



Chapter 4

Earning: Employment destinations

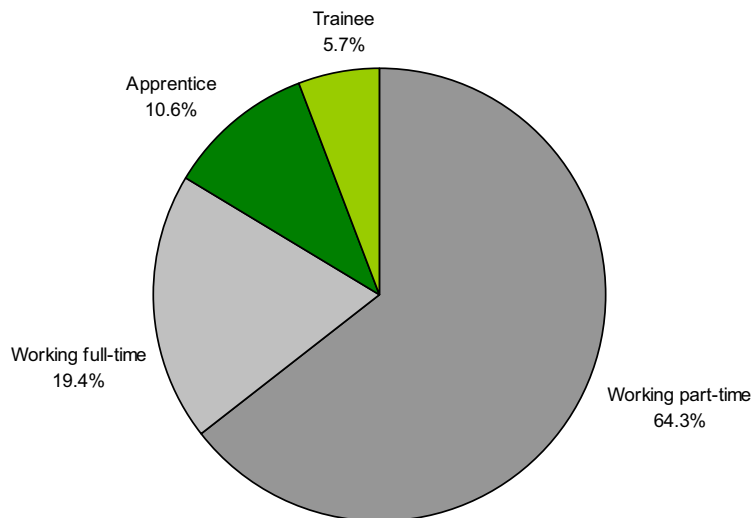
This chapter examines the labour market outcomes of Year 12 completers from 2008 in Queensland. It deals separately with the group as a whole, those not in education or training, those who were studying and working, and apprentices and trainees.

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.

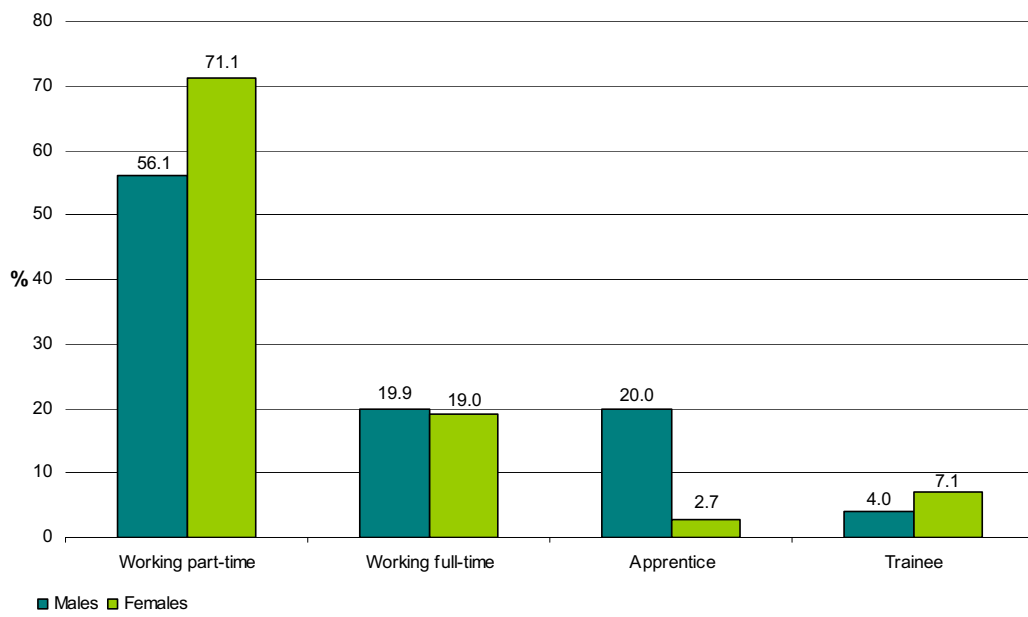
Figure 4.1 Work destinations of all Year 12 completers in employment, Queensland 2009



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

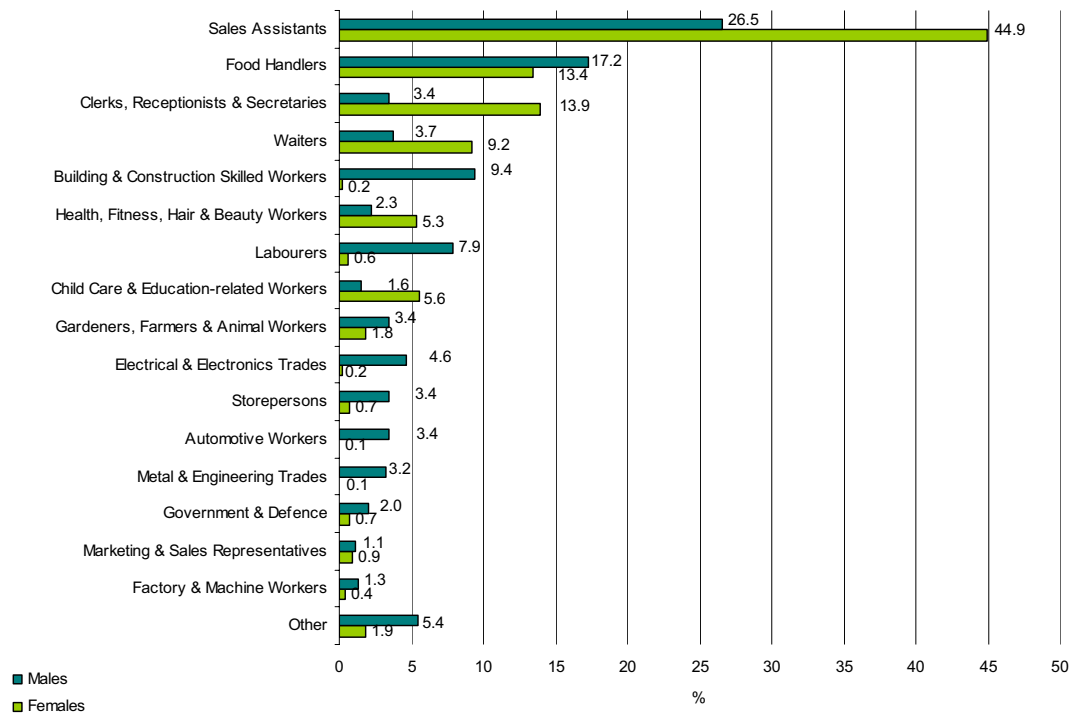
Occupational groups	no.	%
Sales Assistants	9 196	36.6
Food Handlers	3 810	15.2
Clerks, Receptionists & Secretaries	2 304	9.2
Waiters	1 693	6.7
Building & Construction Skilled Workers	1 095	4.4
Health, Fitness, Hair & Beauty Workers	990	3.9
Labourers	982	3.9
Child Care & Education-related Workers	946	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.

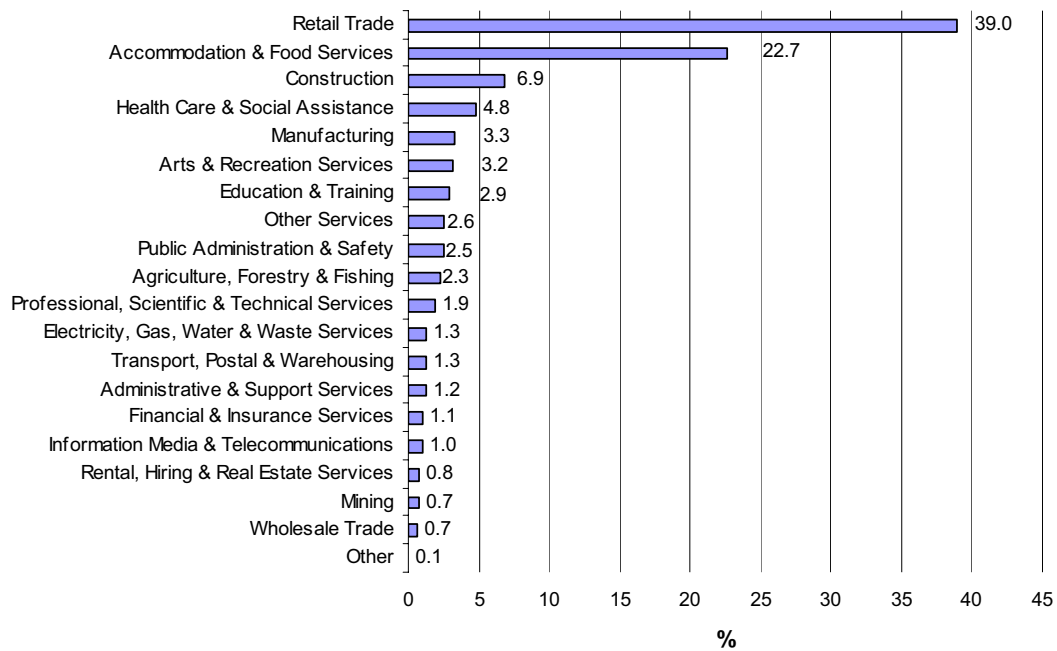
Figure 4.3 Occupational groups of all Year 12 completers in employment, by sex, Queensland 2009





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

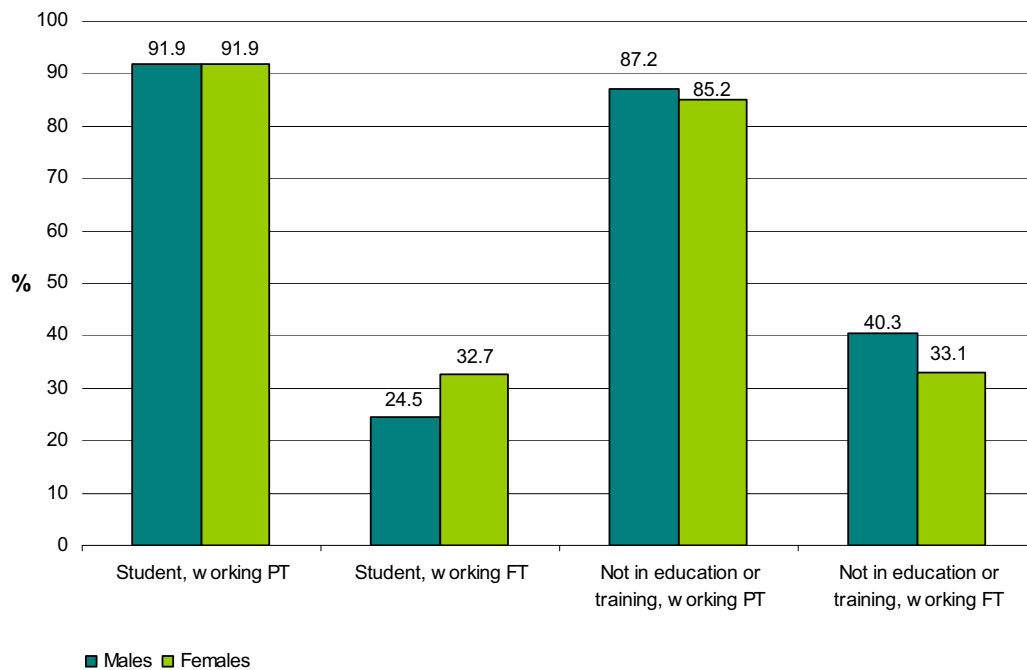
Note: This table excludes 421 apprentices and trainees who stated they were employed on a casual basis.

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

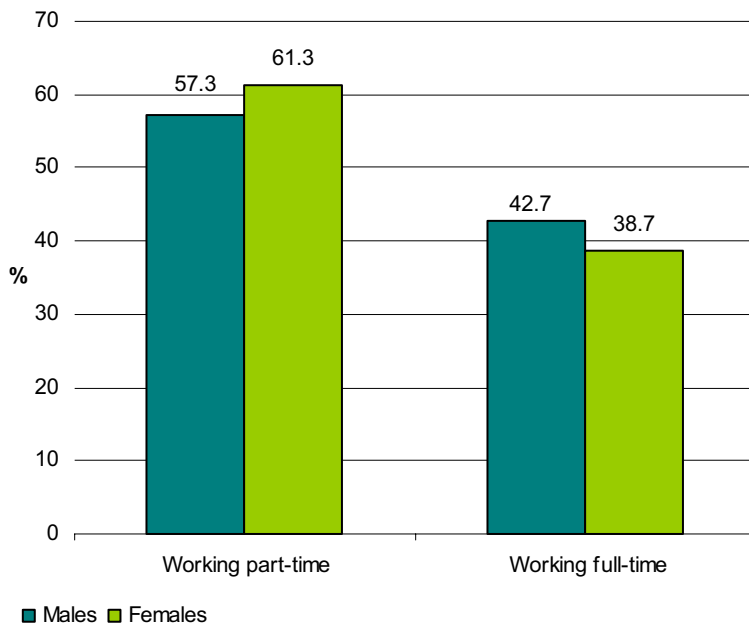


Table 4.3 reports the hours worked by Year 12 graduates not in further education or training. Two-thirds of these Year 12 graduates (66.2 per cent) were working 25 hours or more.

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

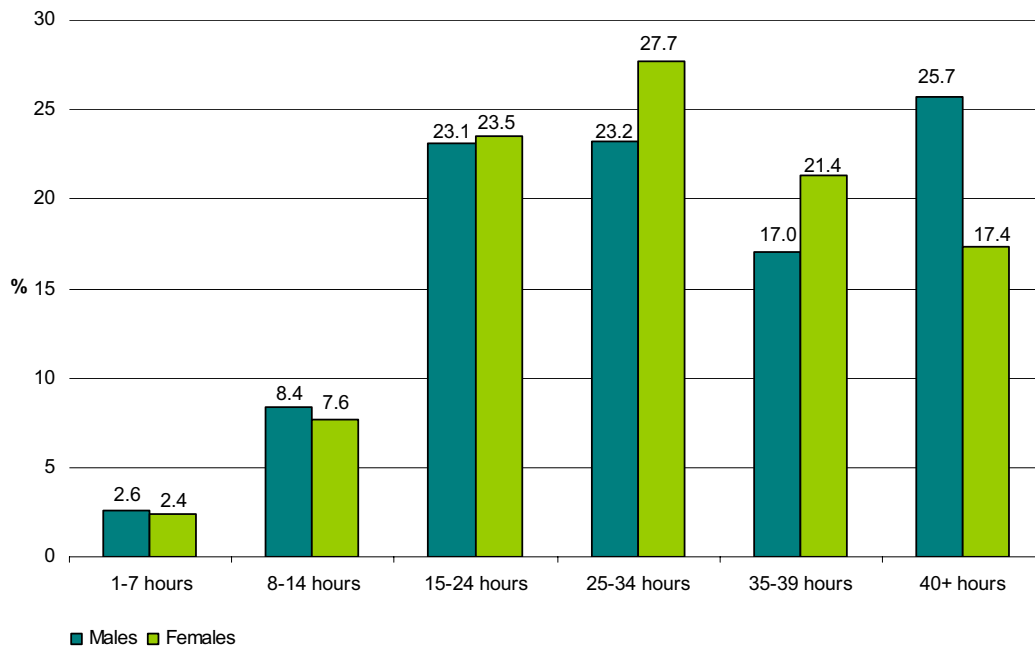


Figure 4.8 shows the occupations entered by Year 12 completers not in further education or training, by sex. For both males and females in this group, the single largest occupational group in which they were employed was Sales Assistants, followed by Food Handlers for males and Clerks, Receptionists & 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

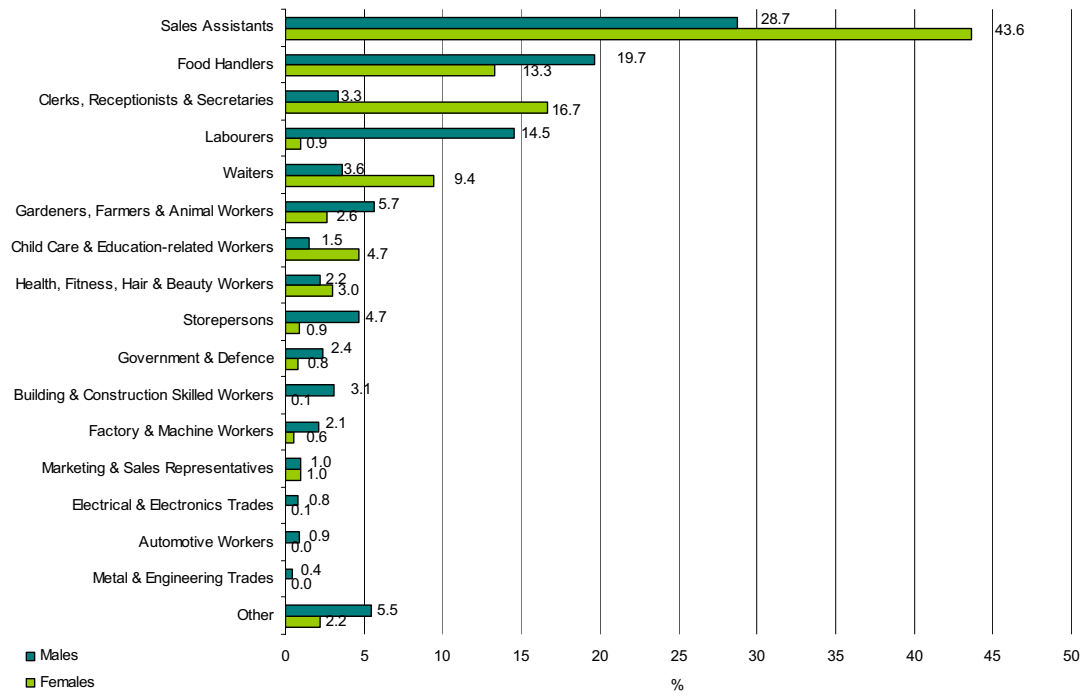




Table 4.4 reports the main industry areas entered by Year 12 completers not in further education or training. It shows that Retail Trade and Accommodation and Food Services were the main industry areas for both full-time and part-time workers. In the case of Year 12 completers working part-time, approximately 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

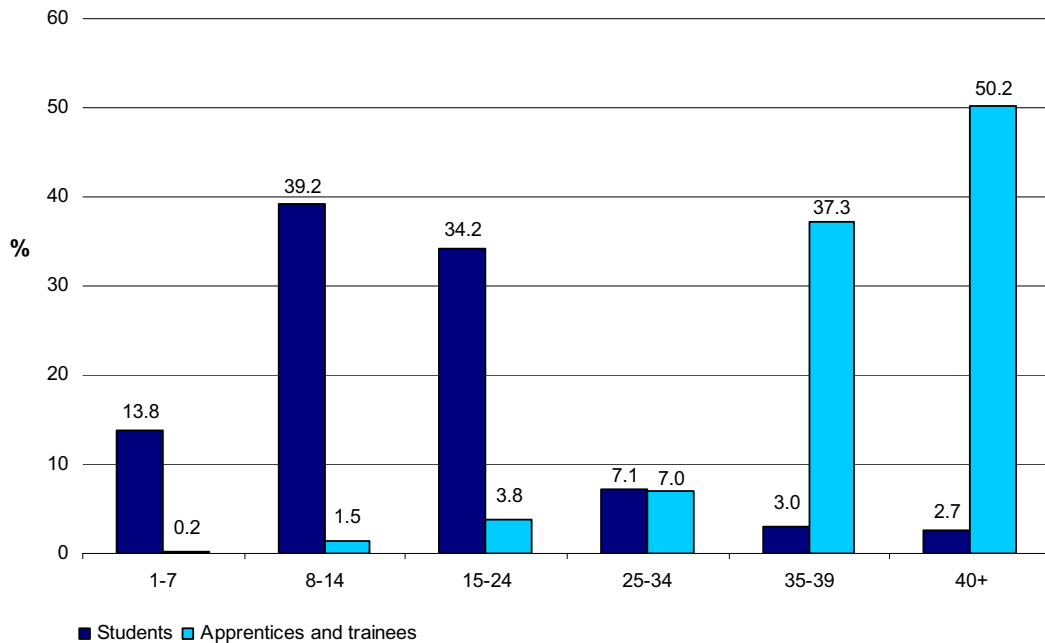




Table 4.6 shows the occupational groups in which Year 12 completers in employment and study were working. It can be seen that over half (50.7 per cent) were working in the two main occupational groups of Sales Assistants (36.2 per cent) and Food Handlers (14.4 per cent) while the remainder were dispersed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

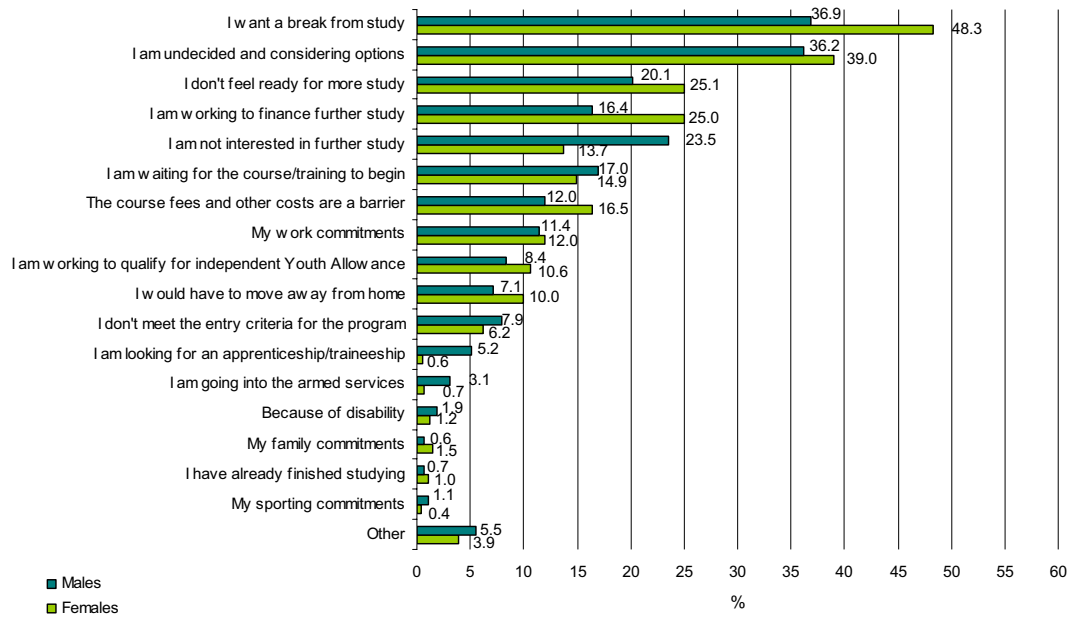
Work status	Males		Females		Total	
	no.	%	no.	%	no.	%
Working full-time	2 002	30.2	2 284	30.6	4 286	30.4
Working part-time	2 685	40.5	3 612	48.4	6 297	44.7
Seeking work	1 597	24.1	1 240	16.6	2 837	20.1
Not studying/not in the labour force	351	5.3	321	4.3	672	4.8
Total	6 635	100.0	7 457	100.0	14 092	100.0

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.

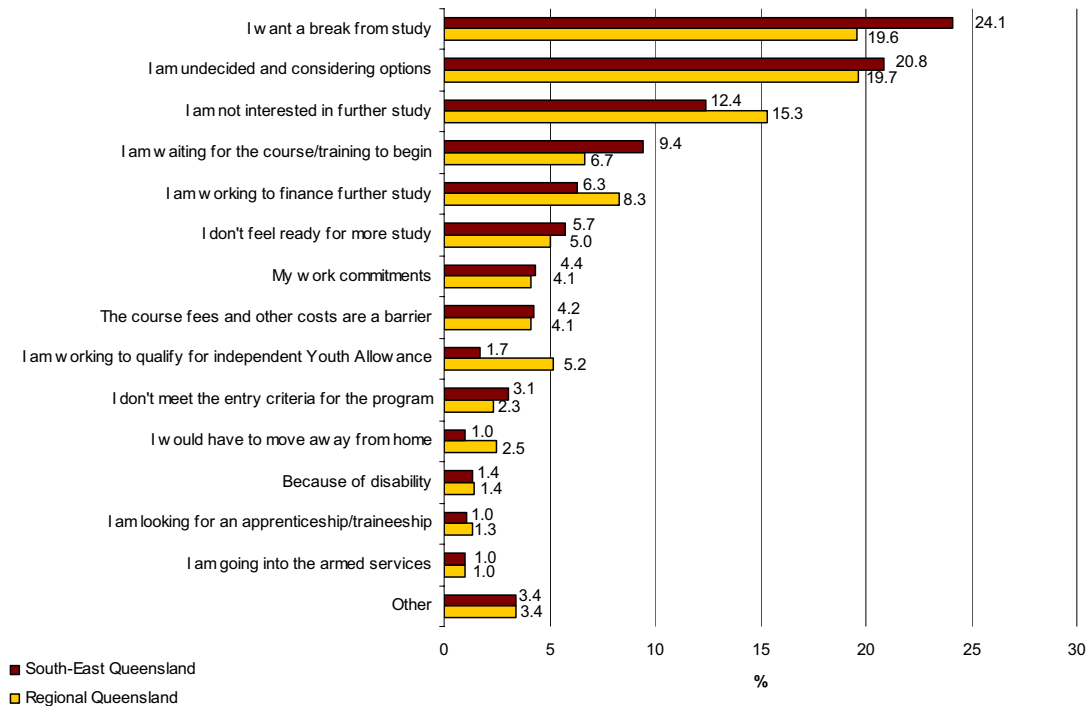
Table 5.2 Main reason of Year 12 completers for not studying, by sex, Queensland 2009

	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

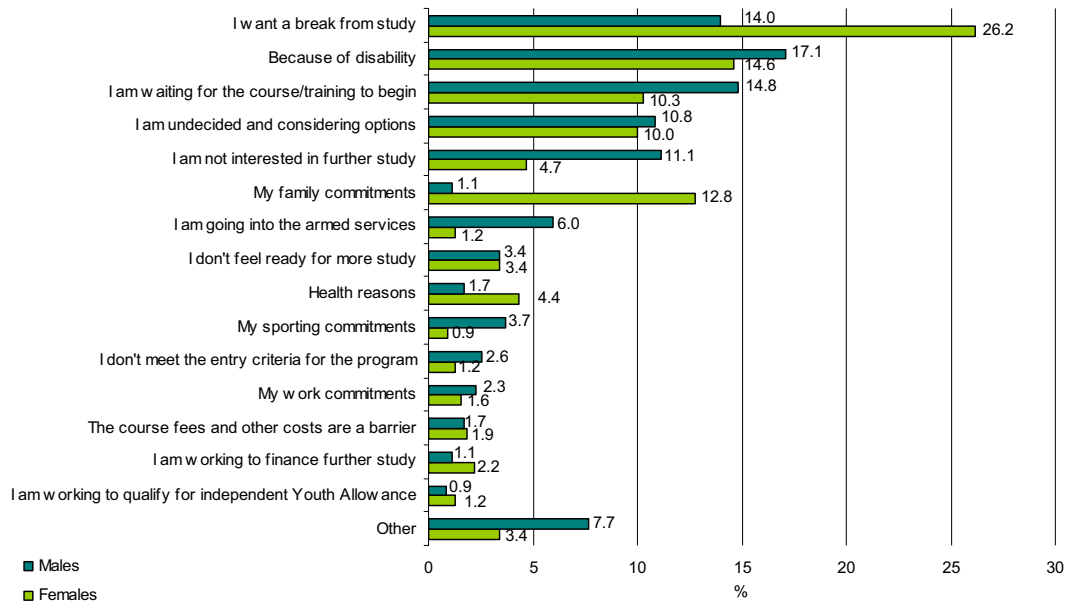
	no.	%
All Year 12 graduates	672	1.9
Males	351	2.1
Females	321	1.7
Indigenous	41	4.3
LBOTE	40	2.5
South-East Queensland	440	1.9
Regional Queensland	232	2.1
QCIA	107	26.4
SAT	56	1.2
International visa	6	2.2
VET qualification (awarded a Year 12 VET in Schools qualification)	311	1.8

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

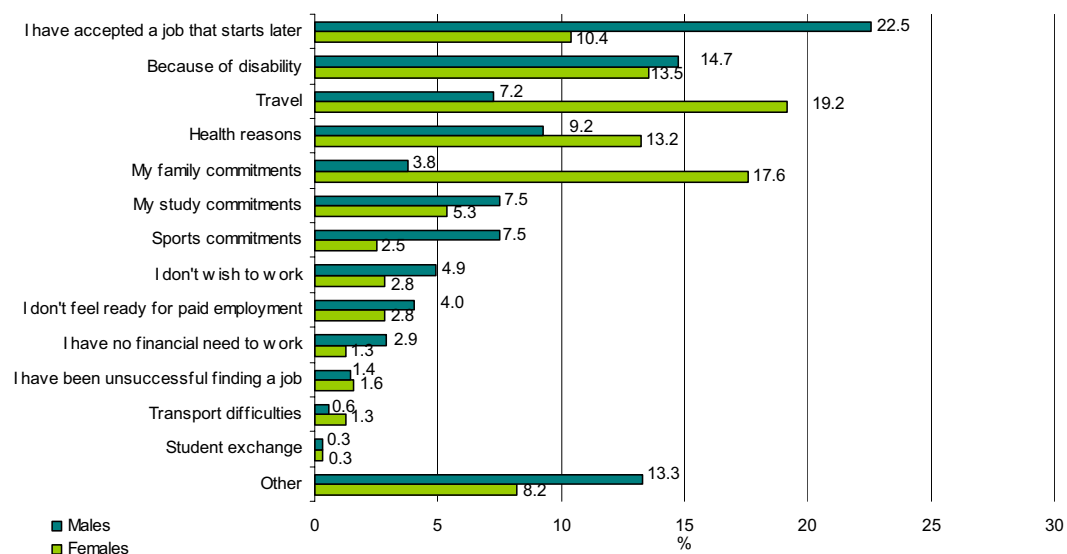
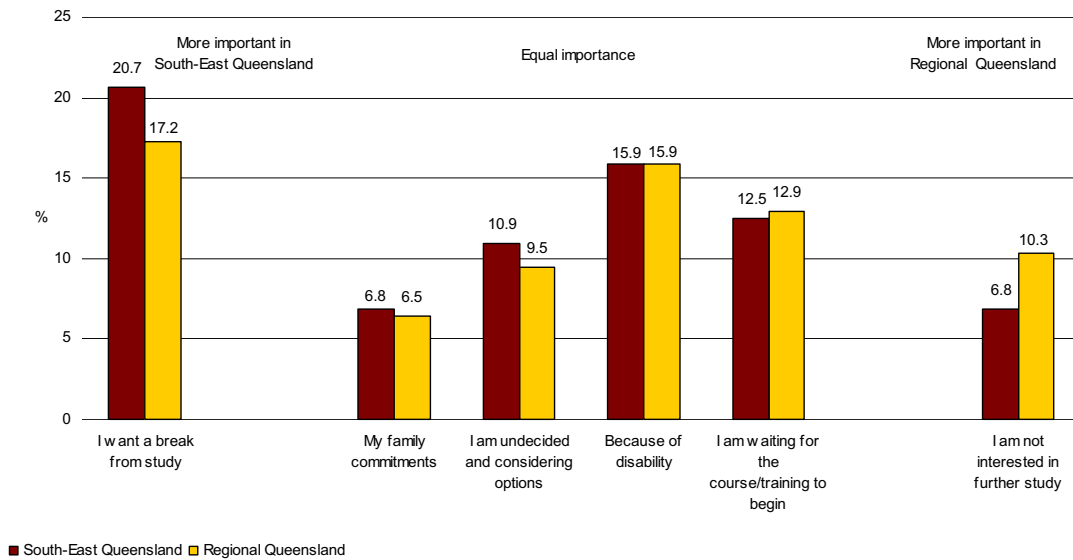




Figure 5.5 shows that geographical location did not have a great deal of influence over the main reason given for not studying by Year 12 completers who were not learning, not earning and not seeking work. However, Year 12 completers in South-East Queensland were more likely than those from Regional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

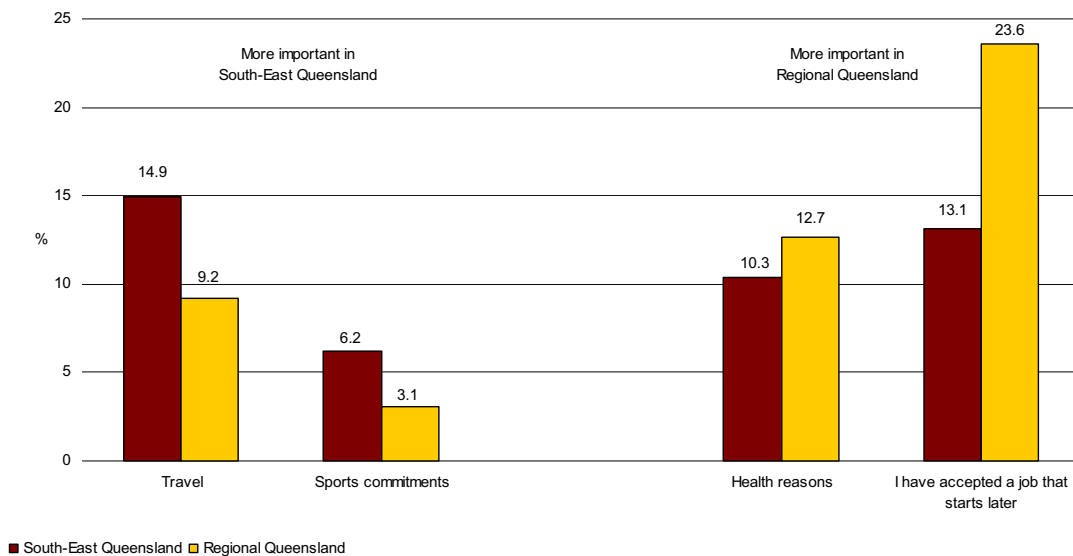
Figure 5.5 Main reason for not studying of Year 12 completers not learning, not earning and not seeking work, by South-East Queensland/Regional Queensland, Queensland 2009



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.