

Executive summary



Background

The *Next Step* 2010 report documents the results of an annual statewide survey of the destinations of students who completed Year 12 in 2009 and gained a Senior Statement from government and non-government schools across Queensland. The survey results show the initial study and work destinations of young people after completing school.

The *Next Step* survey was conducted in order 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 was commissioned by the Queensland Government's Department of Education and Training (DET) as part of the Schools Reporting initiative, and supports the state government's *Education and Training Reforms for the Future*, which aims to have every young person learning or earning.

The Office of the Government Statistician conducted the survey between 30 March and 12 May 2010, approximately six months after the young people left school. Responses were predominantly collected via computer-assisted telephone interviewing, with a paper-based and web-based survey collected from a small number of students for whom telephone details were not available.

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

DET analysed the survey data and prepared this report.

In its sixth year, over 36 600 young people completed the survey, which represents a response rate of 82.3 per cent of the more than 44 500 young people targeted. This response rate is similar to the highest response rate achieved in 2009 (82.4 per cent).

Summary of findings

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

The 10 categories used are defined in Table ES1.



Table ES1: Main destination categorisations, *Next Step* 2010

Higher education

University (degree)* Studying at degree level

VET categories

VET Cert IV+* Studying Certificate IV, Diploma or Advanced Diploma (excluding apprentices and trainees)

VET Cert III* Studying Certificate III (excluding apprentices and trainees)

VET Cert I–II/other* Studying Certificate I or II (excluding apprentices and trainees). This category also includes students in an ‘unspecified’ VET course, or in other basic courses (e.g. Year 12, bridging course) and with an unknown course level

Apprentice Working and in employment-based apprenticeship

Trainee Working and in employment-based traineeship

No further education or training

Working full-time Working full-time (35 hours or more per week) and not in a study or training destination. This includes people with part-time or casual jobs that total 35 hours or more

Working part-time Working part-time or casual (fewer than 35 hours per week) and not in a study or training destination

Seeking work Looking for work and not in a study or training destination

Not studying and not in the labour force Not in study or training, not working and not looking for work

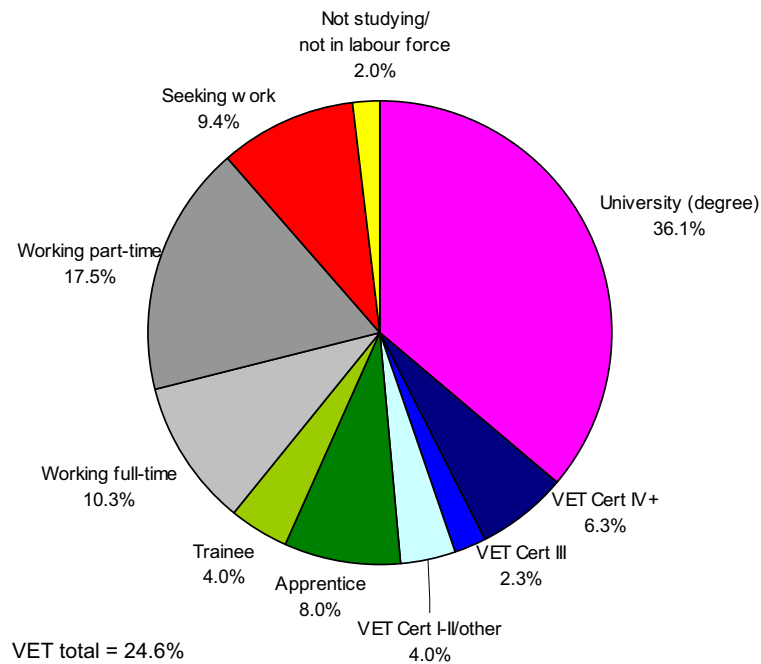
*Some students are also in the labour market.

The summary of findings presented in Figure ES1 highlights:

- almost nine in ten Year 12 completers (88.6 per cent) were studying or in paid employment at the time of the survey
- six in ten (60.7 per cent) continued in some recognised form of education or training in the year after they left school
- more than one-third (36.1 per cent) were undertaking a university degree
- almost a quarter (24.6 per cent) were studying vocational education and training (VET)
- half of the campus-based VET students were studying at Certificate IV level or higher (6.3 per cent of all Year 12 completers)
- over one in nine (12.0 per cent) commenced employment-based training, either as an apprentice (8.0 per cent) or trainee (4.0 per cent)
- approximately four in ten (39.3 per cent) did not enter post-school education or training, and were either employed (27.9 per cent), looking for work (9.4 per cent) or neither working, seeking work nor studying (2.0 per cent)
- more than 2700 Year 12 completers (7.4 per cent) had deferred a tertiary offer. Among this group, most were working (34.7 per cent in full-time jobs and 47.9 per cent in part-time jobs).

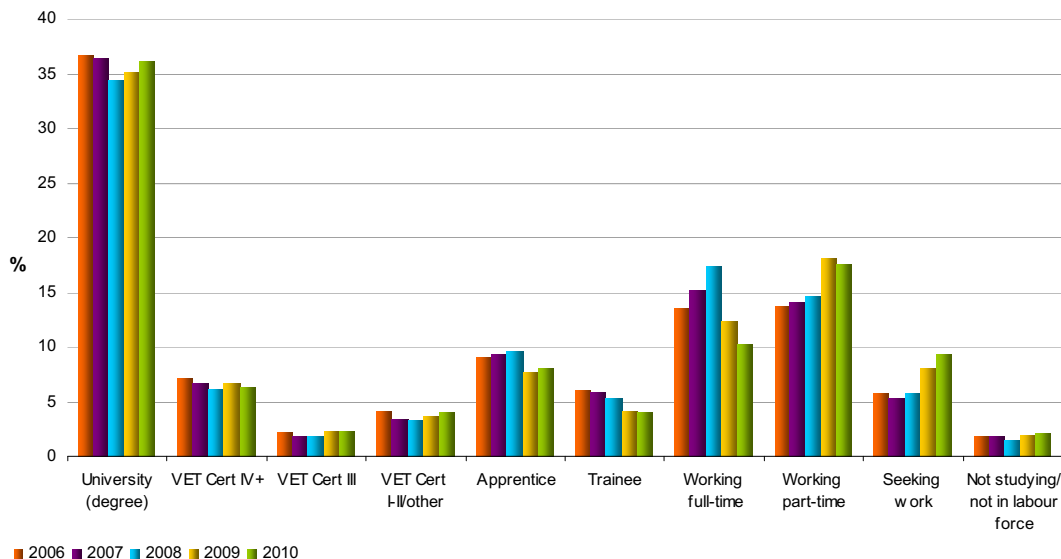


Figure ES1: Main destinations of Year 12 completers, Queensland 2010



A comparison of the 2010 results with those from previous years reveals that the main destinations of Year 12 completers were similar over five years. However, the 2010 results do show that six months after leaving school, last year's Year 12 completers were less likely to commence a traineeship or full-time work, and more likely to be seeking work or not studying/not in labour force, than in any of the previous years of the survey.

Figure ES2: Main destinations of Year 12 completers, Queensland 2006–2010





Learning: Education and training destinations

Six in ten Year 12 graduates (22 253, or 60.7 per cent) were continuing in some form of education or training in the year after completing Year 12, with almost half (47.0 per cent) combining study with part-time work.

Three-quarters of the current students (77.0 per cent) were studying full-time.

The most common fields of study across all study destinations were Management and Commerce, Engineering and Related Technologies, Society and Culture and Health. However, apprentices were enrolled mainly in Engineering and Related Technologies, Architecture and Building, and Food, Hospitality and Personal Services.

Of those studying, six in ten (61.3 per cent) were attending a university. A further 26.1 per cent were attending an institute of technical and further education (TAFE), while 9.2 per cent were enrolled at a private training college.

Earning: Employment destinations

Most young people (24 985, or 68.2 per cent) who completed Year 12 in 2009 were employed, whether or not they were undertaking further education or training.

Of these, nearly two-thirds were in part-time employment (65.1 per cent), while 17.2 per cent were working full-time, 11.8 per cent were apprentices and 5.9 per cent were trainees.

Over half of all Year 12 completers in employment (51.2 per cent) were working in just two occupational groups — Sales Assistants and Food Handlers. Sales Assistants was the most common occupational group for both males and females, with the next most common being Food Handlers, Building and Construction Skilled Workers and Other for males, and Clerks, Receptionists and Secretaries, Food Handlers and Waiters for females.

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

Nearly two-thirds of all Year 12 completers in employment (64.8 per cent) were working on a casual basis.

Not learning or earning

The survey identified 9.4 per cent of Year 12 graduates who were not studying and seeking work.

A further 2.0 per cent of Year 12 completers were neither studying nor seeking work. This group includes those with a disability or health condition, and those who were travelling or waiting for their course to commence.

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

Of those who were not in the labour force, the main reason given for not continuing in study was wanting a break from study for both females and males. The next most common main reasons given were family commitments for females and disability for males.

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



Different people, different pathways

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

Sex

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

- females were more likely to enter a university degree course (40.3 per cent compared to 31.5 per cent of males), and more likely to be working in part-time jobs
- males were over six times as likely as females to enter an apprenticeship, while females were more likely than males to commence a traineeship
- females were more likely to study in the fields of Society and Culture, Health, Management and Commerce, and Creative Arts
- males were 11 times as likely as females to enrol in Engineering and Related Technologies courses, and five times as likely to enrol in Architecture and Building
- among those working and not in education or training, females were more likely than males to be working part-time (64.5 per cent compared to 60.9 per cent of males), while males were more likely than females to be working full-time.

The most common area of employment for both females and males not in education or training was as Sales Assistants, but more so for females (47.8 per cent compared to 32.0 per cent for males). The next most common area of employment was Clerks, Receptionists and Secretaries for females and Food Handlers for males.

Geographic location

Post-school destinations varied across geographic locations.

Students who completed Year 12 in a capital city were the most likely to undertake a university degree (44.1 per cent) or VET Certificate IV+ courses (8.1 per cent), while those in remote and very remote areas were the most likely to be apprentices or trainees (30.3 per cent in remote areas and 25.6 per cent in very remote areas) or seeking work (15.5 per cent in remote areas and 13.1 per cent in very remote areas).

Overall Position/International Baccalaureate Diploma

Of those awarded an Overall Position/International Baccalaureate Diploma (OP/IBD), seven in ten (70.9 per cent) Year 12 completers entered into further education, with university being the main destination (55.9 per cent). The survey showed that transition into the workforce was a common pathway for those not awarded an OP or an IBD (35.9 per cent).

Queensland Certificate of Education

Over eight in ten (80.5 per cent) respondents to the survey received a Queensland Certificate of Education (QCE). Almost two-thirds (65.3 per cent) of QCE graduates



made a transition into further education and training. Four in ten entered university (43.1 per cent).

Disability

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

Among QCIA completers, 38.1 per cent were studying, with a high proportion doing VET Certificate I–II courses (28.6 per cent). Another 14.2 per cent were employed, either in part-time jobs (11.0 per cent) or full-time jobs (3.1 per cent).

A high proportion were neither studying nor in the labour force (24.7 per cent) and a further 23.1 per cent were seeking work.

VET students in schools

The survey found a link between VET studies at school and destinations after school. Over half of Year 12 graduates left school with a VET qualification (54.3 per cent), while 13.3 per cent were school-based apprentices or trainees.

Those with a VET qualification were less likely to enrol in a university degree course than others (23.3 per cent compared to 51.3 per cent). However, they had higher rates of transition to employment-based training (16.1 per cent compared to 7.2 per cent). They were also more likely to enter paid employment with no further education or training (32.6 per cent compared to 22.2 per cent).

School-based apprentices and trainees were four times as likely to undertake apprenticeships and traineeships after leaving school as other Year 12 completers (37.7 per cent compared to 8.1 per cent).

Indigenous

Indigenous Year 12 completers were less likely than their non-Indigenous peers to enrol in a university degree (14.9 per cent compared to 36.7 per cent). Nonetheless, 155 young Indigenous people who completed the survey commenced a university degree in 2010.

Indigenous Year 12 graduates were more likely to be undertaking a traineeship (7.4 per cent compared to 3.9 per cent) and equally likely to be in an apprenticeship (8.9 per cent compared to 8.0 per cent). They also had a similar rate of transition to employment with no further education or training as their non-Indigenous peers (28.6 per cent and 27.8 per cent respectively).

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

Indigenous Year 12 completers were also more than twice as likely to be seeking work as their non-Indigenous peers (22.6 per cent compared to 9.0 per cent).

Language background other than English

Language background other than English (LBOTE) Year 12 completers demonstrated higher rates of transition to university degree study than those from English-speaking backgrounds (49.0 per cent compared to 35.1 per cent) and to VET Certificate IV+ courses (11.0 per cent compared to 6.0 per cent). For the purposes of this publication, international visa students have been excluded from the LBOTE classification.



International visa students

International visa students demonstrated strong transitions to university studies (62.9 per cent) and to VET Certificate IV+ courses (11.4 per cent).

Caution must be exercised when forming conclusions about the destinations of these students owing to the small numbers involved and the low response rate achieved.

Socioeconomic status

Transition to post-school education and training was strongly associated with socioeconomic status (SES), increasing consistently from 51.1 per cent for the lowest SES quartile to 71.7 per cent for the highest SES quartile.

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

Age

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

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

Conclusions

The survey found that the vast majority of young Queenslanders who completed Year 12 in 2009 were engaged in study or work six months after completing school.

When comparing the destinations of Year 12 completers from 2009 to previous year 12 completers, the findings were similar over the five-year time period. However, there was an increase in participation in education and a decrease in workforce destinations. The number of young people seeking work has also increased compared to the past five years, and there were fewer trainees and fewer full-time workers compared to all previous years.

As would be expected, those young people who completed a VET qualification or participated in a school-based apprenticeship or traineeship during school were more likely to undertake a VET course, full-time work or part-time work after completing Year 12 than young people who did not. Young people who undertook an OP or IBD stream were more likely to enter a university course after completing Year 12.

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

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



Chapter 1

Introduction

Aims of the project

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

The objectives of the survey are to assist:

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

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

Policy context

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

This legislation forms part of the Queensland Government's *Education and Training Reforms for the Future*, the operative provisions of which commenced on 1 January 2006. As part of the implementation of the reforms, student destinations are influenced through strategies such as career information services and the completion of a Senior Education and Training Plan for each student before starting senior schooling. District Youth Achievement Plans outline education, training and employment objectives and strategies for young people in local areas.

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

Destinations chosen by young people have been at the forefront of government policy interests for more than a decade, at both the state and Commonwealth levels.



One of the national goals for schooling endorsed by the 1999 *Adelaide Declaration* was 'clear and recognised pathways to employment and further education and training'. This approach is continued through the 2008 *Melbourne Declaration on Educational Goals for Young Australians* and its commitment to the action of 'supporting senior years of schooling and youth transitions'.

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

The Council of Australian Governments has recognised the significant economic benefits that accrue to individuals and the nation around successful transitions for young people from schooling to further education and training and employment.

The Commonwealth and Queensland governments are committed to working collaboratively to increase the educational engagement, attainment and successful transitions of young people. The National Partnership Agreement on Youth Attainment and Transitions commits Queensland to:

- achieving a national Year 12 or equivalent attainment rate of 90 per cent by 2015
- providing an education or training entitlement to young people aged 15–24
- further improving engagement of young people in education and training
- assisting young people aged 15–24 to make a successful transition from schooling into further education, training or employment
- better aligning Commonwealth, state and territory programs and services related to youth, careers and transitions.

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

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

Higher education pathways

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

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

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



Vocational education and training pathways

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

In recent years, the government has undertaken actions to transform and modernise the VET system, including enhancing training delivery, and building partnerships with industry and private training providers to create additional places in Certificate III level and above training programs.

Queensland will undertake further VET reform that will transform the skilling partnership between government and industry. In 2010, the government announced the establishment of an independent skills commission (Skills Queensland). The work of the commission will include:

- partnering between government and industry to enable workforce development to be responsive to the emerging needs of industry
- supporting workforce participation
- improving access to skilling and use of skills
- increasing qualifications levels in the overall workforce.

As a result of state government policies, Queensland has the highest participation in the country in VET courses in schools, and in school-based apprenticeships and traineeships (SATs).

Employment pathways

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

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

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

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

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



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. 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 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 at 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.

Terminology

The group of young people who completed Year 12 in 2009 and responded to the survey will be referred to as Year 12 completers and Year 12 graduates.

Throughout this report, references to Year 12 completers and Year 12 graduates will be used interchangeably.

Effects of rounding

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



Profile of Year 12 completers

The 36 638 respondents attended 447 schools and colleges. Some 58.6 per cent attended government schools, 20.2 per cent Catholic schools, 20.9 per cent independent schools, and 0.2 per cent TAFE secondary colleges.

The key characteristics of those who responded were:

- 52.3 per cent were female and 47.7 per cent were male
- 80.5 per cent were awarded a QCE
- 1.0 per cent were awarded a QCIA
- 61.1 per cent were awarded an OP or IBD
- 68.0 per cent attended schools in South-East Queensland, while 32.0 per cent attended schools in regional Queensland
- 54.3 per cent achieved a VET qualification while at school
- 13.3 per cent undertook a SAT while at school
- 4.7 per cent were LBOTE students
- 2.8 per cent were Indigenous
- 1.1 per cent were international visa students
- 98.8 per cent were between 16 and 18 years of age at the start of the 2009 school year, with 0.9 per cent aged 15 years or younger and 0.3 per cent aged 19 years or older.

Response rates

There were 44 526 Year 12 completers on the survey frame. The overall response rate of 82.3 per cent is equivalent to the response rate achieved in 2009 (82.4 per cent), which was the highest since the survey began in 2005. The survey refusal rate of 1.2 per cent is also considerably lower than normal for a telephone survey.

The response rates for different subgroups varied:

- by school sector, the response rate for government schools (including two TAFE settings) was 82.3 per cent, Catholic schools 83.0 per cent, and independent schools 81.6 per cent
- the response rate of non-Indigenous students (83.2 per cent) was higher than that of Indigenous students (60.4 per cent)
- females and males had similar response rates overall (83.0 per cent and 81.6 per cent respectively)
- the response rate for LBOTE students (74.0 per cent) was lower than that for English-speaking background students (83.8 per cent)
- international visa students had a particularly low response rate of 41.1 per cent, due largely to the nature of their study arrangements
- the response rate across the 13 Statistical Divisions in Queensland fell between 74.2 per cent and 86.9 per cent.

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

Data editing

Data cleansing and editing were performed throughout data entry and after the survey closed on Wednesday 12 May. Data cleaning included checking the data for invalid entries (e.g. entries which were out of range), as well as checking the data which was manually entered for accuracy.





Chapter 2

Main destinations of Year 12 completers

This chapter outlines the main study and labour market destinations of students who completed Year 12 at Queensland schools in 2009. As most young people were combining study and work, all Year 12 completers have been categorised into their main destination, be it study or work.

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

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

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

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



Table 2.1: Main destination categorisations, *Next Step* 2010

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

*Some students are also in the labour market.

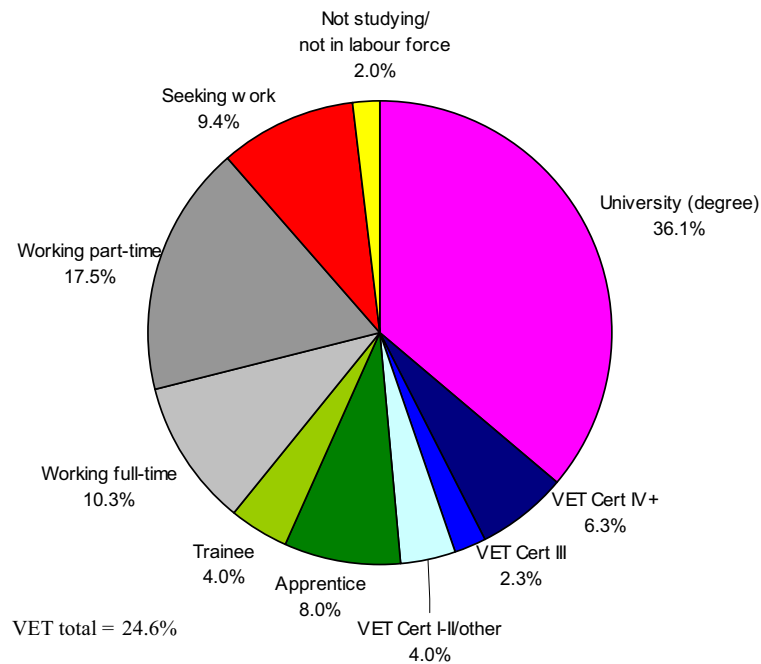
Figure 2.1 illustrates the main destinations of the 36 638 Year 12 graduates in the *Next Step* survey. The survey shows that six in ten (60.7 per cent) of the young people who completed Year 12 continued in some recognised form of education or training in the year after they left school. The most common destination was university degree-level programs (36.1 per cent), followed by campus-based (that is, not apprenticeship or traineeship) VET programs (12.6 per cent), with half the VET students entering programs at Certificate IV level or higher (6.3 per cent).

More than one in nine Year 12 completers (12.0 per cent) commenced employment-based training, either as an apprentice (8.0 per cent) or trainee (4.0 per cent).

Almost four in ten Year 12 completers (39.3 per cent) did not enter post-school education or training, but were either employed (27.9 per cent), seeking work (9.4 per cent) or neither studying nor in the labour force (2.0 per cent).



Figure 2.1: Main destinations of Year 12 completers, Queensland 2010



Destinations by sex

Sex differences were evident in education and training destinations. Table 2.2 and Figure 2.2 show that females were more likely to enter a university degree course (40.3 per cent compared to 31.5 per cent of males), and more likely to be working in part-time jobs (19.1 per cent compared to 15.8 per cent for males). Males were more likely than females to enter into a contract of training (apprenticeship or traineeship — 17.3 per cent compared to 7.3 per cent). However, while males were over six times as likely as females to commence an apprenticeship, females were more likely to commence a traineeship.

Males and females were just as likely to be in full-time employment with no further education or training (10.1 per cent for males and 10.5 per cent for females), and just as likely to enrol in campus-based VET programs (13.2 per cent of females compared to 12.0 per cent for males).

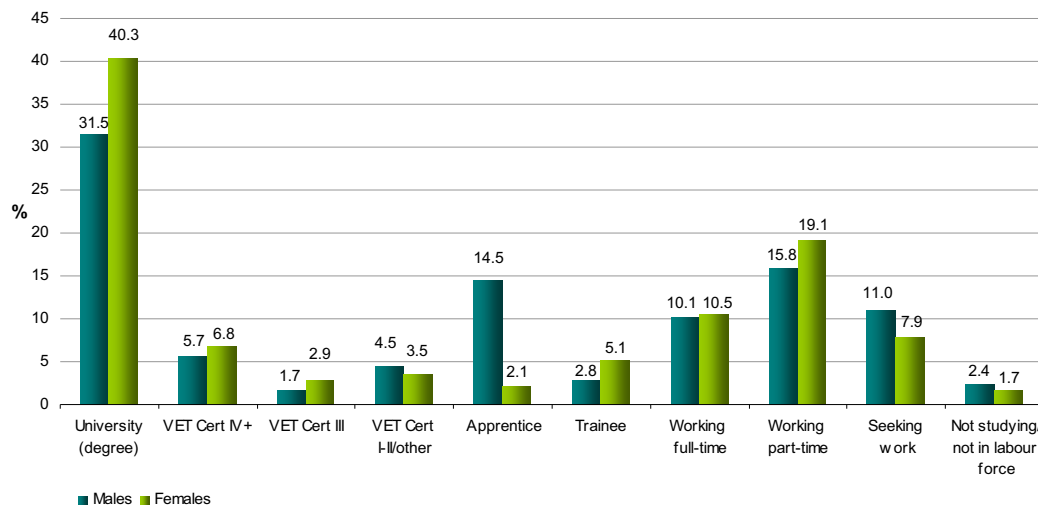
Table 2.2: Main destinations of Year 12 completers, by sex, Queensland 2010

Destination	Males		Females		Total	
	no.	%	no.	%	no.	%
University (degree)	5 502	31.5	7 724	40.3	13 226	36.1
VET Cert IV+*	1 004	5.7	1 297	6.8	2 301	6.3
VET Cert III*	301	1.7	557	2.9	858	2.3
VET Cert I-II*	787	4.5	668	3.5	1 455	4.0
Apprentice	2 532	14.5	408	2.1	2 940	8.0
Trainee	490	2.8	983	5.1	1 473	4.0
Total VET	5 114	29.2	3 913	20.4	9 027	24.6
Working full-time	1 768	10.1	2 020	10.5	3 788	10.3
Working part-time	2 758	15.8	3 665	19.1	6 423	17.5
Seeking work	1 932	11.0	1 505	7.9	3 437	9.4
Not studying/not in the labour force	414	2.4	323	1.7	737	2.0
Total	17 488	100.0	19 150	100.0	36 638	100.0

* Students not in apprenticeships or traineeships



Figure 2.2: Main destinations of Year 12 completers, by sex, Queensland 2010



Study and work

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

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

The most common scenario among university degree and VET Certificate IV+ students was to combine study with part-time employment (58.3 per cent and 44.9 per cent respectively). However, more than one in five of these students were looking for employment (21.1 per cent and 21.4 per cent respectively).

Year 12 graduates who were not studying were more likely to be working part-time than full-time (44.7 per cent and 26.3 per cent respectively). It should be noted that these percentages are expressed as a proportion of responding Year 12 graduates. These are not, therefore, comparable to labour market statistics on participation or unemployment, which are expressed as a proportion of the entire relevant age cohort, and which exclude those not in the labour force.

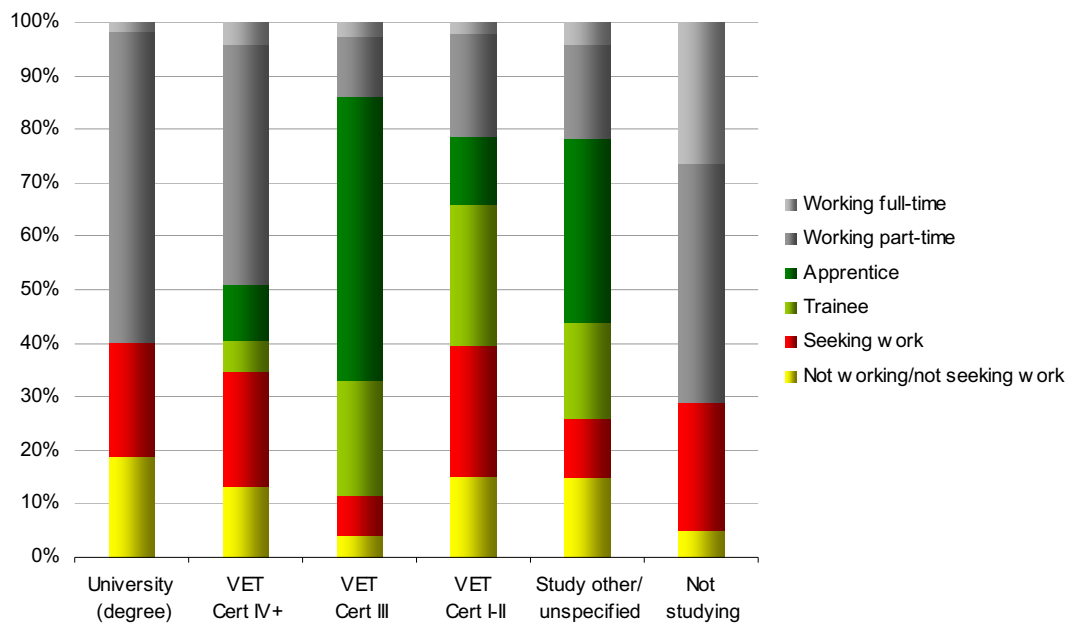
There was a small number of young people (737, or only 2.0 per cent of all Year 12 completers) who were neither studying nor in the labour market (that is, neither working nor looking for work). This group could include those who had deferred a university offer, those with a disability or health condition, and those travelling or waiting for their course to commence. This group is analysed in greater detail in Chapter 5.



Table 2.3: Study and labour force destinations of Year 12 completers, Queensland 2010

Labour force destination		University (degree)	VET Cert IV+	VET Cert III	VET Cert I-II	Study other/unspecified	Not studying	Total
Working full-time	no.	216	108	93	14	87	3 788	4 306
	%	1.6	3.9	2.7	2.1	3.9	26.3	11.8
Working part-time	no.	7 715	1 238	375	127	388	6 423	16 266
	%	58.3	44.9	11.0	19.3	17.5	44.7	44.4
Apprentice	no.	0	288	1 802	84	766	0	2 940
	%	0.0	10.5	53.0	12.7	34.6	0.0	8.0
Trainee	no.	0	166	740	174	393	0	1 473
	%	0.0	6.0	21.8	26.4	17.8	0.0	4.0
Seeking work	no.	2 786	590	248	160	247	3 437	7 468
	%	21.1	21.4	7.3	24.3	11.2	23.9	20.4
Not working/not seeking work	no.	2 509	365	142	100	332	737	4 185
	%	19.0	13.2	4.2	15.2	15.0	5.1	11.4
Total	no.	13 226	2 755	3 400	659	2 213	14 385	36 638
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Figure 2.3: Study and labour force destinations of Year 12 completers, Queensland 2010



Deferring study

Figure 2.4 reports the main destinations of the 2009 cohort, separating out those who reported deferring university degree study. Overall, 2714 Year 12 graduates (or 7.4 per cent of the cohort) deferred such an offer. It can be seen that this alternative approach to reporting the main destinations alters the proportions of Year 12 completers in the main destinations of working full-time, working part-time, seeking work and not studying/not in the labour force, since these were the destinations of those who deferred.

Figure 2.4: Main destinations of Year 12 completers, with deferrals identified, Queensland 2010

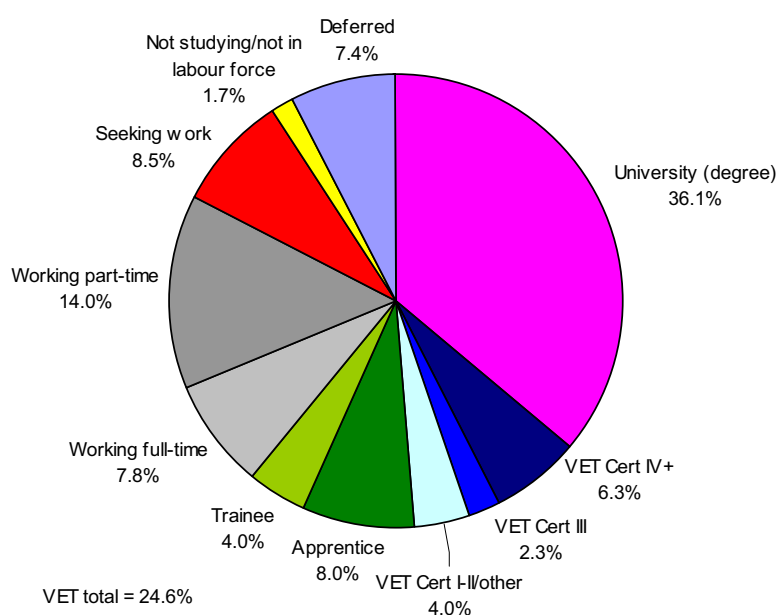


Table 2.4 reports rates of deferral by some key characteristics. Overall, in keeping with the greater likelihood of females entering degree-level programs at university, females were more likely to defer than males (9.2 per cent compared to 5.5 per cent). Indigenous Year 12 graduates were less likely to defer than their non-Indigenous peers and were less likely to enter university overall (see Figure 7.4). LBOTE Year 12 graduates were less likely to defer than those from an English-speaking background, but more likely to enter university overall (see Figure 7.7). Year 12 graduates from South-East Queensland were less likely than those from regional Queensland to defer an offer of a tertiary place.

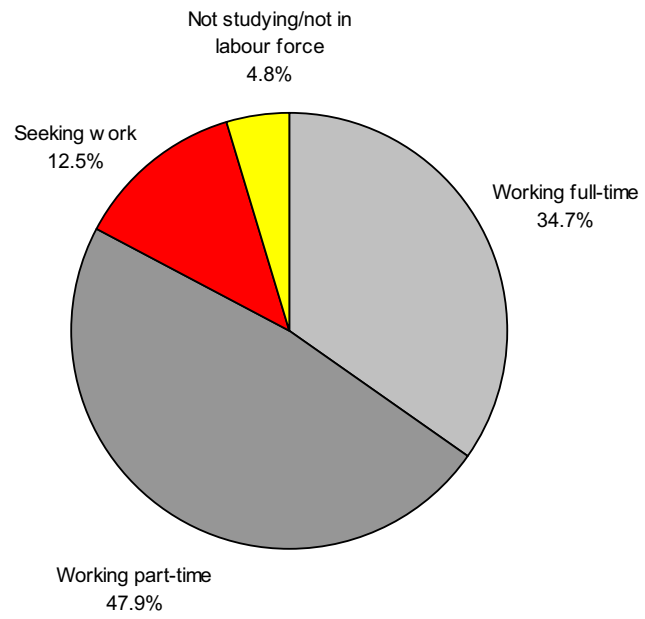
Table 2.4: Year 12 completers deferring, by key characteristics, Queensland 2010

	no.	%
All Year 12 graduates	2 714	7.4
Males	959	5.5
Females	1 755	9.2
Indigenous	29	2.8
Language background other than English (LBOTE)	63	3.6
South-East Queensland	1 626	6.5
Regional Queensland	1 088	9.3

Figure 2.5 reports the labour force destinations of those who deferred as a proportion of all deferring Year 12 completers. Among Year 12 completers who reported having deferred a tertiary place, most were working (full-time 34.7 per cent and part-time 47.9 per cent), 12.5 per cent were seeking work and 4.8 per cent were not studying and not in the labour force.



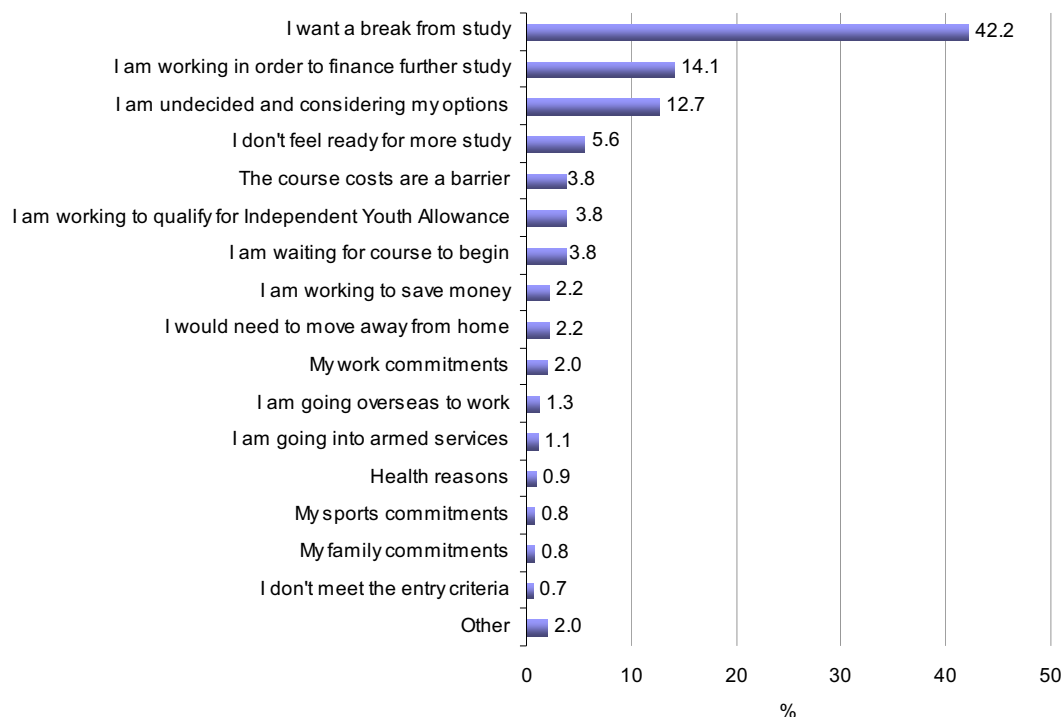
Figure 2.5: Labour force destination of Year 12 completers who deferred, Queensland 2010





An examination of the main reasons for not continuing with study given by Year 12 graduates who deferred their university degree offer is shown in Figure 2.6. The desire to take a break from study was the most common main reason (42.2 per cent), followed by those who were working to finance further study (14.1 per cent) and those who were undecided and considering options (12.7 per cent).

Figure 2.6: Main reason of deferrers for not studying, Queensland 2010



Main destinations 2006–2010

Figure 2.7 shows a five-year time series of the main destinations of Year 12 completers from 2006 to 2010.

A comparison of the 2010 results with those from previous years reveals that the main destinations of Year 12 completers were similar over the five years. However, there are some trends worth noting.

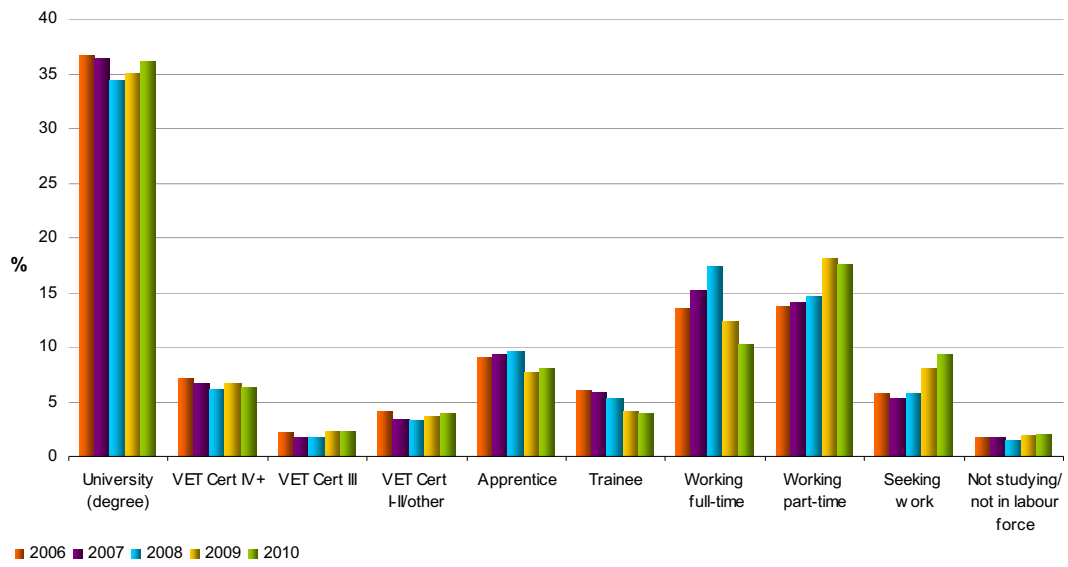
For example, proportions of Year 12 completers entering into traineeships have decreased only marginally, year on year; however, a trend is apparent, resulting in a drop from 6.1 per cent in 2006 to 4.0 per cent.

Similarly, upward trends in both working part-time and seeking work have resulted in increases from 13.8 per cent to 17.5 per cent and 5.7 per cent in 2006 to 9.4 per cent respectively, from 2006 to 2010.

Figure 2.7 also reveals that six months after leaving school, Year 12 completers from 2009 were less likely to commence a traineeship or full-time work than in any of the previous five years.



Figure 2.7: Main destinations of Year 12 completers, Queensland 2006–2010



Chapter 3

Learning: Education and training destinations of Year 12 completers



This chapter examines the education and training outcomes of Year 12 completers from 2009. The chapter deals with the group as whole as well as comparing students who are working with students who are not.

All Year 12 completers in education or training

The *Next Step* survey shows that 22 253 Year 12 graduates (60.7 per cent of the total cohort) continued in some form of education or training in the year after they left school. Within this group, which includes apprentices and trainees (see Table 3.1), the most likely study destination was university degree (59.4 per cent), followed by VET programs (33.8 per cent), with the remainder in unknown or other study destinations (6.8 per cent). The majority of VET students were in Certificate III courses (15.3 per cent) or in Diploma or Advanced Diploma courses (9.0 per cent).

Sex differences

Table 3.1: Level of study of Year 12 completers in education or training, by sex, Queensland 2010

Level of study	Males		Females		Total	
	no.	%	no.	%	no.	%
University (degree)	5 502	51.8	7 724	66.4	13 226	59.4
VET Dip/Adv Dip	864	8.1	1 140	9.8	2 004	9.0
VET Cert IV	431	4.1	320	2.7	751	3.4
VET Cert III	2 011	18.9	1 389	11.9	3 400	15.3
VET Cert II	318	3.0	232	2.0	550	2.5
VET Cert I	85	0.8	24	0.2	109	0.5
VET unspecified	513	4.8	189	1.6	702	3.2
Total VET	4 222	39.8	3 294	28.3	7 516	33.8
Unknown/other study	892	8.4	619	5.3	1 511	6.8
Total	10 616	100.0	11 637	100.0	22 253	100.0

Note: Table includes apprentices and trainees.

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

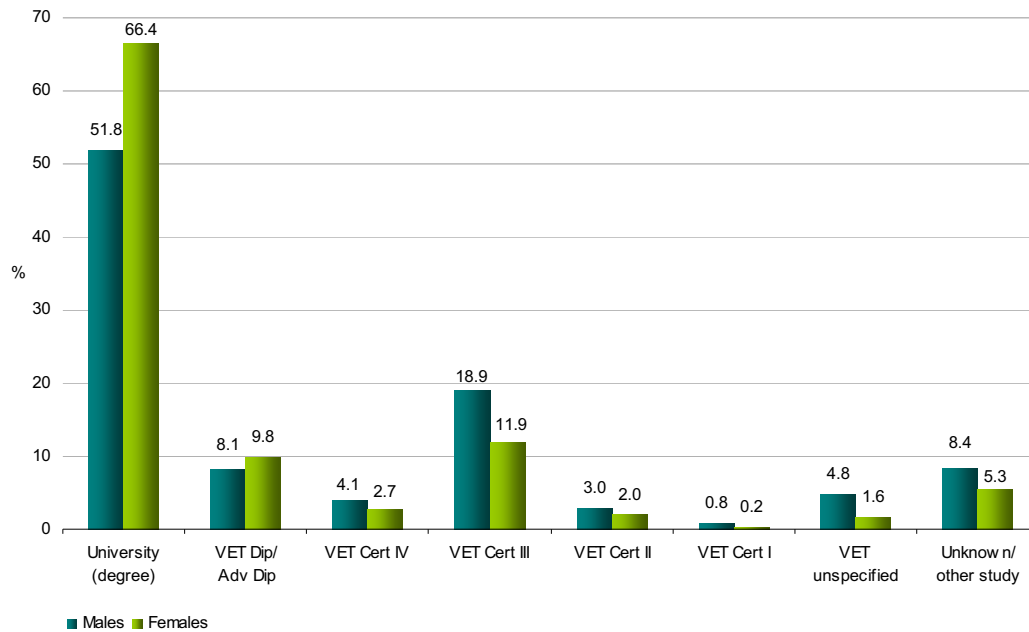
While males and females were just as likely to enrol in further education and training courses overall, apparent differences are evident in the levels and fields of study undertaken by male and female Year 12 graduates.

Females more frequently enrolled in university degree courses (66.4 per cent compared to 51.8 per cent), while males were more likely to enrol in VET programs (39.8 per cent compared to 28.3 per cent). The latter pattern is mostly explained by higher male participation in VET Certificate III courses through apprenticeships (18.9 per cent compared to 11.9 per cent). Male participation was also higher in the category of other study (e.g. Year 12, bridging courses) and unknown courses (8.4 per cent compared to 5.3 per cent for females).



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

Figure 3.1: Level of study of Year 12 completers in education or training, by sex, Queensland 2010



Study load

Table 3.2 shows the study load of Year 12 completers who entered further education or training. Most of those in education or training were studying full-time (77.0 per cent). Almost all university degree students were studying full-time (97.3 per cent), as were most VET Diploma and Advanced Diploma students (85.8 per cent), whereas VET students at the lower certificate levels were less likely to be studying full-time. The relatively higher proportion of such VET students (particularly VET Certificate II and III) studying part-time reflects the fact that trainees and apprentices (many of whom study at VET Certificate II or III level) combine work with study or training.

Table 3.2: Level of study of Year 12 completers, by study load, Queensland 2010

Level of study	Full-time		Part-time	
	no.	%	no.	%
University (degree)	12 870	97.3	356	2.7
VET Dip/Adv Dip	1 720	85.8	284	14.2
VET Cert IV	367	48.9	384	51.1
VET Cert III	983	28.9	2 417	71.1
VET Cert II	269	48.9	281	51.1
VET Cert I	54	49.5	55	50.5
VET unspecified	243	34.6	459	65.4
Total VET	3 636	48.4	3 880	51.6
Unknown/other study	634	42.0	877	58.0
Total	17 140	77.0	5 113	23.0



Provider type

The type of provider is presented in Table 3.3. This table shows that universities and TAFE institutes were the two largest providers of study to Year 12 completers. University accounts for 61.3 per cent of all those in study, while a further 26.1 per cent were studying at a TAFE institute. Private training colleges (including employers registered as private providers) formed the next largest provider by share (9.2 per cent), while the remaining providers contributed proportionally very small numbers.

Table 3.3: Year 12 completers, by provider type, Queensland 2010

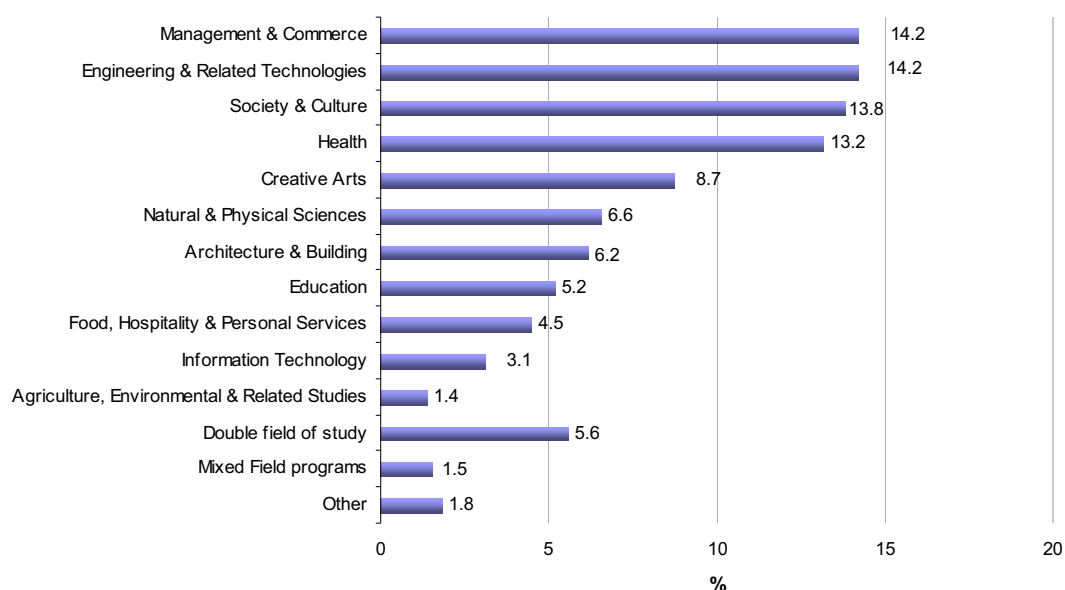
Provider type	no.	%
University	13 444	61.3
TAFE institute	5 731	26.1
Private training college	2 007	9.2
Secondary school	218	1.0
Adult & community education provider	84	0.4
Agricultural college	20	0.1
Other study location	426	1.9
Total	21 930	100.0

Note: This table excludes 323 students who did not provide details regarding provider type.

Field of study

The field of study entered by Year 12 graduates in education or training is shown in Figure 3.2 and Table 3.4. The four most common fields of study entered by Year 12 completers were Management and Commerce (14.2 per cent), Engineering and Related Technologies (14.2 per cent), Society and Culture (13.8 per cent) and Health (13.2 per cent), accounting for over half of all enrolments. For an explanation of the types of courses included in each field of study, see Table A4A in Appendix 4.

Figure 3.2: Field of study of Year 12 completers, Queensland 2010



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

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



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

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

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

Natural and Physical Science, Mixed Field Programs, Agriculture and Environmental and Related Studies were fields in which no clear differences were present. Males and females also had a similar uptake of programs combining two distinct fields of study (5.1 per cent and 5.9 per cent respectively).

Table 3.4: Field of study of Year 12 completers, by sex, Queensland 2010

Field of study	Males	Females	Total
	%	%	%
Management & Commerce	10.8	17.3	14.2
Engineering & Related Technologies	27.4	2.4	14.2
Society & Culture	9.2	18.0	13.8
Health	7.9	17.9	13.2
Creative Arts	7.2	10.1	8.7
Natural & Physical Sciences	5.9	7.2	6.6
Architecture & Building	10.9	1.9	6.2
Education	2.3	7.8	5.2
Food, Hospitality & Personal Services	2.9	5.9	4.5
Information Technology	5.8	0.8	3.1
Agriculture, Environmental & Related Studies	1.3	1.4	1.4
Double field of study	5.1	5.9	5.6
Mixed field programs	1.4	1.7	1.5
Other	2.0	1.7	1.8
Total	100.0	100.0	100.0

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

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

- Architecture and Building
- Engineering and Related Technologies.

These two fields of study accounted for over half of all enrolments (52.0 per cent)

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

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

- Engineering and Related Technologies
- Management and Commerce

- Food, Hospitality and Personal Services
- Information Technology.

These four fields of study accounted for 77.0 per cent of enrolments at this level.

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

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

These four fields of study accounted for 65.2 per cent of enrolments.

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

- Health
- Creative Arts
- Society and Culture
- Management and Commerce.

These four fields of study accounted for 67.8 per cent of enrolments.

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

- Creative Arts
- Management and Commerce
- Society and Culture
- Health.

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

Students in University degree programs were concentrated in the following fields:

- Health
- Society and Culture
- Management and Commerce
- Natural and Physical Sciences

These four fields of study accounted for 56.5 per cent of university enrolments.





Table 3.5: Field of study of university and VET students, excluding apprentices and trainees, by level of study, Queensland 2010

Field of study	University	VET Dip/ Adv Dip	VET Cert IV	VET Cert III	VET Cert II	VET Cert I
	%	%	%	%	%	%
Society & Culture	16.2	18.5	17.2	20.2	3.1	4.0
Health	17.2	10.7	20.7	11.3	2.8	2.7
Management & Commerce	13.1	19.9	9.5	21.6	21.7	8.0
Creative Arts	9.1	21.3	20.4	5.8	1.9	2.7
Engineering & Related Technologies	9.9	4.1	8.2	5.2	30.4	24.0
Natural & Physical Sciences	10.0	2.2	1.5	1.1	0.3	2.7
Education	7.2	1.7	2.2	6.5	0.0	0.0
Information Technology	2.6	6.9	5.5	8.9	9.3	6.7
Architecture & Building	2.8	3.7	2.7	2.7	5.0	28.0
Food, Hospitality & Personal Services	0.2	8.5	5.0	12.0	15.5	6.7
Agriculture, Environmental & Related Studies	1.0	1.0	2.5	2.6	5.9	5.3
Double field of study	9.0	0.2	0.2	0.1	0.0	0.0
Mixed field programs	0.9	0.3	3.5	0.8	2.8	6.7
Other	0.9	0.9	0.7	1.2	1.2	2.7
Total	100.0	100.0	100.0	100.0	100.0	100.0

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

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

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

The differences between apprenticeships and traineeships were reflected in their fields of study. Apprentices were nearly all concentrated in the fields of Engineering and Related Technologies, Architecture and Building, and Food, Hospitality and Personal Services (accounting for 94.8 per cent) — the domains of the traditional trades such as plumbing, electrical trades, chefs and automotive mechanics.

Of the trainees, 47.9 per cent were in the field of Management and Commerce (which includes retail), while the remainder were spread broadly across the other fields of study. The fields of Society and Culture (which includes Law), Food, Hospitality and Personal Services and Health account for a further 29.7 per cent of traineeships.



Table 3.6: Field of study of apprentices and trainees, Queensland 2010

Field of study	Apprentice	Trainee
	%	%
Engineering & Related Technologies	50.1	5.8
Architecture & Building	28.2	2.5
Food, Hospitality & Personal Services	16.5	10.0
Agriculture, Environmental & Related Studies	1.2	3.8
Management & Commerce	0.9	47.9
Creative Arts	0.6	1.9
Society & Culture	0.5	10.4
Information Technology	0.5	3.2
Health	0.4	9.2
Education	0.1	1.6
Defence Forces Study	0.1	1.0
Natural & Physical Sciences	0.0	1.2
Mixed field programs	0.2	0.2
Other	0.6	1.3
Total	100.0	100.0



Table 3.7 presents a list of post-schooling institutions attended by Year 12 graduates in 2010. Most were located in the university and VET sectors (including private training colleges).

Table 3.7: Post-school institutions of Year 12 completers, Queensland 2010

Institution	no.	%
The University of Queensland	3 654	16.7
Queensland University of Technology	2 950	13.5
Griffith University	2 761	12.6
James Cook University	1 055	4.8
Southbank Institute of TAFE	778	3.5
Metropolitan South Institute of TAFE	624	2.8
University of Southern Queensland	603	2.7
University of the Sunshine Coast	599	2.7
Central Queensland Institute of TAFE	504	2.3
Brisbane North Institute of TAFE	499	2.3
Skills Tech	473	2.2
Central Queensland University	469	2.1
Australian Catholic University	441	2.0
Gold Coast Institute of TAFE	434	2.0
Sunshine Coast Institute of TAFE	340	1.6
Southern Queensland Institute of TAFE	317	1.4
Wide Bay Institute of TAFE	267	1.2
Barrier Reef Institute of TAFE	262	1.2
Bond University	234	1.1
The Bremer Institute of TAFE	225	1.0
Tropical North Institute of TAFE	225	1.0
Careers Australia Institute of Training	143	0.7
Other Queensland TAFEs	132	0.6
Armed Forces	119	0.5
Australian Technical College	116	0.5
Qantm College	68	0.3
Mount Isa Institute of TAFE	35	0.2
Endeavour College of Natural Medicine	26	0.1
Private training colleges	1 959	8.9
Interstate universities	409	1.9
Interstate TAFEs	81	0.4
Other institutions	1 129	5.1
Total	21 930	100.0

Note: This table excludes 323 students who did not identify an institution of study or training.

Comparing students who work and students who do not

The labour market destinations of Year 12 completers are discussed in detail in Chapter 4. However, this section compares aspects of the study patterns of the 14 774 students who work with the 7479 students who do not work. Table 3.8a shows the proportion of working students and non-working students within each level of study. These figures show that, overall, 66.4 per cent of all students combine their study with some form of employment. The level of study with the highest proportion of working students was VET Certificate III (88.5 per cent) and the lowest was university degree, with 60.0 per cent. Even though the proportion was lowest for

university degree level students, six out of every ten university students combine their study with some form of employment.



Table 3.8a: Level of study of working and non-working students (proportion within study level), Queensland 2010

Level of study	Working students		Non-working students		Total students	
	no.	%	no.	%	no.	%
University (degree)	7 931	60.0	5 295	40.0	13 226	100.0
VET Cert IV+	1 800	65.3	955	34.7	2 755	100.0
VET Cert III	3 010	88.5	390	11.5	3 400	100.0
VET Cert I–II	399	60.5	260	39.5	659	100.0
Study other/unspecified	1 634	73.8	579	26.2	2 213	100.0
Total	14 774	66.4	7 479	33.6	22 253	100.0

Table 3.8b presents the same numbers as Table 3.8a, but with proportions of each study level within working and non-working students, and shows a clear differentiation between the two groups. Non-working students were more likely than working students to be at university (70.8 per cent compared to 53.7 per cent), while working students were more likely than non-working students to enrol in VET Certificate III programs (20.4 per cent compared to 5.2 per cent). This result reflects the presence of apprentices and trainees among the group of students who work.

Table 3.8b: Level of study of working and non-working students (proportion within student work status), Queensland 2010

Level of study	Working students		Non-working students		Total students	
	no.	%	no.	%	no.	%
University (degree)	7 931	53.7	5 295	70.8	13 226	59.4
VET Cert IV+	1 800	12.2	955	12.8	2 755	12.4
VET Cert III	3 010	20.4	390	5.2	3 400	15.3
VET Cert I–II	399	2.7	260	3.5	659	3.0
Study other/unspecified	1 634	11.1	579	7.7	2 213	9.9
Total	14 774	100.0	7 479	100.0	22 253	100.0

Earlier, in Table 2.2, it was noted that, overall, female Year 12 completers were more likely to enter degree-level programs than their male counterparts. Figure 3.3 shows that this difference only occurs among working students (including apprentices and trainees). Among non-working students, males and females were just as likely to enter the various study levels.



Figure 3.3: Level of study of working and non-working students, by sex, Queensland 2010

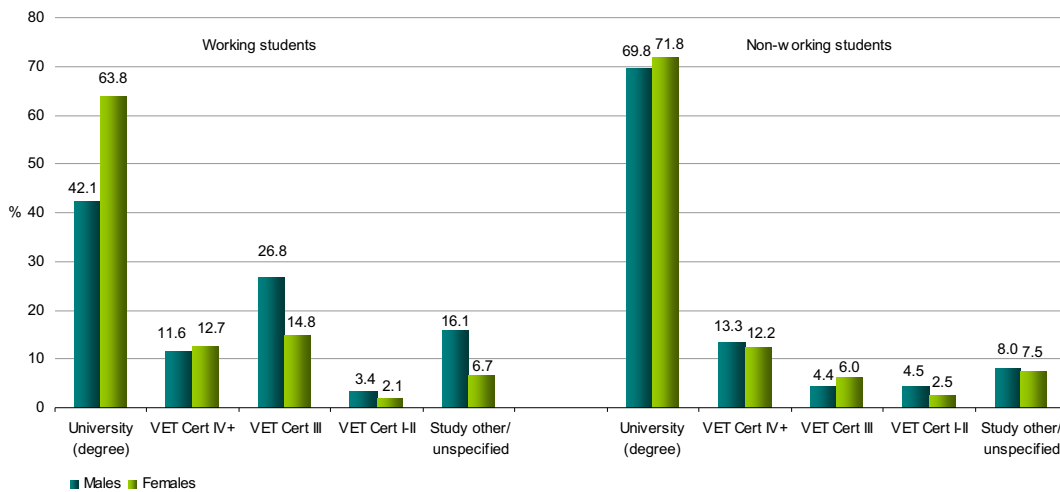


Table 3.9 compares the study load of both working and non-working students. Predictably, 89.6 per cent of part-time students were combining study with some form of employment. Interestingly though, this phenomenon is also common among full-time students, with 59.5 per cent combining study and work.

Table 3.9: Study load of Year 12 completers, by working and non-working students, Queensland 2010

Study load	Working students		Non-working students		Total students	
	no.	%	no.	%	no.	%
Full-time	10 191	59.5	6 949	40.5	17 140	100.0
Part-time	4 583	89.6	530	10.4	5 113	100.0
Total	14 774	66.4	7 479	33.6	22 253	100.0