



nextstep

2010

A report on the
destinations of Year 12
completers from 2009
in Queensland

Darling Downs-South West Regional Report



Next Step 2010

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destinations of Year 12
completers from 2009**

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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.
ARIA	Accessibility/Remoteness Index of Australia – ARIA measures remoteness in terms of access along the road network from 11 340 populated localities to four categories of services centres.
ASGC	The Australian Standard Geographical Classification - a hierarchical geographical classification, defined by the Australian Bureau of Statistics (ABS), which is used in the collection and dissemination of official statistics. The ASGC provides a common framework of statistical geography and thereby enables the production of statistics which are comparable and can be spatially integrated.
CATI	Computer-Assisted Telephone Interviewing - A type of telephone interviewing in which the interviewer keys in answers to questions as they are received onto a data entry keyboard.
DET	Department of Education and Training
FT	Full-time
Full-time work	The ABS definition of an employed person who usually works 35 hours or more a week (in all jobs).
IBD	The International Baccalaureate Diploma Programme - 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 identify themselves as being of Aboriginal and/or Torres Strait Islander origin.
LBOTE	Language Background Other Than English is now used nationally in preference to 'Non-English Speaking Background' (NESB). For the purpose of this report international VISA students have been excluded from this category.
NILF	Not In the Labour Force – Refers to people who are not working and not looking for work



OGS	Office of the Government Statistician - The Office of the Government Statistician is the Queensland Government's lead statistical agency, and regularly conducts surveys with individuals, households and businesses to collect official statistics about issues of interest to Government and to people in Queensland.
OP	Overall positions - provide a statewide ranking of students based on achievement in Queensland Studies Authority subjects studied for the Queensland Certificate of Education. To receive an OP, students must study a certain number and pattern of Authority subjects, complete Year 12, and sit for the Queensland Core Skills Test.
PT	Part-time
Part-time work	The ABS definition of an employed person who usually works less than 35 hours a week (in all jobs).
QCE	Queensland Certificate of Education – The QCE is Queensland's senior school qualification, which is awarded to eligible students usually at the end of Year 12. The QCE recognises broad learning options and offers flexibility in what, where and when learning occurs. For further information regarding the QCE go to the Queensland Studies Authority website www.qsa.qld.edu.au
QCIA	Queensland Certificate of Individual Achievement - 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 - agency responsible for syllabus development, assessment and the transition to tertiary education and post-school destinations for Queensland students from preschool to Year 12.
Regional Queensland	Includes all ABS Statistical Divisions except Brisbane, Gold Coast, Sunshine Coast and West Moreton. See Appendix 2, Figure A2A.
SAT	School-based apprenticeships and traineeships - allow high school students - typically those in Years 11 and 12 - to undertake a training qualification and work with an employer as a paid employee while studying for their senior statement.
SD	Statistical Division – A Statistical Division (SD) is an Australian Standard Geographical Classification (ASGC) defined area which represents a large, general purpose, regional type geographic area. SDs represent relatively homogeneous regions characterised by identifiable social and economic links between the inhabitants and between the economic units within the region, under the unifying influence of one or more major towns or cities.



SEIFA	Socio-Economic Indexes for Areas have been developed as way of assessing socio-economic status across the population. SEIFA enables areas in Australia to be ranked according to four different indexes. One of these is the Index of Relative Socio-economic Disadvantage, which provides a method of determining and comparing levels of social and economic disadvantage in given areas at a given point in time.
SES	Socioeconomic status - A relative position in the community as determined by occupation, income and amount of education.
South-East Queensland	Includes the ABS Statistical Divisions of Brisbane, Gold Coast, Sunshine Coast and West Moreton. See Appendix 2, FigureA2B.
SSD	The Statistical Subdivision (SSD) is an Australian Standard Geographical Classification (ASGC) defined area which represents an intermediate level, general purpose, regional type geographic unit. SSDs consist of one or more Statistical Local Areas (SLAs) and cover, in aggregate, the whole of Australia without gaps or overlaps.
TAFE	Technical and further education - A publicly-funded post-secondary organisation that provides a range of technical and vocational education and training courses and other programs
VET	Vocational Education and Training - Post-compulsory education and training, excluding degree and higher level programs delivered by further education institutions, which provides people with occupational or work-related knowledge and skills. VET also includes programs which provide the basis for subsequent vocational programs.



Introduction

Aims of the project

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

The objectives of the survey are to assist:

- parents and the wider public to know the pathways of young people after completing Year 12 and to appreciate the range of options available to students
- schools to review and plan their services for students, especially in the senior years of schooling
- school system personnel to review their education policies as they affect the transition from school to further study and employment
- training bodies, universities, business and industry, local government and regional planners to plan their services.

The survey follows the destinations of students who completed Year 12 at Government schools, Catholic schools, independent schools and TAFE secondary colleges.

Methodology

The *Next Step* 2010 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 2009, 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 44 526 Year 12 completers who were deemed in-scope for this survey.

The survey was conducted between 30 March and 12 May 2010, approximately six months after the young people left school. This timing was designed to be after tertiary education places for 2010 were accepted, and while most of these young people were still contactable via their 2009 home address details.

Responses were predominantly collected via computer-assisted telephone interviewing (CATI), with paper-based and web-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 36 638 completed surveys were received. Of these, 42 were collected via a web survey, 127 by mail and 36 469 by CATI.

Regional reports are based on statistical divisions used by the Australian Bureau of Statistics.

For this region – Darling Downs-South West – a total of 2396 completed surveys were received resulting in a response rate of 83.0 per cent.

Please note that some survey participants did not provide information for particular survey questions. As a result, the number of responses shown in some tables may not reflect the totals reported for the main destinations appearing in Table 2.

Students were allocated to this region on the basis of the location of the school they attended in 2009. These data are shown in the Appendix (Table A2A).



Main Findings

At the time of the survey:

Destinations

- Nearly nine in ten (89.4 per cent) Year 12 completers in this region were studying or in paid employment. (Figure 1)
- One half (52.8 per cent) continued in some recognised form of education and training in the year after they left school. (Figure 1)
- More than a quarter were undertaking a university degree (27.4 per cent). (Figure 1)
- Over a quarter (25.4 per cent) were studying vocational education and training (VET). (Figure 1)
- One third of the campus-based VET students were studying at Certificate IV level or higher (2.7 per cent of Year 12 completers overall). (Figure 1)
- One in six (17.2 per cent) were undertaking employment-based training, either as an apprentice (11.0 per cent) or trainee (6.1 per cent). (Figure 1)
- In addition to the above study destinations, a further 12.4 per cent of Year 12 graduates from this region deferred a tertiary offer in 2010 (deferrers are shown in Figure 1 in their actual current destination and in Figure 3 as deferrers).
- Nearly one half (47.2 per cent) did not enter post-school education or training and were either employed (36.6 per cent), looking for work (8.3 per cent) or neither working, seeking work or studying (2.3 per cent). (Figure 1)

Learning: education and training destinations

Amongst the 52.8 per cent of Year 12 completers continuing in some form of education or training the most common fields of study were Engineering and Related Technologies, Management and Commerce (e.g. Business, Tourism), Health and Society and Culture (e.g. Arts, Law). (Table 4)

The University of Southern Queensland, Southern Queensland Institute of TAFE, University of Queensland and Private Training Colleges were the four tertiary institutions most commonly entered by Year 12 completers, accounting for two thirds of Year 12 completers (67.4 per cent) in post-school education and training destinations. (Table 5)

Earning: employment destinations

Of those Year 12 graduates working, nearly half were in part-time employment (48.0 per cent), while 28.1 per cent were in full-time employment, 15.4 per cent were apprentices and 8.6 per cent were trainees. (Table 6)

Over four in ten of all Year 12 completers in employment (46.2 per cent) were working in just three occupational groups — Sales Assistants, Clerks, Receptionists and Secretaries and Building and Construction Skilled Workers. Sales Assistants were the most common occupational group (29.4 per cent), with the next most common being Clerks, Receptionists and Secretaries (10.0 per cent), followed by Building and Construction Skilled Workers (6.8 per cent). (Table 7)



Not learning or earning

The survey identified 8.3 per cent of Year 12 graduates who were seeking work. (Figure 1)

A further 2.3 per cent of Year 12 completers were neither studying nor seeking work. This group includes those with a disability or health condition, and those travelling or waiting for their course to commence. (Figure 1)

The most common main reasons given for not continuing in study were that young people wanted a break from study (for example to travel), were undecided and considering their options and were not interested in further study. (Table 9)

Different people, different pathways

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

Sex

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

- Females were more likely than males to enter a university degree course (29.3 per cent compared to 25.2 per cent of males), and more likely to enrol in campus-based VET programs (9.4 per cent compared to 7.0 per cent of males). (Table 2)
- Males were more than six times as likely as females to enter an apprenticeship, while females were twice as likely to commence a traineeship. (Table 2)
- Females were three times as likely to study in the fields of Management and Commerce and Education and twice as likely to study in the fields of Society and Culture, Health and Food, Hospitality and Personal Services. (Table 4)
- Males were seventeen times as likely to study Information Technology, twelve times as likely to enrol in Architecture and Building courses and ten times as likely as females to enrol in Engineering and Related Technologies courses. (Table 4)
- Females were more likely than males to be working in part-time jobs (54.6 per cent compared to 40.4 per cent), and working in full-time jobs (29.8 per cent compared to 26.0 per cent of males). (Table 6)

VET students in schools

Over one half of Year 12 graduates in this region left school with a VET qualification (53.4 per cent), while 20.7 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 (17.3 per cent compared to 39.0 per cent). However, they had higher rates of transition to employment-based training (22.1 per cent compared to 11.5 per cent). They were also more likely to enter employment with no further education and training (40.0 per cent compared to 32.7 per cent). (Table 12)

School-based apprentices and trainees were more than four times as likely to undertake apprenticeships and traineeships after school as other Year 12 completers (43.0 per cent compared to 10.4 per cent). (Table 13)

Overall Position/International Baccalaureate Diploma

Of those awarded an Overall Position/International Baccalaureate Diploma (OP/IBD), over one half (59.2 per cent) of Year 12 completers entered into further education with university being the main destination (43.5 per cent). However, the survey



showed that those not awarded an OP or an IBD had a higher rate of transition into employment-based training (29.5 per cent compared to 9.3 per cent) yet just as likely to enter employment without further education and training (41.2 per cent compared to 33.6 per cent). (Table 14)

Those not awarded an OP or an IBD were also twice as likely to be seeking work as those awarded an OP or an IBD (11.9 per cent compared to 6.1 per cent). (Table 14)

Disability

The survey was not able to identify students with a disability, but did include those who were awarded a Queensland Certificate of Individual Achievement (QCIA), which is intended for students with an impairment or difficulties in learning that are not primarily due to socioeconomic, cultural and/or linguistic factors.

Among Year 12 completers of this region, only 1.0 per cent (24 respondents) identified themselves as achieving a QCIA. Of these 24 respondents, five entered VET Cert I-II, one commenced a traineeship, three entered full-time work, seven respondents are seeking work and eight respondents are not studying nor in the labour force. (Table 15)

Queensland Certificate of Education

Over three quarters (79.3 per cent) of Year 12 completers received a Queensland Certificate of Education (QCE). Those with a QCE were more likely to enrol in a university degree course than others (33.3 per cent compared to 4.8 per cent). However, those not awarded a QCE were more likely to enter employment-based training (21.2 per cent compared to 16.1 per cent) and just as likely to enter employment with no further education and training (38.4 per cent compared to 36.1 per cent).

Those not awarded a QCE were almost three times as likely to be seeking work as those awarded a QCE (17.4 per cent compared to 6.0 per cent). (Table 16)

Indigenous

Indigenous Year 12 completers were less likely than their non-Indigenous peers to enrol at university (12.9 per cent compared to 28.0 per cent). Nonetheless, 12 Indigenous young people who completed the survey commenced university studies in 2010. (Table 17)

Indigenous students were slightly more likely to be an apprentice or trainee (19.4 per cent compared to 17.1 per cent) and slightly less likely to have a main destination of working (33.3 per cent compared to 36.7 per cent). (Table 17)

Indigenous Year 12 completers were more likely than their non-Indigenous counterparts to enrol in campus-based VET courses (16.1 per cent compared to 7.9 per cent). (Table 17)

Indigenous Year 12 completers were also more likely to be seeking work than their non-Indigenous peers (15.1 per cent compared to 8.1 per cent). (Table 17)

Language background other than English

Students with a language background other than English (LBOTE) were more likely to enrol at university (51.1 per cent compared to 26.8 per cent) but just as likely to enter VET Cert IV level and above (2.1 per cent compared to 2.7 per cent). (Table 18)



LBOTE students were less likely to be in employment-based training (12.8 per cent compared to 17.3 per cent). They were also less likely to enter employment without further education and training (12.8 per cent compared to 37.1 per cent). (Table 18)

Socioeconomic status

Transition to post-school education and training was strongly associated with socioeconomic status (SES), increasing from 49.8 per cent for the lowest SES quartile to 60.9 per cent for the highest SES quartile. (Table 19)

Regional comparisons

Year 12 completers in Darling Downs-South West Region had similar post-schooling destinations to Regional Queensland Year 12 completers while there were strong differences to statewide. Those from Darling Downs-South West Region were less likely than statewide to enter university, but were more likely to enter employment-based training and more likely to enter employment with no further education and training. (Figure 2)

Year 12 completers not in education or training in Darling Downs-South West Region had varied employment destinations to Regional Queensland and statewide Year 12 completers. Those from the Darling Downs-South West Region were less likely to be seeking work and working part-time than those from regional Queensland and statewide, however, they were more likely to be working full-time. (Figure 5)

The occupations and industry categories of Year 12 completers in Darling Downs-South West Region also showed difference when compared to those of Year 12 completers statewide. Those from the Darling Downs-South West Region were less likely to be Sales Assistants and Food Handlers than those from statewide, however, were more likely to be Gardeners, Farmers, and Animal Workers, Building and Construction Skilled Workers and Labourers. (Table 7)

This is also reflected in the different industries of Year 12 completers in the Darling Down-South West Region. Those from Darling Downs -South West Region were less likely to enter in to Retail Trade and Accommodation and Food Services than other Year 12 completers but were more likely to enter in to industries such as Construction and Agriculture, Forestry and Fishing. (Table 8)

The main reasons given for not studying by Darling Downs-South West Region Year 12 completers resemble those of Regional Queensland and statewide. (Table 10)

Darling Downs-South West Region Year 12 completers who were not learning, not earning and not seeking work show strong differences in the main reasons for not seeking work than to those of Regional Queensland and statewide. Those from the Darling Downs-South West Region were less likely than Regional Queensland and statewide to report having accepted a job that starts later or study commitments as their main reasons for not seeking work. Darling Downs-South West Region Year 12 completers were more likely than Regional Queensland and statewide to not be seeking work because of travel, health reasons and family commitments. (Table 11)



Comparisons over time

Comparisons between the destinations of Year 12 graduates from Darling Downs-South West Region for the years 2006, 2007, 2008, 2009 and 2010 reveal significant changes and strong emerging trends. The 2010 data when compared to the 2009 data show increases in the destinations of university and working part-time and a decrease in working full-time.

Emerging trends reveal a yearly decrease in working full-time since 2008. Trainees are emerging as a declining trend however Working part-time work and seeking work both show yearly increases as main destinations

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



Main destinations

All respondents were categorised into their main destination, as outlined in Table 1. Tertiary students are assigned to the study categories regardless of their labour force status (i.e. they may also be working or even looking for work).

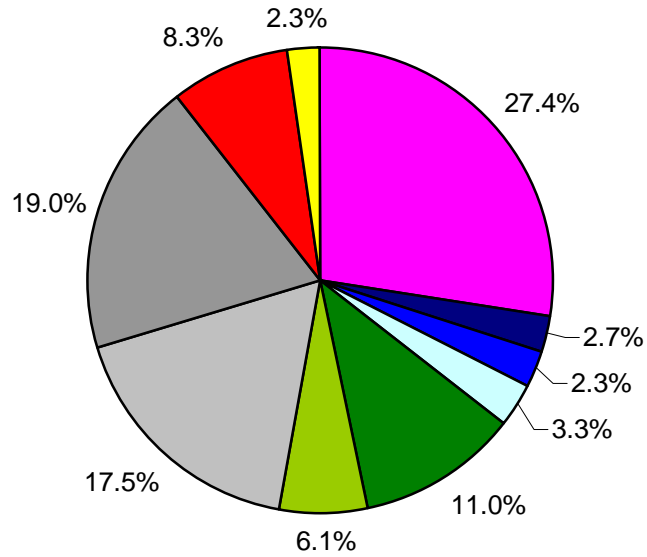
Table 1 Main Destination Categorisations, Next Step 2010

<i>Higher Education</i>	
University (degree)*	Studying at degree level
<i>VET categories</i>	
VET Cert IV+*	Studying Certificate IV, Diploma or Advanced Diploma (excluding apprentices and trainees)
VET Cert III*	Studying Certificate III (excluding apprentices and trainees).
VET Cert I-II/other*	Studying Certificate I or II (excluding apprentices and trainees). This category also includes students in an "unspecified" VET course, or in other basic courses (e.g. Year 12, bridging course, etc.) and with an unknown course level
Apprentice	Working and in employment-based apprenticeship
Trainee	Working and in employment-based traineeship
<i>No further education or training</i>	
Working full-time	Working full-time (35 hours or more per week) and not in a study or training destination. This includes people with part-time or casual jobs that total 35 hours or more
Working part-time	Working part-time or casual (fewer than 35 hours per week) and not in a study or training destination
Seeking work	Looking for work and not in a study or training destination
Not studying and not in the labour force	Not in study or training, not working and not looking for work

*Some respondents are also in the labour market



Figure 1 Main destinations of Year 12 completers, Darling Downs-South West, 2010



- University (degree) (27.4%)
- VET Cert IV+ (2.7%) *
- VET Cert III (2.3%) *
- VET Cert I-II/other (3.3%) *
- Apprentice (11.0%) *
- Trainee (6.1%) *
- Working FT (17.5%)
- Working PT (19.0%)
- Seeking work (8.3%)
- Not studying/NILF (2.3%)

* included in VET total
VET total = 25.4%



Table 2 Main destinations of Year 12 completers, by sex, Darling Downs-South West, 2010

<i>Main Destination</i>	<i>Males</i>		<i>Females</i>		<i>Total</i>	
	<i>no.</i>	<i>%</i>	<i>no.</i>	<i>%</i>	<i>no.</i>	<i>%</i>
University (degree)	278	25.2	379	29.3	657	27.4
VET Cert IV+ *	24	2.2	41	3.2	65	2.7
VET Cert III *	13	1.2	41	3.2	54	2.3
VET Cert I-II/other *	40	3.6	39	3.0	79	3.3
Apprentice *	224	20.3	40	3.1	264	11.0
Trainee *	43	3.9	104	8.0	147	6.1
Working FT	179	16.2	241	18.6	420	17.5
Working PT	178	16.1	278	21.5	456	19.0
Seeking work	97	8.8	103	8.0	200	8.3
Not studying/NILF	27	2.4	27	2.1	54	2.3
<i>Total VET</i>	<i>344</i>	<i>31.2</i>	<i>265</i>	<i>20.5</i>	<i>609</i>	<i>25.4</i>
Total	1 103	100.0	1 293	100.0	2 396	100.0

* Included in Total VET



Figure 2 Main destinations of Year 12 completers, Darling Downs-South West, Regional Queensland and Queensland, 2010

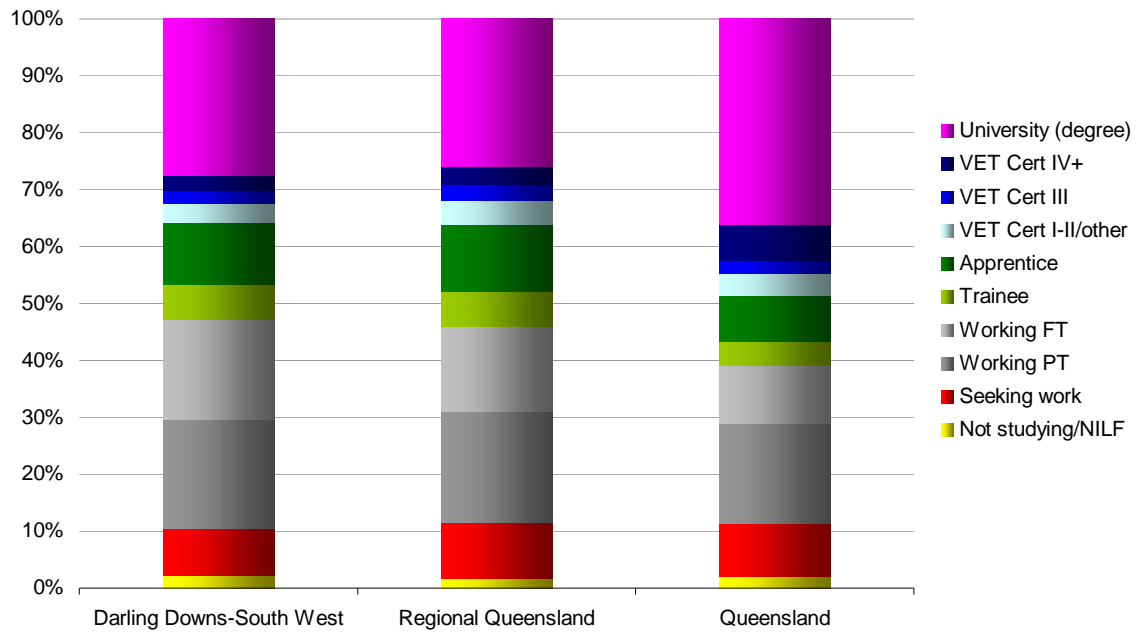


Table 3 Study and labour force destinations of Year 12 completers, Darling Downs-South West, 2010

		<i>Uni degree</i>	<i>VET Cert IV+</i>	<i>VET Cert III</i>	<i>VET Cert I-II</i>	<i>Study other/unspecified</i>	<i>Not studying</i>	<i>Total</i>
Working full-time	<i>no.</i>	32	9	14	1	6	420	482
	<i>%</i>	4.9	9.5	4.3	2.2	4.2	37.2	20.1
Working part-time	<i>no.</i>	293	26	27	5	18	456	825
	<i>%</i>	44.6	27.4	8.3	10.9	12.6	40.4	34.4
Apprentice	<i>no.</i>	0	18	188	8	50	0	264
	<i>%</i>	0.0	18.9	57.8	17.4	35.0	0.0	11.0
Trainee	<i>no.</i>	0	12	83	23	29	0	147
	<i>%</i>	0.0	12.6	25.5	50.0	20.3	0.0	6.1
Seeking work	<i>no.</i>	144	22	10	7	18	200	401
	<i>%</i>	21.9	23.2	3.1	15.2	12.6	17.7	16.7
Not working/not seeking work	<i>no.</i>	188	8	3	2	22	54	277
	<i>%</i>	28.6	8.4	0.9	4.3	15.4	4.8	11.6
Total	<i>no.</i>	657	95	325	46	143	1 130	2 396
	<i>%</i>	100.0	100.0	100.0	100.0	100.0	100.0	100.0



Figure 3

Main destinations of Year 12 completers, with deferrals identified, Darling Downs-South West, 2010

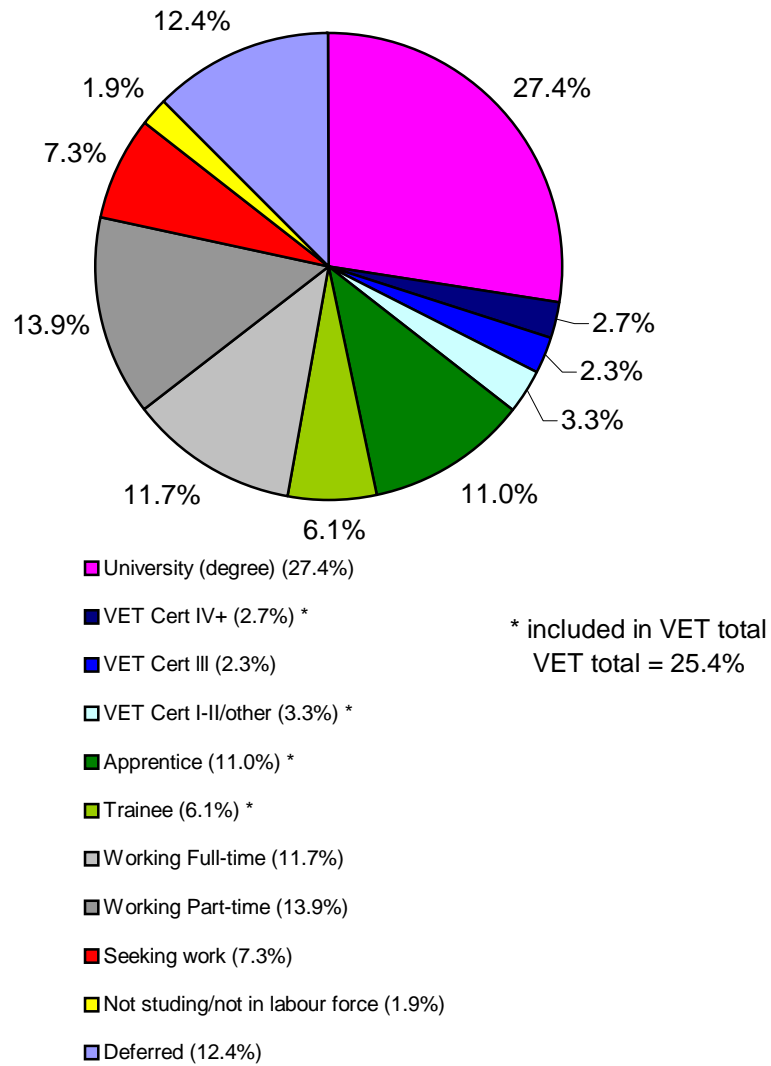




Figure 4 Comparison of main destinations of Year 12 completers, Darling Downs-South West, 2006 - 2010

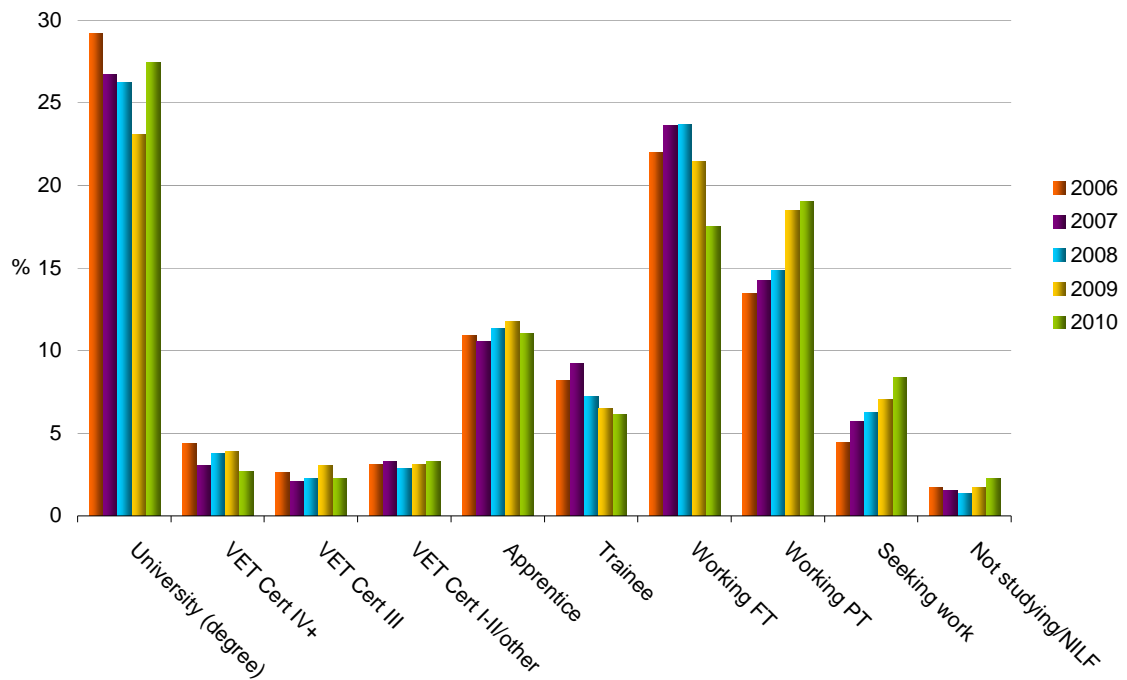


Table 4 Field of study of Year 12 completers, by sex, Darling Downs-South West, 2010

<i>Field of Study</i>	<i>Males</i> %	<i>Females</i> %	<i>Total</i> %
Engineering & Related Technologies	29.9	2.8	16.2
Management & Commerce	6.5	19.0	12.9
Health	6.4	16.9	11.7
Society & Culture	8.0	15.2	11.7
Architecture & Building	13.7	1.1	7.3
Education	3.3	11.2	7.3
Creative Arts	5.4	8.2	6.8
Food, Hospitality & Personal Services	4.9	8.2	6.6
Natural & Physical Sciences	5.1	6.8	5.9
Double Field of Study	3.6	4.0	3.8
Information Technology	5.2	0.3	2.7
Mixed Field Programs	2.6	1.7	2.2
Agriculture, Environmental & Related Studies	0.5	2.1	1.3
Year 12/Senior/Student Exchange	0.5	0.9	0.7
Defence Force Study	0.3	0.0	0.2
Other	4.1	1.4	2.7
Total	100.0	100.0	100.0

Note: Field of study categories based on the Australian Standard Classification of Education (ABS cat. no. 1272.0).



Table 5 Post-school institutions of Year 12 completers, Darling Downs-South West, 2010

<i>Institution</i>	<i>no.</i>	<i>%</i>
University of Southern Queensland	315	25.3
Southern Queensland Institute of TAFE	235	18.9
University of Queensland	151	12.1
Private Training Colleges	138	11.1
Queensland University of Technology	68	5.5
Griffith University	55	4.4
Interstate Universities	27	2.2
Careers Australian Institute of Technology	21	1.7
University of the Sunshine Coast	20	1.6
Skills Tech Australia	17	1.4
Secondary Schools	14	1.1
Other Queensland TAFEs	13	1.0
Southbank Institute of TAFE	13	1.0
Armed Forces	10	0.8
Bond University	10	0.8
James Cook University	10	0.8
Metropolitan South Institute of TAFE	9	0.7
Brisbane North Institute of TAFE	8	0.6
Interstate TAFEs	6	0.5
Qantm College	6	0.5
Central Queensland University	5	0.4
Sunshine Institute of TAFE	5	0.4
Australian Catholic University	4	0.3
Central Queensland Institute of TAFE	4	0.3
The Bremer Institute of TAFE	3	0.2
Wide Bay Institute of TAFE	3	0.2
Australian Technical College	1	0.1
Tropical North Institute of TAFE	1	0.1
Barrier Reef Institute of TAFE	1	0.1
Australian College of Natural Medicine	1	0.1
Gold Coast Institute of TAFE	1	0.1
Other	69	5.5
Total	1 244	100.0



Table 6 Work destinations of all Year 12 completers in employment, by sex, Darling Downs-South West, 2010

Work Destination	Males		Females		Total	
	no.	%	no.	%	no.	%
Apprentice	224	28.2	40	4.3	264	15.4
Trainee	43	5.4	104	11.3	147	8.6
Working full-time	207	26.0	275	29.8	482	28.1
Working part-time	321	40.4	504	54.6	825	48.0
Total	795	100.0	923	100.0	1 718	100.0

Figure 5 Main destinations of Year 12 completers not in education or training, Darling Downs-South West, Regional Queensland and Queensland, 2010

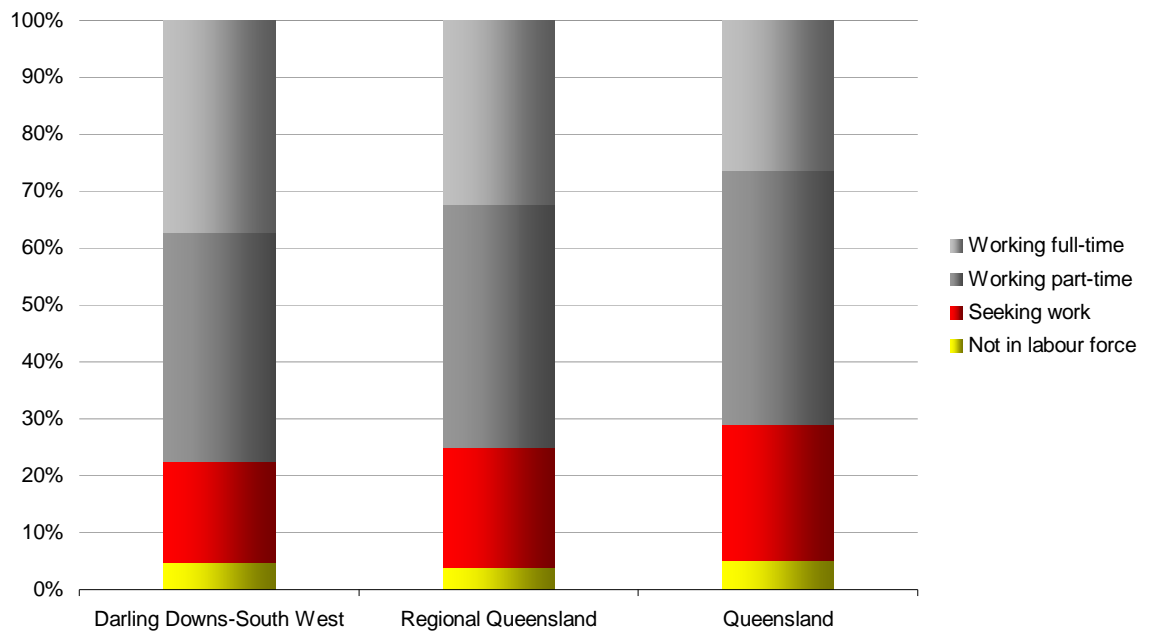




Table 7 Occupational groups of all Year 12 completers in employment, Darling Downs-South West and Queensland, 2010

<i>Occupational Group</i>	<i>no.</i>	<i>%</i>	<i>Qld %</i>
Sales Assistants	505	29.4	39.2
Clerks, Receptionists & Secretaries	171	10.0	8.2
Building & Construction Skilled Workers	117	6.8	5.0
Food Handlers	108	6.3	8.3
Gardeners, Farmers & Animal Workers	107	6.2	2.3
Waiters	104	6.1	6.5
Child Care & Education-related Workers	81	4.7	3.7
Health, Fitness, Hair & Beauty Workers	76	4.4	4.0
Food, Hospitality & Tourism	67	3.9	3.7
Labourers	56	3.3	2.6
Accounting, Finance & Management	45	2.6	2.1
Metal & Engineering Trades	45	2.6	2.0
Automotive Workers	43	2.5	1.7
Storepersons	39	2.3	2.2
Electrical & Electronics Trades	34	2.0	2.3
Government & Defence	30	1.7	0.9
Factory & Machine Workers	19	1.1	0.8
Cleaners	17	1.0	1.0
Drivers & Transport	12	0.7	1.0
Media, the Arts & Printing	12	0.7	0.5
Marketing & Sales Representatives	9	0.5	0.8
Computing & IT	8	0.5	0.4
Engineering & Science-related Workers	7	0.4	0.3
Social Welfare & Security	2	0.1	0.1
Pamphlet/Paper Delivery	1	0.1	0.1
Other	3	0.2	0.2
Total	1 718	100.0	100.0

Note: Occupational groups based on those used by the Commonwealth Dept of Employment and Workplace Relations.



Table 8 Industry categories of all Year 12 completers in employment, Darling Downs-South West and Queensland, 2010

<i>Industry Category</i>	<i>no.</i>	<i>%</i>	<i>Qld %</i>
Retail Trade	525	30.6	37.8
Accommodation & Food Services	336	19.6	24.3
Construction	151	8.8	7.8
Agriculture, Forestry & Fishing	107	6.2	1.8
Health Care & Social Assistance	98	5.7	4.5
Manufacturing	80	4.7	3.1
Other Services	63	3.7	2.6
Education & Training	59	3.4	2.5
Professional, Scientific & Technical Services	55	3.2	2.3
Public Administration & Safety	53	3.1	2.3
Arts & Recreation Services	47	2.7	3.3
Financial & Insurance Services	21	1.2	0.8
Rental, Hiring & Real Estate Services	20	1.2	0.9
Administrative & Support Services	19	1.1	1.7
Wholesale Trade	19	1.1	0.7
Mining	16	0.9	1.0
Transport, Postal & Warehousing	11	0.6	0.9
Electricity, Gas, Water & Waste Services	10	0.6	0.5
Information Media & Telecommunications	7	0.4	0.6
Other	21	1.2	0.9
Total	1 718	100.0	100.0



Table 9 Main reason of Year 12 completers for not studying, by sex, Darling Downs-South West, 2010

<i>Main Reason</i>	<i>Males</i> %	<i>Females</i> %	<i>Total</i> %
I want a break from study	19.8	20.2	20.0
I am undecided and considering options	18.1	17.7	17.9
I am not interested in further study	13.7	10.3	11.8
I am working to finance further study	8.7	12.3	10.8
I am waiting for the course/training to begin	4.8	6.0	5.5
I don't feel ready for more study	4.2	6.5	5.5
My work commitments	5.0	5.1	5.0
The course fees and other costs are a barrier	2.5	4.9	3.9
I am working to qualify for independent Youth Allowance	3.3	3.2	3.3
I don't meet the entry criteria for the program	3.3	2.0	2.6
I would have to move away from home	1.9	2.5	2.2
I am looking for an apprenticeship/traineeship	4.4	0.3	2.0
I am going into the armed services	3.5	0.2	1.6
I am working to save money	1.0	2.0	1.6
Because of disability	1.9	0.6	1.2
I am looking for work	1.0	0.9	1.0
My family commitments	0.4	1.2	0.9
Health reasons	0.0	0.9	0.5
I have already finished studying	0.4	0.6	0.5
I am going overseas to work	0.2	0.5	0.4
My sporting commitments	0.6	0.2	0.4
Student exchange	0.0	0.3	0.2
The costs of travel are a barrier	0.2	0.2	0.2
There is too much travel involved	0.2	0.0	0.1
Other	0.8	1.4	1.2
Total	100.0	100.0	100.0



Table 10 Main reason of Year 12 completers for not studying, Darling Downs-South West, Regional Queensland and Queensland, 2010

<i>Main Reason</i>	<i>%</i>	<i>Regional Queensland %</i>	<i>Qld %</i>
I want a break from study	20.0	18.9	21.5
I am undecided and considering options	17.9	19.5	20.2
I am not interested in further study	11.8	11.7	10.3
I am waiting for the course/training to begin	5.5	6.5	7.9
I am working to finance further study	10.8	8.5	6.7
I don't feel ready for more study	5.5	5.1	5.0
The course fees and other costs are a barrier	3.9	4.3	4.1
I am looking for an apprenticeship/traineeship	2.0	3.6	3.8
My work commitments	5.0	4.0	3.6
I don't meet the entry criteria for the program	2.6	2.8	3.3
I am going into the armed services	1.6	2.4	2.4
I would have to move away from home	2.2	3.0	1.8
I am working to save money	1.6	1.5	1.2
I am working to qualify for independent Youth Allowance	3.3	2.0	1.2
Because of disability	1.2	1.1	1.0
I am looking for work	1.0	0.8	1.0
Health reasons	0.5	0.6	0.9
My family commitments	0.9	0.7	0.8
My sporting commitments	0.4	0.4	0.7
I have already finished studying	0.5	0.6	0.5
I am going overseas to work	0.4	0.2	0.4
There is too much travel involved	0.1	0.1	0.1
Student exchange	0.2	0.1	0.1
The costs of travel are a barrier	0.2	0.1	0.1
Other	1.2	1.6	1.4
Total	100.0	100.0	100.0



Table 11 Main reason for not looking for work of Year 12 completers not learning, not earning and not seek work, Darling Downs-South West, Regional Queensland and Queensland, 2010

<i>Main Reason</i>	<i>%</i>	<i>Regional Queensland %</i>	<i>Qld %</i>
I have accepted a job that starts later	9.6	13.5	15.6
Travel	17.3	13.5	14.6
Health reasons	17.3	13.9	13.2
Because of disability	13.5	13.0	11.3
My family commitments	21.2	14.9	10.5
My study commitments	3.8	8.7	9.2
I don't wish to work	5.8	2.4	4.4
My sporting commitments	0.0	2.4	3.9
I don't feel ready for paid employment	5.8	3.4	2.6
Student exchange	0.0	2.4	1.8
Transport difficulties	1.9	1.4	1.4
I have been unsuccessful finding a job	1.9	1.9	1.2
I have no financial need to work	0.0	0.5	1.2
I would have to move away from home	0.0	0.5	0.4
Other	1.9	7.7	8.7
Total	100.0	100.0	100.0



**Table 12 Main destinations of Year 12 completers, by Year 12 strand (VET and non-VET)
Darling Downs-South West, 2010**

<i>Main Destination</i>	<i>VET Qualification</i>			
	<i>No</i>		<i>Yes</i>	
	<i>no.</i>	<i>%</i>	<i>no.</i>	<i>%</i>
University (degree)	436	39.0	221	17.3
VET Cert IV+ *	29	2.6	36	2.8
VET Cert III *	15	1.3	39	3.0
VET Cert I-II/other *	33	3.0	46	3.6
Apprentice *	78	7.0	186	14.5
Trainee *	50	4.5	97	7.6
Working FT	179	16.0	241	18.8
Working PT	186	16.7	270	21.1
Seeking work	83	7.4	117	9.1
Not studying/NILF	28	2.5	26	2.0
<i>Total VET</i>	<i>205</i>	<i>18.4</i>	<i>404</i>	<i>31.6</i>
Total	1 117	100.0	1 279	100.0

* Included in Total VET



Table 13 Main destinations of Year 12 completers, by school-based apprentices, Darling Downs-South West, 2010

<i>Main Destination</i>	<i>School-based apprentice or trainee (SAT)</i>			
	<i>No</i>		<i>Yes</i>	
	<i>no.</i>	<i>%</i>	<i>no.</i>	<i>%</i>
University (degree)	601	31.6	56	11.3
VET Cert IV+ *	57	3.0	8	1.6
VET Cert III *	46	2.4	8	1.6
VET Cert I-II/other *	71	3.7	8	1.6
Apprentice *	105	5.5	159	32.1
Trainee *	93	4.9	54	10.9
Working FT	340	17.9	80	16.2
Working PT	374	19.7	82	16.6
Seeking work	166	8.7	34	6.9
Not studying/NILF	48	2.5	6	1.2
<i>Total VET</i>	<i>372</i>	<i>19.6</i>	<i>237</i>	<i>47.9</i>
Total	1 901	100.0	495	100.0

* Included in Total VET



Table 14 Main destinations of Year 12 completers, by OP/IBD awarded, Darling Downs-South West, 2010

<i>Main Destination</i>	<i>OP/IBD awarded</i>			
	<i>No</i>		<i>Yes</i>	
	<i>no.</i>	<i>%</i>	<i>no.</i>	<i>%</i>
University (degree)	20	2.1	637	43.5
VET Cert IV+ *	34	3.6	31	2.1
VET Cert III *	35	3.8	19	1.3
VET Cert I-II/other *	36	3.9	43	2.9
Apprentice *	206	22.1	58	4.0
Trainee *	69	7.4	78	5.3
Working FT	177	19.0	243	16.6
Working PT	207	22.2	249	17.0
Seeking work	111	11.9	89	6.1
Not studying/NILF	37	4.0	17	1.2
<i>Total VET</i>	<i>380</i>	<i>40.8</i>	<i>229</i>	<i>15.6</i>
Total	932	100.0	1 464	100.0

* Included in Total VET



Table 15 Main destinations of Year 12 completers, by Year 12 Status – Queensland Certificate of Individual Achievement (QCIA), Darling Downs-South West, 2010

<i>Main Destination</i>	<i>QCIA</i>			
	<i>No</i>		<i>Yes</i>	
	<i>no.</i>	<i>%</i>	<i>no.</i>	<i>%</i>
University (degree)	657	27.7	0	0.0
VET Cert IV+ *	65	2.7	0	0.0
VET Cert III *	54	2.3	0	0.0
VET Cert I-II/other *	74	3.1	5	20.8
Apprentice *	264	11.1	0	0.0
Trainee *	146	6.2	1	4.2
Working FT	417	17.6	3	12.5
Working PT	456	19.2	0	0.0
Seeking work	193	8.1	7	29.2
Not studying/NILF	46	1.9	8	33.3
<i>Total VET</i>	<i>603</i>	<i>25.4</i>	<i>6</i>	<i>25.0</i>
Total	2 372	100.0	24	100.0

* Included in Total VET



Table 16 Main destinations of Year 12 completers, by Year 12 Status – Queensland Certificate of Education (QCE), Darling Downs-South West, 2010

<i>Main Destination</i>	<i>QCE</i>			
	<i>No</i>		<i>Yes</i>	
	<i>no.</i>	<i>%</i>	<i>no.</i>	<i>%</i>
University (degree)	24	4.8	633	33.3
VET Cert IV+ *	18	3.6	47	2.5
VET Cert III *	14	2.8	40	2.1
VET Cert I-II/other *	35	7.1	44	2.3
Apprentice *	66	13.3	198	10.4
Trainee *	39	7.9	108	5.7
Working FT	76	15.4	344	18.1
Working PT	114	23.0	342	18.0
Seeking work	86	17.4	114	6.0
Not studying/NILF	23	4.6	31	1.6
<i>Total VET</i>	<i>172</i>	<i>34.7</i>	<i>437</i>	<i>23.0</i>
Total	495	100.0	1 901	100.0

* Included in Total VET



Table 17 Main destinations of Year 12 completers, by Indigenous Status, Darling Downs-South West, 2010

<i>Main Destination</i>	<i>Non-Indigenous</i>		<i>Indigenous</i>	
	<i>no.</i>	<i>%</i>	<i>no.</i>	<i>%</i>
University (degree)	645	28.0	12	12.9
VET Cert IV+ *	61	2.6	4	4.3
VET Cert III *	51	2.2	3	3.2
VET Cert I-II/other *	71	3.1	8	8.6
Apprentice *	257	11.2	7	7.5
Trainee *	136	5.9	11	11.8
Working FT	408	17.7	12	12.9
Working PT	437	19.0	19	20.4
Seeking work	186	8.1	14	15.1
Not studying/NILF	51	2.2	3	3.2
<i>Total VET</i>	<i>576</i>	<i>25.0</i>	<i>33</i>	<i>35.5</i>
Total	2 303	100.0	93	100.0

* Included in Total VET



Table 18 Main destinations of Year 12 completers, by Language Background, Darling Downs-South West, 2010

<i>Main Destination</i>	<i>LBOTE</i>			
	<i>No</i>		<i>Yes</i>	
	<i>no.</i>	<i>%</i>	<i>no.</i>	<i>%</i>
University (degree)	626	26.8	24	51.1
VET Cert IV+ *	64	2.7	1	2.1
VET Cert III *	53	2.3	1	2.1
VET Cert I-II/other *	78	3.3	1	2.1
Apprentice *	261	11.2	3	6.4
Trainee *	144	6.2	3	6.4
Working FT	416	17.8	4	8.5
Working PT	453	19.4	2	4.3
Seeking work	193	8.2	7	14.9
Not studying/NILF	52	2.2	1	2.1
Total VET	600	25.6	9	19.1
Total	2 340	100.0	47	100.0

* Included in Total VET



Table 19 Main destinations of Year 12 completers, by socioeconomic status, Darling Downs-South West, 2010

<i>Main Destination</i>	<i>Lowest SES quartile</i>		<i>Second lowest SES quartile</i>		<i>Second highest SES quartile</i>		<i>Highest SES quartile</i>	
	<i>no.</i>	<i>%</i>	<i>no.</i>	<i>%</i>	<i>no.</i>	<i>%</i>	<i>no.</i>	<i>%</i>
University (degree)	226	22.5	163	25.8	108	30.5	147	40.7
VET Cert IV+ *	22	2.2	22	3.5	7	2.0	14	3.9
VET Cert III *	20	2.0	17	2.7	10	2.8	6	1.7
VET Cert I-II/other *	40	4.0	17	2.7	8	2.3	9	2.5
Apprentice *	128	12.8	76	12.0	32	9.0	25	6.9
Trainee *	63	6.3	41	6.5	23	6.5	19	5.3
Working FT	178	17.7	114	18.0	63	17.8	52	14.4
Working PT	196	19.5	130	20.6	68	19.2	57	15.8
Seeking work	100	10.0	40	6.3	30	8.5	25	6.9
Not studying/NILF	30	3.0	12	1.9	5	1.4	7	1.9
<i>Total VET</i>	<i>273</i>	<i>27.2</i>	<i>173</i>	<i>27.4</i>	<i>80</i>	<i>22.6</i>	<i>73</i>	<i>20.2</i>
Total	1 003	100.0	632	100.0	354	100.0	361	100.0

* Included in Total VET

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



Statistical Subdivisions within Darling Downs-South West

Toowoomba

Figure 6 Main destinations of Year 12 completers, Toowoomba, 2010

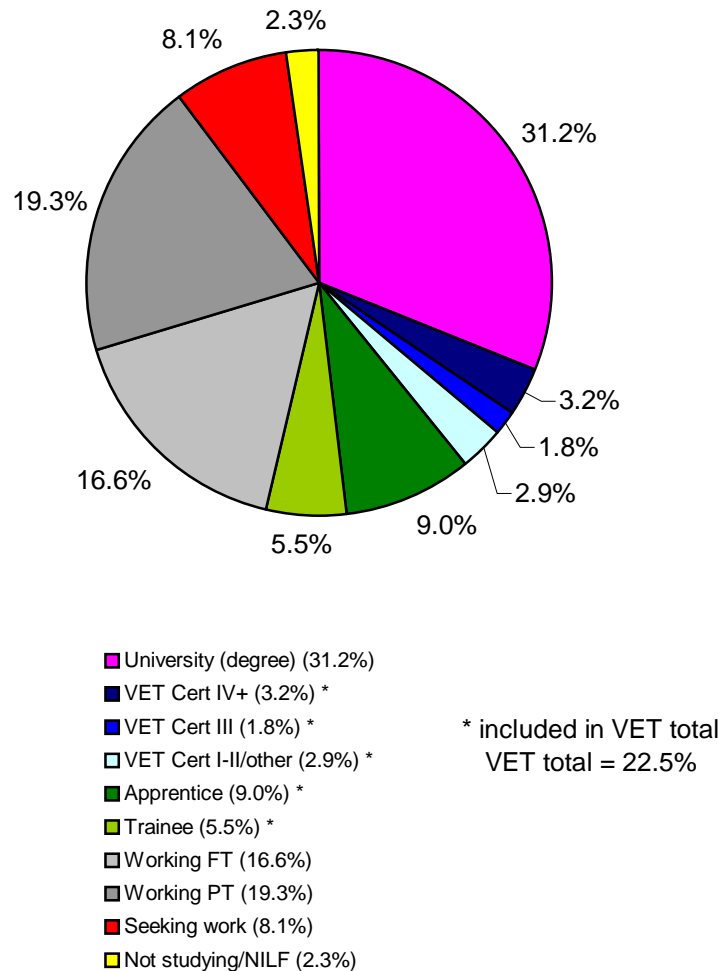




Table 20 Main destinations of Year 12 completers, by sex, Toowoomba, 2010

<i>Main Destination</i>	<i>Males</i>		<i>Females</i>		<i>Total</i>	
	<i>no.</i>	<i>%</i>	<i>no.</i>	<i>%</i>	<i>no.</i>	<i>%</i>
University (degree)	204	29.6	255	32.6	459	31.2
VET Cert IV+ *	15	2.2	32	4.1	47	3.2
VET Cert III *	9	1.3	18	2.3	27	1.8
VET Cert I-II/other *	24	3.5	19	2.4	43	2.9
Apprentice *	115	16.7	18	2.3	133	9.0
Trainee *	28	4.1	53	6.8	81	5.5
Working FT	99	14.3	146	18.6	245	16.6
Working PT	118	17.1	167	21.3	285	19.3
Seeking work	59	8.6	60	7.7	119	8.1
Not studying/NILF	19	2.8	15	1.9	34	2.3
<i>Total VET</i>	<i>191</i>	<i>27.7</i>	<i>140</i>	<i>17.9</i>	<i>331</i>	<i>22.5</i>
Total	690	100.0	783	100.0	1 473	100.0

* Included in Total VET



Figure 7 Main destinations of Year 12 completers, Toowoomba, Darling Downs-South West, Regional Queensland & Queensland, 2010

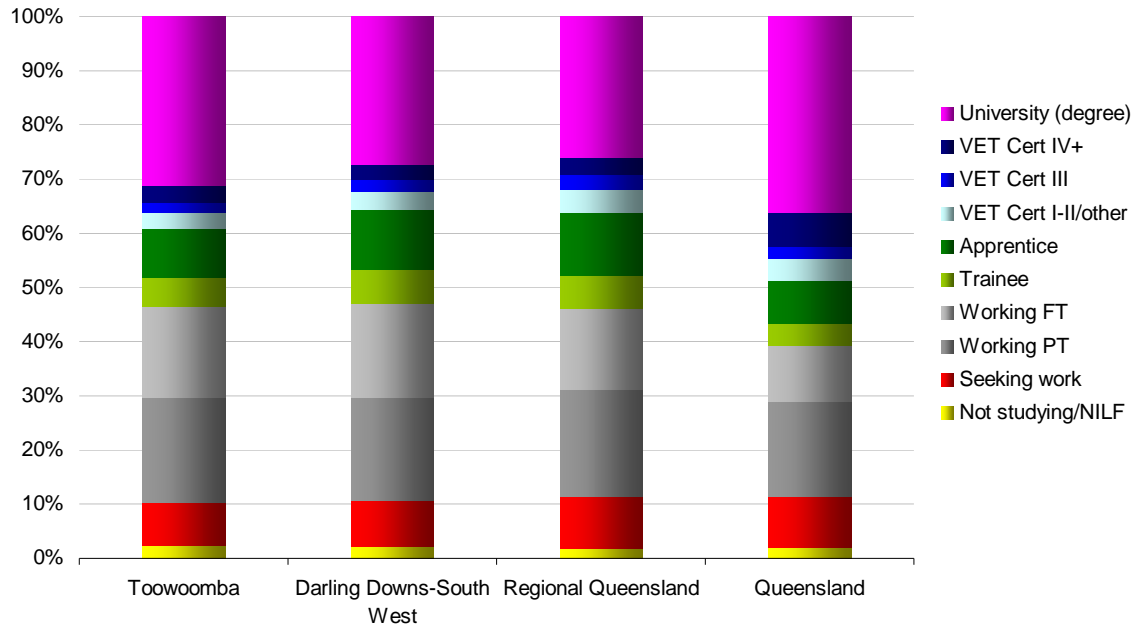


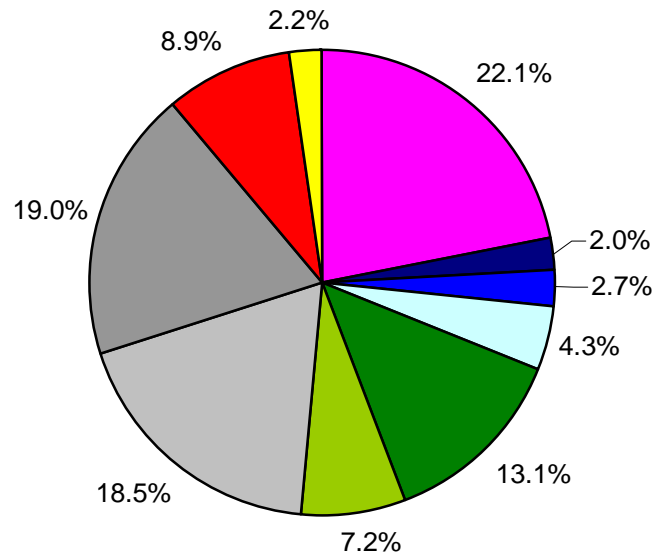
Table 21 Study and labour force destinations of Year 12 completers, Toowoomba, 2010

		<i>Uni degree</i>	<i>VET Cert IV+</i>	<i>VET Cert III</i>	<i>VET Cert I-II</i>	<i>Study other/ unspecified</i>	<i>Not studying</i>	<i>Total</i>
Working full-time	<i>no.</i>	15	5	7	1	4	245	277
	<i>%</i>	3.3	8.2	4.3	4.3	4.8	35.9	18.8
Working part-time	<i>no.</i>	231	20	15	3	10	285	564
	<i>%</i>	50.3	32.8	9.2	13.0	11.9	41.7	38.3
Apprentice	<i>no.</i>	0	7	96	2	28	0	133
	<i>%</i>	0.0	11.5	58.9	8.7	33.3	0.0	9.0
Trainee	<i>no.</i>	0	7	40	14	20	0	81
	<i>%</i>	0.0	11.5	24.5	60.9	23.8	0.0	5.5
Seeking work	<i>no.</i>	99	14	3	2	13	119	250
	<i>%</i>	21.6	23.0	1.8	8.7	15.5	17.4	17.0
Not working/not seeking work	<i>no.</i>	114	8	2	1	9	34	168
	<i>%</i>	24.8	13.1	1.2	4.3	10.7	5.0	11.4
Total	<i>no.</i>	459	61	163	23	84	683	1 473
	<i>%</i>	100.0	100.0	100.0	100.0	100.0	100.0	100.0



Darling Downs SD Bal

Figure 8 Main destinations of Year 12 completers, Darling Downs SD Bal, 2010



- University (degree) (22.1%)
- VET Cert IV+ (2.0%) *
- VET Cert III (2.7%) *
- VET Cert I-II/other (4.3%) *
- Apprentice (13.1%) *
- Trainee (7.2%) *
- Working FT (18.5%)
- Working PT (19.0%)
- Seeking work (8.9%)
- Not studying/NILF (2.2%)

* included in VET total
VET total = 29.4%



Table 22 Main destinations of Year 12 completers, by sex, Darling Downs SD Bal, 2010

Main Destination	Males		Females		Total	
	no.	%	no.	%	no.	%
University (degree)	70	19.3	108	24.3	178	22.1
VET Cert IV+ *	7	1.9	9	2.0	16	2.0
VET Cert III *	3	0.8	19	4.3	22	2.7
VET Cert I-II/other *	16	4.4	19	4.3	35	4.3
Apprentice *	88	24.3	18	4.0	106	13.1
Trainee *	13	3.6	45	10.1	58	7.2
Working FT	71	19.6	78	17.5	149	18.5
Working PT	53	14.6	100	22.5	153	19.0
Seeking work	34	9.4	38	8.5	72	8.9
Not studying/NILF	7	1.9	11	2.5	18	2.2
<i>Total VET</i>	<i>127</i>	<i>35.1</i>	<i>110</i>	<i>24.7</i>	<i>237</i>	<i>29.4</i>
Total	362	100.0	445	100.0	807	100.0

* Included in Total VET



Figure 9 Main destinations of Year 12 completers, Darling Downs SD Bal, Darling Downs-South West, Regional Queensland & Queensland, 2010

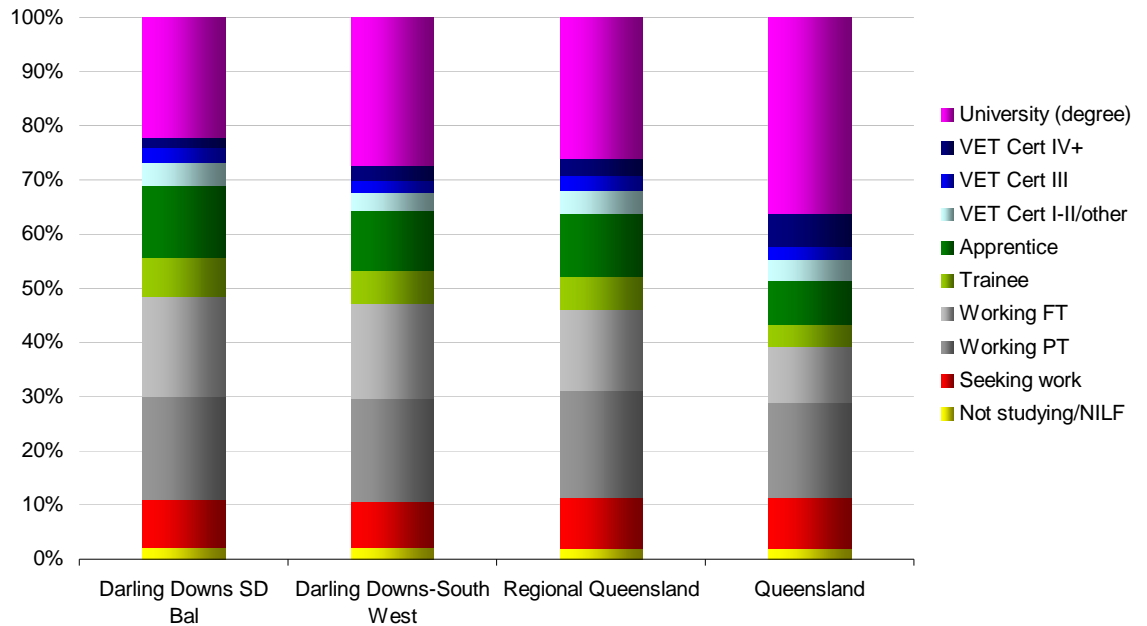


Table 23 Study and labour force destinations of Year 12 completers, Darling Downs SD Bal, 2010

		Uni degree	VET Cert IV+	VET Cert III	VET Cert I-II	Study other/ unspecified	Not studying	Total
Working full-time	no.	15	3	5	0	2	149	174
	%	8.4	10.3	3.7	0.0	3.8	38.0	21.6
Working part-time	no.	61	5	10	2	7	153	238
	%	34.3	17.2	7.4	9.5	13.5	39.0	29.5
Apprentice	no.	0	8	76	4	18	0	106
	%	0.0	27.6	56.3	19.0	34.6	0.0	13.1
Trainee	no.	0	5	37	9	7	0	58
	%	0.0	17.2	27.4	42.9	13.5	0.0	7.2
Seeking work	no.	38	8	6	5	5	72	134
	%	21.3	27.6	4.4	23.8	9.6	18.4	16.6
Not working/not seeking work	no.	64	0	1	1	13	18	97
	%	36.0	0.0	0.7	4.8	25.0	4.6	12.0
Total	no.	178	29	135	21	52	392	807
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0



South West

Figure 10 Main destinations of Year 12 completers, South West, 2010

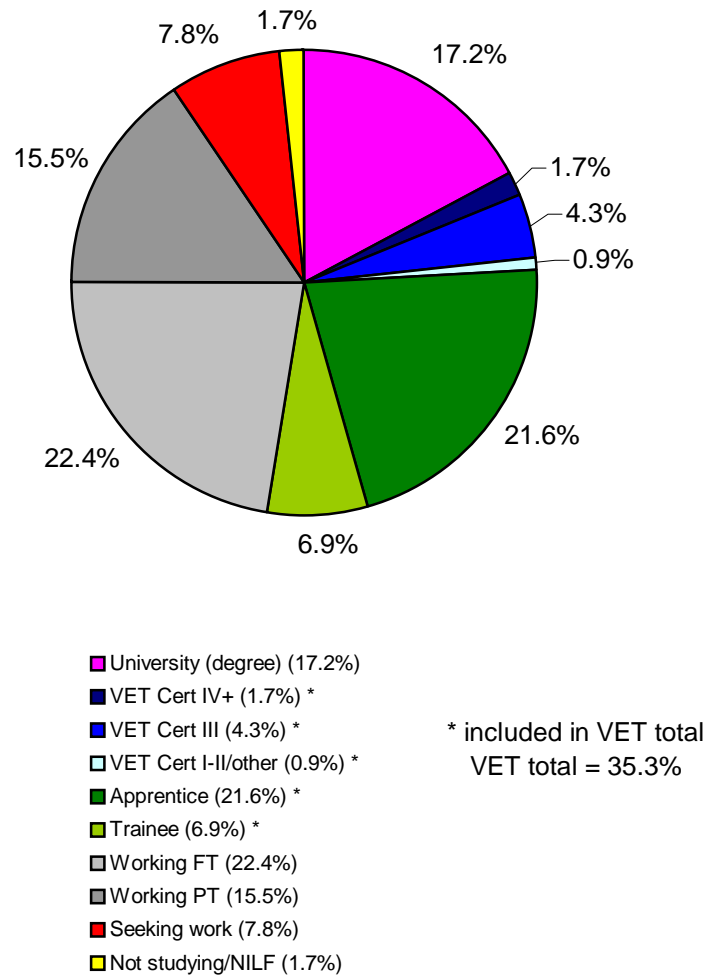




Table 24 Main destinations of Year 12 completers, by sex, South West, 2010

<i>Main Destination</i>	<i>Males</i>		<i>Females</i>		<i>Total</i>	
	<i>no.</i>	<i>%</i>	<i>no.</i>	<i>%</i>	<i>no.</i>	<i>%</i>
University (degree)	4	7.8	16	24.6	20	17.2
VET Cert IV+ *	2	3.9	0	0.0	2	1.7
VET Cert III *	1	2.0	4	6.2	5	4.3
VET Cert I-II/other *	0	0.0	1	1.5	1	0.9
Apprentice *	21	41.2	4	6.2	25	21.6
Trainee *	2	3.9	6	9.2	8	6.9
Working FT	9	17.6	17	26.2	26	22.4
Working PT	7	13.7	11	16.9	18	15.5
Seeking work	4	7.8	5	7.7	9	7.8
Not studying/NILF	1	2.0	1	1.5	2	1.7
<i>Total VET</i>	<i>26</i>	<i>51.0</i>	<i>15</i>	<i>23.1</i>	<i>41</i>	<i>35.3</i>
Total	51	100.0	65	100.0	116	100.0

* Included in Total VET



Figure 11 Main destinations of Year 12 completers, South West, Darling Downs-South West, Regional Queensland & Queensland, 2010

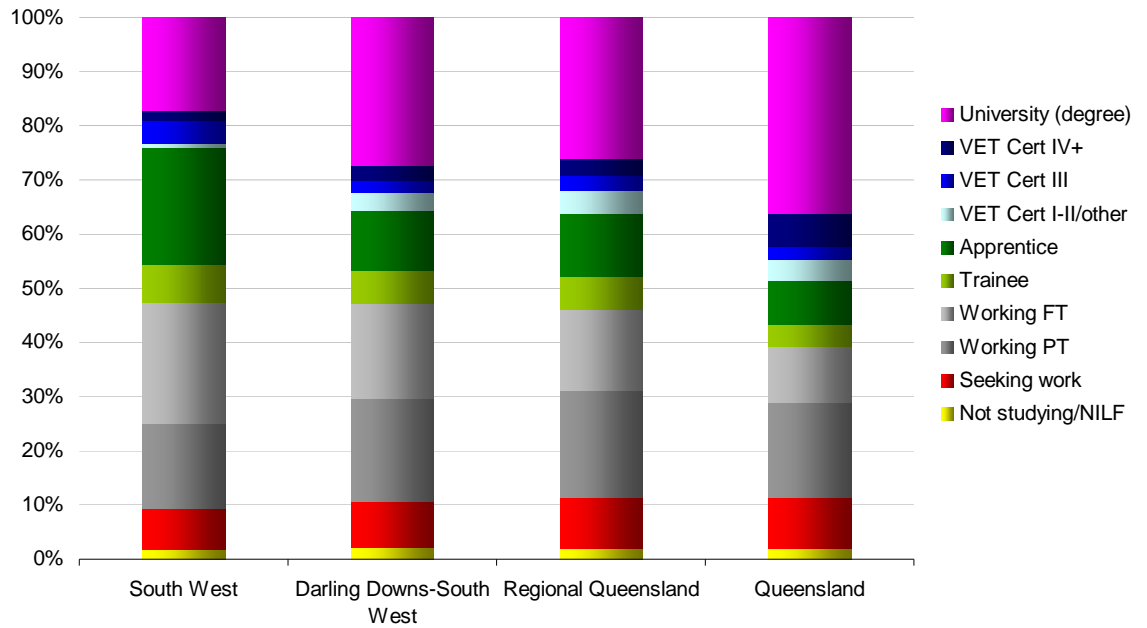


Table 25 Study and labour force destinations of Year 12 completers, South West, 2010

		Uni degree	VET Cert IV+	VET Cert III	VET Cert I-II	Study other/unspecified	Not studying	Total
Working full-time	no.	2	1	2	0	0	26	31
	%	10.0	20.0	7.4	0.0	0.0	47.3	26.7
Working part-time	no.	1	1	2	0	1	18	23
	%	5.0	20.0	7.4	0.0	14.3	32.7	19.8
Apprentice	no.	0	3	16	2	4	0	25
	%	0.0	60.0	59.3	100.0	57.1	0.0	21.6
Trainee	no.	0	0	6	0	2	0	8
	%	0.0	0.0	22.2	0.0	28.6	0.0	6.9
Seeking work	no.	7	0	1	0	0	9	17
	%	35.0	0.0	3.7	0.0	0.0	16.4	14.7
Not working/not seeking work	no.	10	0	0	0	0	2	12
	%	50.0	0.0	0.0	0.0	0.0	3.6	10.3
Total	no.	20	5	27	2	7	55	116
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0



Appendix

Appendix 1

Table A1A Darling Downs-South West schools with Year 12 completers in 2009

Assumption College
Centenary Heights State High School
Charleville State High School
Chinchilla State High School
Christian Outreach College
Clifford Park Special School
Clifton State High School
Concordia Lutheran College
Cunnamulla State School
Dalby Christian College
Dalby State High School
Darling Downs Christian School
Downlands Sacred Heart College
Fairholme College
Goondiwindi State High School
Harristown State High School
Miles State High School
Oakey State High School
Our Lady of the Southern Cross College
Pittsworth State High School
Roma State College
St George State High School
St John's School
St Joseph's College - Toowoomba
St Joseph's School
St Mary's College Toowoomba
St Saviour's College
St Ursula's College - Toowoomba
Stanthorpe State High School
Tara Shire State College
The Glennie School
The School of Total Education
The Scots PGC College
Toowoomba Grammar School
Toowoomba State High School
Warwick State High School



Appendix 2

Figure A2A Queensland Statistical Divisions, ABS, 2009

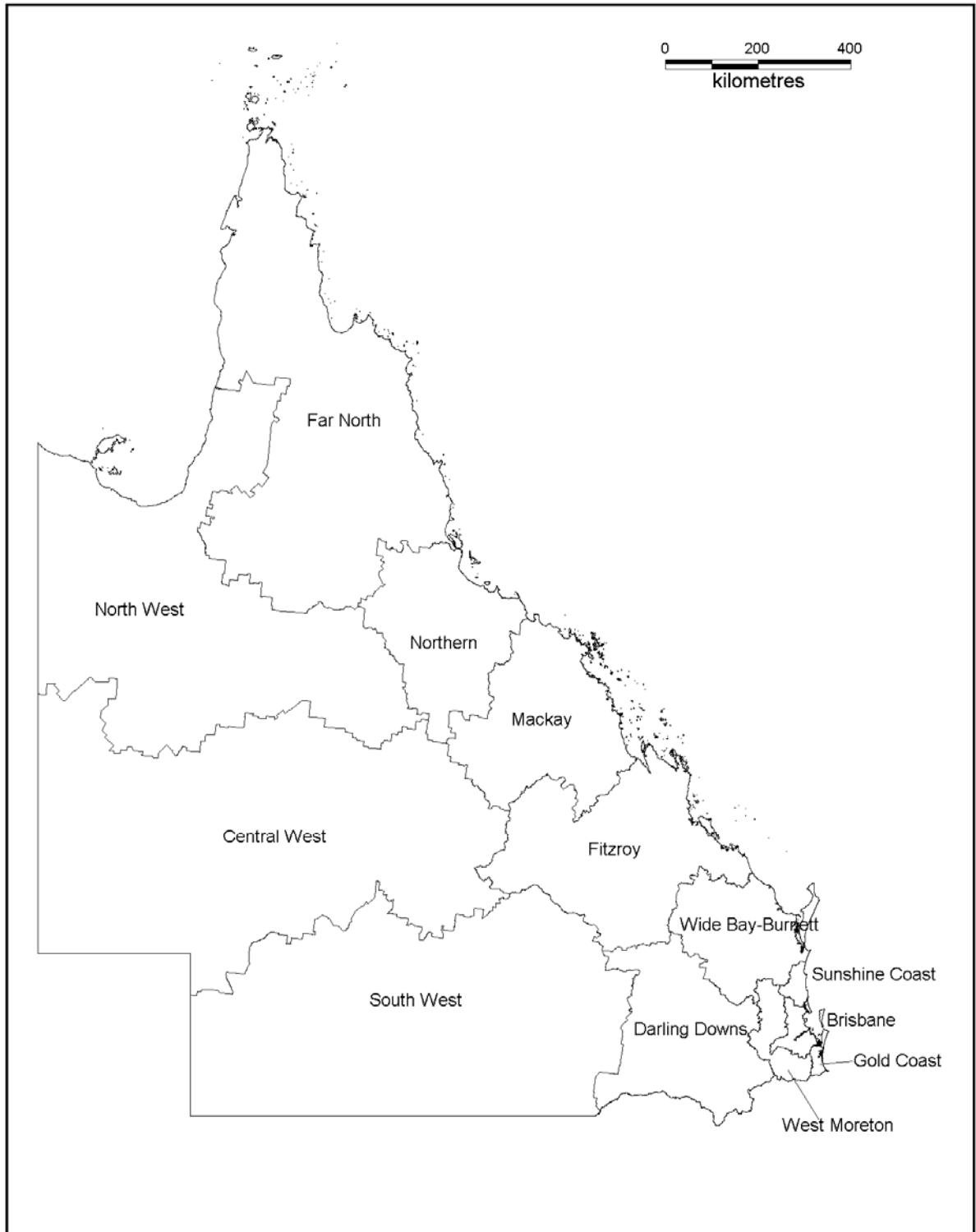
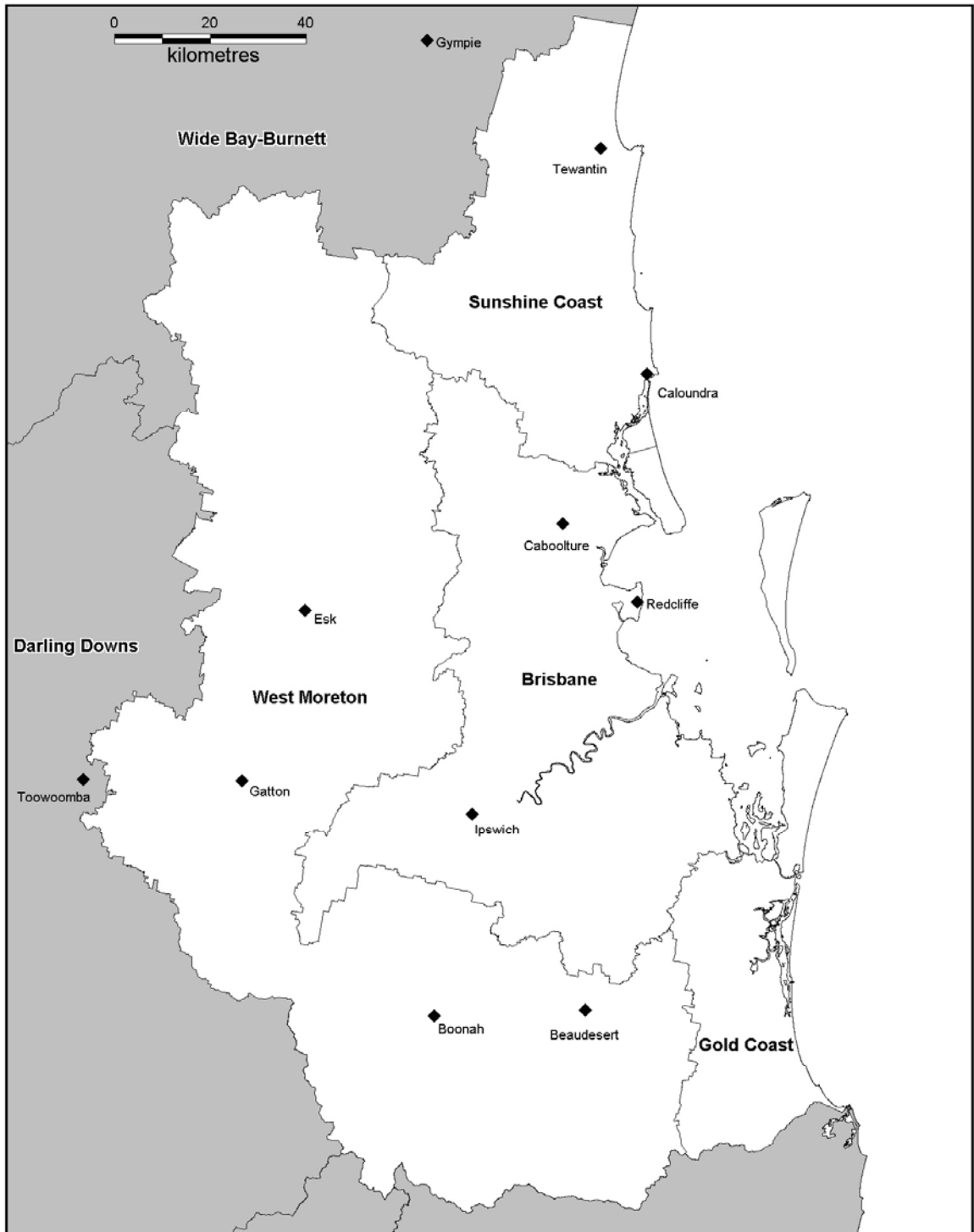




Figure A2B Brisbane, Gold Coast, Sunshine Coast and West Moreton Statistical Divisions, ABS, 2009





Appendix 3

Table A3A **Fields of study**

Field of Study	Examples
Society & Culture	Law, Arts, Youth Work, Journalism, Social Science, Psychology, Social Work
Management & Commerce	Business, Accounting, Business Management, Commerce, Tourism, Real Estate, Marketing
Health	Nursing, Sport Science, Occupational Therapy, Medicine, Pharmacy, Fitness, Physiotherapy
Natural & Physical Sciences	Science, Applied Science, Laboratory Technology, Biomedical Science, Forensic Science
Engineering & Related Technologies	Engineering, Automotive Mechanics, Electro Technology, Refrigeration, Aviation, Electrical Apprenticeship
Education	Primary Education, Secondary Education, Learning Management, Early Childhood Education
Creative Arts	Fine Arts, Visual Arts, Music, Multimedia, Graphic Design, Performing Arts, Photography
Food, Hospitality & Personal Services	Hospitality/Hotel Management, Hairdressing, Kitchen Operations, Commercial Cookery
Information Technology	Information Technology, IT Administration, Network Engineering, Web Design
Architecture & Building	Building, Architecture, Carpentry, Interior Design, Regional and Urban Planning, Surveying
Agriculture, Environmental & Related Studies	Horticulture, Land Management, Environmental Science, Agricultural Science, Marine Studies
Mixed Field Programs	Adult Tertiary Preparation, Creative Industries, Vocational Skills Development, Bridging Courses

Note: Field of study categories based on the Australian Standard Classification of Education (ABS cat. no. 1272.0).



Table A3B Industry categories

Industry category	Examples of occupations in this industry
Retail Trade	Sales Assistant, Cashier, Storeperson, Retail Trainee, Shelf Filler, Pharmacy Assistant, Console Operator
Accommodation & Food Services	Waiter, Bartender, Kitchen Hand, Pizza Maker, Apprentice Chef, Fast Food Server, Hotel Receptionist
Construction	Labourer, Apprentice Carpenter/Tiler/Bricklayer/Painter/Plumber/Plasterer/Roofer, Trades Assistant
Manufacturing	Factory Hand, Apprentice Joiner/Fitter/Boilermaker/Cabinet Maker, Labourer, Machine Operator
Health Care & Social Assistance	Dental Assistant, Personal Carer, Child Care Assistant, Nanny, Medical Receptionist, Nursing Assistant
Agriculture, Forestry & Fishing	Fruit Picker/Packer, Farm/Station Hand, Nursery Assistant, Market Gardener, Deck Hand
Education & Training	Teacher Aide, Tutor, Swimming Instructor, Music Teacher, Administration Assistant, Sports Coach, Library Assistant
Electricity, Gas, Water & Waste Services	Apprentice Electrician/Linesman/Plumber/Refrigeration Mechanic, Garbage Truck Driver
Rental, Hiring & Real Estate Services	Sales Trainee, Office Assistant, Trainee Property Manager, Receptionist, Video Store Clerk
Information Media & Telecommunications	Cinema Attendant, Cadet Journalist, Library Assistant, Telecommunications Trainee, Data Entry Clerk
Transport, Postal & Warehousing	Courier, Customs Clerk, Furniture Removalist, Ticket Inspector, Air Hostess, Mail Sorter, Transport Officer
Financial & Insurance Services	Bank Teller, Administrative Assistant, Accounts Clerk, Loans Processor, Trainee Accountant, Customer Service Operator
Wholesale Trade	Warehouse Clerk, Storeperson, Driver, Packer, Factory Hand, Labourer, Cleaner
Public Administration & Safety	Defence Cadet, Administrative Officer, Soldier, Trainee Firefighter, Police Cadet, Locksmith
Administrative & Support Services	Call Centre Operator, Gardener, Trainee Travel Agent, Cleaner, Office Assistant, Telemarketer
Mining	Apprentice Fitter/Electrician/Boilermaker, Plant Operator, Drillers Assistant, Laboratory Assistant, Office Assistant
Arts & Recreation Services	Fitness Instructor, Theatre Attendant, Netball Umpire, Theme Park Host, Lifeguard, Museum Attendant
Professional, Scientific & Technical Services	Laboratory Assistant, Trainee Draftsperson, Software Technician, IT Trainee
Other Services	Apprentice Mechanic/Panel Beater, Apprentice Hairdresser, Parking Attendant, Trainee Beautician, Photo Lab Assistant

Note: Industry categories based on the Australian and New Zealand Standard Industrial Classification (ABS cat. no. 1292.0)