



nextstep

2010

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

Wide Bay-Burnett Regional Report



Next Step 2010

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destinations of Year 12
completers from 2009**

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Acknowledgments

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Queensland University of Technology

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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 – Wide Bay-Burnett – a total of 2133 completed surveys were received resulting in a response rate of 83.4 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

- More than eight in ten (86.5 per cent) Year 12 completers in this region were studying or in paid employment. (Figure 1)
- More than four in ten (49.8 per cent) continued in some recognised form of education and training in the year after they left school. (Figure 1)
- One in five was undertaking a university degree (22.2 per cent). (Figure 1)
- One quarter (27.7 per cent) entered into studying vocational education and training (VET). (Figure 1)
- One quarter of the campus-based VET students were studying at Certificate IV level or higher (3.9 per cent of Year 12 completers overall). (Figure 1)
- One in eight (13.5 per cent) were undertaking employment-based training, either as an apprentice (7.1 per cent) or trainee (6.4 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).
- Over one half (50.2 per cent) did not enter post-school education or training and were either employed (36.6 per cent), looking for work (11.6 per cent) or neither working, seeking work or studying (1.9 per cent). (Figure 1)

Learning: education and training destinations

Amongst the 49.8 per cent of Year 12 completers continuing in some form of education or training the most common fields of study were Management and Commerce (e.g. Business, Tourism), Engineering and Related Technologies, Health and Society and Culture. (Table 4)

The Wide Bay Institute of TAFE, Central Queensland University and Private Training Colleges were the three tertiary institutions most commonly entered by Year 12 completers, accounting for more than four in ten of Year 12 completers (45.0 per cent) in post-school education and training destinations. (Table 5)

Earning: employment destinations

Of those Year 12 graduates working, more than half were in part-time employment (58.4 per cent), while 21.1 per cent were in full-time employment, 10.8 per cent were apprentices and 9.7 per cent were trainees. (Table 6)

More than half of all Year 12 completers in employment (49.5 per cent) were working in just three occupational groups — Sales Assistants, Clerks, Receptionists and Secretaries and Food Handlers. Sales Assistants were the most common occupational group (40.8 per cent) with the next most common being Clerks, Receptionists and Secretaries (8.7 per cent) followed by Food Handlers (6.7 per cent). (Table 7)



Not learning or earning

The survey identified 11.6 per cent of Year 12 graduates who were seeking work. (Figure 1)

A further 1.9 per cent of Year 12 completers were neither studying nor seeking work. This group includes those with a disability or health condition, and those travelling or waiting for their course to commence. (Figure 1)

The most common main reasons given for not continuing in study were wanting a break from study (for example to travel), that young people 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 (26.7 per cent compared to 16.8 per cent of males), and more likely to enrol in campus-based VET programs (14.8 per cent compared to 13.4 per cent of males). (Table 2)
- Males were seven 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 as males to study in the fields of Society and Culture and Health. (Table 4)
- Males were 30 times as likely to enrol in Engineering and Related Technologies, ten times as likely as females to enrol in Architecture and Building courses, and seven times as likely to enrol in Information Technology courses. (Table 4)
- Females were more likely than males to be working in part-time jobs (65.9 per cent compared to 48.9 per cent) and less likely to be working in full-time jobs (19.3 per cent compared to 23.4 per cent of males). (Table 6)

VET students in schools

Six in ten Year 12 graduates in this region left school with a VET qualification (63.7 per cent), while 12.3 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 (17.4 per cent compared to 30.6 per cent). However, they had higher rates of transition to employment-based training (16.4 per cent compared to 8.5 per cent). (Table 12)

School-based apprentices and trainees were three times as likely to undertake apprenticeships or traineeships after school as other Year 12 completers (38.2 per cent compared to 10.1 per cent). (Table 13)

Overall Position/International Baccalaureate Diploma

Of those awarded an Overall Position/International Baccalaureate Diploma (OP/IBD), six in ten (58.5 per cent) of Year 12 completers entered into further education with university being the main destination (37.9 per cent). However, the survey showed that those not awarded an OP or an IBD had a higher rate of transition into campus-based VET (18.0 per cent compared to 11.1 per cent), employment-based training



(18.8 per cent compared to 9.5 per cent) and employment without further education and training (40.5 per cent compared to 33.6 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 1.4 per cent (29 respondents) were identified as achieving a QCIA. (Table 15)

Queensland Certificate of Education

Three in four (75.9 per cent) respondents 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 (27.6 per cent compared to 5.2 per cent) enrol in employment-based training (13.8 per cent compared to 12.8 per cent). However, those not awarded a QCE had a higher rate of transition to campus-based VET (22.9 per cent compared to 11.3 per cent). Those not awarded a QCE were more likely to be seeking work as those awarded a QCE (16.3 per cent compared to 10.1 per cent). (Table 16)

Indigenous

Among Year 12 completers of this region, only 3.0 per cent (65 respondents) were identified as Indigenous. (Table 17)

Indigenous Year 12 completers were less likely than their non-Indigenous peers to enrol at university (10.8 per cent compared to 22.5 per cent). Nonetheless, 7 Indigenous young people who completed the survey commenced university studies in 2010. (Table 17)

23.1 per cent (15 respondents) of Indigenous students entered into campus-based VET programs while 9.2 per cent (6 respondents) entered into an apprenticeship or traineeship. A further 38.5 per cent (25 respondents) entered into working pathways with no further education and training. (Table 17)

Language background other than English

Among Year 12 completers of this region, only 1.0 per cent (21 respondents) were identified as having a Language background other than English (LBOTE). (Table 18)

Socioeconomic status

Transition to post-school education and training was associated with socioeconomic status (SES), increasing from 47.5 per cent for the lowest SES quartile to 67.5 per cent for the highest SES quartile. Those from the second lowest SES quartile defied the trend with 53.2 per cent entering post-school education and training compared to 50.0 per cent for the second highest SES quartile. (Table 19)



Regional comparisons

Year 12 completers in Wide Bay-Burnett Region had varying differences in post-schooling destinations when compared to Regional Queensland and statewide Year 12 completers. Those from Wide Bay-Burnett Region were less likely than both Regional Queensland and statewide to enter university and also less likely than Regional Queensland to enter into employment-based training. Furthermore, the Wide Bay-Burnett Region respondents were more likely than both Regional Queensland and statewide to enter into employment with no further education and training. (Figure 2)

Year 12 completers not in education or training in Wide Bay-Burnett Region resembled that of statewide in employment destinations but differed to Regional Queensland Year 12 completers. Those from Wide Bay-Burnett Region were more likely than Regional Queensland to be seeking work and less likely to be engaged in full-time work. (Figure 5)

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

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

Wide Bay-Burnett Region Year 12 completers who were not learning, not earning and not seeking work, show differences in main reasons for not seeking work than to those of Regional Queensland and statewide. Those from the Wide Bay-Burnett Region were more likely than both Regional Queensland and statewide to have accepted a job that starts later and due to a disability, offset by travel, health, and study commitments being less common. (Table 11)

Comparisons over time

Comparisons between the destinations of Year 12 graduates from Wide Bay-Burnett Region for the years 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 number of young people attending university and working part-time with decreases in the destinations of apprenticeships, seeking work, and working full-time.

Emerging trends show a decrease in apprenticeships and an increasing trend in working part-time. (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, Wide Bay-Burnett, 2010

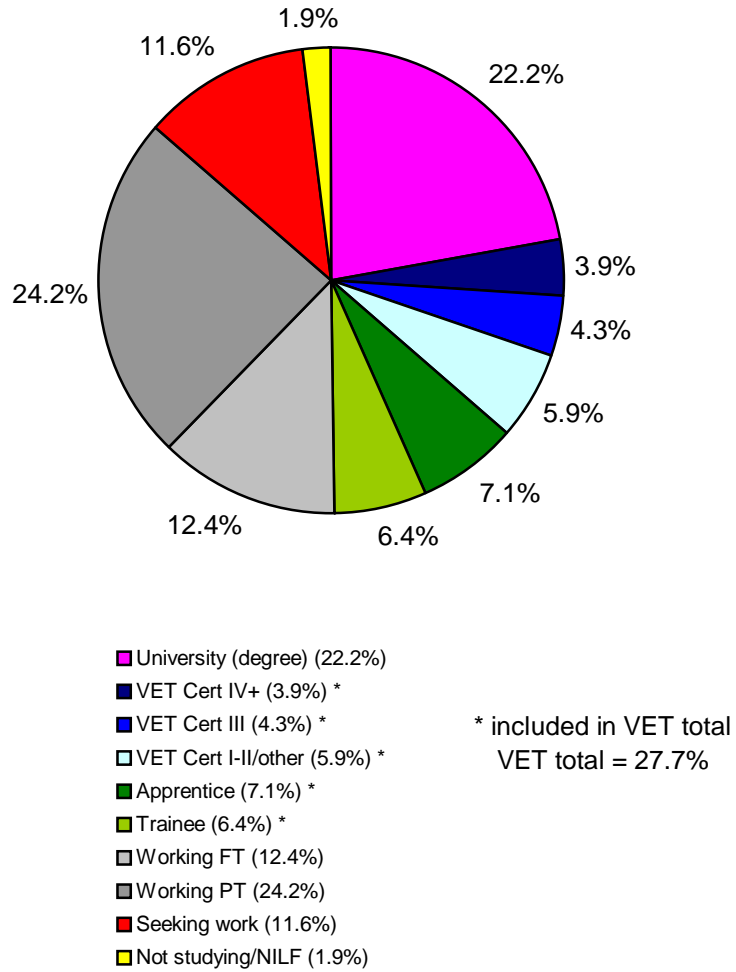




Table 2 Main destinations of Year 12 completers, by sex, Wide Bay-Burnett, 2010

<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)	165	16.8	308	26.7	473	22.2
VET Cert IV+ *	34	3.5	49	4.3	83	3.9
VET Cert III *	29	3.0	63	5.5	92	4.3
VET Cert I-II/other *	68	6.9	58	5.0	126	5.9
Apprentice *	130	13.3	22	1.9	152	7.1
Trainee *	43	4.4	94	8.2	137	6.4
Working FT	128	13.0	136	11.8	264	12.4
Working PT	218	22.2	299	26.0	517	24.2
Seeking work	138	14.1	110	9.5	248	11.6
Not studying/NILF	28	2.9	13	1.1	41	1.9
<i>Total VET</i>	<i>304</i>	<i>31.0</i>	<i>286</i>	<i>24.8</i>	<i>590</i>	<i>27.7</i>
Total	981	100.0	1 152	100.0	2 133	100.0

* Included in Total VET



Figure 2 Main destinations of Year 12 completers, Wide Bay-Burnett, Regional Queensland and Queensland, 2010

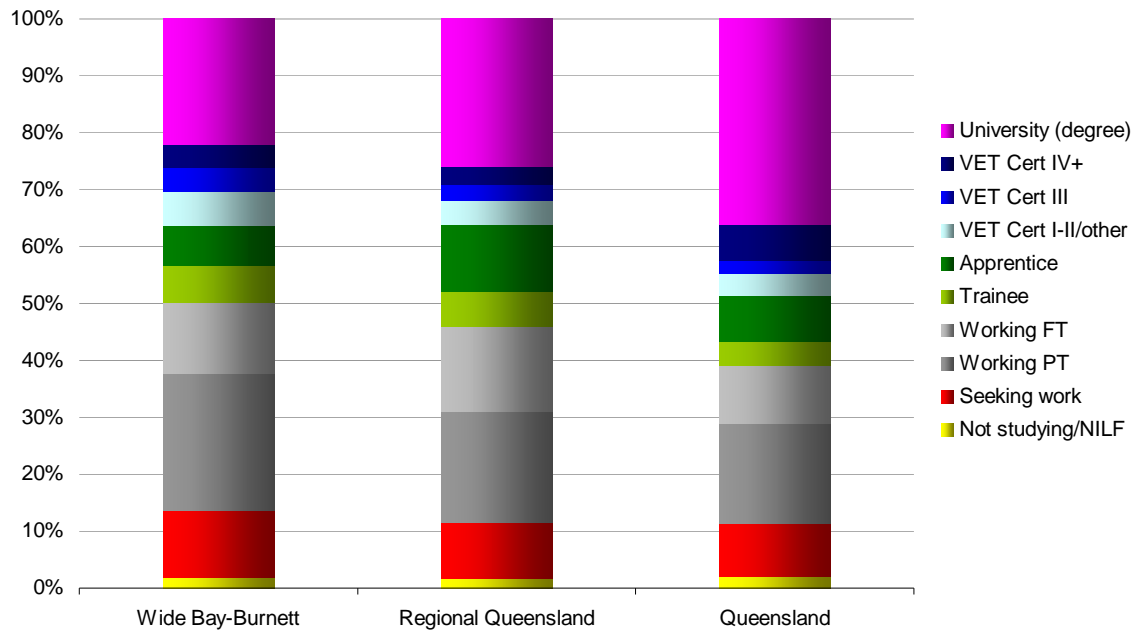


Table 3 Study and labour force destinations of Year 12 completers, Wide Bay-Burnett, 2010

		<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>	14	4	9	3	3	264	297
	<i>%</i>	3.0	4.0	3.4	3.8	2.0	24.7	13.9
Working part-time	<i>no.</i>	192	37	41	8	27	517	822
	<i>%</i>	40.6	37.4	15.6	10.0	18.2	48.3	38.5
Apprentice	<i>no.</i>	0	13	94	3	42	0	152
	<i>%</i>	0.0	13.1	35.7	3.8	28.4	0.0	7.1
Trainee	<i>no.</i>	0	3	77	27	30	0	137
	<i>%</i>	0.0	3.0	29.3	33.8	20.3	0.0	6.4
Seeking work	<i>no.</i>	116	18	28	24	23	248	457
	<i>%</i>	24.5	18.2	10.6	30.0	15.5	23.2	21.4
Not working/not seeking work	<i>no.</i>	151	24	14	15	23	41	268
	<i>%</i>	31.9	24.2	5.3	18.8	15.5	3.8	12.6
Total	<i>no.</i>	473	99	263	80	148	1 070	2 133
	<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, Wide Bay-Burnett, 2010

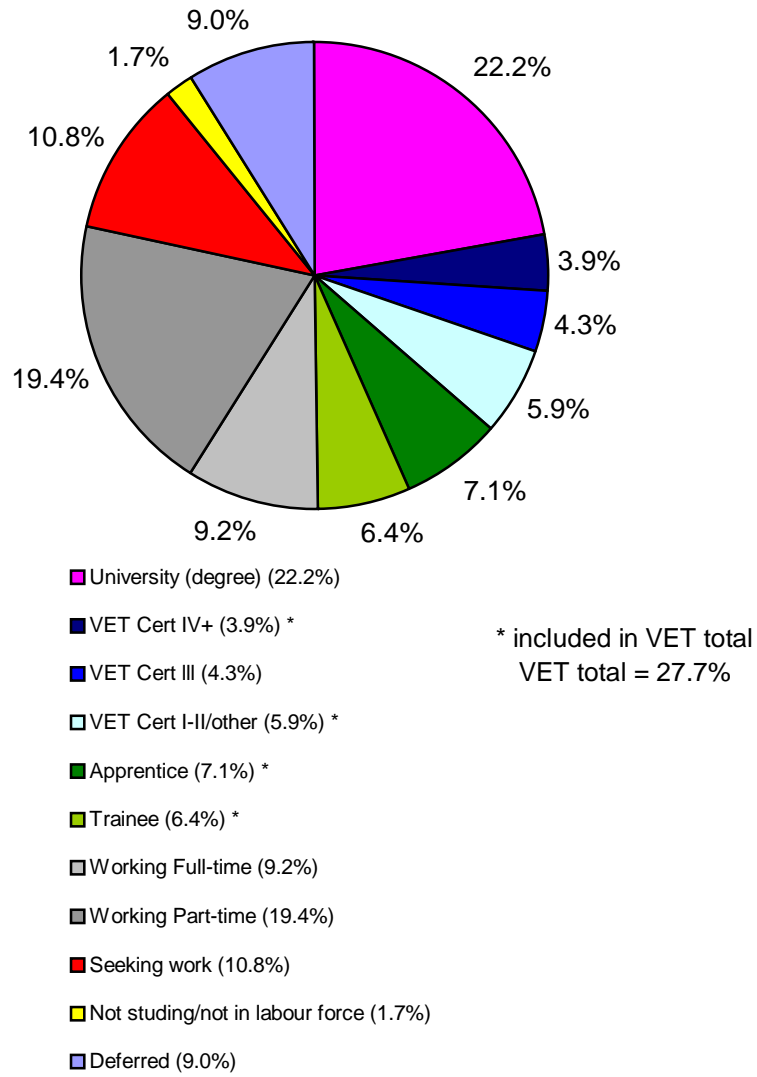




Figure 4 Comparison of main destinations of Year 12 completers, Wide Bay-Burnett, 2006 - 2010

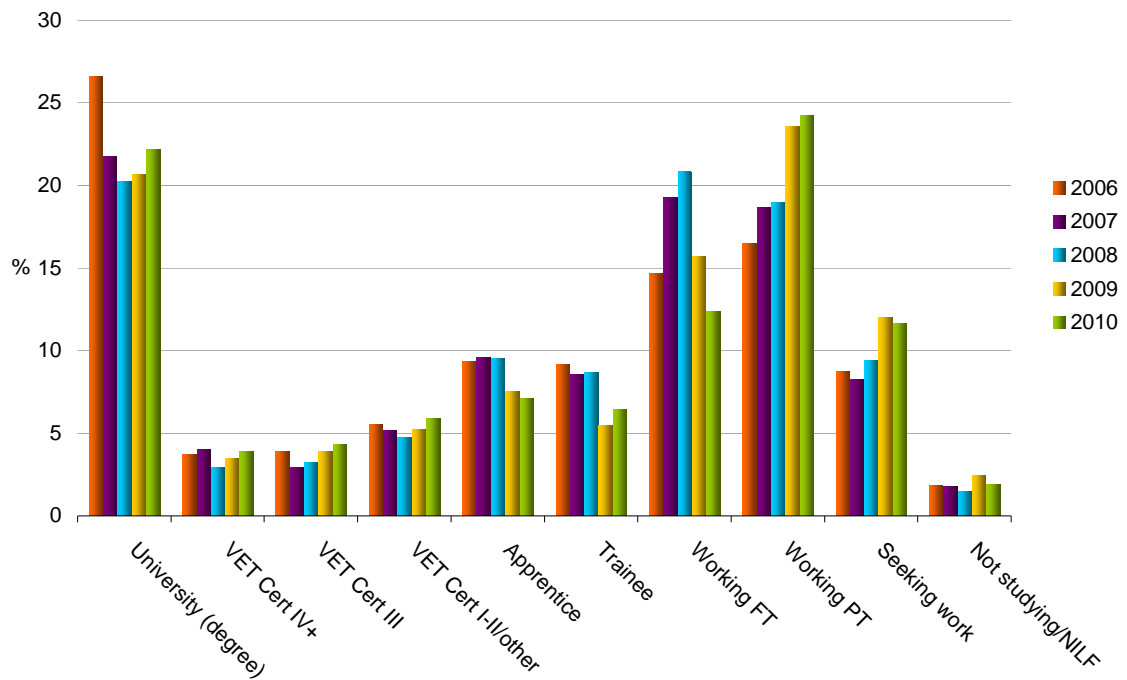


Table 4 Field of study of Year 12 completers, by sex, Wide Bay-Burnett, 2010

<i>Field of Study</i>	<i>Males</i> %	<i>Females</i> %	<i>Total</i> %
Management & Commerce	9.8	22.2	16.7
Engineering & Related Technologies	31.3	1.0	14.4
Health	5.9	17.1	12.2
Society & Culture	5.2	16.6	11.6
Food, Hospitality & Personal Services	4.6	8.2	6.6
Education	4.1	8.4	6.5
Creative Arts	3.5	7.0	5.5
Natural & Physical Sciences	5.4	5.1	5.3
Architecture & Building	9.3	0.9	4.6
Information Technology	8.9	1.2	4.6
Double Field of Study	2.8	3.4	3.2
Mixed Field Programs	2.0	3.2	2.7
Agriculture, Environmental & Related Studies	1.1	2.4	1.8
Year 12/Senior/Student Exchange	0.7	0.5	0.6
Defence Force Study	0.2	0.0	0.1
Other	5.2	2.7	3.8
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, Wide Bay-Burnett, 2010

<i>Institution</i>	<i>no.</i>	<i>%</i>
Wide Bay Institute of TAFE	238	22.8
Central Queensland University	119	11.4
Private Training Colleges	113	10.8
University of Queensland	103	9.9
University of Southern Queensland	77	7.4
Queensland University of Technology	61	5.8
Southern Queensland Institute of TAFE	43	4.1
University of the Sunshine Coast	41	3.9
Griffith University	41	3.9
Sunshine Institute of TAFE	33	3.2
Interstate Universities	21	2.0
James Cook University	17	1.6
Interstate TAFEs	11	1.1
Skills Tech Australia	10	1.0
Armed Forces	9	0.9
Secondary Schools	7	0.7
Southbank Institute of TAFE	7	0.7
Central Queensland Institute of TAFE	6	0.6
Australian Catholic University	3	0.3
Careers Australian Institute of Technology	3	0.3
Brisbane North Institute of TAFE	3	0.3
The Bremer Institute of TAFE	2	0.2
Qantm College	2	0.2
Other Queensland TAFEs	2	0.2
Metropolitan South Institute of TAFE	2	0.2
Tropical North Institute of TAFE	1	0.1
Gold Coast Institute of TAFE	1	0.1
Bond University	1	0.1
Other	68	6.5
Total	1 045	100.0



Table 6 Work destinations of all Year 12 completers in employment, by sex, Wide Bay-Burnett, 2010

Work Destination	Males		Females		Total	
	no.	%	no.	%	no.	%
Apprentice	130	20.8	22	2.8	152	10.8
Trainee	43	6.9	94	12.0	137	9.7
Working full-time	146	23.4	151	19.3	297	21.1
Working part-time	305	48.9	517	65.9	822	58.4
Total	624	100.0	784	100.0	1 408	100.0

Figure 5 Main destinations of Year 12 completers not in education or training, Wide Bay-Burnett, Regional Queensland and Queensland, 2010

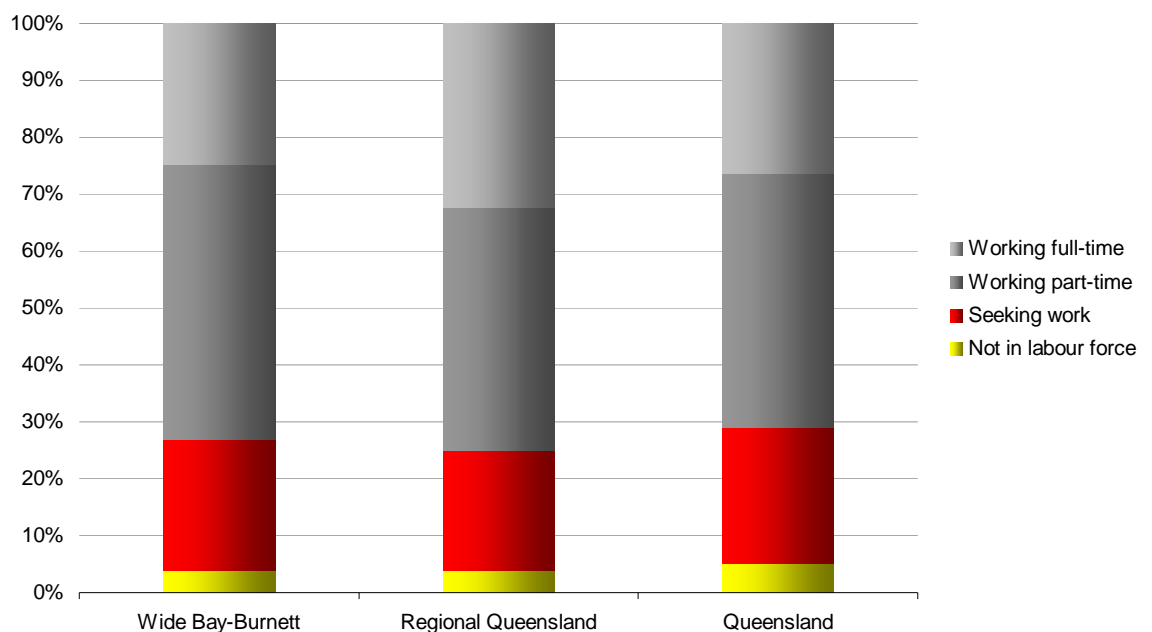




Table 7 Occupational groups of all Year 12 completers in employment, Wide Bay-Burnett and Queensland, 2010

<i>Occupational Group</i>	<i>no.</i>	<i>%</i>	<i>Qld %</i>
Sales Assistants	574	40.8	39.2
Clerks, Receptionists & Secretaries	123	8.7	8.2
Food Handlers	95	6.7	8.3
Waiters	82	5.8	6.5
Building & Construction Skilled Workers	54	3.8	5.0
Labourers	54	3.8	2.6
Food, Hospitality & Tourism	52	3.7	3.7
Gardeners, Farmers & Animal Workers	49	3.5	2.3
Health, Fitness, Hair & Beauty Workers	44	3.1	4.0
Accounting, Finance & Management	35	2.5	2.1
Electrical & Electronics Trades	35	2.5	2.3
Metal & Engineering Trades	32	2.3	2.0
Storepersons	31	2.2	2.2
Child Care & Education-related Workers	30	2.1	3.7
Automotive Workers	20	1.4	1.7
Cleaners	17	1.2	1.0
Drivers & Transport	15	1.1	1.0
Government & Defence	14	1.0	0.9
Factory & Machine Workers	12	0.9	0.8
Marketing & Sales Representatives	12	0.9	0.8
Computing & IT	10	0.7	0.4
Media, the Arts & Printing	6	0.4	0.5
Engineering & Science-related Workers	4	0.3	0.3
Social Welfare & Security	4	0.3	0.1
Pamphlet/Paper Delivery	1	0.1	0.1
Other	3	0.2	0.2
Total	1 408	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, Wide Bay-Burnett and Queensland, 2010

<i>Industry Category</i>	<i>no.</i>	<i>%</i>	<i>Qld %</i>
Retail Trade	561	39.8	37.8
Accommodation & Food Services	306	21.7	24.3
Construction	99	7.0	7.8
Health Care & Social Assistance	55	3.9	4.5
Manufacturing	51	3.6	3.1
Public Administration & Safety	43	3.1	2.3
Agriculture, Forestry & Fishing	41	2.9	1.8
Professional, Scientific & Technical Services	36	2.6	2.3
Other Services	35	2.5	2.6
Administrative & Support Services	27	1.9	1.7
Arts & Recreation Services	27	1.9	3.3
Financial & Insurance Services	24	1.7	0.8
Education & Training	23	1.6	2.5
Rental, Hiring & Real Estate Services	21	1.5	0.9
Transport, Postal & Warehousing	11	0.8	0.9
Wholesale Trade	11	0.8	0.7
Electricity, Gas, Water & Waste Services	9	0.6	0.5
Information Media & Telecommunications	8	0.6	0.6
Mining	5	0.4	1.0
Other	15	1.1	0.9
Total	1 408	100.0	100.0



Table 9 Main reason of Year 12 completers for not studying, by sex, Wide Bay-Burnett, 2010

<i>Main Reason</i>	<i>Males %</i>	<i>Females %</i>	<i>Total %</i>
I want a break from study	15.0	21.0	18.1
I am undecided and considering options	17.6	17.9	17.8
I am not interested in further study	13.9	9.0	11.3
I am working to finance further study	6.4	12.9	9.8
I am waiting for the course/training to begin	7.4	6.3	6.8
I don't feel ready for more study	5.7	5.0	5.3
I am looking for an apprenticeship/traineeship	8.2	1.1	4.5
The course fees and other costs are a barrier	2.1	6.1	4.2
My work commitments	4.1	3.9	4.0
I would have to move away from home	2.3	4.8	3.6
I am going into the armed services	5.7	0.4	2.9
I don't meet the entry criteria for the program	2.9	2.9	2.9
I am working to qualify for independent Youth Allowance	1.8	2.7	2.2
I am working to save money	0.8	2.2	1.5
Because of disability	1.8	0.9	1.3
Health reasons	1.0	0.4	0.7
I am looking for work	1.2	0.2	0.7
I have already finished studying	0.2	0.7	0.5
My sporting commitments	1.0	0.0	0.5
My family commitments	0.0	0.5	0.3
I am going overseas to work	0.0	0.4	0.2
There is too much travel involved	0.0	0.4	0.2
The costs of travel are a barrier	0.0	0.2	0.1
Other	1.0	0.4	0.7
Total	100.0	100.0	100.0



Table 10 Main reason of Year 12 completers for not studying, Wide Bay-Burnett, Regional Queensland and Queensland, 2010

<i>Main Reason</i>	<i>%</i>	<i>Regional Queensland %</i>	<i>Qld %</i>
I want a break from study	18.1	18.9	21.5
I am undecided and considering options	17.8	19.5	20.2
I am not interested in further study	11.3	11.7	10.3
I am waiting for the course/training to begin	6.8	6.5	7.9
I am working to finance further study	9.8	8.5	6.7
I don't feel ready for more study	5.3	5.1	5.0
The course fees and other costs are a barrier	4.2	4.3	4.1
I am looking for an apprenticeship/traineeship	4.5	3.6	3.8
My work commitments	4.0	4.0	3.6
I don't meet the entry criteria for the program	2.9	2.8	3.3
I am going into the armed services	2.9	2.4	2.4
I would have to move away from home	3.6	3.0	1.8
I am working to save money	1.5	1.5	1.2
I am working to qualify for independent Youth Allowance	2.2	2.0	1.2
Because of disability	1.3	1.1	1.0
I am looking for work	0.7	0.8	1.0
Health reasons	0.7	0.6	0.9
My family commitments	0.3	0.7	0.8
My sporting commitments	0.5	0.4	0.7
I have already finished studying	0.5	0.6	0.5
I am going overseas to work	0.2	0.2	0.4
There is too much travel involved	0.2	0.1	0.1
Student exchange	0.0	0.1	0.1
The costs of travel are a barrier	0.1	0.1	0.1
Other	0.7	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, Wide Bay-Burnett, 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	17.1	13.5	15.6
Travel	12.2	13.5	14.6
Health reasons	12.2	13.9	13.2
Because of disability	17.1	13.0	11.3
My family commitments	14.6	14.9	10.5
My study commitments	7.3	8.7	9.2
I don't wish to work	2.4	2.4	4.4
My sporting commitments	4.9	2.4	3.9
I don't feel ready for paid employment	2.4	3.4	2.6
Student exchange	0.0	2.4	1.8
Transport difficulties	2.4	1.4	1.4
I have been unsuccessful finding a job	0.0	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	0.0	0.5	0.4
Other	7.3	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)
Wide Bay-Burnett, 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)	237	30.6	236	17.4
VET Cert IV+ *	30	3.9	53	3.9
VET Cert III *	21	2.7	71	5.2
VET Cert I-II/other *	52	6.7	74	5.4
Apprentice *	23	3.0	129	9.5
Trainee *	43	5.5	94	6.9
Working FT	81	10.5	183	13.5
Working PT	189	24.4	328	24.2
Seeking work	79	10.2	169	12.4
Not studying/NILF	20	2.6	21	1.5
<i>Total VET</i>	<i>169</i>	<i>21.8</i>	<i>421</i>	<i>31.0</i>
Total	775	100.0	1 358	100.0

* Included in Total VET



Table 13 Main destinations of Year 12 completers, by school-based apprentices, Wide Bay-Burnett, 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)	448	23.9	25	9.5
VET Cert IV+ *	76	4.1	7	2.7
VET Cert III *	81	4.3	11	4.2
VET Cert I-II/other *	117	6.3	9	3.4
Apprentice *	87	4.6	65	24.8
Trainee *	102	5.5	35	13.4
Working FT	222	11.9	42	16.0
Working PT	466	24.9	51	19.5
Seeking work	231	12.3	17	6.5
Not studying/NILF	41	2.2	0	0.0
<i>Total VET</i>	<i>463</i>	<i>24.7</i>	<i>127</i>	<i>48.5</i>
Total	1 871	100.0	262	100.0

* Included in Total VET



Table 14 Main destinations of Year 12 completers, by OP/IBD awarded, Wide Bay-Burnett, 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)	18	1.9	455	37.9
VET Cert IV+ *	33	3.5	50	4.2
VET Cert III *	60	6.4	32	2.7
VET Cert I-II/other *	75	8.0	51	4.3
Apprentice *	119	12.8	33	2.8
Trainee *	56	6.0	81	6.8
Working FT	108	11.6	156	13.0
Working PT	270	28.9	247	20.6
Seeking work	169	18.1	79	6.6
Not studying/NILF	25	2.7	16	1.3
<i>Total VET</i>	<i>343</i>	<i>36.8</i>	<i>247</i>	<i>20.6</i>
Total	933	100.0	1 200	100.0

* Included in Total VET



Table 15 Main destinations of Year 12 completers, by Year 12 Status – Queensland Certificate of Individual Achievement (QCIA), Wide Bay-Burnett, 2010

<i>Main Destination</i>	QCIA			
	No		Yes	
	<i>no.</i>	<i>%</i>	<i>no.</i>	<i>%</i>
University (degree)	473	22.5	0	0.0
VET Cert IV+ *	83	3.9	0	0.0
VET Cert III *	92	4.4	0	0.0
VET Cert I-II/other *	121	5.8	5	17.2
Apprentice *	152	7.2	0	0.0
Trainee *	136	6.5	1	3.4
Working FT	263	12.5	1	3.4
Working PT	511	24.3	6	20.7
Seeking work	241	11.5	7	24.1
Not studying/NILF	32	1.5	9	31.0
<i>Total VET</i>	<i>584</i>	<i>27.8</i>	<i>6</i>	<i>20.7</i>
Total	2 104	100.0	29	100.0

* Included in Total VET



Table 16 Main destinations of Year 12 completers, by Year 12 Status – Queensland Certificate of Education (QCE), Wide Bay-Burnett, 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)	27	5.2	446	27.6
VET Cert IV+ *	24	4.7	59	3.6
VET Cert III *	35	6.8	57	3.5
VET Cert I-II/other *	59	11.5	67	4.1
Apprentice *	36	7.0	116	7.2
Trainee *	30	5.8	107	6.6
Working FT	65	12.6	199	12.3
Working PT	132	25.6	385	23.8
Seeking work	84	16.3	164	10.1
Not studying/NILF	23	4.5	18	1.1
<i>Total VET</i>	<i>184</i>	<i>35.7</i>	<i>406</i>	<i>25.1</i>
Total	515	100.0	1 618	100.0

* Included in Total VET



Table 17 Main destinations of Year 12 completers, by Indigenous Status, Wide Bay-Burnett, 2010

<i>Main Destination</i>	<i>Non-Indigenous</i>		<i>Indigenous</i>	
	<i>no.</i>	<i>%</i>	<i>no.</i>	<i>%</i>
University (degree)	466	22.5	7	10.8
VET Cert IV+ *	80	3.9	3	4.6
VET Cert III *	88	4.3	4	6.2
VET Cert I-II/other *	118	5.7	8	12.3
Apprentice *	148	7.2	4	6.2
Trainee *	135	6.5	2	3.1
Working FT	256	12.4	8	12.3
Working PT	500	24.2	17	26.2
Seeking work	239	11.6	9	13.8
Not studying/NILF	38	1.8	3	4.6
<i>Total VET</i>	<i>569</i>	<i>27.5</i>	<i>21</i>	<i>32.3</i>
Total	2 068	100.0	65	100.0

* Included in Total VET



Table 18 Main destinations of Year 12 completers, by Language Background, Wide Bay-Burnett, 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)	461	21.9	6	28.6
VET Cert IV+ *	80	3.8	2	9.5
VET Cert III *	91	4.3	1	4.8
VET Cert I-II/other *	124	5.9	1	4.8
Apprentice *	152	7.2	0	0.0
Trainee *	135	6.4	2	9.5
Working FT	262	12.5	1	4.8
Working PT	513	24.4	3	14.3
Seeking work	243	11.6	4	19.0
Not studying/NILF	40	1.9	1	4.8
Total VET	582	27.7	6	28.6
Total	2 101	100.0	21	100.0

* Included in Total VET



Table 19 Main destinations of Year 12 completers, by socioeconomic status, Wide Bay-Burnett, 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)	286	20.9	117	22.4	41	25.3	28	36.4
VET Cert IV+ *	52	3.8	23	4.4	2	1.2	6	7.8
VET Cert III *	58	4.2	23	4.4	7	4.3	4	5.2
VET Cert I-II/other *	84	6.1	29	5.5	9	5.6	3	3.9
Apprentice *	88	6.4	49	9.4	10	6.2	5	6.5
Trainee *	82	6.0	37	7.1	12	7.4	6	7.8
Working FT	157	11.5	77	14.7	20	12.3	9	11.7
Working PT	337	24.7	122	23.3	46	28.4	11	14.3
Seeking work	191	14.0	39	7.5	14	8.6	4	5.2
Not studying/NILF	32	2.3	7	1.3	1	0.6	1	1.3
<i>Total VET</i>	<i>364</i>	<i>26.6</i>	<i>161</i>	<i>30.8</i>	<i>40</i>	<i>24.7</i>	<i>24</i>	<i>31.2</i>
Total	1 367	100.0	523	100.0	162	100.0	77	100.0

* Included in Total VET

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



Statistical Subdivisions within Wide Bay-Burnett

Bundaberg

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

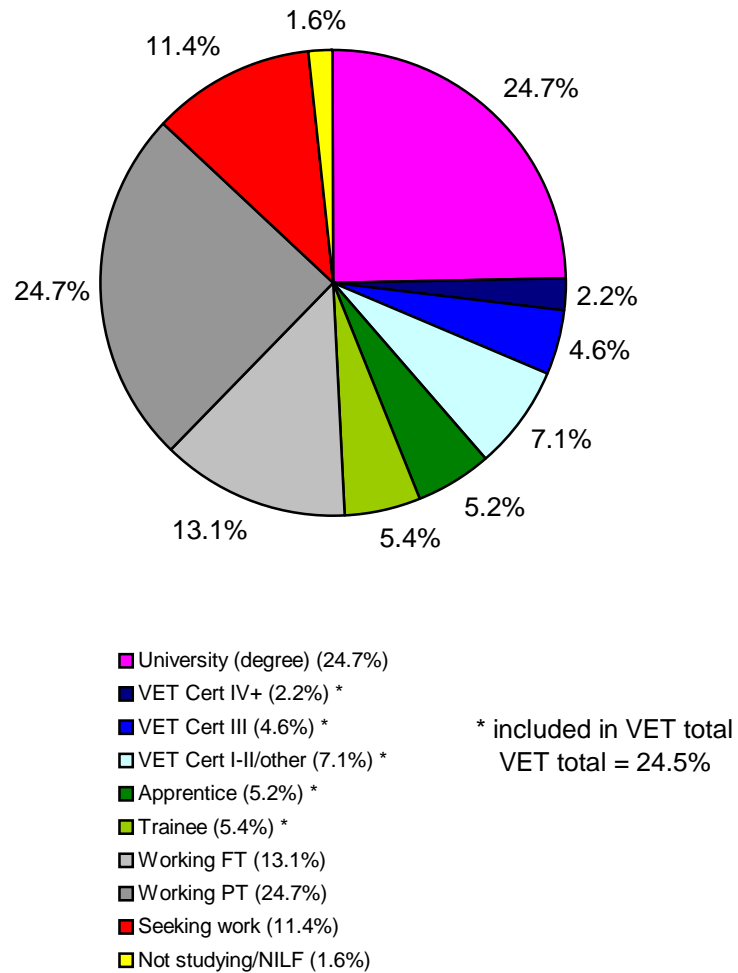




Table 20 Main destinations of Year 12 completers, by sex, Bundaberg, 2010

<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)	59	22.0	97	26.6	156	24.7
VET Cert IV+ *	5	1.9	9	2.5	14	2.2
VET Cert III *	4	1.5	25	6.9	29	4.6
VET Cert I-II/other *	25	9.3	20	5.5	45	7.1
Apprentice *	26	9.7	7	1.9	33	5.2
Trainee *	9	3.4	25	6.9	34	5.4
Working FT	39	14.6	44	12.1	83	13.1
Working PT	58	21.6	98	26.9	156	24.7
Seeking work	36	13.4	36	9.9	72	11.4
Not studying/NILF	7	2.6	3	0.8	10	1.6
<i>Total VET</i>	<i>69</i>	<i>25.7</i>	<i>86</i>	<i>23.6</i>	<i>155</i>	<i>24.5</i>
Total	268	100.0	364	100.0	632	100.0

* Included in Total VET



Figure 7 Main destinations of Year 12 completers, Bundaberg, Wide Bay-Burnett, Regional Queensland & Queensland, 2010

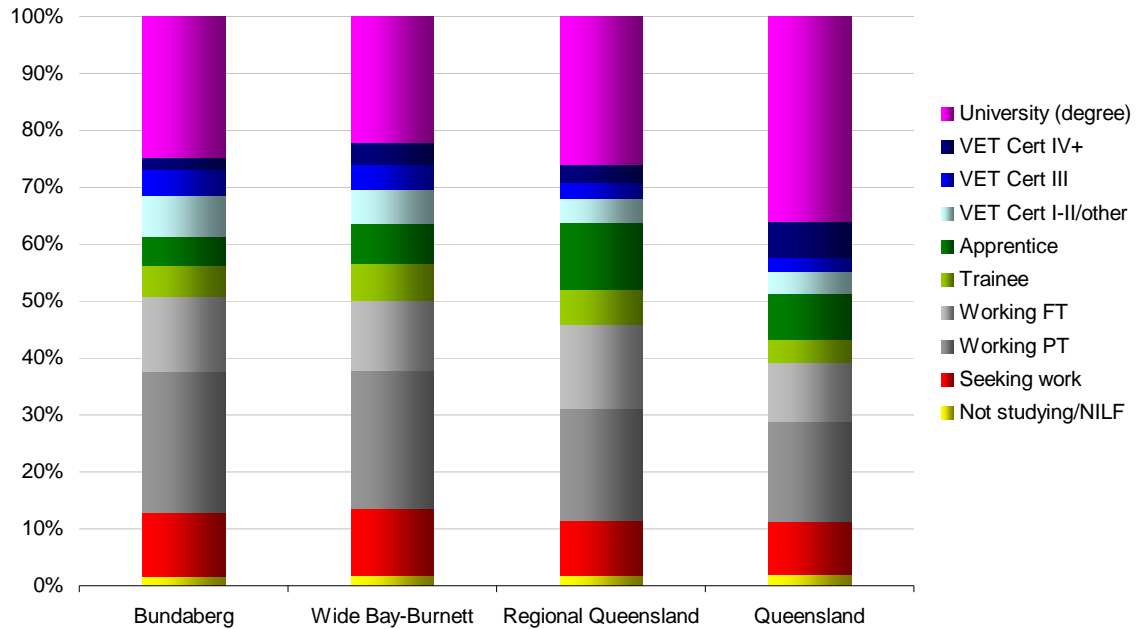


Table 21 Study and labour force destinations of Year 12 completers, Bundaberg, 2010

		<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>	7	0	3	0	0	83	93
	<i>%</i>	4.5	0.0	4.3	0.0	0.0	25.9	14.7
Working part-time	<i>no.</i>	68	8	14	2	12	156	260
	<i>%</i>	43.6	50.0	20.0	8.0	27.3	48.6	41.1
Apprentice	<i>no.</i>	0	2	20	1	10	0	33
	<i>%</i>	0.0	12.5	28.6	4.0	22.7	0.0	5.2
Trainee	<i>no.</i>	0	0	21	8	5	0	34
	<i>%</i>	0.0	0.0	30.0	32.0	11.4	0.0	5.4
Seeking work	<i>no.</i>	30	3	7	10	11	72	133
	<i>%</i>	19.2	18.8	10.0	40.0	25.0	22.4	21.0
Not working/not seeking work	<i>no.</i>	51	3	5	4	6	10	79
	<i>%</i>	32.7	18.8	7.1	16.0	13.6	3.1	12.5
Total	<i>no.</i>	156	16	70	25	44	321	632
	<i>%</i>	100.0	100.0	100.0	100.0	100.0	100.0	100.0



Hervey Bay

Figure 8 Main destinations of Year 12 completers, Hervey Bay, 2010

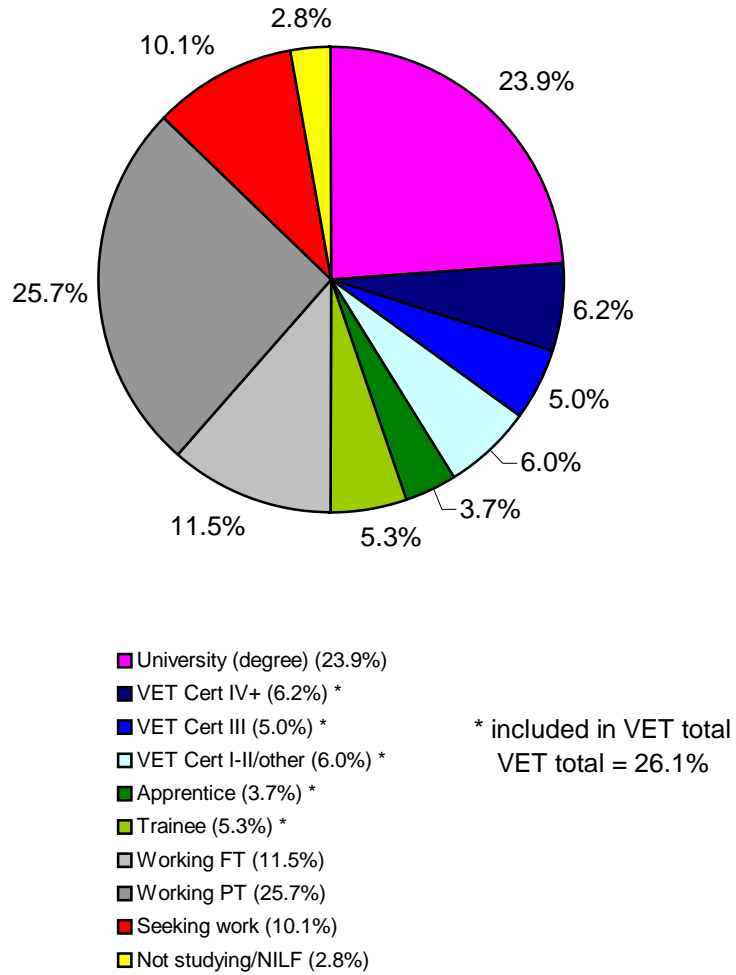




Table 22 Main destinations of Year 12 completers, by sex, Hervey Bay, 2010

<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)	35	17.3	69	29.5	104	23.9
VET Cert IV+ *	18	8.9	9	3.8	27	6.2
VET Cert III *	13	6.4	9	3.8	22	5.0
VET Cert I-II/other *	12	5.9	14	6.0	26	6.0
Apprentice *	13	6.4	3	1.3	16	3.7
Trainee *	8	4.0	15	6.4	23	5.3
Working FT	24	11.9	26	11.1	50	11.5
Working PT	47	23.3	65	27.8	112	25.7
Seeking work	25	12.4	19	8.1	44	10.1
Not studying/NILF	7	3.5	5	2.1	12	2.8
<i>Total VET</i>	<i>64</i>	<i>31.7</i>	<i>50</i>	<i>21.4</i>	<i>114</i>	<i>26.1</i>
Total	202	100.0	234	100.0	436	100.0

* Included in Total VET



Figure 9 Main destinations of Year 12 completers, Hervey Bay, Wide Bay-Burnett, Regional Queensland & Queensland, 2010

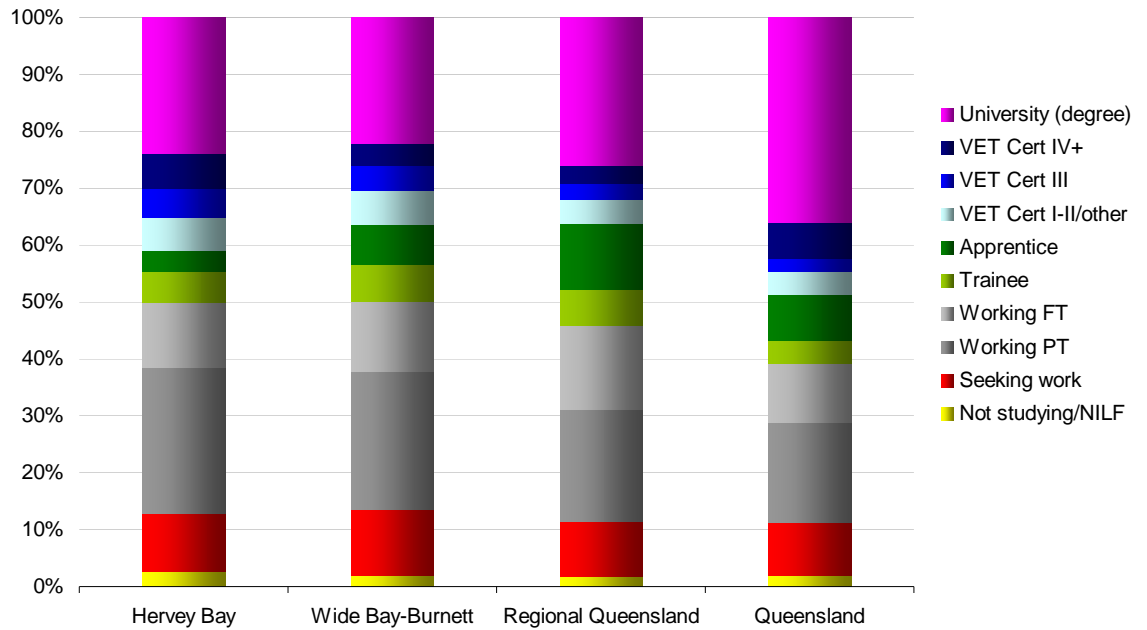


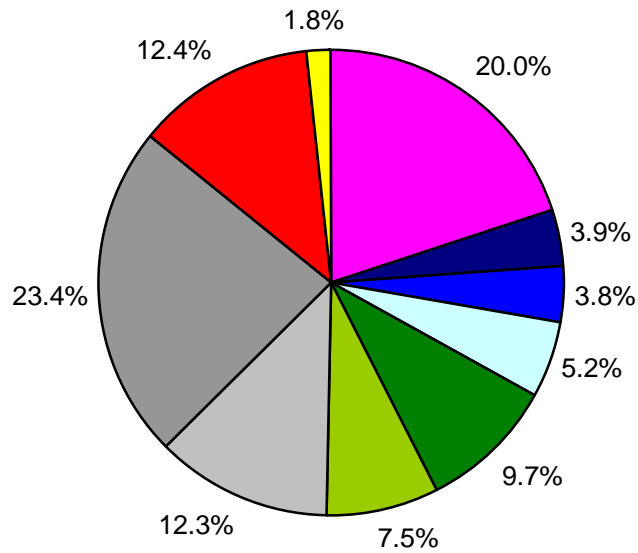
Table 23 Study and labour force destinations of Year 12 completers, Hervey Bay, 2010

		Uni degree	VET Cert IV+	VET Cert III	VET Cert I-II	Study other/unspecified	Not studying	Total
Working full-time	no.	1	3	2	2	0	50	58
	%	1.0	9.7	5.7	11.1	0.0	22.9	13.3
Working part-time	no.	49	11	9	2	4	112	187
	%	47.1	35.5	25.7	11.1	13.3	51.4	42.9
Apprentice	no.	0	2	6	0	8	0	16
	%	0.0	6.5	17.1	0.0	26.7	0.0	3.7
Trainee	no.	0	2	7	6	8	0	23
	%	0.0	6.5	20.0	33.3	26.7	0.0	5.3
Seeking work	no.	28	5	7	1	5	44	90
	%	26.9	16.1	20.0	5.6	16.7	20.2	20.6
Not working/not seeking work	no.	26	8	4	7	5	12	62
	%	25.0	25.8	11.4	38.9	16.7	5.5	14.2
Total	no.	104	31	35	18	30	218	436
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0



Wide Bay-Burnett SD Bal

Figure 10 Main destinations of Year 12 completers, Wide Bay-Burnett SD Bal, 2010



- University (degree) (20.0%)
- VET Cert IV+ (3.9%) *
- VET Cert III (3.8%) *
- VET Cert I-II/other (5.2%) *
- Apprentice (9.7%) *
- Trainee (7.5%) *
- Working FT (12.3%)
- Working PT (23.4%)
- Seeking work (12.4%)
- Not studying/NILF (1.8%)

* included in VET total
VET total = 30.1%



Table 24 Main destinations of Year 12 completers, by sex, Wide Bay-Burnett 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)	71	13.9	142	25.6	213	20.0
VET Cert IV+ *	11	2.2	31	5.6	42	3.9
VET Cert III *	12	2.3	29	5.2	41	3.8
VET Cert I-II/other *	31	6.1	24	4.3	55	5.2
Apprentice *	91	17.8	12	2.2	103	9.7
Trainee *	26	5.1	54	9.7	80	7.5
Working FT	65	12.7	66	11.9	131	12.3
Working PT	113	22.1	136	24.5	249	23.4
Seeking work	77	15.1	55	9.9	132	12.4
Not studying/NILF	14	2.7	5	0.9	19	1.8
<i>Total VET</i>	<i>171</i>	<i>33.5</i>	<i>150</i>	<i>27.1</i>	<i>321</i>	<i>30.1</i>
Total	511	100.0	554	100.0	1 065	100.0

* Included in Total VET



Figure 11 Main destinations of Year 12 completers, Wide Bay-Burnett SD Bal, Wide Bay-Burnett, Regional Queensland & Queensland, 2010

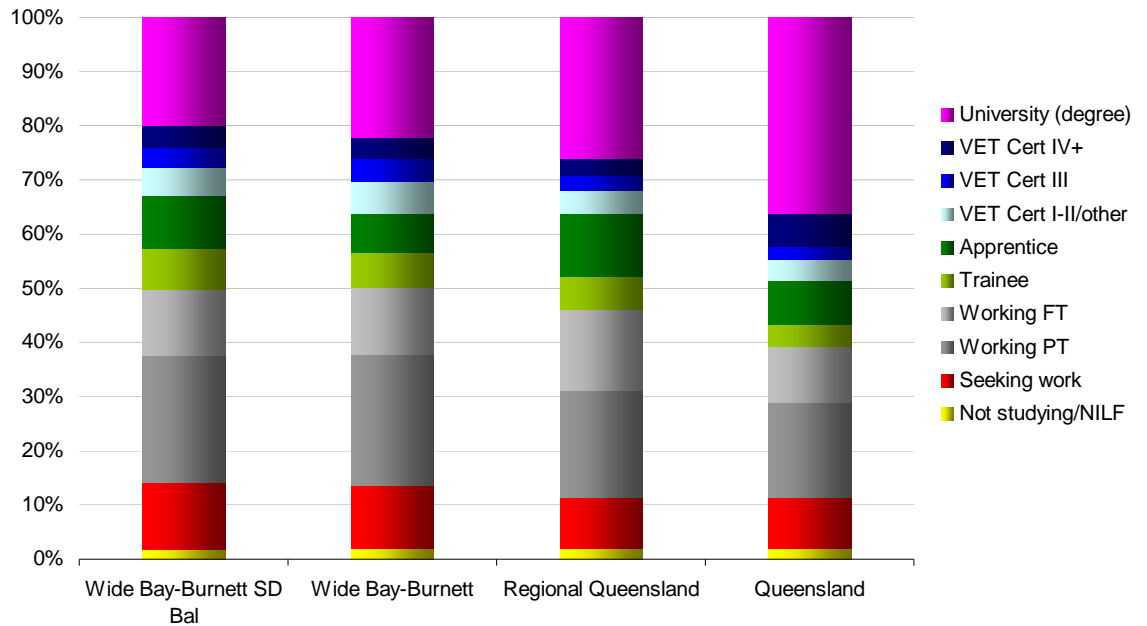


Table 25 Study and labour force destinations of Year 12 completers, Wide Bay-Burnett SD Bal, 2010

		<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>	6	1	4	1	3	131	146
	<i>%</i>	2.8	1.9	2.5	2.7	4.1	24.7	13.7
Working part-time	<i>no.</i>	75	18	18	4	11	249	375
	<i>%</i>	35.2	34.6	11.4	10.8	14.9	46.9	35.2
Apprentice	<i>no.</i>	0	9	68	2	24	0	103
	<i>%</i>	0.0	17.3	43.0	5.4	32.4	0.0	9.7
Trainee	<i>no.</i>	0	1	49	13	17	0	80
	<i>%</i>	0.0	1.9	31.0	35.1	23.0	0.0	7.5
Seeking work	<i>no.</i>	58	10	14	13	7	132	234
	<i>%</i>	27.2	19.2	8.9	35.1	9.5	24.9	22.0
Not working/not seeking work	<i>no.</i>	74	13	5	4	12	19	127
	<i>%</i>	34.7	25.0	3.2	10.8	16.2	3.6	11.9
Total	<i>no.</i>	213	52	158	37	74	531	1 065
	<i>%</i>	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Appendix



Appendix 1

Table A1A Wide Bay-Burnett schools with Year 12 completers in 2009

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



Appendix 2

Figure A2A Queensland Statistical Divisions, ABS, 2009

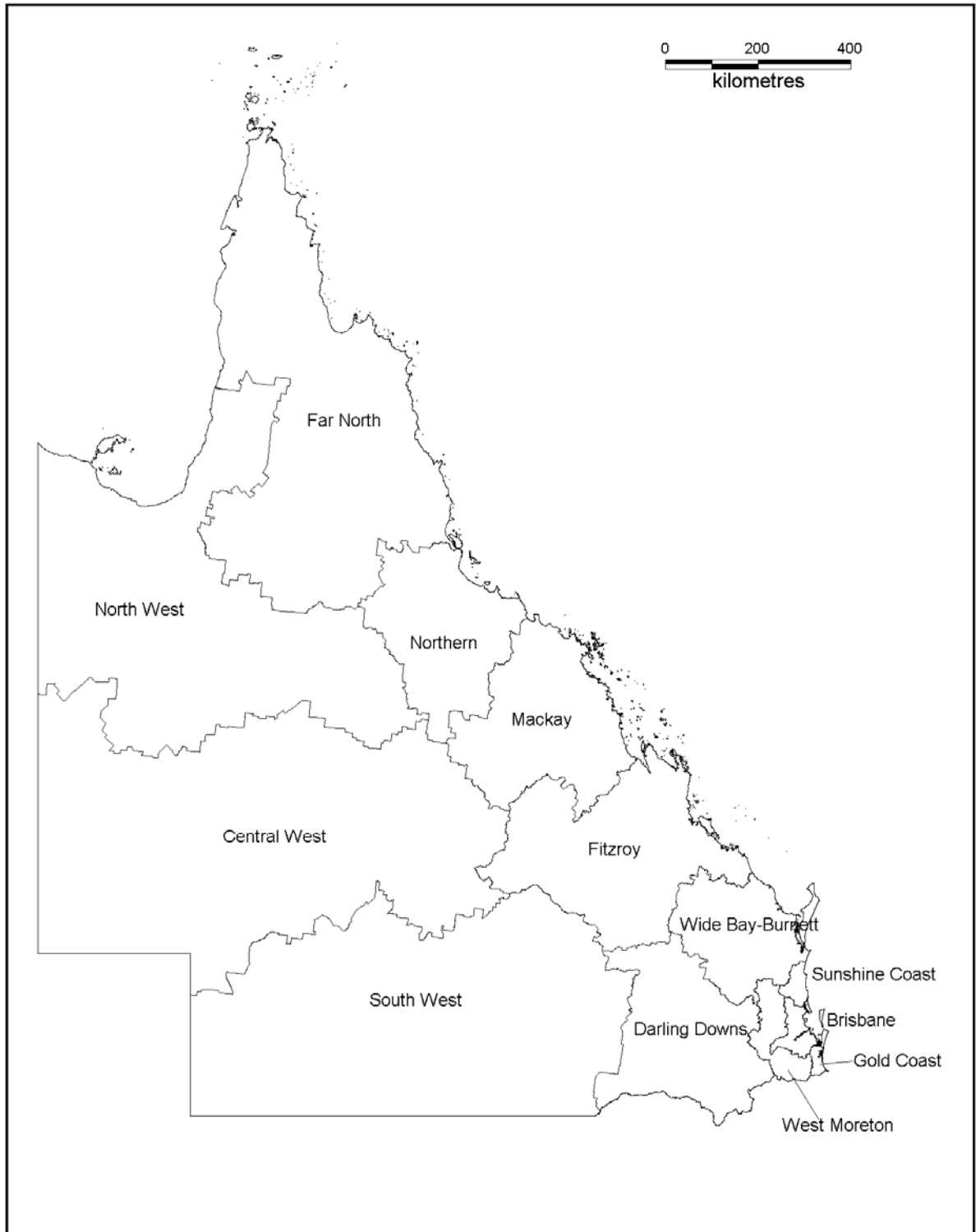
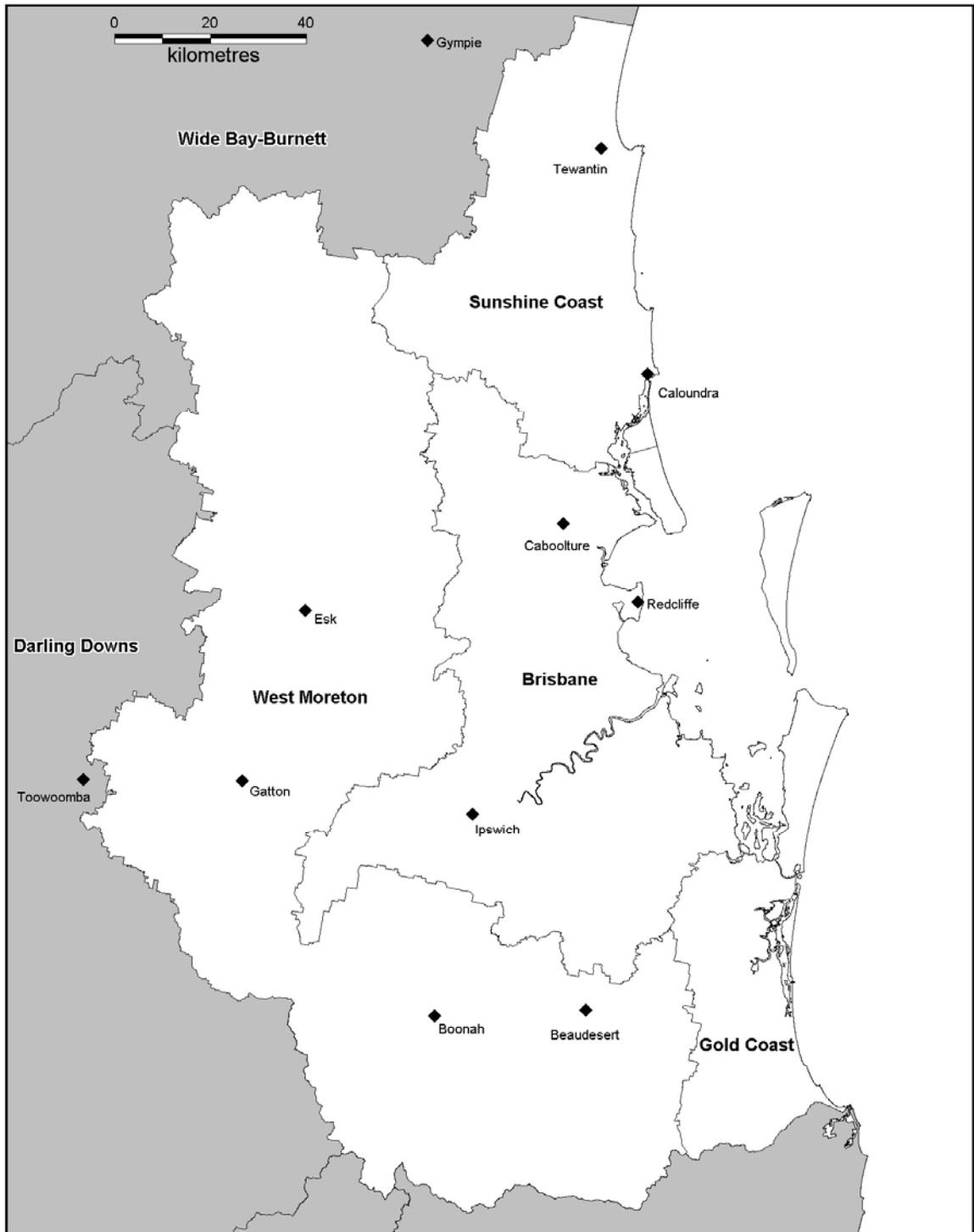




Figure A2B Brisbane, Gold Coast, Sunshine Coast and West Moreton Statistical Divisions, ABS, 2009





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)