



nextstep

2010

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

Far North Regional Report



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destinations of Year 12
completers from 2009**

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Acknowledgments

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Queensland Catholic Education Commission

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Queensland University of Technology

Queensland Secondary Principals' Association

Association of Principals of Catholic Secondary Schools of Queensland

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Office of the Government Statistician

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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 – Far North – a total of 1892 completed surveys were received resulting in a response rate of 74.2 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 (86.7 per cent) Year 12 completers in this region were studying or in paid employment. (Figure 1)
- One half (52.9 per cent) continued in some recognised form of education and training in the year after they left school. (Figure 1)
- One quarter were undertaking a university degree (26.1 per cent). (Figure 1)
- One quarter (26.7 per cent) were studying vocational education and training (VET). (Figure 1)
- Three in ten of the campus-based VET students were studying at Certificate IV level or higher (3.0 per cent of Year 12 completers overall). (Figure 1)
- One in six (16.9 per cent) were undertaking employment-based training, either as an apprentice (11.7 per cent) or trainee (5.2 per cent). (Figure 1)
- In addition to the above study destinations, a further 9.0 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 (47.1 per cent) did not enter post-school education or training and were either employed (33.8 per cent), looking for work (10.5 per cent) or neither working, seeking work or studying (2.9 per cent). (Figure 1)

Learning: education and training destinations

Amongst the 52.9 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 James Cook University, Tropical North Institute of TAFE and Private Training Colleges were the three tertiary institutions most commonly entered by Year 12 completers, accounting for two thirds of Year 12 completers (67.5 per cent) in post-school education and training destinations. (Table 5)

Earning: employment destinations

Of those Year 12 graduates working, one half were in part-time employment (50.6 per cent), while 23.5 per cent were in full-time employment, 17.9 per cent were apprentices and 7.9 per cent were trainees. (Table 6)

Over four in ten Year 12 completers in employment (44.1 per cent) were working in just two occupational groups — Sales Assistants and Clerks, Receptionists and Secretaries. Sales Assistants were the most common occupational group (35.4 per cent), with the next most common being Clerks, Receptionists and Secretaries (8.7 per cent), followed by Building & Construction Skilled Workers and Food handlers (6.1 per cent). (Table 7)



Not learning or earning

The survey identified 10.5 per cent of Year 12 graduates who were seeking work. (Figure 1)

A further 2.9 per cent of Year 12 completers were neither studying nor seeking work. This group includes those with a disability or health condition, and those travelling or waiting for their course to commence. (Figure 1)

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

Different people, different pathways

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

Sex

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

- Females were more likely than males to enter a university degree course (28.8 per cent compared to 23.0 per cent of males), and more likely to enrol in campus-based VET programs (11.0 per cent compared to 8.7 per cent of males). (Table 2)
- Males were six times as likely as females to enter an apprenticeship, while females were twice as likely to commence a traineeship. (Table 2)
- Females were five times as likely as males to study in the field of Education, three times as likely to study Health and twice as likely to study Creative Arts, Management and Commerce and Society and Culture. (Table 4)
- Males were fifteen times as likely as females to enrol in Engineering and Related Technologies courses, eight times as likely to enrol in Architecture and Building courses and three times as likely to study Agriculture, Environmental and Related Studies and Information Technology. (Table 4)
- Females were more likely than males to be working in part-time jobs (60.5 per cent compared to 39.4 per cent) and just as likely to be working in full-time jobs (24.0 per cent compared to 23.0 per cent of males). (Table 6)

VET students in schools

One half of Year 12 graduates in this region left school with a VET qualification (52.0 per cent), while 15.4 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 (19.5 per cent compared to 33.2 per cent). However, they had higher rates of transition to employment-based training (21.4 per cent compared to 12.0 per cent). They were also more likely to enter employment with no further education and training (36.1 per cent compared to 31.4 per cent). (Table 12)

School-based apprentices and trainees were four times as likely to undertake apprenticeships and traineeships after school as other Year 12 completers (46.0 per cent compared to 11.6 per cent). (Table 13)



Overall Position/International Baccalaureate Diploma

Of those awarded an Overall Position/International Baccalaureate Diploma (OP/IBD), six in ten (60.5 per cent) of Year 12 completers entered into further education with university being the main destination (46.7 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 (28.8 per cent compared to 6.6 per cent) and a higher rate of transition into employment without further education and training (36.4 per cent compared to 31.6 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 (18 respondents) were identified as achieving a QCIA. (Table 15)

Queensland Certificate of Education

Seven in ten (74.3 per cent) Year 12 completers to the survey received a Queensland Certificate of Education (QCE). Those with a QCE were more likely to enrol in a university degree course than others (33.6 per cent compared to 4.5 per cent). However, those not awarded a QCE were more likely to enter employment-based training (19.3 per cent compared to 16.0 per cent) yet just as likely to enter employment with no further education and training (34.2 per cent compared to 33.7 per cent). Those not awarded a QCE were almost three times as likely to be seeking work as those awarded a QCE (19.3 per cent compared to 7.4 per cent). (Table 16)

Indigenous

Indigenous Year 12 completers were less likely than their non-Indigenous peers to enrol at university (6.2 per cent compared to 28.6 per cent). Nonetheless, 13 Indigenous young people who completed the survey commenced university studies in 2010. (Table 17)

Indigenous students were just as likely to be an apprentice or trainee (17.7 per cent compared to 16.8 per cent) and to have a main destination of working (32.5 per cent compared to 34.0 per cent). (Table 17)

Indigenous Year 12 completers were more likely than their non-Indigenous counterparts to enrol in campus-based VET courses (13.9 per cent compared to 9.4 per cent). (Table 17)

Indigenous Year 12 completers were more likely to be seeking work than their non-Indigenous peers (22.0 per cent compared to 9.0 per cent). (Table 17)



Language background other than English

Students with a language background other than English (LBOTE) were less likely to enrol at University (17.4 per cent compared to 26.5 per cent) than others and more likely to enter campus-based VET (12.2 per cent compared to 9.8 per cent). (Table 18)

LBOTE students were less likely to be in employment-based training (13.9 per cent compared to 17.2 per cent) and to enter employment without further education and training (28.7 per cent compared to 34.3 per cent). Further, LBOTE students from Far North Region were more likely to be seeking work than others from that region (20.0 per cent compared to 9.7 per cent). (Table 18)

Socioeconomic status

Transition to post-school education and training was strongly associated with socioeconomic status (SES), increasing from 50.7 per cent for the lowest SES quartile to 60.3 per cent for the highest SES quartile. (Table 19)

Regional comparisons

Year 12 completers in Far North Region had some differences in post-schooling destinations to Regional Queensland and statewide Year 12 completers.

Far North Region graduates were less likely than statewide completers to enter university (26.1 per cent compared to 36.1 per cent) and less likely than Regional Queensland and statewide graduates to enter campus based VET (9.9 per cent compared to 10.2 and 12.6 per cent respectively).

However they were more likely to enter employment-based training than statewide completers (16.9 per cent compared with 12.0 per cent).

Those from Far North Queensland were also more likely than statewide completers to be in employment with no further education and training (33.8 per cent compared to 27.9 per cent). Similar proportions of Far North Region and Regional graduates entered employment with no further training. (Figure 2)

Year 12 completers from Far North Region who were not in education or training were more likely to be in full-time work than statewide completers and less likely to be in part-time work than both Regional and statewide graduates. They were also less likely to be seeking work than statewide completers who were not in education or training (Figure 5)

The occupations and industry categories of Year 12 completers in Far North Region also showed similar patterns when compared to those of Year 12 completers statewide. (Table 7 and Table 8)

The main reasons given for not studying by Far North Region Year 12 completers also resembled the patterns of those of Regional Queensland and statewide completers. (Table 10)

Far North Region Year 12 who were not learning, not earning and not seeking work show some differences in main reasons for not seeking work than to those of Regional Queensland and statewide.

Those from the Far North Region were more likely than Regional Queensland and statewide completers report being unsuccessful in finding a job and family commitments as their main reason for not seeking work. Having a disability, not feeling ready for work and student exchange were less common reasons for Regional Queensland completers than for both their statewide and regional counterparts. (Table 11)



Comparisons over time

Comparisons between the destinations of Year 12 graduates from Far North Region for the years 2006, 2007, 2008, 2009 and 2010 reveal changes and emerging trends.

The 2010 data when compared to the 2009 data shows an increase in the percentage of apprenticeship and seeking work destinations. There were decreases in campus-based VET and working full-time or part-time destinations.

Emerging trends indicate a decrease in university entries and traineeships and an increasing trend in seeking work. (Figure 4)

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



Main destinations

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

Table 1 Main Destination Categorisations, Next Step 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, Far North, 2010

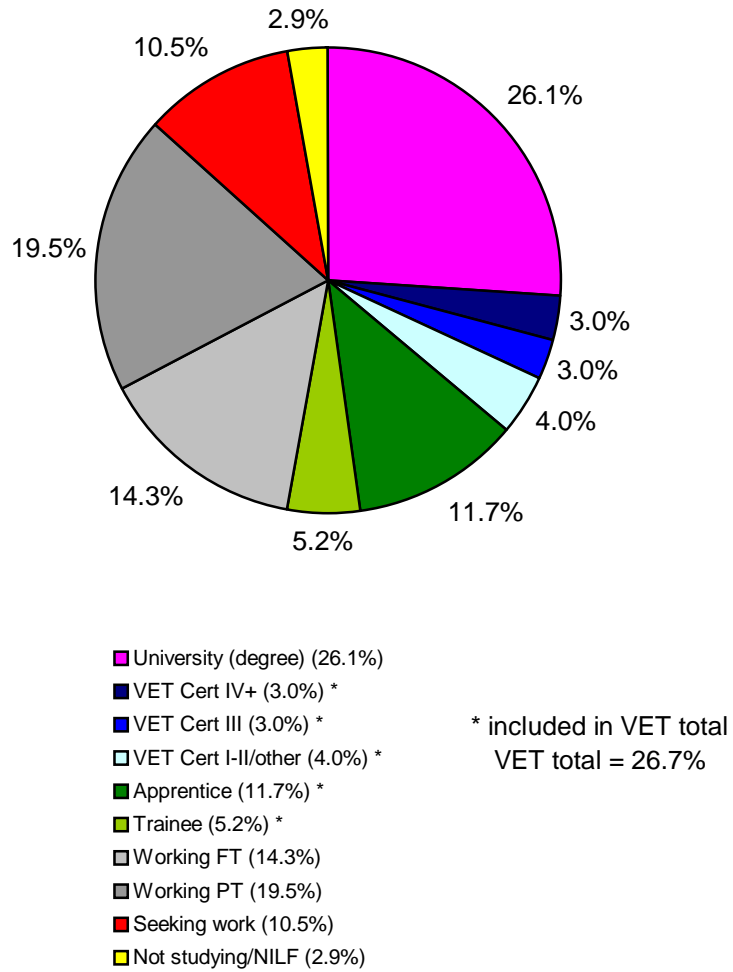




Table 2 Main destinations of Year 12 completers, by sex, Far North, 2010

<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)	205	23.0	289	28.8	494	26.1
VET Cert IV+ *	14	1.6	42	4.2	56	3.0
VET Cert III *	16	1.8	40	4.0	56	3.0
VET Cert I-II/other *	47	5.3	28	2.8	75	4.0
Apprentice *	187	21.0	34	3.4	221	11.7
Trainee *	30	3.4	68	6.8	98	5.2
Working FT	123	13.8	148	14.8	271	14.3
Working PT	141	15.8	228	22.8	369	19.5
Seeking work	104	11.7	94	9.4	198	10.5
Not studying/NILF	23	2.6	31	3.1	54	2.9
<i>Total VET</i>	<i>294</i>	<i>33.0</i>	<i>212</i>	<i>21.2</i>	<i>506</i>	<i>26.7</i>
Total	890	100.0	1 002	100.0	1 892	100.0

* Included in Total VET



Figure 2 Main destinations of Year 12 completers, Far North, Regional Queensland and Queensland, 2010

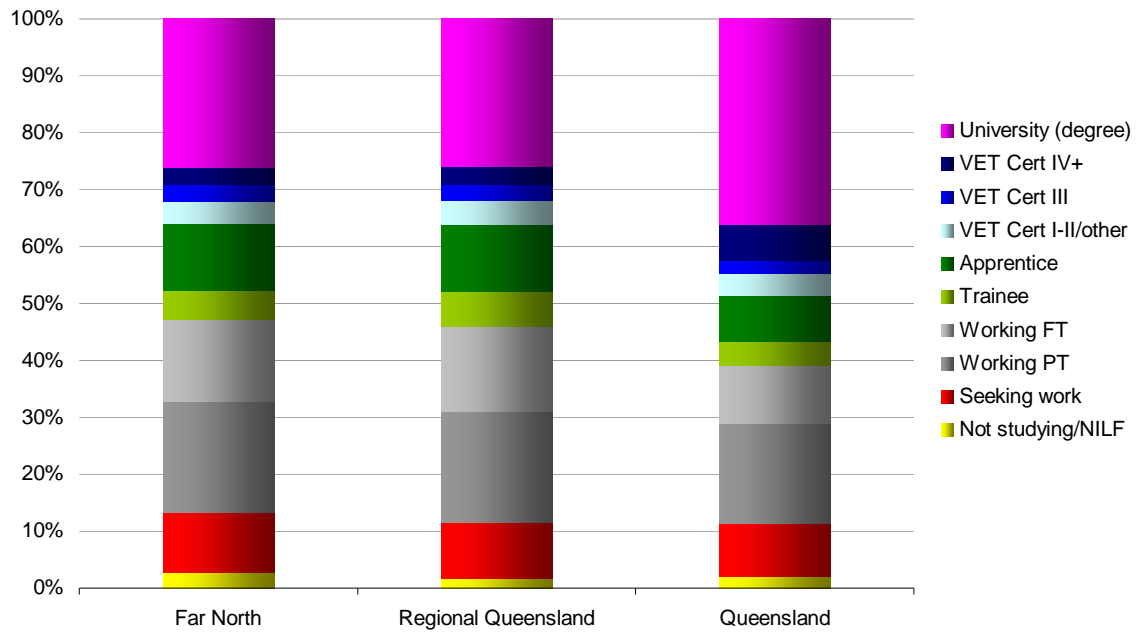


Table 3 Study and labour force destinations of Year 12 completers, Far North, 2010

		<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>	8	4	4	0	4	271	291
	<i>%</i>	1.6	4.7	1.8	0.0	2.6	30.4	15.4
Working part-time	<i>no.</i>	188	34	21	4	10	369	626
	<i>%</i>	38.1	40.0	9.4	9.8	6.4	41.4	33.1
Apprentice	<i>no.</i>	0	21	126	6	68	0	221
	<i>%</i>	0.0	24.7	56.3	14.6	43.6	0.0	11.7
Trainee	<i>no.</i>	0	8	42	15	33	0	98
	<i>%</i>	0.0	9.4	18.8	36.6	21.2	0.0	5.2
Seeking work	<i>no.</i>	115	12	19	13	19	198	376
	<i>%</i>	23.3	14.1	8.5	31.7	12.2	22.2	19.9
Not working/not seeking work	<i>no.</i>	183	6	12	3	22	54	280
	<i>%</i>	37.0	7.1	5.4	7.3	14.1	6.1	14.8
Total	<i>no.</i>	494	85	224	41	156	892	1 892
	<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, Far North, 2010

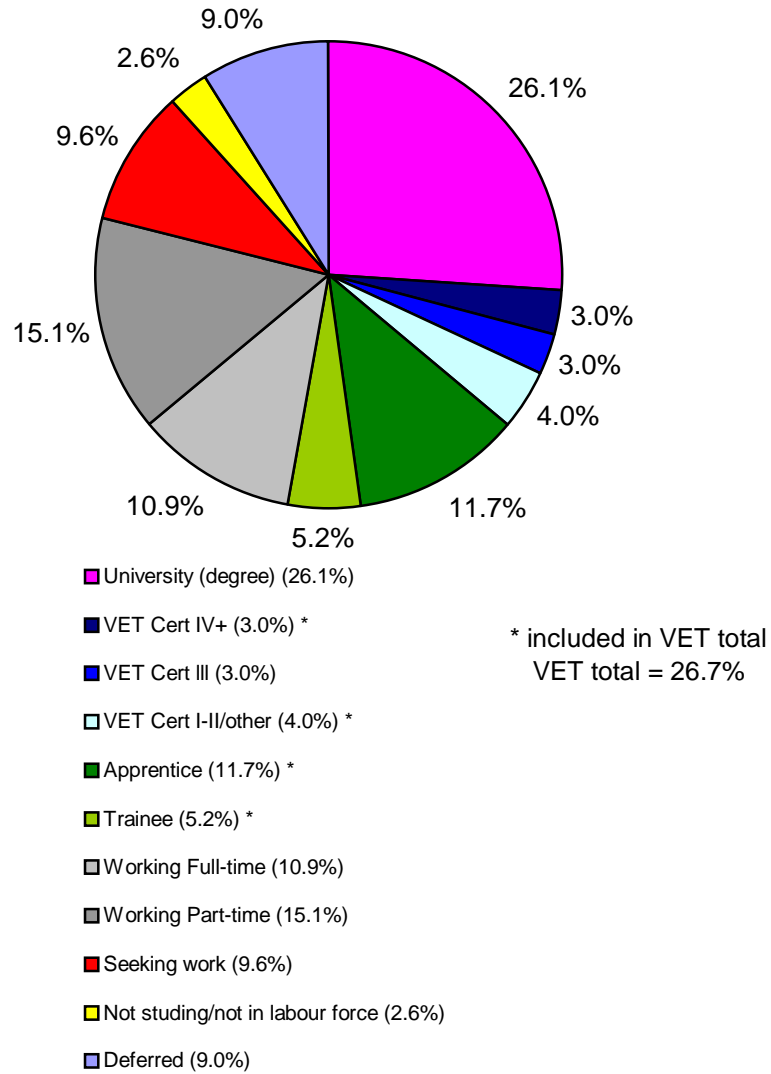




Figure 4 Comparison of main destinations of Year 12 completers, Far North, 2006 - 2010

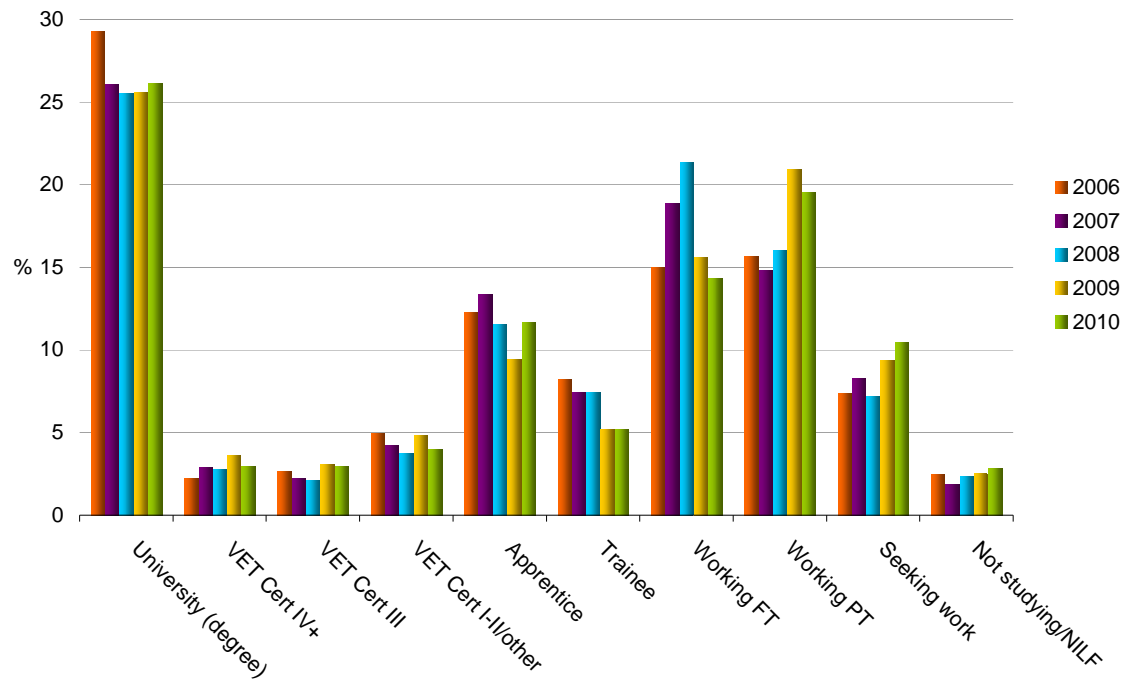


Table 4 Field of study of Year 12 completers, by sex, Far North, 2010

<i>Field of Study</i>	<i>Males</i> %	<i>Females</i> %	<i>Total</i> %
Engineering & Related Technologies	33.5	2.2	17.8
Management & Commerce	8.0	19.0	13.5
Health	6.0	20.7	13.3
Society & Culture	7.4	16.2	11.8
Creative Arts	4.3	10.2	7.3
Food, Hospitality & Personal Services	5.1	7.4	6.3
Natural & Physical Sciences	5.8	6.7	6.3
Architecture & Building	10.3	1.2	5.7
Education	1.6	8.2	4.9
Information Technology	4.7	1.4	3.1
Double Field of Study	2.1	2.5	2.3
Agriculture, Environmental & Related Studies	2.3	0.6	1.4
Mixed Field Programs	1.4	1.2	1.3
Year 12/Senior/Student Exchange	1.4	0.6	1.0
Defence Force Study	0.4	0.0	0.2
Other	5.6	1.8	3.7
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, Far North, 2010

<i>Institution</i>	<i>no.</i>	<i>%</i>
James Cook University	318	32.6
Tropical North Institute of TAFE	210	21.5
Private Training Colleges	130	13.3
University of Queensland	69	7.1
Queensland University of Technology	33	3.4
Interstate Universities	26	2.7
Griffith University	24	2.5
Secondary Schools	19	1.9
Bond University	13	1.3
Barrier Reef Institute of TAFE	13	1.3
Other Queensland TAFEs	11	1.1
Brisbane North Institute of TAFE	9	0.9
Armed Forces	7	0.7
Skills Tech Australia	6	0.6
Central Queensland University	6	0.6
Careers Australian Institute of Technology	6	0.6
Interstate TAFEs	4	0.4
Southbank Institute of TAFE	3	0.3
University of Southern Queensland	3	0.3
University of the Sunshine Coast	3	0.3
Qanm College	2	0.2
Australian Catholic University	2	0.2
Sunshine Institute of TAFE	2	0.2
Australian College of Natural Medicine	1	0.1
Central Queensland Institute of TAFE	1	0.1
Mount Isa Institute of TAFE	1	0.1
Southern Queensland Institute of TAFE	1	0.1
Metropolitan South Institute of TAFE	1	0.1
Other	51	5.2
Total	975	100.0



Table 6 Work destinations of all Year 12 completers in employment, by sex, Far North, 2010

Work Destination	Males		Females		Total	
	no.	%	no.	%	no.	%
Apprentice	187	32.4	34	5.2	221	17.9
Trainee	30	5.2	68	10.3	98	7.9
Working full-time	133	23.0	158	24.0	291	23.5
Working part-time	228	39.4	398	60.5	626	50.6
Total	578	100.0	658	100.0	1 236	100.0

Figure 5 Main destinations of Year 12 completers not in education or training, Far North, Regional Queensland and Queensland, 2010

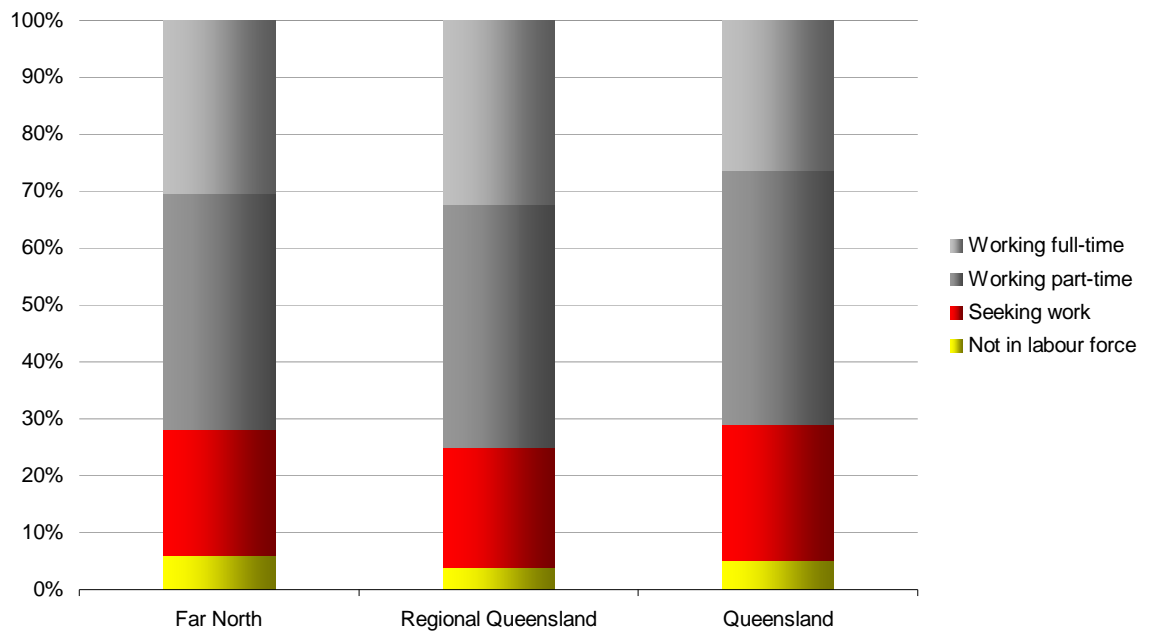




Table 7 Occupational groups of all Year 12 completers in employment, Far North and Queensland, 2010

<i>Occupational Group</i>	<i>no.</i>	<i>%</i>	<i>Qld %</i>
Sales Assistants	437	35.4	39.2
Clerks, Receptionists & Secretaries	108	8.7	8.2
Food Handlers	76	6.1	8.3
Building & Construction Skilled Workers	75	6.1	5.0
Waiters	67	5.4	6.5
Gardeners, Farmers & Animal Workers	55	4.4	2.3
Health, Fitness, Hair & Beauty Workers	55	4.4	4.0
Labourers	55	4.4	2.6
Food, Hospitality & Tourism	51	4.1	3.7
Electrical & Electronics Trades	47	3.8	2.3
Child Care & Education-related Workers	44	3.6	3.7
Metal & Engineering Trades	35	2.8	2.0
Automotive Workers	27	2.2	1.7
Accounting, Finance & Management	22	1.8	2.1
Government & Defence	17	1.4	0.9
Storepersons	14	1.1	2.2
Engineering & Science-related Workers	11	0.9	0.3
Drivers & Transport	9	0.7	1.0
Cleaners	6	0.5	1.0
Computing & IT	6	0.5	0.4
Media, the Arts & Printing	5	0.4	0.5
Factory & Machine Workers	3	0.2	0.8
Marketing & Sales Representatives	3	0.2	0.8
Social Welfare & Security	3	0.2	0.1
Pamphlet/Paper Delivery	0	0.0	0.1
Other	5	0.4	0.2
Total	1 236	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, Far North and Queensland, 2010

<i>Industry Category</i>	<i>no.</i>	<i>%</i>	<i>Qld %</i>
Retail Trade	448	36.2	37.8
Accommodation & Food Services	232	18.8	24.3
Construction	114	9.2	7.8
Agriculture, Forestry & Fishing	63	5.1	1.8
Health Care & Social Assistance	60	4.9	4.5
Arts & Recreation Services	45	3.6	3.3
Other Services	41	3.3	2.6
Manufacturing	40	3.2	3.1
Public Administration & Safety	37	3.0	2.3
Professional, Scientific & Technical Services	24	1.9	2.3
Education & Training	23	1.9	2.5
Administrative & Support Services	19	1.5	1.7
Transport, Postal & Warehousing	16	1.3	0.9
Financial & Insurance Services	15	1.2	0.8
Mining	12	1.0	1.0
Electricity, Gas, Water & Waste Services	11	0.9	0.5
Rental, Hiring & Real Estate Services	10	0.8	0.9
Wholesale Trade	5	0.4	0.7
Information Media & Telecommunications	4	0.3	0.6
Other	17	1.4	0.9
Total	1 236	100.0	100.0



Table 9 Main reason of Year 12 completers for not studying, by sex, Far North, 2010

<i>Main Reason</i>	<i>Males %</i>	<i>Females %</i>	<i>Total %</i>
I am undecided and considering options	16.4	21.4	19.2
I want a break from study	13.6	22.4	18.5
I am not interested in further study	13.6	7.0	9.9
I am waiting for the course/training to begin	8.7	7.8	8.2
I am working to finance further study	7.2	7.6	7.4
I am looking for an apprenticeship/traineeship	10.2	1.2	5.2
I don't feel ready for more study	2.8	5.6	4.4
The course fees and other costs are a barrier	3.6	4.4	4.0
My work commitments	3.1	3.6	3.4
I would have to move away from home	2.0	3.8	3.0
I don't meet the entry criteria for the program	3.3	1.8	2.5
I am going into the armed services	4.3	0.8	2.4
I am working to save money	1.0	2.6	1.9
I am working to qualify for independent Youth Allowance	2.3	1.4	1.8
My family commitments	1.3	1.4	1.3
Because of disability	0.8	0.8	0.8
I have already finished studying	0.3	1.2	0.8
Health reasons	0.5	0.4	0.4
I am looking for work	0.3	0.4	0.3
My sporting commitments	0.8	0.0	0.3
I am going overseas to work	0.0	0.4	0.2
There is too much travel involved	0.0	0.2	0.1
Other	4.1	4.0	4.0
Total	100.0	100.0	100.0



Table 10 Main reason of Year 12 completers for not studying, Far North, Regional Queensland and Queensland, 2010

<i>Main Reason</i>	<i>%</i>	<i>Regional Queensland %</i>	<i>Qld %</i>
I want a break from study	18.5	18.9	21.5
I am undecided and considering options	19.2	19.5	20.2
I am not interested in further study	9.9	11.7	10.3
I am waiting for the course/training to begin	8.2	6.5	7.9
I am working to finance further study	7.4	8.5	6.7
I don't feel ready for more study	4.4	5.1	5.0
The course fees and other costs are a barrier	4.0	4.3	4.1
I am looking for an apprenticeship/traineeship	5.2	3.6	3.8
My work commitments	3.4	4.0	3.6
I don't meet the entry criteria for the program	2.5	2.8	3.3
I am going into the armed services	2.4	2.4	2.4
I would have to move away from home	3.0	3.0	1.8
I am working to save money	1.9	1.5	1.2
I am working to qualify for independent Youth Allowance	1.8	2.0	1.2
Because of disability	0.8	1.1	1.0
I am looking for work	0.3	0.8	1.0
Health reasons	0.4	0.6	0.9
My family commitments	1.3	0.7	0.8
My sporting commitments	0.3	0.4	0.7
I have already finished studying	0.8	0.6	0.5
I am going overseas to work	0.2	0.2	0.4
There is too much travel involved	0.1	0.1	0.1
Student exchange	0.0	0.1	0.1
The costs of travel are a barrier	0.0	0.1	0.1
Other	4.0	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, Far North, 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	12.0	13.5	15.6
Travel	12.0	13.5	14.6
Health reasons	14.0	13.9	13.2
Because of disability	6.0	13.0	11.3
My family commitments	18.0	14.9	10.5
My study commitments	10.0	8.7	9.2
I don't wish to work	2.0	2.4	4.4
My sporting commitments	2.0	2.4	3.9
I don't feel ready for paid employment	0.0	3.4	2.6
Student exchange	0.0	2.4	1.8
Transport difficulties	0.0	1.4	1.4
I have been unsuccessful finding a job	6.0	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	2.0	0.5	0.4
Other	16.0	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) Far North, 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)	302	33.2	192	19.5
VET Cert IV+ *	23	2.5	33	3.4
VET Cert III *	20	2.2	36	3.7
VET Cert I-II/other *	50	5.5	25	2.5
Apprentice *	72	7.9	149	15.2
Trainee *	37	4.1	61	6.2
Working FT	121	13.3	150	15.3
Working PT	164	18.0	205	20.9
Seeking work	96	10.6	102	10.4
Not studying/NILF	24	2.6	30	3.1
<i>Total VET</i>	<i>202</i>	<i>22.2</i>	<i>304</i>	<i>30.9</i>
Total	909	100.0	983	100.0

* Included in Total VET



Table 13 Main destinations of Year 12 completers, by school-based apprentices, Far North, 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)	462	28.9	32	11.0
VET Cert IV+ *	50	3.1	6	2.1
VET Cert III *	47	2.9	9	3.1
VET Cert I-II/other *	70	4.4	5	1.7
Apprentice *	106	6.6	115	39.5
Trainee *	79	4.9	19	6.5
Working FT	236	14.7	35	12.0
Working PT	329	20.5	40	13.7
Seeking work	173	10.8	25	8.6
Not studying/NILF	49	3.1	5	1.7
<i>Total VET</i>	<i>352</i>	<i>22.0</i>	<i>154</i>	<i>52.9</i>
Total	1 601	100.0	291	100.0

* Included in Total VET



Table 14 Main destinations of Year 12 completers, by OP/IBD awarded, Far North, 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)	19	2.2	475	46.7
VET Cert IV+ *	24	2.7	32	3.1
VET Cert III *	38	4.3	18	1.8
VET Cert I-II/other *	51	5.8	24	2.4
Apprentice *	195	22.3	26	2.6
Trainee *	57	6.5	41	4.0
Working FT	129	14.8	142	13.9
Working PT	189	21.6	180	17.7
Seeking work	135	15.4	63	6.2
Not studying/NILF	37	4.2	17	1.7
<i>Total VET</i>	<i>365</i>	<i>41.8</i>	<i>141</i>	<i>13.9</i>
Total	874	100.0	1 018	100.0

* Included in Total VET



Table 15 Main destinations of Year 12 completers, by Year 12 Status – Queensland Certificate of Individual Achievement (QCIA), Far North, 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)	494	26.4	0	0.0
VET Cert IV+ *	56	3.0	0	0.0
VET Cert III *	56	3.0	0	0.0
VET Cert I-II/other *	67	3.6	8	44.4
Apprentice *	221	11.8	0	0.0
Trainee *	98	5.2	0	0.0
Working FT	269	14.4	2	11.1
Working PT	367	19.6	2	11.1
Seeking work	197	10.5	1	5.6
Not studying/NILF	49	2.6	5	27.8
<i>Total VET</i>	<i>498</i>	<i>26.6</i>	<i>8</i>	<i>44.4</i>
Total	1 874	100.0	18	100.0

* Included in Total VET



Table 16 Main destinations of Year 12 completers, by Year 12 Status – Queensland Certificate of Education (QCE), Far North, 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)	22	4.5	472	33.6
VET Cert IV+ *	19	3.9	37	2.6
VET Cert III *	24	4.9	32	2.3
VET Cert I-II/other *	40	8.2	35	2.5
Apprentice *	66	13.6	155	11.0
Trainee *	28	5.8	70	5.0
Working FT	64	13.2	207	14.7
Working PT	102	21.0	267	19.0
Seeking work	94	19.3	104	7.4
Not studying/NILF	27	5.6	27	1.9
<i>Total VET</i>	<i>177</i>	<i>36.4</i>	<i>329</i>	<i>23.4</i>
Total	486	100.0	1 406	100.0

* Included in Total VET



Table 17 Main destinations of Year 12 completers, by Indigenous Status, Far North, 2010

<i>Main Destination</i>	<i>Non-Indigenous</i>		<i>Indigenous</i>	
	<i>no.</i>	<i>%</i>	<i>no.</i>	<i>%</i>
University (degree)	481	28.6	13	6.2
VET Cert IV+ *	53	3.1	3	1.4
VET Cert III *	48	2.9	8	3.8
VET Cert I-II/other *	57	3.4	18	8.6
Apprentice *	204	12.1	17	8.1
Trainee *	78	4.6	20	9.6
Working FT	247	14.7	24	11.5
Working PT	325	19.3	44	21.1
Seeking work	152	9.0	46	22.0
Not studying/NILF	38	2.3	16	7.7
<i>Total VET</i>	<i>440</i>	<i>26.1</i>	<i>66</i>	<i>31.6</i>
Total	1 683	100.0	209	100.0

* Included in Total VET



Table 18 Main destinations of Year 12 completers, by Language Background, Far North, 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)	468	26.5	20	17.4
VET Cert IV+ *	53	3.0	3	2.6
VET Cert III *	53	3.0	3	2.6
VET Cert I-II/other *	67	3.8	8	7.0
Apprentice *	214	12.1	7	6.1
Trainee *	89	5.0	9	7.8
Working FT	259	14.7	11	9.6
Working PT	346	19.6	22	19.1
Seeking work	172	9.7	23	20.0
Not studying/NILF	44	2.5	9	7.8
Total VET	476	27.0	30	26.1
Total	1 765	100.0	115	100.0

* Included in Total VET



Table 19 Main destinations of Year 12 completers, by socioeconomic status, Far North, 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)	172	22.1	105	22.1	126	32.5	87	37.5
VET Cert IV+ *	20	2.6	17	3.6	11	2.8	7	3.0
VET Cert III *	28	3.6	12	2.5	10	2.6	6	2.6
VET Cert I-II/other *	41	5.3	14	2.9	16	4.1	3	1.3
Apprentice *	89	11.4	68	14.3	37	9.5	27	11.6
Trainee *	45	5.8	25	5.3	18	4.6	10	4.3
Working FT	113	14.5	71	14.9	45	11.6	37	15.9
Working PT	146	18.7	99	20.8	81	20.9	39	16.8
Seeking work	91	11.7	57	12.0	39	10.1	10	4.3
Not studying/NILF	34	4.4	8	1.7	5	1.3	6	2.6
<i>Total VET</i>	<i>223</i>	<i>28.6</i>	<i>136</i>	<i>28.6</i>	<i>92</i>	<i>23.7</i>	<i>53</i>	<i>22.8</i>
Total	779	100.0	476	100.0	388	100.0	232	100.0

* Included in Total VET

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



Statistical Subdivisions within Far North

Cairns

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

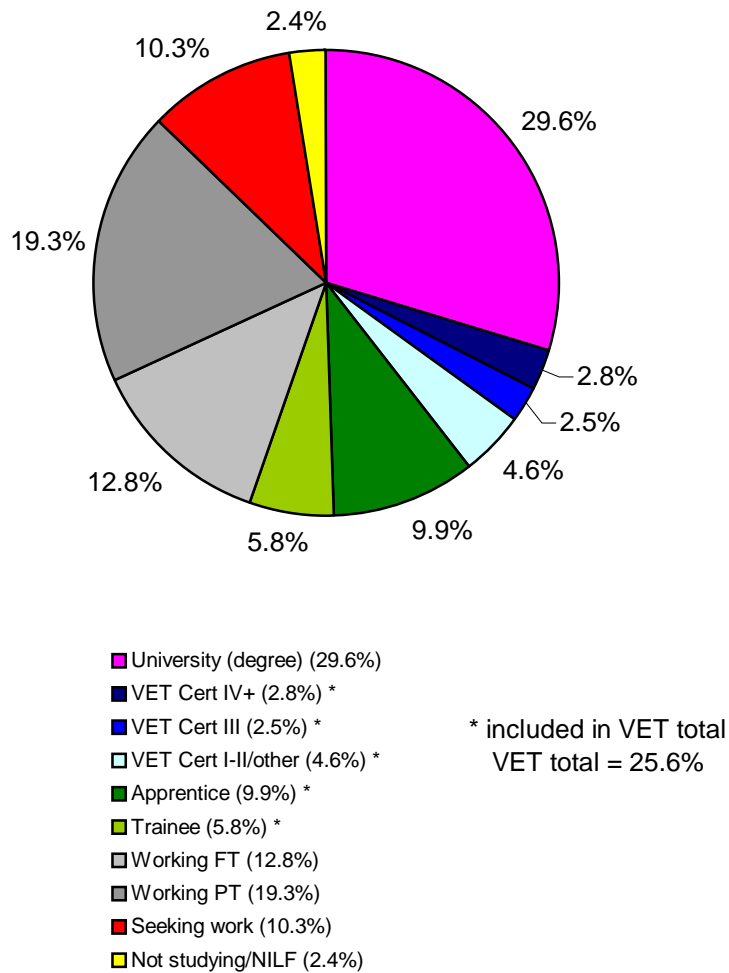




Table 20 Main destinations of Year 12 completers, by sex, Cairns, 2010

<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)	152	26.9	198	32.1	350	29.6
VET Cert IV+ *	10	1.8	23	3.7	33	2.8
VET Cert III *	11	1.9	19	3.1	30	2.5
VET Cert I-II/other *	36	6.4	18	2.9	54	4.6
Apprentice *	98	17.3	19	3.1	117	9.9
Trainee *	22	3.9	47	7.6	69	5.8
Working FT	70	12.4	81	13.1	151	12.8
Working PT	89	15.7	139	22.6	228	19.3
Seeking work	66	11.7	56	9.1	122	10.3
Not studying/NILF	12	2.1	16	2.6	28	2.4
<i>Total VET</i>	<i>177</i>	<i>31.3</i>	<i>126</i>	<i>20.5</i>	<i>303</i>	<i>25.6</i>
Total	566	100.0	616	100.0	1 182	100.0

* Included in Total VET



Figure 7 Main destinations of Year 12 completers, Cairns, Far North, Regional Queensland & Queensland, 2010

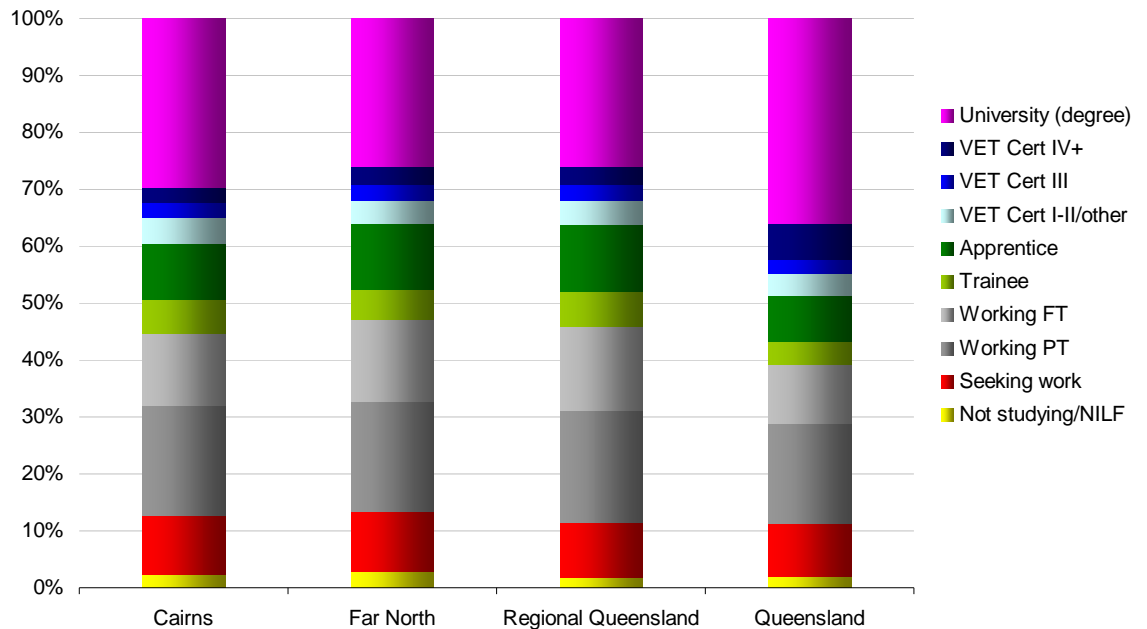


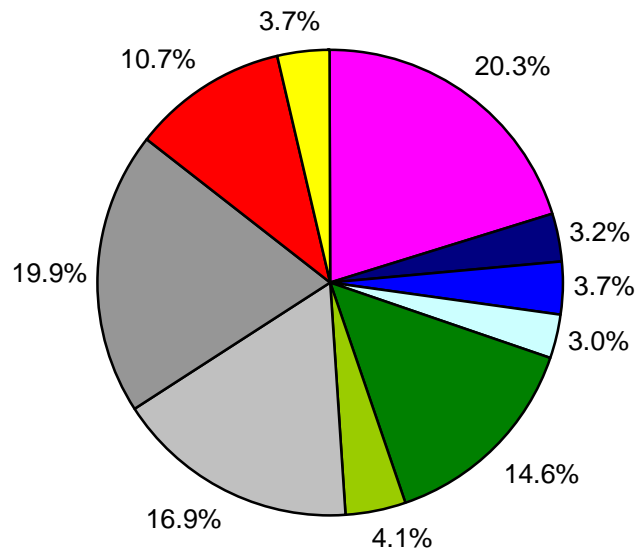
Table 21 Study and labour force destinations of Year 12 completers, Cairns, 2010

		<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>	3	0	2	0	2	151	158
	<i>%</i>	0.9	0.0	1.6	0.0	2.1	28.5	13.4
Working part-time	<i>no.</i>	155	22	12	4	7	228	428
	<i>%</i>	44.3	42.3	9.7	13.3	7.2	43.1	36.2
Apprentice	<i>no.</i>	0	13	61	4	39	0	117
	<i>%</i>	0.0	25.0	49.2	13.3	40.2	0.0	9.9
Trainee	<i>no.</i>	0	6	33	9	21	0	69
	<i>%</i>	0.0	11.5	26.6	30.0	21.6	0.0	5.8
Seeking work	<i>no.</i>	81	7	10	10	12	122	242
	<i>%</i>	23.1	13.5	8.1	33.3	12.4	23.1	20.5
Not working/not seeking work	<i>no.</i>	111	4	6	3	16	28	168
	<i>%</i>	31.7	7.7	4.8	10.0	16.5	5.3	14.2
Total	<i>no.</i>	350	52	124	30	97	529	1 182
	<i>%</i>	100.0	100.0	100.0	100.0	100.0	100.0	100.0



Far North SD Bal

Figure 8 Main destinations of Year 12 completers, Far North SD Bal, 2010



- University (degree) (20.3%)
- VET Cert IV+ (3.2%) *
- VET Cert III (3.7%) *
- VET Cert I-II/other (3.0%) *
- Apprentice (14.6%) *
- Trainee (4.1%) *
- Working FT (16.9%)
- Working PT (19.9%)
- Seeking work (10.7%)
- Not studying/NILF (3.7%)

* included in VET total
VET total = 28.6%



Table 22 Main destinations of Year 12 completers, by sex, Far North SD Bal, 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)	53	16.4	91	23.6	144	20.3
VET Cert IV+ *	4	1.2	19	4.9	23	3.2
VET Cert III *	5	1.5	21	5.4	26	3.7
VET Cert I-II/other *	11	3.4	10	2.6	21	3.0
Apprentice *	89	27.5	15	3.9	104	14.6
Trainee *	8	2.5	21	5.4	29	4.1
Working FT	53	16.4	67	17.4	120	16.9
Working PT	52	16.0	89	23.1	141	19.9
Seeking work	38	11.7	38	9.8	76	10.7
Not studying/NILF	11	3.4	15	3.9	26	3.7
<i>Total VET</i>	<i>117</i>	<i>36.1</i>	<i>86</i>	<i>22.3</i>	<i>203</i>	<i>28.6</i>
Total	324	100.0	386	100.0	710	100.0

* Included in Total VET



Figure 9 Main destinations of Year 12 completers, Far North SD Bal, Far North, Regional Queensland & Queensland, 2010

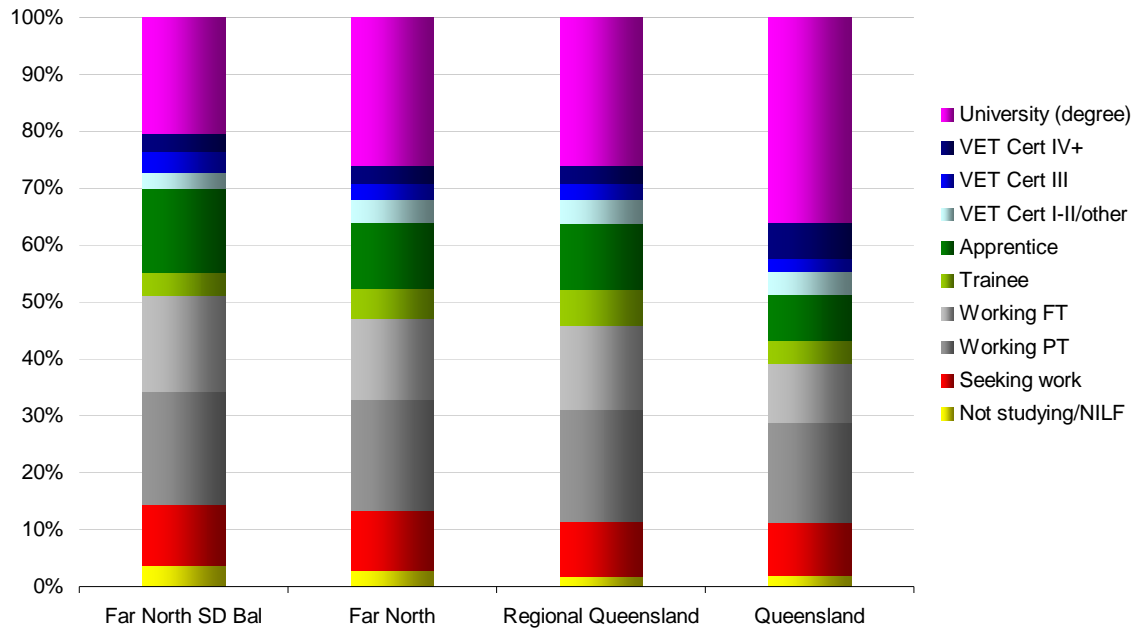


Table 23 Study and labour force destinations of Year 12 completers, Far North SD Bal, 2010

		Uni degree	VET Cert IV+	VET Cert III	VET Cert I-II	Study other/ unspecified	Not studying	Total
Working full-time	no.	5	4	2	0	2	120	133
	%	3.5	12.1	2.0	0.0	3.4	33.1	18.7
Working part-time	no.	33	12	9	0	3	141	198
	%	22.9	36.4	9.0	0.0	5.1	38.8	27.9
Apprentice	no.	0	8	65	2	29	0	104
	%	0.0	24.2	65.0	18.2	49.2	0.0	14.6
Trainee	no.	0	2	9	6	12	0	29
	%	0.0	6.1	9.0	54.5	20.3	0.0	4.1
Seeking work	no.	34	5	9	3	7	76	134
	%	23.6	15.2	9.0	27.3	11.9	20.9	18.9
Not working/not seeking work	no.	72	2	6	0	6	26	112
	%	50.0	6.1	6.0	0.0	10.2	7.2	15.8
Total	no.	144	33	100	11	59	363	710
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0



Appendix

Appendix 1

Table A1A Far North schools with Year 12 completers in 2009

Atherton State High School
Babinda State School
Bentley Park College
Cairns School of Distance Education
Cairns State High School
Cooktown State School
Djarragun College
Freshwater Christian College
Good Counsel College
Gordonvale State High School
Innisfail Inclusive Education Centre
Innisfail State College
Kuranda District State College
Malanda State High School
Mareeba State High School
Mossman State High School
Mount St Bernard College
Northern Peninsula Area College
Peace Lutheran College
Ravenshoe State High School
Smithfield State High School
St Andrew's Catholic College
St Augustine's College - Cairns
St Mary's Catholic College
St Monica's College
Tagai State College - Thursday Island Secondary
Trinity Anglican School
Trinity Bay State High School
Tully State High School
Western Cape College
Woree State High School



Appendix 2

Figure A2A Queensland Statistical Divisions, ABS, 2009

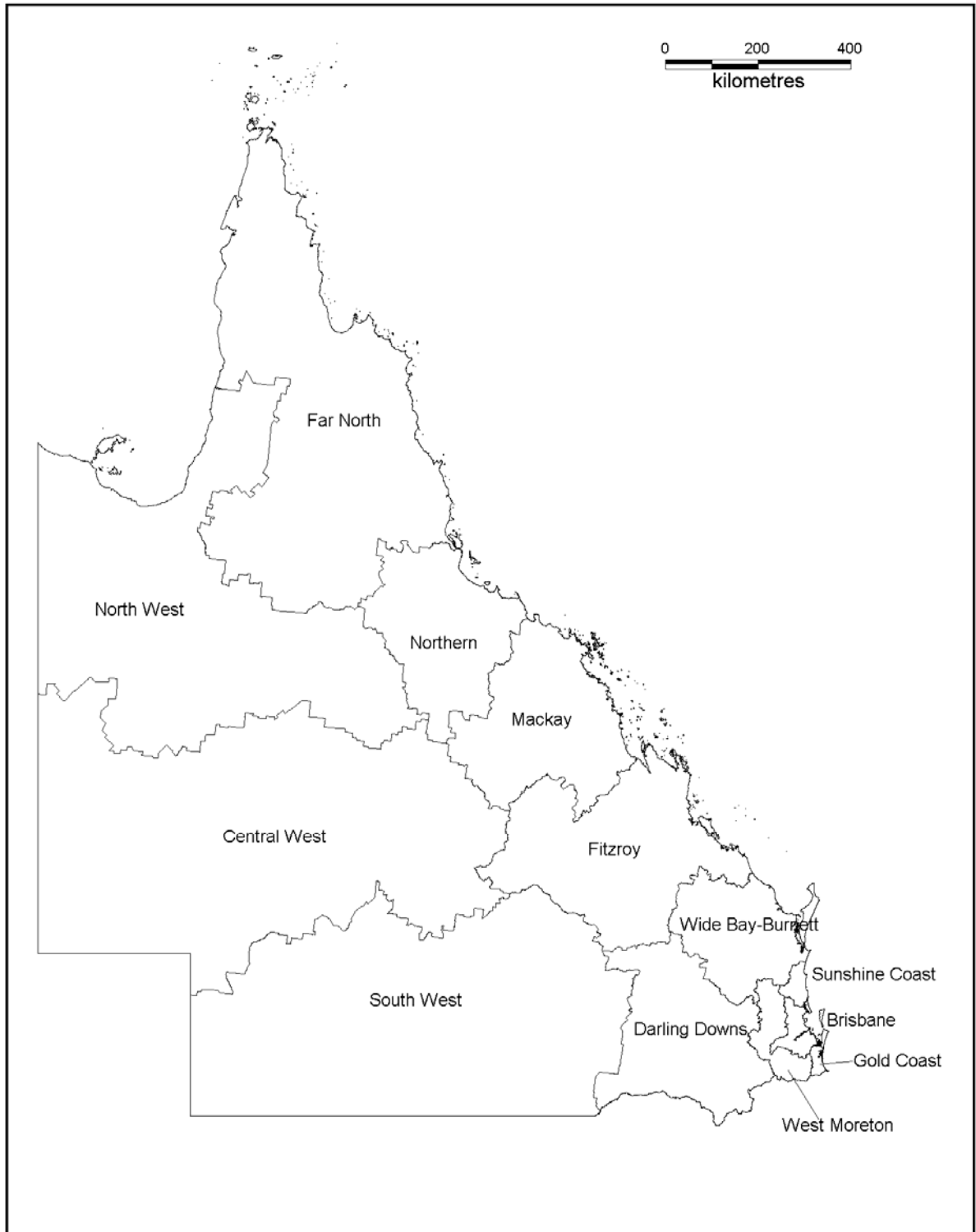
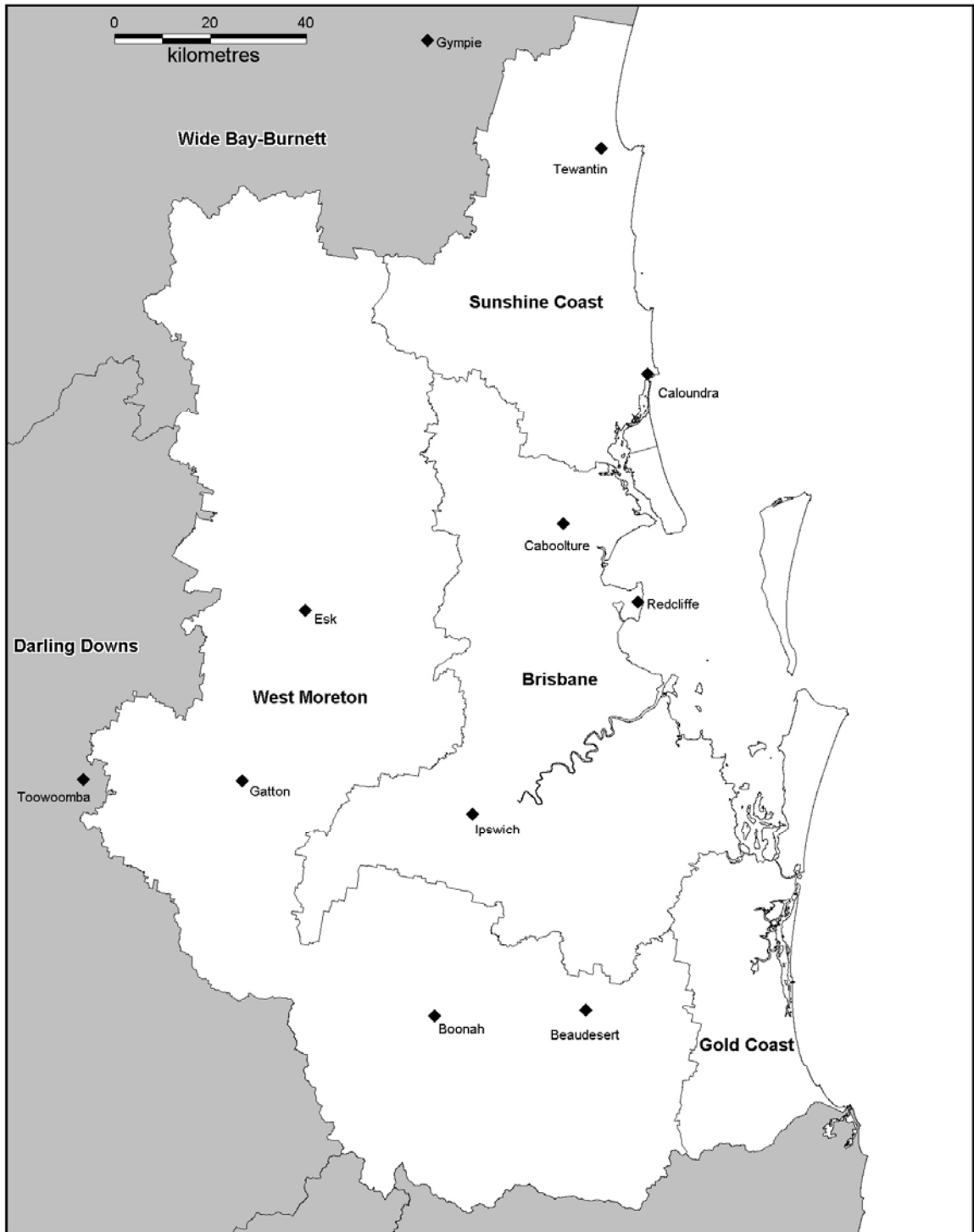




Figure A2B Brisbane, Gold Coast, Sunshine Coast and West Moreton Statistical Divisions, ABS, 2009





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)