Executive summary

Background

The *Next Step* report documents the results of the first statewide survey of the destinations of students completing Year 12 across Queensland in 2004, in state and non-state schools. The survey shows the initial study and work destinations of young people after leaving school.

The *Next Step* survey was conducted in order 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 systems 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 Department of Education and the Arts as part of the Schools Reporting initiatives. The survey supports the State Government's Education and Training Reforms for the Future (ETRF), which aim to have every young person learning or earning.

The survey targeted *all* students who completed Year 12 and gained a Senior Certificate or Certificate of Post-compulsory School Education in 2004, whether they attended a state, Catholic or independent school, or a TAFE secondary college. The survey therefore provides information on Year 12 completers from the full spectrum of senior schooling providers.

The survey was completed by 23 650 young people. This was 59.9 per cent of the 39 458 young people targeted. The response rate was very high in comparison to most surveys.

The responses were generally representative, with a small over-representation of those progressing to university study and under-representation of Indigenous, remote, students with a language background other than English (LBOTE) and international students.

The Office of the Government Statistician conducted the survey between 22 April and 6 June 2005, a little under six months after the young people left school. Responses were invited by mail, telephone or online. Approximately equal numbers of responses were received by mail and telephone (47 and 48 per cent), with 5 per cent online.

A reference group advised on the design and conduct of the survey. Its members represented the school sectors, their principals' associations, the Queensland Studies Authority and the Department of Employment and Training.

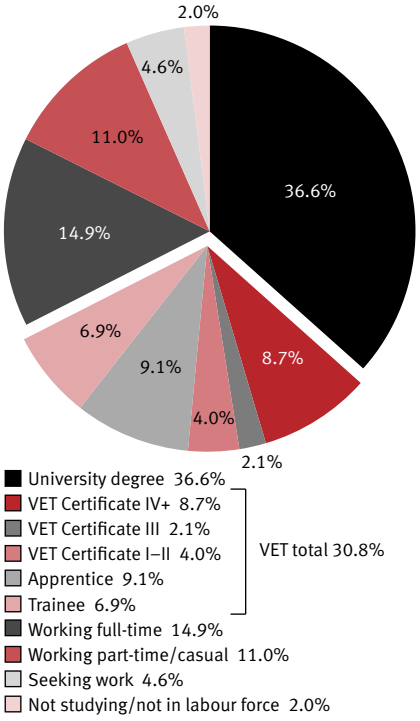
The Centre for Post-compulsory Education and Lifelong Learning at The University of Melbourne analysed the data and prepared this report.

Findings

The pathways of Year 12 students have been categorised into 10 main destinations, in which those who were both studying and working are counted as studying. The figure below shows that:

- More than 90 per cent of Year 12 completers were studying or in paid employment
- About two-thirds (67.5 per cent) continued in some recognised form of education and training in the year after they left school
- Almost as many were studying vocational education and training (VET) as university degrees (30.8 per cent and 36.6 per cent respectively)
- The majority of campus-based VET students were studying at Certificate IV level or higher (8.7 per cent)
- Almost one in six (16.0 per cent) were undertaking employment-based training, either as an apprentice (9.1 per cent) or trainee (6.9 per cent)
- One in three (32.4 per cent) did not enter post-school education or training, and were either employed (25.9 per cent), looking for work (4.6 per cent) or neither working, seeking work or studying (2.0 per cent).

Figure ES1 Main destinations of Year 12 completers, Queensland, 2005



The 10 categories used in the figure above are defined below:

Table ES1 Categorisations used to determine Main Destinations

Higher Education	
University (degree)	Respondents studying at degree level. N.B. Some are also in the labour market
VET categories	
VET Cert IV+	Respondents studying Certificate IV, Diploma or Advanced Diploma (excluding apprentices and trainees). N.B. Some are also in the labour market. This category is referred to as higher level VET in the report.
VET Cert III	Respondents studying Certificate III (excluding apprentices and trainees). N.B. Some are also in the labour market.
VET Cert I-II	Respondents studying Certificate I or II (excluding apprentices and trainees). This category also includes 274 respondents in an 'unspecified' VET certificate and 358 with an unknown course level. N.B. Some are also in the labour market. This category is referred to as lower level VET in the report.
Apprentice	Working and in employment-based apprenticeship.
Trainee	Working and in employment-based traineeship.
No further education and training	
Working full-time	Working full-time (35 hours or more) and not in a study or training destination. This includes people with part-time jobs that total 35 hours or more.
Working part-time/casual	Working part-time or casual (fewer than 35 hours) and not in a study or training destination.
Seeking work	Looking for work and not in a study or training destination (Unemployed in the Australian Bureau of Statistics classification).
Not studying and not in the labour force	Not in study or training, not working and not looking for work.

Learning: education and training destinations

The great majority of respondents were studying in the year after completing Year 12.

The vast majority of current students (87.8 per cent) were studying full-time. Most combined study with part-time/casual employment.

Their most common fields of study across all study destinations were Society and Culture (e.g. Law, Arts) and Management and Commerce (e.g. Business, Tourism). However, apprentices were enrolled mainly in Engineering and Related Technologies, Food and Hospitality, and Architecture and Building.

Of those studying, a little over a half (55 per cent) were doing a university degree.

Another 20 per cent said they were attending an Institute of Technical and Further Education (TAFE), while 5 per cent were attending a private training provider. The true TAFE figure is considerably higher, as most apprentices and trainees did not provide this information.

Apprentices are concentrated in industry areas such as Construction, Manufacturing and Electricity, Gas and Water Supply, while trainees are more evenly distributed across a range of industry areas, but in particular Retail and Hospitality.

Earning: employment destinations

Most young people (73.4 per cent) who completed Year 12 were employed, whether or not they undertook further education.

Of those not studying, full-time employment was more common than part-time/casual employment (45.8 per cent and 33.7 per cent respectively). The most common occupational group was Sales Assistants and Storepersons. The next most common occupational groups varied by sex, being Labourers, Factory and Machine Workers, then Food Handlers/Waiters for males, and Food Handlers/Waiters, then Clerks, Receptionists and Secretaries for females.

The vast majority of part-time workers were employed on a casual basis (nine out of 10).

Nearly six in 10 school leavers (including those studying) were working in just two occupational groups — Sales Assistants and Storepersons, and Food Handlers, Waiters, etc. Other main areas were Clerical/Secretarial, and Building and Construction.

Not earning or learning

Fewer than 5 per cent (4.6 per cent) were not in study or employment and were seeking work.

Another 2.0 per cent were neither in a study destination nor in the labour market (i.e. neither working nor looking for work). This group includes those with a disability or health condition, travelling or waiting for their course to commence.

Those with a Certificate of Post-compulsory School Education and Indigenous school completers were over-represented in both these situations.

Reasons for not continuing in study

The key reason given for not continuing in study was that young people want 'time out' to think about what they want to do, or have a break from study. Many of these young people would have deferred their university places.

The second-most important reason relates to economic and financial impediments. Many were concerned with the cost of studying, and some were working in order to finance future study.

The third group of reasons is related to accessibility to study, reflecting concerns about work commitments, physical access, transport, family commitments and perceived academic barriers.

The need to take a 'gap year' and the perception of not being ready for more study tended to be strongest among those from a higher socioeconomic status background, while economic imperatives were strongest for those from lower socioeconomic status groups.

Different people, different pathways

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

Sex

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

- Females were much more likely to enter university (40.6 per cent compared to 31.8 per cent of males), but females and males were approximately equally likely to enrol in campus-based VET programs.
- Males were almost eight times more likely than females to enter an apprenticeship, while females were twice as likely to commence a traineeship.
- Creative Arts was the only field in which there were no sex differences in enrolments.
- Females were much more likely to study Society and Culture, Health and Education, and Food, Hospitality and Personal Services, and slightly more likely to enrol in Management and Commerce courses.
- Males were almost 15 times as likely as females to enrol in Engineering and Related Technologies courses, and outnumbered females in Information Technology, Architecture and Building, Agriculture and Environmental and Related Studies, and Natural and Physical Sciences.
- Females were more likely than males to be working in part-time/casual jobs (46.7 per cent compared to 32.4 per cent).
- The most common areas of employment for both males and females were in Sales and Food Handling, but considerably more so for females (67.0 per cent compared to 47.2 per cent). The next most common area of employment was Clerical/Reception for females and Building, Construction and Labouring for males.
- Among those working and not studying, males were slightly more likely than females to be in a full-time job; females were more likely to be reliant on part-time or casual work.

Geographic location

Post-school destinations varied progressively with the degree of urbanisation.

Brisbane students were the most likely to enter university and higher level VET while those in very remote areas were the most likely to be apprentices, trainees, seeking work or in full-time work.

Respondents' reasons for not being in education or training suggest that while the practice of taking a gap year was well established in metropolitan and provincial cities, it was less common in remote and very remote areas.

Survey responses also suggest that lack of access to further education and training is a stronger disincentive to further study and training for those in remote areas than for those in provincial centres and urban locations.

Indigenous

Indigenous Year 12 completers were much less likely than their non-Indigenous peers to enrol at university (15.0 per cent compared to 37.1 per cent). Nonetheless, 76 Indigenous young people who completed the survey commenced university studies in 2005.

Indigenous students were much more likely to be a trainee (12.4 per cent compared to 6.8 per cent).

Indigenous school completers were more likely than their non-Indigenous counterparts to enrol in lower level VET courses, and less likely to enrol in higher level VET.

Due to their relatively low proportions studying at university, Indigenous school completers were somewhat more likely to be employed (29.4 per cent compared to 25.8 per cent) and much more likely to be seeking work (12.2 per cent compared to 4.5 per cent) than their non-Indigenous peers.

Disability

The survey was not able to identify all students with a disability, but did identify those who completed a Certificate in Post-compulsory School Education (CPCSE), 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 CPCSE completers, 37.0 per cent were studying, with a relatively high proportion doing lower level VET (25.0 per cent). Another 21.0 per cent were employed, principally in part-time/casual jobs (14.7 per cent, compared to 6.3 per cent in full-time jobs).

A high proportion was neither studying nor in the labour force (25.8 per cent) and a large proportion was seeking work (16.3 per cent).

Language background other than English (LBOTE)

LBOTE school completers demonstrated higher rates of transition to university than other respondents (49.5 per cent compared to 36.0 per cent) and to higher level VET courses (15.9 per cent compared to 8.4 per cent).

International students

There were too few responses from this group to draw clear conclusions. Among those who did respond, there were strong transitions to university (68.1 per cent) and higher level VET (17.8 per cent).

Students of VET in schools

The survey found a link between VET studies at school and destinations after school.

About three in ten Year 12 completers left school with a VET qualification (31.0 per cent), while 3.0 per cent were school-based apprentices or trainees (SATs).

Those with a VET qualification were much less likely to enrol in university than others (19.9 per cent compared to 44.2 per cent). However, they had much higher rates of transition to employment-based training (25.1 per cent compared to 11.9 per cent). They were also more likely to enter employment with no further education and training (31.0 per cent compared to 23.7 per cent).

School-based apprentices and trainees were much more likely to undertake apprenticeships and traineeships after school than other school completers (34.4 per cent compared to 15.4 per cent).

Socioeconomic status

Transition to post-school education and training was strongly associated with socioeconomic status (SES), increasing consistently from 62.3 per cent for the lowest SES quartile to 75.6 per cent to the highest SES quartile. This pattern was most pronounced for transition to university.

The proportion of students who entered employment-based training increased as socioeconomic status declined.

Age

Very young Year 12 completers (aged 15 at the start of Year 12) were much more likely than other completers to enrol in university, which suggests that these include gifted and talented students who have been accelerated through secondary education.

Mature age completers appeared to be more likely than others to move into campus-based VET.

Conclusions

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.

The survey found that the vast majority of young Queenslanders who completed Year 12 in 2004 were engaged in study or work six months after completing school.

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

Chapter 1 Introduction

Aims of the project

The objectives of the survey were to collect information on the post-school destinations of Year 12 students in Queensland in order to assist:

a) Parents and the wider public to know the achievements of students and to appreciate the range of options available to students
b) Schools to review and plan their services for students, especially in the senior years of schooling
c) School systems to review their education policies as they affect the transition from school to further study and employment
d) 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 state schools, Catholic schools, independent schools and TAFE secondary colleges.

Policy context

Young people's education, training and employment destinations after completing school are an important indicator of the outcomes of schools in preparing students for adult life.

Destinations chosen by young people have been at the forefront of government policy interests, at both the state and Commonwealth levels. One of the *National Goals for Schooling in the 21st Century* (1999) is 'clear and recognised pathways to employment and further education and training'.

The *Report from the Prime Minister's Youth Pathways Action Plan Taskforce: Footprints to the Future* (2001) recommended regular public reporting on young people's transition outcomes at school, regional, state and national levels.

Stepping Forward — Improving Pathways For All Young People — A Joint Declaration by Commonwealth, State and Territory Ministers for Education, Training, Employment, Youth and Community Services (2002) proposed strategies to support young people to move successfully through different stages of their lives. The *Stepping Forward Action Plan* includes tracking systems to identify young people who require follow-up support.

The Queensland Government *Schools Reporting Consultation Paper* (2004) proposed the annual publication of both Year 12 results and post-school destinations by school. Subsequently, in response to strong support from all stakeholders, the Government decided to implement an annual statewide destination survey, commencing in 2005 with students who completed Year 12 in 2004. The survey is intended to assist school improvement, program evaluation and public accountability of schools.

This destination survey supports the Queensland Government's *Smart State Strategy*, which invests in skills and innovation 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.

Queensland the Smart State: Education and Training Reforms for the Future — A White Paper (ETRF 2002) places education and training at the heart of the Smart State vision.

The Queensland Government wants young Queenslanders to be engaged in learning and achieve valued qualifications. It wants to inspire in them a lifelong passion for learning. These are the foundations for their future success.

The Queensland *Youth Participation in Education and Training Act 2003* and *Training Reform Act 2003* aim to ensure young people remain in education or training until the age of 17. From the start of 2006 young people will be required to stay at school until they finish Year 10 or turn 16, whichever comes first. They will then be required to participate in education or training for a further two years, or until they have gained a Senior Certificate or Certificate III vocational qualification, or until they turn 17. The laws exempt people who work for at least 25 hours per week after they have completed Year 10 or turned 16.

> 'I think it's great that people are interested in what we are doing.'
>
> *Sales assistant, Brisbane*

ETRF affects student destinations through strategies such as career information services and 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, Indigeneity, location, socioeconomic status, disability or language background. As Queensland is the

most decentralised state, and has a higher proportion of Indigenous students than most other states and territories, there is a particular emphasis on outcomes for rural and remote and Indigenous students.

The Queensland Government Office of Economic and Statistical Research has commenced a *Queensland Young Adults Longitudinal Survey (QYALS)*, which will monitor the progress of several groups of young Queensland people through various stages in their education and employment over a five-to-15 year period.

The Commonwealth Government has mandated the publication of school destination data as a condition of funding during the 2005–08 quadrennium.

Policies on education, training and employment influence students' choices of destinations.

Higher education pathways

The Commonwealth Government has responsibility for funding the university sector. Recent policy changes on university fees may affect young people's choice of destination.

The Queensland Government has supported regional university campuses, in order to improve access to higher education for young people in regional areas.

Vocational education and training (VET) pathways

VET is primarily a state and territory responsibility.

The Australian Qualifications Framework (AQF) recognises vocational education and training qualifications of Certificates I, II, III and IV, Diploma, Advanced Diploma, Vocational Graduate Certificate and Vocational Graduate Diploma.

Queensland's Proposed Responses To The Challenges Of Skills For Jobs And Growth: A Green Paper (June 2005) focuses on delivering VET qualifications at Certificate III level and above. Its research paper shows that tertiary qualifications, particularly at Certificate III level or higher, are becoming the key determinant of whether people have employment.

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.

The *Joint Ministerial Statement on Future Directions for Vocational Education and Training in Queensland Schools* (August 2004) makes a commitment to develop clear pathways to tertiary study that include better recognition of VET undertaken at school.

Employment pathways

The Smart State Strategy has expanded employment opportunities in Queensland.

The Queensland Government's Breaking the Unemployment Cycle initiative assists less competitive job seekers to get into the workforce, through the Get Set for Work Program, Youth Training Incentives, Community Jobs Plan, Indigenous Employment Program and Strategic Employment Development Program.

The Youth Access Program and the Get Set for Work employment initiative support early school leavers and young people who are at risk of disengaging to move from school to further education or employment.

In summary, the Queensland and Commonwealth Governments both have a strong policy commitment to assisting — and tracking — young people's transitions to successful education, training or employment.

Methodology

The Next Step Destination Survey 2005 was conducted by the Office of the Government Statistician (OGS) on behalf of the Department of Education and the Arts, in accordance with the privacy provisions of the *Statistical Returns Act 1896*.

The survey targeted students who completed Year 12 in Queensland in 2004, including students at state and non-state schools and international students. Students who were home schooled were not included in the survey. Students who completed the Senior Certificate or Certificate in Post-compulsory School Education (CPCSE) were included. The CPCSE is a separate certificate for students with an impairment or difficulties in learning that are not primarily due to socioeconomic, cultural and/or linguistic factors.

The targeted respondents were identified by means of a survey frame provided to the OESR by the Queensland Studies Authority (QSA). This frame contained details for 39 458 in-scope respondents.

Young people were contacted five months after completing Year 12. This timing was designed to be after tertiary education places for 2005 were accepted, and while most of these young people were still contactable via their home address in 2004. Some 22 per cent of this group move within 12 months, according to the 2001 Census[1].

On 22 April 2005, a letter from the Minister for Education and the Arts was posted to all students on the QSA frame, together with a paper copy of the survey instrument and a reply-paid envelope. The letter stated that students could choose to complete the paper questionnaire provided, or complete the survey online at the web address provided. If desired, students could also telephone the OESR to complete the survey. Completed paper questionnaires were returned directly to the OESR for processing and data entry. Questionnaires returned by close of business on 31 May would go into the draw for a chance to win one of 20 iPod minis, offered by the Department of Education and the Arts as an incentive to encourage survey participation. Special efforts were made to ensure that Indigenous Year 12 students completed the survey; many schools with high Indigenous numbers contacted these students personally to encourage responses, and advertising was placed on an Indigenous radio station.

The initial response rate was 26.4 per cent of the target population, with 87 per cent of these surveys being returned by mail and 13 per cent completed online (unadjusted for duplicates).

1 Australian Bureau of Statistics (2001) Census of Population and Housing.

Follow-up of non-respondents began on Thursday 19 May. Follow-up was conducted by both mail and computer-assisted telephone interviewing (CATI). The CATI follow-up was extremely successful, yielding an additional 11 350 completed surveys with only 378 refusals to participate. The CATI follow-up attempted to contact 23 878 students, with two calls to each person (see Table A2 in Appendix 2 for details of the call outcomes). Another 4832 students, for whom telephone numbers could not be derived, were mailed an additional copy of the survey, a reply-paid envelope and a letter asking for their participation.

During CATI follow-up, proxies, such as siblings, parents and other appropriate family members, were invited to complete the survey in cases where the student was not at home at the time of the call. A sticker on the envelope sent out also invited proxies to respond on behalf of the target students.

The survey closed on Monday 6 June. At completion of follow-up and closure of the survey, after identifying and removing duplicates, a total of 23 650 completed surveys were received, representing an overall response rate of 59.9 per cent. Of the total number of finalised responses, 11 010 were completed by returned mail, 1286 through the website, and 11 354 by telephone.

Profile of Year 12 school completers

The 23 650 respondents attended 405 schools and colleges. Some 61.2 per cent attended state schools, 19.0 per cent Catholic schools, 19.1 per cent independent schools, and 0.1 per cent three TAFE secondary colleges.

The key characteristics of those who responded were:

- 99.0 per cent were aged 16 to 18 at the start of the 2004 school year, with 0.6 per cent aged 15 and 0.4 per cent aged 19 or over
- 98.9 per cent completed the Senior Certificate, while 1.1 per cent completed the Certificate in Post-compulsory School Education
- 54.2 per cent were female
- 4.0 per cent were from a Language Background Other Than English (LBOTE)
- 2.2 per cent were Indigenous
- 0.6 per cent were international students
- 73.6 per cent were OP-eligible
- 31.3 per cent achieved a vocational education and training (VET) qualification while at school
- 3.0 per cent undertook a school-based apprenticeship or traineeship while at school
- by geographic zone: 50.0 per cent had attended schools in the capital city, 21.7 per cent in urban areas with populations of more than 100 000, 12.5 per cent in provincial towns over 25 000, 14.5 per cent in towns with populations of less than 25 000, 0.8 per cent were in remote areas and 0.5 per cent were in very remote areas.

Response rates

Excluding 253 responses that could not be matched against the original QSA data file, based on their contact details, the response rates for different groups were as follows:

By school sector, the response rate for Education Queensland schools was 61.9 per cent, for Catholic schools 56.2 per cent, for independent schools 56.0 per cent and for TAFE 47.7 per cent.

Response rates varied enormously across schools, with individual school response rates ranging from 0 per cent to 100.0 per cent.

The response rate of non-Indigenous students (60.0 per cent) was relatively higher than that of Indigenous students (43.7 per cent). There will need to be some caution in interpreting the Indigenous responses, as their response rates were higher in Brisbane, provincial centres with populations between 25 000 and 99 999 and very remote areas.

Females had a higher response rate (62.9 per cent) than males (56.0 per cent) overall. Response to the initial mail-out strongly favoured females (30 per cent versus 19 per cent), but rates for the follow-up stage were very similar (females 47.5 per cent, males 46.5 per cent).

The response rate for students with a language background other than English (LBOTE) was relatively lower than that for English-speaking background students (43.5 per cent and 60.5 per cent, respectively).

International visa students had a particularly low response rate of 17.1 per cent, with 135 completed responses. This response prevents detailed reporting on their destinations.

The response rate was similar across statistical divisions, apart from Far North at 52.3 per cent and North West at 46.0 per cent. Three statistical divisions had small numbers of responses, which limits the amount of analysis that can be provided in their regional reports (Central West 44 responses, North West 86 responses, South West 86 responses).

The overall response rate of 59.9 per cent indicates that the response is reasonably good given the initial invitation to participate was by mail and telephone numbers for follow-up could not be obtained for around 40 per cent of the frame.

Only limited information was available to check for possible non-response bias. There was no evidence of socioeconomic bias based on the SEIFA (Index of Economic Disadvantage) scores associated with where students lived. However, university students were slightly over-represented in the survey (36.4 per cent, compared with QTAC preliminary data showing 31.3 per cent of Queensland Year 12 students enrolling in university courses offered through QTAC for 2005, although part of this difference is due to the QTAC data not including interstate enrolments). This suggests that students with higher OP scores were more likely to respond.

Data editing

Data cleaning and editing were performed throughout data entry and after the survey closed on Monday 6 June. Data cleaning included checking the data for invalid entries (e.g., entries that were out-of-scope), as well as checking the data that was manually entered for accuracy (approximately 10 per cent of entered questionnaires were randomly selected and checked for data entry accuracy).

> ‘I’m looking forward to the results of the longitudinal survey. I guess everyone will take a different path and hopefully we’ll all be earning enough to eat when we’re 30.’
>
> *University student, Brisbane*

Multiple survey completion modes were offered to boost response rates. The relatively low number of web-based responses suggests that offering multiple modes had only a slight effect on response numbers. However, it did permit the same student to respond to two or more of the modes. A moderate number of duplicate responses across the three completion modes were identified and removed.

The Longitudinal sample

Respondents were also asked to indicate if they would be prepared to participate in a longitudinal survey of young Queensland adults until they reach 30 years of age, which aims to monitor their progress through various stages in their education and employment. A total of 12 050 respondents agreed to participate, representing 51.0 per cent of the sample. This response provides a representative sample of young people from which to select participants for the longitudinal survey.

Chapter 2 Destinations of Year 12 completers

Main destinations

This chapter outlines the main study and labour market destinations of Year 12 completers. As most young people are combining study and work, all respondents have been categorised into their main destination, be it study or work.

This recognises the important distinction between young people who are working only to support tertiary study and those who are working because they are making their way in the labour market. It also makes the crucial distinction between someone who is a tertiary student 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, respondents were grouped in a hierarchical manner, as outlined in Table 2.1 below.

Students (in university or VET) are assigned to the study categories regardless of their labour force status (i.e. 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 allocated to a labour market destination (working or seeking work) are not studying and not in training.

There is also a small group of respondents who are not in study or training and not in the labour force (i.e., not working and not looking for work).

Therefore, all employment categories in the following pages refer only to those who are not studying.

Table 2.1 Categorisations used to determine Main Destination

Higher Education	
University (degree)	Respondents studying at degree level. N.B. Some are also in the labour market
VET categories	
VET Cert IV+	Respondents studying Certificate IV, Diploma or Advanced Diploma (excluding apprentices and trainees). N.B. Some are also in the labour market. This category is referred to as higher level VET in the report.
VET Cert III	Respondents studying Certificate III (excluding apprentices and trainees). N.B. Some are also in the labour market.
VET Cert I-II	Respondents studying Certificate I or II (excluding apprentices and trainees). This category also includes 274 respondents in an 'unspecified' VET certificate and 358 with an unknown course level. N.B. Some are also in the labour market. This category is referred to as lower level VET in the report.
Apprentice	Working and in employment-based apprenticeship.
Trainee	Working and in employment-based traineeship.
No further education and training	
Working full-time	Working full-time (35 hours or more) and not in a study or training destination. This includes people with part-time jobs that total 35 hours or more.
Working part-time/casual	Working part-time or casual (fewer than 35 hours) and not in a study or training destination.
Seeking work	Looking for work and not in a study or training destination (Unemployed in the Australian Bureau of Statistics classification).
Not studying and not in the labour force	Not in study or training, not working and not looking for work.

Figure 2.1 below illustrates the main destinations of the 23 650 respondents in the *Next Step* Survey. The survey shows that about two-thirds (67.5 per cent) of the young people who completed their Year 12 continued in some recognised form of education and training in the year after they left school. The most likely destination was university (36.6 per cent), followed by campus-based VET programs (14.9 per cent), with the majority of VET students entering programs at Certificate IV level or higher (8.8 per cent).

Almost one in six respondents (16.0 per cent) commenced employment-based training, either as an apprentice (9.1 per cent) or trainee (6.9 per cent).

One in three Year 12 completers (32.8 per cent) did not enter post-school education or training, but were either employed (25.9 per cent), looking for work (4.6 per cent) or neither studying nor in the labour force (2.0 per cent).

Destinations by sex

Sex differences were evident in education and training destinations. Females were much more likely to enter university (40.6 per cent compared to 31.8 per cent of males), but females and males were approximately equally likely to enrol in campus-based VET programs. Males were more likely than females to enter into a contract of training (apprenticeship or traineeship – 21.8 per cent compared to 11.2 per cent). Of those who entered a contract of training, males were almost eight times more likely than females to enter an apprenticeship, while females were twice as likely to commence a traineeship.

While females and males were approximately equally likely to have full-time employment (14.5 per cent and 15.5 per cent respectively), females were slightly more likely to be working in part-time or casual jobs (12.0 per cent compared to 9.8 per cent).

Figure 2.1 Main destinations of Year 12 completers, Queensland 2005

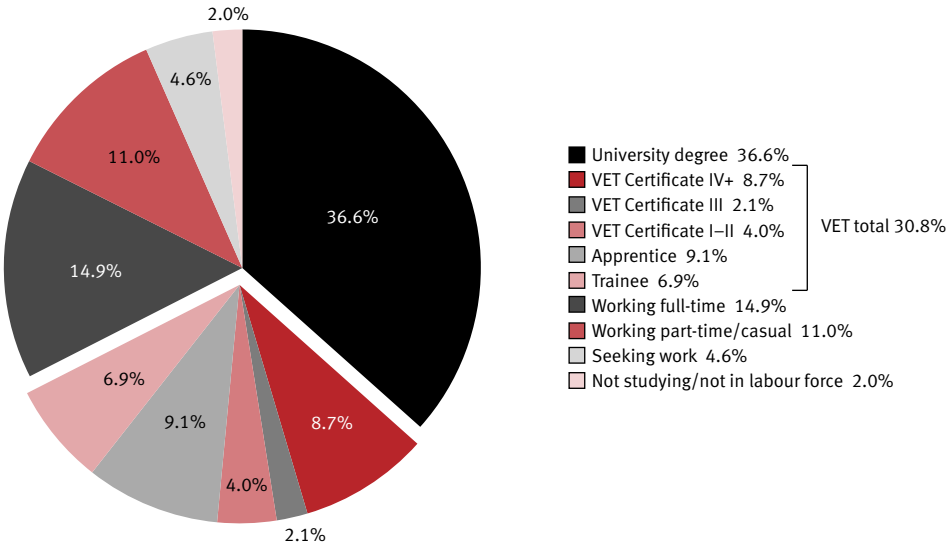


Table 2.2 Main destinations of Year 12 completers, by sex, Queensland 2005

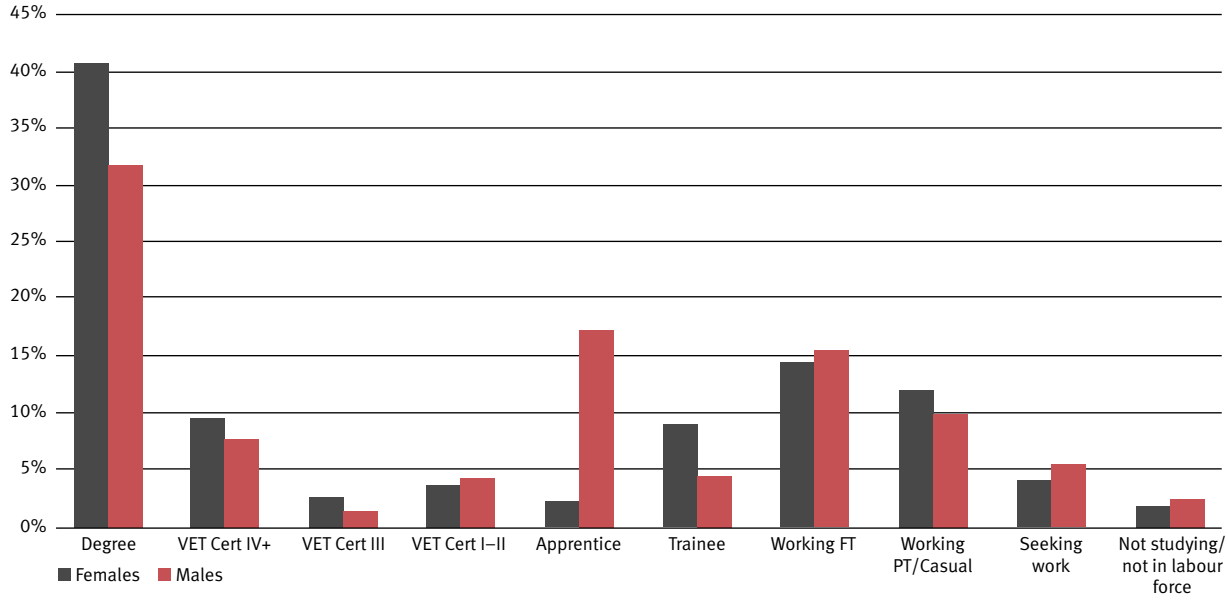
DESTINATION	Males		Females		Total	
	Number	Per cent	Number	Per cent	Number	Per cent
University (degree)	3446	31.8	5202	40.6	8648	36.6
VET Cert IV+*	833	7.7	1236	9.6	2069	8.7
VET Cert III*	151	1.4	348	2.7	499	2.1
VET Cert I-II*	467	4.3	469	3.7	936	4.0
Apprentice	1871	17.3	282	2.2	2153	9.1
Trainee	487	4.5	1149	9.0	1636	6.9
VET (sub-total)	3809	35.2	3484	27.2	7293	30.8
Working full-time	1675	15.5	1857	14.5	3532	14.9
Working part-time/casual	1056	9.8	1540	12.0	2596	11.0
Seeking work	585	5.4	510	4.0	1095	4.6
Not studying/ not in the labour force	251	2.3	233	1.8	484	2.0
Total	**10 822**	**100.0**	**12 826**	**100.0**	**23 648**	**100.0**

* Students not in apprenticeships or traineeships

Note: Table excludes two respondents who did not report sex

Figure 2.2 below shows the main destinations of male and female Year 12 graduates represented graphically.

Figure 2.2 Main destinations of Year 12 completers, by sex, Queensland 2005



Study and work

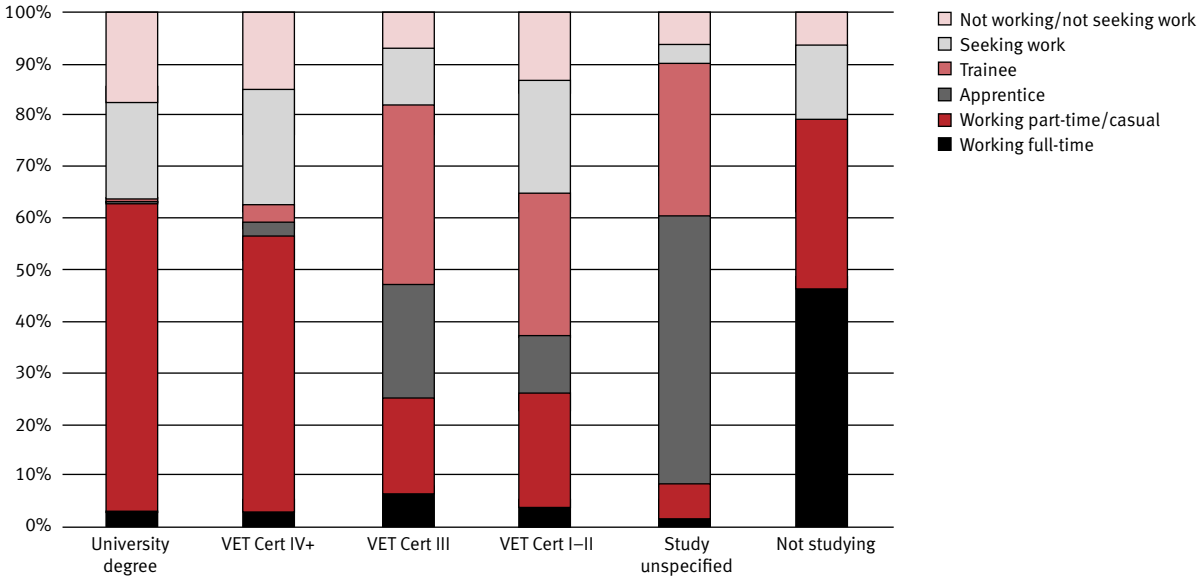
Table 2.3 and Figure 2.3 outline the study and labour market destinations of these Year 12 graduates. They present a cross-tabulation of these two dimensions (study location and labour market destination), presenting a more detailed picture than that presented in Figure 2.1. For example, while degree-level students are presented as a single category in Figure 2.1, here they are also sub-divided into their labour market destinations. This also applies to other respondents who have entered study. For these reasons, it is evident that the proportion of respondents in the labour market is actually higher than the data presented in Figure 2.1 indicate. The following table and chart illustrate this added dimension.

Table 2.3 Study and labour force destinations of Year 12 completers, Queensland 2005

		Uni Degree	VET Cert IV+	VET Cert III	VET Cert I-II	Study unspecified	Not studying	TOTAL
Working full-time	No.	259	116	73	18	59	3 532	4 057
	%	3.0	5.3	6.2	3.6	1.7	45.8	17.2
Working part-time/ casual	No.	5 205	1 128	218	112	238	2 596	9 497
	%	60.2	51.2	18.6	22.5	7.0	33.7	40.2
Apprentice	No.	18	63	260	55	1 775	0	2 171
	%	0.2	2.9	22.2	11.1	51.9	0	9.2
Trainee	No.	69	72	410	138	1 016	0	1 705
	%	0.8	3.3	35.1	27.8	29.7	0	7.2
Seeking work	No.	1 586	491	127	109	117	1 095	3 525
	%	18.3	22.3	10.9	21.9	3.4	14.2	14.9
Not working/not seeking work	No.	1 512	335	81	65	218	484	2 695
	%	17.5	15.2	6.9	13.1	6.4	6.3	11.7
Total	**No.**	**8 649**	**2 205**	**1169**	**497**	**3 423**	**7 707**	**23 650**
	%	**100**	**100**	**100**	**100**	**100**	**100**	**100**

Table 2.3 and Figure 2.3 show that the majority of young people who enter study at TAFE, private training provider or university are, in fact, working part-time and some even full-time. Many students are seeking work. Apprentices and trainees, of course, always combine work and study.

Figure 2.3 Study and labour force destinations of Year 12 completers, by student status, Queensland 2005



The most common scenario among university and higher level VET students is to combine study with part-time/casual employment (60.2 per cent and 51.2 per cent respectively). However, about one in five of these students are looking for employment (18.3 per cent and 22.3 per cent respectively).

Respondents who are not in study are more likely to be in full-time jobs than part-time/casual employment (45.8 per cent and 33.7 per cent respectively). It should be noted that these percentages are expressed as a proportion of the school completers surveyed, as they are intended to illustrate destination outcomes of school completers only. They 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.

Finally, there is a small number of young people (484, or only 2.0 per cent of the total sample) who are neither in a study destination nor in the labour market (i.e. neither working nor looking for work). This group includes those with a disability or health condition, travelling or waiting for their course to commence, amongst others, and is analysed in greater detail in Chapter 5.

Chapter 3 Learning: Education and training destinations of Year 12 completers

General findings

The *Next Step* survey shows that about two-thirds (67.1 per cent) of the young people who completed their Year 12 continued in some form of education and training in the year after they left school. The most likely study destination was university (36.4 per cent), followed by campus-based VET programs (14.7 per cent), with the majority of VET students entering higher level VET programs (8.7 per cent). Almost one in six respondents (16.0 per cent) commenced employment-based training, either as an apprentice (9.1 per cent) or trainee (6.9 per cent).

Sex differences

Table 3.1 Level of study of Year 12 completers, by sex, Queensland 2005

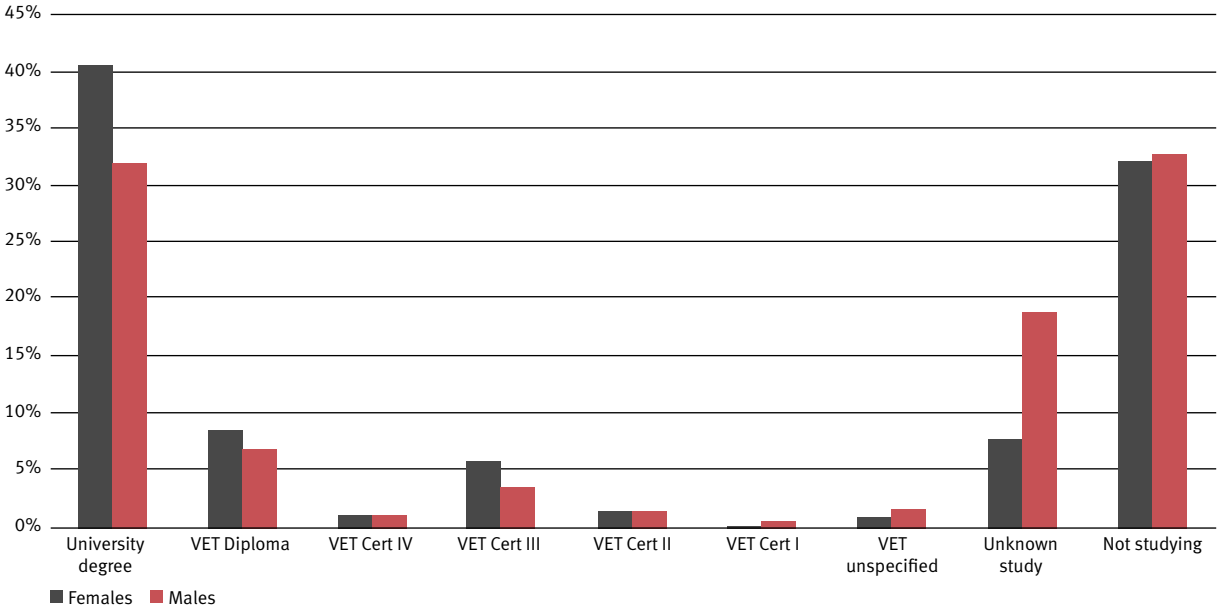
DESTINATION	Males		Females		Total	
	Number	Per cent	Number	Per cent	Number	Per cent
Degree (University)	3446	31.8	5202	40.6	8648	36.6
VET Diploma	748	6.9	1121	8.7	1869	7.9
VET Cert IV	155	1.4	180	1.4	335	1.4
VET Cert III	398	3.7	771	6.0	1169	4.9
VET Cert II	181	1.7	222	1.7	403	1.7
VET Cert I	61	0.6	33	0.3	94	0.4
VET unspecified	196	1.8	147	1.1	343	1.5
Unknown study	2070	19.1	1010	7.9	3080	13.0
Not studying	3567	33.0	4140	32.3	7707	32.6
Total	**10 822**	**100.0**	**12 826**	**100.0**	**23 648**	**100.0**

Note: Some VET categories (particularly Certificate III) may be under-reported in this table, as most apprentices and trainees did not record their level of study.

Table 3.1 and Figure 3.1 detail the study destinations of male and female graduates. Note that Apprentices and Trainees have been distributed among the various study destinations, in contrast to Chapter 2 where their destinations were reported separately. Substantial differences are evident in the study destinations of male and female Year 12 graduates. Males and females were equally likely to enrol in further education and training courses overall, but patterns of participation differed considerably. Females more frequently enrolled in university courses (40.6 per cent compared to 31.8 per cent) and were slightly more likely to enrol in VET programs (19.2 per cent compared to 16.1 per cent). While males and females entered Certificate IV programs in equal numbers, females were slightly more likely to enrol in Diploma level courses (8.7 per cent compared to 6.9 per cent) and Certificate III courses (6.0 per cent compared to 3.7 per cent). It is likely, however, that male participation in VET is considerably higher than these data indicate, as suggested by the high proportion of males not indicating their level of study. Further analysis indicates that nearly all (1908) of these male respondents with an unknown study destination were apprentices or trainees, and may therefore be assumed to be studying mostly at Certificate II or Certificate III level.

> ‘Alternative pathways after high school education should be emphasised. Too many people are unsure of what they want in life, and only attend university as it is the ‘normal’ thing to do.’
>
> *Year 12 student, 2004*

Figure 3.1 Level of study of Year 12 completers, by sex, Queensland 2005



Full-time and part-time study

The vast majority of students (87.8 per cent) were studying full-time. Almost all university students were studying full-time (97.2 per cent) as were higher level VET students (87.3 per cent) whereas lower level VET students were much less likely to be studying full-time (50.3 per cent). The relatively higher proportion of lower level VET students studying part-time reflects the fact that trainees and apprentices (who tend to study at Certificate II or III level) combine work with study or training.

Table 3.2 Part-time and full-time study, by course type, Queensland 2005

	Full-time		Part-time	
	Number	Per cent	Number	Per cent
University (degree)	8393	97.2	238	2.8
Cert IV+	1919	87.3	278	12.7
Cert III	543	46.7	620	53.3
Cert I-II	291	58.8	204	41.2
Unknown study	448	62.0	275	38.0
Total	**11 594**	**87.8**	**1 615**	**12.2**

Provider type

Type of provider is presented in Table 3.3. This table shows that university and TAFE Institutes are the two largest providers of study to Queensland school leavers. University accounts for 55.2 per cent of all respondents in study. While the data show that 20.0 per cent are in a TAFE Institute, this figure may be considerably higher when considering that many respondents have not specified a study location and that these are mainly apprentices and trainees. Private training colleges form the next largest provider by share (4.9 per cent), while the remaining providers contribute proportionally very small numbers.

Table 3.3 Education and training destinations of Year 12 completers, by provider type, Queensland 2005

Provider type	Number	Per cent
University	8793	55.2
TAFE Institute	3195	20.0
Private Training College	776	4.9
Year 12 location	74	0.5
Agricultural College	38	0.2
Adult & Community Education provider	28	0.2
Unknown study location	3039	19.1
Total	**15 943**	**100.0**

Note: The majority of unknowns are apprentices and trainees who did not record their study location.

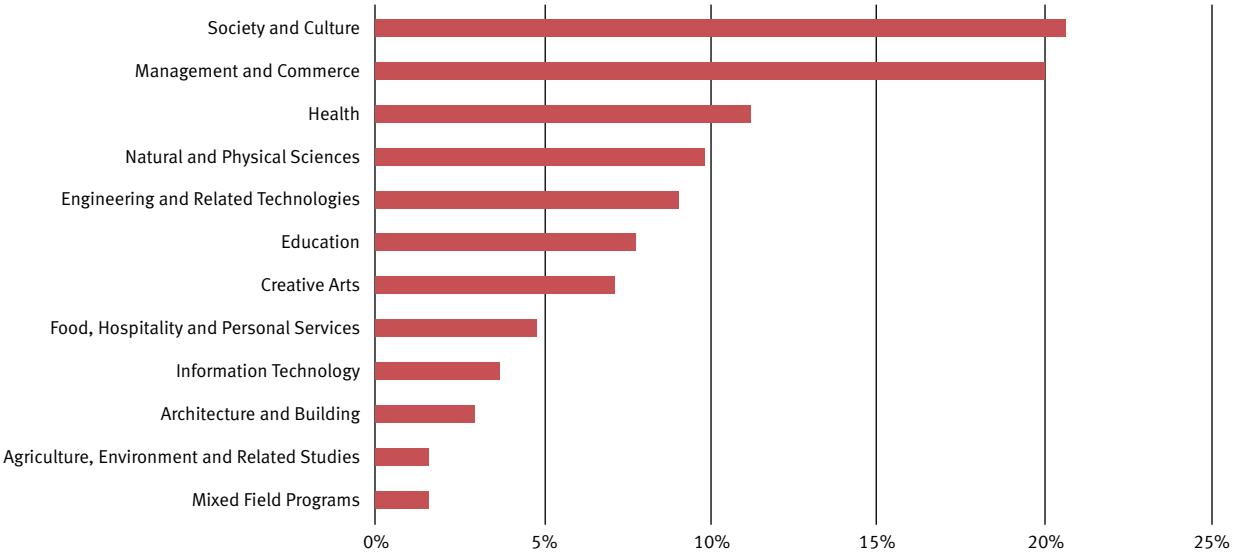
Field of study

The fields of study entered by all students are shown in Figure 3.2. and Table 3.4. Two fields of study — Society and Culture and Management and Commerce — account for more than four out of 10 student destinations (40.6 per cent) while Health, Natural and Physical Sciences, and Engineering and Related Technologies account for a further 30.0 per cent of enrolments. For an explanation of what kinds of courses were included in each field of study, see Table A3A in the Appendix.

Table 3.4 reveals substantial sex differences in students' choices in almost all study fields. Females were much more likely to enter study in Society and Culture, Health and Education, and Food, Hospitality and Personal Services, and slightly more likely to enrol in Management and Commerce courses. Amongst female-dominated courses, the strongest sex segmentation occurred in education, where females outnumbered males by a ratio of almost three to one.

Significant sex segmentation was evident in male-dominated fields of study. Males were almost 15 times as likely as females to enrol in Engineering and Related Technologies courses, and outnumbered females in Information Technology by a ratio of almost nine to one. However, females studying technology within Media Studies are shown here under Creative Arts. Males were four times as likely to enrol in Architecture and Building courses, were more frequently enrolled in Agriculture and Environmental and Related Studies, and slightly more likely to enrol in Natural and Physical Sciences. Creative Arts was the only field in which there were no sex differences in enrolments.

Figure 3.2 Post-school field of study of Year 12 completers, Queensland 2005



Note: This figure and subsequent tables use Australian Bureau of Statistics fields of study. See Appendix for further information on courses encompassed by each field of study.

Table 3.4 Post-school field of study of Year 12 completers, by sex, Queensland 2005

Post-School Field of Study - All Students	Female %	Male %	Total %
Society & Culture	25.5	13.2	20.6
Management & Commerce	21.5	17.8	20.0
Health	13.3	8.2	11.2
Natural & Physical Sciences	9.3	10.6	9.8
Engineering & Related Technologies	1.4	20.4	9.0
Education	10.4	3.8	7.7
Creative Arts	7.2	7.0	7.1
Food, Hospitality & Personal Services	6.1	2.7	4.8
Information Technology	0.9	7.8	3.7
Architecture & Building	1.4	5.3	3.0
Agriculture, Environmental & Related Studies	1.0	2.3	1.5
Mixed Field Programmes	1.9	1.0	1.5
Total	99.9	100.1	99.9

Note: Field of study categories based on ABS classification in ABS Education and Work Catalogue 6227.0.
Note: Some percentages do not add exactly to 100.0 per cent due to rounding error.

Table 3.5 compares University and VET enrolments in terms of the areas of study taken up by Year 12 graduates, and reflects the different types of courses of study available in these sectors.

Students in VET Certificate I and II programs are concentrated in the following fields: Management and Commerce, Engineering and Related Technologies, and Food, Hospitality and Personal Services. These three fields of study account for more than two-thirds of enrolments (67.8 per cent).

A similar distribution of enrolments is evident for Certificate III programs, except that Society and Culture, along with Management and Commerce and Food, Hospitality and Personal Services comprise the three most heavily subscribed fields, accounting for 69.2 per cent of enrolments.

Enrolments in higher level VET are distributed more broadly. The five fields of Management and Commerce, Society and Culture, Food, Hospitality and Personal Services, Creative Arts, and Health account for almost eight in every 10 enrolments at Certificate IV level and above (79.9 per cent).

The balance shifts again for university enrolments. While enrolments in courses in Society and Culture, and Management and Commerce are strong, the university students have higher enrolments in Natural and Physical Sciences, Education and, to a lesser extent, Health, than do VET students. These five areas of study account for over three-quarters of university enrolments (75.9 per cent). For details of the courses within these fields of study, refer to the Appendix.

Table 3.6 outlines the fields of study entered by apprentices and trainees. Apprentices and trainees differ from other 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 Certificate III or IV level. The traineeship system is similar but is generally used for occupations that are not considered traditional trades.

Table 3.5 Post-school field of study of university and VET Students, by course type, Queensland 2005

Post-School Field of Study	University %	VET Cert IV+ %	VET Cert III %	VET Cert I-II %
Society & Culture	21.4	20.6	21.1	6.3
Management & Commerce	17.6	22.8	35.2	31.1
Natural & Physical Sciences	13.4	2.2	0.1	0
Health	12.6	10.7	5.4	4.2
Education	10.9	1.0	0.1	0
Engineering & Related Technologies	8.5	6.8	9.3	21.3
Creative Arts	6.4	12.8	2.2	3.1
Information Technology	3.0	5.0	5.5	5.6
Architecture & Building	1.9	3.4	6.1	8.7
Agriculture, Environmental & Related Studies	1.5	0.9	2.1	3.1
Mixed Field Programmes	1.4	0.9	0.1	1.0
Food, Hospitality & Personal Services	1.3	13.0	12.9	15.4
Total	**99.9**	**100.1**	**100.1**	**99.8**

Note: Percentages do not add exactly to 100.0 per cent due to rounding error

Table 3.6 Post-school field of study of apprentices and trainees, by course type, Queensland 2005

Post-School Field of Study	Apprentice %	Trainee %
Engineering & Related Technologies	40.6	2.6
Food, Hospitality & Personal Services	28.0	5.1
Architecture & Building	25.6	0.6
Management & Commerce	2.0	63.4
Agriculture, Environmental & Related Studies	0.9	2.1
Creative Arts	0.9	1.3
Health	0.9	4.9
Society & Culture	0.6	16.8
Information Technology	0.3	3.0
Natural & Physical Sciences	0.3	0.2
Education	0.0	0.0
Mixed Field Programmes	0.0	0.0
Total	**100.0**	**100.0**

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

Their industry fields reflect the differences between apprenticeships and traineeships. Apprentices are concentrated in the fields of Engineering and Related Technologies, Food, Hospitality and Personal Services and Architecture and Building (accounting for 94.2 per cent of enrolments) — the domains of the traditional trades such as plumbing, electrical trades, chefs and automotive mechanics. Trainees, on the other hand, were much more likely to be studying in the fields of Management and Commerce (which includes retail) and Society and Culture (which includes office work). These two fields accounted for 80.2 per cent of traineeship enrolments.

Table 3.7 presents a list of post-schooling institutions entered by respondents in the survey. Most are located in the university and VET sectors (including private training colleges). As these data are based on the survey sample, they may not reflect accurately the proportions of school leavers entering specific destinations.

Table 3.7 Post-school institutions of Year 12 completers, Queensland 2005

Institution	Number	Per cent
The University of Queensland	2357	14.8
Griffith University	1807	11.3
Queensland University of Technology	1783	11.2
James Cook University	819	5.1
Southbank Institute of TAFE	520	3.3
Central Queensland University	496	3.1
University of Southern Queensland	468	2.9
University of the Sunshine Coast	357	2.2
Brisbane North Institute of TAFE	267	1.7
Moreton Institute of TAFE	267	1.7
Gold Coast Institute of TAFE	212	1.3
Southern Queensland Institute of TAFE	164	1.0
Australian Catholic University	160	1.0
Cooloola Sunshine Institute of TAFE	159	1.0
Central Queensland Institute of TAFE	153	1.0
Yeronga Institute of TAFE	153	1.0
The Bremer Institute of TAFE	149	0.9
Barrier Reef Institute of TAFE	117	0.7
Wide Bay Institute of TAFE	117	0.7
Logan Institute of TAFE	111	0.7
Bond University	97	0.6
Qantm College	63	0.4
Australian College of Natural Medicine	58	0.4
Tropical North Institute of TAFE	51	0.3
Private Training Colleges	735	4.6
Other Queensland TAFEs	691	4.3
Interstate Universities	74	0.5
Other/unknown	3 538	22.2
Total	**15 943**	**100.0**

Note: Other/unknown category includes apprentices and trainees who did not specify study location.