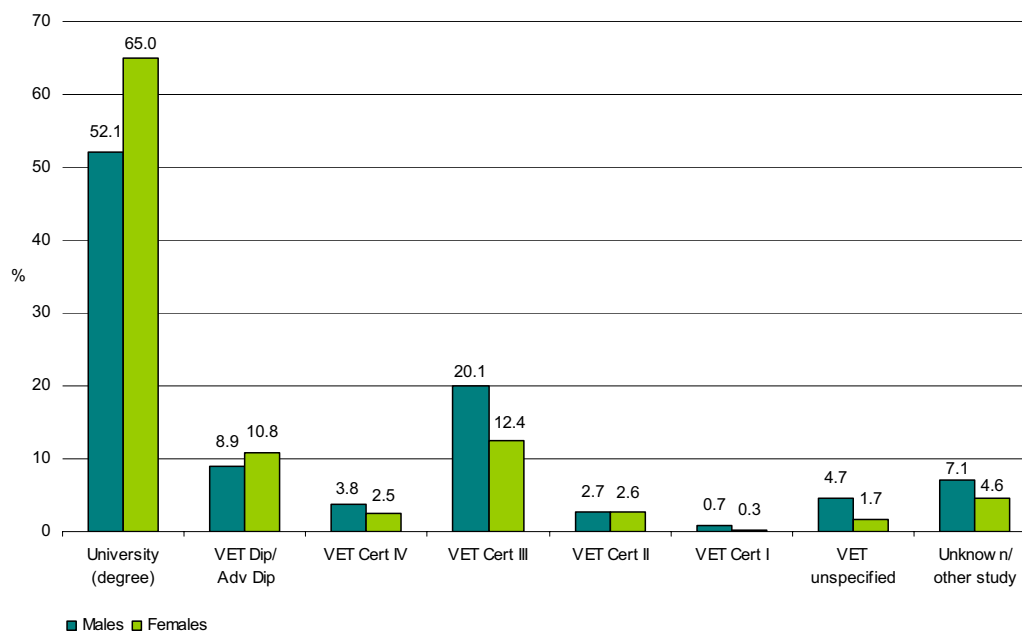
While males and females were just as likely to enrol in further education and training courses overall, apparent differences are evident in the levels and fields of study undertaken by male and female Year 12 graduates.

Females more frequently enrolled in university degree courses (65.0 per cent compared to 52.1 per cent), while males were more likely to enrol in VET programs (40.8 per cent compared to 30.4 per cent). The latter pattern is mostly explained by higher male participation in VET Certificate III courses through apprenticeships (20.1 per cent compared to 12.4 per cent). Male participation was also higher in the category of other study (e.g. Year 12, bridging courses) and unknown courses (7.1 per cent compared to 4.6 per cent for females).

VET Diploma/Advanced Diploma, VET Certificate IV and VET Certificate I–II courses showed little difference between males and females.



Figure 3.1 Level of study of Year 12 completers in education or training, by sex, Queensland 2009



Study load

Table 3.2 shows the study load of Year 12 completers who entered further education or training. Most of those in education or training were studying full-time (77.1 per cent). Almost all university degree students were studying full-time (97.1 per cent), as were most VET Diploma and Advanced Diploma students (85.2 per cent), whereas VET students at the lower certificate levels were less likely to be studying full-time. The relatively higher proportion of such VET students (particularly VET Certificate II and III) studying part-time reflects the fact that trainees and apprentices (many of whom study at VET Certificate II or III level) combine work with study or training.

Table 3.2 Level of study of Year 12 completers, by study load, Queensland 2009

Level of study	Full-time		Part-time	
	no.	%	no.	%
University (degree)	11 910	97.1	351	2.9
VET Dip/Adv Dip	1 759	85.2	306	14.8
VET Cert IV	342	52.9	304	47.1
VET Cert III	987	29.6	2 348	70.4
VET Cert II	221	39.9	333	60.1
VET Cert I	55	52.9	49	47.1
VET unspecified	215	33.2	433	66.8
(Total VET)	(3 579)	(48.7)	(3 773)	(51.3)
Unknown/other study	556	46.4	641	53.6
Total	16 045	77.1	4 765	22.9



Provider type

Type of provider is presented in Table 3.3. This table shows that universities and TAFE institutes were the two largest providers of study to Year 12 completers. University accounts for 60.2 per cent of all those in study, while a further 27.2 per cent were studying at a TAFE institute. Private training colleges (including employers registered as private providers) formed the next largest provider by share (9.2 per cent), while the remaining providers contributed proportionally very small numbers.

Table 3.3 Year 12 completers, by provider type, Queensland 2009

Provider type	no.	%
University	12 367	60.2
TAFE institute	5 596	27.2
Private training college	1 889	9.2
Secondary school	214	1.0
Adult & community education provider	71	0.3
Agricultural college	22	0.1
Other study location	377	1.8
Total	20 536	100.0

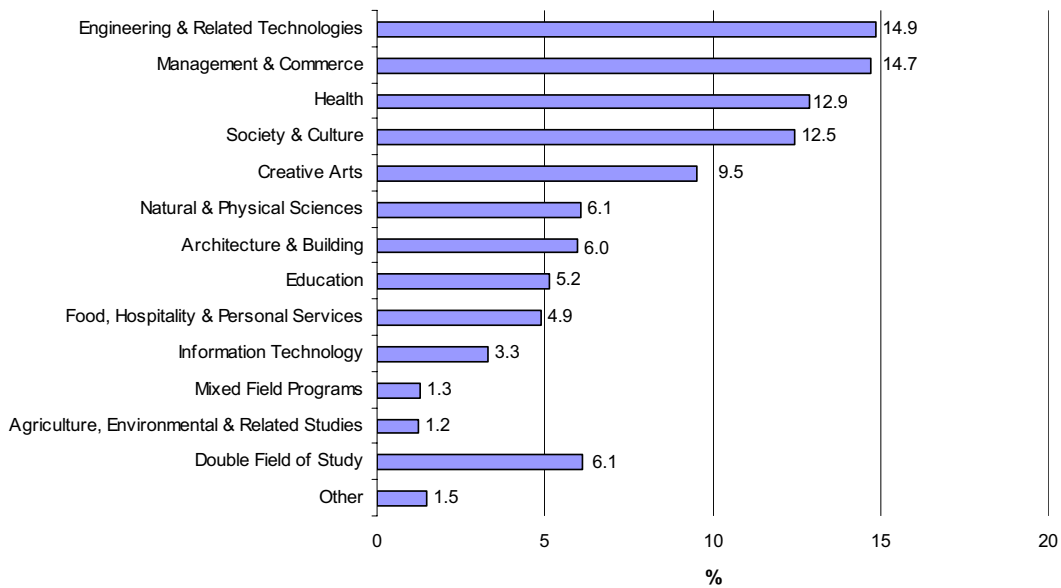
Note: This table excludes 274 students who did not provide details regarding provider type.

Field of study



The field of study entered by Year 12 graduates in education or training is shown in Figure 3.2 and Table 3.4. The four most common fields of study entered by Year 12 completers were Engineering and Related Technologies (14.9 per cent), Management and Commerce (14.7 per cent), Health (12.9 per cent), and Society and Culture (12.5 per cent), accounting for over half of all enrolments. For an explanation of the types of courses included in each field of study, see Table A4A in Appendix 4.

Figure 3.2 Field of study of Year 12 completers, Queensland 2009



Note: This figure and subsequent tables use field of study categories based on the Australian Standard Classification of Education. See Appendix 4 for further information on courses encompassed by each field of study.

Note: Double Field of Study refers to university students undertaking double degrees (e.g. Business/Law)

Table 3.4 reveals sex differences in students' choices in the majority of study fields.

Males were ten times as likely as females to enrol in Engineering and Related Technologies courses, and six times as likely to enrol in both Information Technology and Architecture and Building studies. It should be noted that young people who were studying technology through Media Studies are shown here under Creative Arts.

Females were more likely than males to enrol in the fields of Management and Commerce, Health, Society and Culture, Creative Arts, Education, and Food, Hospitality and Personal Services. Of these, the largest difference was in the field of Education, where females were more than three times as likely to enrol as males.

Natural and Physical Sciences, Mixed Field Programs, Agriculture and Environmental and Related Studies were fields in which no clear sex differences were present. Males and females also had a similar uptake of programs combining two distinct fields of study (5.8 per cent and 6.4 per cent respectively).



Table 3.4 Field of study of Year 12 completers, by sex, Queensland 2009

Field of study	Males	Females	Total
	%	%	%
Engineering & Related Technologies	28.6	2.8	14.9
Management & Commerce	11.2	17.9	14.7
Health	6.8	18.3	12.9
Society & Culture	8.3	16.2	12.5
Creative Arts	7.5	11.3	9.5
Natural & Physical Sciences	5.7	6.4	6.1
Architecture & Building	10.7	1.8	6.0
Education	2.1	7.9	5.2
Food, Hospitality & Personal Services	2.9	6.6	4.9
Information Technology	6.1	0.9	3.3
Mixed Field Programs	1.6	1.0	1.3
Agriculture, Environmental & Related Studies	1.3	1.2	1.2
Double Field of Study	5.8	6.4	6.1
Other	1.5	1.5	1.5
Total	100.0	100.0	100.0

Table 3.5 compares university and VET enrolments in terms of the fields of study taken up by Year 12 graduates, and reflects the different types of courses of study available in these sectors. Apprentices and trainees have been excluded from this table to illustrate the fields of study of campus-based VET and university students.

Students in VET Certificate I programs were concentrated in two fields:

- Architecture and Building
- Engineering and Related Technologies.

These two fields of study accounted for over half of all enrolments (52.1 per cent)

Students in the other VET Certificate levels tended to be more broadly distributed across study fields. Nevertheless, in each case, the four most common fields of study would typically account for around two-thirds of enrolments.

Students in VET Certificate II programs were concentrated in the following fields:

- Management and Commerce
- Food, Hospitality and Personal Services
- Engineering and Related Technologies
- Information Technology.

These four fields of study accounted for 70.3 per cent of enrolments at this level.

Students in VET Certificate III programs were concentrated in the following fields:

- Society and Culture
- Management and Commerce
- Health
- Food, Hospitality and Personal Services.

These four fields of study accounted for 65.3 per cent of enrolments.

Students in VET Certificate IV programs were concentrated in the following fields:

- Creative Arts
- Health
- Society and Culture
- Engineering and Related Technologies.



These four fields of study accounted for 62.4 per cent of enrolments.

Students in Diploma and Advanced Diploma programs were concentrated in the following fields:

- Management and Commerce
- Creative Arts
- Society and Culture
- Food, Hospitality and Personal Services.

These four fields of study accounted for 70.4 per cent of enrolments.

University degree was the level that was the most evenly distributed, with double digit enrolment proportions in the following six fields of study:

- Health
- Management and Commerce
- Society and Culture
- Engineering and Related Technologies
- Creative Arts
- Double Field of Study.

These six fields of study accounted for 75.9 per cent of university enrolments.

Table 3.5 Field of study of university and VET students, excluding apprentices and trainees, by level of study, Queensland 2009

Field of study	University	VET Dip/ Adv Dip	VET Cert IV	VET Cert III	VET Cert II	VET Cert I
	%	%	%	%	%	%
Health	16.9	8.4	17.2	12.7	1.3	6.8
Management & Commerce	14.2	20.3	8.2	20.2	21.5	2.7
Society & Culture	13.9	19.0	12.9	20.5	7.6	5.5
Creative Arts	10.3	20.2	20.9	5.4	5.0	5.5
Engineering & Related Technologies	10.5	4.5	11.4	6.7	17.8	21.9
Natural & Physical Sciences	9.3	2.0	1.7	1.7	0.3	0.0
Education	7.4	2.0	3.2	5.8	0.3	0.0
Information Technology	2.8	7.0	6.2	8.3	12.2	2.7
Architecture & Building	3.0	3.8	3.0	2.7	4.3	30.1
Food, Hospitality & Personal Services	0.2	10.9	8.2	11.9	18.8	6.8
Agriculture, Environmental & Related Studies	0.8	0.6	1.2	2.9	7.6	6.8
Mixed Field Programs	0.3	0.3	3.2	0.4	1.7	8.2
Double Field of Study	10.1	0.2	0.5	0.2	0.3	2.7
Other	0.3	0.9	2.0	0.6	1.3	0.0
Total	100.0	100.0	100.0	100.0	100.0	100.0

Table 3.6 outlines the fields of study entered by apprentices and trainees.

Apprentices and trainees differ from campus-based VET students in that they are contracted to an employer while developing the skills needed to achieve a qualification. Both apprenticeships and traineeships involve on-the-job training by an employer and off-the-job instruction delivered by a registered training organisation to enable the achievement of workplace competency in the qualification. The main difference between the two groups is that apprenticeships usually involve a longer contract of employment and instruction (up to four years), and study is usually at the VET Certificate III or IV level.

Traineeships may be undertaken at VET Certificate I, II, III and IV levels, although they tend to be concentrated in the lower VET levels.



The differences between apprenticeships and traineeships were reflected in their fields of study. Apprentices were nearly all concentrated in the fields of Engineering and Related Technologies, Architecture and Building, and Food, Hospitality and Personal Services (accounting for 95.5 per cent) — the domains of the traditional trades such as plumbing, electrical trades, chefs and automotive mechanics.

Of the trainees, 43.5 per cent were in the field of Management and Commerce (which includes retail), while the remainder were spread broadly across the other fields of study. The fields of Health, Society and Culture (which includes Law), and Food, Hospitality and Personal Services account for a further 31.6 per cent of traineeships.

Table 3.6 Field of study of apprentices and trainees, Queensland 2009

Field of study	Apprentice %	Trainee %
Engineering & Related Technologies	52.5	7.0
Architecture & Building	26.3	2.3
Food, Hospitality & Personal Services	16.7	8.1
Society & Culture	0.8	11.6
Agriculture, Environmental & Related Studies	0.8	4.7
Creative Arts	0.7	2.2
Health	0.6	11.9
Management & Commerce	0.5	43.5
Mixed Field Programs	0.4	0.3
Information Technology	0.2	3.4
Natural & Physical Sciences	0.1	1.1
Education	0.1	1.8
Other	0.4	2.2
Total	100.0	100.0

Table 3.7 presents a list of post-schooling institutions attended by Year 12 graduates in 2009. Most were located in the university and VET sectors (including private training colleges).



Table 3.7 Post-school institutions of Year 12 completers, Queensland 2009

Institution	no.	%
University of Queensland	3 389	16.7
Queensland University of Technology	2 976	14.7
Griffith University	2 484	12.2
James Cook University	1 001	4.9
Southbank Institute of TAFE	894	4.4
Metropolitan South Institute of TAFE	735	3.6
University of the Sunshine Coast	548	2.7
University of Southern Queensland	532	2.6
Brisbane North Institute of TAFE	521	2.6
Central Queensland Institute of TAFE	470	2.3
Central Queensland University	425	2.1
Southern Queensland Institute of TAFE	390	1.9
Gold Coast Institute of TAFE	384	1.9
Sunshine Institute of TAFE	342	1.7
Australian Catholic University	314	1.5
Barrier Reef Institute of TAFE	310	1.5
SkillsTech Australia	299	1.5
Wide Bay Institute of TAFE	244	1.2
Tropical North Institute of TAFE	228	1.1
Bond University	227	1.1
The Bremer Institute of TAFE	215	1.1
Qantm College	63	0.3
Mount Isa Institute of TAFE	47	0.2
Careers Australian Institute of Technology (CAIT)	42	0.2
Australian College of Natural Medicine	33	0.2
Private training colleges	1 706	8.4
Interstate universities	313	1.5
Interstate TAFEs	69	0.3
Other institution	1 103	5.4
Total	20 304	100.0

Note: Table excludes 506 students who did not identify an institution of study or training.

Comparing students who work and students who do not

The labour market destinations of Year 12 completers are discussed in detail in Chapter 4. However, this section compares aspects of the study patterns of the 14 559 students who work with the 6251 students who do not work. Table 3.8a shows the proportion of working students and non-working students within each level of study. These figures show that, overall, 70.0 per cent of all students combine their study with some form of employment. The level of study with the highest proportion of working students was VET Certificate III (89.6 per cent) and the lowest was university degrees, with 64.7 per cent. Even though the proportion was lowest for university degree level students, over six out of every ten university students combine their study with some form of employment.



Table 3.8a Level of study of working and non-working students (proportion within study level), Queensland 2009

Level of study	Working students		Non-working students		Total students	
	no.	%	no.	%	no.	%
University (degree)	7 935	64.7	4 326	35.3	12 261	100.0
VET Cert IV+	1 847	68.1	864	31.9	2 711	100.0
VET Cert III	2 987	89.6	348	10.4	3 335	100.0
VET Cert I–II	451	68.5	207	31.5	658	100.0
Study other/unspecified	1 339	72.6	506	27.4	1 845	100.0
Total	14 559	70.0	6 251	30.0	20 810	100.0

Table 3.8b presents the same numbers as Table 3.8a, but with proportions of each study level within working and non-working students, and shows a clear differentiation between the two groups. Non-working students were more likely than working students to be at university (69.2 per cent compared to 54.5 per cent), while working students were more likely than non-working students to enrol in VET Certificate III programs (20.5 per cent compared to 5.6 per cent). This result reflects the presence of apprentices and trainees among the group of students who work.

Table 3.8b Level of study of working and non-working students (proportion within student work status), Queensland 2009

Level of study	Working students		Non-working students		Total students	
	no.	%	no.	%	no.	%
University (degree)	7 935	54.5	4 326	69.2	12 261	58.9
VET Cert IV+	1 847	12.7	864	13.8	2 711	13.0
VET Cert III	2 987	20.5	348	5.6	3 335	16.0
VET Cert I–II	451	3.1	207	3.3	658	3.2
Study other/unspecified	1 339	9.2	506	8.1	1 845	8.9
Total	14 559	100.0	6 251	100.0	20 810	100.0

Underlying this pattern were sex differences in university degree and VET enrolments, which are illustrated in Figure 3.3. Earlier, in Table 2.2, it was noted that, overall, female Year 12 completers were more likely to enter degree-level programs than their male counterparts. It is interesting to note that this difference only occurs among working students (including apprentices and trainees). Among non-working students, males and females were just as likely to enter the various study levels.



Figure 3.3 Level of study of working and non-working students, by sex, Queensland 2009

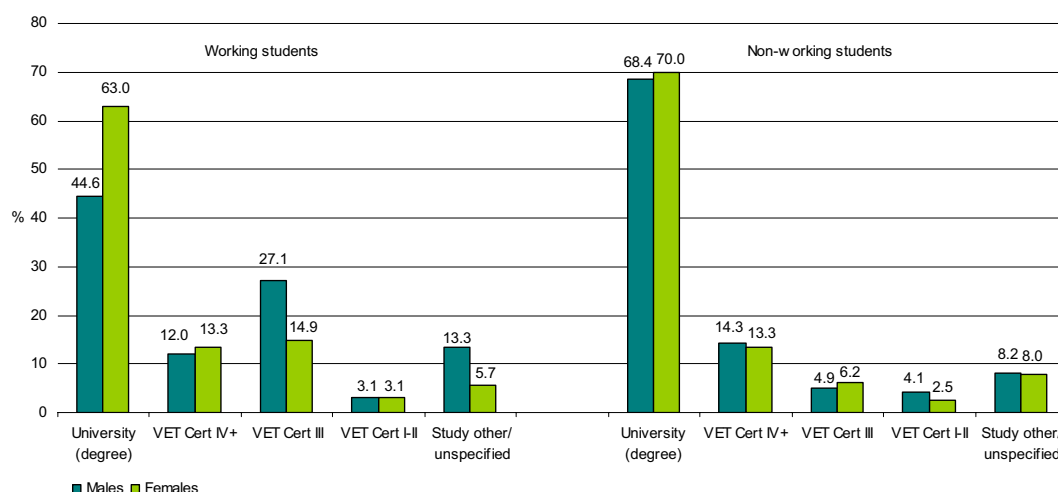


Table 3.9 compares the study load of both working and non-working students. Predictably, 91.9 per cent of part-time students were combining study with some form of employment. Interestingly though, this phenomenon is also common among full-time students, with 63.4 per cent combining study and work.

Table 3.9 Study load of Year 12 completers, by working and non-working students, Queensland 2009

Study load	Working students		Non-working students		Total students	
	no.	%	no.	%	no.	%
Full-time	10 178	63.4	5 867	36.6	16 045	100.0
Part-time	4 381	91.9	384	8.1	4 765	100.0
Total	14 559	70.0	6 251	30.0	20 810	100.0



Chapter 4

Earning: Employment destinations

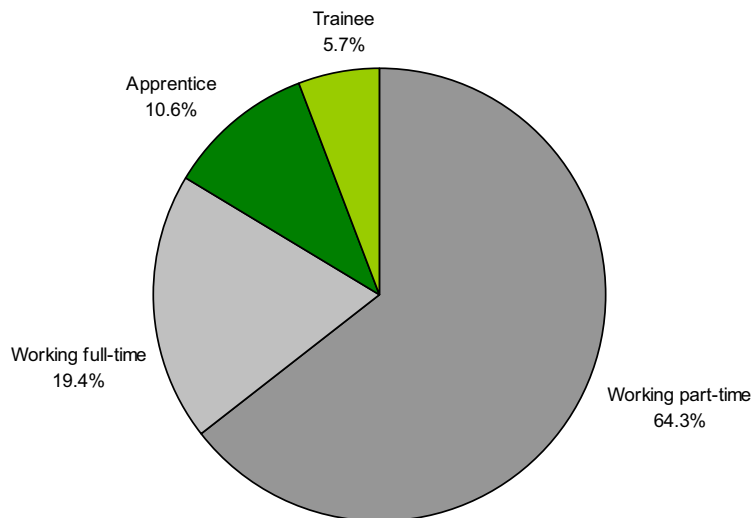
This chapter examines the labour market outcomes of Year 12 completers from 2008 in Queensland. It deals separately with the group as a whole, those not in education or training, those who were studying and working, and apprentices and trainees.

All Year 12 completers in employment

Most young people who completed Year 12 in 2008 entered the workforce, whether or not they were undertaking further education. Ignoring study or training status, 25 142 (or 72.0 per cent) of Year 12 graduates were working at the time of the survey.

One-fifth of those in employment (19.4 per cent) held a full-time job (see Figure 4.1), with a further 64.3 per cent working part-time. Apprentices and trainees who predominantly work full-time (see Figure 4.9) made up 10.6 per cent and 5.7 per cent respectively.

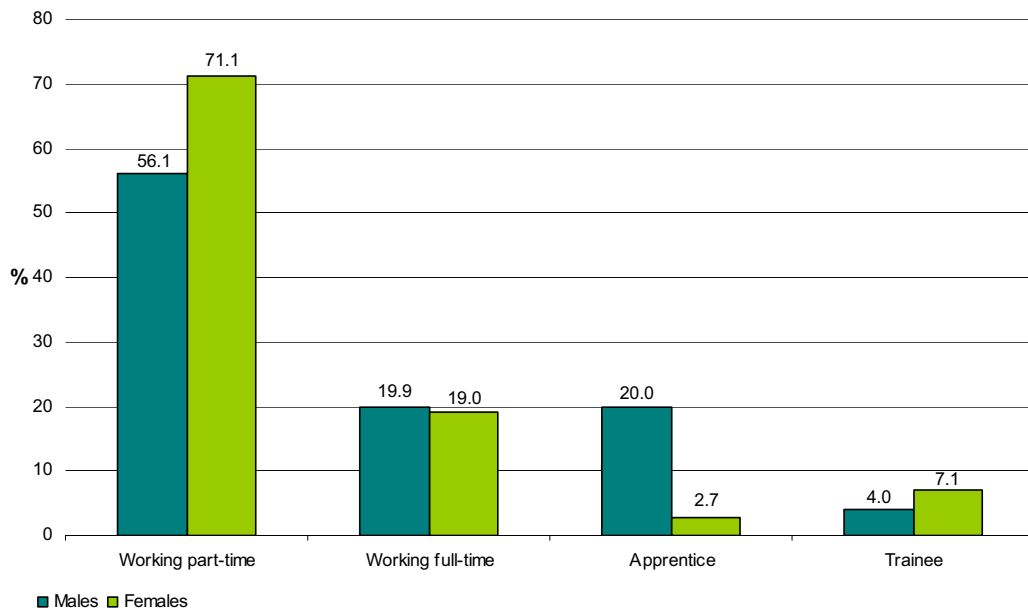
Figure 4.1 Work destinations of all Year 12 completers in employment, Queensland 2009



Note: Based on all Year 12 completers in some form of employment.

Sex differences are evident in relation to part-time work, apprenticeships and traineeships (see Figure 4.2). Female Year 12 graduates in employment were more likely than their male counterparts to be working in part-time jobs (71.1 per cent compared to 56.1 per cent) and were more likely to be a trainee (7.1 per cent compared to 4.0 per cent). Conversely, male Year 12 graduates in employment were around seven times as likely to have commenced an apprenticeship (20.0 per cent compared to 2.7 per cent for females).

Figure 4.2 Work destinations of all Year 12 completers in employment, by sex, Queensland 2009



Note: Based on all Year 12 completers in some form of employment.





Table 4.1 reports the occupational groups of all Year 12 graduates in employment. It shows that over half of the Year 12 graduates in Queensland (51.7 per cent) were working in just two occupational groups — Sales Assistants and Food Handlers. These are occupational groups dominated by part-time workers, where wages and skill requirements are low. The other main occupations were Clerks, Receptionists and Secretaries, Waiters, and Building and Construction Skilled Workers, which together account for a further 20.3 per cent of workers. In considering these findings, it should be noted that nearly six in ten of all Year 12 completers in employment were combining work with further education or training (57.9 per cent).

Table 4.1 Occupational groups of all Year 12 completers in employment, Queensland 2009

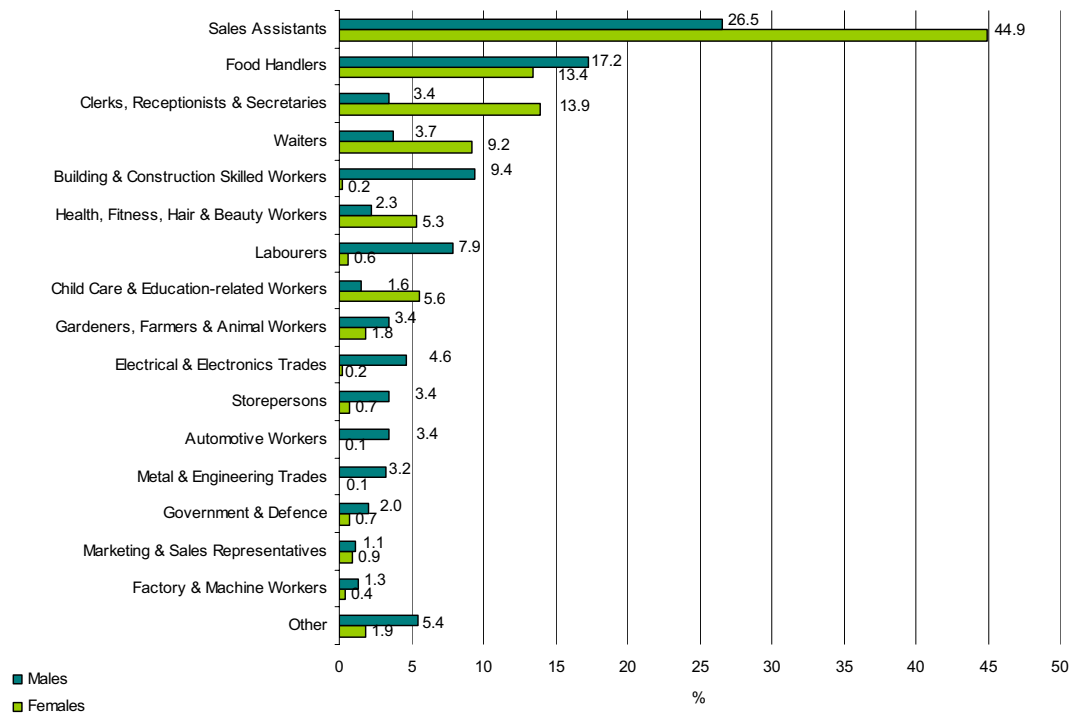
Occupational groups	no.	%
Sales Assistants	9 196	36.6
Food Handlers	3 810	15.2
Clerks, Receptionists & Secretaries	2 304	9.2
Waiters	1 693	6.7
Building & Construction Skilled Workers	1 095	4.4
Health, Fitness, Hair & Beauty Workers	990	3.9
Labourers	982	3.9
Child Care & Education-related Workers	946	3.8
Gardeners, Farmers & Animal Workers	640	2.5
Electrical & Electronics Trades	553	2.2
Storepersons	491	2.0
Automotive Workers	403	1.6
Metal & Engineering Trades	379	1.5
Government & Defence	331	1.3
Marketing & Sales Representatives	253	1.0
Factory & Machine Workers	199	0.8
Other	877	3.5
Total	24 066	100.0

Note: Occupational groups are based on those used by the Commonwealth Department of Education, Employment and Workplace Relations.



There are also important sex differences in occupations, as illustrated in Figure 4.3. The most common areas of employment for female Year 12 graduates were as Sales Assistants, Clerks, Receptionists and Secretaries, Food Handlers and Waiters, which together accounted for 81.5 per cent of female employment, while for male Year 12 graduates, Sales Assistants, Food Handlers, Building and Construction Skilled Workers and Labourers accounted for 61.0 per cent of employment. Employment in most other occupational groups showed segmentation along sex lines, with females more frequently employed as Child Care & Education-Related Workers, while male employment was more frequent in Metal and Engineering Trades and Automotive Workers.

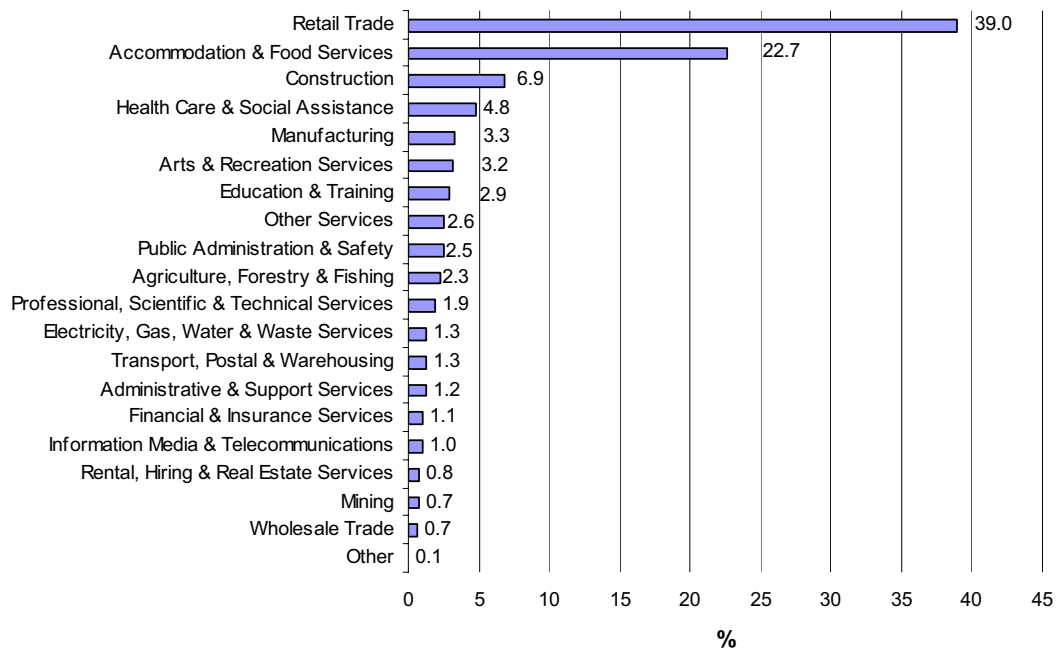
Figure 4.3 Occupational groups of all Year 12 completers in employment, by sex, Queensland 2009





In addition to details of occupation, Year 12 graduates provided details of the industry in which their employment takes place (see Table A4B in Appendix 4 for categories). Figure 4.4, which details the industry categories for all workers, supports the findings for occupation and shows high proportions of Year 12 completers working in just two industry areas — Retail Trade, and Accommodation and Food Services. Between them, these two categories account for 61.6 per cent of all Year 12 completers in the labour market. It should be noted that over four in ten of all Year 12 completers in employment (41.3 per cent) were students working part-time.

Figure 4.4 Industry categories of all Year 12 completers in employment, Queensland 2009



Note: This figure and subsequent tables use industry categories based on the Australian and New Zealand Standard Industrial Classification. See Appendix 4 for further information.

Casual workers

Overall, there were 16 180 Year 12 graduates who were employed on a casual basis, which accounts for almost two-thirds (64.4 per cent) of the 25 142 in paid employment.

Table 4.2 shows the distribution of Year 12 completers in casual employment across four 'work destination and study status' groups. Those working part-time (fewer than 35 hours per week) made up 89.3 per cent of all casual workers (56.0 per cent who were combining part-time work with study and 33.3 per cent who were working part-time with no further education or training).

Year 12 graduates working full-time made up only 10.7 per cent of all casual workers (9.6 per cent who were working full-time with no further education or training and 1.1 per cent who were combining full-time work with study).



Table 4.2 Work destination and study status of Year 12 completers in casual employment, by sex, Queensland 2009

Work destination and study status	Males		Females		Total	
	no.	%	no.	%	no.	%
Student, working part-time	3 410	51.6	5 654	59.0	9 064	56.0
Student, working full-time	65	1.0	107	1.1	172	1.1
Not in education or training, working part-time	2 327	35.2	3 064	32.0	5 391	33.3
Not in education or training, working full-time	803	12.2	750	7.8	1 553	9.6
Total	6 605	100.0	9 575	100.0	16 180	100.0

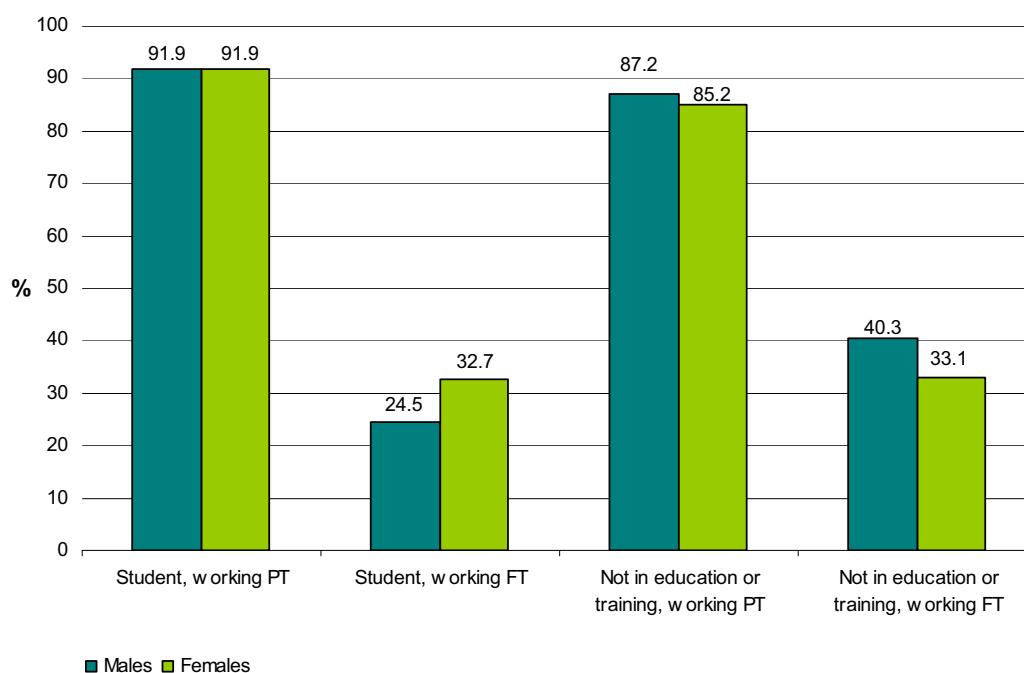
Note: This table excludes 421 apprentices and trainees who stated they were employed on a casual basis.

Figure 4.5 also shows a relationship between casual work and work load (that is, part-time or full-time work).

For Year 12 graduates who were combining full-time work with study, the rate of casual employment was 24.5 per cent for males and 32.7 per cent for females, while the rate of casual employment for those who were working full-time without any further education or training was 40.3 per cent for males and 33.1 per cent for females.

Among Year 12 graduates who were combining part-time work with study, the rate of casual employment was high, accounting for more than nine in every ten students. The rate of casual employment was also high among the group who entered part-time work with no further education or training, accounting for 85.2 per cent for females and 87.2 per cent for males.

Figure 4.5 Proportion of Year 12 completers in casual employment, by sex, Queensland 2009





Working and not in education or training

This section examines the labour market outcomes of those Year 12 completers who have made a direct entry to employment, with no further education or training. This is an important group, comprising almost one-third of all Year 12 completers (30.3 per cent).

Data for the 10 583 Year 12 graduates in this group are shown in Figure 4.6. Males were more likely than females to be in a full-time job (42.7 per cent compared to 38.7 per cent), while females were more likely to be working part-time (61.3 per cent compared to 57.3 per cent).

Figure 4.6 Work destinations of Year 12 completers in employment and not in education or training, by sex, Queensland 2009

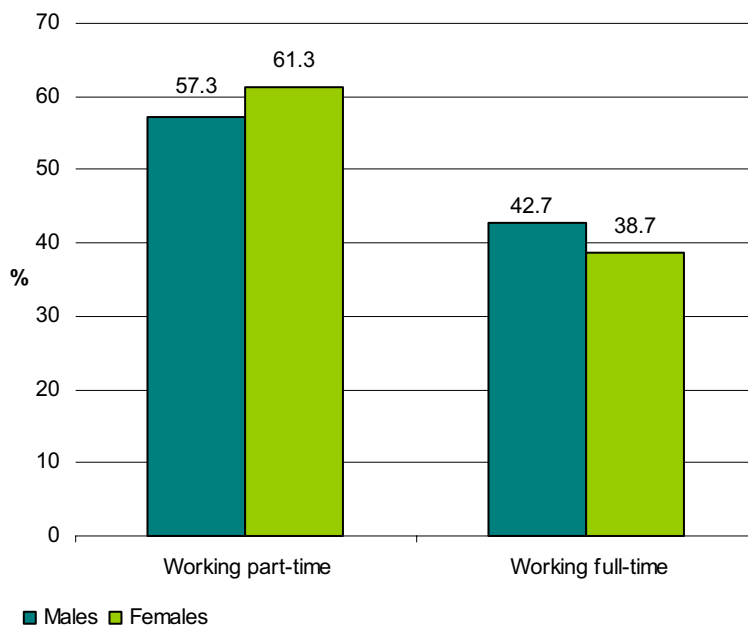


Table 4.3 reports the hours worked by Year 12 graduates not in further education or training. Two-thirds of these Year 12 graduates (66.2 per cent) were working 25 hours or more.

Table 4.3 Hours worked by Year 12 completers in employment and not in education or training, Queensland 2009

	Hours worked per week						Total
	1-7	8-14	15-24	25-34	35-39	40+	
no.	263	842	2 470	2 722	2 059	2 227	10 583
%	2.5	8.0	23.3	25.7	19.5	21.0	100.0

Figure 4.7 compares in further detail male and female workers who were not in study or training on the basis of the number of hours worked per week. It shows that male workers were most likely to be working 40 hours or more per week (25.7 per cent), while female workers were most likely to be working 25–34 hours per week (27.7 per cent).



Figure 4.7 Hours worked by Year 12 completers in employment and not in education or training, by sex, Queensland 2009

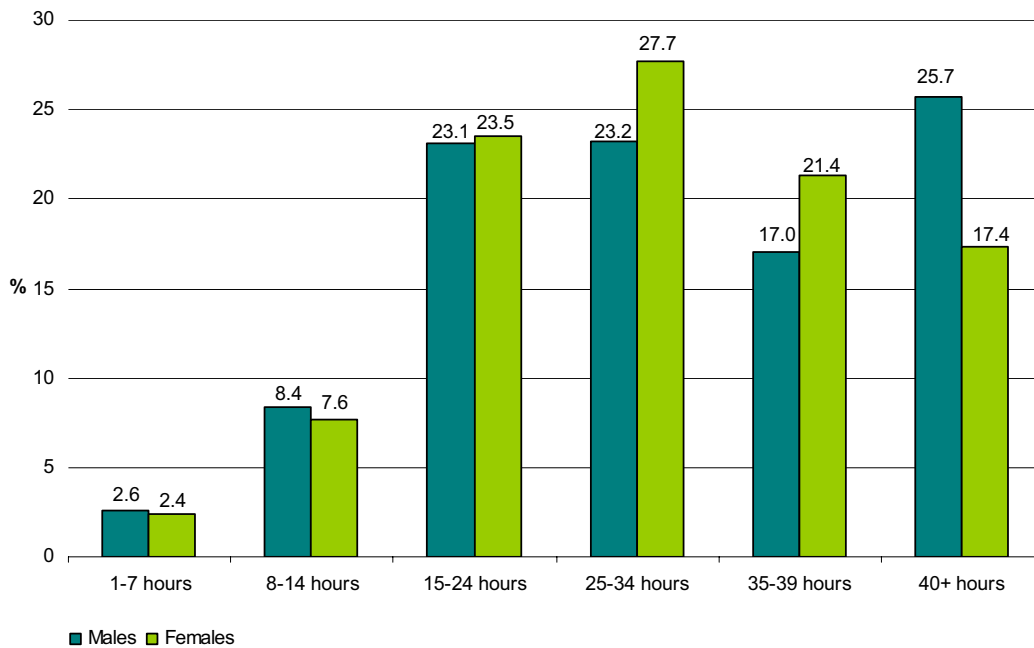


Figure 4.8 shows the occupations entered by Year 12 completers not in further education or training, by sex. For both males and females in this group, the single largest occupational group in which they were employed was Sales Assistants, followed by Food Handlers for males and Clerks, Receptionists & Secretaries for females. For the most part, these were the same kinds of work that tertiary students were likely to obtain, and require a minimum of training to access.

For males, the next largest category was Labourers, followed by Gardeners, Farmers and Animal Workers. In total, these four categories account for almost seven in ten of all male Year 12 completers in Queensland making a direct entry to the labour market (68.6 per cent).

Among female Year 12 completers, the top four occupations of Sales Assistants, Clerks, Receptionists and Secretaries, Food Handlers and Waiters account for over eight in ten (83.1 per cent) of all females entering the labour market with no further education or training. The next most common occupational groups were Child Care and Education-Related Workers and Health, Fitness, Hair and Beauty Workers.



Figure 4.8 Occupational groups of Year 12 completers in employment and not in education or training, by sex, Queensland 2009

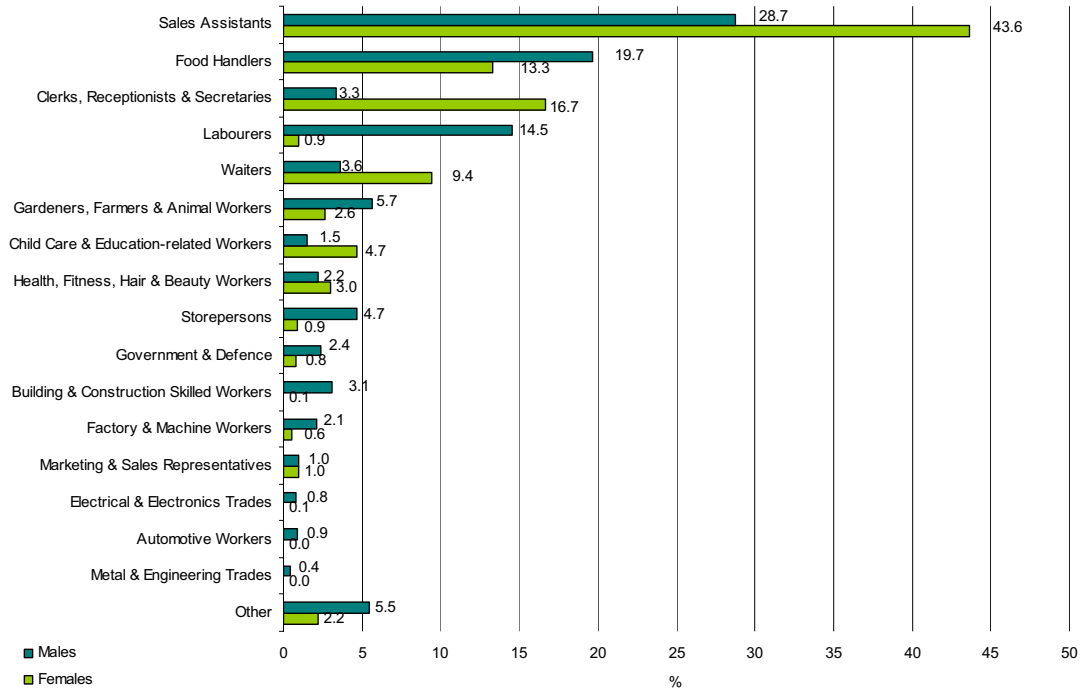




Table 4.4 reports the main industry areas entered by Year 12 completers not in further education or training. It shows that Retail Trade and Accommodation and Food Services were the main industry areas for both full-time and part-time workers. In the case of Year 12 completers working part-time, approximately three-quarters (78.8 per cent) worked in Retail and Accommodation and Food Services. In the case of Year 12 completers working full-time, while these two categories still dominated (42.3 per cent), there was a greater distribution across other industry areas.

Table 4.4 Industry categories of Year 12 completers in employment and not in education or training, by work destination, Queensland 2009

Industry category	Working full-time		Working part-time	
	no.	%	no.	%
Retail Trade	1 165	27.2	3 073	48.8
Accommodation & Food Services	647	15.1	1 888	30.0
Construction	376	8.8	161	2.6
Health Care & Social Assistance	242	5.7	190	3.0
Agriculture, Forestry & Fishing	304	7.1	114	1.8
Manufacturing	244	5.7	93	1.5
Arts & Recreation Services	121	2.8	213	3.4
Public Administration & Safety	253	5.9	47	0.7
Education & Training	161	3.8	114	1.8
Professional, Scientific & Technical Services	128	3.0	45	0.7
Other Services	84	2.0	83	1.3
Transport, Postal & Warehousing	91	2.1	68	1.1
Administrative & Support Services	95	2.2	59	0.9
Financial & Insurance Services	110	2.6	18	0.3
Information Media & Telecommunications	58	1.4	55	0.9
Wholesale Trade	71	1.7	31	0.5
Rental, Hiring & Real Estate Services	69	1.6	30	0.5
Electricity, Gas, Water & Waste Services	29	0.7	8	0.1
Mining	27	0.6	1	0.0
Other	6	0.1	6	0.1
Total	4 281	100.0	6 297	100.0

Note: Excludes 5 workers who did not provide industry details.

Working and in education or training

Work is also important for young people who are studying (either in VET or university). In fact, of the 25 142 Year 12 graduates working, the majority (14 559 or 57.9 per cent) were also studying.

Table 4.5 compares the hours worked by Year 12 completers in employment and study, according to study level. Over half of the university students who have jobs work up to 14 hours per week (56.6 per cent) and a further one-third work between 15 and 24 hours per week (34.5 per cent). VET Certificate IV+ students have a similar pattern of employment, although they tend to work longer hours. VET Certificate I–II and VET Certificate III students and all others who were in study or training were likely to work even longer hours, reflecting the inclusion in this group of substantial numbers of apprentices and trainees.



Table 4.5 Hours worked by Year 12 completers in employment and study, by level of study, Queensland 2009

Level of study		Hours worked per week						Total
		1-7	8-14	15-24	25-34	35-39	40+	
University (degree)	no.	1 184	3 309	2 735	448	139	120	7 935
	%	14.9	41.7	34.5	5.6	1.8	1.5	100.0
VET Cert IV+	no.	163	567	539	182	188	208	1 847
	%	8.8	30.7	29.2	9.9	10.2	11.3	100.0
VET Cert III	no.	48	118	207	229	1 029	1 356	2 987
	%	1.6	4.0	6.9	7.7	34.4	45.4	100.0
VET Cert I-II	no.	21	53	86	62	137	92	451
	%	4.7	11.8	19.1	13.7	30.4	20.4	100.0
Study other/unspecified	no.	40	120	165	111	345	558	1 339
	%	3.0	9.0	12.3	8.3	25.8	41.7	100.0
Total	no.	1 456	4 167	3 732	1 032	1 838	2 334	14 559
	%	10.0	28.6	25.6	7.1	12.6	16.0	100.0

Figure 4.9 graphically demonstrates the differences in the work patterns of the different groups examined in this section — students, and apprentices and trainees. It shows that students work predominantly in part-time employment, whereas apprentices and trainees are predominantly employed full-time.

Figure 4.9 Hours worked by Year 12 completers in employment and study, by broad study destination, Queensland 2009

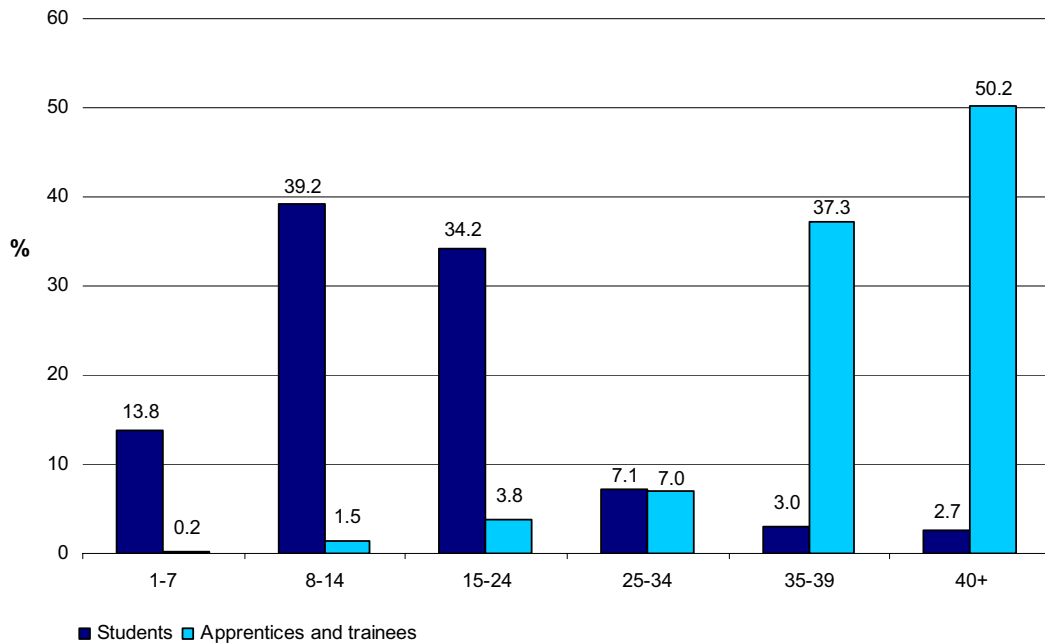




Table 4.6 shows the occupational groups in which Year 12 completers in employment and study were working. It can be seen that over half (50.7 per cent) were working in the two main occupational groups of Sales Assistants (36.2 per cent) and Food Handlers (14.4 per cent) while the remainder were dispersed in small numbers across a large range of occupational groups.

Table 4.6 Occupational groups of Year 12 completers in employment and study, Queensland 2009

Occupational group	no.	%
Sales Assistants	5 277	36.2
Food Handlers	2 102	14.4
Clerks, Receptionists & Secretaries	1 166	8.0
Waiters	969	6.7
Building & Construction Skilled Workers	943	6.5
Health, Fitness, Hair & Beauty Workers	710	4.9
Child Care & Education-related Workers	600	4.1
Electrical & Electronics Trades	510	3.5
Automotive Workers	361	2.5
Metal & Engineering Trades	359	2.5
Labourers	247	1.7
Storepersons	220	1.5
Gardeners, Farmers & Animal Workers	218	1.5
Government & Defence	172	1.2
Marketing & Sales Representatives	148	1.0
Factory & Machine Workers	68	0.5
Other	489	3.4
Total	14 559	100.0

Note: Occupational groups are based on those used by the Commonwealth Department of Education, Employment and Workplace Relations.

Apprentices and trainees

As discussed earlier, apprentices and trainees enter a contract of employment while undertaking VET training either on-the-job or with a training provider. Table 4.7 indicates the level of study reported by apprentices and trainees in this survey. More than six in ten of all apprenticeship and traineeship studies occur at the VET Certificate III level (61.2 per cent). However, trainees were more than five times as likely as apprentices to undergo training at the VET Certificate II level (13.2 per cent compared to 2.3 per cent).

It is also important to note that the industry areas and occupational groups of apprentices and trainees were quite different from those entered by the broader cohort of Year 12 completers, especially students. Table 4.8 shows that the occupations entered by this group were not predominantly in the areas of Sales Assistants and Food Handlers, but were Building and Construction, Electrical and Electronic Trades, and Clerks, Receptionists and Secretaries. These three categories account for more than four in ten of all apprentices and trainees (44.1 per cent).



Table 4.7 Level of study of Year 12 completers in apprenticeships and traineeships, Queensland 2009

Level of study	Apprentices		Trainees		Total	
	no.	%	no.	%	no.	%
VET Dip/Adv Dip	47	1.8	74	5.2	121	3.0
VET Cert IV	144	5.4	99	6.9	243	5.9
VET Cert III	1 789	67.4	714	49.8	2 503	61.2
VET Cert II	60	2.3	189	13.2	249	6.1
VET Cert I	17	0.6	14	1.0	31	0.8
VET unspecified	343	12.9	89	6.2	432	10.6
Unknown/other study	255	9.6	255	17.8	510	12.5
Total	2 655	100.0	1 434	100.0	4 089	100.0

Table 4.8 Occupational groups of Year 12 completers in apprenticeships and traineeships, Queensland 2009

Occupational group	no.	%
Building & Construction Skilled Workers	878	21.5
Electrical & Electronics Trades	489	12.0
Clerks, Receptionists & Secretaries	436	10.7
Food Handlers	361	8.8
Health, Fitness, Hair & Beauty Workers	349	8.5
Automotive Workers	346	8.5
Metal & Engineering Trades	345	8.4
Sales Assistants	225	5.5
Child Care & Education-related Workers	136	3.3
Gardeners, Farmers & Animal Workers	108	2.6
Government & Defence	69	1.7
Labourers	60	1.5
Factory & Machine Workers	37	0.9
Waiters	36	0.9
Marketing & Sales Representatives	27	0.7
Storepersons	23	0.6
Other	164	4.0
Total	4 089	100.0

Note: Occupational groups are based on those used by the Commonwealth Department of Education, Employment and Workplace Relations.

While overall, Year 12 completers in employment and study were most likely to be working in industries that support large numbers of part-time and low-paid occupations, apprentices were concentrated in industry areas such as Construction, Manufacturing, Other Services, and Electricity, Gas, Water and Waste Services, while trainees were more evenly distributed across a range of industry areas (see Table 4.9). For the latter group, Retail, Health Care and Social Assistance, Accommodation and Food Services were the most common areas, but many other industry areas also emerged as important destinations – namely Public Administration and Safety, Professional, Scientific and Technical Services, and Education and Training.



Table 4.9 Industry categories of Year 12 completers in apprenticeships and traineeships, Queensland 2009

Industry category	Apprentices		Trainees	
	no.	%	no.	%
Construction	973	36.6	75	5.2
Manufacturing	382	14.4	40	2.8
Other Services	303	11.4	53	3.7
Electricity, Gas, Water & Waste Services	230	8.7	26	1.8
Retail Trade	202	7.6	221	15.4
Accommodation & Food Services	189	7.1	193	13.5
Mining	114	4.3	27	1.9
Transport, Postal & Warehousing	58	2.2	20	1.4
Public Administration & Safety	54	2.0	142	9.9
Professional, Scientific & Technical Services	49	1.8	89	6.2
Health Care & Social Assistance	40	1.5	199	13.9
Agriculture, Forestry & Fishing	25	0.9	49	3.4
Arts & Recreation Services	9	0.3	48	3.4
Information Media & Telecommunications	7	0.3	35	2.4
Education & Training	5	0.2	80	5.6
Financial & Insurance Services	4	0.2	37	2.6
Wholesale Trade	4	0.2	10	0.7
Administrative & Support Services	4	0.2	57	4.0
Rental, Hiring & Real Estate Services	0	0.0	29	2.0
Other	3	0.1	2	0.1
Total	2 655	100.0	1 432	100.0

Note: Excludes two apprentices and trainees who did not provide industry details.

Table 4.10 compares the hours worked by apprentices and trainees. The great majority of apprentices and trainees work 35 or more hours per week on average (94.9 per cent and 73.6 per cent respectively).

Table 4.10 Hours worked by Year 12 completers in apprenticeships and traineeships, Queensland 2009

		Hours worked per week						Total
		1-7	8-14	15-24	25-34	35-39	40+	
Apprentices	no.	3	16	36	80	964	1 556	2 655
	%	0.1	0.6	1.4	3.0	36.3	58.6	100.0
Trainees	no.	7	44	119	208	560	496	1 434
	%	0.5	3.1	8.3	14.5	39.1	34.6	100.0



Chapter 5

Not learning or earning

While the majority of Year 12 completers were building on their schooling through further education or training, 14 092 (40.4 per cent) were not. The reasons for this are complex and reflect the diversity of Year 12 graduates today. Included in this group are young people who were offered a university degree place and chose to defer it. Deferrals are discussed in further detail in Chapter 2.

Earlier we have seen that almost three-quarters (72.0 per cent) of Year 12 graduates were in paid employment at the time of the survey. Of the one-quarter that were not working, almost two-thirds were in full-time study (60.1 per cent) with a further 3.9 per cent engaged in part-time study.

The survey also identified that 8.1 per cent of Year 12 completers were not studying, not working but seeking work and a further 1.9 per cent were not studying, not working and not seeking work.

This chapter highlights the data captured regarding the Year 12 completers who were not learning or earning at the time of the survey.

Not learning

Table 5.1 shows that more than seven in ten of the Year 12 graduates who did not enter further education or training were working in either a full-time (30.4 per cent) or part-time (44.7 per cent) capacity. Females were more likely than males to be working part-time, and less likely than males to be seeking work.

Table 5.1 Year 12 completers not in education or training, by sex, Queensland 2009

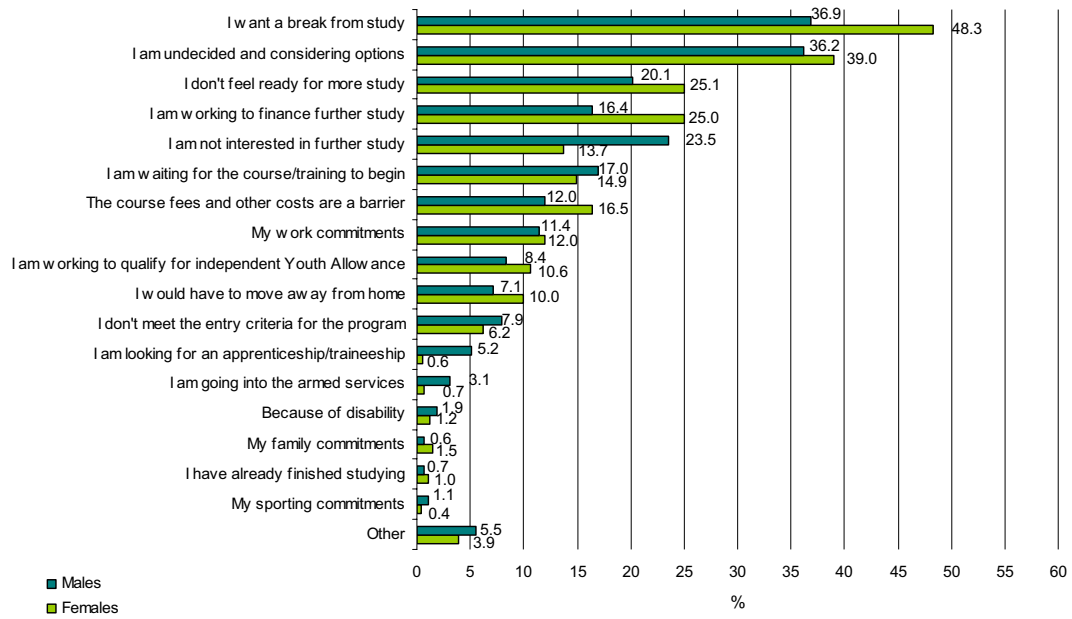
Work status	Males		Females		Total	
	no.	%	no.	%	no.	%
Working full-time	2 002	30.2	2 284	30.6	4 286	30.4
Working part-time	2 685	40.5	3 612	48.4	6 297	44.7
Seeking work	1 597	24.1	1 240	16.6	2 837	20.1
Not studying/not in the labour force	351	5.3	321	4.3	672	4.8
Total	6 635	100.0	7 457	100.0	14 092	100.0

The reasons given by Year 12 completers for not being in study are shown in Figure 5.1. The key reason for not continuing in study was because they wanted to have a break from study (cited by 36.9 per cent of males and 48.3 per cent of females). The next most common reason given was that they were undecided and considering options (36.2 per cent of males and 39.0 per cent of females).

Among males, the third most common reason cited was no interest in further study (23.5 per cent), while females reported that they did not feel ready for further study (25.1 per cent).



Figure 5.1 Reasons of Year 12 completers for not studying, by sex, Queensland 2009



Note: This figure may include multiple responses from each person.



Year 12 graduates were also asked to indicate the single most important reason for not being in study or training, which is shown in Table 5.2. The data in Table 5.2 supports the patterns described above in broad terms.

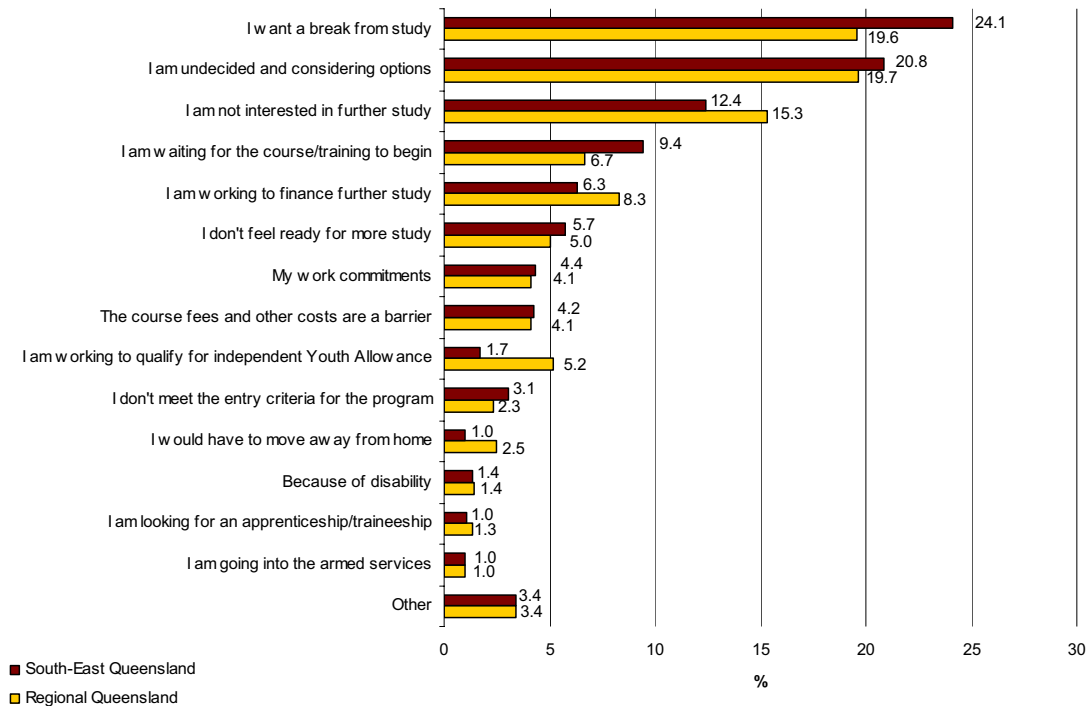
Table 5.2 Main reason of Year 12 completers for not studying, by sex, Queensland 2009

	Males	Females	Total
	%	%	%
I want a break from study	18.8	25.6	22.4
I am undecided and considering options	19.2	21.5	20.4
I am not interested in further study	18.1	9.5	13.5
I am waiting for the course/training to begin	9.8	7.1	8.4
I am working to finance further study	5.7	8.3	7.1
I don't feel ready for more study	5.0	5.9	5.5
My work commitments	4.6	4.0	4.3
The course fees and other costs are a barrier	3.1	5.1	4.2
I am working to qualify for independent Youth Allowance	2.7	3.3	3.0
I don't meet the entry criteria for the program	3.1	2.5	2.8
I would have to move away from home	1.1	2.0	1.6
Because of disability	1.7	1.1	1.4
I am looking for an apprenticeship/traineeship	2.2	0.2	1.1
I am going into the armed services	1.7	0.4	1.0
Other	3.1	3.6	3.4
Total	100.0	100.0	100.0



The main reason given for not continuing with study showed little difference in relation to the geographical location of the Year 12 completers' school (see Figure 5.2). Year 12 graduates from both South-East Queensland and Regional Queensland cited the desire to take a break from study, being undecided and considering options, and not being interested in further studies most frequently as the main reason for not studying.

Figure 5.2 Main reason of Year 12 completers for not studying, by South-East Queensland/Regional Queensland, Queensland 2009



Note: South-East Queensland/Regional Queensland location based on address of school attended in 2008.

Of the 3509 Year 12 completers who were not learning or earning, there were two distinct groups of young people — the 2837 young people (8.1 per cent) who were seeking work, and the 672 (or 1.9 per cent) who were not seeking work.

Not learning, not earning but seeking work

Table 5.3 provides key characteristics of the 2837 Year 12 graduates who were not learning, not earning but were seeking work.

Queensland Certificate of Individual Achievement (QCIA) graduates (21.0 per cent) and Indigenous Year 12 graduates (19.9 per cent) were more likely to be not studying and seeking work than the broader population (8.1 per cent).

Also, males were more likely than females to be in this category (9.7 per cent compared to 6.7 per cent).

It should be noted that the proportion of Year 12 graduates who were not studying and seeking work reflects the situation at the time of the survey only.



Table 5.3 Year 12 completers not learning, not earning but seeking work, by key characteristics, Queensland 2009

	no.	%
All Year 12 graduates	2 837	8.1
Males	1 597	9.7
Females	1 240	6.7
Indigenous	189	19.9
LBOTE	157	9.8
South-East Queensland	1 840	7.8
Regional Queensland	997	8.9
QCIA	85	21.0
SAT	310	6.9
International visa	10	3.6
VET qualification (awarded a Year 12 VET in Schools qualification)	1 706	9.8

Not learning, not earning and not seeking work

The survey found that 672 Year 12 graduates were not learning, not earning and not seeking work, representing 1.9 per cent overall of Year 12 graduates.

The Year 12 completers in this category were analysed according to key characteristics. Table 5.4 indicates which groups were more or less likely to be not learning, not earning and not seeking work at the time of the survey. A high proportion of QCIA graduates (26.4 per cent) were in this category.

Table 5.4 Year 12 completers not learning, not earning and not seeking work, by key characteristics, Queensland 2009

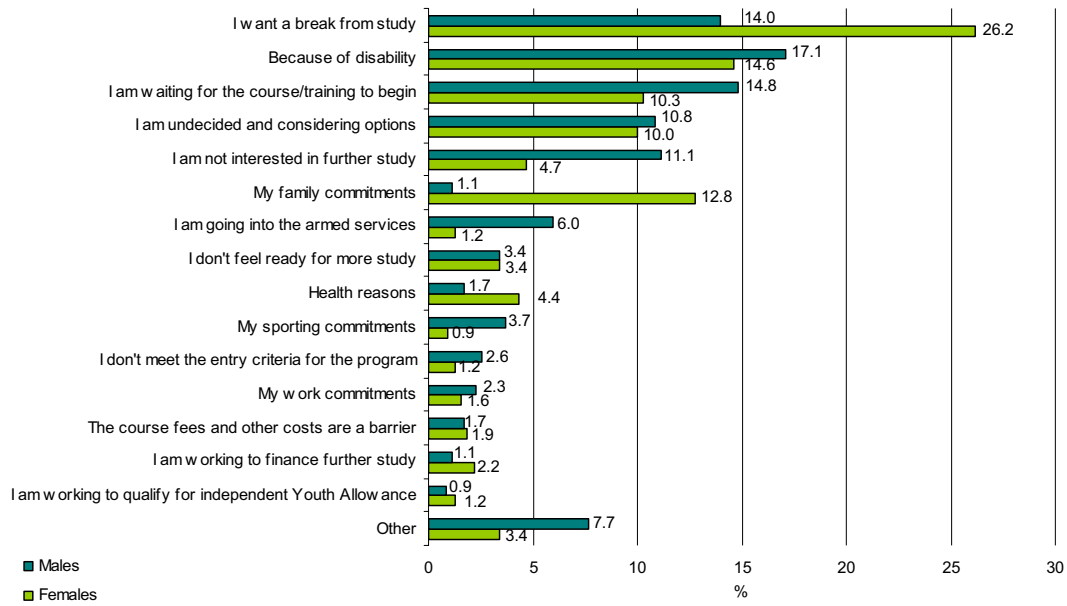
	no.	%
All Year 12 graduates	672	1.9
Males	351	2.1
Females	321	1.7
Indigenous	41	4.3
LBOTE	40	2.5
South-East Queensland	440	1.9
Regional Queensland	232	2.1
QCIA	107	26.4
SAT	56	1.2
International visa	6	2.2
VET qualification (awarded a Year 12 VET in Schools qualification)	311	1.8

Figure 5.3 shows the main reasons given for not studying by those Year 12 graduates who were not learning, not earning and not seeking work. The most common main reason for females was because they wanted to take a break from study (26.2 per cent), while the most common main reason for males was because of disability (17.1 per cent).

Waiting for the course to start and wanting a break from study also emerged as common main reasons among males (14.8 per cent and 14.0 per cent respectively). Among females, because of disability and family commitments were the next most common main reasons for not studying (14.6 per cent and 12.8 per cent respectively).



Figure 5.3 Main reason for not studying of Year 12 completers not learning, not earning and not seeking work, by sex, Queensland 2009



The survey also allowed an examination of reasons for not seeking work among this group (as shown in Figure 5.4). Again, sex differences were evident, with accepting a job that starts later being the most common main reason given by male Year 12 completers (22.5 per cent), but being only the fifth most common main reason given by females (10.4 per cent).

The next most common main reasons among male Year 12 graduates were because of disability (14.7 per cent) and health reasons (9.2 per cent).

Females most commonly cited travel as the main reason for not looking for work (19.2 per cent), followed by family commitments (17.6 per cent) and because of disability (13.5 per cent).

Figure 5.4 Main reason for not looking for work of Year 12 completers not learning, not earning and not seeking work, by sex, Queensland 2009

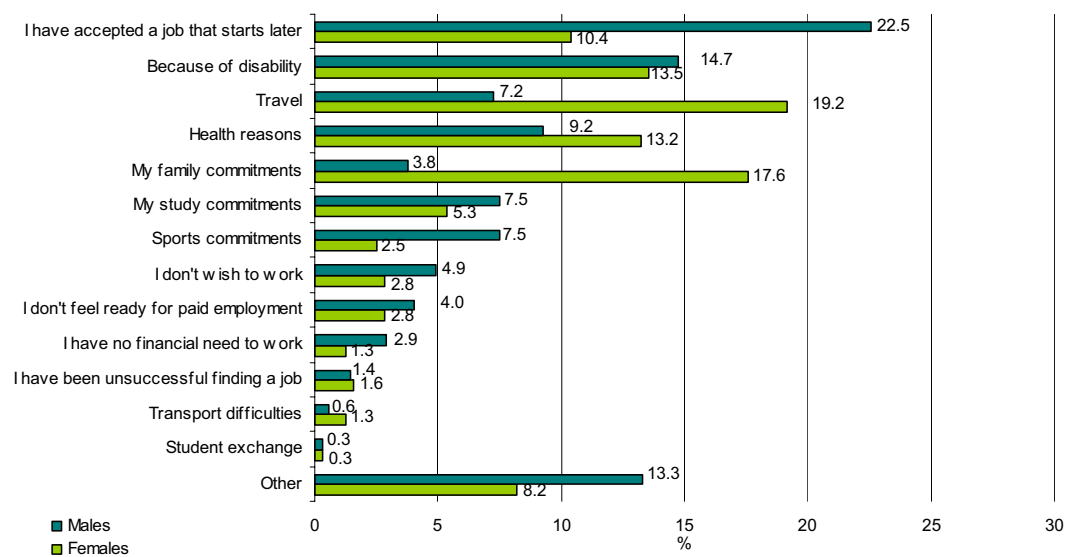
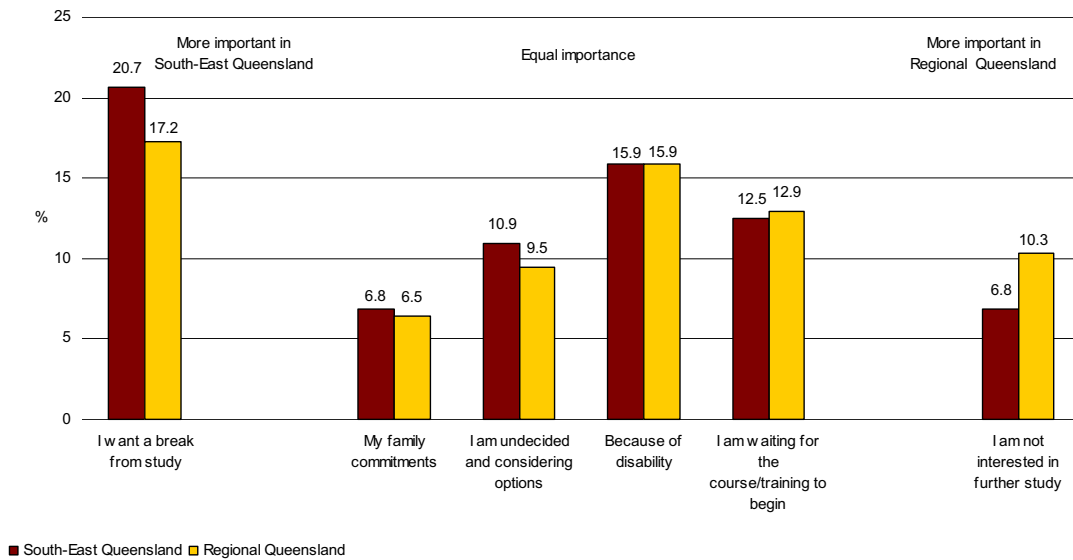




Figure 5.5 shows that geographical location did not have a great deal of influence over the main reason given for not studying by Year 12 completers who were not learning, not earning and not seeking work. However, Year 12 completers in South-East Queensland were more likely than those from Regional Queensland to cite wanting a break from study, while those from Regional Queensland were more likely to cite no interest in further studies.

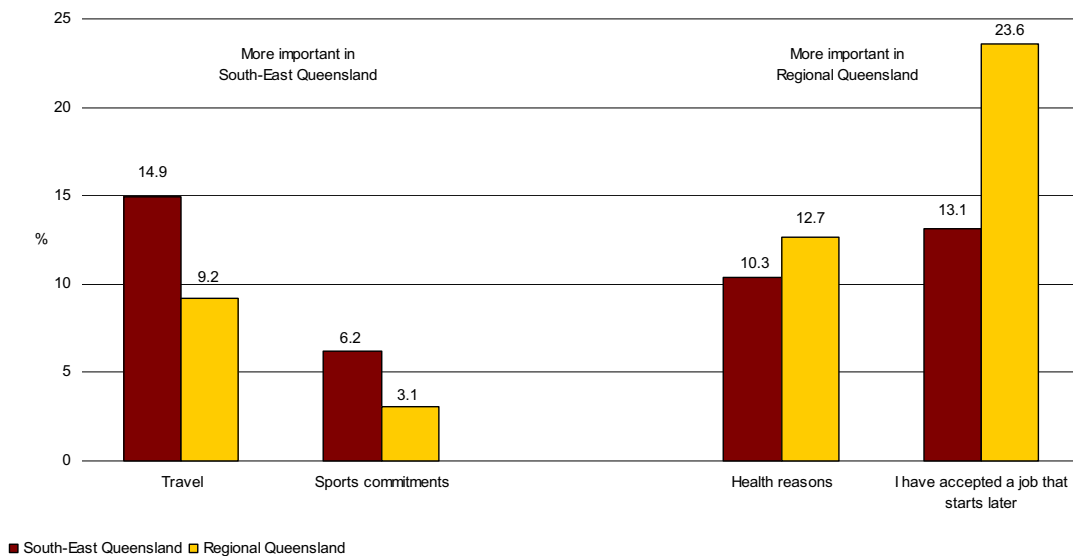
Figure 5.5 Main reason for not studying of Year 12 completers not learning, not earning and not seeking work, by South-East Queensland/Regional Queensland, Queensland 2009



Note: South-East Queensland/Regional Queensland location based on address of school attended in 2008.

Main reasons given by Year 12 completers for not looking for work do show some regional differentiation (see Figure 5.6). A desire to travel and sports commitments were more common for Year 12 completers in South-East Queensland, while accepting a job that starts later and health reasons were the main reasons more commonly given by Year 12 graduates from Regional Queensland.

Figure 5.6 Main reason for not looking for work of Year 12 completers not learning, not earning and not seeking work, by South-East Queensland/Regional Queensland, Queensland 2009



Note: South-East Queensland/Regional Queensland location based on address of school attended in 2008.

Chapter 6

Regional differences in post-school destinations



This chapter outlines regional differences in the main destinations of Year 12 graduates. It begins with a comparison of South-East Queensland and Regional Queensland, followed by analysis of Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA) geographical locations and ABS Statistical Divisions.

South-East Queensland/Regional Queensland differences

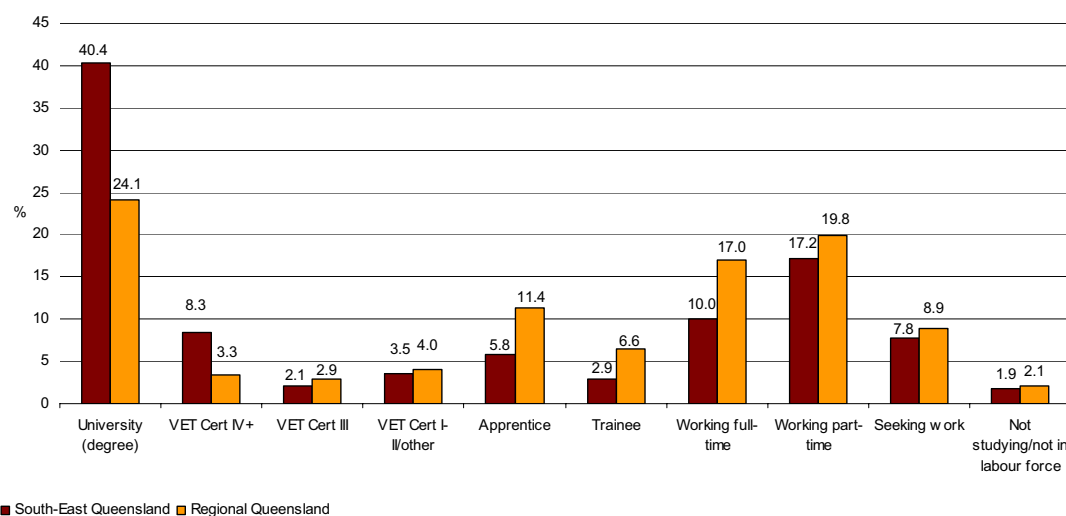
The South-East Queensland area is defined as schools in the Statistical Divisions of Brisbane, Gold Coast, Sunshine Coast and West Moreton, while Regional Queensland encompasses the remainder of the state. See Appendix 2: Figure A2B for a further explanation of the regional areas.

Figure 6.1 compares the main destinations of Year 12 graduates from South-East Queensland with those from Regional Queensland. The rate of transition to further education and training was higher in South-East Queensland (63.1 per cent) than in Regional Queensland (52.2 per cent). In particular, transition to university and VET Certificate IV+ was higher in South-East Queensland (48.7 per cent compared to 27.4 per cent), while transition to apprenticeships and traineeships was higher from Regional Queensland (17.9 per cent) compared to South-East Queensland (8.8 per cent).

Year 12 graduates from Regional Queensland were more likely to have a main destination of full-time employment (17.0 per cent compared to 10.0 per cent). They were also more likely to have a main destination of part-time employment (19.8 per cent compared to 17.2 per cent).

Non-participation in the labour force or study was similar for both South-East Queensland and Regional Queensland Year 12 graduates (1.9 per cent and 2.1 per cent respectively).

Figure 6.1 Main destinations of Year 12 completers, by South-East Queensland/Regional Queensland, Queensland 2009



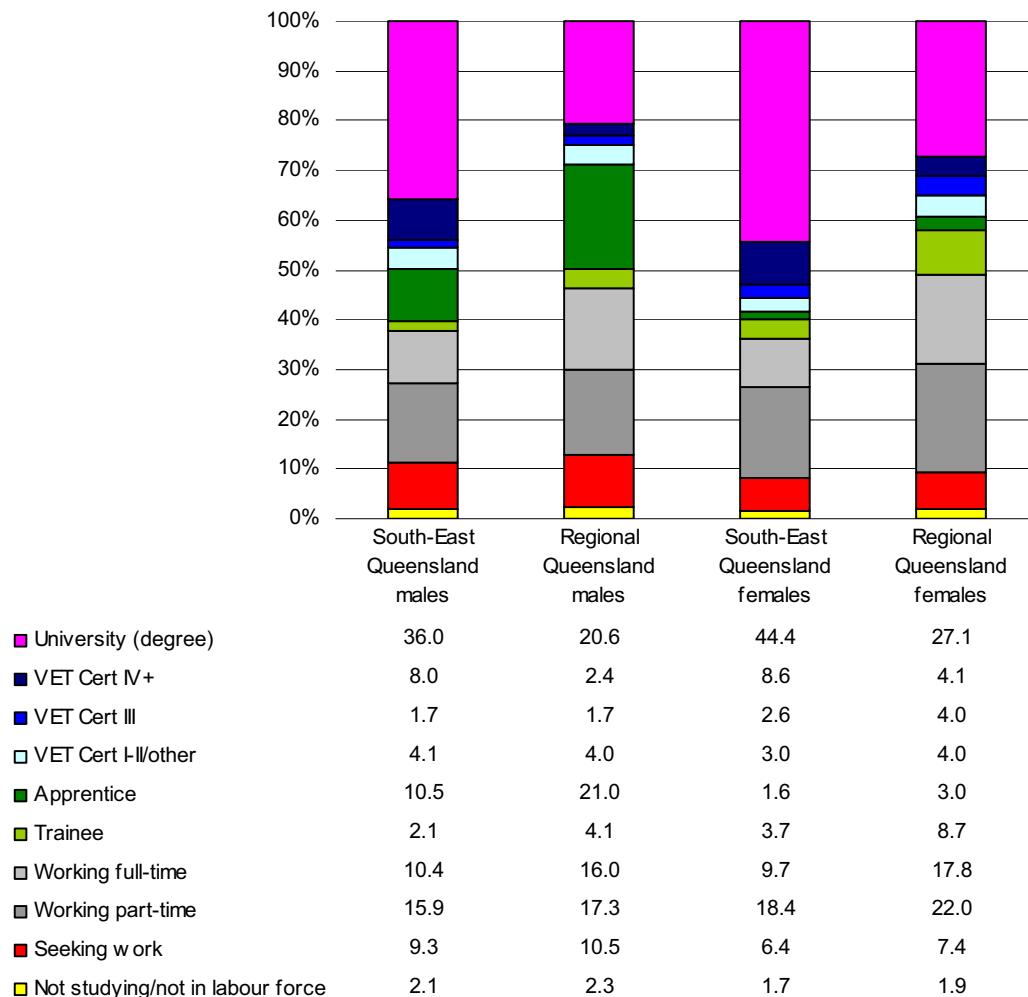
Note: South-East Queensland/Regional Queensland location based on address of school attended in 2008.



Figure 6.2 compares the main destinations of Year 12 graduates from South-East Queensland and those from Regional Queensland by sex. These results show that the patterns that were evident overall were also present for males and females. For example, rates of transition to university and VET Certificate IV+ were higher for both South-East Queensland males and South-East Queensland females than their peers from Regional Queensland (44.0 per cent compared to 23.0 per cent for males, and 53.0 per cent compared to 31.2 per cent for females).

However, the data does reveal that the regional difference in transition to apprenticeships was almost entirely attributable to males (21.0 per cent for those from Regional Queensland compared to 10.5 per cent for South-East Queensland), while female transitions to apprenticeships were similar across these regions (3.0 per cent and 1.6 per cent respectively).

Figure 6.2 Main destinations of Year 12 completers, by South-East Queensland/Regional Queensland, by sex, Queensland 2009



Note: South-East Queensland/Regional Queensland location based on address of school attended in 2008.

MCEETYA zone differences



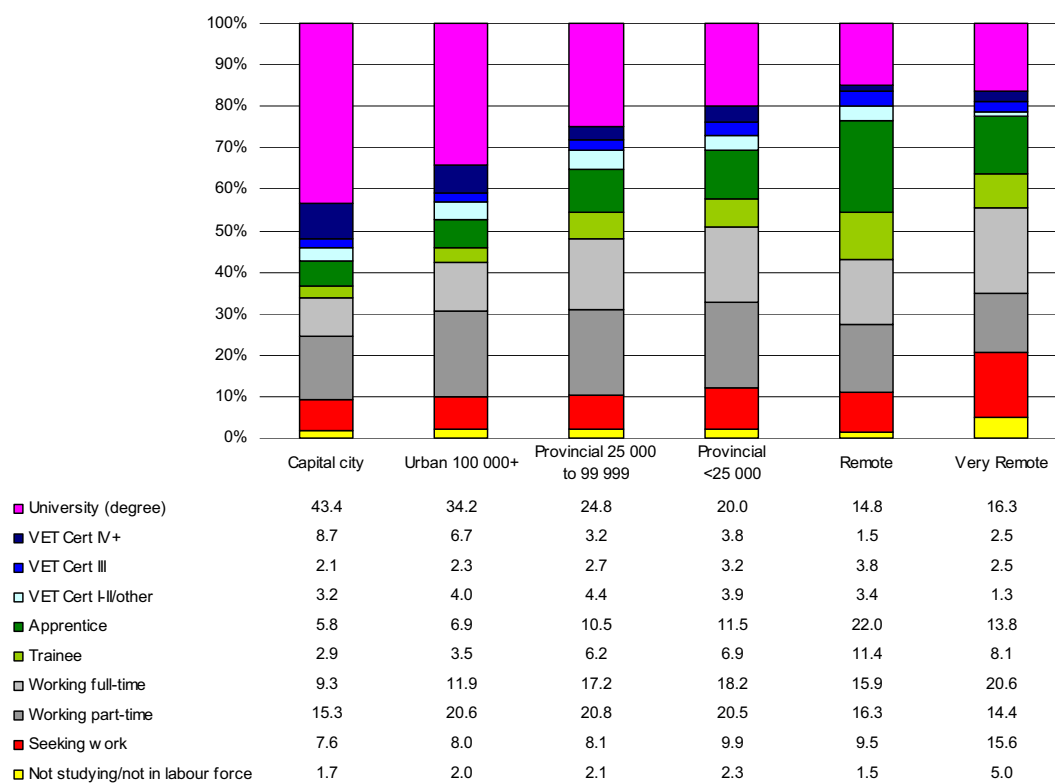
The main destinations of Year 12 graduates were also analysed by the MCEETYA geographical locations, which allocate students on the basis of school attended to categories based on remoteness and population of the location.

Using this analysis, Figure 6.3 shows that transitions to university and campus-based VET become less likely as the location becomes less urbanised zones (i.e. smaller in population and more remote). That is, students from the capital city of Brisbane were the most likely to enter university and campus-based VET, while those in remote areas were the least likely to do so.

By way of contrast, the rates of transition to apprenticeships and traineeships tend to become higher as the environment becomes less urbanised, with students from remote areas having the highest rates of transition to these destinations.

The proportion of Year 12 graduates who were seeking work or who were not studying and not in the labour force was also highest in the very remote areas.

Figure 6.3 Main destinations of Year 12 completers, by MCEETYA geographical location, Queensland 2009



Note: MCEETYA geographical location based on address of school attended in 2008.

ABS Statistical Divisions

Analysis was also conducted at the Statistical Division level, based on the Australian Bureau of Statistics' Australian Standard Geographical Classification (2008), with some of the smaller Statistical Divisions combined. The boundaries for these divisions in South-East Queensland and Regional Queensland are shown in Figures



A2A and A2B in Appendix 2. Table 6.1 details the main destinations of Year 12 graduates in each region, and Figure 6.4 shows the data graphically.

Regional patterns were evident across Queensland. The transition to university degree study was strongest in Brisbane and Gold Coast (43.1 per cent and 38.0 per cent respectively), and lowest in West Moreton and Wide Bay–Burnett (20.6 per cent and 20.7 per cent respectively). The five regions with the highest rates of transfer to campus-based VET were the four South-East Queensland regions of Brisbane, Gold Coast, Sunshine Coast and West Moreton as well as Wide Bay–Burnett. However, these same regions (with the exception of West Moreton) had the lowest rates of transfer to employment-based training in apprenticeships and traineeships. Rates of entry to apprenticeships and traineeships were highest in the regions of Mackay (24.4 per cent) and Fitzroy–Central West (20.1 per cent).

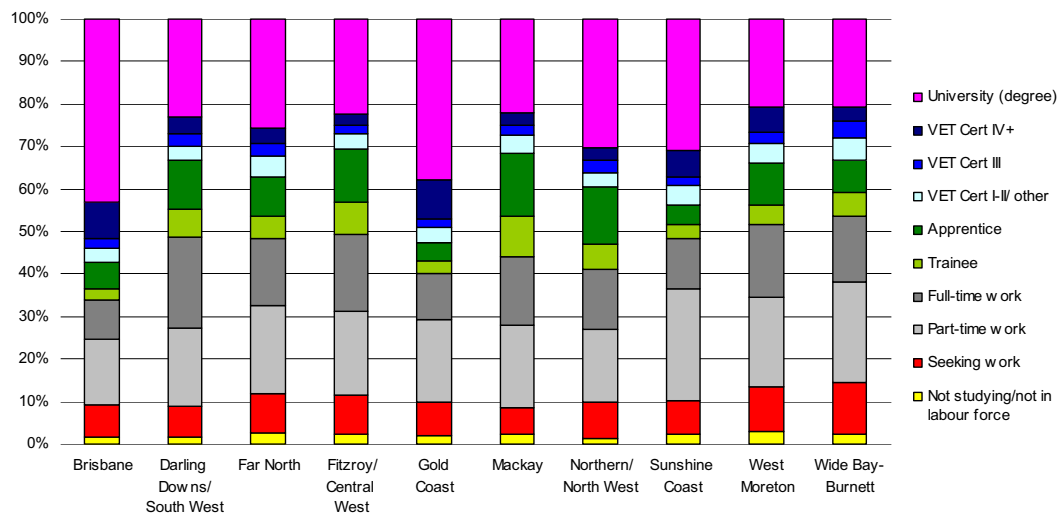
The overall rate of entry to post-school education and training ranged from 46.3 per cent in Wide Bay–Burnett to 66.2 per cent in Brisbane. Transition to full-time work with no further education or training was highest in Darling Downs–South West (21.5 per cent), and lowest in Brisbane and Gold Coast (9.3 per cent and 10.8 per cent respectively). The proportion of Year 12 completers entering part-time work ranged from 15.2 per cent in Brisbane to 26.1 per cent for the Sunshine Coast, while the proportion seeking work varied from 6.3 per cent in Mackay to 12.0 per cent in Wide Bay–Burnett.

Table 6.1 Main destinations of Year 12 completers, by ABS geography, Queensland 2009

		University (degree)	VET Cert IV+	VET Cert III	VET Cert I–II/other	Apprentice	Trainee	Full-time work	Part-time work	Seeking work	Not in study/ NILF	Total
Brisbane	no.	7 256	1 452	362	554	1 032	481	1 562	2 561	1 277	290	16 827
	%	43.1	8.6	2.2	3.3	6.1	2.9	9.3	15.2	7.6	1.7	100.0
Darling Downs– South West	no.	525	89	69	70	267	148	489	420	160	39	2 276
	%	23.1	3.9	3.0	3.1	11.7	6.5	21.5	18.5	7.0	1.7	100.0
Far North	no.	450	63	54	85	165	91	274	367	164	44	1 757
	%	25.6	3.6	3.1	4.8	9.4	5.2	15.6	20.9	9.3	2.5	100.0
Fitzroy– Central West	no.	415	44	37	68	232	140	335	364	168	44	1 847
	%	22.5	2.4	2.0	3.7	12.6	7.6	18.1	19.7	9.1	2.4	100.0
Gold Coast	no.	1 357	325	75	125	153	104	387	692	280	75	3 573
	%	38.0	9.1	2.1	3.5	4.3	2.9	10.8	19.4	7.8	2.1	100.0
Mackay	no.	274	40	27	55	184	121	200	245	79	27	1 252
	%	21.9	3.2	2.2	4.4	14.7	9.7	16.0	19.6	6.3	2.2	100.0
Northern– North West	no.	619	66	60	65	276	124	290	348	178	28	2 054
	%	30.1	3.2	2.9	3.2	13.4	6.0	14.1	16.9	8.7	1.4	100.0
Sunshine Coast	no.	795	155	49	120	122	79	307	667	209	55	2 558
	%	31.1	6.1	1.9	4.7	4.8	3.1	12.0	26.1	8.2	2.2	100.0
West Moreton	no.	143	41	19	31	69	33	118	146	74	20	694
	%	20.6	5.9	2.7	4.5	9.9	4.8	17.0	21.0	10.7	2.9	100.0
Wide Bay– Burnett	no.	427	72	80	108	155	113	324	487	248	50	2 064
	%	20.7	3.5	3.9	5.2	7.5	5.5	15.7	23.6	12.0	2.4	100.0
Total	no.	12 261	2 347	832	1 281	2 655	1 434	4 286	6 297	2 837	672	34 902
	%	35.1	6.7	2.4	3.7	7.6	4.1	12.3	18.0	8.1	1.9	100.0

Note: Region based on address of school attended in 2008.

Figure 6.4 Main destinations of Year 12 completers, by region, Queensland 2009



Note: Region based on address of school attended in 2008.





Chapter 7

Main destinations of Year 12 completers by subgroups

This chapter examines the main destinations of Year 12 completers according to Year 12 status, Year 12 strand (VET and non-VET), OP/IBD awarded and VET qualification, Indigenous status, language background and international visa status, socioeconomic status and age group.

An examination of main destinations by sex and by geographic location is provided in the earlier chapters.

Year 12 status

The type of Year 12 completion achieved in secondary school has a large bearing on whether Year 12 graduates continue in education and training, and what form that education and training takes. Table 7.1 reports the main destinations of Year 12 graduates according to the type of certificate achieved in Year 12.

As would be expected, university degree study was the main destination of those awarded an OP (Overall Position — indicator of academic performance ranking used for university entrance) or an IBD (International Baccalaureate Diploma), accounting for over half of these Year 12 graduates (53.6 per cent). OP/IBD graduates who opted for campus-based VET entered VET Certificate IV+ level courses at a higher rate than VET Certificate I–II/other and VET Certificate III level courses. Less than one in ten OP/IBD Year 12 graduates entered employment-based training (5.9 per cent). Those who elected to join the workforce without further study were more likely to be in part-time employment (14.5 per cent) than full-time employment (10.5 per cent).

The survey showed that transition into the workforce was a common pathway for those not awarded an OP or an IBD. This group was more likely to enter employment-based training than to enrol in campus-based VET courses (21.7 per cent compared to 17.4 per cent). In addition, almost four in ten entered full-time or part-time work (15.3 per cent and 24.1 per cent respectively).

Over three-quarters (78.1 per cent) of respondents to the survey received a Queensland Certificate of Education (QCE). Almost two-thirds (64.7 per cent) of QCE graduates made a transition into further education and training. Four in ten entered university (43.2 per cent), while an additional 11.0 per cent entered campus-based VET and a further 10.5 per cent entered employment-based training (apprenticeship or traineeship). QCE graduates who were working and not in education or training were more likely to be working in part-time jobs (16.6 per cent) than in full-time jobs (12.2 per cent).

Figure 7.1 shows that, of the respondents to the survey who were not awarded a QCE (21.9 per cent), over four in ten made a transition to further education and training. This included 6.4 per cent entering a university degree, with a further 8.2 per cent entering a VET Certificate IV+ and 16.2 per cent entering employment-based training (apprenticeships or traineeships). This group were more likely to work part-time than those who were awarded a QCE (23.3 per cent compared to 16.6 per cent). They were also three times as likely to be seeking work (17.9 per cent compared to 5.4 per cent).

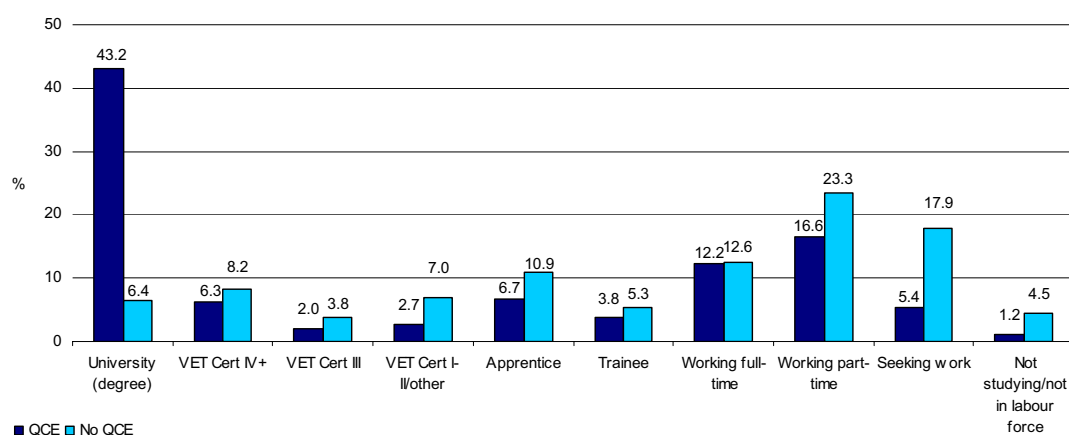
The Queensland Certificate of Individual Achievement (QCIA) is intended for students with an impairment or difficulties in learning that are not primarily due to socioeconomic, cultural or linguistic factors. QCIA graduates made strong transitions to VET Certificate I-II and other courses (25.7 per cent). A high proportion were neither studying nor in the labour force (26.4 per cent) and a further 21.0 per cent were seeking work. QCIA graduates who were working and not in education or training were twice as likely to be working in part-time jobs (11.6 per cent) as full-time jobs (5.7 per cent).



Table 7.1 Main destinations of Year 12 completers, by Year 12 status, Queensland 2009

Destination		QCIA	QCE		OP/IBD awarded	
			No	Yes	No	Yes
University (degree)	no.	3	493	11 768	484	11 777
	%	0.7	6.4	43.2	3.7	53.6
VET Cert IV+	no.	7	629	1 718	1 033	1 314
	%	1.7	8.2	6.3	8.0	6.0
VET Cert III	no.	9	289	543	549	283
	%	2.2	3.8	2.0	4.2	1.3
VET Cert I-II/other	no.	104	534	747	671	610
	%	25.7	7.0	2.7	5.2	2.8
Apprentice	no.	6	832	1 823	2 083	572
	%	1.5	10.9	6.7	16.1	2.6
Trainee	no.	14	408	1 026	716	718
	%	3.5	5.3	3.8	5.5	3.3
(Total VET)	no.	(140)	(2 692)	(5 857)	(5 052)	(3 497)
	%	(34.6)	(35.2)	(21.5)	(39.1)	(15.9)
Working full-time	no.	23	962	3 324	1 982	2 304
	%	5.7	12.6	12.2	15.3	10.5
Working part-time	no.	47	1 786	4 511	3 113	3 184
	%	11.6	23.3	16.6	24.1	14.5
Seeking work	no.	85	1 372	1 465	1 882	955
	%	21.0	17.9	5.4	14.6	4.3
Not studying/not in labour force	no.	107	346	326	412	260
	%	26.4	4.5	1.2	3.2	1.2
Total	no.	405	7 651	27 251	12 925	21 977
	%	100.0	100.0	100.0	100.0	100.0

Figure 7.1 Main destinations of Year 12 completers, by QCE/no QCE, Queensland 2009





Year 12 strand (VET and non-VET)

Table 7.2 compares the outcomes of Year 12 graduates who completed a VET qualification and those who did not (VET and non-VET). It also includes a comparison of those who undertook a school-based apprenticeship or traineeship in which part-time study was combined with part-time paid employment. Figure 7.2 compares the main destinations of Year 12 VET and non-VET graduates.

More than half of the Year 12 completers graduated with a VET qualification (50.1 per cent), while more than one in eight Year 12 graduates (12.9 per cent) undertook a school-based apprenticeship or traineeship.

Year 12 graduates with a VET qualification were less likely to enrol in university degree study than those without a VET qualification (22.2 per cent compared to 48.2 per cent). However, they were more likely to enter campus-based VET (14.5 per cent compared to 11.0 per cent), and had higher rates of transition to employment-based training (16.9 per cent compared to 6.5 per cent). Year 12 graduates with a VET qualification were also more likely to enter paid employment with no further education or training (34.9 per cent compared to 25.7 per cent of the non-VET cohort).

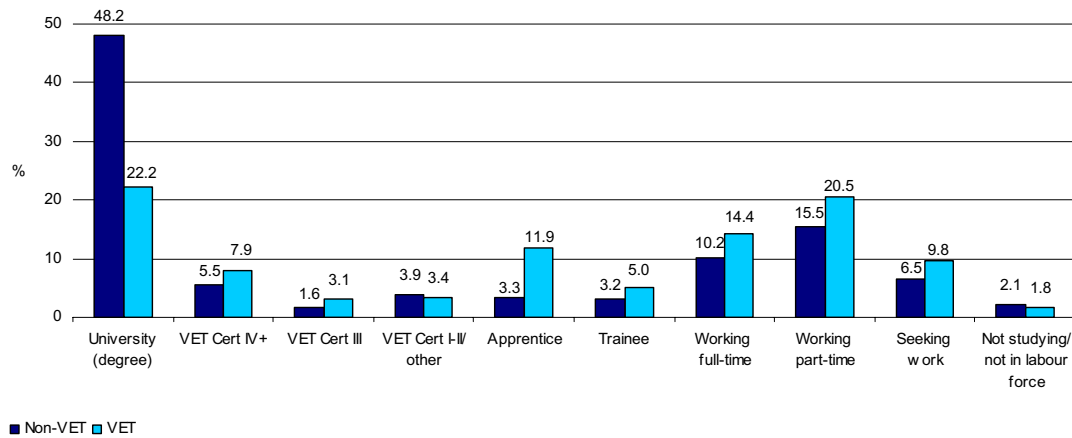
School-based apprentices and trainees were four times as likely to undertake apprenticeships and traineeships after leaving school than other Year 12 graduates (36.3 per cent compared to 8.1 per cent). They were also more likely to be working full-time (15.9 per cent compared to 11.7 per cent) and less likely to be seeking work than other Year 12 graduates (6.9 per cent compared to 8.3 per cent).

Table 7.2 Main destinations of Year 12 completers, by Year 12 strand (VET and non-VET) and school-based apprentices, Queensland 2009

Destination		VET Qualification		School-based apprentice or trainee (SAT)	
		No	Yes	No	Yes
University (degree)	<i>no.</i>	8 386	3 875	11 713	548
	%	48.2	22.2	38.5	12.2
VET Cert IV+	<i>no.</i>	959	1 388	2 061	286
	%	5.5	7.9	6.8	6.4
VET Cert III	<i>no.</i>	284	548	717	115
	%	1.6	3.1	2.4	2.6
VET Cert I–II/other	<i>no.</i>	681	600	1 198	83
	%	3.9	3.4	3.9	1.8
Apprentice	<i>no.</i>	578	2 077	1 412	1 243
	%	3.3	11.9	4.6	27.7
Trainee	<i>no.</i>	554	880	1 045	389
	%	3.2	5.0	3.4	8.7
(Total VET)	<i>no.</i>	(3 056)	(5 493)	(6 433)	(2 116)
	%	(17.5)	(31.4)	(21.2)	(47.1)
Working full-time	<i>no.</i>	1 773	2 513	3 572	714
	%	10.2	14.4	11.7	15.9
Working part-time	<i>no.</i>	2 707	3 590	5 548	749
	%	15.5	20.5	18.2	16.7
Seeking work	<i>no.</i>	1 131	1 706	2 527	310
	%	6.5	9.8	8.3	6.9
Not studying/not in labour force	<i>no.</i>	361	311	616	56
	%	2.1	1.8	2.0	1.2
Total	<i>no.</i>	17 414	17 488	30 409	4 493
	%	100.0	100.0	100.0	100.0



Figure 7.2 Main destinations of Year 12 completers, by Year 12 strand (VET and non-VET), Queensland 2009



OP/IBD awarded and VET qualification

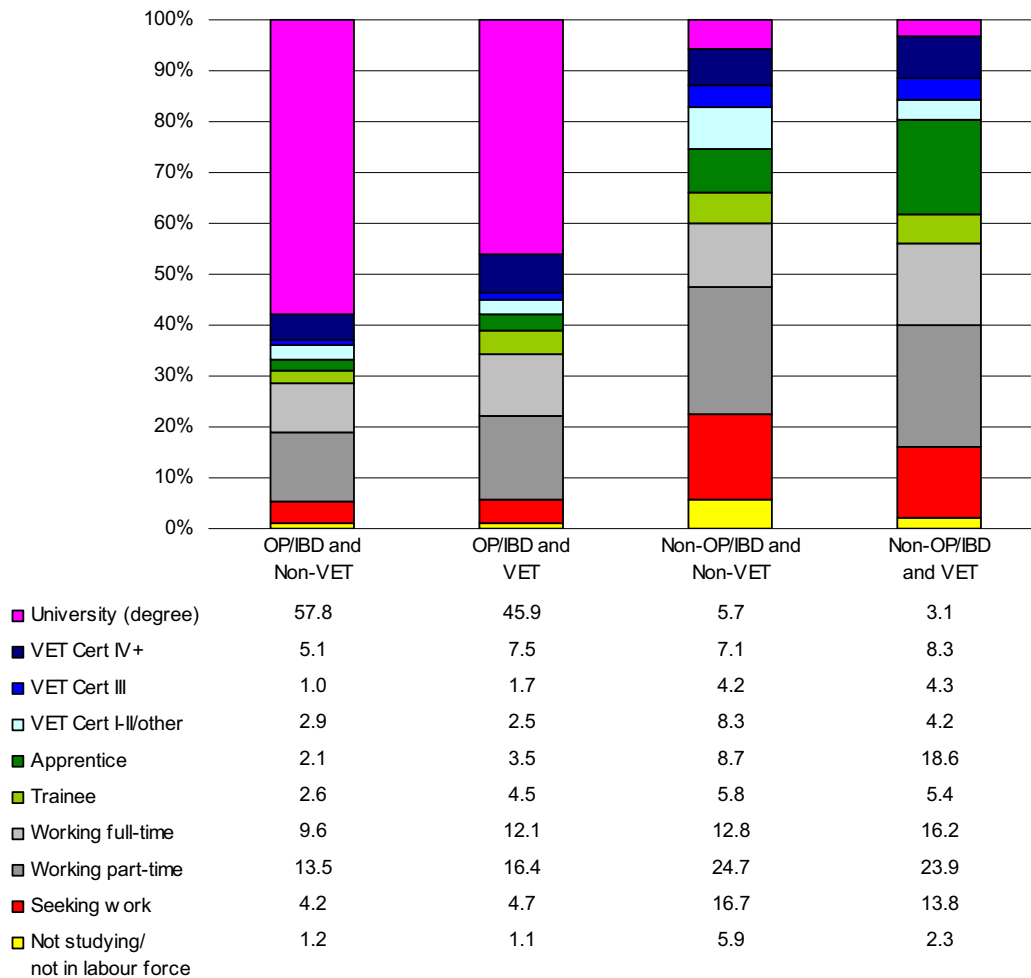
Figure 7.3 shows destinations according to OP/IBD awarded and VET qualification. The first two columns compare the destinations of OP/IBD students with and without VET qualifications. As expected, university degree study was the main destination of OP/IBD graduates, with OP/IBD and non-VET graduates more likely to enter a university degree than OP/IBD and VET graduates (57.8 per cent compared to 45.9 per cent). OP/IBD and VET graduates balanced lower university entry rates with higher transition to apprenticeships and traineeships (8.0 per cent compared to 4.7 per cent), while the rate of transfer to campus-based VET was higher for those with a VET qualification (11.7 per cent compared to 9.1 per cent).

Marked differences were evident in the destinations of OP/IBD graduates and non-OP/IBD graduates. The most apparent difference between these two groups was the large proportion of non-OP/IBD graduates entering employment and employment-based training. Among non-OP/IBD graduates, transfer to apprenticeships was high, especially for those with a VET qualification (18.6 per cent) compared to non-VET graduates (8.7 per cent). Rates of transfer to traineeships and campus-based VET were also higher for non-OP/IBD graduates, but overall this group was less likely than OP/IBD graduates to enter post-school education or training.

Non-OP/IBD graduates were more likely than OP/IBD graduates to enter the workforce without further education or training, and they were also more likely to be seeking work. This was particularly evident for non-OP/IBD and non-VET graduates, of whom 16.7 per cent were not studying and seeking work, which is more than twice the overall proportion of 8.1 per cent.



Figure 7.3 Main destinations of Year 12 completers, by OP/IBD awarded and VET qualification, Queensland 2009



Indigenous status

There were 949 Year 12 graduates who were identified as Aboriginal or Torres Strait Islander, which made up 2.7 per cent of the total cohort. Table 7.3 and Figure 7.4 compare the destinations of Indigenous and non-Indigenous Year 12 graduates. Care should be taken when comparing these findings with those from previous years due to the variation in Indigenous response rates (43.7 per cent in 2005, 59.3 per cent in 2006, 71.6 per cent in 2007, 64.2 per cent in 2008, and 61.5 in 2009).

Indigenous Year 12 completers were less likely than their non-Indigenous peers to enrol in a university degree (14.1 per cent compared to 35.7 per cent). While similar proportions of Indigenous and non-Indigenous Year 12 graduates enrolled in campus-based VET overall (14.5 per cent and 12.7 per cent respectively), Indigenous Year 12 graduates were more likely than their non-Indigenous counterparts to enrol in VET Certificate I–II and III courses, and less likely to enrol in VET Certificate IV+ courses. Indigenous Year 12 graduates were more likely to be undertaking a traineeship (6.5 per cent compared to 4.0 per cent) and equally likely to be in an apprenticeship (9.4 per cent compared to 7.6 per cent). Indigenous Year 12 graduates had a similar rate of transition to full-time and part-time employment with no further education or training. Indigenous Year 12 graduates were twice as

likely to be not studying and seeking work than non-Indigenous Year 12 graduates (19.9 per cent and 7.8 per cent respectively).



Table 7.3 Main destinations of Year 12 completers, by Indigenous status, Queensland 2009

Destination	Non-Indigenous		Indigenous	
	no.	%	no.	%
University (degree)	12 127	35.7	134	14.1
VET Cert IV+	2 308	6.8	39	4.1
VET Cert III	793	2.3	39	4.1
VET Cert I-II/other	1 221	3.6	60	6.3
Apprentice	2 566	7.6	89	9.4
Trainee	1 372	4.0	62	6.5
(Total VET)	(8 260)	(24.3)	(289)	(30.5)
Working full-time	4 179	12.3	107	11.3
Working part-time	6 108	18.0	189	19.9
Seeking work	2 648	7.8	189	19.9
Not studying/not in labour force	631	1.9	41	4.3
Total	33 953	100.0	949	100.0

Figure 7.4 Main destinations of Year 12 completers, by Indigenous status, Queensland 2009

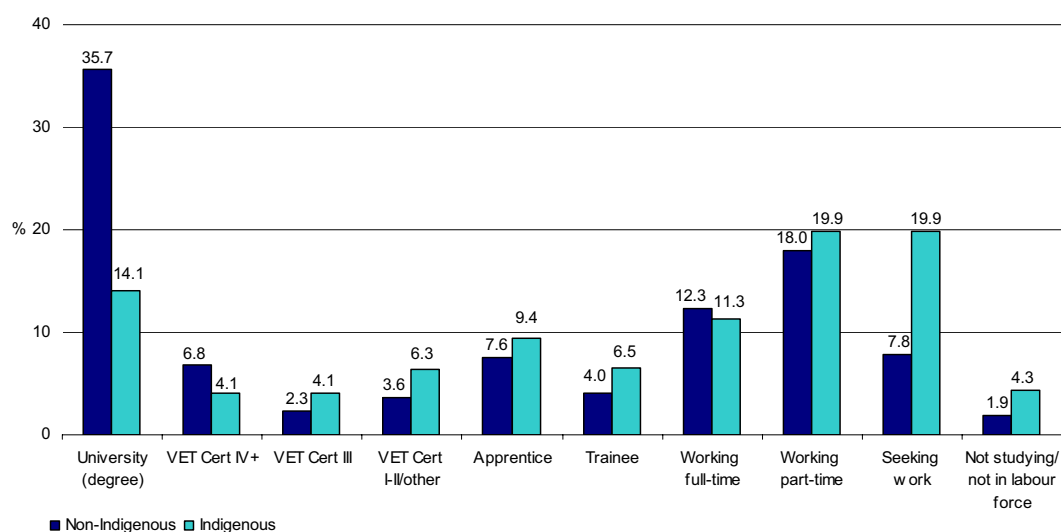
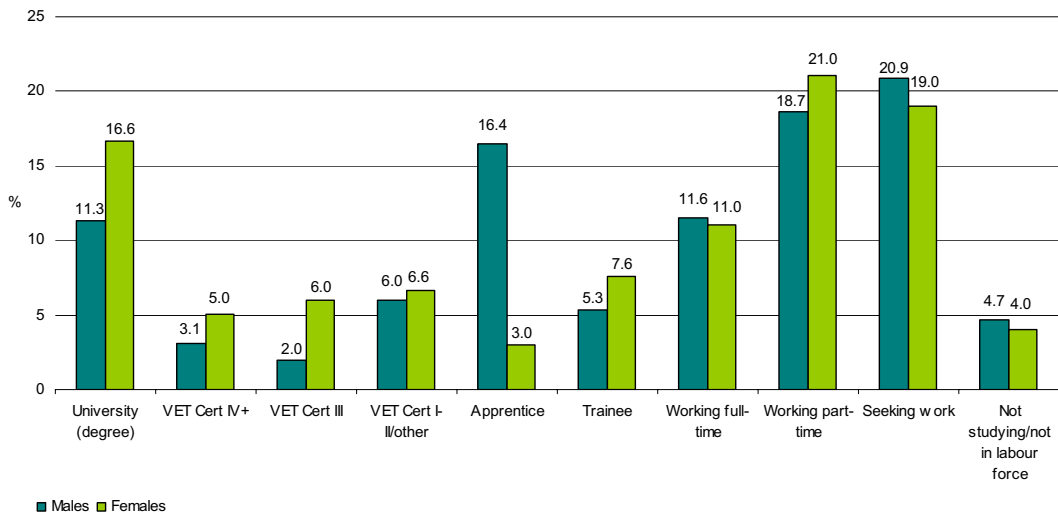


Figure 7.5 reports the main destinations of Indigenous Year 12 completers by sex. Sex differences follow a similar pattern to those observed among the broader Year 12 completer population, with females more likely to enter university degree and other study destinations, while males were more likely to enter apprenticeships. Compared with the non-Indigenous Year 12 completers, transition to study destinations is lower for both males and females, and the rate of seeking work is higher. Both male and female Indigenous Year 12 completers had a higher rate of transition to apprenticeships and traineeships than their non-Indigenous counterparts (see Table 2.2).



Figure 7.5 Main destinations of Indigenous Year 12 completers, by sex, Queensland 2009

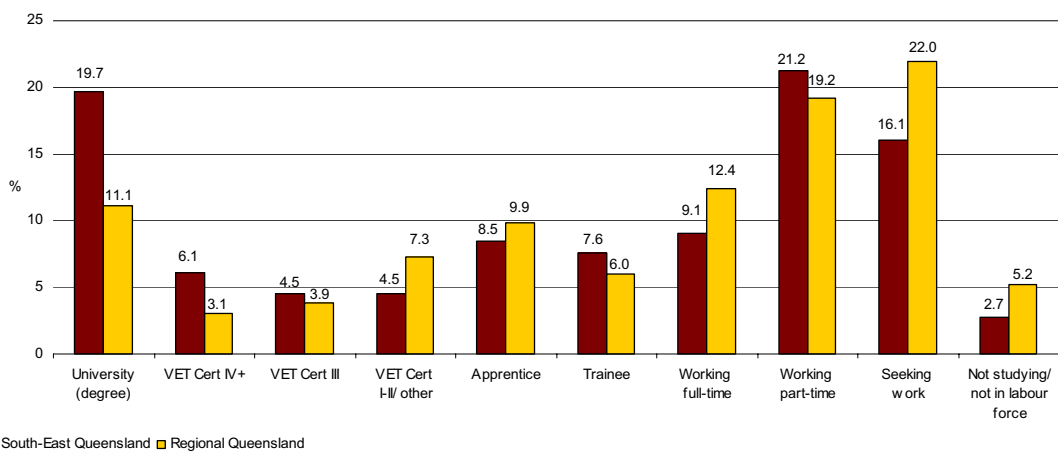


Geographical differences were also evident in the post-school destinations of Indigenous Year 12 completers (see Figure 7.6). Indigenous Year 12 graduates attending schools in South-East Queensland were more likely to make a transition to university studies.

Indigenous Year 12 graduates in South-East Queensland and those from Regional Queensland had similar rates of transition to employment with no further education or training (30.3 per cent and 31.7 per cent respectively). However, those Indigenous Year 12 graduates from Regional Queensland were more likely to be seeking work than those from South-East Queensland (22.0 per cent compared to 16.1 per cent).

Indigenous Year 12 graduates from Regional Queensland were just as likely as those from South-East Queensland to enter into apprenticeships (9.9 per cent compared to 8.5 per cent), and traineeships (6.0 per cent compared to 7.6 per cent) respectively.

Figure 7.6 Main destinations of Indigenous Year 12 completers, by South-East Queensland/Regional Queensland, Queensland 2009



Note: South-East Queensland/Regional Queensland location based on address of school attended in 2008.

Language background and international visa status



Table 7.4 shows the destinations of Year 12 completers according to their language background (English or non-English) and international visa status. Figure 7.7 compares the destinations of Year 12 graduates from English-speaking backgrounds and language backgrounds other than English (LBOTE).

LBOTE Year 12 graduates demonstrated higher rates of transition to university degree study than those from an English-speaking background (49.3 per cent compared to 34.3 per cent). They were also more likely to enrol in campus-based VET courses (18.8 per cent compared to 12.4 per cent).

Conversely, LBOTE Year 12 graduates were less likely to enter the workforce, or begin an apprenticeship or traineeship. It should be noted that these comparisons are broad and do not discriminate between students of different non-English language backgrounds.

A small number of Year 12 completers were in Queensland on an international study visa in 2008. Similar to the LBOTE students, these Year 12 graduates made strong transitions to university degree study (55.9 per cent) and VET Certificate IV+ courses (15.4 per cent), suggesting their strong academic motivation. However, caution is needed in forming conclusions about the destinations of these students because of the small numbers involved and the low response rate achieved (32.1 per cent).

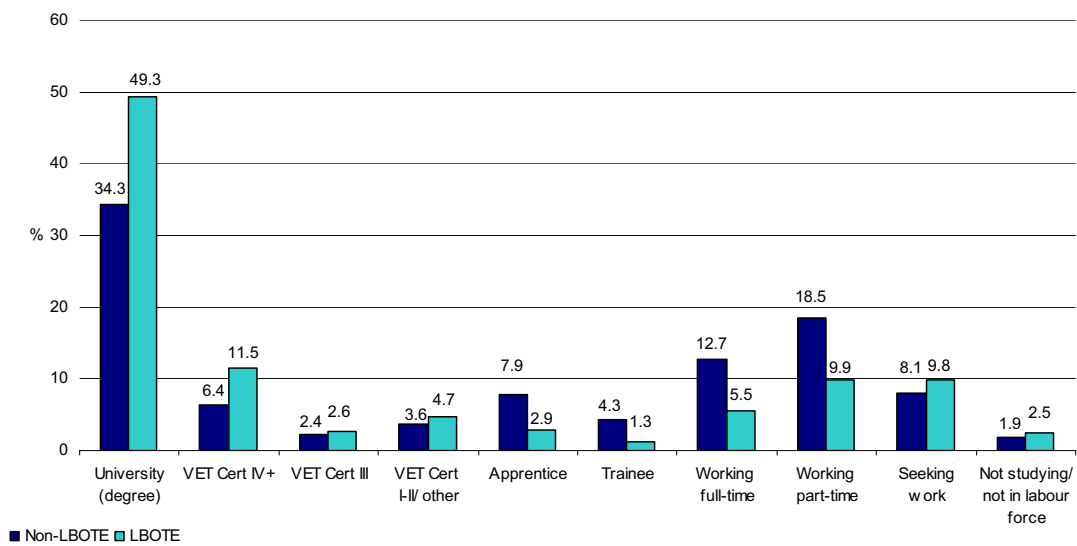
Table 7.4 Main destinations of Year 12 completers, by language background and international visa status, Queensland 2009

Destination		LBOTE		Visa	
		No	Yes	No	Yes
University (degree)	<i>no.</i>	11 315	790	12 105	156
	%	34.3	49.3	35.0	55.9
VET Cert IV+	<i>no.</i>	2 120	184	2 304	43
	%	6.4	11.5	6.7	15.4
VET Cert III	<i>no.</i>	776	42	818	14
	%	2.4	2.6	2.4	5.0
VET Cert I-II/other	<i>no.</i>	1 190	75	1 265	16
	%	3.6	4.7	3.7	5.7
Apprentice	<i>no.</i>	2 604	47	2 651	4
	%	7.9	2.9	7.7	1.4
Trainee	<i>no.</i>	1 408	21	1 429	5
	%	4.3	1.3	4.1	1.8
(Total VET)	<i>no.</i>	(8 098)	(369)	(8 467)	(82)
	%	(24.5)	(23.0)	(24.5)	(29.4)
Working full-time	<i>no.</i>	4 187	89	4 276	10
	%	12.7	5.5	12.4	3.6
Working part-time	<i>no.</i>	6 123	159	6 282	15
	%	18.5	9.9	18.1	5.4
Seeking work	<i>no.</i>	2 670	157	2 827	10
	%	8.1	9.8	8.2	3.6
Not studying/not in labour force	<i>no.</i>	626	40	666	6
	%	1.9	2.5	1.9	2.2
Total	<i>no.</i>	33 019	1 604	34 623	279
	%	100.0	100.0	100.0	100.0

Note: International visa students are excluded from the LBOTE classification



Figure 7.7 Main destinations of Year 12 completers, by language background, Queensland 2009



Socioeconomic status

The Australian Bureau of Statistics' Socio-Economic Indexes for Areas (SEIFA) has been used to analyse the main destinations of Year 12 completers by socioeconomic status, based on the home address of the students. More specifically, the Index of Disadvantage was used for all analyses.

This analysis has found the socioeconomic status (SES) of Year 12 completers is strongly associated with their post-school destinations, as illustrated in Table 7.5 and Figure 7.8.

Transition to post-school education and training overall was strongly associated with socioeconomic status, increasing consistently from 50.1 per cent for the lowest SES quartile to 70.3 per cent for the highest SES quartile. Transition to university degree study exhibited the largest social trend. Year 12 graduates from the highest socioeconomic quartile were twice as likely as those from the lowest socioeconomic quartile to enter university (50.3 per cent compared to 23.6 per cent). While rates of entry to VET Certificate IV+ were relatively consistent across socioeconomic levels, rates of entry to VET Certificate III and below declined as socioeconomic status increased (7.5 per cent in the lowest SES quartile to 4.3 per cent in the highest SES quartile).

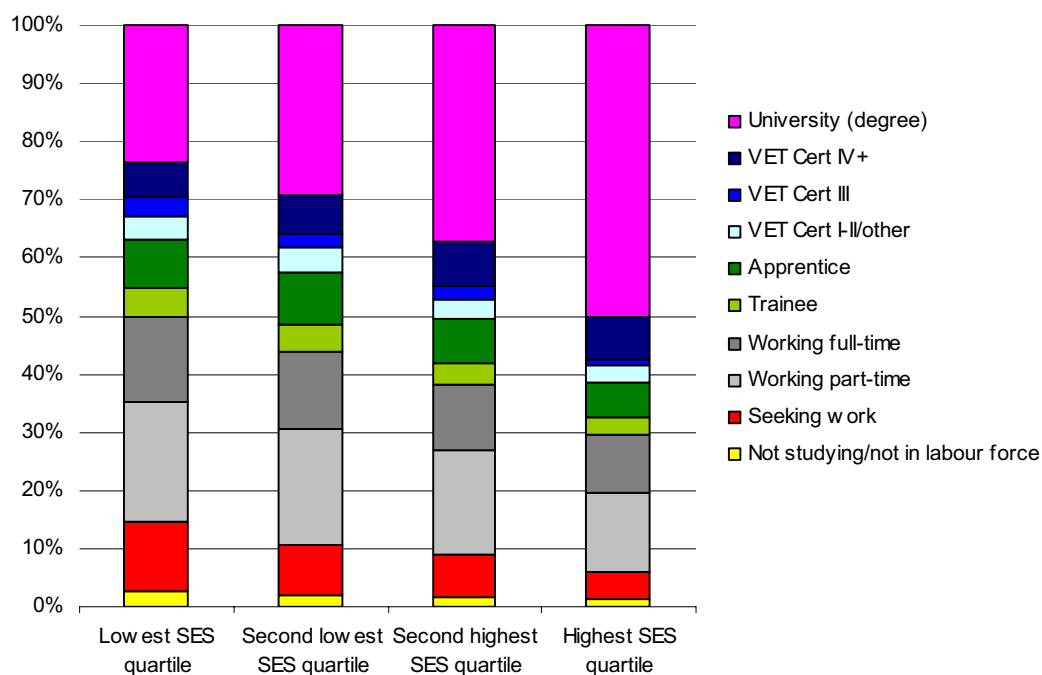
The proportion of Year 12 graduates who entered employment-based training tended to increase with declining socioeconomic status (with the exception of apprenticeships in the lowest SES quartile). Similarly, transition to full-time and part-time work was highest in the most socioeconomically disadvantaged areas (35.3 per cent in the lowest SES quartile compared with 23.7 per cent in the highest SES quartile). Rates of seeking work and non-participation in the labour force followed a similar pattern.

Table 7.5 Main destinations of Year 12 completers, by socioeconomic status, Queensland 2009

Destination		Lowest SES quartile	Second lowest SES quartile	Second highest SES quartile	Highest SES quartile
University (degree)	<i>no.</i>	2 047	2 530	3 238	4 355
	%	23.6	29.2	37.3	50.3
VET Cert IV+	<i>no.</i>	502	574	651	613
	%	5.8	6.6	7.5	7.1
VET Cert III	<i>no.</i>	299	212	203	110
	%	3.5	2.4	2.3	1.3
VET Cert I–II/other	<i>no.</i>	352	365	295	262
	%	4.1	4.2	3.4	3.0
Apprentice	<i>no.</i>	713	787	647	491
	%	8.2	9.1	7.5	5.7
Trainee	<i>no.</i>	431	385	345	260
	%	5.0	4.4	4.0	3.0
(Total VET)	<i>no.</i>	(2 297)	(2 323)	(2 141)	(1 736)
	%	(26.5)	(26.8)	(24.7)	(20.0)
Working full-time	<i>no.</i>	1 258	1 157	968	865
	%	14.5	13.4	11.1	10.0
Working part-time	<i>no.</i>	1 803	1 738	1 543	1 185
	%	20.8	20.1	17.8	13.7
Seeking work	<i>no.</i>	1 031	741	639	413
	%	11.9	8.6	7.4	4.8
Not studying/not in labour force	<i>no.</i>	230	168	153	112
	%	2.7	1.9	1.8	1.3
Total	<i>no.</i>	8 666	8 657	8 682	8 666
	%	100.0	100.0	100.0	100.0

Note: Excludes 231 respondents with PO box addresses for whom socioeconomic status could not be determined.

Figure 7.8 Main destinations of Year 12 completers, by socioeconomic status, Queensland 2009



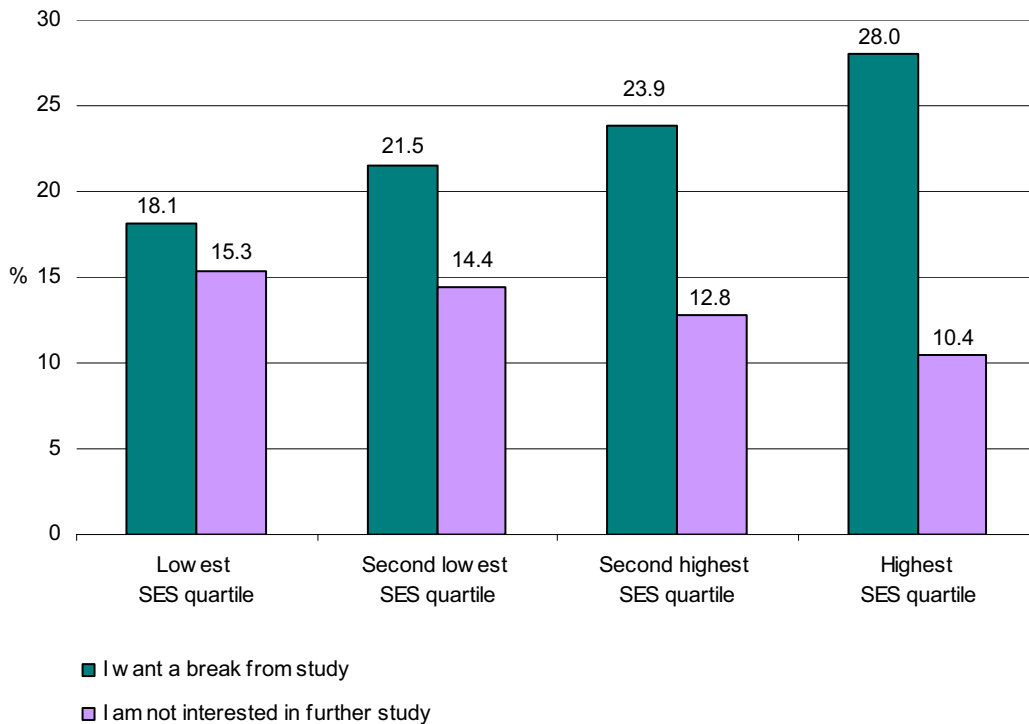
Note: Socioeconomic status is based on residential address.



The main reasons for not continuing with study were also broken out by the Year 12 graduates' socioeconomic background. The results showed that with only two exceptions, socioeconomic status had little influence on the main reason given.

Figure 7.9 shows the desire to take a break from study (e.g. to travel) tended to rise as socioeconomic status rises, while Year 12 graduates from the highest SES quartile were the least likely to be uninterested in further study.

Figure 7.9 Main reason of Year 12 completers for not studying, by socioeconomic status, Queensland 2009



Note: Socioeconomic status is based on residential address.

Age group

At the start of the 2008 school year, the vast majority (34 507 or 98.9 per cent) of Year 12 students were between 16 and 18 years of age. There were 272 students (0.8 per cent) aged 15 years or younger, and a further 121 students (0.3 per cent) who were 19 years or older. Table 7.6 shows the main destinations according to these age groups, and allows comparison of the destinations of younger Year 12 graduates and mature age Year 12 graduates with those of the typical age group. Given the small numbers in the mature age and 15-year-old categories, their main destinations are reported only at a summary level.

The Year 12 graduates 15 years or younger were more likely than other Year 12 graduates to enrol in a university degree, while Year 12 graduates 19 years or older appeared to be more likely than the other Year 12 graduates to enter campus-based VET courses.

Table 7.6 Main destinations of Year 12 completers, by age group, Queensland 2009

Destination	15 years of age or younger		16-18 years of age		19 years of age or older	
	no.	%	no.	%	no.	%
University (degree)	154	56.6	12 067	35.0	39	32.2
Campus-based VET	31	11.4	4 391	12.7	38	31.4
Apprentice/Trainee	15	5.5	4 071	11.8	3	2.5
Working	53	19.5	10 511	30.5	19	15.7
Seeking work	11	4.0	2 810	8.1	15	12.4
Not studying/not in labour force	8	2.9	657	1.9	7	5.8
Total	272	100.0	34 507	100.0	121	100.0





Appendices

Appendix 1

Table A1A Queensland schools with Year 12 completers in 2008

School	Locality
AB Paterson College	Arundel
Aboriginal and Islander Independent Community School	Brisbane
Agnew School	Norman Park
Albany Creek State High School	Albany Creek
Albert Park Flexible Learning Centre	Brisbane
Aldridge State High School	Maryborough
Alexandra Hills State High School	Alexandra Hills
All Hallows' School	Brisbane
All Saints Anglican School	Merrimac
All Souls St Gabriels School	Charters Towers
Anglican Church Grammar School	East Brisbane
Annandale Christian School	Annandale
Aquinas College	Southport
Aspley Special School	Aspley
Aspley State High School	Aspley
Assumption College	Warwick
Atherton State High School	Atherton
Australian Technical College North Brisbane	Scarborough
Australian Technical College North Queensland	Douglas
Aviation High	Clayfield
Ayr State High School	Ayr
Babinda State School	Babinda
Balmoral State High School	Morningside
Barcaldine State School	Barcaldine
Beaudesert State High School	Beaudesert
Beenleigh Special School	Mount Warren Park
Beenleigh State High School	Beenleigh
Beerwah State High School	Beerwah
Benowa State High School	Benowa
Bentley Park College	Edmonton
Biloela State High School	Biloela
Blackall State School	Blackall
Blackheath and Thornburgh College	Charters Towers
Blackwater State High School	Blackwater
Boonah State High School	Boonah
Bowen State High School	Bowen
Bracken Ridge State High School	Bracken Ridge
Bray Park State High School	Bray Park
Bremer State High School	Booval
Bribie Island State High School	Bribie Island
Brigidine College	Indooroopilly
Brisbane Adventist College	Wishart

School	Locality
Brisbane Boys' College	Toowong
Brisbane Girls Grammar School	Brisbane
Brisbane Grammar School	Brisbane
Brisbane School of Distance Education	West End
Brisbane State High School	South Brisbane
Brisbane Youth Education And Training Centre	Wacol
Browns Plains State High School	Browns Plains
Bundaberg Christian College	Bundaberg
Bundaberg Special School	Bundaberg
Bundaberg State High School	Bundaberg
Bundamba State Secondary College	Bundamba
Burdekin Catholic High School	Ayr
Burdekin School	Ayr
Burnett State College	Gayndah
Burnside State High School	Nambour
Caboolture Special School	Morayfield
Caboolture State High School	Caboolture
Cairns School of Distance Education	Manunda Cairns
Cairns State High School	Cairns
Calamvale Community College	Calamvale
Calamvale State Special School	Calamvale
Calen District State College	Calen
Caloundra Christian College	Caloundra
Caloundra State High School	Caloundra
Calvary Christian College	Carbrook
Calvary Christian College	Mount Louisa
Cannon Hill Anglican College	Cannon Hill
Canterbury College	Waterford
Capalaba State College	Capalaba
Capella State High School	Capella
Carmel College	Thorntlands
Cavendish Road State High School	Holland Park
Centenary Heights State High School	Toowoomba
Centenary State High School	Jindalee
Chancellor State College	Sippy Downs
Chanel College	Gladstone
Charleville State High School	Charleville
Charters Towers School of Distance Education	Charters Towers
Charters Towers State High School	Charters Towers
Chinchilla State High School	Chinchilla
Chisholm Catholic College	Cornubia
Christian Outreach College	Mansfield
Christian Outreach College	Toowoomba
Clairvaux MacKillop College	Upper Mount Gravatt
Claremont Special School	Ipswich
Clayfield College	Clayfield
Clermont State High School	Clermont





School	Locality
Cleveland District State High School	Cleveland
Clifford Park Special School	Toowoomba
Clifton State High School	Clifton
Cloncurry State School	Cloncurry
Clontarf Beach State High School	Clontarf Beach
Collinsville State High School	Collinsville
Columba Catholic College	Charters Towers
Concordia Lutheran College	Toowoomba
Cooktown State School	Cooktown
Cooloola Christian College	Gympie
Coolum State High School	Coolum
Coombabah State High School	Coombabah
Coomera Anglican College	Coomera
Coorparoo Secondary College	Coorparoo
Corinda State High School	Corinda
Corpus Christi College	Nundah
Craigslea State High School	West Chermside
Cunnamulla State School	Cunnamulla
Currimundi Special School	Currimundi
Currumbin Community Special School	Coolangatta
Dakabin State High School	Dakabin
Dalby Christian School	Dalby
Dalby State High School	Dalby
Darling Downs Christian School	Toowoomba
Darling Point Special School	Manly
Deception Bay Flexible Learning Centre	Deception Bay
Deception Bay State High School	Deception Bay
Djarragun College	Gordonvale
Downlands Sacred Heart College	Toowoomba
Dysart State High School	Dysart
Earnshaw State College	Banyo
Eidsvold State School	Eidsvold
Elanora State High School	Elanora
Emerald State High School	Emerald
Emmanuel College	Carrara
Emmaus College	North Rockhampton
Everton Park State High School	Everton Park
Fairholme College	Toowoomba
Faith Lutheran College	Plainland
Faith Lutheran College	Redlands
Ferny Grove State High School	Ferny Grove
Flagstone State Community College	Flagstone
Forest Lake College	Forest Lake
Forest Lake State High School	Forest Lake
Fraser Coast Anglican College	Hervey Bay
Freshwater Christian College	Cairns
Genesis Christian College	Bray Park

School	Locality
Gilroy Santa Maria College	Ingham
Gin Gin State High School	Gin Gin
Gladstone State High School	Gladstone
Glenala State High School	Inala Heights
Glenden State School	Glenden
Glendyne Education and Training Centre	Nikenbah
Glenmore State High School	Rockhampton North
Good Counsel College	Innisfail
Good Shepherd Catholic College	Mount Isa
Good Shepherd Lutheran College	Noosaville
Goodna Special School	Goodna
Goondiwindi State High School	Goondiwindi
Gordonvale State High School	Gordonvale
Grace Lutheran College	Rothwell
Groves Christian College	Kingston
Gympie Special School	Gympie
Gympie State High School	Gympie
Harristown State High School	Toowoomba
Heatley Secondary College	Townsville
Heights College	North Rockhampton
Helensvale State High School	Helensvale
Hervey Bay Senior College	Hervey Bay
Hervey Bay Special School	Scarness
Hervey Bay State High School	Pialba
Hillbrook Anglican School	Enoggera
Hillcrest Christian College	Reedy Creek
Hills International College	Jimboomba
Holland Park State High School	Holland Park
Holy Spirit College	North Mackay
Home Hill State High School	Home Hill
Hughenden State School	Hughenden
Ignatius Park College	Cranbrook
Immanuel Lutheran College	Buderim
Indooroopilly State High School	Indooroopilly
Ingham State High School	Ingham
Innisfail State High School	Innisfail
Iona College	Lindum
Ipswich Girls' Grammar School	Ipswich
Ipswich Grammar School	Ipswich
Ipswich Special School	Ipswich
Ipswich State High School	Brassall
Isis District State High School	Childers
Islamic College of Brisbane	Karawatha
James Nash State High School	Gympie
John Paul College	Daisy Hill
Kawana Waters State College	Bokarina
Kedron State High School	Woolloowin





School	Locality
Keebra Park State High School	Southport
Kelvin Grove State College	Kelvin Grove
Kenmore State High School	Kenmore
Kepnock State High School	Bundaberg
Kilcoy State High School	Kilcoy
Kimberley College	Carbrook
Kingaroy State High School	Kingaroy
King's Christian College	Reedy Creek
Kingston College	Kingston
Kirwan State High School	Kirwan
Kuraby Special School	Kuraby
Kuranda District State College	Myola
Laidley State High School	Laidley
Livingstone Christian College	Ormeau
Lockyer District State High School	Gatton
Logan City Special School	Logan Central
Loganlea State High School	Loganlea
Longreach State High School	Longreach
Loreto College	Coorparoo
Lourdes Hill College	Hawthorne
Lowood State High School	Lowood
Mabel Park State High School	Slacks Creek
MacGregor State High School	Macgregor
Mackay Christian College	North Mackay
Mackay District Special School	Beaconsfield
Mackay North State High School	North Mackay
Mackay State High School	Mackay
Malanda State High School	Malanda
Maleny State High School	Maleny
Mansfield State High School	Mansfield
Mareeba State High School	Mareeba
Marist College	Ashgrove
Marist College	Emerald
Marist College	Paddington
Maroochydore State High School	Maroochydore
Marsden State High School	Waterford West
Maryborough Special School	Maryborough
Maryborough State High School	Maryborough
Marymount College	Burleigh Waters
Matthew Flinders Anglican College	Buderim
Merrimac State High School	Mermaid Waters
Metropolitan South Institute of TAFE	Alexandra Hills
Miami State High School	Miami
Middlemount Community School	Middlemount
Miles State High School	Miles
Mirani State High School	Mirani
Mitchelton State High School	Mitchelton

School	Locality
Mitchelton State Special School	Mitchelton
Monto State High School	Monto
Moranbah State High School	Moranbah
Morayfield State High School	Morayfield
Moreton Bay College	Wynnum West
Mossman State High School	Mossman
Mount Alvernia College	Kedron
Mount Gravatt Special School	Mount Gravatt
Mount Gravatt State High School	Mount Gravatt
Mount Gravatt West Special School	Mount Gravatt West
Mount Maria College	Mitchelton
Mount Maria College	Petrie
Mount Morgan State High School	Mount Morgan
Mount Ommaney Special School	Mount Ommaney
Mount St Bernard College	Herberton
Mount St Michael's College	Ashgrove
Mountain Creek State High School	Mountain Creek
Moura State High School	Moura
Mudgeeraba Special School	Mudgeeraba
Mueller College	Rothwell
Murgon State High School	Murgon
Nambour Christian College	Woombye
Nambour Special School	Nambour
Nambour State High School	Nambour
Nanango State High School	Nanango
Narangba Valley State High School	Narangba
Narbethong State Special School	Buranda
Nerang State High School	Nerang
Noosa District State High School	Cooroy
Noosa Flexible Learning Centre	Tewantin
North Bundaberg State High School	Bundaberg North
North Lakes State College	North Lakes
North Rockhampton State High School	Rockhampton North
Northern Beaches State High School	Deeragun
Northern Peninsula Area College	Bamaga
Northpine Christian College	Dakabin
Northside Christian College	Everton Park
Nyanda State High School	Salisbury
Oakey State High School	Oakey
Ormiston College	Ormiston
Our Lady of the Southern Cross College	Dalby
Our Lady's College	Annerley
Pacific Lutheran College	Birtinya
Pacific Pines State High School	Pacific Pines
Padua College	Kedron
Palm Beach-Currumbin State High School	Palm Beach
Park Ridge State High School	Park Ridge





School	Locality
Parklands Christian College	Park Ridge
Peace Lutheran College	Kamerunga
Pimlico State High School	Pimlico
Pine Rivers Special School	Lawnton
Pine Rivers State High School	Strathpine
Pioneer State High School	Andergrove Mackay
Pittsworth State High School	Pittsworth
Proserpine State High School	Proserpine
Queensland Academy for Creative Industries	Kelvin Grove
Queensland Academy for Science Mathematics and Technology	Toowong
Ravenshoe State High School	Ravenshoe
Redbank Plains State High School	Redbank Plains
Redcliffe Special School	Redcliffe
Redcliffe State High School	Redcliffe
Redeemer Lutheran College	Rochedale
Redland District Special School	Thornlands
Redlands College	Wellington Point
Rivermount College	Yatala
Riverside Christian College	Maryborough
Robina State High School	Robina
Rochedale State High School	Rochedale
Rockhampton Girls' Grammar School	Rockhampton
Rockhampton North Special School	Rockhampton North
Rockhampton Special School	Rockhampton
Rockhampton State High School	Rockhampton
Roma State College	Roma
Rosedale State School	Rosedale
Rosella Park School	Gladstone
Rosewood State High School	Rosewood
Runcorn State High School	Runcorn
Ryan Catholic College	Kirwan
Saint Stephen's College	Coomera
San Sisto College	Carina
Sandgate District State High School	Sandgate
Sarina State High School	Sarina
Seton College	East Mount Gravatt
Shailer Park State High School	Shailer Park
Shalom Christian College	Condon
Shalom College	Bundaberg
Sheldon College	Sheldon
Siena Catholic College	Sippy Downs
Smithfield State High School	Smithfield
Somerset College	Mudgeeraba
Somerville House	South Brisbane
South Burnett Catholic College	Kingaroy
Southern Cross Catholic College	Scarborough
Southport Special School	Southport

School	Locality
Southport State High School	Southport
Southside Christian College	Salisbury
Southside Education Centre	Sunnybank
Spinifex State College	Mount Isa
Springwood State High School	Springwood
St Aidan's Anglican Girls' School	Corinda
St Andrew's Anglican College	Peregian Springs
St Andrews Lutheran College	Tallebudgera
St Augustine's College	Cairns
St Augustine's College	Springfield
St Brendan's College	Yeppoon
St Columban's College	Caboolture
St Edmund's College	Woodend
St Francis College	Crestmead
St George State High School	St George
St Hilda's School	Southport
St James College	Brisbane
St John Fisher College	Bracken Ridge
St John's College	Nambour
St John's School	Roma
St Joseph's College	Toowoomba
St Joseph's College	Brisbane
St Joseph's Nudgee College	Boondall
St Joseph's School	Stanthorpe
St Laurence's Christian Brothers College	South Brisbane
St Luke's Anglican School	Bundaberg
St Margaret Mary's College	Hermit Park
St Margaret's Anglican Girls School	Ascot
St Mary's Catholic College	Woree
St Mary's College	Ipswich
St Mary's College	Maryborough
St Mary's College	Toowoomba
St Michael's College	Carrara
St Monica's College	Cairns
St Patrick's College	Gympie
St Patrick's College	Shorncliffe
St Patrick's College	Townsville
St Patrick's Senior College	Mackay
St Paul's School	Bald Hills
St Peter Claver College	Riverview
St Peter's Lutheran College	Indooroopilly
St Rita's College	Clayfield
St Saviour's College	Toowoomba
St Stephens Lutheran College	Gladstone
St Teresa's Catholic College	Noosaville
St Teresa's College	Abergowrie
St Thomas More College	Sunnybank





School	Locality
St Ursula's College	Toowoomba
St Ursula's College	Yeppoon
Stanthorpe State High School	Stanthorpe
Stuartholme School	Toowong
Suncoast Christian College	Woombye
Sunnybank Special School	Sunnybank
Sunnybank State High School	Sunnybank
Sunshine Beach State High School	Noosa
Sunshine Coast Grammar School	Forest Glen
Tagai State College – Thursday Island Secondary	Thursday Island
Tamborine Mountain College	North Tamborine
Tamborine Mountain State High School	North Tamborine
Tannum Sands State High School	Tannum Sands
Tara Shire State College	Tara
The Cathedral College	Rockhampton
The Cathedral School of St Anne and St James	Mundingburra
The Centre Education Programme	Kingston
The Gap State High School	The Gap
The Glenleighden School	Fig Tree Pocket
The Glennie School	Toowoomba
The Kooralbyn International School	Kooralbyn
The Rockhampton Grammar School	Rockhampton
The School of Total Education	Warwick
The Scots PGC College	Warwick
The Southport School	Southport
Thuringowa State High School	Townsville
Toogoolawah State High School	Toogoolawah
Toooloa State High School	South Gladstone
Toowoomba Grammar School	Toowoomba
Toowoomba State High School	Toowoomba
Townsville Community Learning Centre	Mundingburra
Townsville Flexible Learning Centre	Townsville
Townsville Grammar School	Townsville
Townsville State High School	Railway Estate
Trinity Anglican School	White Rock
Trinity Bay State High School	Manunda Cairns
Trinity College	Beenleigh
Trinity Lutheran College	Ashmore
Tullawong State High School	Caboolture
Tully State High School	Tully
Upper Coomera State College	Upper Coomera
Urangan State High School	Urangan
Varsity College	Varsity Lakes
Victoria Point State High School	Victoria Point
Victory College	Gympie
Villanova College	Coorparoo
Warwick State High School	Warwick

School	Locality
Wavell State High School	Wavell Heights
Wellington Point State High School	Wellington Point
West Moreton Anglican College	Karrabin
Western Cape College	Weipa
Western Suburbs State Special School	Inala
Westside Christian College	Goodna
Whites Hill State College	Camp Hill
Whitsunday Anglican School	Beaconsfield
Whitsunday Christian College	Cannonvale
William Ross State High School	Townsville
Windaroo Valley State High School	Bahrs Scrub
Winton State School	Winton
Woodcrest State College	Springfield
Woodridge State High School	Woodridge
Woody Point Special School	Woody Point
Woree State High School	Woree
Wynnum North State High School	Wynnum North
Wynnum State High School	Manly
Xavier Catholic College	Eli Waters
Yeppoon State High School	Yeppoon
Yeronga State High School	Yeronga





Appendix 2

Figure A2A Queensland Statistical Divisions, ABS, 2008

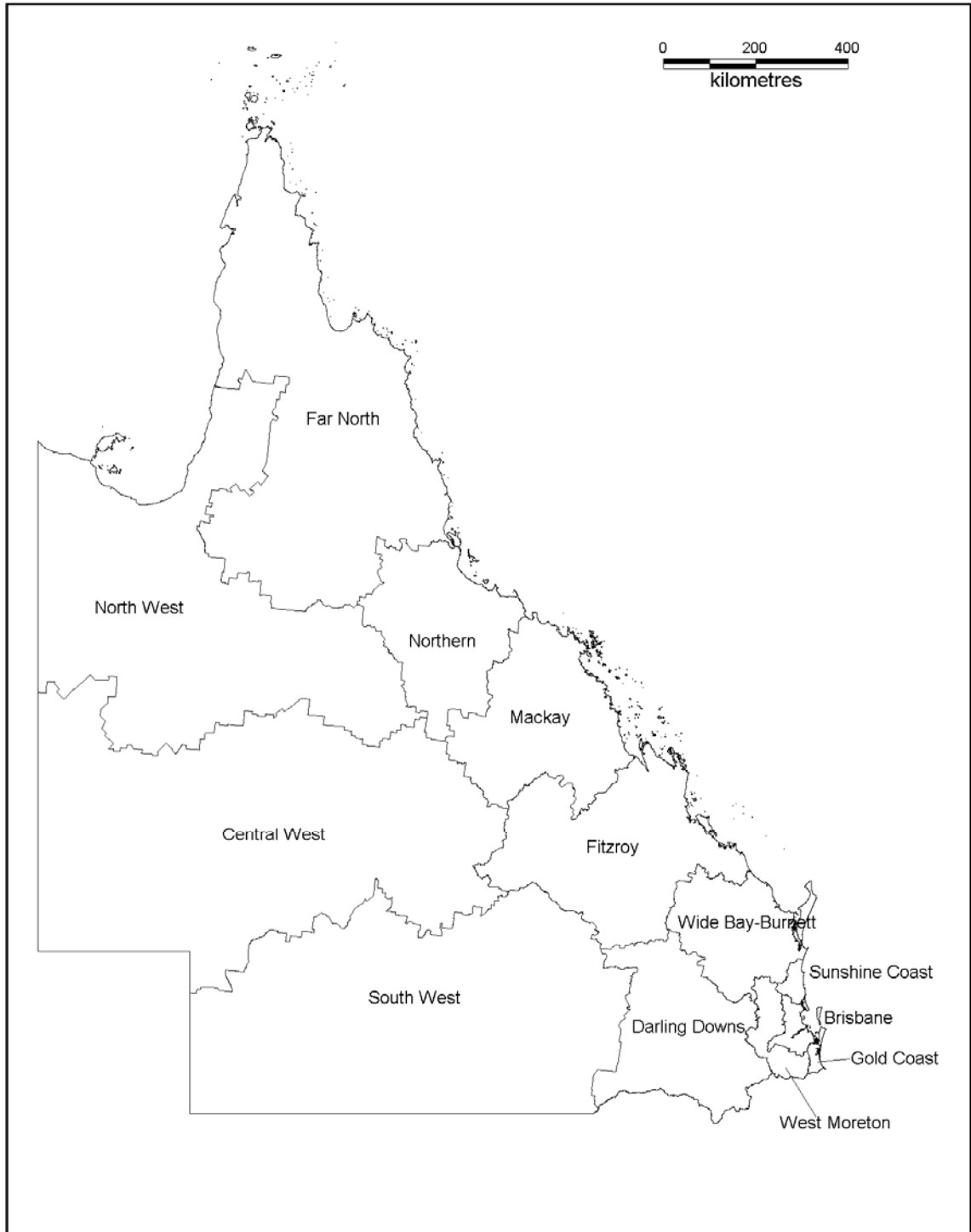
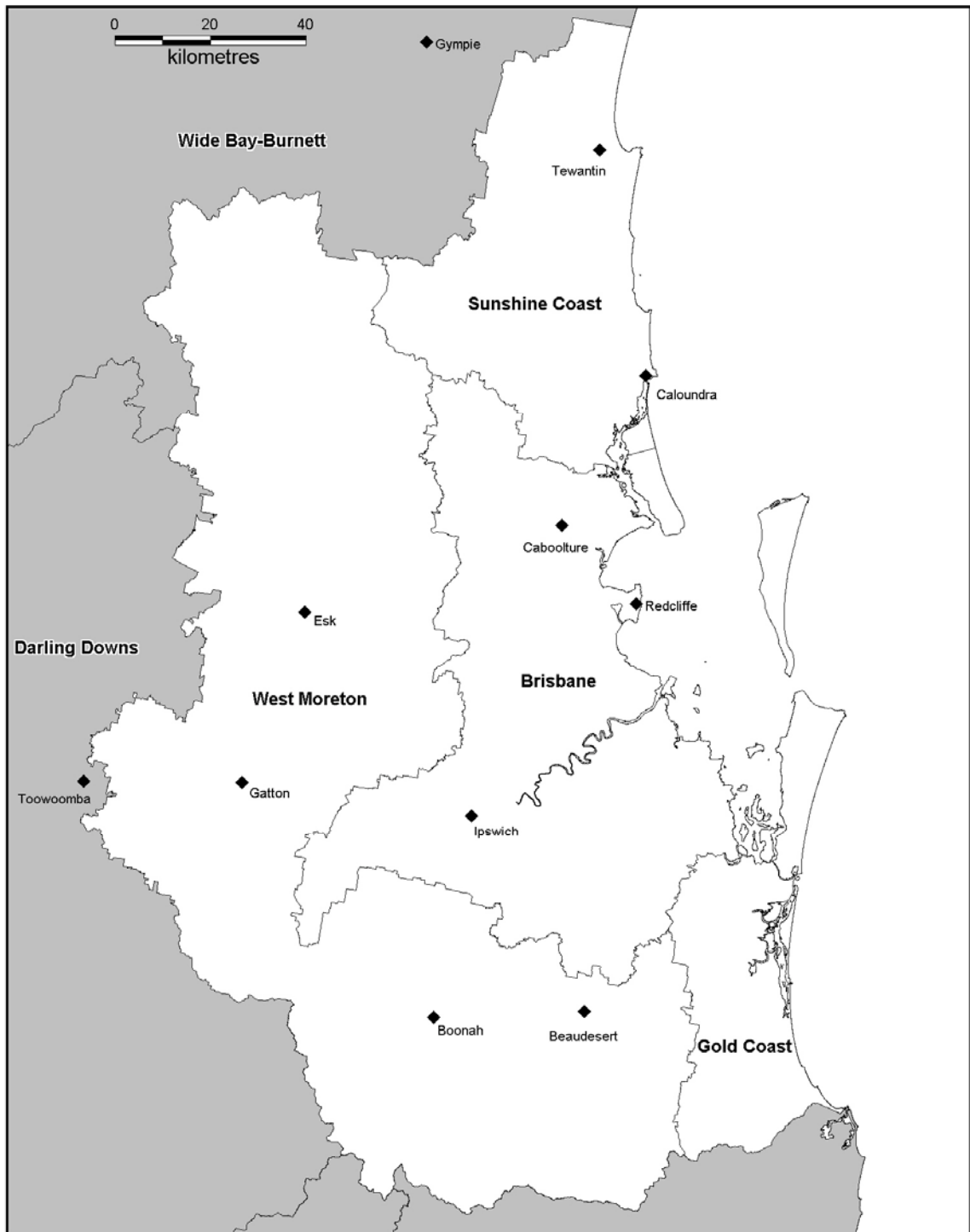


Figure A2B Brisbane, Gold Coast, Sunshine Coast and West Moreton Statistical Divisions, ABS, 2008





Appendix 3

Figure A3A Paper-based survey instrument



Every person who completed Year 12 or equivalent in Queensland in 2008 is being asked to participate in this survey. This is your chance to provide information that will benefit future students and put you in the running to win one of **35 iPod touches**.

The survey asks what you are doing now in terms of study, employment or other life choices. This will provide useful information to educators and government on the preparedness of students for taking up opportunities after finishing school.

We respect your privacy and your answers are strictly confidential. No information identifying you will be passed on to any other organisation. Statewide, regional and school reports will only contain summarised information.

The information is being collected by the Office of the Government Statistician and is protected by the *Statistical Returns Act 1896*, which means that legal penalties apply to anyone who releases your responses in a way that would identify you.

If you would like to know more about the survey, visit www.education.qld.gov.au/nextstep or freecall 1800 068 587.

Please fill out the survey by writing in the boxes provided or ticking the box next to your answers, for example:

Are you a full-time student?

Then simply return the completed survey in the enclosed reply-paid envelope no later than **Friday 17 April 2009**.

Alternatively, you can complete this survey by telephone on freecall 1800 068 587.



Please complete the following details to be eligible to win an iPod touch, or if we need to follow up on any answers.

Family Name:

Given Name(s):

School Name in 2008:

Phone:

Mobile:

Email:

Office use only:

Q. 1 Do you currently have a paid job?

Yes No → **Go to Question 9**

Q. 2 Do you have more than one job?

Yes No

IF YOU HAVE MORE THAN ONE JOB, PLEASE ANSWER THE NEXT QUESTIONS THINKING ABOUT YOUR MAIN JOB.

Q. 3 Which of the following best describes your job? (Please tick one only)

<input type="checkbox"/> Sales Assistant	<input type="checkbox"/> Automotive Worker
<input type="checkbox"/> Food Handler	<input type="checkbox"/> Labourer
<input type="checkbox"/> Clerk, Receptionist and Secretary	<input type="checkbox"/> Electrical and Electronics Trade
<input type="checkbox"/> Waiter	<input type="checkbox"/> Factory and Machine Worker
<input type="checkbox"/> Building and Construction Skilled Worker	<input type="checkbox"/> Engineering and Science Related Worker
<input type="checkbox"/> Storeperson	<input type="checkbox"/> Cleaner
<input type="checkbox"/> Child Care and Education-Related Worker	<input type="checkbox"/> Marketing and Sales Representative
<input type="checkbox"/> Health, Fitness, Hair and Beauty Worker	<input type="checkbox"/> Other (please specify) <input type="text"/>
<input type="checkbox"/> Gardener, Farmer and Animal Worker	<input type="text"/>

Q. 4 Are you an apprentice or trainee?

Yes, apprentice Yes, trainee No

Q. 5 Which of the following best describes the industry you work in?

<input type="checkbox"/> Retail Trade	<input type="checkbox"/> Transport, Postal and Warehousing
<input type="checkbox"/> Accommodation and Food Services	<input type="checkbox"/> Financial and Insurance Services
<input type="checkbox"/> Construction	<input type="checkbox"/> Wholesale Trade
<input type="checkbox"/> Manufacturing	<input type="checkbox"/> Public Administration and Safety
<input type="checkbox"/> Health Care and Social Assistance	<input type="checkbox"/> Administrative and Support Services
<input type="checkbox"/> Agriculture, Forestry and Fishing	<input type="checkbox"/> Mining
<input type="checkbox"/> Education and Training	<input type="checkbox"/> Arts and Recreation Services
<input type="checkbox"/> Electricity, Gas, Water and Waste Services	<input type="checkbox"/> Professional, Scientific and Technical Services
<input type="checkbox"/> Rental, Hiring and Real Estate Services	<input type="checkbox"/> Other Services
<input type="checkbox"/> Information Media and Telecommunications	<input type="checkbox"/> Other (please specify) <input type="text"/>

Q. 6 Is your job a casual job?

Yes No Don't know

Q. 7 On average, how many hours do you work each week in your job?

Hours per week

IF YOU HAVE MORE THAN ONE JOB:

Q. 8 On average, how many hours do you work each week in all your jobs?

Hours per week

Go to Question 12

Q. 9 If you don't currently have a paid job, are you:

- looking for full-time work (35 hours per week or more)
- looking for part-time work (less than 35 hours per week)
- not looking for work

Go to Question 12

Q. 10 What are the reasons you are currently not looking for work? (Please tick those boxes that apply to you)

- My study commitments
- My family commitments
- I have accepted a job that will commence at a later date
- I have no financial need to undertake paid employment
- Transport difficulties
- I would have to move away from home to undertake paid employment
- I have been unsuccessful in finding a job
- I don't feel ready for paid employment
- I do not wish to work
- Other (please specify) _____

Q. 11 Of the reasons you ticked in Question 10, please indicate which is the most influential by circling it.

Q. 12 Are you currently studying? (Note: If you are an apprentice or trainee we are interested in any current or future study component of your apprenticeship or traineeship)

- Yes, full-time
- Yes, part-time
- No, not studying

Go to Question 17

Q. 13 Where are you currently studying?

- University
- TAFE
- Private Training College
- School
- Other (please specify) _____

Q. 14 What is the level of this program?

- Degree
- Diploma
- Advanced Diploma
- Certificate – level IV
- Certificate – level III
- Certificate – level II
- Certificate – level I
- Certificate – (not known)
- Year 12
- Don't know
- Other (please specify) _____

Q. 15 What is the name of the program you are enrolled in? (For example, Bachelor of Business or Diploma of Hospitality Management)

Q. 16 What is the name of the institution and campus in which you are enrolled? (For example, Queensland University of Technology, Kelvin Grove Campus or Barrier Reef Institute of TAFE, Townsville)

Institution _____

Campus _____

Go to Question 22

Q. 17 Did you apply for a university place through QTAC or interstate tertiary admissions centre?

- Yes
- No

Go to Question 20

Q. 18 Did you receive an offer of a university place?

- Yes
- No
- Don't know

Go to Question 20

Q. 19 If you did receive an offer of a university place, did you:

- defer the offer
- decline the offer / not respond to the offer
- withdraw from the course
- Other (please specify) _____

Q. 20 Which of the following are reasons you are not currently studying? (Please tick those boxes that apply to you)

- My work commitments
- My family commitments
- I am working to qualify for independent Youth Allowance
- I am working in order to finance further study
- I want a break from study (e.g. travel)
- I don't feel ready for more study at the moment
- The course fees and other costs are a barrier
- I don't meet the entry criteria for the program I want to do
- There is too much travel involved
- I would need to move away from home
- I am not interested in further study
- Other (please specify) _____

Q. 21 Of the reasons you ticked in Question 20, please indicate which is the most influential by circling it.

Q. 22 We may wish to contact you next year to see how your plans are working out. Would you agree to be contacted to answer a few brief questions next year?

- Yes
- No

If you have any additional questions regarding this survey you can telephone on freecall 1 800 068 587.

Your voluntary participation in this important survey contributes valuable information that will benefit future students and put you in the running to win an iPod touch. Winners will be notified by mail in June 2009.

Thank you for your valuable time. Your answers will be treated confidentially.

Please return this survey by Friday 17 April 2009 in the reply paid envelope or alternatively post to PO Box 150337, CITY EAST QLD 4002.





Appendix 4

Supplementary tables

Table A4A 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 A4B 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)