



# nextstep 2011

A report on the  
destinations of Year 12  
completers from 2010  
in Queensland





# nextstep

## 2011

### **A report on the destinations of Year 12 completers from 2010 in Queensland**

Tomorrow's Queensland: strong,  
green, smart, healthy and fair

**Toward**   
Tomorrow's Queensland



**Queensland**  
Government



## Acknowledgments

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Independent Schools Queensland

Queensland Catholic Education Commission

Education Queensland

Queensland Studies Authority

Queensland University of Technology

Queensland Secondary Principals' Association

Association of Principals of Catholic Secondary Schools of Queensland

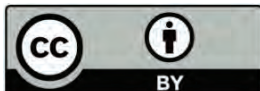
Association of Heads of Independent Schools of Australia (Qld branch)

Department of Education and Training

Office of the Government Statistician

The *Next Step* team extends its sincere thanks to the many thousands of Queensland Year 12 graduates who gave up their time to complete surveys and participate in telephone interviews.

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## Message from the Minister



When students graduate from Year 12, they stand on the cusp of adulthood with an almost limitless number of study, training and career possibilities ahead of them.

The choices they make will shape not only their future, but the future of Queensland.

Since 2005, the Queensland Government has measured how young Queenslanders are fulfilling their work and study aspirations post-school.

The *Next Step* survey report is a comprehensive picture of the employment, study and life choices of the class of 2010.

More than 37 000 young people from 459 state, Catholic and independent schools and TAFE secondary colleges completed the survey between March and May 2011. This represents around four-fifths of last year's graduates.

The results show six months after leaving school, the overwhelming majority of graduates are studying, working or combining the two, which is a fantastic endorsement of our learning and earning initiative.

This means the Bligh government is another step closer to achieving its *Toward Q2* target of three out of four Queenslanders holding trade, training or tertiary qualifications by 2020.

The information in this report will be used to help determine the best ways to prepare future Year 12s for success after school.

I thank everyone who contributed to the 2011 survey and congratulate all graduates on their achievements.

Whether they are working, training or studying, these young Queenslanders are building their place in tomorrow's Queensland today.

**Cameron Dick MP**  
**Minister for Education and Industrial Relations**



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## Glossary



ABS	Australian Bureau of Statistics — the central statistical authority for the Australian Government. The ABS provides the official national source of statistics for use by the government and the community.
ARIA	Accessibility/Remoteness Index of Australia — measures remoteness in terms of access along the road network from 11 340 populated localities to four categories of service centres.
ASGC	The Australian Standard Geographical Classification — a hierarchical geographical classification, defined by the ABS, which is used in the collection and dissemination of official statistics. The ASGC provides a common framework of statistical geography and thereby enables the production of statistics which are comparable and can be spatially integrated.
Campus-based VET	VET courses where the study or training is predominantly undertaken at a study institution such as a TAFE. Included in this category are VET certificate levels I–IV, diplomas and advanced diplomas.
CATI	Computer-assisted telephone interviewing — a type of telephone interviewing in which the interviewer keys answers to questions as they are received onto a data entry keyboard.
Casual work	Casual workers do not have permanency or paid leave entitlements (such as sick leave and holiday leave). They usually receive a higher rate of pay to compensate for this.
DET	Department of Education and Training.
Full-time work	The ABS definition of an employed person who usually works 35 hours or more a week (in all jobs).
IBD	The International Baccalaureate Diploma Programme — a two-year international curriculum resulting in a qualification that is widely recognised by the world's leading universities. In order to be awarded an IBD, a student must meet defined standards and conditions set out by the International Baccalaureate Organisation. For further information regarding IBDs, go to the International Baccalaureate Organisation website: <a href="http://www.ibo.org/diploma/">www.ibo.org/diploma/</a>
Indigenous	Refers to people who identify themselves as being of Aboriginal or Torres Strait Islander origin.
LBOTE	Language background other than English — now used nationally in preference to 'non-English speaking background' (NESB). For the purpose of this report, international visa students have been excluded from this category.



Main destination	<p>A structured grouping of Year 12 completers which outlines their main study and labour market destinations. Year 12 completers are grouped as follows:</p> <ul style="list-style-type: none"><li>• students studying are assigned as such regardless of their labour force status</li><li>• apprentices and trainees are assigned to their respective training categories</li><li>• those grouped in a labour market destination (working or seeking work) are not studying and not in training</li><li>• there is also a small group who are neither studying nor in the labour force</li></ul>
MCEECDYA	Ministerial Council for Education, Early Childhood Development and Youth Affairs — a body comprising state, territory and Australian government and New Zealand ministers with responsibility for the portfolios of school education, early childhood development and youth affairs, with Papua New Guinea, Norfolk Island and East Timor having observer status.
MCEECDYA zones	A geographic classification based on type of population centre, size of population and ARIA score.
NILF	Not in the labour force — refers to people who are not working and not looking for work.
OGS	Office of the Government Statistician — the Queensland Government's lead statistical agency, which regularly conducts surveys with individuals, households and businesses to collect official statistics about issues of interest to government and to people in Queensland.
OP	Overall positions — provide a statewide ranking of students based on achievement in Queensland Studies Authority subjects studied for the Queensland Certificate of Education. To receive an OP, students must study a certain number and pattern of QSA subjects, complete Year 12, and sit for the Queensland Core Skills Test.
Part-time work	The ABS definition of an employed person who usually works less than 35 hours a week (in all jobs).
QCE	Queensland Certificate of Education — Queensland's senior school qualification, which is awarded to eligible students, usually at the end of Year 12. The QCE recognises broad learning options and offers flexibility in what, where and when learning occurs. For further information regarding the QCE, go to the Queensland Studies Authority website <a href="http://www.qsa.qld.edu.au">www.qsa.qld.edu.au</a>
QCIA	Queensland Certificate of Individual Achievement — recognises the schooling achievements of students who have impairments or difficulties in learning that are not primarily due to socioeconomic, cultural or linguistic factors. Before 2009, the certificate was known as the Certificate of Post-Compulsory School Education. For further information regarding the QCIA, go to the Queensland Studies Authority website <a href="http://www.qsa.qld.edu.au">www.qsa.qld.edu.au</a>

Regional Queensland	Includes all ABS Statistical Divisions except Brisbane, Gold Coast, Sunshine Coast and West Moreton. See Appendix 2, Figure A2A.
SAT	School-based apprenticeships and traineeships — allow high school students — typically those in Years 11 and 12 — to undertake a training qualification and work with an employer as a paid employee while studying for their senior statement.
SD	Statistical Division — an ASGC-defined area which represents a large, general purpose, regional type geographic area. SDs represent relatively homogeneous regions characterised by identifiable social and economic links between the inhabitants and between the economic units within the region, under the unifying influence of one or more major towns or cities. In aggregate, SDs cover the whole of Australia without gaps or overlaps.
SEIFA	Socio-Economic Indexes for Areas have been developed as a way of assessing socioeconomic status across the population. SEIFA enable areas in Australia to be ranked according to four different indexes. One of these is the Index of Relative Socio-economic Disadvantage, which provides a method of determining and comparing levels of social and economic disadvantage in given areas at a given point in time.
Senior Statement	A transcript of the learning account for all students completing Year 12 at a Queensland school. The Senior Statement shows all studies and the results achieved that may contribute to the award of a QCE or Tertiary Entrance Statement.
SES	Socioeconomic status — a relative position in the community determined by occupation, income and amount of education.
South East Queensland	Includes the ABS Statistical Divisions of Brisbane, Gold Coast, Sunshine Coast and West Moreton. See Appendix 2, Figure A2B.
TAFE	Technical and further education — a publicly funded post-secondary organisation that provides a range of technical and vocational education and training courses and other programs.
VET	Vocational education and training — post-compulsory education and training, excluding degree and higher level programs delivered by further education institutions, which provide people with occupational or work-related knowledge and skills. VET also includes programs which provide the basis for subsequent vocational programs.





# Executive summary



## Background

The *Next Step* 2011 report documents the results of an annual statewide survey of the destinations of students who completed Year 12 in 2010 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 4 April and 16 May 2011, approximately six months after the young people left school. Responses were predominantly collected via computer-assisted telephone interviewing, with paper-based and online surveys 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 seventh year, over 37 200 young people completed the survey, which represents a response rate of 80.8 per cent of the more than 46 000 young people targeted. This response rate is slightly less than the response rate achieved in 2010 (82.3 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.



**Table ES1: Main destination categorisation, *Next Step* 2011**

<b>Higher education</b>	
University (degree)*	Studying at degree level
<b>VET categories</b>	
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
<b>No further education or training</b>	
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.

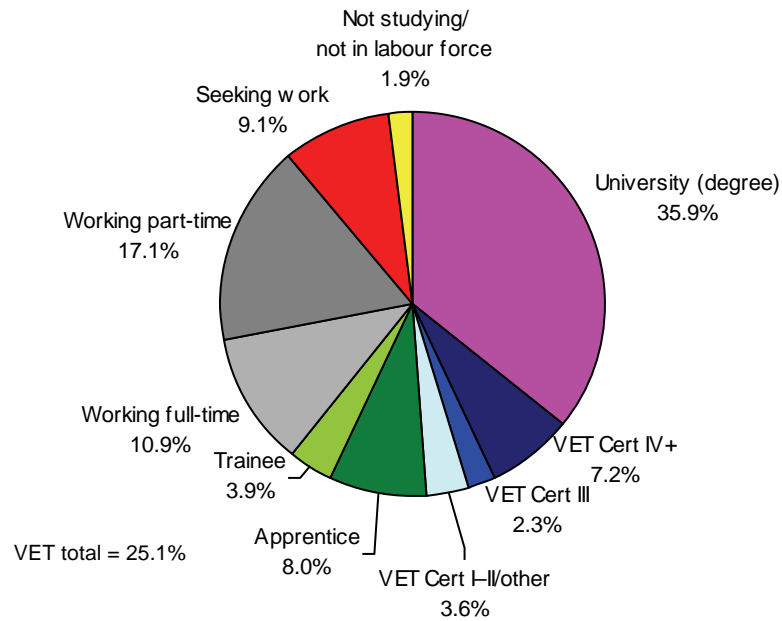
The summary of findings presented in Figure ES1 highlights:

- almost nine in ten Year 12 completers (88.9 per cent) were studying or in paid employment at the time of the survey
- six in ten (60.9 per cent) continued in some recognised form of education or training in the year after they left school
- more than one-third (35.9 per cent) were undertaking a university degree
- one-quarter (25.1 per cent) were studying vocational education and training (VET)
- over half of the campus-based VET students were studying at Certificate IV level or higher (7.2 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 (3.9 per cent)
- approximately four in ten (39.1 per cent) did not enter post-school education or training, and were either employed (28.0 per cent), looking for work (9.1 per cent) or neither working, seeking work nor studying (1.9 per cent)
- more than 2700 Year 12 completers (7.3 per cent) had deferred a tertiary offer. Among this group, most were working (35.6 per cent in full-time jobs and 47.7 per cent in part-time jobs).



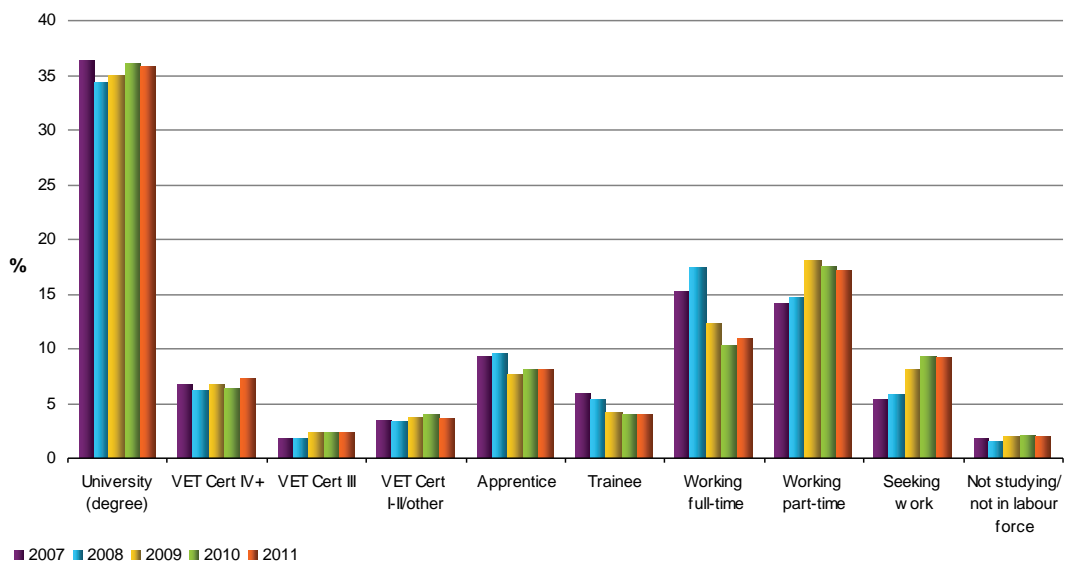


**Figure ES1: Main destinations of Year 12 completers, Queensland 2011**



A comparison of the 2011 results with those from previous years reveals that the main destinations of Year 12 completers were similar over five years. However, the 2011 results do show that six months after leaving school, last year's Year 12 completers were less likely to be studying a VET Certificate I–II or other level or working part-time, and more likely to be studying a VET Certificate IV or higher level or working full-time, than in 2010.

**Figure ES2: Main destinations of Year 12 completers, Queensland 2007–2011**





## Learning: Education and training destinations

Six in ten Year 12 graduates (22 674, or 60.9 per cent) were continuing in some form of education or training in the year after completing Year 12, with two-thirds (66.7 per cent) combining study with work.

Seven in ten of the current Year 12 completers (72.8 per cent) were studying full-time; this has fallen from 77.0 per cent in 2010.

The most common fields of study across all study destinations were Engineering and Related Technologies, Management and Commerce, Health and Society and Culture. 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 (60.2 per cent) were attending a university. A further 26.7 per cent were attending an institute of technical and further education (TAFE), while 9.5 per cent were enrolled at a private training college.

## Earning: Employment destinations

Most young people (25 550, or 68.7 per cent) who completed Year 12 in 2010 were employed, whether or not they were undertaking further education or training.

Of these, nearly two-thirds were in part-time employment (64.6 per cent), while 18.0 per cent were working full-time, 11.7 per cent were apprentices and 5.7 per cent were trainees.

Over half of all Year 12 completers in employment (50.4 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 Labourers for males, and Food Handlers, Clerks, Receptionists and Secretaries and Waiters for females.

Apprentices were concentrated in industry areas such as Construction, Retail Trade, Other Services and Manufacturing, 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 (65.3 per cent) were working on a casual basis.

## Not learning or earning

The survey identified 9.1 per cent of Year 12 graduates who were not studying and seeking work.

A further 1.9 per cent of Year 12 completers were neither studying nor seeking work. This group includes those with a disability or health condition, and those 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 neither studying nor seeking work, 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 disability for females, and disability and waiting for the course to begin for males.

Females most commonly cited travel as one of the main reasons for not seeking work, while disability featured prominently among males.



## 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 (40.2 per cent compared to 31.3 per cent of males), and more likely to be working in part-time jobs
- males were over seven times more likely than 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 Education, Health, Food, Hospitality and Personal Services, and Society and Culture
- males were ten times more likely than females to enrol in Engineering and Related Technologies courses, and six times more likely to enrol in Architecture and Building, and Information Technology
- among those working and not in education or training, females were more likely than males to be working part-time (64.4 per cent compared to 57.1 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 (44.0 per cent compared to 26.3 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 (43.2 per cent) or VET Certificate IV+ courses (9.7 per cent), while those in remote and very remote areas were the most likely to be apprentices or trainees (28.6 per cent in remote areas and 28.4 per cent in very remote areas) or in full-time work (22.5 per cent in remote areas and 20.5 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 (71.8 per cent) Year 12 completers entered into further education, with university being the main destination (56.8 per cent). The survey showed that transition into the workforce was a common pathway for those not awarded an OP or an IBD (36.8 per cent).

### Queensland Certificate of Education

Over eight in ten (83.2 per cent) respondents to the survey received a Queensland Certificate of Education (QCE), up from 80.5 per cent in 2010. Almost two-thirds



(65.1 per cent) of QCE graduates made a transition into further education and training. Four in ten entered university (41.8 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, 31.4 per cent were studying, with a high proportion doing VET Certificate I–II courses (23.0 per cent). Another 18.9 per cent were employed, either in part-time jobs (15.0 per cent) or full-time jobs (3.8 per cent).

A high proportion were neither studying nor in the labour force (29.5 per cent), and a further 20.2 per cent were seeking work.

### ***VET students in schools***

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

Almost six in ten of Year 12 graduates left school with a VET qualification (59.1 per cent), up from 54.3 per cent in 2010, while 14.4 per cent had participated in a school-based apprenticeship or traineeship.

Those with a VET qualification had higher rates of transition to employment-based training (15.5 per cent compared to 7.0 per cent). However, they were less likely to enrol in a university degree course than others (25.0 per cent compared to 51.5 per cent). They were also more likely to enter paid employment with no further education or training (32.0 per cent compared to 22.2 per cent).

School-based apprentices and trainees were more than four times more likely to undertake apprenticeships and traineeships after leaving school than other Year 12 completers (36.6 per cent compared to 7.8 per cent).

### ***Indigenous***

Indigenous Year 12 completers were less likely than their non-Indigenous peers to enrol in a university degree (12.9 per cent compared to 36.6 per cent). Nonetheless, 142 young Indigenous people who completed the survey commenced a university degree in 2011.

Indigenous Year 12 graduates were more likely to be undertaking a traineeship (8.9 per cent compared to 3.8 per cent) and equally likely to be in an apprenticeship (7.8 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 (28.2 per cent and 28.0 per cent respectively).

Indigenous Year 12 completers were more likely than their non-Indigenous counterparts to enrol in VET Certificate I–II/other 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 (22.8 per cent compared to 8.7 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 (53.4 per cent compared to 34.6 per cent) and to VET Certificate IV+ courses (11.4 per cent compared to 6.9 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 (58.8 per cent) and to VET Certificate IV+ courses (12.6 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 52.2 per cent for the lowest SES quartile to 71.4 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**

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

Year 12 graduates aged 16 to 18 years of age were more likely than other Year 12 graduates to be working or undertaking an apprenticeship or traineeship.

Year 12 graduates 19 years or older were 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 2010 were engaged in study or work six months after completing school.

When comparing the destinations of Year 12 completers from 2010 to Year 12 completers from previous years, the findings were similar over the five-year time period. However, there was an increase in participation in VET Certificate IV+ and a small decline in those not studying and not working.

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.

The *Next Step* Longitudinal study is currently annually tracking, through to the age of 24, a large cohort of Year 12 completers from 2005 who participated in the *Next Step* 2006 survey. As part of the *Next Step* 2011 survey, a large sample of Year 12 completers from 2010 were also asked to participate in the *Next Step* Longitudinal study to create a second cohort of Year 12 completers. This second cohort will provide an even greater understanding of the longer term outcomes for Queensland's Year 12 completers.

More information on the *Next Step* survey and the *Next Step* Longitudinal study is available at [www.education.qld.gov.au/nextstep](http://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 pathways of young people after completing Year 12, and to appreciate the range of options available to students
- schools to review and plan their services for students, especially in the senior years of schooling
- school system personnel to review their education policies as they affect the transition from school to further study and employment
- training bodies, universities, business and industry, local government and regional planners to plan their services.

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

### 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, 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 the 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 includes:

- 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 Incentives 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 skills shortage industries. Aboriginal and Torres Strait Island peoples 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* 2011 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 2010, 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 46 060 Year 12 completers who were deemed in-scope for this survey.

The survey was conducted between 4 April and 16 May 2011, approximately six months after the young people left school. This timing was designed to be after tertiary education places for 2011 were accepted, and while most of these young people were still contactable via their 2010 home address details.

Responses were predominantly collected via computer-assisted telephone interviewing (CATI), with an online survey collected from a small number of students for whom telephone details were not available. The average time to complete the main component of the survey was less than four minutes. The respondents who agreed to participate in the longitudinal study were asked additional questions; these averaged four minutes.

Prior to the survey, all Year 12 completers were sent a letter from the Queensland Minister for Education and Industrial Relations advising them of the survey. Those without usable telephone details, but with a usable Australian or international address, were sent a letter containing login details to enable them to complete the survey online. Paper forms were only made available to Year 12 graduates on request to OGS.

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 twice with online survey details. A total of 37 207 completed surveys were received. Of these, 99 were collected via a web survey, 29 by mail and 37 079 by CATI.

## Terminology

The group of young people who completed Year 12 in 2010 and responded to the survey are 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.



## Profile of Year 12 completers

The 37 207 respondents attended 459 schools and colleges. Some 58.3 per cent attended government schools, 20.6 per cent Catholic schools, 20.9 per cent independent schools, and 0.2 per cent TAFE secondary colleges. Table 1.1 highlights the key characteristics of those who responded.

**Table 1.1: Profile of Year 12 completers, Queensland 2010–2011**

	2011	2010
	%	%
Males	48.9	47.7
Females	51.1	52.3
Indigenous	3.0	2.8
LBOTE*	5.4	4.7
International visa	1.2	1.1
South East Queensland	67.7	68.0
Regional Queensland	32.3	32.0
VET	59.1	54.3
SAT	14.4	13.3
QCIA	1.0	1.0
QCE	83.2	80.5
OP/IBD	60.3	61.1
Aged 15 years or younger	0.8	0.9
Aged 16 to 18	98.9	98.8
Age 19 or older	0.3	0.3

\* Excludes international visa students.

## Response rates

There were 46 060 Year 12 completers on the survey frame. Table 1.2 shows the response rates received for the survey overall and for various subgroups. The overall response rate of 80.8 per cent is lower than the response rate achieved in 2010 (82.3 per cent). The lower response rate for international visa students is due largely to the nature of their study arrangements. The survey refusal rate of 1.8 per cent is also considerably lower than normal for a telephone survey. The responses were generally representative, with a small under-representation of Indigenous, LBOTE and international visa students.

**Table 1.2: Response rates by key subgroups, Queensland 2010–2011**

	2011	2010
	%	%
Overall response rate	80.8	82.3
Refusal rate	1.8	1.2
Government schools	80.3	82.3
Catholic schools	82.3	83.0
Independent schools	80.6	81.6
Indigenous students	60.3	60.4
Non-indigenous students	81.6	83.2
Males	80.3	81.6
Females	81.2	83.0
LBOTE students	67.0	74.0
English-speaking background	81.9	83.8
International visa students	41.7	41.1
Lowest Statistical Division	73.2	74.2
Highest Statistical Division	86.1	86.9



## 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.

## Data editing

Data editing was performed throughout data entry and after the survey closed on 16 May. Examples of data editing include checking the data for invalid entries (e.g. entries which were out of range), as well as checking the accuracy of data which was manually entered.

## Referral service

As part of the *Next Step* 2011 survey, a referral service was introduced.

The service was offered to eligible Year 12 completers who indicated that they were working but not undertaking study at the time of the survey. Those who accepted the offer were referred to Skilling Solutions Queensland, the Queensland Government's free training and career information service.

The referral service is a Queensland initiative of the Youth Attainment and Transitions National Partnership between the state and Commonwealth governments.

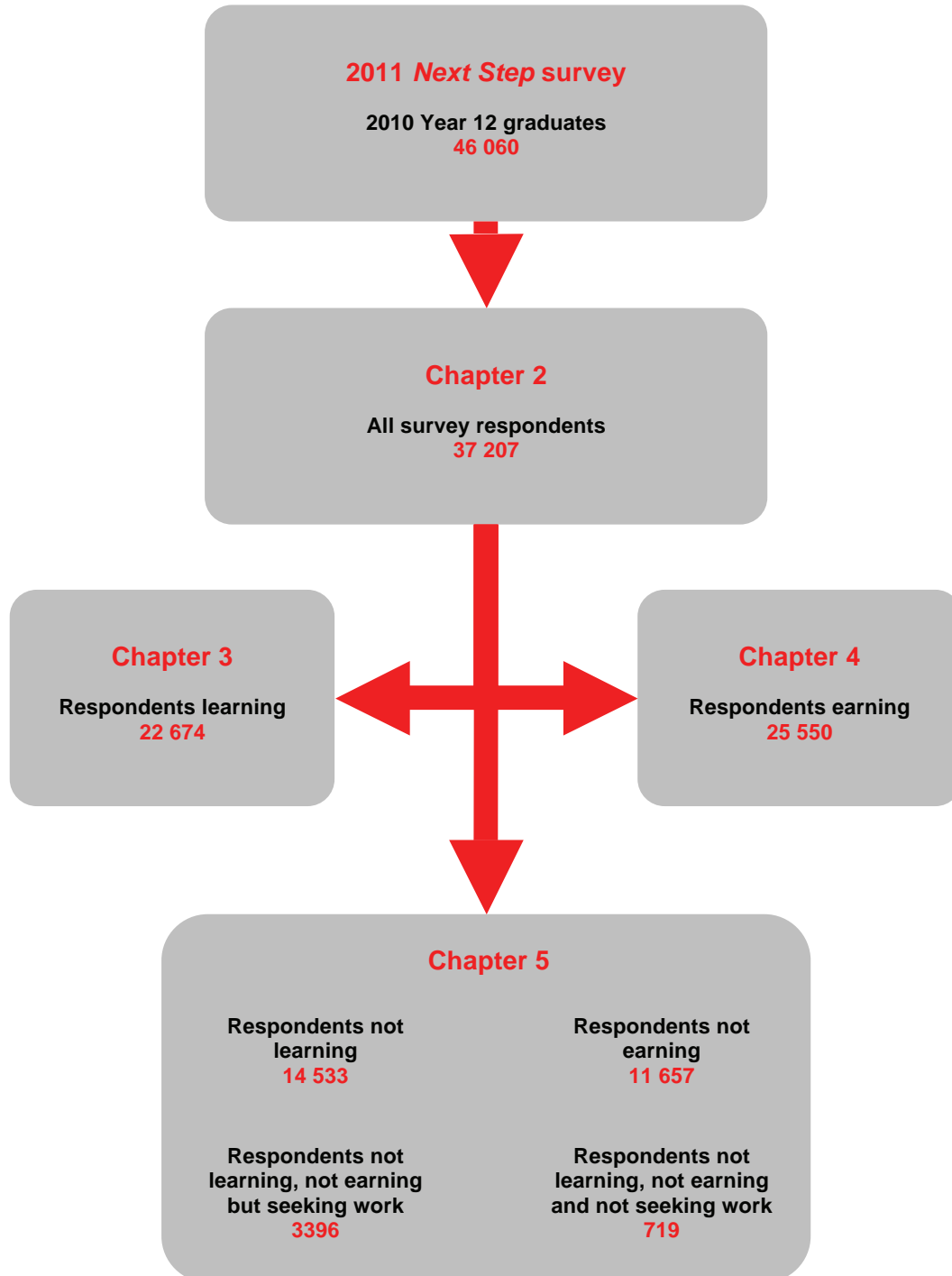
## Longitudinal study

The *Next Step* Longitudinal study is currently annually tracking, through to the age of 24, a large cohort of Year 12 completers from 2005 who participated in the *Next Step* 2006 survey. As part of the *Next Step* 2011 survey, a large sample of Year 12 completers from 2010 were also asked to participate in the *Next Step* Longitudinal study to create a second cohort of Year 12 completers. This second cohort will provide an even greater understanding of the longer term outcomes for Queensland's Year 12 completers.



## Summary of survey results

Figure 1.1: Summary of survey results, Queensland 2011



## 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 2010. 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 were 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) were not studying and not in training
- there was also a small group who were 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* 2011**

<b>Higher education</b>	
University (degree)*	Studying at degree level
<b>VET categories</b>	
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
<b>No further education or training</b>	
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

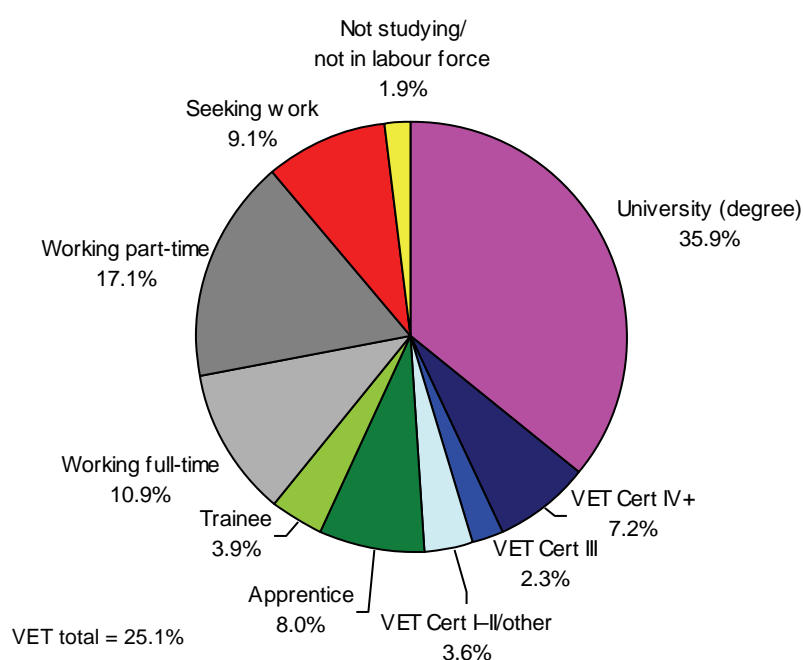
\*Some students are also in the labour market.

Figure 2.1 illustrates the main destinations of the 37 207 Year 12 graduates in the *Next Step* survey. The survey shows that six in ten (60.9 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 (35.9 per cent), followed by campus-based (that is, not apprenticeship or traineeship) VET programs (13.1 per cent), with more than half the VET students entering programs at Certificate IV level or higher (7.2 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 (3.9 per cent).

Almost four in ten Year 12 completers (39.1 per cent) did not enter post-school education or training, but were either employed (28.0 per cent), seeking work (9.1 per cent) or neither studying nor in the labour force (1.9 per cent).

Figure 2.1: Main destinations of Year 12 completers, Queensland 2011



## Destinations by sex

Differences between males and females were evident in education and training destinations. Table 2.2 and Figure 2.2 show that females were more likely to enter university (40.2 per cent compared to 31.3 per cent of males), and more likely to be working in part-time jobs (19.0 per cent compared to 15.1 per cent for males). Males were more likely than females to enter into a contract of training (apprenticeship or traineeship — 17.2 per cent compared to 6.9 per cent). However, while males were seven times more likely than 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 (11.4 per cent for males and 10.5 per cent for females), and just as likely to enrol in VET Certificate I–II programs (3.9 per cent of males and 3.2 per cent of females).

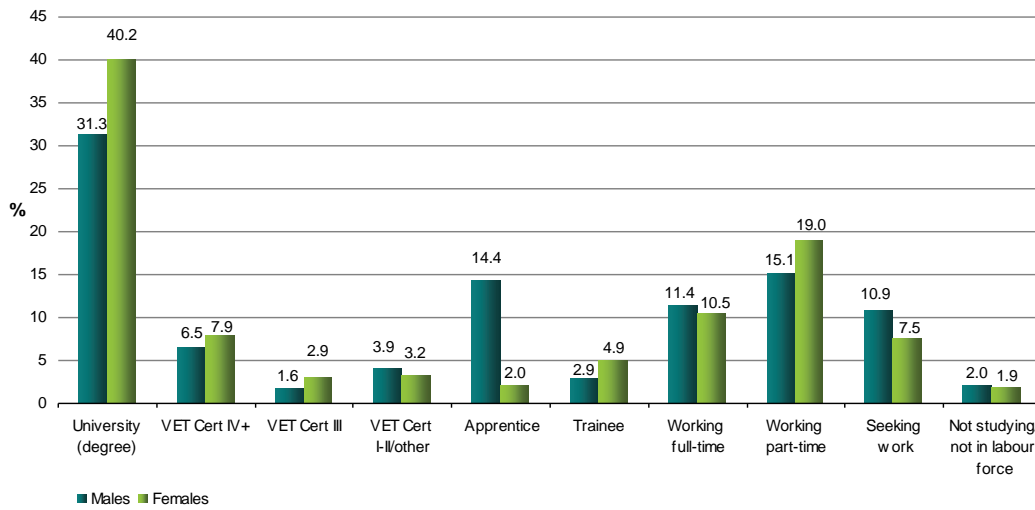
Table 2.2: Main destinations of Year 12 completers, by sex, Queensland 2011

Destination	Males		Females		Total	
	no.	%	no.	%	no.	%
University (degree)	5 699	31.3	7 650	40.2	13 349	35.9
VET Cert IV+*	1 188	6.5	1 501	7.9	2 689	7.2
VET Cert III*	296	1.6	555	2.9	851	2.3
VET Cert I–II*	718	3.9	608	3.2	1 326	3.6
Apprentice	2 611	14.4	381	2.0	2 992	8.0
Trainee	527	2.9	940	4.9	1 467	3.9
<b>Total VET</b>	<b>5 340</b>	<b>29.4</b>	<b>3 985</b>	<b>21.0</b>	<b>9 325</b>	<b>25.1</b>
Working full-time	2 065	11.4	1 996	10.5	4 061	10.9
Working part-time	2 748	15.1	3 609	19.0	6 357	17.1
Seeking work	1 974	10.9	1 422	7.5	3 396	9.1
Not studying/not in the labour force	367	2.0	352	1.9	719	1.9
<b>Total</b>	<b>18 193</b>	<b>100.0</b>	<b>19 014</b>	<b>100.0</b>	<b>37 207</b>	<b>100.0</b>



\* Students not in apprenticeships or traineeships.

**Figure 2.2: Main destinations of Year 12 completers, by sex, Queensland 2011**



## Study and work

Figure 2.3 and Table 2.3 present a cross-tabulation of study level and labour market destinations 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. For this reason, 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 (58.8 per cent and 45.9 per cent respectively). However, around one in five of these students were looking for employment (19.9 per cent and 22.1 per cent respectively).

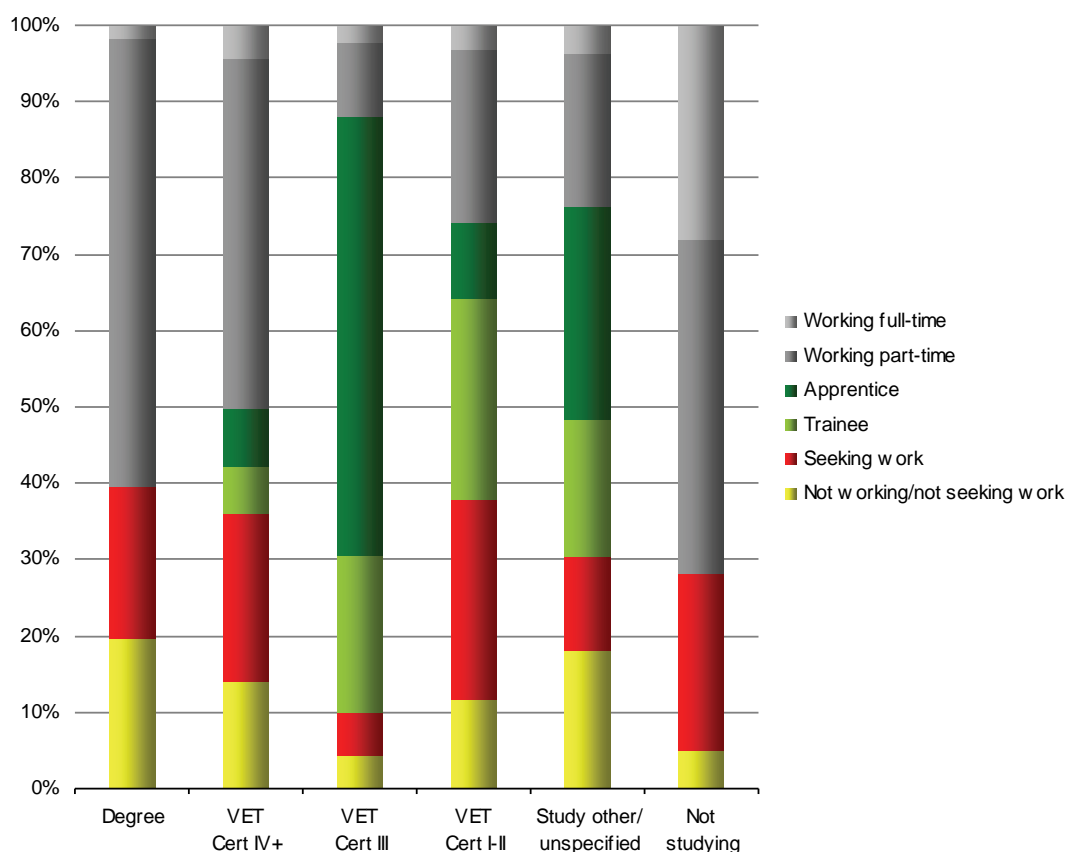
Year 12 graduates who were not studying were more likely to be working part-time than full-time (43.7 per cent and 27.9 per cent respectively). It should be noted that these percentages are expressed as a proportion of responding Year 12 graduates. These are not, therefore, comparable to labour market 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 (719, or only 1.9 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.





**Figure 2.3: Study and labour force destinations of Year 12 completers, Queensland 2011**



**Table 2.3: Study and labour force destinations of Year 12 completers, Queensland 2011**

		Degree	VET Cert IV+	VET Cert III	VET Cert I-II	Study other/unspecified	Not studying	Total
Working full-time	no.	231	135	84	22	57	4 061	4 590
	%	1.7	4.3	2.2	3.1	3.5	27.9	12.3
Working part-time	no.	7 846	1 429	381	160	328	6 357	16 501
	%	58.8	45.9	9.8	22.8	20.3	43.7	44.3
Apprentice	no.	0	235	2 236	70	451	0	2 992
	%	0.0	7.5	57.5	10.0	27.9	0.0	8.0
Trainee	no.	0	191	802	184	290	0	1 467
	%	0.0	6.1	20.6	26.2	17.9	0.0	3.9
Seeking work	no.	2 651	688	219	186	202	3 396	7 342
	%	19.9	22.1	5.6	26.5	12.5	23.4	19.7
Not working/not seeking work	no.	2 621	437	167	81	290	719	4 315
	%	19.6	14.0	4.3	11.5	17.9	4.9	11.6
<b>Total</b>	no.	<b>13 349</b>	<b>3 115</b>	<b>3 889</b>	<b>703</b>	<b>1 618</b>	<b>14 533</b>	<b>37 207</b>
	%	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>

## Deferring study

Figure 2.4 reports the main destinations of the 2010 cohort, separating out those who reported deferring university degree study. Overall, 2709 Year 12 graduates (or 7.3 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 2011**

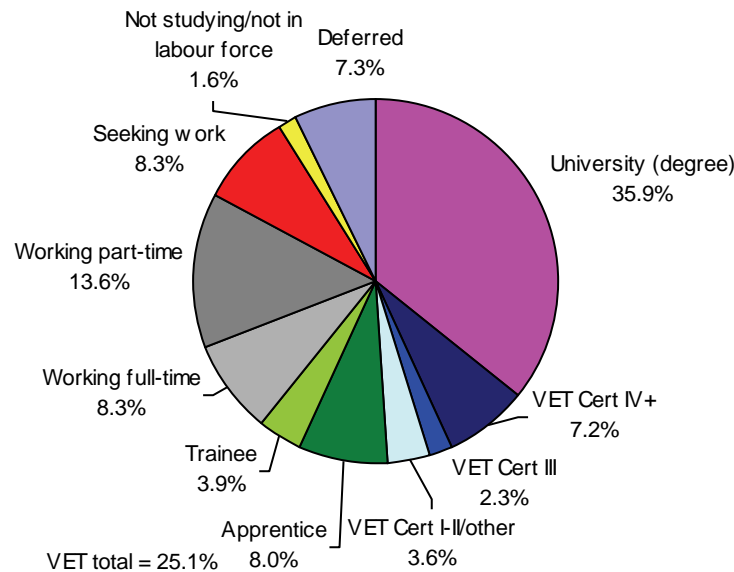


Table 2.4 reports rates of deferral by some key characteristics. Overall, in keeping with the greater likelihood of females entering degree level programs at university, females were more likely to defer than males (8.9 per cent compared to 5.6 per cent). Indigenous Year 12 graduates were less likely 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.

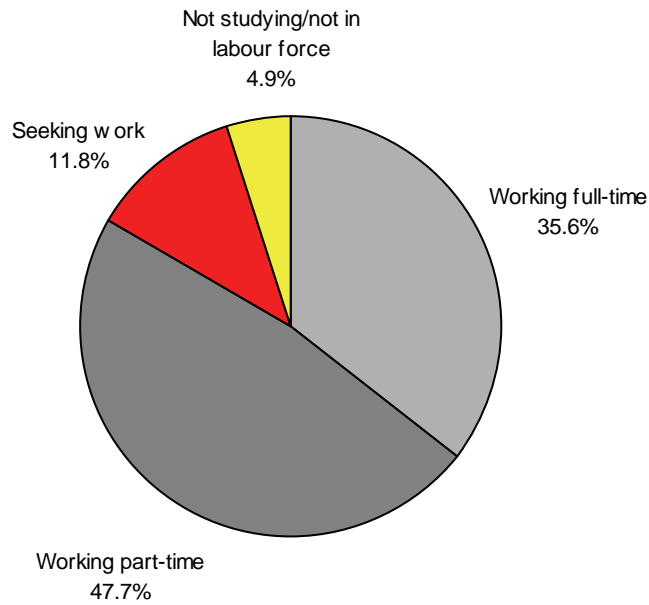
**Table 2.4: Year 12 completers deferring, by key characteristics, Queensland 2011**

	no.	%
All Year 12 graduates	2 709	7.3
Males	1 018	5.6
Females	1 691	8.9
Indigenous	32	2.9
Language background other than English (LBOTE)*	69	3.4
South East Queensland	1 554	6.2
Regional Queensland	1 155	9.6

\* Excludes international visa students.

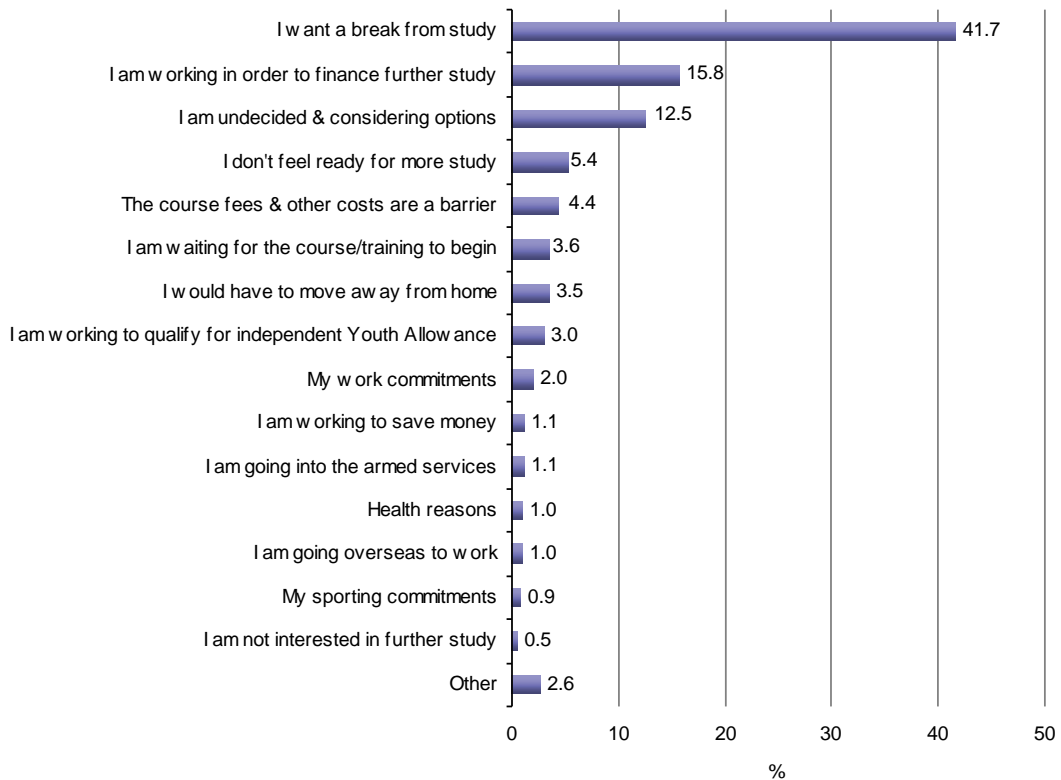
Figure 2.5 reports the labour force destinations of those who deferred as a proportion of all deferring Year 12 completers. Among Year 12 completers who reported having deferred a tertiary place, most were working (full-time 35.6 per cent and part-time 47.7 per cent), 11.8 per cent were seeking work and 4.9 per cent were not studying and not in the labour force.

**Figure 2.5: Labour force destination of Year 12 completers who deferred, Queensland 2011**



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 (41.7 per cent), followed by those who were working to finance further study (15.8 per cent) and those who were undecided and considering options (12.5 per cent).

**Figure 2.6: Main reason of deferrers for not studying, Queensland 2011**





## Main destinations 2007–2011

Figure 2.7 shows a five-year time series of the main destinations of Year 12 completers from 2007 to 2011.

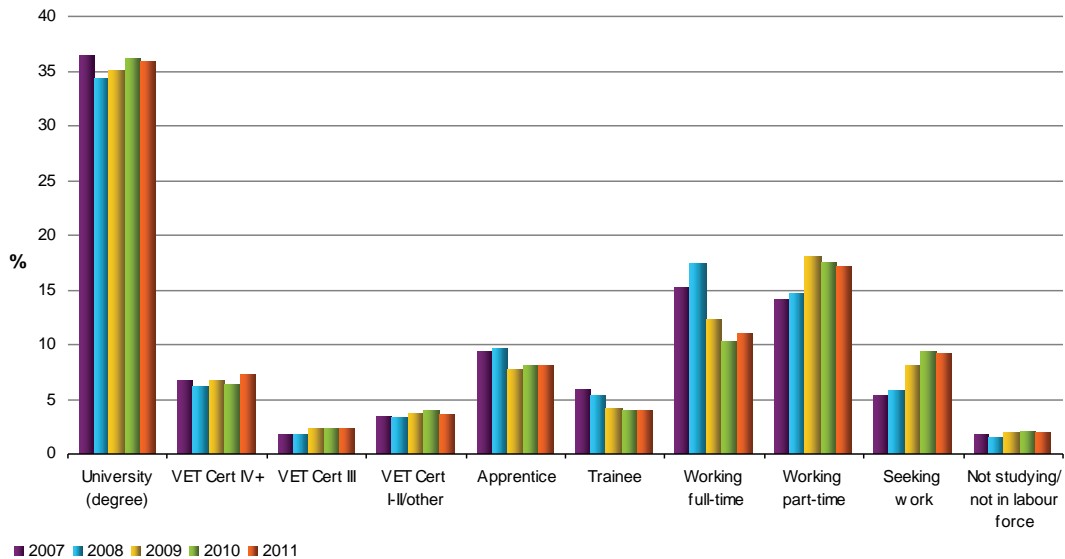
A comparison of the 2011 results with those from previous years reveals that the main destinations of Year 12 completers were similar over the five years. However, there are some trends worth noting.

While proportions of Year 12 completers entering into traineeships have decreased only marginally each year, a trend is apparent, showing a drop from 5.9 per cent in 2007 to 3.9 per cent in 2011.

Similarly, an upward trend in the number of Year 12 completers seeking work has shown an increase from 5.3 per cent in 2007 to 9.1 per cent in 2011.

Figure 2.7 also reveals that six months after leaving school, Year 12 completers from 2010 were more likely to commence VET Certificate IV or higher level than in any of the previous five years.

**Figure 2.7: Main destinations of Year 12 completers, Queensland 2007–2011**



# Chapter 3

## Learning: Education and training destinations of Year 12 completers



This chapter examines the education and training outcomes of Year 12 completers from 2010. The chapter deals with the group as a whole, as well as comparing those students who are working with those who are not in order to highlight the different study choices and patterns as exercised by students in different economic situations.

### All Year 12 completers in education or training

The *Next Step* survey shows, in Table 3.1, that 22 674 Year 12 graduates (60.9 per cent of the total cohort) continued in some form of education or training in the year after they left school.

**Table 3.1: Summary of study and labour force destinations of Year 12 completers, Queensland 2011**

Labour force destination	Studying		Not studying		Total	
	no.	%	no.	%	no.	%
Working	15 132	59.2	10 418	40.8	25 550	100.0
Seeking work	3 946	53.7	3 396	46.3	7 342	100.0
Not in labour force	3 596	83.3	719	16.7	4 315	100.0
<b>Total</b>	<b>22 674</b>	<b>60.9</b>	<b>14 533</b>	<b>39.1</b>	<b>37 207</b>	<b>100.0</b>

Within this group, which includes apprentices and trainees (see Table 3.2), the most likely study destination was university degree (58.9 per cent), followed by VET programs (35.9 per cent), with the remainder in unknown or other study destinations (5.2 per cent). The majority of VET students were in Certificate III courses (17.2 per cent) or in Diploma or Advanced Diploma courses (10.5 per cent).

### Sex differences

**Table 3.2: Level of study of Year 12 completers in education or training, by sex, Queensland 2011**

Level of study	Males		Females		Total	
	no.	%	no.	%	no.	%
Degree	5 699	51.6	7 650	65.7	13 349	58.9
VET Dip/Adv Dip	1 057	9.6	1 331	11.4	2 388	10.5
VET Cert IV	406	3.7	321	2.8	727	3.2
VET Cert III	2 464	22.3	1 425	12.2	3 889	17.2
VET Cert II	366	3.3	216	1.9	582	2.6
VET Cert I	92	0.8	29	0.2	121	0.5
VET unspecified	271	2.5	161	1.4	432	1.9
<b>Total VET</b>	<b>4 656</b>	<b>42.2</b>	<b>3 483</b>	<b>29.9</b>	<b>8 139</b>	<b>35.9</b>
Unknown/other study	684	6.2	502	4.3	1 186	5.2
<b>Total</b>	<b>11 039</b>	<b>100.0</b>	<b>11 635</b>	<b>100.0</b>	<b>22 674</b>	<b>100.0</b>

Note: Table includes apprentices and trainees.



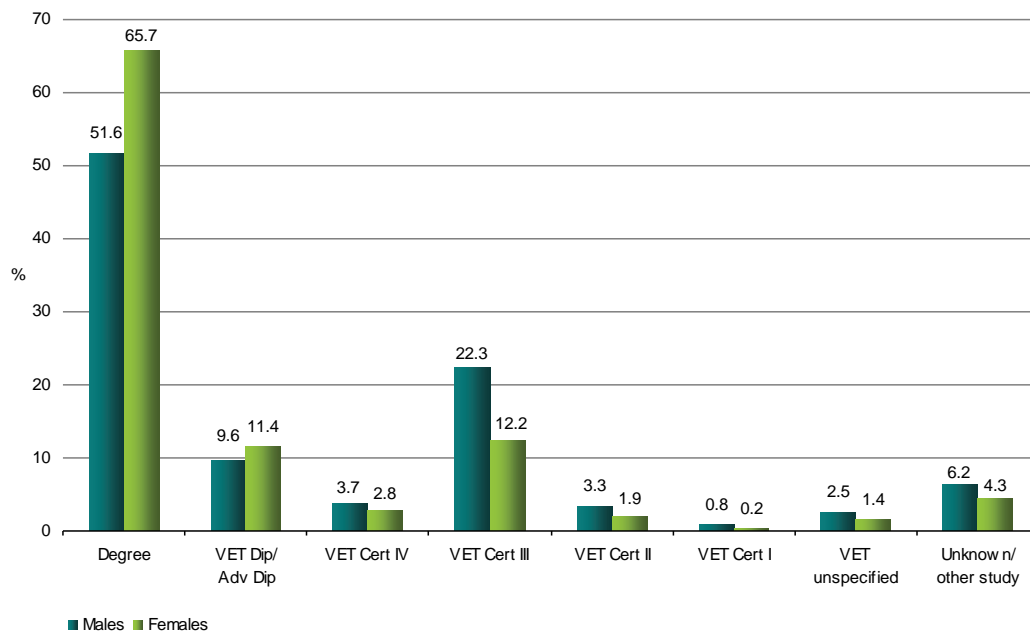
Table 3.2 and Figure 3.1 present in greater detail the study destinations of all male and female Year 12 completers in education or training.

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

Females more frequently enrolled in university degree courses (65.7 per cent compared to 51.6 per cent), while males were more likely to enrol in VET programs (42.2 per cent compared to 29.9 per cent). The latter pattern is mostly explained by the higher male participation rate in VET Certificate III courses through apprenticeships and traineeships (22.3 per cent compared to 12.2 per cent).

The data also showed little difference between male and female participation in the other levels of study.

**Figure 3.1: Level of study of Year 12 completers in education or training, by sex, Queensland 2011**



## Study load

Table 3.3 presents a breakdown of study destinations of Year 12 completers who entered further education or training based on whether they were studying full-time or part-time. Most of those in education or training were studying full-time (72.8 per cent). Almost all university degree students were studying full-time (96.7 per cent), as were most VET Diploma and Advanced Diploma students (81.7 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 studying part-time, particularly at VET Certificate III level, reflects the fact that trainees and apprentices (many of whom study at VET Certificate III level) combine work with study or training, as a part of their contract requirement.



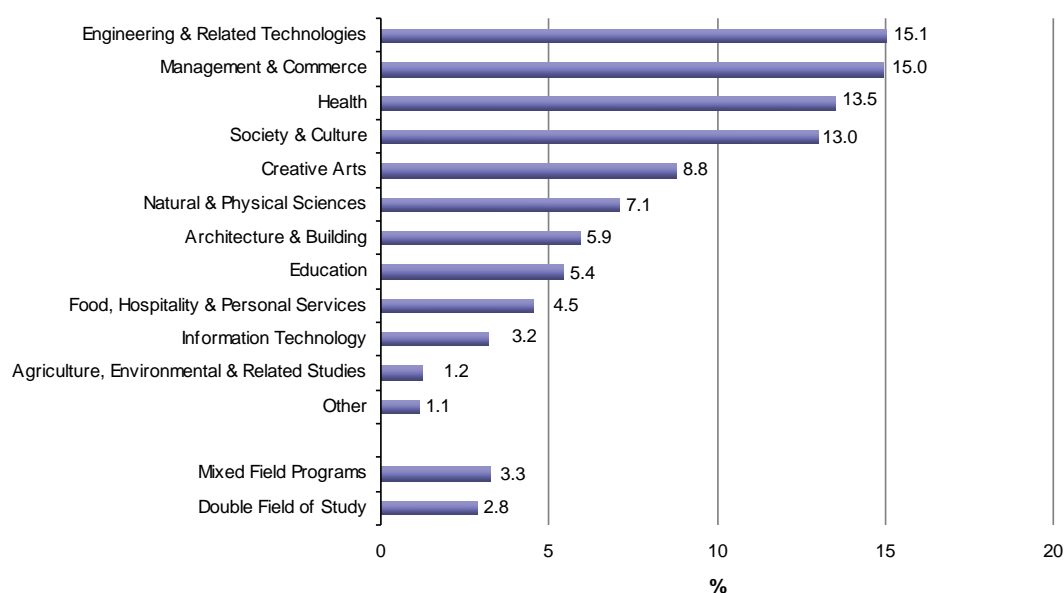
**Table 3.3: Level of study of Year 12 completers, by study load, Queensland 2011**

Level of study	Full-time		Part-time	
	no.	%	no.	%
Degree	12 902	96.7	447	3.3
VET Dip/Adv Dip	1 950	81.7	438	18.3
VET Cert IV	306	42.1	421	57.9
VET Cert III	501	12.9	3 388	87.1
VET Cert II	241	41.4	341	58.6
VET Cert I	47	38.8	74	61.2
VET unspecified	77	17.8	355	82.2
<b>Total VET</b>	<b>3 122</b>	<b>38.4</b>	<b>5 017</b>	<b>61.6</b>
Unknown/other study	482	40.6	704	59.4
<b>Total</b>	<b>16 506</b>	<b>72.8</b>	<b>6 168</b>	<b>27.2</b>

## 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 Engineering and Related Technologies (15.1 per cent), Management and Commerce (15.0 per cent), Health (13.5 per cent), and Society and Culture (13.0 per cent), accounting for nearly six in ten of all enrolments. For an explanation of the detailed 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 2011**



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. It should be noted that young people who were studying technology through Media Studies are shown here under Creative Arts.



Males were ten times more likely than females to enrol in Engineering and Related Technologies courses, more than six times as likely to enrol in Architecture and Building studies and more than five times as likely to enrol in Information Technology.

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

Natural and Physical Science, Agriculture, Environmental and Related Studies, and Mixed Field Programs 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 (2.8 per cent and 2.9 per cent respectively).

**Table 3.4: Field of study of Year 12 completers, by sex, Queensland 2011**

Field of study	Males %	Females %	Total %
Engineering & Related Technologies	28.4	2.8	15.1
Management & Commerce	11.3	18.3	15.0
Health	8.1	18.6	13.5
Society & Culture	8.9	16.8	13.0
Creative Arts	6.8	10.6	8.8
Natural & Physical Sciences	6.4	7.8	7.1
Architecture & Building	10.5	1.7	5.9
Education	2.6	8.1	5.4
Food, Hospitality & Personal Services	2.9	6.0	4.5
Information Technology	5.6	1.0	3.2
Agriculture, Environmental & Related Studies	1.4	1.0	1.2
Mixed Field Programs	3.1	3.4	3.3
Double Field of Study	2.8	2.9	2.8
Other	1.2	1.0	1.1
<b>Total</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>

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 difference in choices of fields of study for campus-based VET and university students.

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

- Engineering and Related Technologies
- Architecture and Building.

These two fields of study accounted for over half of all VET Certificate I enrolments (55.6 per cent).

Students in the other VET certificate levels tended to be more broadly distributed across the study fields.

The top three fields of study for students in VET Certificate II programs, accounting for 64.4 per cent of enrolments, were:

- Engineering and Related Technologies
- Management and Commerce
- Food, Hospitality and Personal Services.





The top four fields of study for students in VET Certificate III programs, accounting for 65.8 per cent of enrolments, were:

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

The top five fields of study for students in VET Certificate IV programs, accounting for 75.9 per cent of enrolments, were:

- Creative Arts
- Health
- Society and Culture
- Management and Commerce
- Engineering and Related Technologies.

The top four fields of study for students in Diploma and Advanced Diploma programs, accounting for 69.8 per cent of enrolments, were:

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

The top five fields of study for students in university degree programs, accounting for 67.8 per cent of enrolments, were:

- Health
- Society and Culture
- Management and Commerce
- Engineering & Related Technologies
- Natural and Physical Sciences.

**Table 3.5: Field of study of university and VET students, excluding apprentices and trainees, by level of study, Queensland 2011**

Field of study	Degree	VET Dip/ Adv Dip	VET Cert IV	VET Cert III	VET Cert II	VET Cert I
	%	%	%	%	%	%
Agriculture, Environmental & Related Studies	0.8	0.3	1.8	2.7	8.8	4.9
Architecture & Building	2.6	4.2	2.3	2.5	8.0	27.2
Creative Arts	9.7	17.6	19.3	4.4	2.8	1.2
Education	7.5	2.2	1.6	8.4	0.8	3.7
Engineering & Related Technologies	10.8	3.9	10.2	4.7	37.0	28.4
Food, Hospitality & Personal Services	0.2	8.6	5.9	11.2	13.0	6.2
Health	17.0	13.4	18.6	13.0	2.2	2.5
Information Technology	2.7	6.8	5.5	8.3	6.6	6.2
Management & Commerce	14.2	21.2	12.7	22.6	14.4	4.9
Natural & Physical Sciences	10.7	2.5	3.0	1.7	0.0	1.2
Society & Culture	15.1	17.6	15.0	18.9	4.4	3.7
Double Field of Study	4.6	0.1	0.0	0.0	0.0	0.0
Mixed Field Programs	3.9	1.2	3.2	1.2	1.1	8.6
Other	0.1	0.3	0.9	0.4	0.8	1.2
<b>Total</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>



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 more 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 94.1 per cent) — the domains of the traditional trades such as plumbing, electrical trades, chefs and automotive mechanics.

Of the trainees, 43.3 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 Food, Hospitality and Personal Services, Health, Society and Culture (which includes Law), and Engineering and Related Technologies account for a further 38.9 per cent of traineeships.

**Table 3.6: Field of study of apprentices and trainees, Queensland 2011**

Field of study	Apprentice	Trainee
	%	%
Engineering & Related Technologies	51.6	7.9
Architecture & Building	27.4	2.9
Food, Hospitality & Personal Services	15.2	11.9
Agriculture, Environmental & Related Studies	1.2	2.9
Management & Commerce	0.9	43.3
Society & Culture	0.8	8.2
Creative Arts	0.5	1.7
Health	0.5	10.9
Information Technology	0.5	3.0
Natural & Physical Sciences	0.2	0.8
Education	0.2	2.5
Mixed Field Programs	0.6	0.9
Double Field of Study	0.0	0.3
Other	0.5	2.8
<b>Total</b>	<b>100.0</b>	<b>100.0</b>

## Study provider

'Study provider' refers to the institution that students attended for their study. Table 3.7 presents the types of study providers attended by Year 12 completers from 2010. This table shows that universities and TAFE institutes were the two largest providers of study to Year 12 completers. University accounts for 60.2 per cent of all those in study, while a further 26.7 per cent were studying at TAFE institutes. Private training colleges (including employers registered as private providers) formed the next largest provider by share (9.5 per cent), while the remaining providers contributed proportionally very small numbers.



**Table 3.7: Year 12 completers, by provider type, Queensland 2011**

Provider type	no.	%
University	13 640	60.2
TAFE institute	6 046	26.7
Private training college	2 145	9.5
Secondary school	186	0.8
Adult & Community Education provider	54	0.2
Agricultural college	17	0.1
Other study location	356	1.6
Unknown	230	1.0
<b>Total</b>	<b>22 674</b>	<b>100.0</b>

Table 3.8 presents the list of post-schooling institutions attended by 2010 Year 12 graduates in 2011. Most were located in the university and VET sectors (including private training colleges).

**Table 3.8: Post-school institutions of Year 12 completers, Queensland 2011**

Institution	no.	%
The University of Queensland	3 621	16.0
Queensland University of Technology	3 094	13.6
Griffith University	2 527	11.1
James Cook University	1 128	5.0
Southbank Institute of Technology	1 019	4.5
University of the Sunshine Coast	678	3.0
Central Queensland Institute of TAFE	615	2.7
University of Southern Queensland	596	2.6
Australian Catholic University	572	2.5
Metropolitan South Institute of TAFE	554	2.4
SkillsTech Australia	548	2.4
Central Queensland University	545	2.4
Brisbane North Institute of TAFE	478	2.1
Gold Coast Institute of TAFE	460	2.0
Sunshine Coast Institute of TAFE	332	1.5
Southern Queensland Institute of TAFE	291	1.3
Wide Bay Institute of TAFE	261	1.2
Barrier Reef Institute of TAFE	235	1.0
Unspecified Queensland TAFE	230	1.0
Tropical North Institute of TAFE	220	1.0
Bond University	217	1.0
The Bremer Institute of TAFE	194	0.9
Armed forces	127	0.6
Careers Australia	121	0.5
Australian Technical College	82	0.4
Qantm College	67	0.3
Endeavour College of Natural Health	27	0.1
Mount Isa Institute of TAFE	25	0.1
Private training colleges	2 378	10.5
Interstate universities	521	2.3
Interstate TAFE	112	0.5
Other institutions	455	2.0
Unknown institution	344	1.5
<b>Total</b>	<b>22 674</b>	<b>100.0</b>



## 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 the aspects of the study patterns of the 15 132 students who work, with that of the 7542 students who do not work. Table 3.9 shows the proportion of working students and non-working students within each level of study. These figures show that, overall, 66.7 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 (90.1 per cent) and the lowest was university degree, with 60.5 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 3.9: Level of study of working and non-working students (proportion within study level), Queensland 2011**

Level of study	Working students		Non-working students		Total students	
	no.	%	no.	%	no.	%
Degree	8 077	60.5	5 272	39.5	13 349	100.0
VET Cert IV+	1 990	63.9	1 125	36.1	3 115	100.0
VET Cert III	3 503	90.1	386	9.9	3 889	100.0
VET Cert I–II	436	62.0	267	38.0	703	100.0
Study other/unspecified	1 126	69.6	492	30.4	1 618	100.0
<b>Total</b>	<b>15 132</b>	<b>66.7</b>	<b>7 542</b>	<b>33.3</b>	<b>22 674</b>	<b>100.0</b>

Table 3.10 presents the same numbers as Table 3.9, but with proportions of each study level within working and non-working students, showing a clear differentiation between the two groups. Non-working students were more likely than working students to be at university (69.9 per cent compared to 53.4 per cent), while working students were more likely than non-working students to enrol in VET Certificate III programs (23.1 per cent compared to 5.1 per cent). This result reflects the presence of apprentices and trainees among the group of students who work.

**Table 3.10: Level of study of working and non-working students (proportion within student work status), Queensland 2011**

Level of Study	Working students		Non-working students		Total students	
	no.	%	no.	%	no.	%
Degree	8 077	53.4	5 272	69.9	13 349	58.9
VET Cert IV+	1 990	13.2	1 125	14.9	3 115	13.7
VET Cert III	3 503	23.1	386	5.1	3 889	17.2
VET Cert I–II	436	2.9	267	3.5	703	3.1
Study other/unspecified	1 126	7.4	492	6.5	1 618	7.1
<b>Total</b>	<b>15 132</b>	<b>100.0</b>	<b>7 542</b>	<b>100.0</b>	<b>22 674</b>	<b>100.0</b>

Figure 3.3 highlight the differences between working (including apprentices and trainees) and non-working students. Table 2.2 identified earlier that female Year 12 completers were more likely to enter degree level programs than their male counterparts. However, this difference only occurs among working students. Male working students are also more likely to be completing VET Certificate III programs, predominantly due to the larger number of males undertaking apprenticeships. There were only small variations between the levels of study for male and female non-working students.



**Figure 3.3: Level of study of working and non-working students, by sex, Queensland 2011**

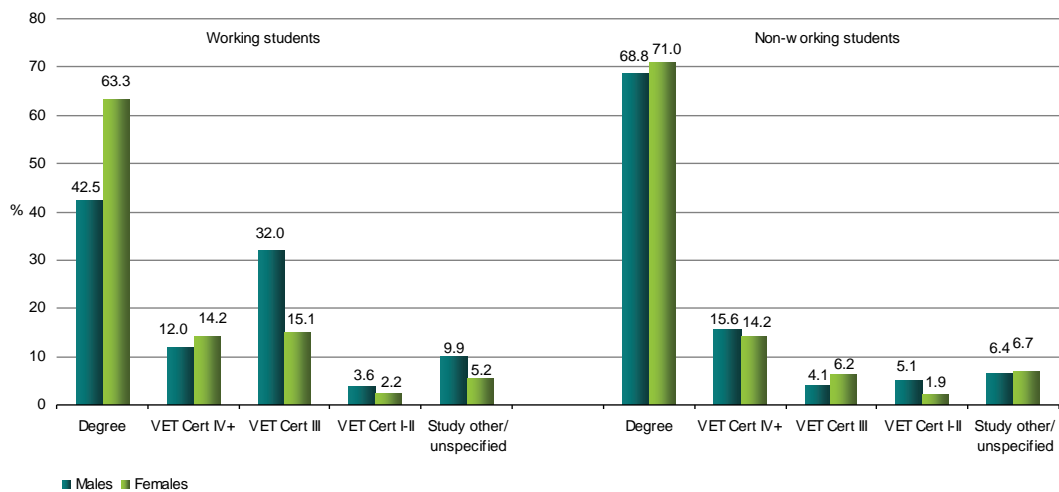


Table 3.11 compares the study load of both working and non-working students. Predictably, 92.0 per cent of part-time students were combining study with some form of employment. Interestingly though, this phenomenon is also common among full-time students, with nearly six in ten (57.3 per cent) combining study and work.

**Table 3.11: Study load of Year 12 completers, by working and non-working students, Queensland 2011**

Study load	Working students		Non-working students		Total students	
	no.	%	no.	%	no.	%
Full-time	9 460	57.3	7 046	42.7	16 506	100.0
Part-time	5 672	92.0	496	8.0	6 168	100.0
<b>Total</b>	<b>15 132</b>	<b>66.7</b>	<b>7 542</b>	<b>33.3</b>	<b>22 674</b>	<b>100.0</b>



## Chapter 4

# Earning: Employment destinations

This chapter examines the labour market outcomes of Year 12 completers from 2010 in Queensland. It deals separately with the group as a whole, then examines those not in education or training, those who were studying and working, and apprentices and trainees.

### All Year 12 completers in employment

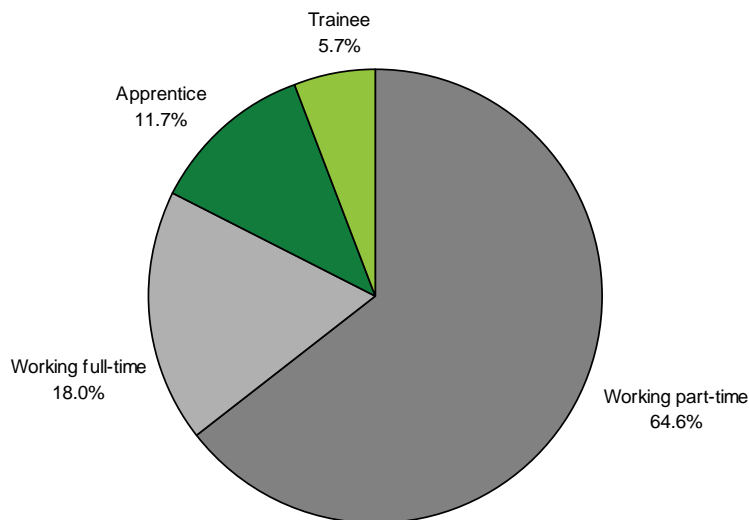
Most young people who completed Year 12 in 2010 entered the workforce, whether or not they were undertaking further education. Table 4.1 summarises the study and labour force destinations of the 2010 cohort. Ignoring study or training status, 25 550 (68.7 per cent) of all Year 12 graduates were working at the time of the survey.

**Table 4.1: Summary of study and labour force destinations of Year 12 completers, Queensland 2011**

Labour force destination	Studying		Not studying		Total	
	no.	%	no.	%	no.	%
Working	15 132	66.7	10 418	71.7	25 550	68.7
Seeking work	3 946	17.4	3 396	23.4	7 342	19.7
Not in labour force	3 596	15.9	719	4.9	4 315	11.6
<b>Total</b>	<b>22 674</b>	<b>100.0</b>	<b>14 533</b>	<b>100.0</b>	<b>37 207</b>	<b>100.0</b>

Figure 4.1 shows that 64.6 per cent of all Year 12 completers in employment were working part-time, with a further 18.0 per cent working full-time. Apprentices and trainees who predominantly work full-time (see Figure 4.9) made up 11.7 per cent and 5.7 per cent respectively.

**Figure 4.1: Work destinations of all Year 12 completers in employment, Queensland 2011**

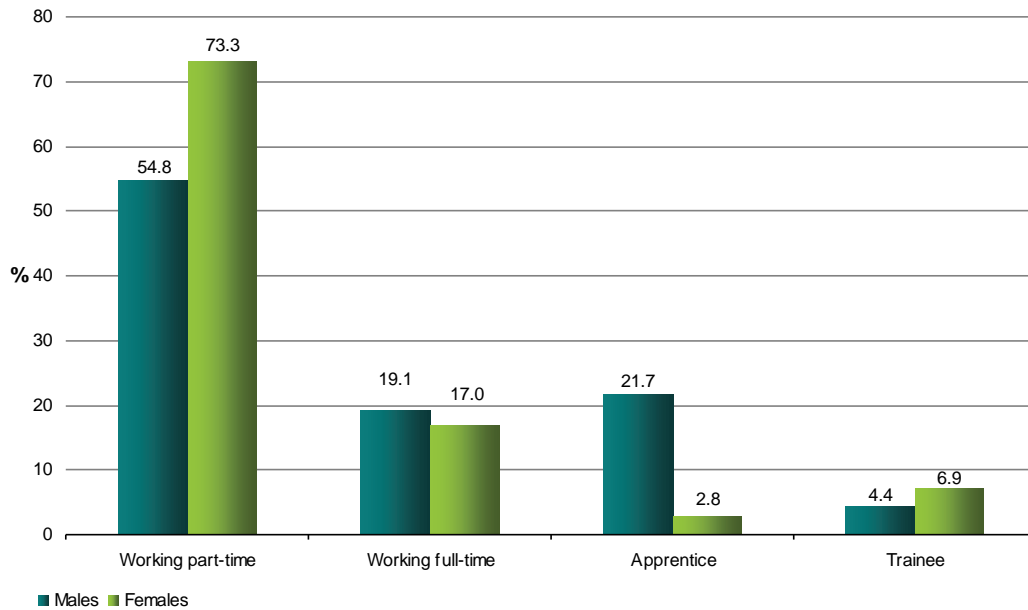


Note: Based on all Year 12 completers in some form of employment.



Differences are evident between males and females in relation to part-time work, apprenticeships and traineeships (see Figure 4.2). Female Year 12 graduates in employment were more likely than their male counterparts to be working in part-time jobs (73.3 per cent compared to 54.8 per cent) and were more likely to be a trainee (6.9 per cent compared to 4.4 per cent). Conversely, male Year 12 graduates in employment were almost eight times more likely to have commenced an apprenticeship (21.7 per cent compared to 2.8 per cent for females).

**Figure 4.2: Work destinations of all Year 12 completers in employment, by sex, Queensland 2011**



Note: Based on all Year 12 completers in some form of employment.

Table 4.2 reports the occupational groups of all Year 12 graduates in employment. It shows that half of the Year 12 graduates in Queensland (50.4 per cent) were working in just two occupational groups — Sales Assistants and Food Handlers. These are occupational groups dominated by part-time workers, where wages and skills requirements are low. The other main occupations were Clerks, Receptionists and Secretaries, Waiters, and Building and Construction Skilled Workers, which together account for a further 20.5 per cent of workers.



**Table 4.2: Occupational groups of all Year 12 completers in employment, Queensland 2011**

Occupational groups	no.	%
Sales Assistants	8 908	34.9
Food Handlers	3 981	15.6
Clerks, Receptionists & Secretaries	2 312	9.0
Waiters	1 639	6.4
Building & Construction Skilled Workers	1 293	5.1
Health, Fitness, Hair & Beauty Workers	1 046	4.1
Child Care & Education-related Workers	987	3.9
Labourers	701	2.7
Gardeners, Farmers & Animal Workers	677	2.6
Electrical & Electronics Trades	625	2.4
Metal & Engineering Trades	576	2.3
Storepersons	555	2.2
Automotive Workers	486	1.9
Factory & Machine Workers	263	1.0
Marketing & Sales Representatives	243	1.0
Government & Defence	217	0.8
Other	1 041	4.1
<b>Total</b>	<b>25 550</b>	<b>100.0</b>

Note: Occupational groups are based on those used by the Commonwealth Department of Education, Employment and Workplace Relations.

In considering these findings, it should be noted that nearly six in ten (59.2 per cent) of all Year 12 completers in employment were combining work with further education or training (see table 3.1).

There are also important differences in occupations by sex as illustrated in Figure 4.3. The three most common occupational groups for female Year 12 graduates, which accounted for 72.5 per cent of employment, were:

- Sales Assistants
- Food Handlers
- Clerks, Receptionists and Secretaries.

For male Year 12 graduates, the most common areas of employment, accounting for 51.4 per cent of employment, were in three occupational groups:

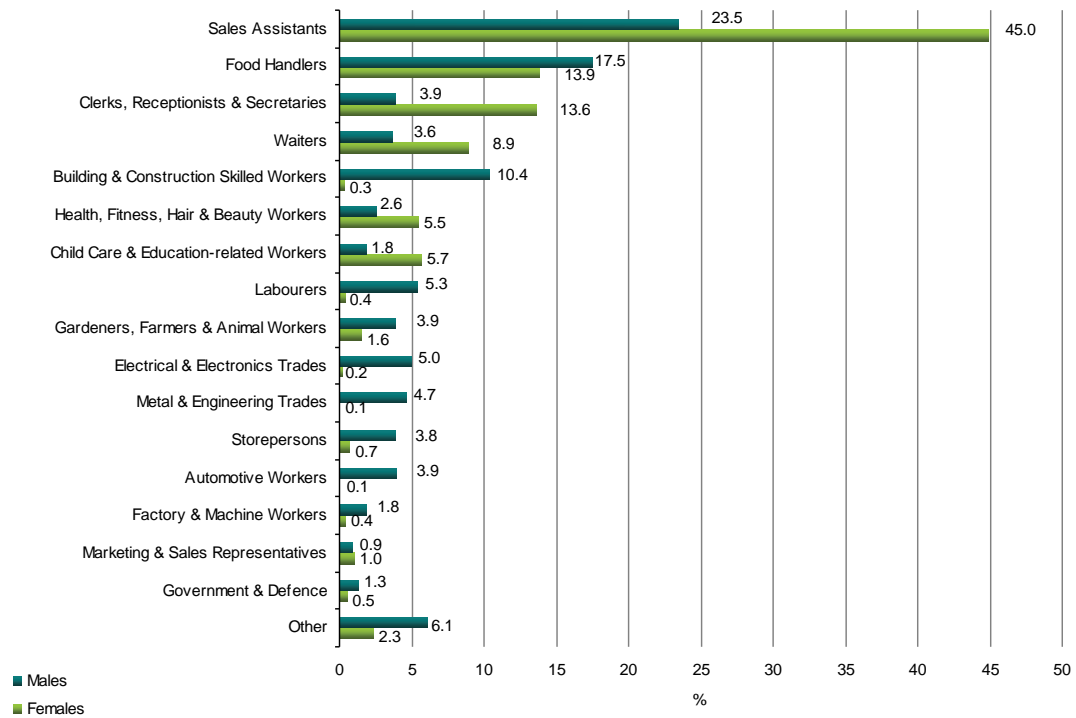
- Sales Assistants
- Food Handlers
- Building and Construction Skilled Workers.

Employment in most other occupational groups showed segmentation along sex lines. For example, females were more frequently employed as Child Care & Education-Related Workers, while male employment was more frequent in Metal and Engineering Trades and Labourers.





**Figure 4.3: Occupational groups of all Year 12 completers in employment, by sex, Queensland 2011**



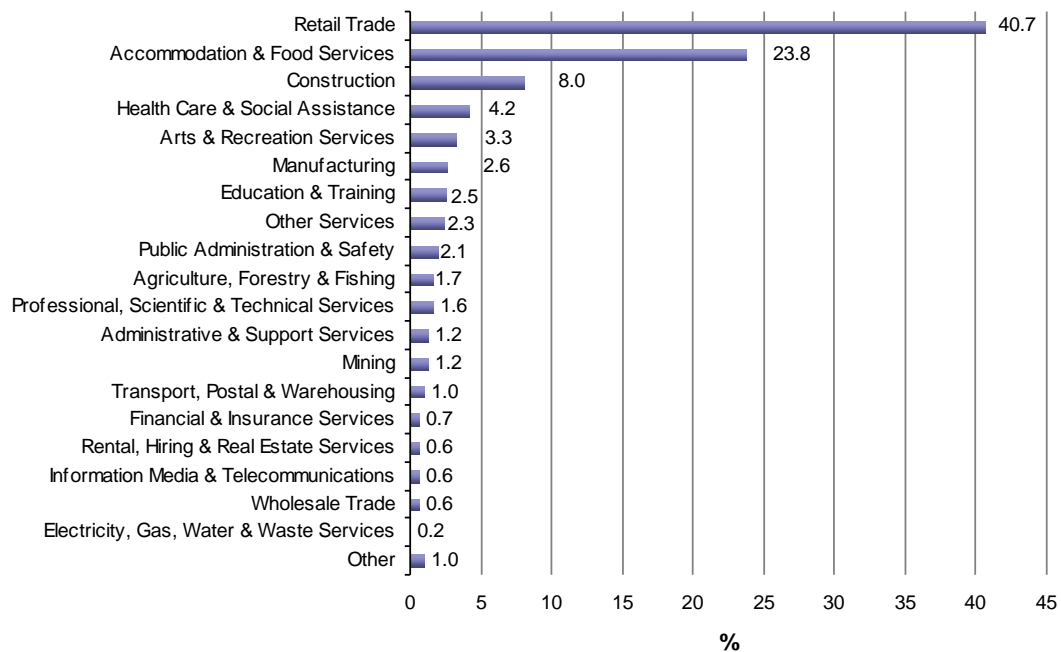
In addition to details of occupation, Year 12 graduates provided details of the industry in which their employment takes place (see Table A4B in Appendix 4 for categories). Figure 4.4 details the industry categories for all workers, and supports the findings for occupational groups which show high proportions of Year 12 completers working in just two industry areas:

- Retail Trade
- Accommodation and Food Services.

Between them, these two categories account for 64.5 per cent of all Year 12 completers in the labour market.



**Figure 4.4: Industry categories of all Year 12 completers in employment, Queensland 2011**



Note: This figure and subsequent tables use industry categories based on the Australian and New Zealand Standard Industrial Classification. See Appendix 4 for further information.

## Casual workers

Overall, there were 16 686 Year 12 graduates who were employed on a casual basis, which accounts for almost two-thirds (65.3 per cent) of the 25 550 in paid employment. This figure excludes 605 apprentices and trainees who stated they were employed on a casual basis. This is due to the fact that apprentices and trainees enter into a contract arrangement, and therefore cannot be employed on a casual basis.

Table 4.3 shows the distribution of Year 12 completers in casual employment across four 'workload and study status' groups. Those working part-time (fewer than 35 hours per week) made up 88.9 per cent of all casual workers (56.0 per cent who were combining part-time work with study and 32.9 per cent who were working part-time with no further education or training).

Year 12 graduates working full-time made up only 11.1 per cent of all casual workers (9.9 per cent who were working full-time with no further education or training and 1.1 per cent who were combining full-time work with study).



**Table 4.3: Workload and study status of Year 12 completers in casual employment, by sex, Queensland 2011**

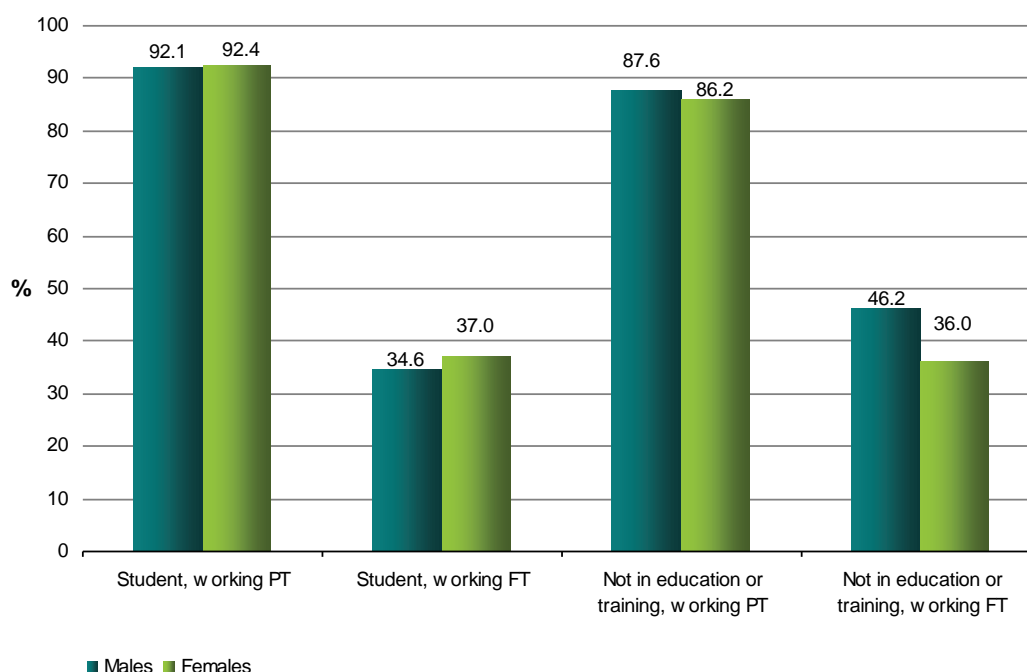
Workload and study status	Males		Females		Total	
	no.	%	no.	%	no.	%
Student, working part-time	3 524	50.7	5 820	59.7	9 344	56.0
Student, working full-time	79	1.1	111	1.1	190	1.1
Not in education or training, working part-time	2 398	34.5	3 099	31.8	5 497	32.9
Not in education or training, working full-time	943	13.6	712	7.3	1 655	9.9
<b>Total</b>	<b>6 944</b>	<b>100.0</b>	<b>9 742</b>	<b>100.0</b>	<b>16 686</b>	<b>100.0</b>

Figure 4.5 also shows a relationship between casual work and workload (that is, part-time or full-time work).

For Year 12 graduates who were combining full-time work with study, the rate of casual employment was 34.6 per cent for males and 37.0 per cent for females, while the rate of casual employment for those who were working full-time without any further education or training was 46.2 per cent for males and 36.0 per cent for females.

Among Year 12 graduates who were combining part-time work with study, the rate of casual employment was high, accounting for more than nine in every ten students. The rate of casual employment was also high among the group who entered part-time work with no further education or training, accounting for 86.2 per cent of females and 87.6 per cent of males.

**Figure 4.5: Proportion of Year 12 completers in casual employment, by sex, Queensland 2011**





## Working and not in education or training

This section examines the labour market outcomes of those Year 12 completers who have made a direct entry to employment, with no further education or training. This is an important group, comprising almost three in ten (28.0 per cent) Year 12 completers (see Figure 2.1).

Data for the 10 418 Year 12 graduates in this group are shown in Figure 4.6. Females were more likely to be working part-time (64.4 per cent compared to 57.1 per cent), while males were more likely than females to be in a full-time job (42.9 per cent compared to 35.6 per cent).

**Figure 4.6: Work destinations of Year 12 completers in employment and not in education or training, by sex, Queensland 2011**

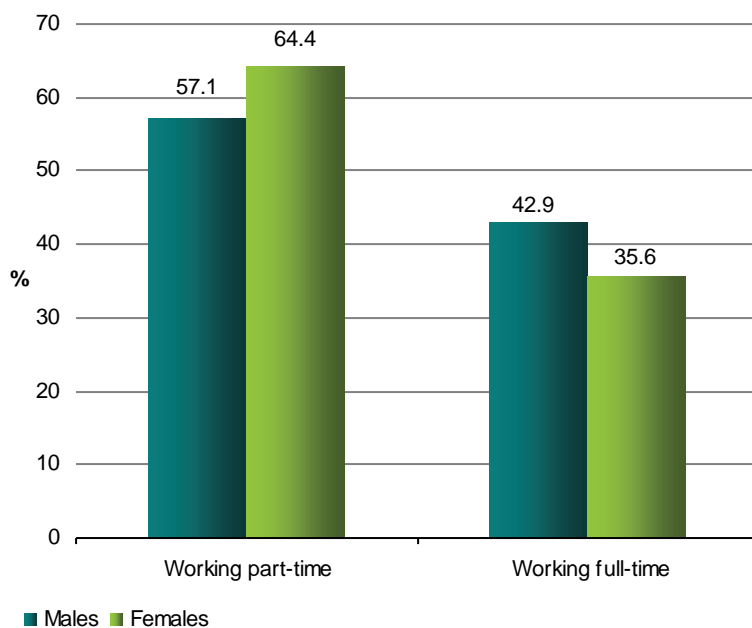


Table 4.4 reports the hours worked by Year 12 graduates not in further education or training. Almost two-thirds of these Year 12 graduates (64.0 per cent) were working 25 hours per week or more.

**Table 4.4: Hours worked by Year 12 completers in employment and not in education or training, Queensland 2011**

	Hours worked per week						Total
	1–7	8–14	15–24	25–34	35–39	40+	
no.	291	966	2 491	2 609	1 886	2 175	10 418
%	2.8	9.3	23.9	25.0	18.1	20.9	100.0

Figure 4.7 compares in further detail male and female workers who were not in study or training on the basis of the number of hours worked per week. It shows that male workers were most likely to be working 40 or more hours per week (26.3 per cent), while female workers were most likely to be working either 15–24 or 25–34 hours per week (25.7 per cent and 26.8 per cent respectively).



**Figure 4.7: Hours worked by Year 12 completers in employment and not in education or training, by sex, Queensland 2011**

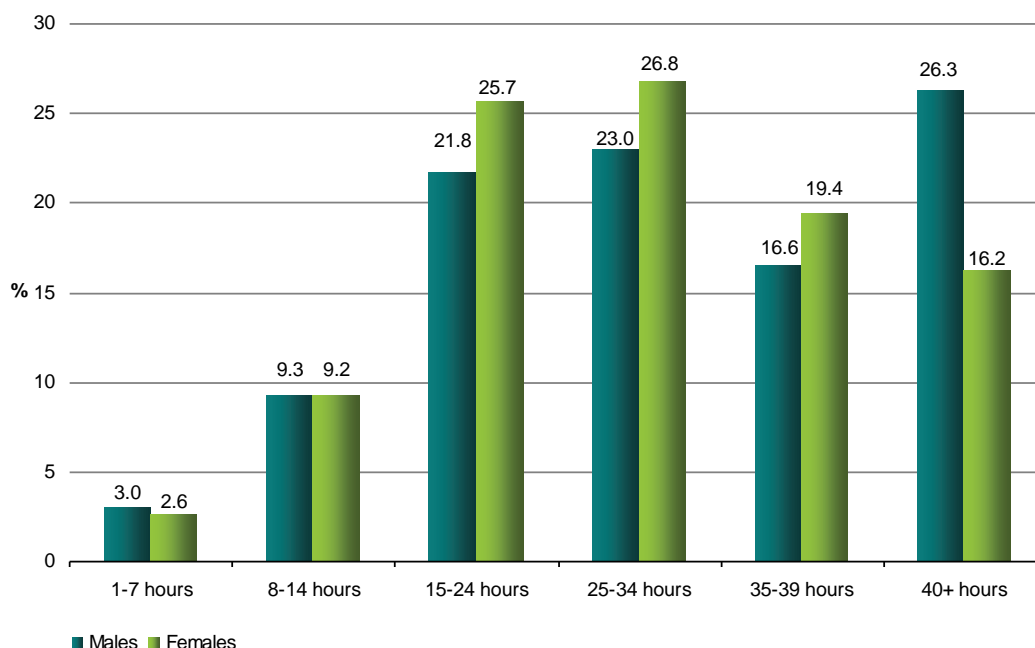


Figure 4.8 shows the occupations entered by Year 12 completers not in further education or training, by sex. For both males and females in this group, the single largest occupational group in which they were employed was Sales Assistants, followed by Food Handlers for males and Clerks, Receptionists and Secretaries for females. For the most part, these were the same kinds of work that tertiary students were likely to obtain, and require a minimum of training to access.

For males, the next largest occupation categories were Labourers, and Gardeners, Farmers and Animal Workers. In total, these four categories account for more than six in ten of all male Year 12 completers in Queensland making a direct entry to the labour market (61.7 per cent).

Among female Year 12 completers, the top four occupations of Sales Assistants, Clerks, Receptionists and Secretaries, Food Handlers and Waiters account for over eight in ten (82.5 per cent) of all females entering the labour market with no further education or training. The next most common occupational groups were Child Care and Education-Related Workers, and Health, Fitness, Hair and Beauty Workers.



**Figure 4.8: Occupational groups of Year 12 completers in employment and not in education or training, by sex, Queensland 2011**

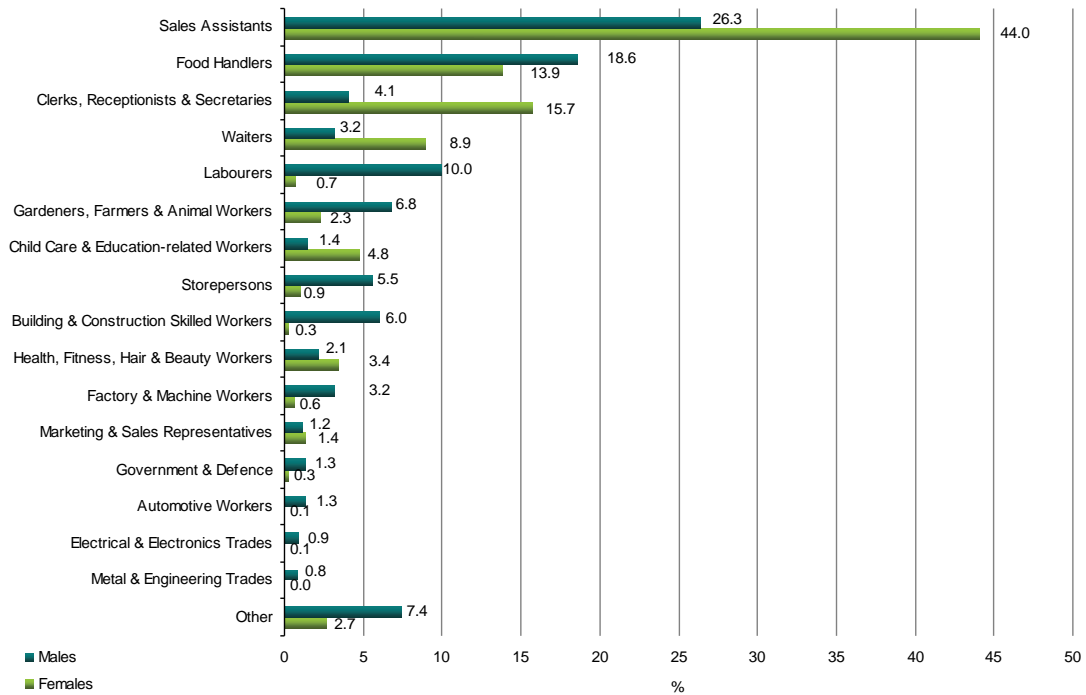


Table 4.5 reports the main industry areas entered by Year 12 completers not in education or training. It shows that Retail Trade, and Accommodation and Food Services were the main industry areas for both full-time and part-time workers. In the case of Year 12 completers working part-time, nearly eight in ten (79.6 per cent) worked in Retail Trade and Accommodation and Food Services. In the case of Year 12 completers working full-time, while these two categories still dominated (46.4 per cent), there was a greater distribution across other industry areas.



**Table 4.5: Industry categories of Year 12 completers in employment and not in education or training, by work destination, Queensland 2011**

Industry category	Working full-time		Working part-time	
	no.	%	no.	%
Retail Trade	1 336	32.9	3 124	49.1
Accommodation & Food Services	548	13.5	1 939	30.5
Construction	442	10.9	179	2.8
Health Care & Social Assistance	208	5.1	209	3.3
Arts & Recreation Services	82	2.0	239	3.8
Agriculture, Forestry & Fishing	251	6.2	57	0.9
Manufacturing	211	5.2	64	1.0
Public Administration & Safety	177	4.4	41	0.6
Education & Training	95	2.3	119	1.9
Administrative & Support Services	80	2.0	79	1.2
Transport, Postal & Warehousing	97	2.4	46	0.7
Professional, Scientific & Technical Services	99	2.4	32	0.5
Other Services	61	1.5	42	0.7
Wholesale Trade	68	1.7	32	0.5
Information Media & Telecommunications	51	1.3	32	0.5
Mining	71	1.7	10	0.2
Financial & Insurance Services	57	1.4	23	0.4
Rental, Hiring & Real Estate Services	62	1.5	17	0.3
Electricity, Gas, Water & Waste Services	13	0.3	5	0.1
Other	52	1.3	68	1.1
<b>Total</b>	<b>4 061</b>	<b>100.0</b>	<b>6 357</b>	<b>100.0</b>

## Working and in education or training

Work is also important for young people who are studying (either in VET or university). In fact, of the 25 550 Year 12 graduates working, the majority (15 132 or 59.2 per cent) were also studying.

Table 4.6 compares the hours worked by Year 12 completers in employment and study, according to study level. Over half of the university students who have jobs work up to 14 hours per week (57.6 per cent), with a further four in ten working between 15 and 34 hours per week (39.5 per cent). Similarly, four in ten VET Certificate IV+ students work between 15 and 34 hours per week (39.4 per cent); however, these students are more likely to work 35 or more hours per week than their university counterparts (23.5 per cent compared to 2.9 per cent). VET Certificate I–II and VET Certificate III students, and all others who were in study or training, were likely to work even longer hours, reflecting the inclusion in this group of substantial numbers of apprentices and trainees.



**Table 4.6: Hours worked by Year 12 completers in employment and study, by level of study, Queensland 2011**

		Hours worked per week						Total
		1–7	8–14	15–24	25–34	35–39	40+	
Degree	<i>no.</i>	1 309	3 343	2 743	451	98	133	8 077
	%	16.2	41.4	34.0	5.6	1.2	1.6	100.0
VET Cert IV+	<i>no.</i>	196	542	569	215	199	269	1 990
	%	9.8	27.2	28.6	10.8	10.0	13.5	100.0
VET Cert III	<i>no.</i>	58	147	243	257	1 176	1 622	3 503
	%	1.7	4.2	6.9	7.3	33.6	46.3	100.0
VET Cert I–II	<i>no.</i>	18	73	90	80	81	94	436
	%	4.1	16.7	20.6	18.3	18.6	21.6	100.0
Study other/unspecified	<i>no.</i>	59	120	149	121	284	393	1 126
	%	5.2	10.7	13.2	10.7	25.2	34.9	100.0
<b>Total</b>	<i>no.</i>	<b>1 640</b>	<b>4 225</b>	<b>3 794</b>	<b>1 124</b>	<b>1 838</b>	<b>2 511</b>	<b>15 132</b>
	%	<b>10.8</b>	<b>27.9</b>	<b>25.1</b>	<b>7.4</b>	<b>12.1</b>	<b>16.6</b>	<b>100.0</b>

Figure 4.9 demonstrates the differences in the work patterns of the different groups examined in this section — students, and apprentices and trainees. It shows that students work predominantly in part-time employment, whereas apprentices and trainees are predominantly employed full-time.

**Figure 4.9: Hours worked by Year 12 completers in employment and study, by broad study destination, Queensland 2011**

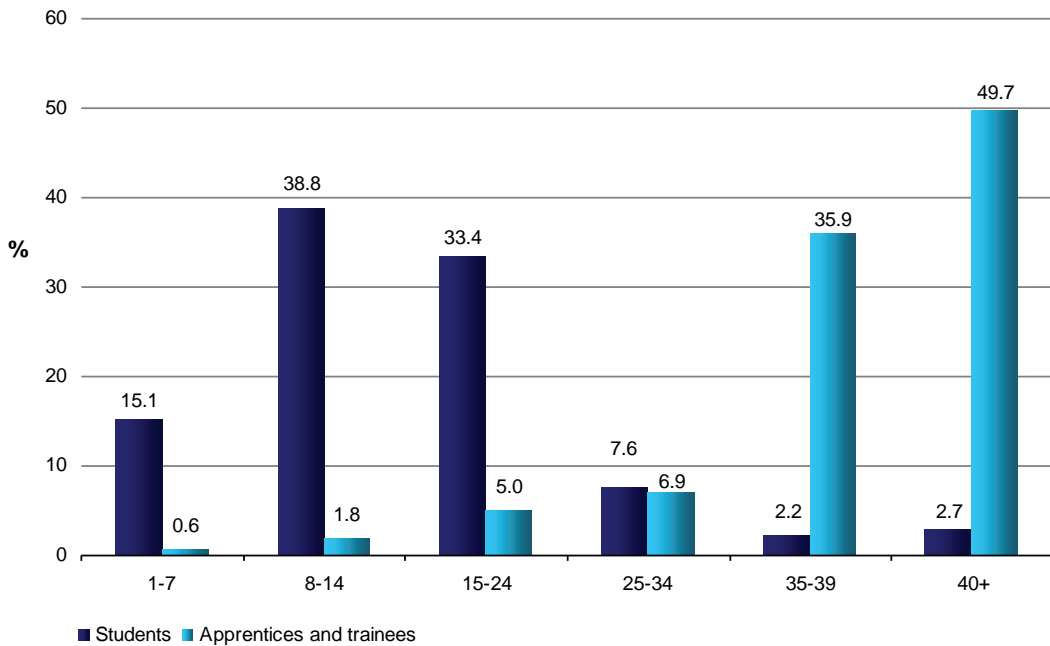


Table 4.7 shows the occupational groups in which Year 12 completers in employment and study were working. It can be seen that half (49.4 per cent) were working in the two main occupational groups of Sales Assistants (34.2 per cent) and Food Handlers (15.2 per cent), while the remainder were dispersed in smaller numbers across a large range of occupational groups.





**Table 4.7: Occupational groups of Year 12 completers in employment and study, Queensland 2011**

Occupational group	no.	%
Sales Assistants	5 172	34.2
Food Handlers	2 307	15.2
Clerks, Receptionists & Secretaries	1 236	8.2
Waiters	990	6.5
Building & Construction Skilled Workers	988	6.5
Health, Fitness, Hair & Beauty Workers	753	5.0
Child Care & Education-related Workers	652	4.3
Electrical & Electronics Trades	578	3.8
Metal & Engineering Trades	534	3.5
Automotive Workers	420	2.8
Storepersons	237	1.6
Gardeners, Farmers & Animal Workers	222	1.5
Labourers	183	1.2
Government & Defence	139	0.9
Marketing & Sales Representatives	110	0.7
Factory & Machine Workers	77	0.5
Other	534	3.5
<b>Total</b>	<b>15 132</b>	<b>100.0</b>

Note: Occupational groups are based on those used by the Commonwealth Department of Education, Employment and Workplace Relations.

## Working students 2007–2011

Figure 4.10 shows a five-year time series of the study and workloads of Year 12 completers who were both studying and working from 2007 to 2011.

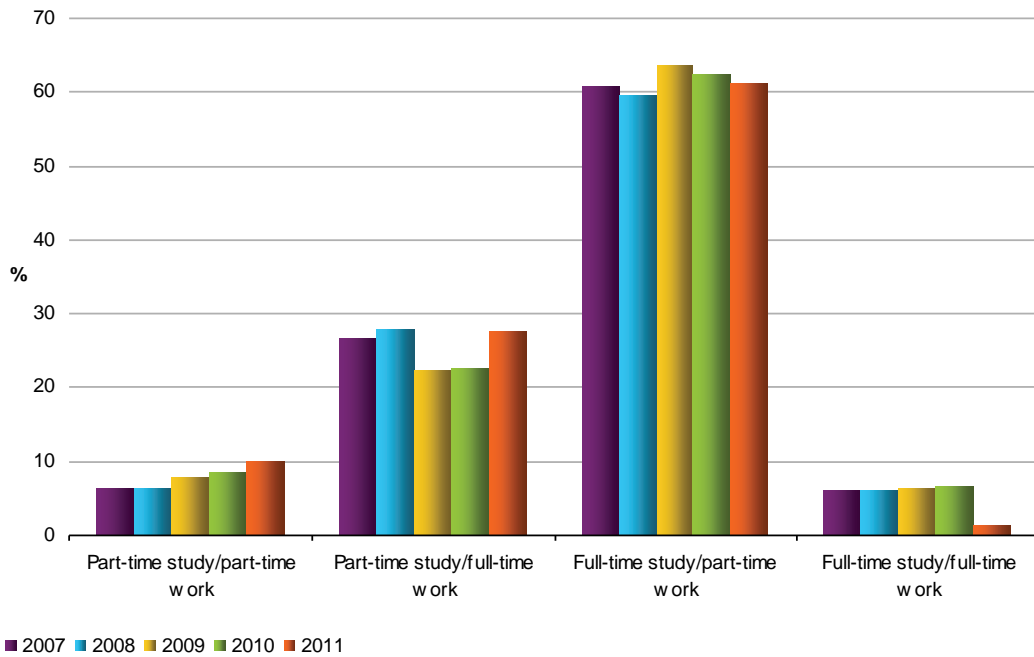
A comparison of the 2011 results with those from previous years reveals that the study and workloads of Year 12 completers were similar over the five years. However, there is a trend worth noting.

While proportions of Year 12 completers working and studying part-time have increased only marginally each year, a trend is apparent, showing a rise from 6.4 per cent in 2007 to 10.0 per cent in 2011.

Figure 4.10 also reveals that Year 12 completers from 2010 were less likely to be studying and working full-time than in any of the previous five years.



**Figure 4.10: Work and study load of Year 12 completers in employment and study, Queensland 2007–2011**



## Apprentices and trainees

As discussed earlier, apprentices and trainees enter a contract of employment while undertaking VET training either on-the-job or with a training provider. Table 4.8 indicates the level of study reported by apprentices and trainees in this survey. Over two-thirds of all apprenticeship and traineeship studies occur at the VET Certificate III level (68.1 per cent).

**Table 4.8: Level of study of Year 12 completers in apprenticeships and traineeships, Queensland 2011**

Level of study	Apprentices		Trainees		Total	
	no.	%	no.	%	no.	%
VET Dip/Adv Dip	62	2.1	80	5.5	142	3.2
VET Cert IV	173	5.8	111	7.6	284	6.4
VET Cert III	2 236	74.7	802	54.7	3 038	68.1
VET Cert II	43	1.4	171	11.7	214	4.8
VET Cert I	27	0.9	13	0.9	40	0.9
VET unspecified	183	6.1	73	5.0	256	5.7
Unknown/other study	268	9.0	217	14.8	485	10.9
<b>Total</b>	<b>2 992</b>	<b>100.0</b>	<b>1 467</b>	<b>100.0</b>	<b>4 459</b>	<b>100.0</b>

It is also important to note that the industry areas and occupational groups of apprentices and trainees were quite different from those entered by the broader cohort of Year 12 completers, especially students. Table 4.9 shows that the occupations entered by this group were not predominantly in the areas of Sales Assistants and Food Handlers, but were Building and Construction Skilled Workers, Electrical and Electronic Trades, and Metal and Engineering Trades. These three categories account for more than four in ten of all apprentices and trainees (45.1 per cent).



**Table 4.9: Occupational groups of Year 12 completers in apprenticeships and traineeships, Queensland 2011**

Occupational group	no.	%
Building & Construction Skilled Workers	926	20.8
Electrical & Electronics Trades	559	12.5
Metal & Engineering Trades	525	11.8
Clerks, Receptionists & Secretaries	439	9.8
Automotive Workers	403	9.0
Food Handlers	381	8.5
Health, Fitness, Hair & Beauty Workers	355	8.0
Sales Assistants	261	5.9
Child Care & Education-related Workers	119	2.7
Gardeners, Farmers & Animal Workers	99	2.2
Government & Defence	59	1.3
Factory & Machine Workers	45	1.0
Labourers	42	0.9
Waiters	33	0.7
Marketing & Sales Representatives	31	0.7
Storepersons	25	0.6
Other	157	3.5
<b>Total</b>	<b>4 459</b>	<b>100.0</b>

Note: Occupational groups are based on those used by the Commonwealth Department of Education, Employment and Workplace Relations.

While, overall, Year 12 completers in employment and study were most likely to be working in industries that support large numbers of part-time and low-paid occupations, apprentices were concentrated in industry areas such as Construction, Retail Trade, Other Services and Manufacturing (see Table 4.10). Conversely, trainees were more evenly distributed across a range of industry areas such as Retail Trade, Accommodation and Food Services, and Health Care and Social Assistance. Many other industry areas also emerged as important destinations — namely Public Administration and Safety, Construction, and Arts and Recreation Services.



**Table 4.10: Industry categories of Year 12 completers in apprenticeships and traineeships, Queensland 2011**

Industry category	Apprentices		Trainees	
	no.	%	no.	%
Construction	1 188	39.7	81	5.5
Retail Trade	461	15.4	318	21.7
Other Services	385	12.9	32	2.2
Manufacturing	288	9.6	29	2.0
Accommodation & Food Services	193	6.5	237	16.2
Mining	162	5.4	51	3.5
Professional, Scientific & Technical Services	90	3.0	71	4.8
Transport, Postal & Warehousing	45	1.5	17	1.2
Public Administration & Safety	39	1.3	134	9.1
Agriculture, Forestry & Fishing	29	1.0	36	2.5
Health Care & Social Assistance	18	0.6	187	12.7
Electricity, Gas, Water & Waste Services	17	0.6	4	0.3
Arts & Recreation Services	12	0.4	74	5.0
Administrative & Support Services	11	0.4	33	2.2
Information Media & Telecommunications	9	0.3	20	1.4
Wholesale Trade	7	0.2	14	1.0
Education & Training	5	0.2	48	3.3
Rental, Hiring & Real Estate Services	5	0.2	28	1.9
Financial & Insurance Services	0	0.0	37	2.5
Other	28	0.9	16	1.1
<b>Total</b>	<b>2 992</b>	<b>100.0</b>	<b>1 467</b>	<b>100.0</b>

Table 4.11 compares the hours worked by apprentices and trainees. The majority of apprentices and trainees work 35 or more hours per week on average (94.3 per cent and 68.2 per cent) respectively.

**Table 4.11: Hours worked by Year 12 completers in apprenticeships and traineeships, Queensland 2011**

		Hours worked per week						Total
		1–7	8–14	15–24	25–34	35–39	40+	
Apprentices	no.	5	22	58	87	1 054	1 766	2 992
	%	0.2	0.7	1.9	2.9	35.2	59.0	100.0
Trainees	no.	21	58	167	221	548	452	1 467
	%	1.4	4.0	11.4	15.1	37.4	30.8	100.0

## Chapter 5

# Not learning, not earning, and not learning or earning



While the majority of Year 12 completers were building on their schooling through further education or training, Table 5.1 shows that 14 533 (39.1 per cent) were not. The reasons for this are complex social and economic issues reflecting the diversity of Year 12 graduates today. Included in this group are young people who chose to defer the university degree place they were offered. Deferrals are discussed in further detail in Chapter 2.

**Table 5.1: Summary of study and labour force destinations of Year 12 completers, Queensland 2011**

Labour force destination	Studying		Not studying		Total	
	no.	%	no.	%	no.	%
Working	15 132	66.7	10 418	71.7	25 550	68.7
Seeking work	3 946	17.4	3 396	23.4	7 342	19.7
Not in labour force	3 596	15.9	719	4.9	4 315	11.6
<b>Total</b>	<b>22 674</b>	<b>100.0</b>	<b>14 533</b>	<b>100.0</b>	<b>37 207</b>	<b>100.0</b>

As discussed in Chapter 4, 25 550 Year 12 graduates (68.7 per cent) were in paid employment at the time of the survey. Table 5.2 shows that, of the less than one-third that were not working, more than six in ten were engaged in study (64.7 per cent).

**Table 5.2: Summary of study and labour force destinations of Year 12 completers, Queensland 2011**

Labour force destination	Studying		Not studying		Total	
	no.	%	no.	%	no.	%
Working	15 132	59.2	10 418	40.8	25 550	100.0
Seeking work/NILF	7 542	64.7	4 115	35.3	11 657	100.0
<b>Total</b>	<b>22 674</b>	<b>60.9</b>	<b>14 533</b>	<b>39.1</b>	<b>37 207</b>	<b>100.0</b>

The survey also found that 9.1 per cent of Year 12 completers were not studying, not working but seeking work, and a further 1.9 per cent were not studying, not working and not seeking work.

This chapter highlights the data captured regarding the Year 12 completers who were not learning and those who were not learning or earning at the time of the survey.



## Not learning

Table 5.3 provides key characteristics of the 14 533 Year 12 graduates who were not in education or training.

**Table 5.3: Year 12 completers not in education or training, by key characteristics, Queensland 2011**

	no.	%
All Year 12 graduates	14 533	39.1
Males	7 154	39.3
Females	7 379	38.8
Indigenous	603	54.8
LBOTE*	498	24.6
International visa	88	19.5
South East Queensland	8 991	35.7
Regional Queensland	5 542	46.2
VET qualification (awarded a Year 12 VET in Schools qualification)	9 798	44.6
SAT	2 098	39.0
QCIA	251	68.6
QCE	10 803	34.9
OP/IBD	6 332	28.2

\* Excludes international visa students.

Table 5.4 shows that more than seven in ten (71.6 per cent) Year 12 graduates who did not enter further education or training were working in either a full-time (27.9 per cent) or part-time (43.7 per cent) capacity. Females were more likely than males to be working part-time (48.9 per cent compared to 38.4 per cent), and less likely than males to be seeking work (19.3 per cent compared to 27.6 per cent).

**Table 5.4: Year 12 completers not in education or training, by sex, Queensland 2011**

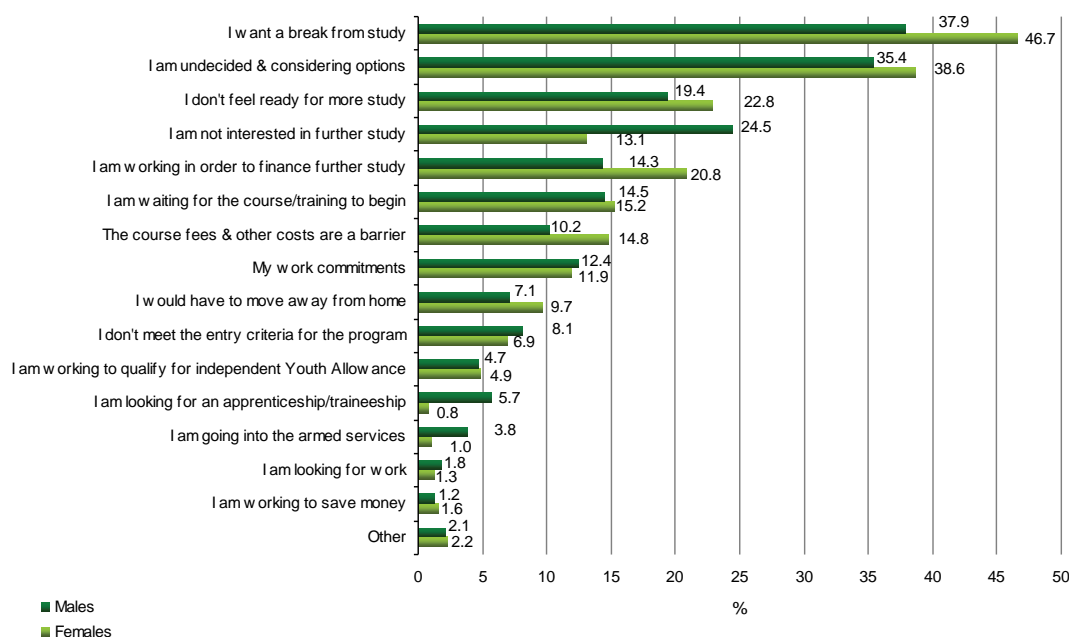
	Males		Females		Total	
	no.	%	no.	%	no.	%
Working full-time	2 065	28.9	1 996	27.0	4 061	27.9
Working part-time	2 748	38.4	3 609	48.9	6 357	43.7
Seeking work	1 974	27.6	1 422	19.3	3 396	23.4
Not studying/not in the labour force	367	5.1	352	4.8	719	4.9
<b>Total</b>	<b>7 154</b>	<b>100.0</b>	<b>7 379</b>	<b>100.0</b>	<b>14 533</b>	<b>100.0</b>

The reasons given by Year 12 completers for not being in study are shown in Figure 5.1. The most common reason for not continuing in study was because they wanted to have a break from study (cited by 37.9 per cent of males and 46.7 per cent of females). The next most common reason given was that they were undecided and considering options (35.4 per cent of males and 38.6 per cent of females).

Among males, the third most common reason cited was no interest in further study (24.5 per cent), while females reported that they did not feel ready for further study (22.8 per cent).



**Figure 5.1: Reasons of Year 12 completers for not studying, by sex, Queensland 2011**



Note: This figure may include multiple responses from each person.

Year 12 graduates were also asked to indicate the single most important reason for not being in study or training, which is shown in Table 5.5. The data in Table 5.5 supports the patterns described above in broad terms.

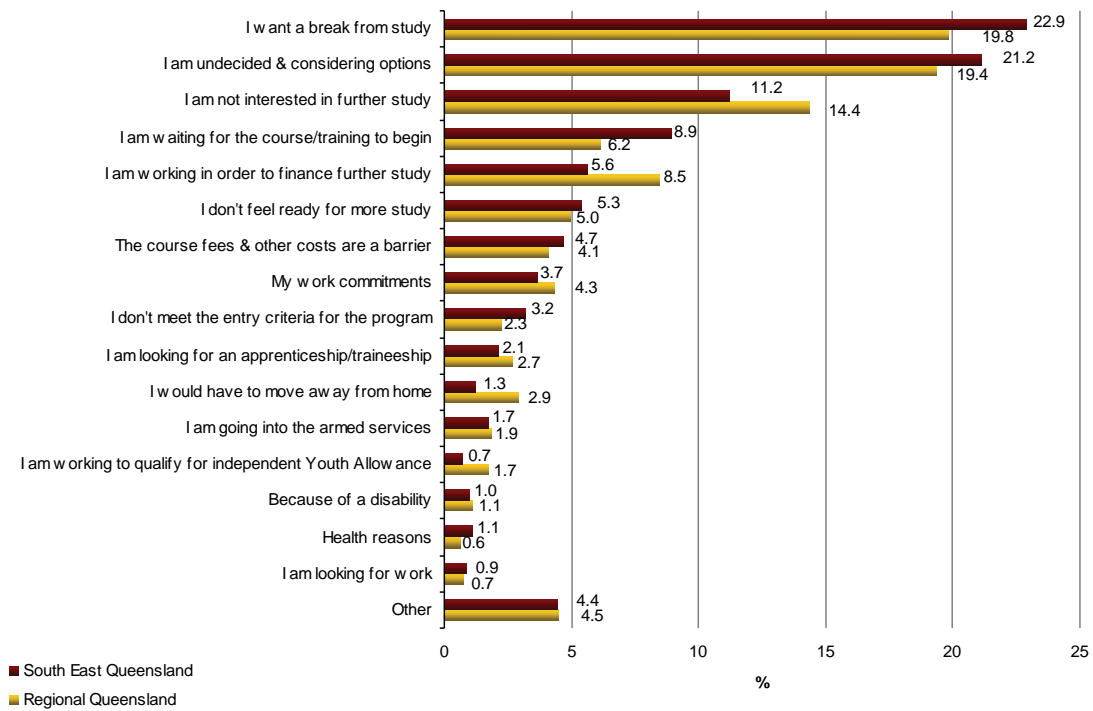
**Table 5.5: Main reason of Year 12 completers for not studying, by sex, Queensland 2011**

	Males	Females	Total
	%	%	%
I want a break from study	19.0	24.5	21.8
I am undecided & considering options	18.9	22.0	20.5
I am not interested in further study	16.5	8.5	12.4
I am waiting for the course/training to begin	7.9	7.9	7.9
I am working in order to finance further study	5.3	8.0	6.7
I don't feel ready for more study	4.8	5.6	5.2
The course fees & other costs are a barrier	3.3	5.5	4.4
My work commitments	4.7	3.2	3.9
I don't meet the entry criteria for the program	2.8	2.8	2.8
I am looking for an apprenticeship/traineeship	4.2	0.5	2.3
I would have to move away from home	1.5	2.3	1.9
I am going into the armed services	2.8	0.8	1.8
I am working to qualify for independent Youth Allowance	1.1	1.1	1.1
Because of a disability	1.3	0.9	1.1
Health reasons	0.9	1.0	0.9
I am looking for work	1.1	0.6	0.8
Other	3.9	5.0	4.5
<b>Total</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>

The main reason given for not continuing with study showed little difference in relation to the geographical location of the Year 12 completers' schools (see Figure 5.2). Year 12 graduates from both South East Queensland and Regional Queensland cited the desire to take a break from study, being undecided and considering options, and not being interested in further studies as the main reasons for not studying.



**Figure 5.2: Main reason of Year 12 completers for not studying, by South East Queensland/Regional Queensland, Queensland 2011**



Note: South East Queensland/Regional Queensland location based on address of school attended in 2010.

## Not earning

The key characteristics of the 11 657 Year 12 graduates who were not earning are presented in Table 5.6.

**Table 5.6: Year 12 completers not earning, by key characteristics, Queensland 2011**

	no.	%
All Year 12 graduates	11 657	31.3
Males	6 176	33.9
Females	5 481	28.8
Indigenous	479	43.5
LBOTE*	1 172	58.0
International visa	285	63.2
South East Queensland	8 096	32.1
Regional Queensland	3 561	29.7
VET qualification (awarded a Year 12 VET in Schools qualification)	6 291	28.6
SAT	845	15.7
QCIA	259	70.8
QCE	9 125	29.5
OP/IBD	7 294	32.5

\* Excludes international visa students.

Table 5.7 reports the main destination of Year 12 completers who were not earning approximately six months after leaving school. The two most common destinations for Year 12 completers not earning were university (45.2 per cent) and seeking work (29.1 per cent).

The differences between male and female Year 12 completers not earning are in keeping with the overall destinations presented in Chapter 2. Table 5.7 shows that



females were more likely than males to commence university study (48.0 per cent compared to 42.7 per cent). Males were more likely than females to be seeking work (32.0 per cent compared to 25.9 per cent).



**Table 5.7: Main destinations of Year 12 completers not earning, by sex, Queensland 2011**

Destination	Males		Females		Total	
	no.	%	no.	%	no.	%
University (degree)	2 639	42.7	2 633	48.0	5 272	45.2
VET Cert IV+	598	9.7	527	9.6	1 125	9.7
VET Cert III	156	2.5	230	4.2	386	3.3
VET Cert I–II/other	442	7.2	317	5.8	759	6.5
Seeking work	1 974	32.0	1 422	25.9	3 396	29.1
Not studying/not in labour force	367	5.9	352	6.4	719	6.2
<b>Total</b>	<b>6 176</b>	<b>100.0</b>	<b>5 481</b>	<b>100.0</b>	<b>11 657</b>	<b>100.0</b>

## Not learning or earning

Of the 4115 Year 12 completers who were not learning or earning, there were two distinct groups of young people — the 3396 young people (9.1 per cent) who were seeking work, and the 719 (1.9 per cent) who were not seeking work.

### Seeking work

Table 5.8 provides key characteristics of the 3396 Year 12 graduates who were not learning, not earning but were seeking work.

QCIA graduates (20.2 per cent) and Indigenous Year 12 graduates (22.8 per cent) were more likely to be not studying and seeking work than the broader population (9.1 per cent).

It should be noted that those Year 12 completers awarded a QCIA have noticeably different destinations than those of the larger group of Year 12 completers due to their impairment or learning difficulty, and therefore direct comparisons should not be made between the two groups.

Also, males were more likely than females to be not learning, not earning but seeking work (10.9 per cent compared to 7.5 per cent).

It should be noted that the proportion of Year 12 graduates who were not studying and seeking work reflects the situation at the time of the survey only.



**Table 5.8: Year 12 completers not learning, not earning but seeking work, by key characteristics, Queensland 2011**

	no.	%
All Year 12 graduates	3 396	9.1
Males	1 974	10.9
Females	1 422	7.5
Indigenous	251	22.8
LBOTE*	181	9.0
International visa	16	3.5
South East Queensland	2 277	9.0
Regional Queensland	1 119	9.3
VET qualification (awarded a Year 12 VET in Schools qualification)	2 386	10.9
SAT	397	7.4
QCIA	74	20.2
QCE	2 105	6.8
OP/IBD	1 042	4.6

\* Excludes international visa students.

### **Not seeking work**

The survey found that 719 Year 12 graduates were not learning, not earning and not seeking work, representing 1.9 per cent of Year 12 graduates overall.

The Year 12 completers in this category were analysed according to key characteristics. Table 5.9 indicates which groups were more or less likely to be not learning, not earning and not seeking work at the time of the survey. A high proportion of QCIA graduates (29.5 per cent) were in this category.

**Table 5.9: Year 12 completers not learning, not earning and not seeking work, by key characteristics, Queensland 2011**

	no.	%
All Year 12 graduates	719	1.9
Males	367	2.0
Females	352	1.9
Indigenous	42	3.8
LBOTE*	59	2.9
International visa	15	3.3
South East Queensland	480	1.9
Regional Queensland	239	2.0
VET qualification (awarded a Year 12 VET in Schools qualification)	378	1.7
SAT	54	1.0
QCIA	108	29.5
QCE	417	1.3
OP/IBD	301	1.3

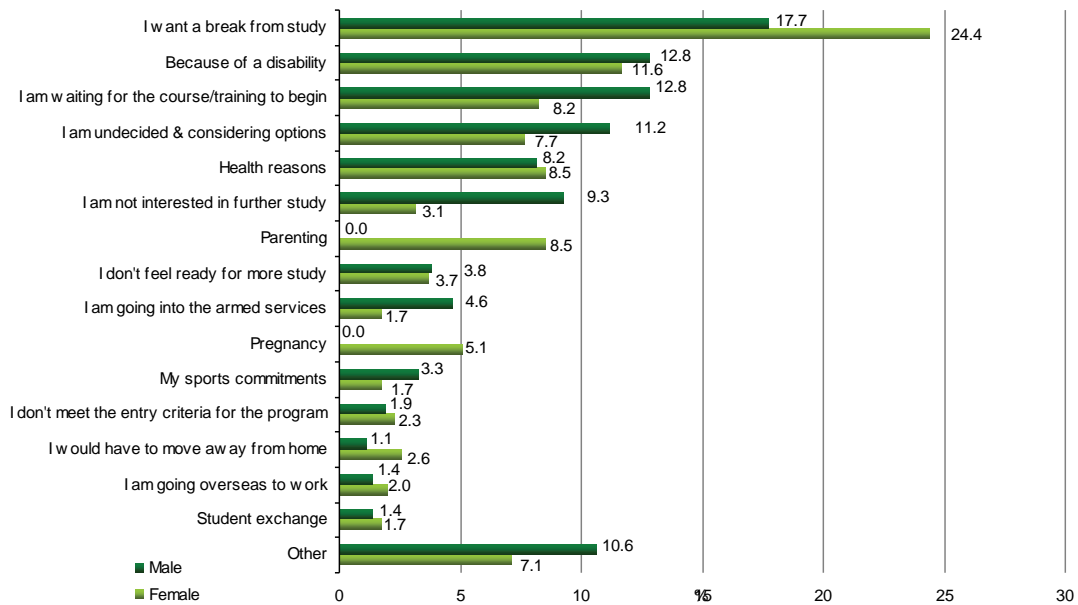
\* Excludes international visa students.

Figure 5.3 shows the main reasons given for not studying by those Year 12 graduates who were not learning, not earning and not seeking work. The most common main reason for females and males was because they wanted to take a break from study (24.4 per cent and 17.7 per cent respectively).

Disability and waiting for the course to begin (both 12.8 per cent) also emerged as common main reasons among males. Among females, disability, family commitments for parenting own child and health reasons were the most common main reasons for not studying (11.6 per cent, 8.5 per cent and 8.5 per cent respectively).



**Figure 5.3: Main reason for not studying of Year 12 completers not learning, not earning and not seeking work, by sex, Queensland 2011**

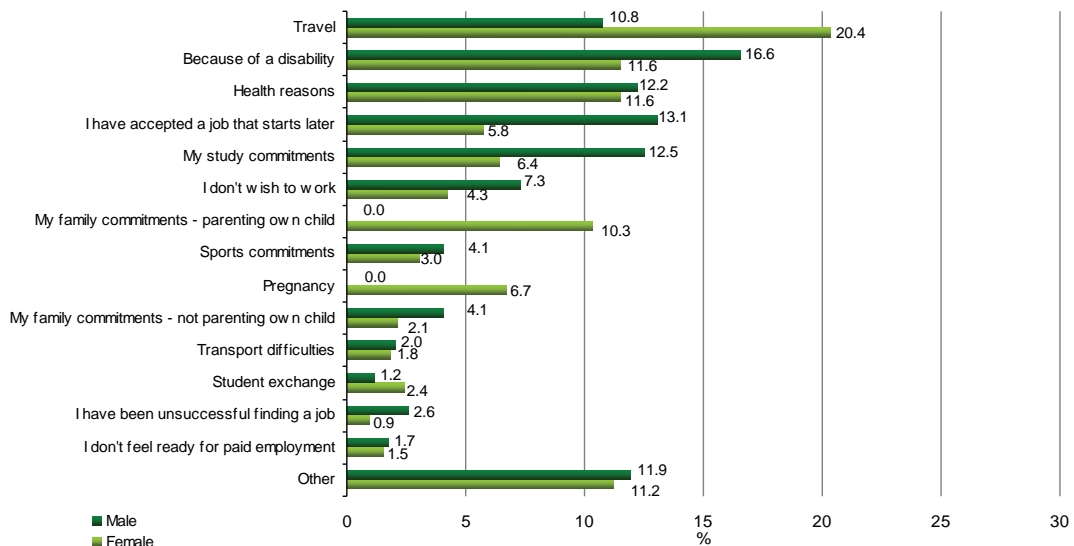


The survey also allowed an examination of the main reasons for not seeking work among this group (as shown in Figure 5.4). Again, sex differences were evident, with travel being the most common reason given by female Year 12 graduates (20.4 per cent), but being only the fifth most common reason given by males (10.8 per cent).

The next most common reasons among female Year 12 graduates were because of a disability and health reasons (both 11.6 per cent).

Males most commonly cited because of a disability (16.6 per cent), followed by accepting a job that starts later (13.1 per cent).

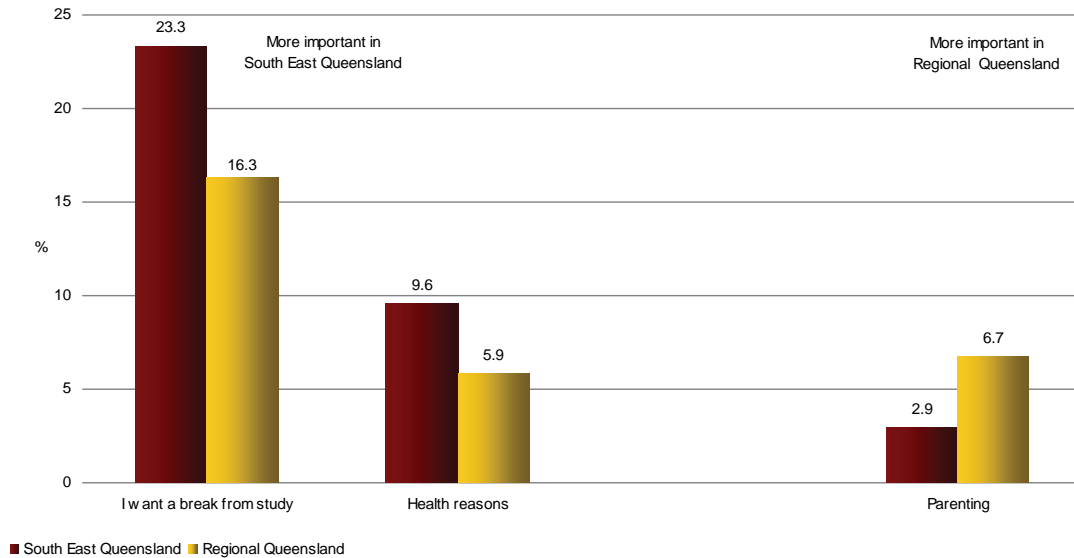
**Figure 5.4: Main reason for not looking for work of Year 12 completers not learning, not earning and not seeking work, by sex, Queensland 2011**





Geographical location did not have a major influence over the main reason given for not studying by Year 12 completers who were not learning, not earning and not seeking work. However, there were some variations as highlighted in Figure 5.5. Year 12 completers from South East Queensland who were not learning, not earning and not seeking work were more likely to cite wanting a break from study or health reasons, while those from Regional Queensland were more likely to cite parenting commitments for their own children.

**Figure 5.5: Main reason for not studying of Year 12 completers not learning, not earning and not seeking work, by South East Queensland/Regional Queensland, Queensland 2011**

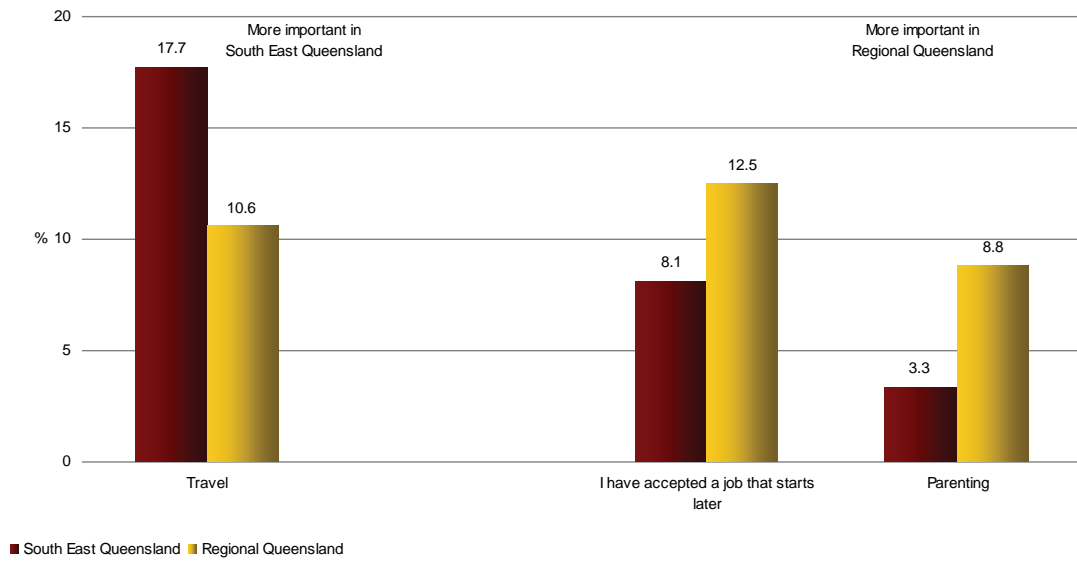


Note: South East Queensland/Regional Queensland location based on address of school attended in 2010.

The main reasons given by Year 12 completers for not looking for work also do not show significant variation based on geographical location. Figure 5.6 highlights main reasons that do show variation. Travel was more common for Year 12 completers in South East Queensland, while parenting commitments was more commonly given by Year 12 completers from Regional Queensland.



**Figure 5.6: Main reason for not looking for work of Year 12 completers not learning, not earning and not seeking work, by South East Queensland/Regional Queensland, Queensland 2011**



Note: South East Queensland/Regional Queensland location based on address of school attended in 2010.



## Chapter 6

# Regional differences in post-school destinations

This chapter outlines regional differences in the main destinations of Year 12 graduates and provides a comparison of South East Queensland and Regional Queensland, followed by an analysis of MCEECDYA zones and ABS Statistical Divisions.

### South East Queensland/Regional Queensland differences

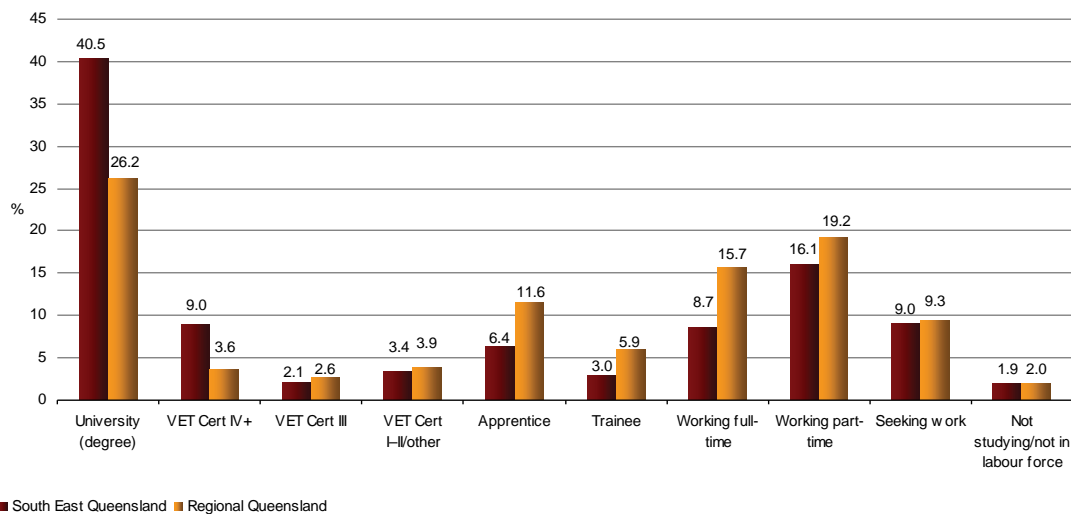
The South East Queensland area is defined as schools in the Statistical Divisions of Brisbane, Gold Coast, Sunshine Coast and West Moreton, while Regional Queensland encompasses the remainder of the state. See Appendix 2: Figure A2B for a further explanation of the regional areas.

Figure 6.1 compares the main destinations of Year 12 graduates from South East Queensland with those from Regional Queensland. The rate of transition to further education and training was higher in South East Queensland (64.3 per cent) than in Regional Queensland (53.8 per cent). In particular, transition to university and VET Certificate IV+ was higher in South East Queensland (49.4 per cent compared to 29.8 per cent), while transition to apprenticeships and traineeships was higher in Regional Queensland (17.5 per cent) than in South East Queensland (9.3 per cent).

Year 12 graduates from Regional Queensland were more likely to have a main destination of full-time employment (15.7 per cent compared to 8.7 per cent). They were also more likely to have a main destination of part-time employment (19.2 per cent compared to 16.1 per cent).

Non-participation in the labour force or study was similar for both South East Queensland and Regional Queensland Year 12 graduates (1.9 per cent and 2.0 per cent respectively).

**Figure 6.1: Main destinations of Year 12 completers, by South East Queensland/Regional Queensland, Queensland 2011**



Note: South East Queensland/Regional Queensland location based on address of school attended in 2010.

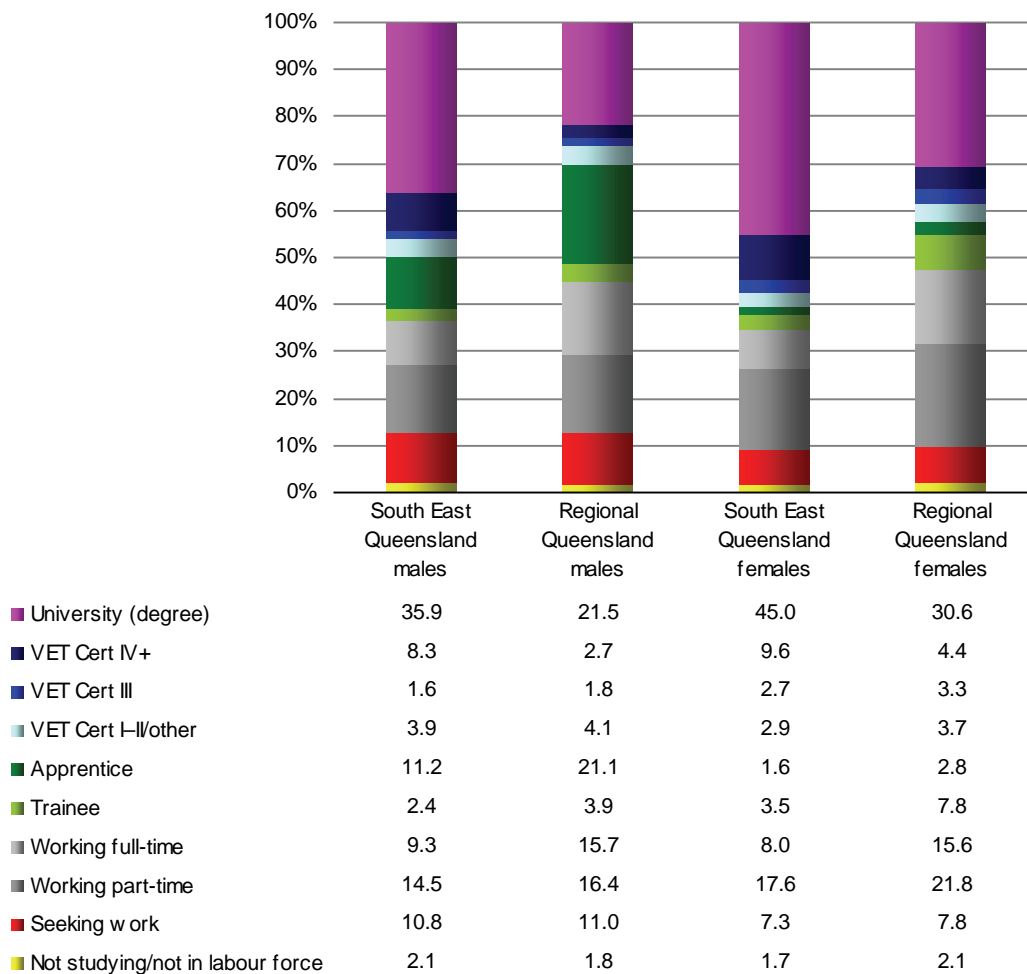


Figure 6.2 compares the main destinations of Year 12 graduates from South East Queensland and those from Regional Queensland by sex. These results show that the patterns that were evident overall were also present for males and females. For example, rates of transition to university and VET Certificate IV+ were higher for both South East Queensland males and South East Queensland females than their peers from Regional Queensland (44.2 per cent compared to 24.3 per cent for males, and 54.6 per cent compared to 35.0 per cent for females).

However, the data do reveal that the regional difference in transition to apprenticeships was almost entirely attributable to males (21.1 per cent for those from Regional Queensland compared to 11.2 per cent for South East Queensland), while female transitions to apprenticeships were similar across these regions (2.8 per cent and 1.6 per cent respectively).

The transition to the workforce was more common in Regional Queensland for both females and males. Almost four in ten (37.4 per cent) females and more than three in ten (32.1 per cent) males from Regional Queensland were in the workforce, compared to one in four (25.6 per cent) females and one in four (23.8 per cent) males from South East Queensland.

**Figure 6.2: Main destinations of Year 12 completers, by South East Queensland/Regional Queensland, by sex, Queensland 2011**



Note: South East Queensland/Regional Queensland location based on address of school attended in 2010.



## MCEECDYA zone differences

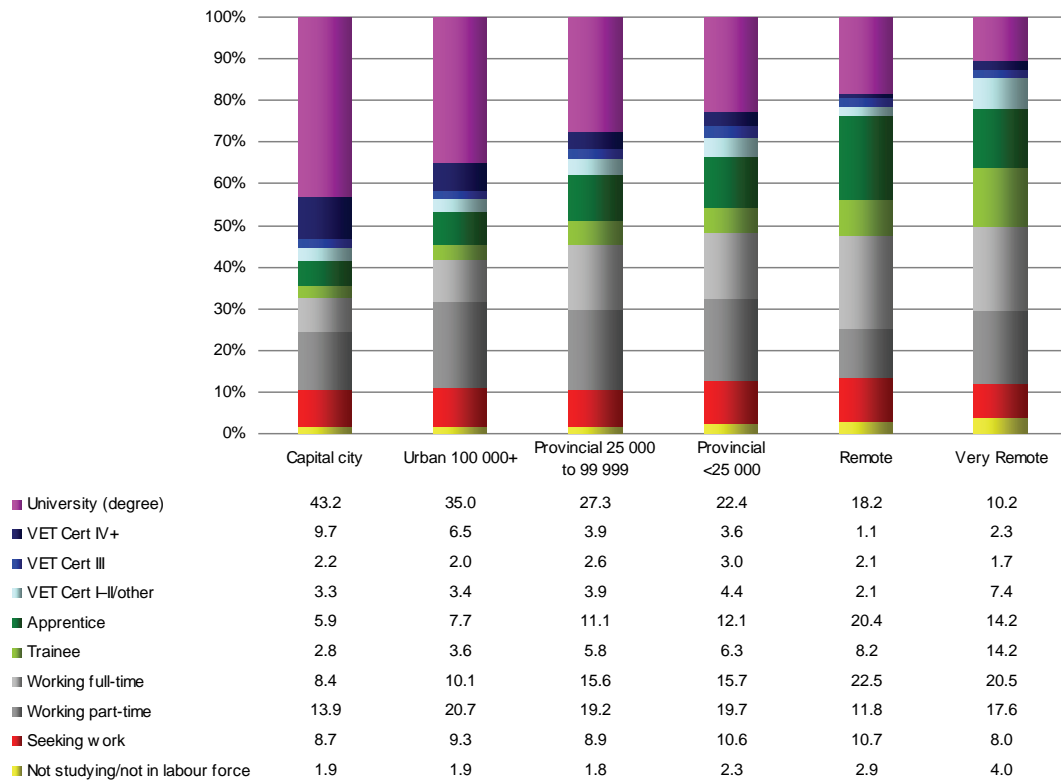
The main destinations of Year 12 graduates were also analysed by the MCEECDYA geographical locations. Students are allocated on the basis of the school they attended to categories based on remoteness and population of the location.

Using this analysis, Figure 6.3 shows that transitions to university and campus-based VET are less likely as locations are less urbanised (i.e. smaller in population and more remote). That is, students from the capital city of Brisbane were more likely than those in remote areas to enter university and campus-based VET.

By way of contrast, the rates of transition to apprenticeships and traineeships tend to become higher as the environment becomes less urbanised, with students from remote areas having the highest rates of transition to these destinations.

The proportion of Year 12 graduates who were seeking work or who were not studying and not in the labour force was highest in the provincial (<25 000) and remote areas.

**Figure 6.3: Main destinations of Year 12 completers, by MCEECDYA geographical location, Queensland 2011**



Note: MCEECDYA geographical locations are based on address of school attended in 2010.

## ABS Statistical Divisions

Analysis was also conducted at the Statistical Division level, based on the Australian Bureau of Statistics' Australian Standard Geographical Classification (2009), with some of the smaller Statistical Divisions combined. The boundaries for these divisions in South East Queensland and Regional Queensland are shown in Figures A2A and A2B in Appendix 2. Table 6.1 details the main destinations of Year 12 graduates in each region, and Figure 6.4 shows the data graphically.





Regional patterns were evident across Queensland. The transition to university degree study was strongest in Brisbane and Gold Coast (43.0 per cent and 36.8 per cent respectively), and lowest in Wide Bay-Burnett and Fitzroy–Central West (23.2 per cent and 23.4 per cent respectively). The three regions with the highest rates of transfer to campus-based VET were the two South East Queensland regions of Brisbane and Gold Coast, as well as Wide Bay-Burnett. However, these same regions had among the lowest rates of transfer to employment-based training in apprenticeships and traineeships. Rates of entry to apprenticeships and traineeships were highest in the regions of Mackay (27.0 per cent) and Fitzroy–Central West (22.8 per cent).

The overall rate of entry to post-school education and training ranged from 49.4 per cent in Wide Bay-Burnett to 67.3 per cent in Brisbane. Transition to full-time work with no further education or training was highest in Darling Downs–South West (19.8 per cent), and lowest in Brisbane and Gold Coast (8.3 per cent for both). The proportion of Year 12 completers entering part-time work ranged from 13.9 per cent in Brisbane to 24.6 per cent for the Sunshine Coast, while the proportion seeking work varied from 7.0 per cent in Mackay, to 13.2 per cent in Wide Bay-Burnett.

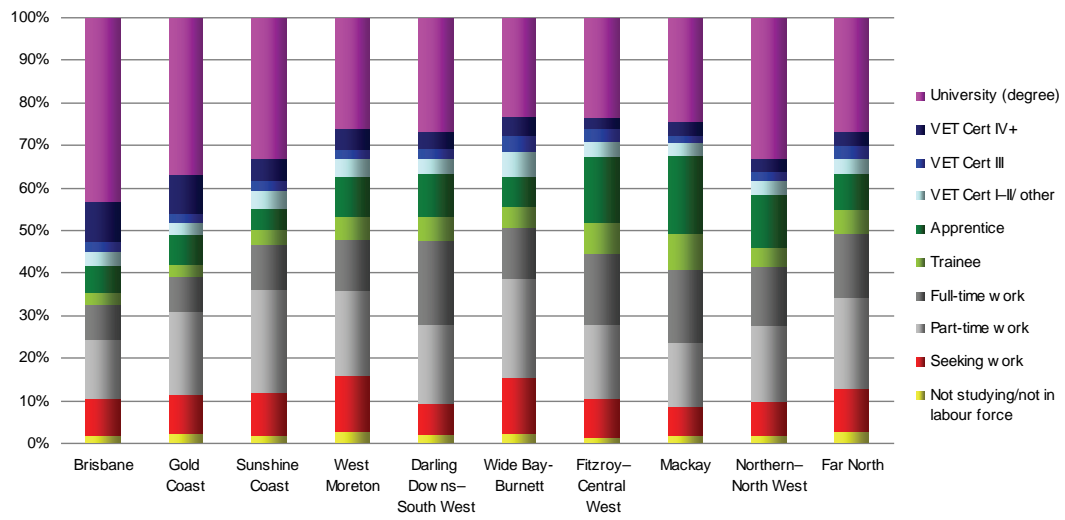
**Table 6.1: Main destinations of Year 12 completers, by ABS Statistical Divisions, Queensland 2011**

		University (degree)	VET Cert IV+	VET Cert III	VET Cert I–II/other	Apprentice	Trainee	Full- time work	Part- time work	Seeking work	Not in Study/ NILF	Total
Brisbane	<i>no.</i>	7 726	1 727	389	597	1 144	499	1 497	2 507	1 560	331	17 977
	%	43.0	9.6	2.2	3.3	6.4	2.8	8.3	13.9	8.7	1.8	100.0
Gold Coast	<i>no.</i>	1 398	349	76	117	257	116	314	733	356	82	3 798
	%	36.8	9.2	2.0	3.1	6.8	3.1	8.3	19.3	9.4	2.2	100.0
Sunshine Coast	<i>no.</i>	890	146	62	112	135	101	282	668	268	48	2 712
	%	32.8	5.4	2.3	4.1	5.0	3.7	10.4	24.6	9.9	1.8	100.0
West Moreton	<i>no.</i>	186	36	13	32	67	37	89	144	93	19	716
	%	26.0	5.0	1.8	4.5	9.4	5.2	12.4	20.1	13.0	2.7	100.0
Darling Downs– South West	<i>no.</i>	631	90	53	86	241	130	466	438	170	50	2 355
	%	26.8	3.8	2.3	3.7	10.2	5.5	19.8	18.6	7.2	2.1	100.0
Wide Bay- Burnett	<i>no.</i>	517	103	80	126	165	109	262	520	294	53	2 229
	%	23.2	4.6	3.6	5.7	7.4	4.9	11.8	23.3	13.2	2.4	100.0
Fitzroy– Central West	<i>no.</i>	477	52	62	75	316	150	339	360	183	28	2 042
	%	23.4	2.5	3.0	3.7	15.5	7.3	16.6	17.6	9.0	1.4	100.0
Mackay	<i>no.</i>	324	43	24	40	243	117	228	200	94	22	1 335
	%	24.3	3.2	1.8	3.0	18.2	8.8	17.1	15.0	7.0	1.6	100.0
Northern– North West	<i>no.</i>	666	74	38	65	253	97	279	359	170	35	2 036
	%	32.7	3.6	1.9	3.2	12.4	4.8	13.7	17.6	8.3	1.7	100.0
Far North	<i>no.</i>	534	69	54	76	171	111	305	428	208	51	2 007
	%	26.6	3.4	2.7	3.8	8.5	5.5	15.2	21.3	10.4	2.5	100.0
<b>Total</b>	<i>no.</i>	<b>13 349</b>	<b>2 689</b>	<b>851</b>	<b>1 326</b>	<b>2 992</b>	<b>1 467</b>	<b>4 061</b>	<b>6 357</b>	<b>3 396</b>	<b>719</b>	<b>37 207</b>
	%	<b>35.9</b>	<b>7.2</b>	<b>2.3</b>	<b>3.6</b>	<b>8.0</b>	<b>3.9</b>	<b>10.9</b>	<b>17.1</b>	<b>9.1</b>	<b>1.9</b>	<b>100.0</b>

Note: Region based on address of school attended in 2010.



**Figure 6.4: Main destinations of Year 12 completers, by Statistical Divisions, Queensland 2011**



Note: Region based on address of school attended in 2010.

# Chapter 7

## Main destinations of Year 12 completers by subgroups



This chapter examines the main destinations of Year 12 completers according to Year 12 status, Year 12 strand (VET and non-VET); OP/IBD awarded and VET qualification, Indigenous status, language background and international visa status, socioeconomic status and age group.

It should be noted that the decisions made by Year 12 completers while still at school will heavily impact on their options and interests for post-school destinations. For example, those who undertook a VET qualification or participated in a SAT may have done so with the intention of making a transition to a trade or employment pathway after completing Year 12, while those who decide to undertake an OP or an IBD stream would be more inclined to pursue an academic pathway.

This point should be kept in mind when interpreting the findings within this chapter.

An examination of main destinations by sex and by geographic location is provided in the earlier chapters.

### Year 12 status

Table 7.1 reports the main destinations of Year 12 graduates according to the certificate achieved in Year 12.

**Table 7.1: Main destinations of Year 12 completers, by Year 12 status, Queensland 2011**

Destination		QCIA		QCE		OP/IBD awarded	
		no.	%	No	Yes	No	Yes
University (degree)	no.	3		401	12 948	609	12 740
	%	0.8		6.4	41.8	4.1	56.8
VET Cert IV+	no.	3		503	2 186	1 263	1 426
	%	0.8		8.0	7.1	8.6	6.4
VET Cert III	no.	7		237	614	608	243
	%	1.9		3.8	2.0	4.1	1.1
VET Cert I–II/other	no.	84		479	847	764	562
	%	23.0		7.7	2.7	5.2	2.5
Apprentice	no.	9		615	2 377	2 501	491
	%	2.5		9.8	7.7	16.9	2.2
Trainee	no.	9		296	1 171	818	649
	%	2.5		4.7	3.8	5.5	2.9
<b>Total VET</b>	<b>no.</b>	<b>112</b>		<b>2 130</b>	<b>7 195</b>	<b>5 954</b>	<b>3 371</b>
	<b>%</b>	<b>30.6</b>		<b>34.0</b>	<b>23.3</b>	<b>40.3</b>	<b>15.0</b>
Working full-time	no.	14		770	3 291	2 081	1 980
	%	3.8		12.3	10.6	14.1	8.8
Working part-time	no.	55		1 367	4 990	3 348	3 009
	%	15.0		21.8	16.1	22.7	13.4
Seeking work	no.	74		1 291	2 105	2 354	1 042
	%	20.2		20.6	6.8	15.9	4.6
Not studying/not in labour force	no.	108		302	417	418	301
	%	29.5		4.8	1.3	2.8	1.3
<b>Total</b>	<b>no.</b>	<b>366</b>		<b>6 261</b>	<b>30 946</b>	<b>14 764</b>	<b>22 443</b>
	<b>%</b>	<b>100.0</b>		<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>



### **Overall Position/International Baccalaureate Diploma**

Over six in ten (60.3 per cent) respondents to the survey received an OP or were awarded an IBD. Of these:

- one in one hundred received an IBD (0.9 per cent)
- university degree study accounted for over half (56.8 per cent)
- VET Certificate IV+ level courses were more common (6.4 per cent) than VET Certificate I–II/other and VET Certificate III level courses (2.5 per cent and 1.1 per cent respectively)
- one in twenty entered employment-based training (5.1 per cent)
- those who elected to join the workforce without further study were more likely to be in part-time employment (13.4 per cent) than full-time employment (8.8 per cent).

The survey showed that transition into the workforce was a common pathway for those not awarded an OP or an IBD. This group was more likely to enter:

- employment-based training than to enrol in campus-based VET courses (22.5 per cent compared to 17.8 per cent)
- full-time or part-time work (14.1 per cent and 22.7 per cent respectively).

### **Queensland Certificate of Education**

Figure 7.1 compares the main destinations of Year 12 completers who received, or did not receive, a QCE.

Over eight in ten (83.2 per cent) respondents to the survey received a QCE; this is an increase from 80.5 per cent in 2010. Of these:

- almost two-thirds (65.1 per cent) made a transition into further education and training
- four in ten (41.8 per cent) entered university
- 11.8 per cent entered campus-based VET
- 11.5 per cent entered employment-based training (apprenticeship or traineeship)
- those who were working and not in education or training were more likely to be working in part-time jobs (16.1 per cent) than in full-time jobs (10.6 per cent).

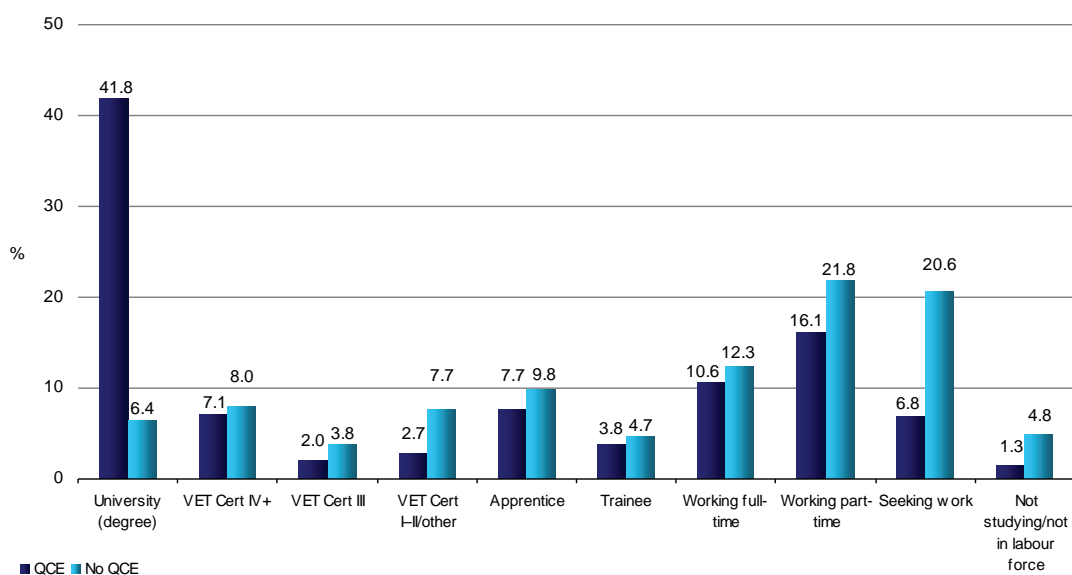
Of the respondents to the survey who were not awarded a QCE (16.8 per cent), over four in ten made a transition to further education and training (40.4 per cent). This included:

- 6.4 per cent entered a university degree
- 8.0 per cent entered a VET Certificate IV+
- 14.6 per cent entered employment-based training (apprenticeships or traineeships).

This group were more likely to work part-time than those who were awarded a QCE (21.8 per cent compared to 16.1 per cent). They were also three times more likely to be seeking work (20.6 per cent compared to 6.8 per cent).



**Figure 7.1: Main destinations of Year 12 completers, by QCE/no QCE, Queensland 2011**



### **Queensland Certificate of Individual Achievement**

The QCIA is intended for students with impairment or difficulties in learning that are not primarily due to socioeconomic, cultural or linguistic factors.

It should be noted that these young people will have noticeably different destinations to those of the larger group of Year 12 completers due to their impairment or learning difficulty, and therefore comparisons should not be made between the two groups.

Of the Year 12 completers receiving a QCIA (only 1.0 per cent of all Year 12 completers):

- almost one-quarter (23.0 per cent) made a transition to VET Certificate I–II and other courses
- almost three in ten (29.5 per cent) were neither studying nor in the labour force
- 20.2 per cent were seeking work
- those who were working and not in education or training were more than three times as likely to be working in part-time jobs (15.0 per cent) as full-time jobs (3.8 per cent).

### **OP/IBD by main destination 2007–2011**

Figure 7.2 shows a five-year time series of the main destinations of Year 12 completers who received an OP or who were awarded an IBD, from 2007 to 2011.

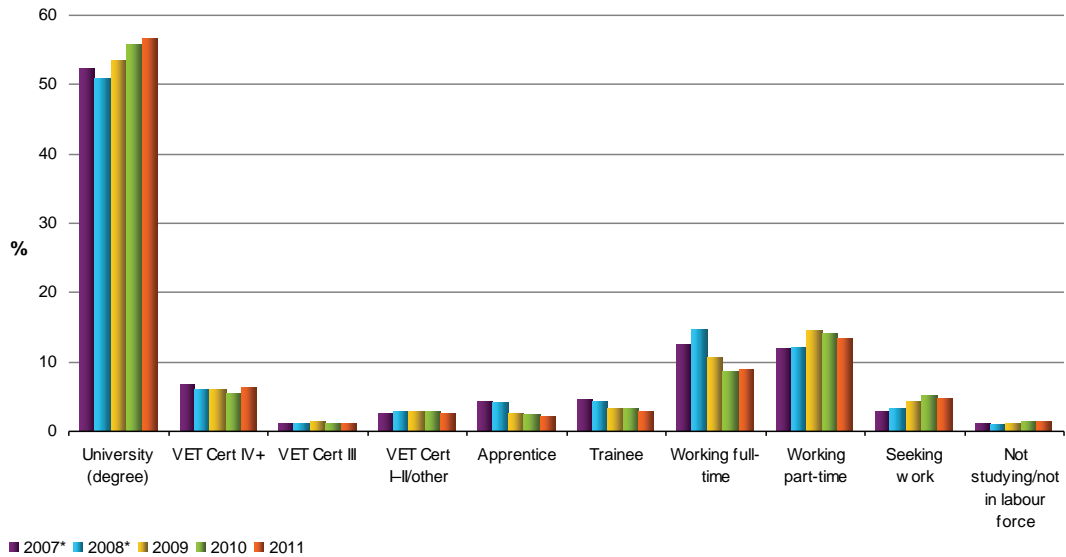
A comparison of the 2011 results with those from previous years reveals that the main destinations of Year 12 completers who received an OP or were awarded an IBD were similar over the five years, particularly with VET pathways. However, there are some trends worth noting.

Of the Year 12 completers awarded who received an OP or were awarded an IBD, there is a trend apparent with the proportions that have entered university, showing an increase from 50.8 per cent in 2008 to 56.8 per cent in 2011. While the proportions undertaking full-time work remained steady in 2011, a trend is apparent, showing a decrease from 14.7 per cent in 2008 to 8.8 per cent in 2011.



Six months after leaving school, Year 12 completers from 2010 who received an OP or were awarded an IBD were less likely to commence an apprenticeship or a traineeship than in any of the previous years.

**Figure 7.2: Main destinations of OP/IBD Year 12 completers, Queensland 2007–2011**



\* Does not include Year 12 completers who were awarded an IBD.

## Year 12 strand (VET and non-VET)

Table 7.2 compares the outcomes of Year 12 graduates who graduated with a VET qualification and those who did not (VET and non-VET). It also includes a comparison of those who undertook a school-based apprenticeship or traineeship, in which part-time study was combined with part-time paid employment.

Figure 7.3 compares the main destinations of Year 12 VET and non-VET graduates.

More than half of the Year 12 completers graduated with a VET qualification (59.1 per cent), an increase from 54.3 per cent in 2010. More than one in seven Year 12 graduates (14.4 per cent) undertook a school-based apprenticeship or traineeship.

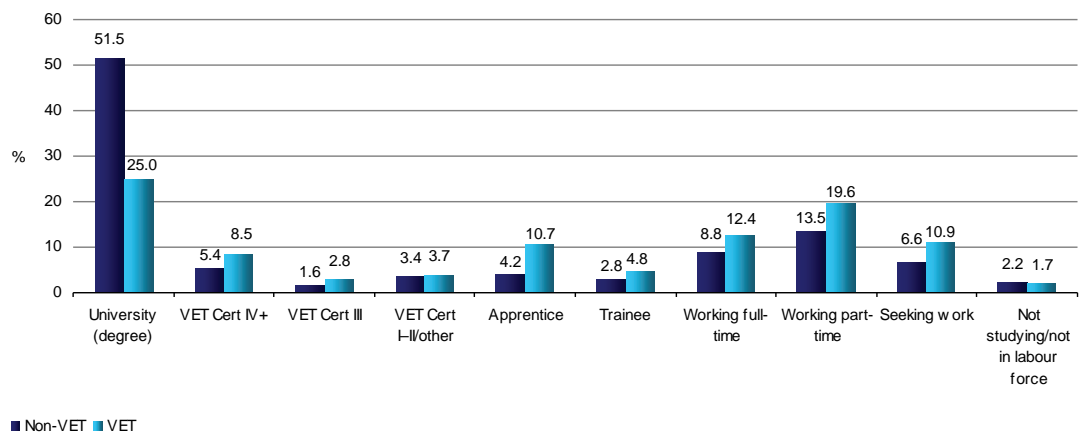
- Year 12 graduates with a VET qualification were less likely to enrol in a university degree than those without a VET qualification (25.0 per cent compared to 51.5 per cent) and were more likely to enter campus-based VET (14.9 per cent compared to 10.4 per cent).
- Graduates with a VET qualification had higher rates of transition to employment-based training (15.5 per cent compared to 7.0 per cent) and were also more likely to enter paid employment with no further education or training (32.0 per cent compared to 22.2 per cent of the non-VET cohort).
- School-based apprentices and trainees were four times more likely to undertake apprenticeships and traineeships after leaving school than other Year 12 graduates (36.6 per cent compared to 7.8 per cent).
- School-based apprentices and trainees were also more likely to be working full-time (14.1 per cent compared to 10.4 per cent) and less likely to be seeking work and not studying and not in the labour force than other Year 12 graduates (8.4 per cent compared to 11.5 per cent).



**Table 7.2: Main destinations of Year 12 completers, by Year 12 strand (VET and non-VET) and SATs, Queensland 2011**

Destination		VET qualification		School-based apprentice or trainee (SAT)	
		No	Yes	No	Yes
University (degree)	<i>no.</i>	7 849	5 500	12 639	710
	%	51.5	25.0	39.7	13.2
VET Cert IV+	<i>no.</i>	822	1 867	2 344	345
	%	5.4	8.5	7.4	6.4
VET Cert III	<i>no.</i>	239	612	702	149
	%	1.6	2.8	2.2	2.8
VET Cert I-II/other	<i>no.</i>	522	804	1 220	106
	%	3.4	3.7	3.8	2.0
Apprentice	<i>no.</i>	641	2 351	1 471	1 521
	%	4.2	10.7	4.6	28.3
Trainee	<i>no.</i>	419	1 048	1 020	447
	%	2.8	4.8	3.2	8.3
<b>Total VET</b>	<b><i>no.</i></b>	<b>2 643</b>	<b>6 682</b>	<b>6 757</b>	<b>2 568</b>
	<b>%</b>	<b>17.4</b>	<b>30.4</b>	<b>21.2</b>	<b>47.8</b>
Working full-time	<i>no.</i>	1 334	2 727	3 303	758
	%	8.8	12.4	10.4	14.1
Working part-time	<i>no.</i>	2 050	4 307	5 468	889
	%	13.5	19.6	17.2	16.5
Seeking work	<i>no.</i>	1 010	2 386	2 999	397
	%	6.6	10.9	9.4	7.4
Not studying/not in labour force	<i>no.</i>	341	378	665	54
	%	2.2	1.7	2.1	1.0
<b>Total</b>	<b><i>no.</i></b>	<b>15 227</b>	<b>21 980</b>	<b>31 831</b>	<b>5 376</b>
	<b>%</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>

**Figure 7.3: Main destinations of Year 12 completers, by Year 12 strand (VET and non-VET), Queensland 2011**





## VET by main destination 2007–2011

Figure 7.4 shows a five-year time series of the main destinations of Year 12 completers who were awarded a VET qualification, from 2007 to 2011.

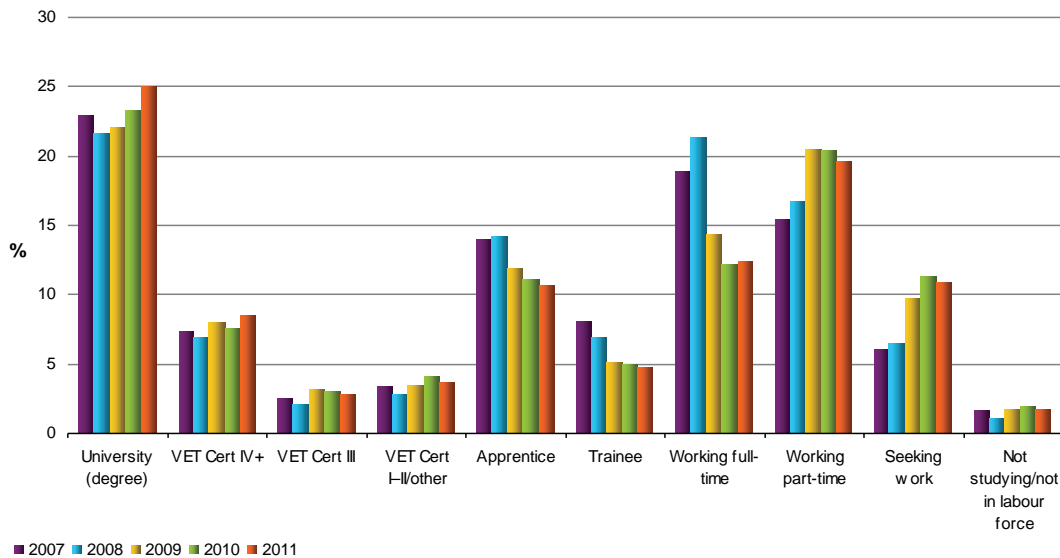
A comparison of the 2011 results with those from previous years reveals that the main destinations of Year 12 completers awarded a VET qualification were similar over the five years. However, there are some trends worth noting.

The proportion of Year 12 completers awarded a VET qualification entering university has increased over the last four years, from 21.6 per cent in 2008 to 25.0 per cent in 2011, showing an upward trend. Conversely, a downward trend is apparent in the proportion of Year 12 completers awarded a VET qualification undertaking an apprenticeship, showing a decrease from 14.0 per cent in 2007 to 10.7 per cent in 2011.

Six months after leaving school, Year 12 completers from 2010 who were awarded a VET qualification were less likely to commence a traineeship and more likely to enrol in a VET Certificate IV+ program than in any of the previous years.

Although these Year 12 completers were awarded a VET qualification, almost one-third (32.2 per cent) continued to be either working part-time, seeking work or not studying and not in the labour force.

**Figure 7.4: Main destinations of VET Year 12 completers, Queensland 2007–2011**



## SAT by main destination 2007–2011

Figure 7.5 shows a five-year time series of the main destinations of Year 12 completers who participated in a SAT, from 2007 to 2011.

A comparison of the 2011 results with those from previous years reveals that the main destinations of Year 12 completers who participated in a SAT were similar over the five years.

Six months after leaving school, Year 12 completers from 2010 who participated in a SAT were less likely to commence an apprenticeship and more likely to be undertaking full-time work than their counterparts from 2009. The 2010 Year 12 completers were also more likely to undertake a VET Certificate III than in any of the previous years.

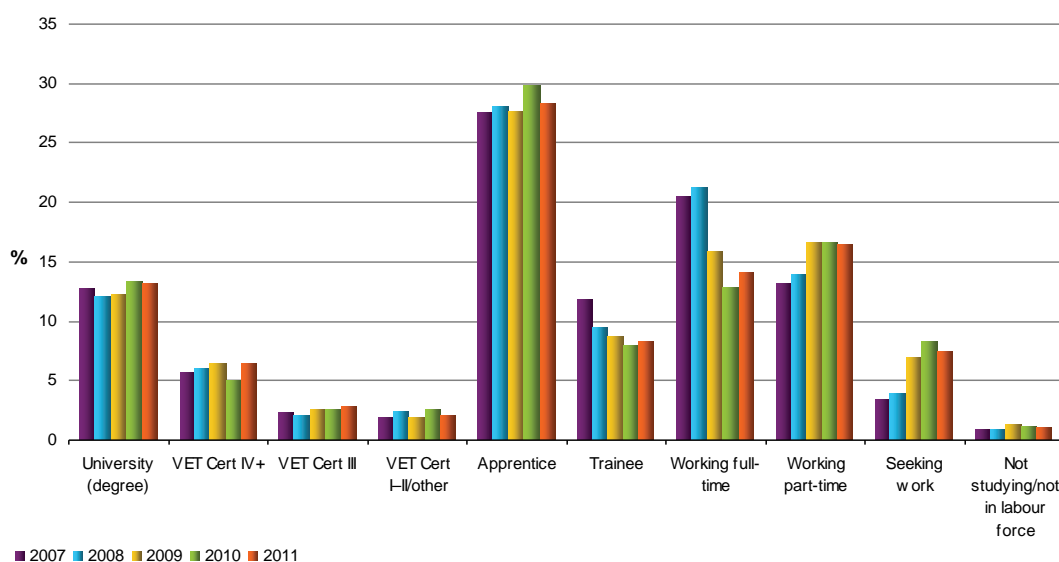




Although these Year 12 completers participated in SAT, one-quarter (24.9 per cent) continued to be either working part-time, seeking work or not studying and not in the labour force. Over one in eight (13.2 per cent) continued on a university degree pathway.

Figure 7.5 shows that, despite a decrease in 2011, those Year 12 completers who participated in a SAT maintain a high rate of transition to apprenticeships after completing Year 12.

**Figure 7.5: Main destinations of SAT Year 12 completers, Queensland 2007–2011**



## OP/IBD awarded and VET qualification

Figure 7.6 shows destinations according to whether an OP/IBD or a VET qualification was received. The first two columns compare the destinations of OP/IBD students with and without VET qualifications.

As expected, university degree study was the main destination of OP/IBD graduates, with OP/IBD and non-VET graduates more likely to enter university than OP/IBD and VET graduates (62.3 per cent compared to 50.0 per cent).

OP/IBD and VET graduates balanced lower university entry rates with higher transition to apprenticeships and traineeships (6.4 per cent compared to 4.0 per cent), while the rate of transfer to campus-based VET was higher for those with a VET qualification (11.9 per cent compared to 8.3 per cent).

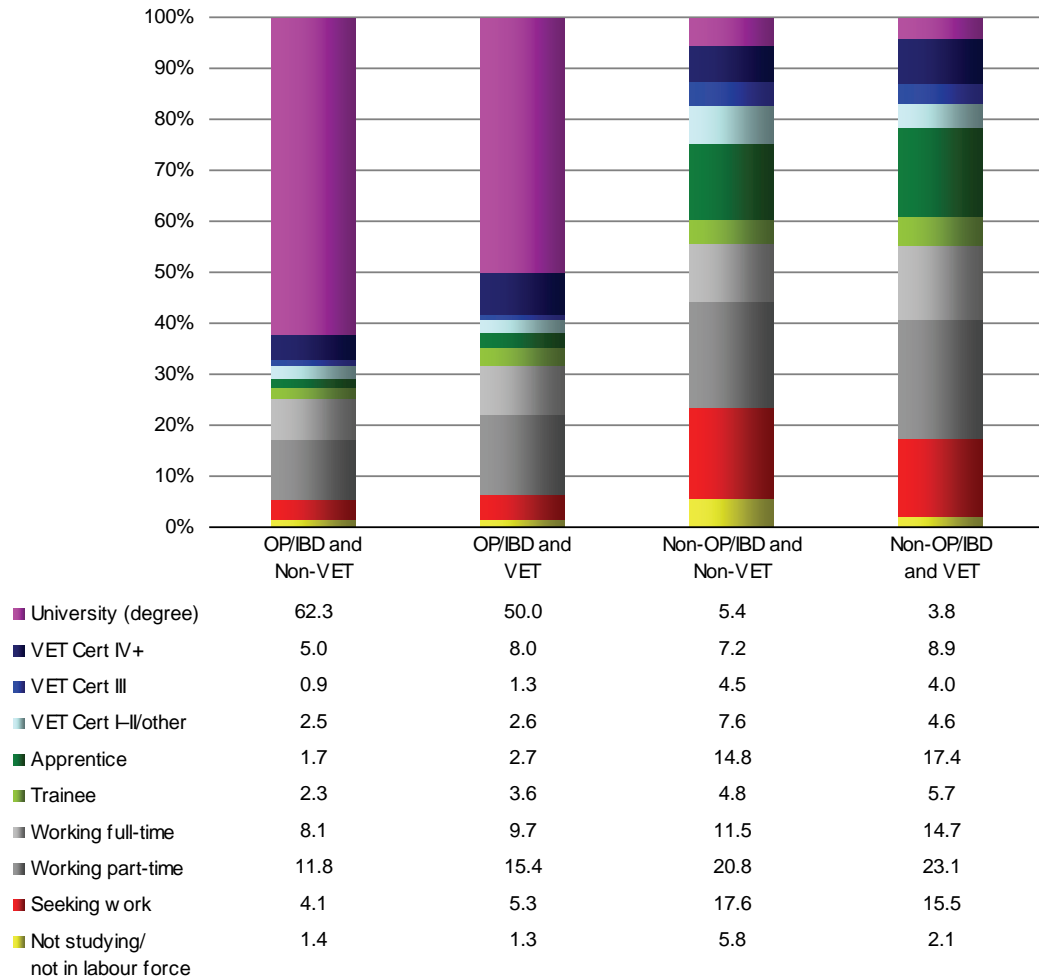
Marked differences were evident in the destinations of OP/IBD graduates and non-OP/IBD graduates. The most apparent differences between these two groups were:

- the large proportion of non-OP/IBD graduates entering employment and employment-based training
- among non-OP/IBD graduates, high rates of transfer to apprenticeships, especially for those with a VET qualification (17.4 per cent) compared to non-VET graduates (14.8 per cent)
- higher rates of transfer to traineeships and campus-based VET for non-OP/IBD graduates, although overall this group was less likely than OP/IBD graduates to enter post-school education or training
- higher likelihood of non-OP/IBD graduates entering the workforce without further education or training, or to be seeking work. This was particularly



evident for non-OP/IBD and non-VET graduates, of whom 17.6 per cent were not studying and seeking work, which is nearly twice the overall proportion of 9.1 per cent.

**Figure 7.6: Main destinations of Year 12 completers, by OP/IBD awarded and VET qualification, Queensland 2011**



## Indigenous status

Of the respondents to the survey, 1101 Year 12 graduates were identified as Aboriginal or Torres Strait Islander, which made up 3.0 per cent of the total respondents. Table 7.3 and Figure 7.7 compare the destinations of Indigenous and non-Indigenous Year 12 graduates.

Care should be taken when comparing these findings with those from previous years due to the variation in Indigenous response rates (71.6 per cent in 2007, 64.2 per cent in 2008, 61.5 per cent in 2009, 60.4 per cent in 2010 and 60.3 per cent in 2011).

Indigenous Year 12 completers were less likely than their non-Indigenous peers to enrol in a university degree (12.9 per cent compared to 36.6 per cent). Conversely, Indigenous Year 12 graduates were more likely to be enrolled in campus-based VET study (15.6 per cent) than their non-Indigenous counterparts (13.0 per cent). However, these Indigenous Year 12 graduates were more likely to enrol in VET Certificate III and Certificate I-II courses and less likely to enrol in VET Certificate IV+ courses than non-Indigenous Year 12 graduates. Indigenous Year 12 graduates were more likely to be undertaking a traineeship (8.9 per cent compared to 3.8 per



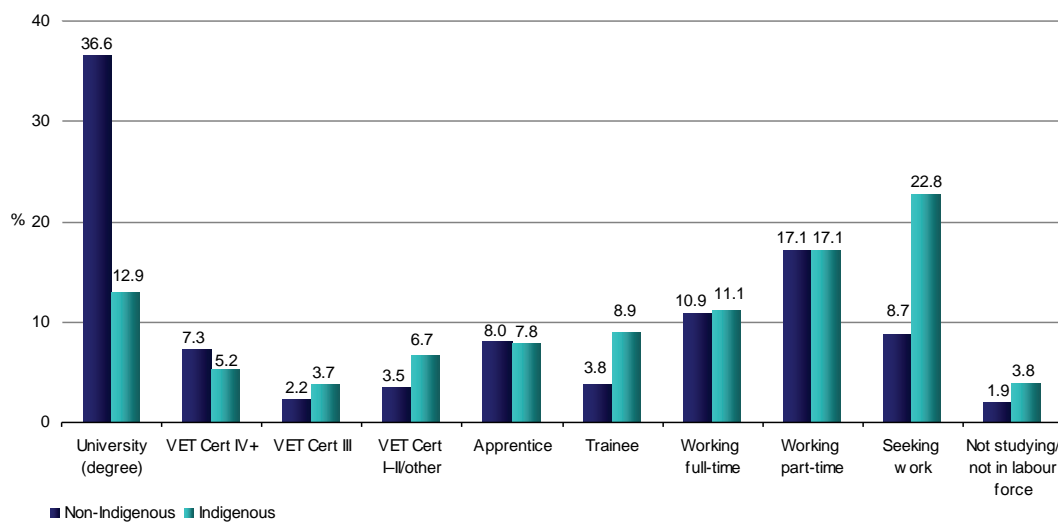
cent) and equally likely to be in an apprenticeship (7.8 per cent compared to 8.0 per cent).

Indigenous Year 12 graduates had a similar rate of transition to employment with no further education or training. Indigenous Year 12 graduates were more than twice as likely to be not studying and seeking work as non-Indigenous Year 12 graduates (22.8 per cent and 8.7 per cent respectively).

**Table 7.3: Main destinations of Year 12 completers, by Indigenous status, Queensland 2011**

Destination	Non-Indigenous		Indigenous	
	no.	%	no.	%
University (degree)	13 207	36.6	142	12.9
VET Cert IV+	2 632	7.3	57	5.2
VET Cert III	810	2.2	41	3.7
VET Cert I-II/other	1 252	3.5	74	6.7
Apprentice	2 906	8.0	86	7.8
Trainee	1 369	3.8	98	8.9
<b>Total VET</b>	<b>8 969</b>	<b>24.8</b>	<b>356</b>	<b>32.3</b>
Working full-time	3 939	10.9	122	11.1
Working part-time	6 169	17.1	188	17.1
Seeking work	3 145	8.7	251	22.8
Not studying/not in labour force	677	1.9	42	3.8
<b>Total</b>	<b>36 106</b>	<b>100.0</b>	<b>1 101</b>	<b>100.0</b>

**Figure 7.7: Main destinations of Year 12 completers, by Indigenous status, Queensland 2011**





## Indigenous by main destination 2007–2011

Figure 7.8 shows a five-year time series of the main destinations of Indigenous Year 12 completers from 2007 to 2011.

A comparison of the 2011 results with those from previous years reveals that the main destinations of Indigenous Year 12 completers were broadly similar over the five years. However, there are some trends worth noting.

While proportions of Indigenous Year 12 completers entering into apprenticeships have decreased only marginally each year, a trend is apparent, showing a drop from 9.5 per cent in 2007 to 7.8 per cent in 2011. An upward trend is also apparent in the proportions of Indigenous Year 12 completers seeking work, showing an increase from 16.9 per cent in 2007 to 22.8 per cent in 2011.

Six months after leaving school, Indigenous Year 12 completers from 2010 were less likely to commence an apprenticeship and more likely to commence a VET Certificate IV+ or to be seeking work than in any of the previous years.

**Figure 7.8: Main destinations of Indigenous Year 12 completers, Queensland 2007–2011**

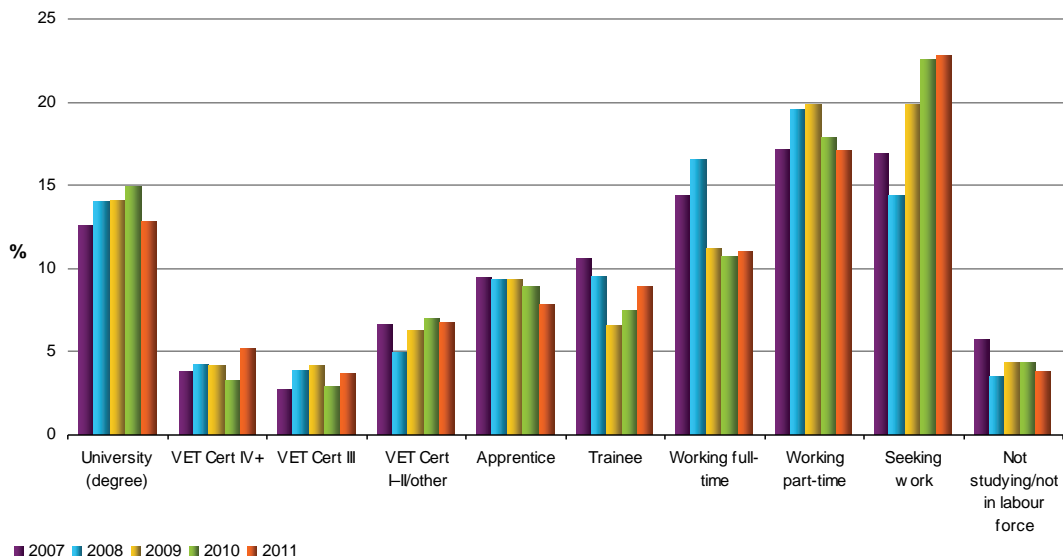
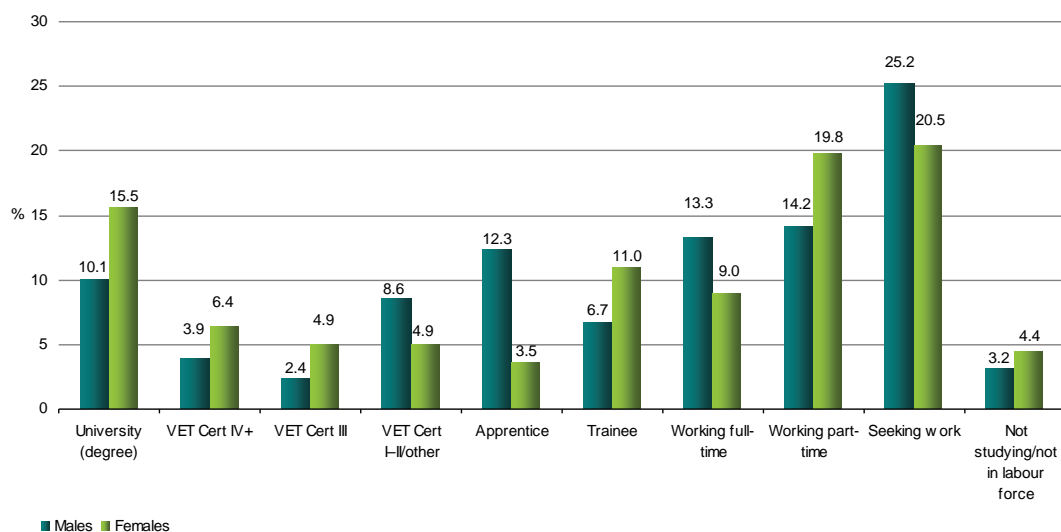


Figure 7.9 reports the main destinations of Indigenous Year 12 completers by sex. The pattern of differences apparent in Figure 7.9 follow a similar pattern to those observed among the broader Year 12 completer population, in particular:

- females were more likely to enter university degree and other study destinations, while males were more likely to enter apprenticeships
- compared with non-Indigenous Year 12 completers, transition to study destinations for Indigenous Year 12 completers is lower for both males and females, and the rate of seeking work is higher
- male Indigenous Year 12 completers had a higher rate of transition to traineeships and full-time work, while female Indigenous Year 12 completers had a higher rate of transition to apprenticeships and traineeships than the broader Year 12 completer population (see Table 2.2).



**Figure 7.9: Main destinations of Indigenous Year 12 completers, by sex, Queensland 2011**

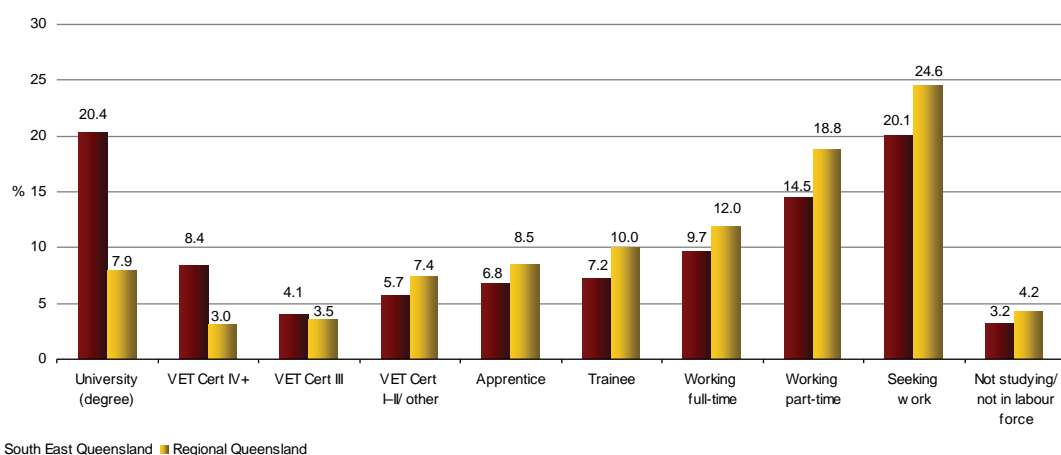


Geographical differences were also evident in the post-school destinations of Indigenous Year 12 completers (see Figure 7.10). Indigenous Year 12 graduates attending schools in South East Queensland were more than twice as likely to make a transition to university studies.

Indigenous Year 12 graduates in South East Queensland were less likely than those from Regional Queensland to make a transition to employment with no further education or training (24.2 per cent and 30.8 per cent respectively). However, Indigenous Year 12 graduates from Regional Queensland were less likely to be undertaking campus-based VET study than those from South East Queensland (14.0 per cent compared to 18.1 per cent).

Indigenous Year 12 graduates from Regional Queensland were more likely than those from South East Queensland to enter into apprenticeships (8.5 per cent compared to 6.8 per cent) and traineeships (10.0 per cent compared to 7.2 per cent) respectively.

**Figure 7.10: Main destinations of Indigenous Year 12 completers, by South East Queensland/Regional Queensland, Queensland 2011**



Note: South East Queensland/Regional Queensland location based on address of school attended in 2010.



## Language background and international visa status

Table 7.4 shows the destinations of Year 12 completers according to their language background (English or non-English) and international visa status. Figure 7.11 compares the destinations of Year 12 graduates from English-speaking backgrounds and language backgrounds other than English (LBOTE).

LBOTE Year 12 graduates demonstrated higher rates of transition to university degree study than those from an English-speaking background (53.4 per cent compared to 34.6 per cent). They were also more likely to enrol in campus-based VET courses (18.0 per cent compared to 12.7 per cent).

Conversely, LBOTE Year 12 graduates were less likely to enter the workforce, or begin an apprenticeship or traineeship. It should be noted that these comparisons are broad and do not discriminate between students of different non-English language backgrounds.

A small number of Year 12 completers were in Queensland on international study visas in 2010. As was the case for the LBOTE students, these Year 12 graduates made strong transitions to university degree study (58.8 per cent) and VET Certificate IV+ courses (12.6 per cent), suggesting their strong academic motivation.

Caution is needed in forming conclusions about the destinations of these students because of the small numbers involved and the low response rate achieved (41.7 per cent).

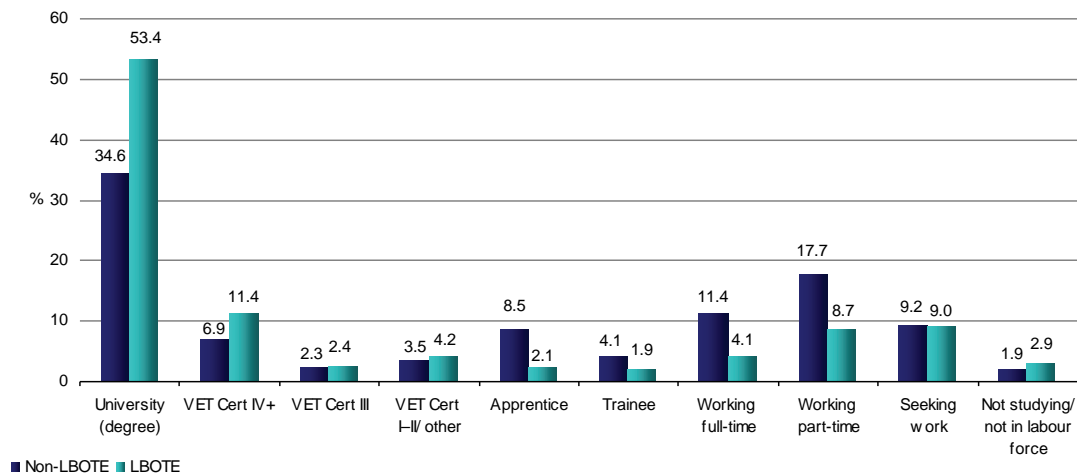
**Table 7.4: Main destinations of Year 12 completers, by language background and international visa status, Queensland 2011**

Destination		LBOTE		Visa	
		No	Yes	No	Yes
University (degree)	<i>no.</i>	12 004	1 080	13 084	265
	%	34.6	53.4	35.6	58.8
VET Cert IV+	<i>no.</i>	2 402	230	2 632	57
	%	6.9	11.4	7.2	12.6
VET Cert III	<i>no.</i>	798	48	846	5
	%	2.3	2.4	2.3	1.1
VET Cert I–II/other	<i>no.</i>	1 215	85	1 300	26
	%	3.5	4.2	3.5	5.8
Apprentice	<i>no.</i>	2 944	43	2 987	5
	%	8.5	2.1	8.1	1.1
Trainee	<i>no.</i>	1 424	38	1 462	5
	%	4.1	1.9	4.0	1.1
<b>Total VET</b>	<i>no.</i>	<b>8 783</b>	<b>444</b>	<b>9 227</b>	<b>98</b>
	%	<b>25.3</b>	<b>22.0</b>	<b>25.1</b>	<b>21.7</b>
Working full-time	<i>no.</i>	3 955	83	4 038	23
	%	11.4	4.1	11.0	5.1
Working part-time	<i>no.</i>	6 148	175	6 323	34
	%	17.7	8.7	17.2	7.5
Seeking work	<i>no.</i>	3 199	181	3 380	16
	%	9.2	9.0	9.2	3.5
Not studying/not in labour force	<i>no.</i>	645	59	704	15
	%	1.9	2.9	1.9	3.3
<b>Total</b>	<i>no.</i>	<b>34 734</b>	<b>2 022</b>	<b>36 756</b>	<b>451</b>
	%	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>

Note: International visa students are excluded from the LBOTE classification.



**Figure 7.11: Main destinations of Year 12 completers, by language background, Queensland 2011**



## Socioeconomic status

The Australian Bureau of Statistics' Socio-Economic Indexes for Areas (SEIFA) has been used to analyse the main destinations of Year 12 completers by socioeconomic status (SES), based on the home address of the students. More specifically, the Index of Relative Socio-economic Disadvantage was used for all analyses.

This analysis has found the SES of Year 12 completers is strongly associated with their post-school destinations, as illustrated in Table 7.5 and Figure 7.12.

Transition to post-school education and training overall was strongly associated with socioeconomic status, increasing consistently from 52.2 per cent for the lowest SES quartile to 71.4 per cent for the highest SES quartile. Transition to university degree study exhibited the strongest social trend. Year 12 graduates from the highest SES quartile were twice as likely as those from the lowest SES quartile to enter university (50.9 per cent compared to 24.4 per cent). While rates of entry to VET Certificate IV+ were relatively consistent across SES levels, rates of entry to VET Certificate III and below declined as SES increased (7.8 per cent in the lowest SES quartile to 4.0 per cent in the highest SES quartile).

The proportion of Year 12 graduates who entered employment-based training tended to increase with declining SES (with the exception of apprenticeships in the lowest SES quartile). Similarly, transition to full-time and part-time work without further study was highest in the most socioeconomically disadvantaged areas (31.9 per cent in the lowest SES quartile compared to 21.7 per cent in the highest SES quartile). Rates of seeking work and non-participation in the labour force followed a similar pattern to full-time and part-time work.

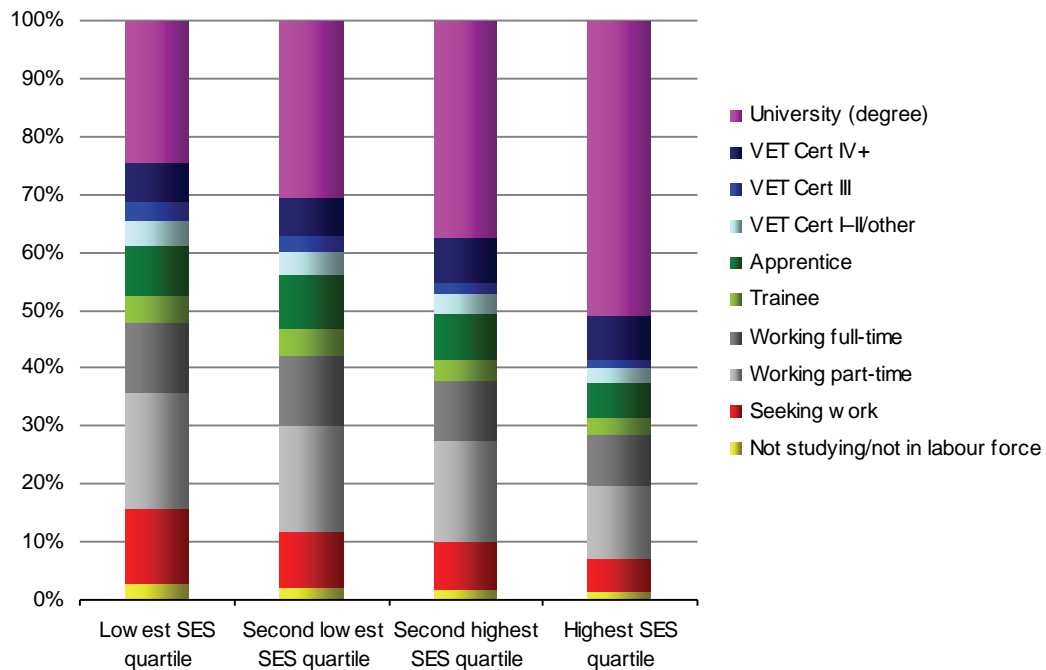


**Table 7.5: Main destinations of Year 12 completers, by socioeconomic status, Queensland 2011**

Destination		Lowest SES quartile	Second lowest SES quartile	Second highest SES quartile	Highest SES quartile
University (degree)	<i>no.</i>	2 247	2 802	3 462	4 690
	%	24.4	30.4	37.5	50.9
VET Cert IV+	<i>no.</i>	623	632	717	703
	%	6.8	6.8	7.8	7.6
VET Cert III	<i>no.</i>	298	237	190	122
	%	3.2	2.6	2.1	1.3
VET Cert I-II/other	<i>no.</i>	418	359	284	250
	%	4.5	3.9	3.1	2.7
Apprentice	<i>no.</i>	790	887	749	552
	%	8.6	9.6	8.1	6.0
Trainee	<i>no.</i>	438	412	340	267
	%	4.7	4.5	3.7	2.9
<b>Total VET</b>	<i>no.</i>	<b>2 567</b>	<b>2 527</b>	<b>2 280</b>	<b>1 894</b>
	%	<b>27.8</b>	<b>27.4</b>	<b>24.7</b>	<b>20.5</b>
Working full-time	<i>no.</i>	1 119	1 128	962	810
	%	12.1	12.2	10.4	8.8
Working part-time	<i>no.</i>	1 827	1 694	1 618	1 193
	%	19.8	18.4	17.5	12.9
Seeking work	<i>no.</i>	1 230	903	748	499
	%	13.3	9.8	8.1	5.4
Not studying/not in labour force	<i>no.</i>	233	177	163	134
	%	2.5	1.9	1.8	1.5
<b>Total</b>	<i>no.</i>	<b>9 223</b>	<b>9 231</b>	<b>9 233</b>	<b>9 220</b>
	%	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>

Note: Excludes 300 respondents for whom socioeconomic status could not be determined. Socioeconomic status is based on residential address.

**Figure 7.12: Main destinations of Year 12 completers, by socioeconomic status, Queensland 2011**



Note: Socioeconomic status is based on residential address.

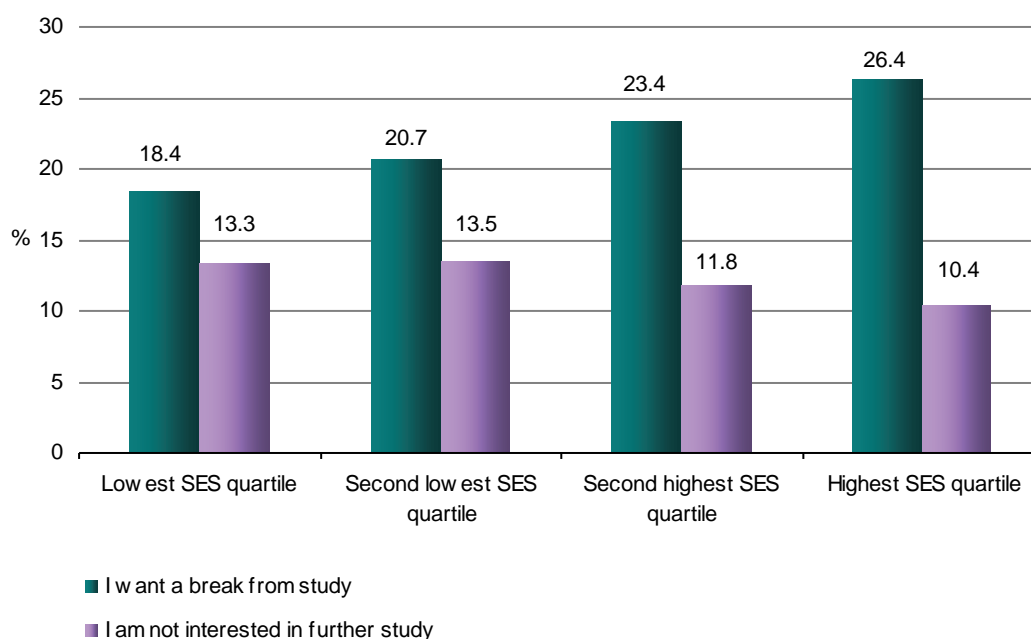




The main reasons for not continuing with study were also examined by the Year 12 graduates' socioeconomic background. The results showed that, with only two exceptions, SES had little influence on the main reason given.

Figure 7.13 shows the desire to take a break from study tended to rise as SES rose, while Year 12 graduates from the highest SES quartile were the least likely to be not interested in further study.

**Figure 7.13: Main reason of Year 12 completers for not studying, by socioeconomic status, Queensland 2011**



Note: Socioeconomic status is based on residential address.

### Lowest SES quartile by main destination 2007–2011

Figure 7.14 shows a five-year time series of the main destinations of Year 12 completers from the lowest SES quartile from 2007 to 2011.

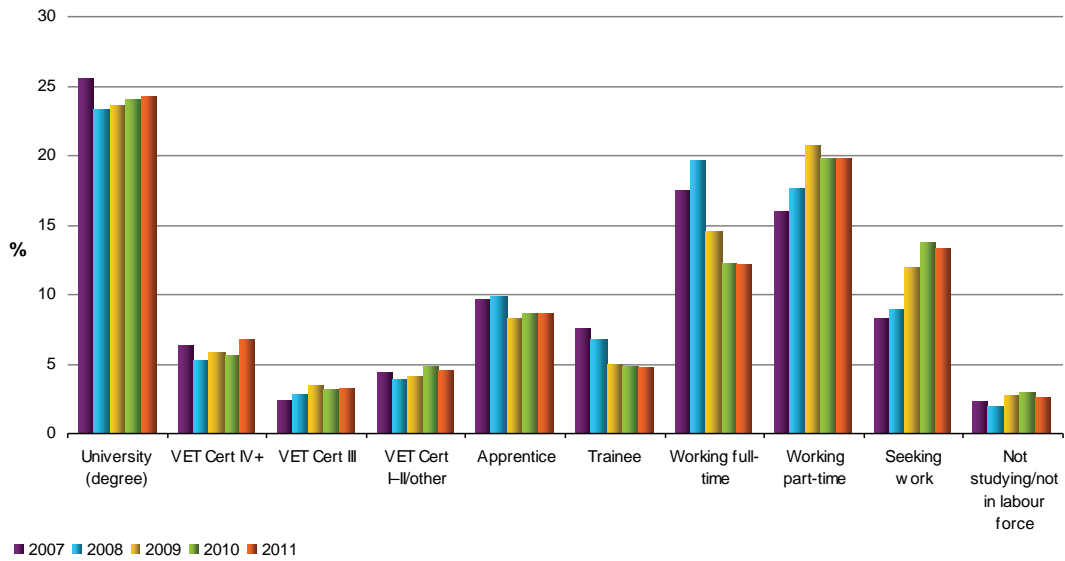
A comparison of the 2011 results with those from previous years reveals that the main destinations of Year 12 completers from the lowest SES quartile were similar over the five years. However, there are some trends worth noting.

Despite a slight decrease in 2011, an upward trend in the proportions of Year 12 completers from the lowest SES quartile seeking work is apparent, showing an increase from 8.2 per cent in 2007 to 13.4 per cent in 2011. While the proportions entering university have increased only marginally over the last four years, a trend is apparent, showing an increase from 23.3 per cent in 2008 to 24.3 per cent in 2011.

Six months after leaving school, 2010 Year 12 completers from the lowest SES quartile were less likely to commence a traineeship or full-time work, and more likely to commence a VET Certificate IV+ than in any of the previous years.



**Figure 7.14: Main destinations of Year 12 completers, by lowest SES quartile, Queensland 2007–2011**



Note: Socioeconomic status is based on residential address.

## Age group

At the start of the 2010 school year, the vast majority (36 809 or 98.9 per cent) of Year 12 students were between 16 and 18 years of age. There were 289 students (0.8 per cent) aged 15 years or younger, and a further 108 students (0.3 per cent) who were 19 years or older.

Table 7.6 shows the main destinations according to these age groups, and allows comparison of the destinations of younger Year 12 graduates and mature age Year 12 graduates with those of the typical age group. Given the small numbers in the mature age and 15-year-old categories, their main destinations are reported only at a summary level.

The Year 12 graduates 15 years or younger were more likely than other Year 12 graduates to enrol in a university degree, while Year 12 graduates 19 years or older appeared to be more likely than the other Year 12 graduates to enter campus-based VET courses.

**Table 7.6: Main destinations of Year 12 completers, by age group, Queensland 2011**

Destination	15 years of age or younger		16-18 years of age		19 years of age or older	
	no.	%	no.	%	no.	%
University (degree)	150	51.9	13 147	35.7	51	47.2
Campus-based VET	37	12.8	4 796	13.0	33	30.6
Apprentice/trainee	13	4.5	4 445	12.1	1	0.9
Working	66	22.8	10 346	28.1	6	5.6
Seeking work	18	6.2	3 375	9.2	3	2.8
Not studying/not in labour force	5	1.7	700	1.9	14	13.0
<b>Total</b>	<b>289</b>	<b>100.0</b>	<b>36 809</b>	<b>100.0</b>	<b>108</b>	<b>100.0</b>

# Appendices

## Appendix 1

**Table A1A: Queensland schools with Year 12 completers in 2010**

School	Locality
AB Paterson College	Arundel
Aboriginal and Islander Independent Community School	Brisbane
Agnew School	Norman Park
Albany Creek State High School	Albany Creek
Albert Park Flexible Learning Centre	Brisbane
Aldridge State High School	Maryborough
Alexandra Hills State High School	Alexandra Hills
All Hallows' School	Brisbane
All Saints Anglican School	Merrimac
All Souls St Gabriels School	Charters Towers
Anglican Church Grammar School	East Brisbane
Annandale Christian College	Annandale
Aquinas College	Southport
Arethusa College	Burpengary
Aspley Special School	Aspley
Aspley State High School	Aspley
Assisi Catholic College	Upper Coomera
Assumption College	Warwick
Atherton State High School	Atherton
Australian Industry Trade College	Reedy Creek
Australian International Islamic College	Durack
Australian Trade College North Brisbane	Scarborough
Aviation High	Clayfield
Ayr State High School	Ayr
Babinda State School	Babinda
Balmoral State High School	Morningside
Barcaldine State School	Barcaldine
Beaudesert State High School	Beaudesert
Beenleigh Special School	Mount Warren Park
Beenleigh State High School	Beenleigh
Beerwah State High School	Beerwah
Benowa State High School	Benowa
Bentley Park College	Edmonton
Biloela State High School	Biloela
Blackall State School	Blackall
Blackheath and Thornburgh College	Charters Towers
Blackwater State High School	Blackwater
Boonah State High School	Boonah
Bowen State High School	Bowen
Bracken Ridge State High School	Bracken Ridge
Bray Park State High School	Bray Park
Bremer State High School	Booval
Bribie Island State High School	Bribie Island





School	Locality
Brigidine College	Indooroopilly
Brisbane Adventist College	Wishart
Brisbane Bayside State College	Wynnum West
Brisbane Boys' College	Toowong
Brisbane Girls Grammar School	Brisbane
Brisbane Grammar School	Brisbane
Brisbane School of Distance Education	West End
Brisbane State High School	South Brisbane
Browns Plains State High School	Browns Plains
Bundaberg Christian College	Bundaberg
Bundaberg North State High School	Bundaberg North
Bundaberg Special School	Bundaberg
Bundaberg State High School	Bundaberg
Bundamba State Secondary College	Bundamba
Burdekin Catholic High School	Ayr
Burdekin School	Ayr
Burnett State College	Gayndah
Burnett Youth Learning Centre	Elliott
Burnside State High School	Nambour
Caboolture Special School	Morayfield
Caboolture State High School	Caboolture
Cairns School of Distance Education	Manunda Cairns
Cairns State High School	Cairns
Calamvale Community College	Calamvale
Calamvale State Special School	Calamvale
Calen District State College	Calen
Caloundra Christian College	Caloundra
Caloundra City Private School	Pelican Waters
Caloundra State High School	Caloundra
Calvary Christian College	Carbrook
Calvary Christian College	Mount Louisa
Cannon Hill Anglican College	Cannon Hill
Canterbury College	Waterford
Capalaba State College	Capalaba
Capella State High School	Capella
Capricornia School Of Distance Education	Emerald
Carmel College	Thornlands
Cavendish Road State High School	Holland Park
Centenary Heights State High School	Toowoomba
Centenary State High School	Jindalee
Central Queensland Christian College	North Rockhampton
Chancellor State College	Sippy Downs
Chanel College	Gladstone
Charleville State High School	Charleville
Charters Towers School of Distance Education	Charters Towers
Charters Towers State High School	Charters Towers
Chinchilla State High School	Chinchilla

School	Locality
Chisholm Catholic College	Cornubia
Christian Outreach College	Mansfield
Citipointe Christian College	Carindale
Clairvaux MacKillop College	Upper Mount Gravatt
Claremont Special School	Ipswich
Clayfield College	Clayfield
Clermont State High School	Clermont
Cleveland District State High School	Cleveland
Cleveland Education And Training Centre	Belgian Gardens
Clifford Park Special School	Toowoomba
Clifton State High School	Clifton
Cloncurry State School	Cloncurry
Clontarf Beach State High School	Clontarf Beach
Collinsville State High School	Collinsville
Columba Catholic College	Charters Towers
Concordia Lutheran College	Toowoomba
Cooktown State School	Cooktown
Cooloola Christian College	Gympie
Coolum State High School	Coolum
Coombabah State High School	Coombabah
Coomera Anglican College	Coomera
Coorparoo Secondary College	Coorparoo
Corinda State High School	Corinda
Craigslea State High School	West Chermerside
Cunnamulla State School	Cunnamulla
Currimundi Special School	Currimundi
Currumbin Community Special School	Coolangatta
Dakabin State High School	Dakabin
Dalby Christian College	Dalby
Dalby State High School	Dalby
Darling Downs Christian School	Toowoomba
Darling Point Special School	Manly
Deception Bay Flexible Learning Centre	Deception Bay
Deception Bay State High School	Deception Bay
Djarragun College	Gordonvale
Downlands Sacred Heart College	Toowoomba
Dysart State High School	Dysart
Earnshaw State College	Banyo
Eidsvold State School	Eidsvold
Elanora State High School	Elanora
Emerald State High School	Emerald
Emmanuel College	Carrara
Emmaus College	Jimboomba
Emmaus College	North Rockhampton
Everton Park State High School	Everton Park
Fairholme College	Toowoomba
Faith Lutheran College	Plainland





School	Locality
Faith Lutheran College	Redland
Ferny Grove State High School	Ferny Grove
Flagstone State Community College	Flagstone
Forest Lake State High School	Forest Lake
Fraser Coast Anglican College	Hervey Bay
Freshwater Christian College	Cairns
Genesis Christian College	Bray Park
Gilroy Santa Maria College	Ingham
Gin Gin State High School	Gin Gin
Gladstone State High School	Gladstone
Glasshouse Country Christian College	Beerwah
Glenala State High School	Inala Heights
Glenden State School	Glenden
Glendyne Education and Training Centre	Nikenbah
Glenmore State High School	Rockhampton North
Good Counsel College	Innisfail
Good Shepherd Catholic College	Mount Isa
Good Shepherd Lutheran College	Noosaville
Goodna Special School	Goodna
Goondiwindi State High School	Goondiwindi
Gordonvale State High School	Gordonvale
Grace Lutheran College	Rothwell
Groves Christian College	Kingston
Gympie Special School	Gympie
Gympie State High School	Gympie
Harristown State High School	Toowoomba
Heatley Secondary College	Townsville
Heights College	North Rockhampton
Helensvale State High School	Helensvale
Hervey Bay Senior College	Hervey Bay
Hervey Bay Special School	Scarness
Hervey Bay State High School	Pialba
Hillbrook Anglican School	Enoggera
Hillcrest Christian College	Reedy Creek
Hills International College	Jimboomba
Holland Park State High School	Holland Park
Holy Spirit College	North Mackay
Home Hill State High School	Home Hill
Hughenden State School	Hughenden
Ignatius Park College	Cranbrook
Immanuel Lutheran College	Buderim
Indooroopilly State High School	Indooroopilly
Ingham State High School	Ingham
Innisfail State College	Innisfail
Iona College	Lindum
Ipswich Girls' Grammar School	Ipswich
Ipswich Grammar School	Ipswich

School	Locality
Ipswich Special School	Ipswich
Ipswich State High School	Brassall
Isis District State High School	Childers
Islamic College of Brisbane	Karawatha
James Nash State High School	Gympie
John Paul College	Daisy Hill
Kawana Waters State College	Bokarina
Kedron State High School	Woolloowin
Keebra Park State High School	Southport
Kelvin Grove State College	Kelvin Grove
Kenmore State High School	Kenmore
Kepnock State High School	Bundaberg
Kilcoy State High School	Kilcoy
Kimberley College	Carbrook
Kingaroy State High School	Kingaroy
King's Christian College	Reedy Creek
Kingston Centre for Continuing Secondary Education	Kingston
Kingston College	Kingston
Kirwan State High School	Kirwan
Kuraby Special School	Kuraby
Kuranda District State College	Myola
Laidley State High School	Laidley
Livingstone Christian College	Ormeau
Lockyer District State High School	Gatton
Logan City Special School	Logan Central
Loganlea State High School	Loganlea
Longreach State High School	Longreach
Loreto College	Coorparoo
Lourdes Hill College	Hawthorne
Lowood State High School	Lowood
Mabel Park State High School	Slacks Creek
MacGregor State High School	Macgregor
Mackay Christian College	North Mackay
Mackay District Special School	Beaconsfield
Mackay North State High School	North Mackay
Mackay State High School	Mackay
Malanda State High School	Malanda
Maleny State High School	Maleny
Mansfield State High School	Mansfield
Mareeba State High School	Mareeba
Marist College	Ashgrove
Marist College	Emerald
Maroochydore State High School	Maroochydore
Marsden State High School	Waterford West
Mary Mackillop College	Nundah
Maryborough State High School	Maryborough
Marymount College	Burleigh Waters





School	Locality
Matthew Flinders Anglican College	Buderim
Merrimac State High School	Mermaid Waters
Metropolitan South Institute of TAFE	Alexandra Hills
Miami State High School	Miami
Middlemount Community School	Middlemount
Miles State High School	Miles
Mirani State High School	Mirani
Mitchelton State High School	Mitchelton
Mitchelton State Special School	Mitchelton
Monto State High School	Monto
Moranbah State High School	Moranbah
Morayfield State High School	Morayfield
Moreton Bay Boys College	Manly West
Moreton Bay College	Wynnum West
Mossman State High School	Mossman
Mount Alvernia College	Kedron
Mount Gravatt State High School	Mount Gravatt
Mount Gravatt State Special School	Mount Gravatt
Mount Isa State Special School	Mount Isa
Mount Maria College	Mitchelton
Mount Maria College	Petrie
Mount Morgan State High School	Mount Morgan
Mount Ommaney Special School	Mount Ommaney
Mount St Bernard College	Herberton
Mount St Michael's College	Ashgrove
Mountain Creek State High School	Mountain Creek
Moura State High School	Moura
Mudgeeraba Special School	Mudgeeraba
Mueller College	Rothwell
Murgon State High School	Murgon
Music Industry College	Fortitude Valley
Nambour Christian College	Woombye
Nambour Special School	Nambour
Nambour State High School	Nambour
Nanango State High School	Nanango
Narangba Valley State High School	Narangba
Narbethong State Special School	Buranda
Nerang State High School	Nerang
Noosa District State High School	Cooroy
Noosa Flexible Learning Centre	Tewantin
North Lakes State College	North Lakes
North Rockhampton State High School	Rockhampton North
Northern Beaches State High School	Deeragun
Northern Peninsula Area College	Bamaga
Northpine Christian College	Dakabin
Northside Christian College	Everton Park
Nursery Road State Special School	Holland Park





School	Locality
Nyanda State High School	Salisbury
Oakey State High School	Oakey
Ormiston College	Ormiston
Our Lady of the Southern Cross College	Dalby
Our Lady's College	Annerley
Pacific Lutheran College	Birtinya
Pacific Pines State High School	Pacific Pines
Padua College	Kedron
Palm Beach Currumbin State High School	Palm Beach
Park Ridge State High School	Park Ridge
Parklands Christian College	Park Ridge
Peace Lutheran College	Kamerunga
Peregian Beach Community College	Peregian Beach
Pimlico State High School	Pimlico
Pine Rivers Special School	Lawnton
Pine Rivers State High School	Strathpine
Pioneer State High School	Andergrove Mackay
Pittsworth State High School	Pittsworth
Proserpine State High School	Proserpine
Queensland Academy for Creative Industries	Kelvin Grove
Queensland Academy For Health Sciences	Southport
Queensland Academy for Science Mathematics and Technology	Toowong
Ravenshoe State High School	Ravenshoe
Red Hill Special School	Red Hill
Redbank Plains State High School	Redbank Plains
Redcliffe Special School	Redcliffe
Redcliffe State High School	Redcliffe
Redeemer Lutheran College	Rochedale
Redlands College	Wellington Point
Rivermount College	Yatala
Riverside Christian College	Maryborough
Robina State High School	Robina
Rochedale State High School	Rochedale
Rockhampton Girls' Grammar School	Rockhampton
Rockhampton North Special School	Rockhampton North
Rockhampton Special School	Rockhampton
Rockhampton State High School	Rockhampton
Roma State College	Roma
Rosedale State School	Rosedale
Rosella Park School	Gladstone
Rosewood State High School	Rosewood
Runcorn State High School	Runcorn
Ryan Catholic College	Kirwan
Saint Stephen's College	Coomera
San Sisto College	Carina
Sandgate District State High School	Sandgate
Sarina State High School	Sarina



School	Locality
Seton College	East Mount Gravatt
Shailer Park State High School	Shailer Park
Shalom Christian College	Condon
Shalom College	Bundaberg
Sheldon College	Sheldon
Siena Catholic College	Sippy Downs
Smithfield State High School	Smithfield
Somerset College	Mudgeeraba
Somerville House	South Brisbane
Southern Cross Catholic College	Scarborough
Southport Special School	Southport
Southport State High School	Southport
Southside Christian College	Salisbury
Southside Education Centre	Sunnybank
Spinifex State College	Mount Isa
Springwood State High School	Springwood
St Aidan's Anglican Girls School	Corinda
St Andrew's Anglican College	Peregian Springs
St Andrew's Catholic College	Redlynch
St Andrew's Lutheran College	Tallebudgera
St Anthony's Catholic College	Deeragun
St Augustine's College	Springfield
St Augustine's Marist Brothers College	Cairns
St Brendan's Christian Brothers College	Yeppoon
St Columban's College	Caboolture
St Edmund's College	Woodend
St Francis' College	Marsden
St George State High School	St George
St Hilda's School	Southport
St James College	Brisbane
St John Fisher College	Bracken Ridge
St John's Anglican College	Forest Lake
St John's College	Nambour
St John's School	Roma
St Joseph's College	Toowoomba
St Joseph's College – Gregory Terrace	Brisbane
St Joseph's Nudgee College	Boondall
St Joseph's School	Stanthorpe
St Laurence's College	South Brisbane
St Luke's Anglican School	Bundaberg
St Margaret Mary's College	Hermit Park
St Margaret's Anglican Girls School	Ascot
St Mary's Catholic College	South Burnett
St Mary's Catholic College	Woree
St Mary's College	Maryborough
St Mary's College	Toowoomba
St Mary's College	Woodend



School	Locality
St Michael's College	Carrara
St Monica's College	Cairns
St Patrick's College	Gympie
St Patrick's College	Shorncliffe
St Patrick's College	Townsville
St Patrick's Senior College	Mackay
St Paul's School	Bald Hills
St Peter Claver College	Riverview
St Peter's Lutheran College	Indooroopilly
St Rita's College	Clayfield
St Saviour's College	Toowoomba
St Stephen's Catholic College	Mareeba
St Stephens Lutheran College	Gladstone
St Teresa's Catholic College	Noosaville
St Teresa's College	Abergowrie
St Thomas More College	Sunnybank
St Ursula's College	Toowoomba
St Ursula's College	Yeppoon
Stanthorpe State High School	Stanthorpe
Stretton State College	Stretton
Stuartholme School	Toowong
Suncoast Christian College	Woombye
Sunnybank Special School	Sunnybank
Sunnybank State High School	Sunnybank
Sunshine Beach State High School	Noosa
Sunshine Coast Grammar School	Forest Glen
Tagai State College – Thursday Island Secondary	Thursday Island
Tamborine Mountain College	North Tamborine
Tamborine Mountain State High School	North Tamborine
Tannum Sands State High School	Tannum Sands
Tara Shire State College	Tara
TEC-NQ	Douglas
The Cathedral College	Rockhampton
The Cathedral School	Mundingburra
The Centre Education Programme	Kingston
The Gap State High School	The Gap
The Glennie School	Toowoomba
The Kooralbyn International School	Kooralbyn
The Rockhampton Grammar School	Rockhampton
The School of Total Education	Warwick
The Scots PGC College	Warwick
The Southport School	Southport
The Springfield Anglican College	Springfield
Thuringowa State High School	Townsville
Toogoolawah State High School	Toogoolawah
Toooloa State High School	South Gladstone
Toowoomba Grammar School	Toowoomba



School	Locality
Toowoomba State High School	Toowoomba
Townsville Community Learning Centre	Mundingburra
Townsville Flexible Learning Centre	Townsville
Townsville Grammar School	Townsville
Townsville State High School	Railway Estate
Trinity Anglican School	White Rock
Trinity Bay State High School	Manunda Cairns
Trinity College	Beenleigh
Trinity Lutheran College	Ashmore
Tullawong State High School	Caboolture
Tully State High School	Tully
Unity College	Caloundra West
Upper Coomera State College	Upper Coomera
Urangan State High School	Urangan
Varsity College	Varsity Lakes
Victoria Point State High School	Victoria Point
Victory College	Gympie
Villanova College	Coorparoo
Wangetti Technical and Vocational Education College	Port Douglas
Warwick State High School	Warwick
Wavell State High School	Wavell Heights
Wellington Point State High School	Wellington Point
West Moreton Anglican College	Karrabin
Western Cape College	Weipa
Western Suburbs State Special School	Inala
Westside Christian College	Goodna
Whites Hill State College	Camp Hill
Whitsunday Anglican School	Beaconsfield
Whitsunday Christian College	Cannonvale
William Ross State High School	Townsville
Windaroo Valley State High School	Bahrs Scrub
Winton State School	Winton
Woodcrest State College	Springfield
Woodridge State High School	Woodridge
Woody Point Special School	Woody Point
Woree State High School	Woree
Wynnum State High School	Manly
Xavier Catholic College	Eli Waters
Yeppoon State High School	Yeppoon
Yeronga State High School	Yeronga

## Appendix 2

Figure A2A: Queensland Statistical Divisions, ABS, 2009

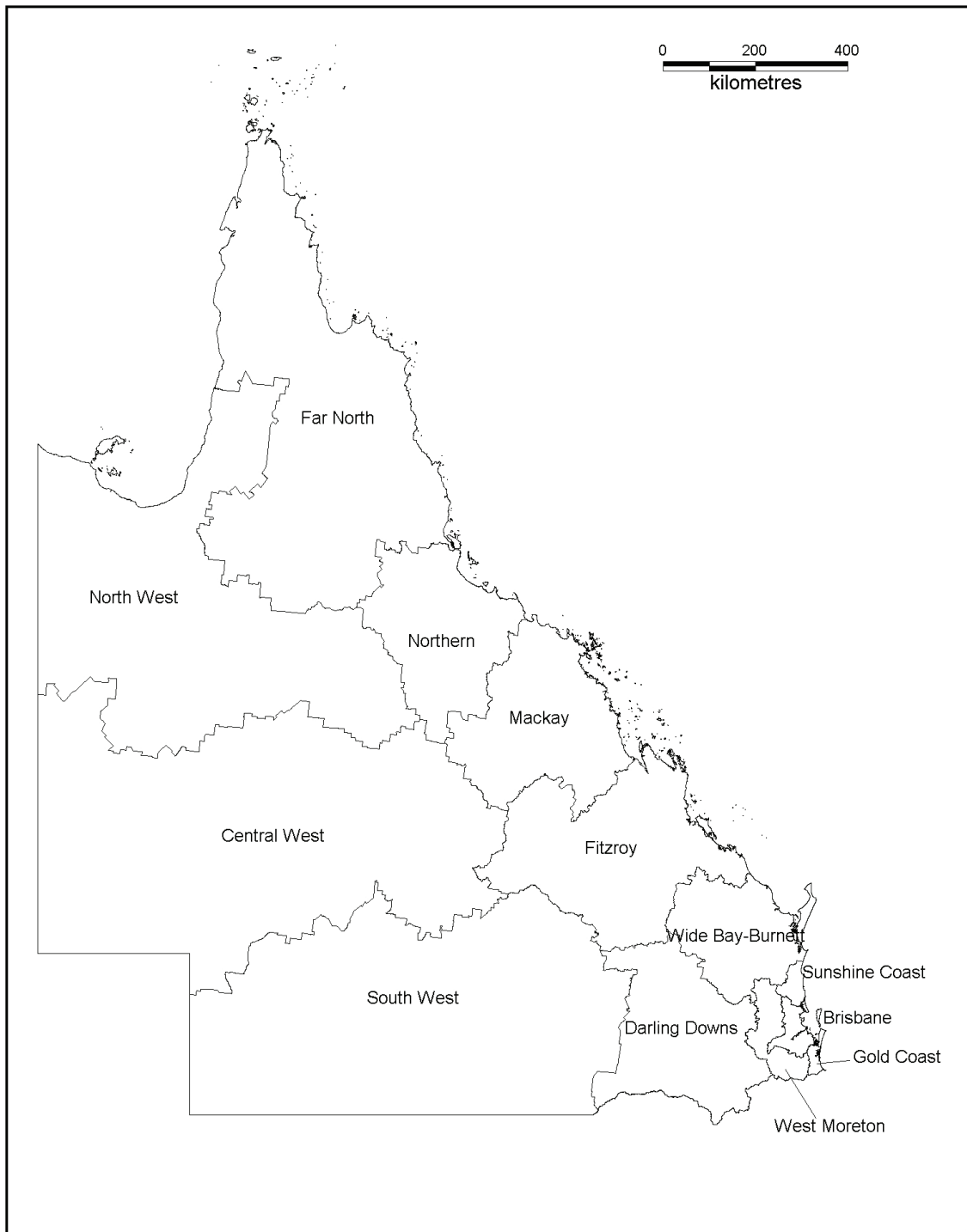
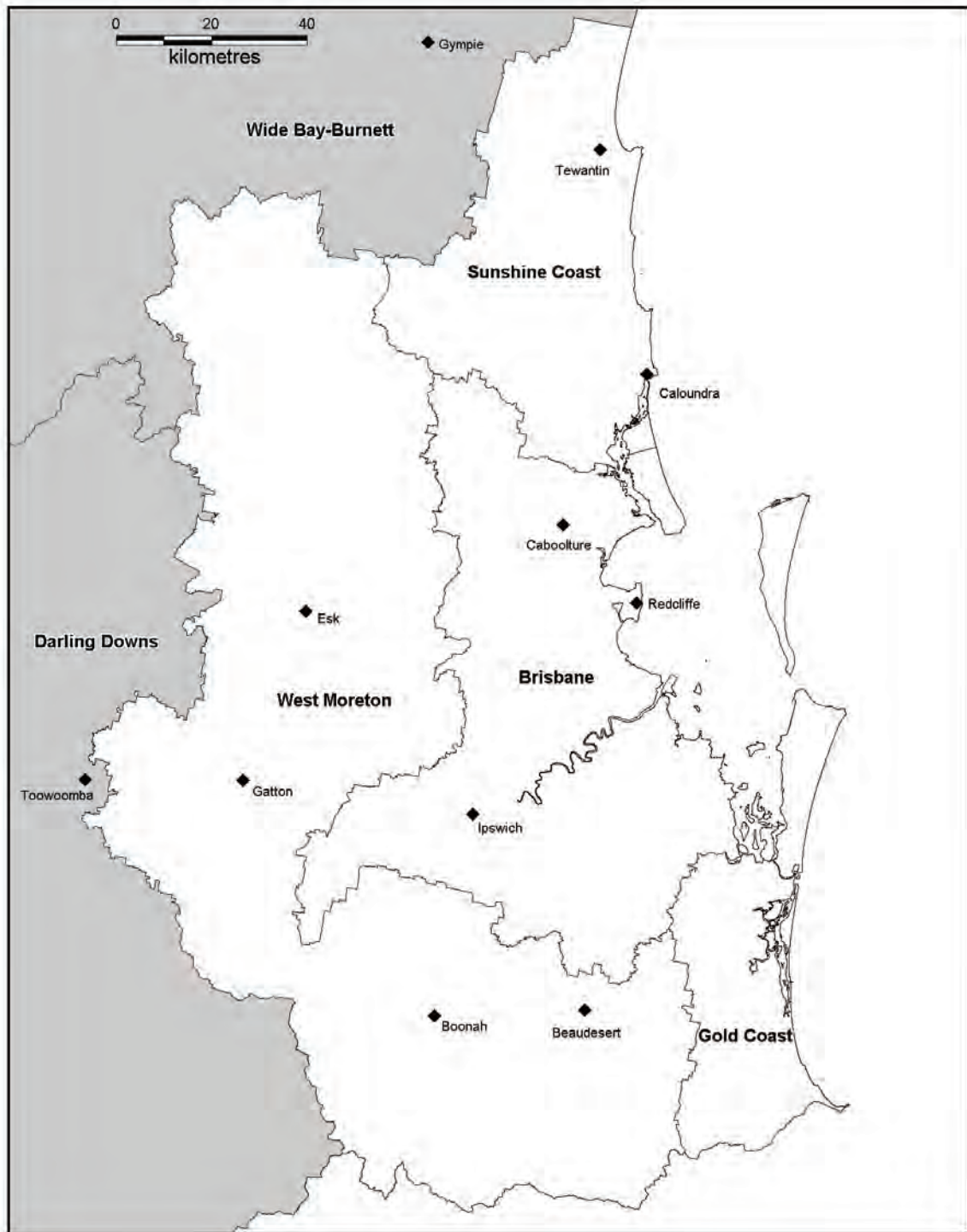




Figure A2B: Brisbane, Gold Coast, Sunshine Coast and West Moreton Statistical Divisions, ABS, 2009



# Appendix 3

Figure A3A: Paper-based survey instrument



Every person who completed Year 12 or equivalent in Queensland in 2010 is being asked to participate in this survey. This is your chance to provide information that will benefit future students and put you in the running to win one of **55 iPads**.

The survey asks what you are doing now in terms of study, employment or other life choices. This will provide useful information to educators and government on the preparedness of students for taking up opportunities after finishing school.

We respect your privacy and your answers are strictly confidential. No information identifying you will be passed on to any other organisation. Statewide, regional and school reports will only contain summarised information.

The information is being collected by the Office of the Government Statistician and is protected by the *Statistical Returns Act 1896*, which means that legal penalties apply to anyone who releases your responses in a way that would identify you.

If you would like to know more about the survey, visit [www.education.qld.gov.au/nextstep](http://www.education.qld.gov.au/nextstep) or freecall 1 800 068 587.

Please fill out the survey by writing in the boxes provided or ticking the box next to your answers, for example:

Are you a full-time student?

Then simply return the completed survey in the enclosed reply-paid envelope no later than **Friday 13 May 2011**.

**Alternatively, you can complete this survey by telephone on freecall 1 800 068 587.**





Please complete the following details to be eligible to win an iPad, or if we need to follow up on any answers.

Family Name:

Given Name(S):

School Name in 2010:

Phone:

Mobile:

Email:

Office use only:

**Q. 1** Do you currently have a paid job?

Yes  No **→ Go to Question 9**

**Q. 2** Do you have more than one job?

Yes  No

**IF YOU HAVE MORE THAN ONE JOB, PLEASE ANSWER THE NEXT QUESTIONS THINKING ABOUT YOUR MAIN JOB.**

**Q. 3** Which of the following best describes your job? (Please tick one only)

<input type="checkbox"/> Sales Assistant	<input type="checkbox"/> Automotive Worker
<input type="checkbox"/> Food Handler	<input type="checkbox"/> Labourer
<input type="checkbox"/> Clerk, Receptionist and Secretary	<input type="checkbox"/> Electrical and Electronics Trade
<input type="checkbox"/> Waiter	<input type="checkbox"/> Factory and Machine Worker
<input type="checkbox"/> Building and Construction Skilled Worker	<input type="checkbox"/> Engineering and Science Related Worker
<input type="checkbox"/> Storeperson	<input type="checkbox"/> Cleaner
<input type="checkbox"/> Child Care and Education-Related Worker	<input type="checkbox"/> Marketing and Sales Representative
<input type="checkbox"/> Health, Fitness, Hair and Beauty Worker	<input type="checkbox"/> Other (please specify) <input type="text"/>
<input type="checkbox"/> Gardener, Farmer and Animal Worker	<input type="text"/>

**Q. 4** Are you an apprentice or trainee?

Yes, apprentice  Yes, trainee  No

**Q. 5** Which of the following best describes the industry you work in?

<input type="checkbox"/> Retail Trade	<input type="checkbox"/> Transport, Postal and Warehousing
<input type="checkbox"/> Accommodation and Food Services	<input type="checkbox"/> Financial and Insurance Services
<input type="checkbox"/> Construction	<input type="checkbox"/> Wholesale Trade
<input type="checkbox"/> Manufacturing	<input type="checkbox"/> Public Administration and Safety
<input type="checkbox"/> Health Care and Social Assistance	<input type="checkbox"/> Administrative and Support Services
<input type="checkbox"/> Agriculture, Forestry and Fishing	<input type="checkbox"/> Mining
<input type="checkbox"/> Education and Training	<input type="checkbox"/> Arts and Recreation Services
<input type="checkbox"/> Electricity, Gas, Water and Waste Services	<input type="checkbox"/> Professional, Scientific and Technical Services
<input type="checkbox"/> Rental, Hiring and Real Estate Services	<input type="checkbox"/> Other Services
<input type="checkbox"/> Information Media and Telecommunications	<input type="checkbox"/> Other (please specify) <input type="text"/>
<input type="checkbox"/>	<input type="text"/>
<input type="checkbox"/>	<input type="text"/>

**Q. 6** Is your job a casual job?

Yes  No  Don't know

**Q. 7** On average, how many hours do you work each week in your job?

Hours per week

**IF YOU HAVE MORE THAN ONE JOB:**

**Q. 8** On average, how many hours do you work each week in all your jobs?

Hours per week

**Go to Question 12**





Q. 9 If you don't currently have a paid job, are you:

- looking for full-time work (35 hours per week or more)
- looking for part-time work (less than 35 hours per week)
- not looking for work

**Go to Question 12**

Q. 10 What are the reasons you are currently not looking for work? (please tick those boxes that apply to you)

- My study commitments
- My family commitments
- I have accepted a job that will commence at a later date
- I have no financial need to undertake paid employment
- Transport difficulties
- I would have to move away from home to undertake paid employment
- I have been unsuccessful in finding a job
- I don't feel ready for paid employment
- I do not wish to work
- Other (please specify) \_\_\_\_\_

Q. 11 Of the reasons you ticked in Question 10, please indicate which is the most influential by circling it.

- Q. 12 Are you currently studying? (Note: If you are an apprentice or trainee we are interested in any current or future study component of your apprenticeship or traineeship)
- Yes, full-time
  - Yes, part-time
  - No, not studying

**Go to Question 17**

Q. 13 Where are you currently studying?

- University
- TAFE
- Private Training College
- School
- Other (please specify) \_\_\_\_\_

Q. 14 What is the level of this program?

- Bachelor Degree
- Advanced Diploma
- Diploma
- Certificate – level IV
- Certificate – level III
- Certificate – level II
- Certificate – level I
- Certificate – (not known)
- Year 12
- Don't know
- Other (please specify) \_\_\_\_\_

Q. 15 What is the name of the program you are enrolled in? (for example, Bachelor of Business or Diploma of Hospitality Management)

\_\_\_\_\_

Q. 16 What is the name of the institution and campus in which you are enrolled? (for example, Queensland University of Technology, Kelvin Grove Campus or Barrier Reef Institute of TAFE, Townsville)

Institution \_\_\_\_\_  
Campus \_\_\_\_\_

**Go to Question 22**

Q. 17 Did you apply for a university place through QTAC or interstate tertiary admissions centre?

- Yes
- No **Go to Question 20**

Q. 18 Did you receive an offer of a university place?

- Yes
- No **Go to Question 20**
- Don't know

Q. 19 If you did receive an offer of a university place, did you:

- defer the offer
- decline the offer / not respond to the offer
- withdraw from the course
- Other (please specify) \_\_\_\_\_

Q. 20 Which of the following are reasons you are not currently studying? (please tick those boxes that apply to you)

- My work commitments
- My family commitments
- I am working to qualify for independent Youth Allowance
- I am working in order to finance further study
- I want a break from study (e.g. travel)
- I don't feel ready for more study at the moment
- The course fees and other costs are a barrier
- I don't meet the entry criteria for the program I want to do
- There is too much travel involved
- I would need to move away from home
- I am not interested in further study
- Other (please specify) \_\_\_\_\_

Q. 21 Of the reasons you ticked in Question 20, please indicate which is the most influential by circling it.

Q. 22 We may wish to contact you next year to see how your plans are working out. Would you agree to be contacted to answer a few brief questions next year?

- Yes
- No

If you have any additional questions regarding this survey you can telephone on freecall 1800 068 587.

Your voluntary participation in this important survey contributes valuable information that will benefit future students and put you in the running to win an iPad. Winners will be notified by mail in June 2011.

Thank you for your valuable time. Your answers will be treated confidentially.

Please return this survey by Friday 13 May 2011 in the reply-paid envelope or alternatively post to PO Box 15037, CITY EAST QLD 4002.





## Appendix 4 Supplementary tables



**Table A4A: Fields of study**

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

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



**Table A4B: Industry categories**

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

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

