

clever • skilled • creative



nextstep

## Longitudinal study 2007

A report on the  
post-school transitions  
of Queensland's Year 12  
completers from 2005





# Longitudinal study 2007

**A report on the  
post-school transitions of  
Queensland's Year 12  
completers from 2005**

Department of **Education and Training**

**Queensland the Smart State**

## Acknowledgments

The *Next Step* team gratefully acknowledge the assistance of the members of the *Next Step* survey reference group and the organisations they represent:

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, Training and the Arts

Office of the Government Statistician

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

This research is funded by the Queensland Government.

# Contents

Acknowledgments.....	ii
List of tables.....	iii
List of figures .....	iii
<b>Executive Summary .....</b>	<b>1</b>
Background.....	1
Key Findings.....	1
Conclusion.....	1
<b>Introduction.....</b>	<b>2</b>
Overview.....	2
<b>Pathways.....</b>	<b>6</b>
University students in 2006: where were they in 2007? .....	6
Apprentices in 2006: where were they in 2007? .....	7
Trainees in 2006: where were they in 2007? .....	8
Campus-based VET students in 2006: where were they in 2007? .....	9
Working and not studying in 2006: where were they in 2007? .....	10
Not studying and not working in 2006: where were they in 2007? .....	11
Deferrers in 2006: where were they in 2007? .....	12
<b>Technical Note.....</b>	<b>13</b>
Reliability of the estimates.....	13
Non-sampling error .....	13
Sampling error .....	13
Estimates of sampling error .....	13
Effects of rounding.....	14
<b>Appendix .....</b>	<b>15</b>
Appendix 1: Standard Errors of Estimate of Year 12 completers from 2005 - 2007.....	15
Appendix 2: Standard Errors of Estimate of Indigenous Year 12 completers from 2005 - 2007 .....	16
Appendix 3: Main Destination categorisations.....	17

## List of tables

Table 1: Main destinations of Year 12 completers from 2005, by sex, Queensland 2006–07.....	4
Table 2: 2006 Main destinations of Year 12 completers from 2005 by 2007 main destination , Queensland .....	5
Table 3: 2007 main destinations of University students in 2006 by key characteristics .....	6
Table 4: 2007 main destinations of Apprentices in 2006 by key characteristics .....	7
Table 5: 2007 main destinations of Trainees in 2006 by key characteristics .....	8
Table 6: 2007 main destinations of Campus-based VET students in 2006 by key characteristics.....	9
Table 7: 2007 main destinations of Workers in 2006 by key characteristics .....	10
Table 8: 2007 main destinations of those not studying and not working in 2006 by key characteristics .....	11
Table 9: 2007 main destinations of Deferrers in 2006 by key characteristics .....	12

## List of figures

Figure 1: Main destinations of Year 12 completers from 2005, Queensland 2007.....	3
Figure 2: 2007 main destinations of University students in 2006 .....	6
Figure 3: 2007 main destinations of Apprentices in 2006 .....	7
Figure 4: 2007 main destinations of Trainees in 2006 .....	8
Figure 5: 2007 main destinations of Campus-based VET students in 2006 .....	9
Figure 6: 2007 main destinations of Workers in 2006.....	10
Figure 7: 2007 main destinations of those not studying and not working in 2006.....	11
Figure 8: 2007 main destinations of Deferrers in 2006 .....	12



# Executive Summary

## Background

The *Next Step* Longitudinal study informs understanding of longer term social and economic outcomes of the educational system and supplements the 'point-in-time' information provided by the annual *Next Step* survey.

The *Next Step* Longitudinal study will annually track, through to the age of 24, a large sample of young people who completed Year 12 in 2005, and participated in the 2006 *Next Step* survey.

This *Next Step* Longitudinal 2007 report documents the study and work pathways of young people in the two years since they completed Year 12.

The data was collected via a telephone survey conducted by the Office of the Government Statistician between 18 September and 27 October 2007. A total of 11 190 responses were received, representing a response rate of 84.9 per cent.

## Key Findings

The pathways of the respondents were categorised into ten main destinations, as detailed in table A3 (Appendix 3). Those who reported both studying and working were categorised as studying for their main destination.

Two years after completing Year 12, the key findings for the 2005 cohort are:

- 94.7 per cent of young people were engaged in learning or earning (Table 1).
- Young people who were studying a university degree or were apprentices, six months after leaving school, were the least likely to be disengaged from 'learning or earning' after 2 years (1.8 per cent – p. 6 - 12).
- The next least likely to be disengaged from 'learning or earning' were young people who were either trainees or employed, six months after leaving school, (5.1 per cent and 5.7 per cent respectively) followed by young people who were studying campus-based VET (8.7 per cent – p. 6 - 12).
- The most likely to be disengaged from 'learning or earning' were young people who were also disengaged from 'learning or earning' six months after leaving school (19.9 per cent – p. 6 - 12).
- Of those young people who deferred university study immediately after leaving school, half commenced university study the following year while the majority of the remainder were on an alternative learning or earning pathway (Table 9).
- Given the same starting point six months after completing school:
  - Indigenous young people were generally less engaged in learning or earning activities than non-Indigenous young people two years after leaving school (p. 6 - 12).
  - young people who went to school in non-metropolitan areas had similar destination patterns to their metropolitan counterparts (p. 6 - 12).
  - socioeconomic status had little bearing on the destination patterns of young people (p. 6 - 12).

## Conclusion

The *Next Step* Longitudinal study shows that the vast majority of young Queenslanders were engaged in 'learning and earning' pathways two years after completing Year 12. Nevertheless, young people who were disengaged from 'learning or earning', six months after completing school, were more likely than those who were engaged, to be disengaged from 'learning or earning' after two years.

## Introduction

In April 2005, in a Ministerial Statement to Parliament, the then Minister of Education indicated the intention to conduct a longitudinal study on student outcomes.

The *Next Step* Longitudinal study builds upon the annual *Next Step* survey, which has been conducted by the Department of Education and Training since 2005. The *Next Step* survey collects 'point-in-time' information on the initial study and work destinations of young people, approximately six months after completing school.

The *Next Step* survey and *Next Step* Longitudinal study are conducted in order to assist:

- Parents and the wider public to know the achievements of students and to appreciate the range of options available to students
- Schools to review and plan their services for students, especially in the senior years of schooling
- School systems to review their education policies as they affect the transition from school to further study and employment
- Training bodies, universities, business and industry, local government and regions to plan their services.

Almost 31 000 young people completed the *Next Step* survey in 2006. This represented a 78 per cent response rate of the more than 40 000 young people who completed Year 12 in 2005 in Government and non-Government schools across Queensland. The initial study and work destinations of those young people are documented in the *Next Step* 2006 report.

The *Next Step* Longitudinal study intends to follow a stratified random sample of 13 175 of the *Next Step* 2006 respondents, mapping their study and work pathways through to the age of 24. The responses of these young people to the *Next Step* survey in 2006 form the base of the longitudinal study.

The 2007 survey was conducted by the Office of the Government Statistician between 18 September and 27 October 2007. A total of 11 190 responses were collected, representing a response rate of 84.9 per cent.

This *Next Step* Longitudinal 2007 report documents the study and work pathways that this group of young people have taken in the two years since completing school.

Figures in this report are estimates, based on the 11 190 survey responses, that have been weighted to reflect the nearly 31 000 respondents to the 2006 *Next Step* survey.

## Overview

The pathways of Year 12 graduates were categorised into ten main destinations as detailed in table A3 (Appendix 3). Respondents who were both studying and working were reported as studying for their main destination.

Figure 1 below shows the 2007 main destinations of Year 12 completers from 2005 and highlights that two years after leaving school:

- 94.7 per cent of Year 12 completers were studying or in paid employment
- 60.8 per cent were in some recognised form of education and training
- 37.0 per cent were undertaking a university degree
- 23.8 per cent were studying vocational education and training (VET)



- 7.1 per cent were campus-based VET students with 4.3 per cent of these studying at Certificate IV level or higher
- 16.6 per cent were undertaking employment-based training, either as an apprentice (13.0 per cent) or trainee (3.6 per cent)
- 33.9 per cent were employed and not studying, 3.2 per cent were looking for work and not studying and a further 2.1 per cent were neither working, seeking work nor studying.

**Figure 1: Main destinations of Year 12 completers from 2005, Queensland 2007**

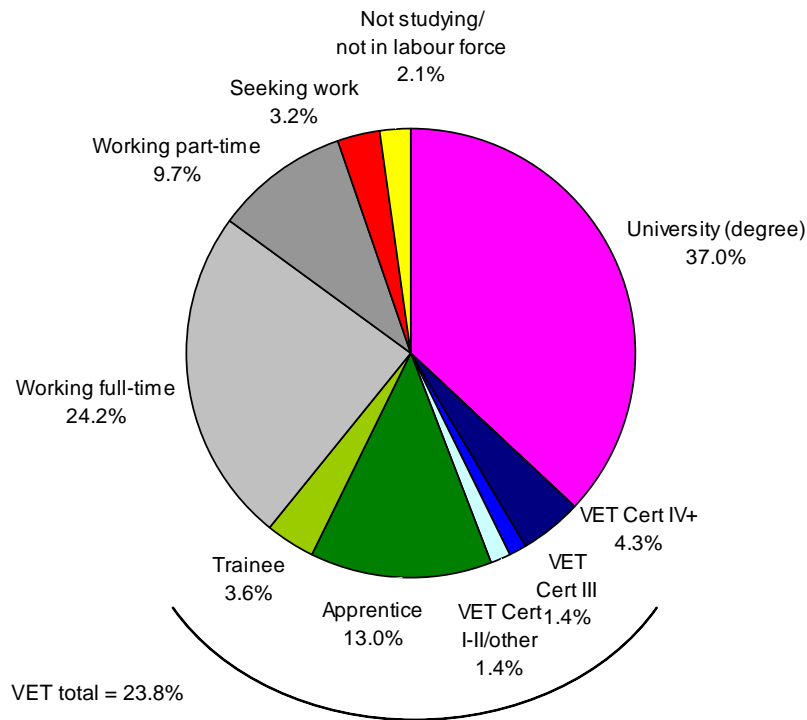


Table 1 shows the main destinations in 2006 and 2007 of Year 12 completers from 2005 by sex. Overall, there is little change in the pattern of main destinations between 2006 and 2007, with the biggest differences being an increase in the proportion of young people working full-time and a decrease in those working part-time.

This pattern was evident for both males and females with the additional finding of an increase in the proportion of males in apprenticeships.

**Table 1: Main destinations of Year 12 completers from 2005, by sex, Queensland 2006–07**

	Male				Female				Total			
	2006		2007		2006		2007		2006		2007	
	no.	%	no.	%	no.	%	no.	%	no.	%	no.	%
University (degree)	4 685	31.7	4 599	31.1	6 693	41.3	6 867	42.4	11 378	36.7	11 466	37.0
VET Cert IV+	1 014	6.9	490	3.3	1 196	7.4	839	5.2	2 210	7.1	1 329	4.3
VET Cert III	205	1.4	105	0.7	494	3.0	337	2.1	699	2.3	442	1.4
VET Cert I-II	607	4.1	174	1.2	669	4.1	263	1.6	1 276	4.1	437	1.4
Apprentice	2 449	16.6	3 564	24.1	338	2.1	472	2.9	2 787	9.0	4 036	13.0
Trainee	673	4.6	459	3.1	1 203	7.4	663	4.1	1 876	6.1	1 122	3.6
<b>(Total VET)</b>	<b>(4 948)</b>	<b>(33.5)</b>	<b>(4 792)</b>	<b>(32.4)</b>	<b>(3 900)</b>	<b>(24.1)</b>	<b>(2 574)</b>	<b>(15.9)</b>	<b>(8 848)</b>	<b>(28.6)</b>	<b>(7 366)</b>	<b>(23.8)</b>
Working full-time	1 987	13.4	3 516	23.8	2 024	12.5	3 974	24.5	4 011	12.9	7 490	24.2
Working part-time	1 920	13.0	1 120	7.6	2 520	15.6	1 889	11.7	4 440	14.3	3 009	9.7
Seeking work	969	6.6	531	3.6	810	5.0	475	2.9	1 779	5.7	1 006	3.2
Not studying/NILF	278	1.9	229	1.5	255	1.6	423	2.6	533	1.7	652	2.1
<b>Total</b>	<b>14 787</b>	<b>100.0</b>	<b>14 787</b>	<b>100.0</b>	<b>16 202</b>	<b>100.0</b>	<b>16 202</b>	<b>100.0</b>	<b>30 989</b>	<b>100.0</b>	<b>30 989</b>	<b>100.0</b>

Table 2 shows the main destination pathways taken by young people between 2006 and 2007. The findings show that large proportions of individuals were continuing on their initial path such as university degree courses (79.3 per cent continued in 2007) and apprenticeships (82.7 per cent continued in 2007) while others had used their study experience in 2006 to gain entrance into university or higher level VET courses in 2007.

There is strong evidence to suggest that young people were using their study experience in 2006 to transition into full-time work. Almost half of all trainees in 2006 (46.6 per cent), 30.0 per cent of all VET Certificate IV+, 25.4 per cent of all VET Certificate III and 23.6 per cent of all VET Certificate I-II were working full-time in 2007. There was also a strong pattern of transition from part-time work to full-time work (37.0 per cent).

Furthermore, there was a large proportion of individuals who were seeking work in 2006 that have made the transition to full-time work and further education and training.

**Table 2: 2006 Main destinations of Year 12 completers from 2005 by 2007 main destination , Queensland**

2006 Main Destination		2007 Main Destination										Total
		University (degree)	VET Cert IV+	VET Cert III	VET Cert I-II	Apprentice	Trainee	Working full-time	Working part-time	Seeking work	Not studying/ NILF	
<b>University (degree)</b>	no.	9 019	190	*36	*39	157	126	1 014	591	99	107	11 378
	%	79.3	1.7	*0.3	*0.3	1.4	1.1	8.9	5.2	0.9	0.9	100.0
<b>VET Cert IV+</b>	no.	265	428	*37	54	157	87	663	367	99	53	2 210
	%	12.0	19.4	1.7	2.4	7.1	3.9	30.0	16.6	4.5	2.4	100.0
<b>VET Cert III</b>	no.	*44	94	66	**14	50	53	178	138	*43	*21	699
	%	*6.3	13.4	9.4	**2.0	7.1	7.6	25.4	19.7	*6.1	*3.0	100.0
<b>VET Cert I-II</b>	no.	219	70	*44	88	181	54	301	170	98	51	1 276
	%	17.2	5.5	*3.4	6.9	14.2	4.2	23.6	13.3	7.7	4.0	100.0
<b>Apprentice</b>	no.	*36	**10	**16	**3	2 307	*47	269	*49	*24	*27	2 787
	%	*1.3	**0.4	**0.6	**0.1	82.7	*1.7	9.6	1.8	*0.9	*1.0	100.0
<b>Trainee</b>	no.	243	99	*34	*38	116	187	874	190	53	*42	1 876
	%	13.0	5.3	*1.8	*2.0	6.2	10.0	46.6	10.1	2.8	*2.2	100.0
<b>(Total VET)</b>	no.	807	701	197	197	2 811	428	2 285	914	317	194	8 851
	%	9.1	7.9	2.2	2.2	31.8	4.8	25.8	10.3	3.6	2.2	100.0
<b>Working full-time</b>	no.	737	156	60	63	423	226	1 888	270	136	51	4 011
	%	18.4	3.9	1.5	1.6	10.5	5.6	47.1	6.7	3.4	1.3	100.0
<b>Working part-time</b>	no.	663	180	107	74	428	225	1 641	827	192	102	4 440
	%	14.9	4.1	2.4	1.7	9.6	5.1	37.0	18.6	4.3	2.3	100.0
<b>Seeking work</b>	no.	136	76	31	45	172	100	568	349	207	94	1 779
	%	7.6	4.3	1.7	2.5	9.7	5.6	31.9	19.6	11.6	5.3	100.0
<b>Not studying/ NILF</b>	no.	103	26	10	21	45	17	94	57	55	103	533
	%	19.4	4.9	1.9	4.0	8.5	3.2	17.7	10.7	10.4	19.4	100.0
<b>Total</b>	no.	11 466	1 329	441	438	4 036	1 122	7 490	3 009	1 006	652	30 989
	%	37.0	4.3	1.4	1.4	13.0	3.6	24.2	9.7	3.2	2.1	100.0

\* Estimate has a relative standard error of between 25% and 50% and should be used with caution.

\*\* Estimate has a relative standard error greater than 50% and is considered too unreliable for general use.

For the remainder of this report the main destination categories for VET Certificate I-IV+ will be referred to as “Campus-based VET”, working full-time and working part-time will be referred to as “Working” and seeking work and not studying/not in the labour force will be referred to as “Not studying and not working”.

# Pathways

## University students in 2006: where were they in 2007?

The *Next Step* survey of young people who were Year 12 completers in 2005 found that 36.7 per cent were undertaking a university degree in 2006. Of those, in 2007:

- 79.3 per cent had continued to study at a university degree level.
- Males and females were just as likely to continue on this pathway (77.8 per cent and 80.3 per cent respectively).
- Indigenous university students were less likely than their non-Indigenous counterparts to continue studying at university (65.7 per cent compared to 79.4 per cent).
- Socioeconomic factors reflected an influence on university study, with those young people in the highest SES quartile more likely to have continued their university studies than those in the lower two SES quartiles.
- 20.7 per cent did not continue their university studies, with the majority (14.1 per cent) entering the workforce.

Figure 2: 2007 main destinations of University students in 2006

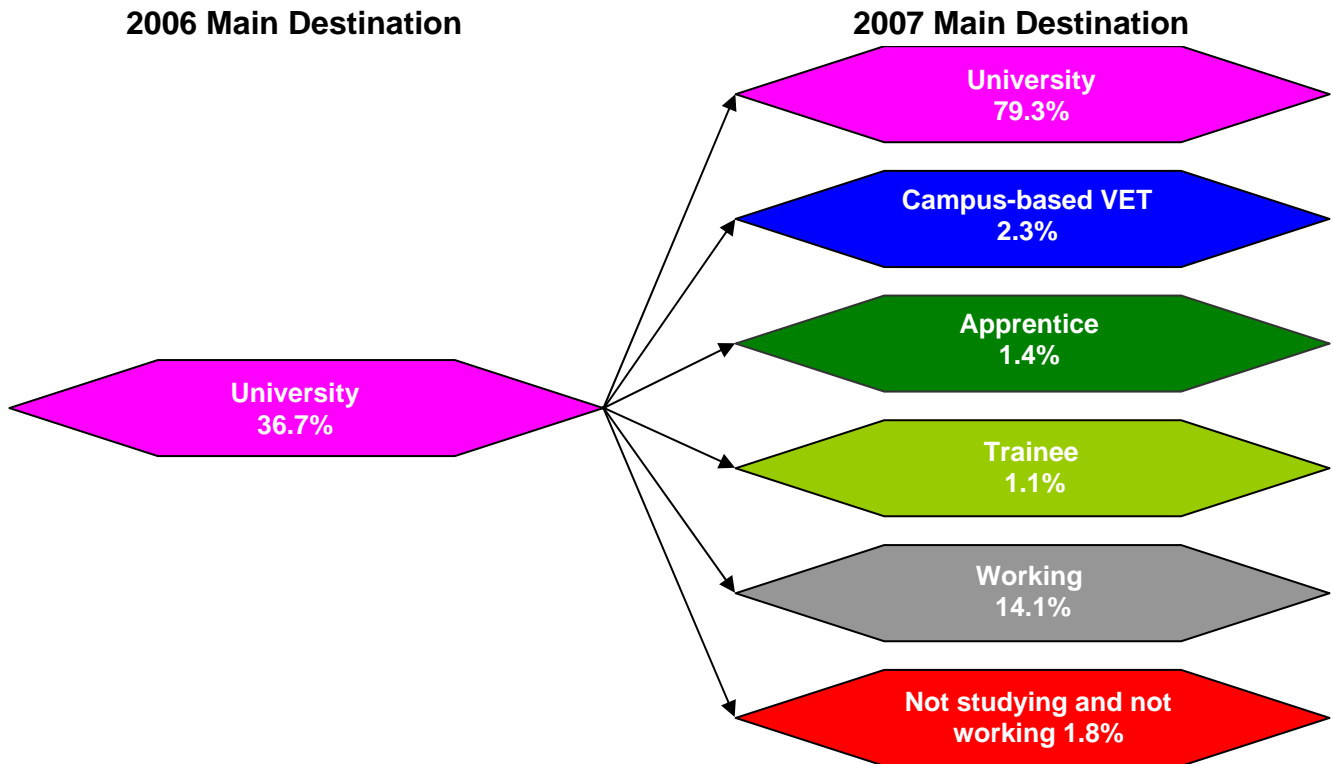


Table 3: 2007 main destinations of University students in 2006 by key characteristics

2006 Main Destination - University	no.	2007 Main Destination						Total %
		University (degree) %	Campus-based VET %	Apprentice %	Trainee %	Working %	Not studying/ not working %	
Male	4 685	77.8	2.0	3.1	1.1	14.1	1.9	100.0
Female	6 693	80.3	2.5	**0.1	1.1	14.1	1.8	100.0
Non-metropolitan	2 851	77.7	2.8	*1.7	*1.6	15.3	*0.9	100.0
Metropolitan	8 527	79.8	2.2	1.3	0.9	13.7	2.1	100.0
Indigenous	102	65.7	**5.9	**2.0	**1.0	*20.6	**4.9	100.0
Non-Indigenous	11 277	79.4	2.3	1.4	1.1	14.0	1.8	100.0
Highest SES Quartile	3 973	82.1	1.9	1.3	*0.7	12.4	1.6	100.0
Second Highest SES Quartile	2 919	79.2	2.2	*1.4	*1.3	13.7	2.2	100.0
Second Lowest SES Quartile	2 405	76.4	3.2	*1.5	*1.3	15.8	*1.7	100.0
Lowest SES Quartile	1 978	77.0	*2.2	*1.5	*1.1	16.5	*1.7	100.0

\* Estimate has a relative standard error of between 25% and 50% and should be used with caution.

\*\* Estimate has a relative standard error greater than 50% and is considered too unreliable for general use.

## Apprentices in 2006: where were they in 2007?

The *Next Step* survey of young people who were Year 12 completers in 2005 found that 9.0 per cent were undertaking an apprenticeship in 2006. Of these, in 2007:

- 82.8 per cent had continued in an apprenticeship.
- Males were more likely than their female counterparts to continue this pathway (85.2 per cent compared to 65.1 per cent).
- Indigenous status, geographic location and socioeconomic status all had no bearing on the likelihood of continuing in an apprenticeship.
- 17.2 per cent did not continue their apprenticeship with the majority (11.4 per cent) entering the workforce.

Figure 3: 2007 main destinations of Apprentices in 2006

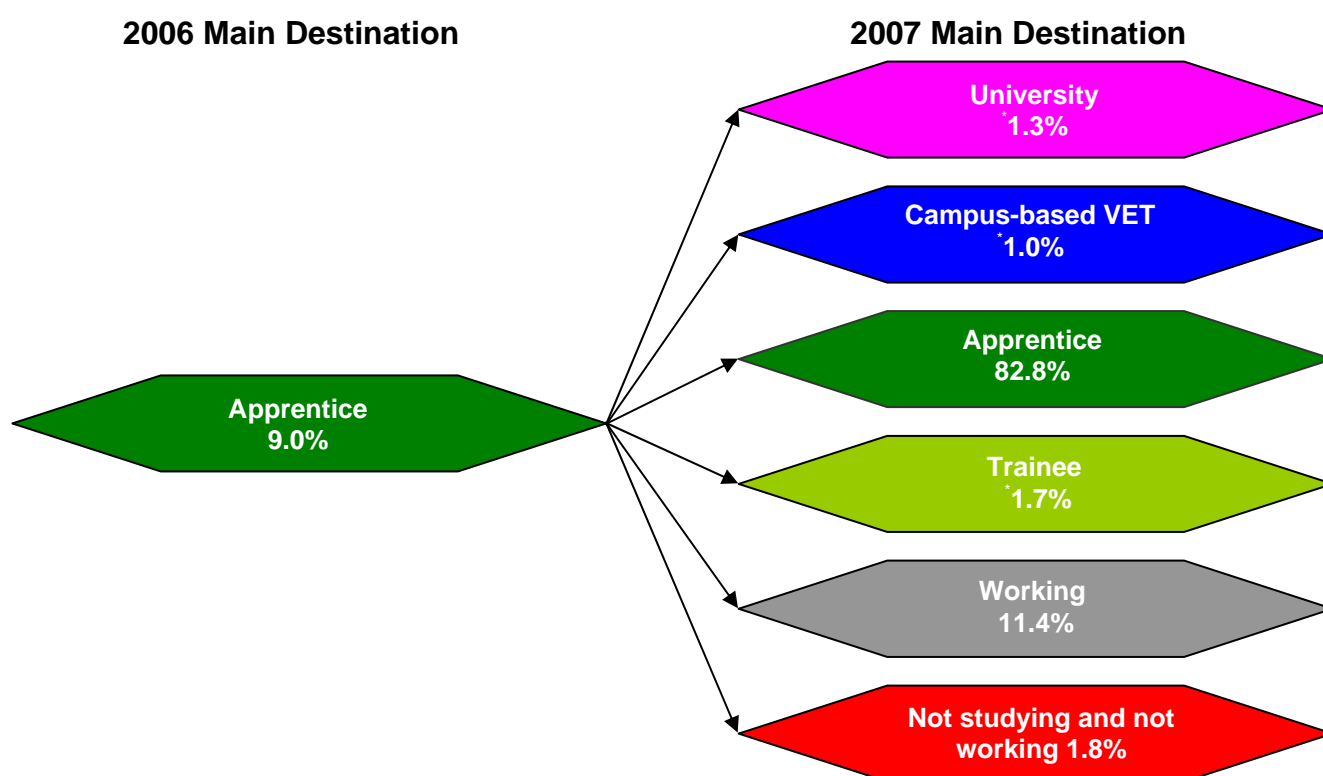


Table 4: 2007 main destinations of Apprentices in 2006 by key characteristics

2006 Main Destination - Apprentice	no.	2007 Main Destination						Total %
		University (degree) %	Campus-based VET %	Apprentice %	Trainee %	Working %	Not studying/ not working %	
Male	2 449	*0.9	**0.8	85.2	*1.3	10.4	*1.3	100.0
Female	338	**3.8	**2.7	65.1	**4.1	18.9	**5.3	100.0
Non-metropolitan	1 235	**1.1	**1.0	85.7	*1.8	8.4	*2.0	100.0
Metropolitan	1 554	*1.4	**1.1	80.4	*1.7	13.8	*1.7	100.0
Indigenous	47	**0.0	**2.1	74.5	**0.0	*19.1	**4.3	100.0
Non-Indigenous	2 740	*1.3	*1.0	82.9	*1.7	11.3	*1.8	100.0
Highest SES Quartile	529	**1.9	**1.1	87.3	**0.9	*7.9	**0.8	100.0
Second Highest SES Quartile	612	**1.6	**1.3	80.6	**1.3	13.6	**1.6	100.0
Second Lowest SES Quartile	815	**0.9	**0.2	83.7	**2.0	12.1	**1.1	100.0
Lowest SES Quartile	815	**1.0	**0.9	81.2	**2.2	11.4	*3.3	100.0

\* Estimate has a relative standard error of between 25% and 50% and should be used with caution.

\*\* Estimate has a relative standard error greater than 50% and is considered too unreliable for general use.

## Trainees in 2006: where were they in 2007?

The *Next Step* survey of young people who were Year 12 completers in 2005 found that 6.1 per cent were undertaking a traineeship in 2006. Of these, in 2007:

- 10.0 per cent had continued to be a trainee.
- Males and females were just as likely to continue this pathway (12.8 per cent and 8.4 per cent respectively).
- 90.0 per cent were no longer trainees with the majority (56.7 per cent) entering the workforce.
- 12.9 per cent were building on their traineeship study experience by undertaking a university degree with a further 9.2 per cent undertaking a campus-based VET program and 6.2 per cent entering into an apprenticeship.
- 5.1 per cent had not continued on an education or training pathway and were not working.

Figure 4: 2007 main destinations of Trainees in 2006

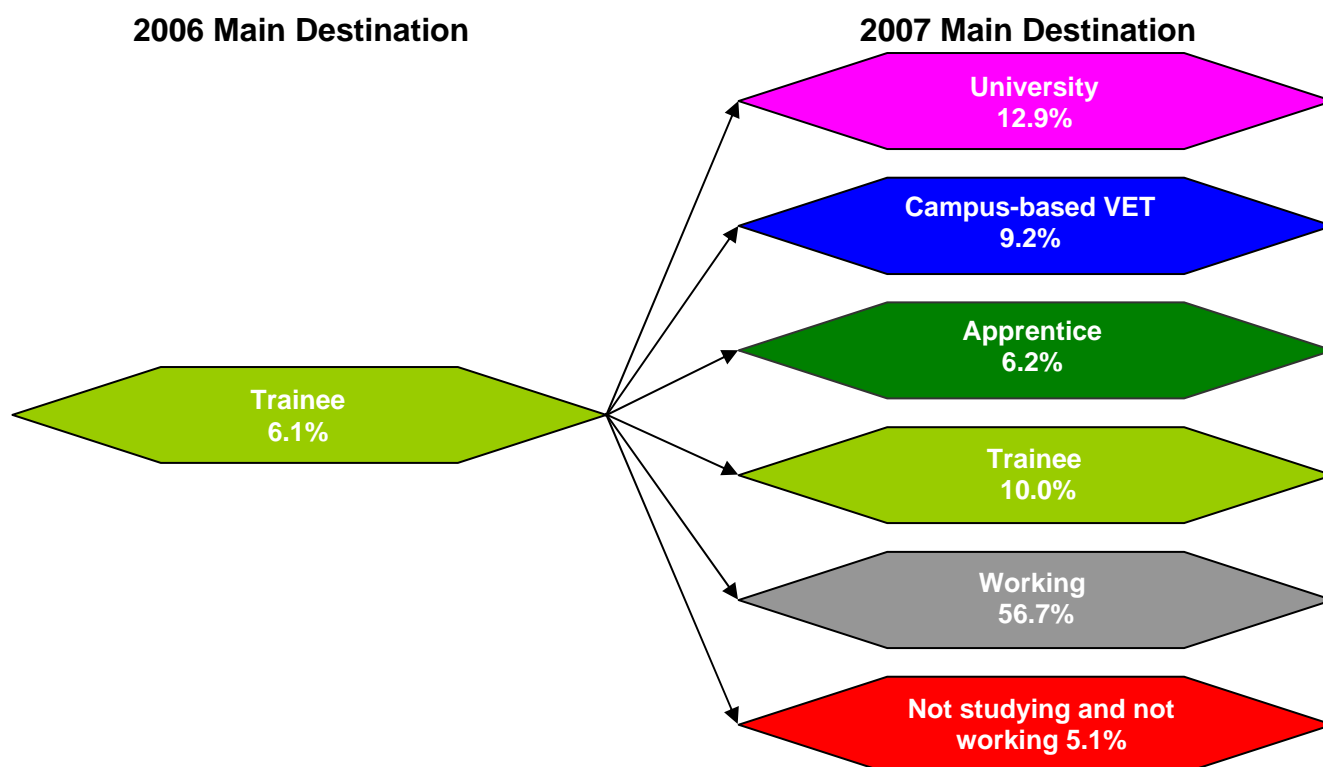


Table 5: 2007 main destinations of Trainees in 2006 by key characteristics

2006 Main Destination - Trainee	no.	2007 Main Destination						Total %
		University (degree) %	Campus-based VET %	Apprentice %	Trainee %	Working %	Not studying/ not working %	
Male	673	12.2	*6.5	13.8	12.8	49.8	*4.9	100.0
Female	1 203	13.4	10.6	*1.9	8.4	60.5	5.1	100.0
Non-metropolitan	926	16.4	8.9	5.6	10.6	53.2	*5.3	100.0
Metropolitan	948	9.5	9.5	6.6	9.4	60.1	*4.9	100.0
Indigenous	47	**2.1	**8.5	**12.8	**6.4	*48.9	*21.3	100.0
Non-Indigenous	1 828	13.2	9.1	6.0	10.1	56.9	4.6	100.0
Highest SES Quartile	280	*16.4	*10.7	**4.6	*7.5	57.5	**3.2	100.0
Second Highest SES Quartile	447	12.5	*10.3	*7.2	*8.5	57.3	**4.3	100.0
Second Lowest SES Quartile	553	12.5	9.6	*7.4	10.7	55.7	*4.2	100.0
Lowest SES Quartile	594	12.0	*6.9	*5.1	11.6	57.1	*7.4	100.0

\* Estimate has a relative standard error of between 25% and 50% and should be used with caution.

\*\* Estimate has a relative standard error greater than 50% and is considered too unreliable for general use.

## Campus-based VET students in 2006: where were they in 2007?

The *Next Step* survey of young people who were Year 12 completers in 2005 found that 13.5 per cent were undertaking a Campus-based VET program in 2006. Of these, in 2007:

- 21.4 per cent had continued with a campus-based VET program.
- Females were more likely to continue this pathway than their male counterparts (24.5 per cent compared to 17.4 per cent). However, males were more likely than females to use their campus-based VET study experience to transition to an apprenticeship (17.1 per cent compared to 3.2 per cent).
- 78.6 per cent did not continue with a campus-based VET program with the majority (43.4 per cent) having entered the workforce.
- 12.6 per cent were building on their study experience by undertaking a university degree.
- 8.7 per cent had not continued on an education or training pathway and were not working.

Figure 5: 2007 main destinations of Campus-based VET students in 2006

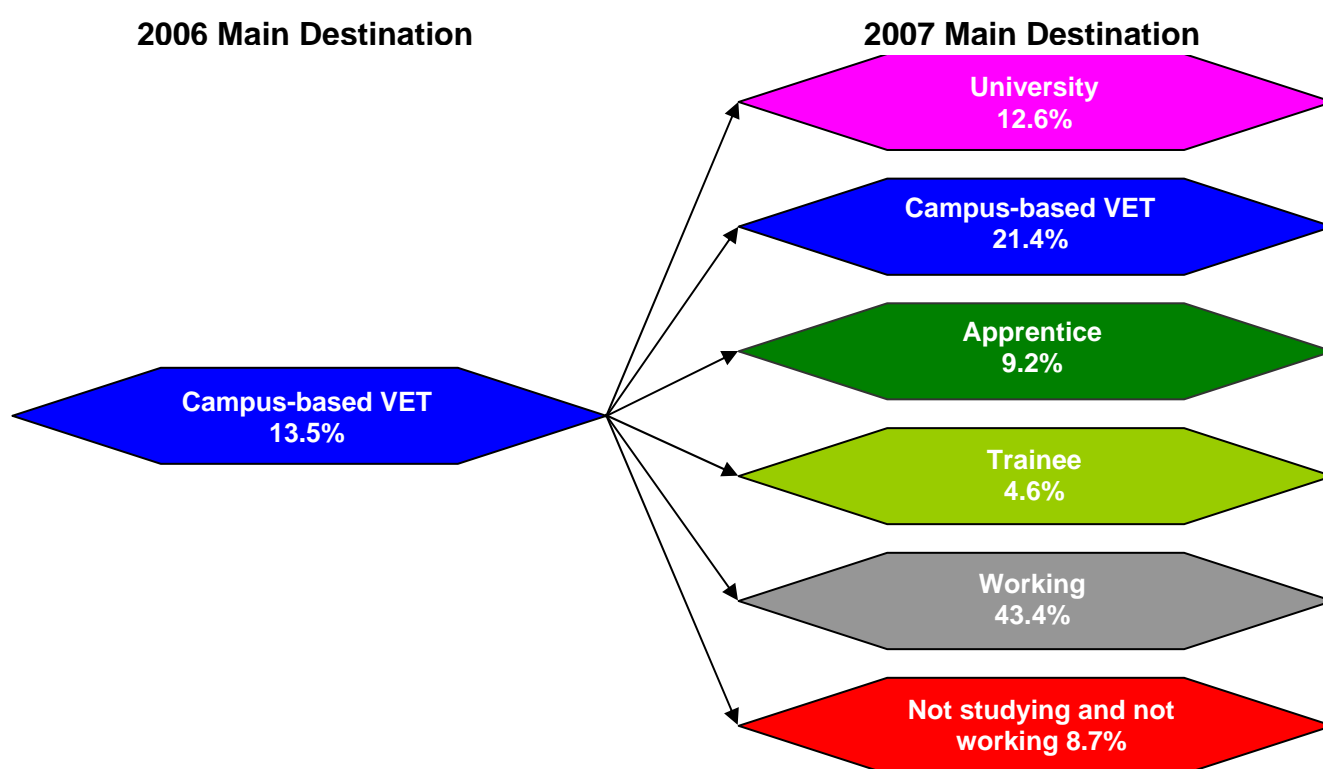


Table 6: 2007 main destinations of Campus-based VET students in 2006 by key characteristics

2006 Main Destination – Campus-based VET	2007 Main Destination							Total %
	no.	University (degree) %	Campus- based VET %	Apprentice %	Trainee %	Working %	Not studying/ not working %	
Male	1 826	10.3	17.4	17.1	4.1	42.4	8.7	100.0
Female	2 359	14.4	24.5	3.2	5.0	44.2	8.7	100.0
Non-metropolitan	1 123	13.5	21.1	7.2	3.3	44.3	10.5	100.0
Metropolitan	3 062	12.3	21.5	10.0	5.1	43.1	8.0	100.0
Indigenous	64	**10.9	*20.3	**6.3	*17.2	*29.7	*15.6	100.0
Non-Indigenous	4 120	12.6	21.4	9.3	4.4	43.6	8.6	100.0
Highest SES Quartile	961	16.0	20.2	10.6	*5.0	39.6	8.5	100.0
Second Highest SES Quartile	1 012	11.6	20.8	10.2	*4.7	47.5	5.2	100.0
Second Lowest SES Quartile	1 047	10.4	24.9	9.6	*2.9	43.1	9.2	100.0
Lowest SES Quartile	1 143	12.3	19.6	7.2	5.8	43.5	11.6	100.0

\* Estimate has a relative standard error of between 25% and 50% and should be used with caution.

\*\* Estimate has a relative standard error greater than 50% and is considered too unreliable for general use.

## Working and not studying in 2006: where were they in 2007?

The *Next Step* survey of young people who were Year 12 completers in 2005 found that 27.3 per cent entered the workforce with no further education or training in 2006. Of these, in 2007:

- 54.8 per cent had continued in the workforce with no further study.
- Indigenous status had no bearing on the likelihood of continuing in the workforce, however, Indigenous young people were more likely than their non-Indigenous counterparts to have discontinued with employment and not be studying (14.3 per cent compared to 5.4 per cent).
- 16.6 per cent were undertaking a university degree, many of whom had deferred their place in 2006. This pathway was more likely in the highest socioeconomic quartile (23.4 per cent) than the others.
- 10.1 per cent had transitioned to an apprenticeship and a further 7.6 per cent had commenced study through a campus-based VET program.
- 5.7 per cent had discontinued with employment and were not studying.

Figure 6: 2007 main destinations of Workers in 2006

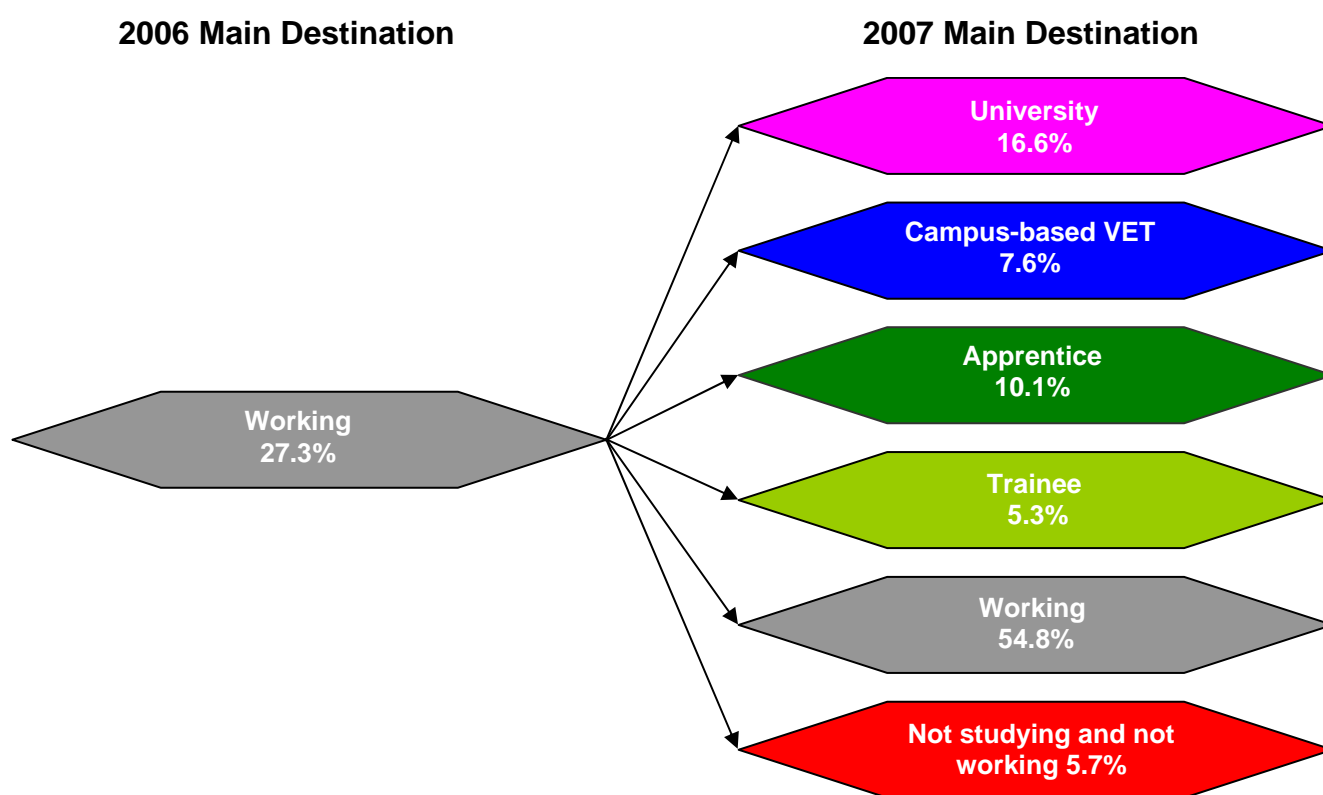


Table 7: 2007 main destinations of Workers in 2006 by key characteristics

2006 Main Destination - Working	no.	2007 Main Destination						Total %
		University (degree) %	Campus-based VET %	Apprentice %	Trainee %	Working %	Not studying/ not working %	
Male	3 908	14.1	5.5	18.7	3.9	52.5	5.2	100.0
Female	4 546	18.7	9.4	2.7	6.5	56.6	6.1	100.0
Non-metropolitan	3 082	19.6	6.1	9.9	6.3	51.7	6.4	100.0
Metropolitan	5 369	14.8	8.4	10.2	4.8	56.5	5.3	100.0
Indigenous	272	3.3	8.1	8.1	5.1	61.0	14.3	100.0
Non-Indigenous	8 180	17.0	7.6	10.1	5.3	54.5	5.4	100.0
Highest SES Quartile	1 630	23.4	4.8	9.8	4.2	55.0	2.8	100.0
Second Highest SES Quartile	2 007	15.9	8.1	11.5	7.4	52.5	4.6	100.0
Second Lowest SES Quartile	2 333	16.2	9.3	9.1	4.0	53.8	7.5	100.0
Lowest SES Quartile	2 398	11.6	7.6	10.0	5.8	58.4	6.6	100.0

\* Estimate has a relative standard error of between 25% and 50% and should be used with caution.

\*\* Estimate has a relative standard error greater than 50% and is considered too unreliable for general use.



## Not studying and not working in 2006: where were they in 2007?

The *Next Step* survey of young people who were Year 12 completers in 2005 found that 7.4 per cent of all school leavers were not studying and not working in 2006. The *Next Step* 2006 report identified that a large proportion of these young people were living with a disability or had family commitments. In 2007:

- 80.1 per cent had made the transition to some form of work or study with the most common main destination being work with no study (46.2 per cent).
- 10.3 per cent were undertaking a university degree, 9.4 per cent had begun an apprenticeship, 9.0 per cent had entered a campus-based VET program and 5.1 per cent had begun a traineeship.
- 19.9 per cent continued to be not studying and not working.
- Indigenous young people were more likely to continue to be “Not studying and not working” than their non-Indigenous counterparts (35.8 per cent compared to 19.4 per cent).
- Socioeconomic status had a bearing on the likelihood of young people continuing to be ‘Not studying and not working’, with the lowest SES quartile more likely than the highest SES quartile to continue on this pathway (23.7 per cent compared to 14.7 per cent).

Figure 7: 2007 main destinations of those not studying and not working in 2006

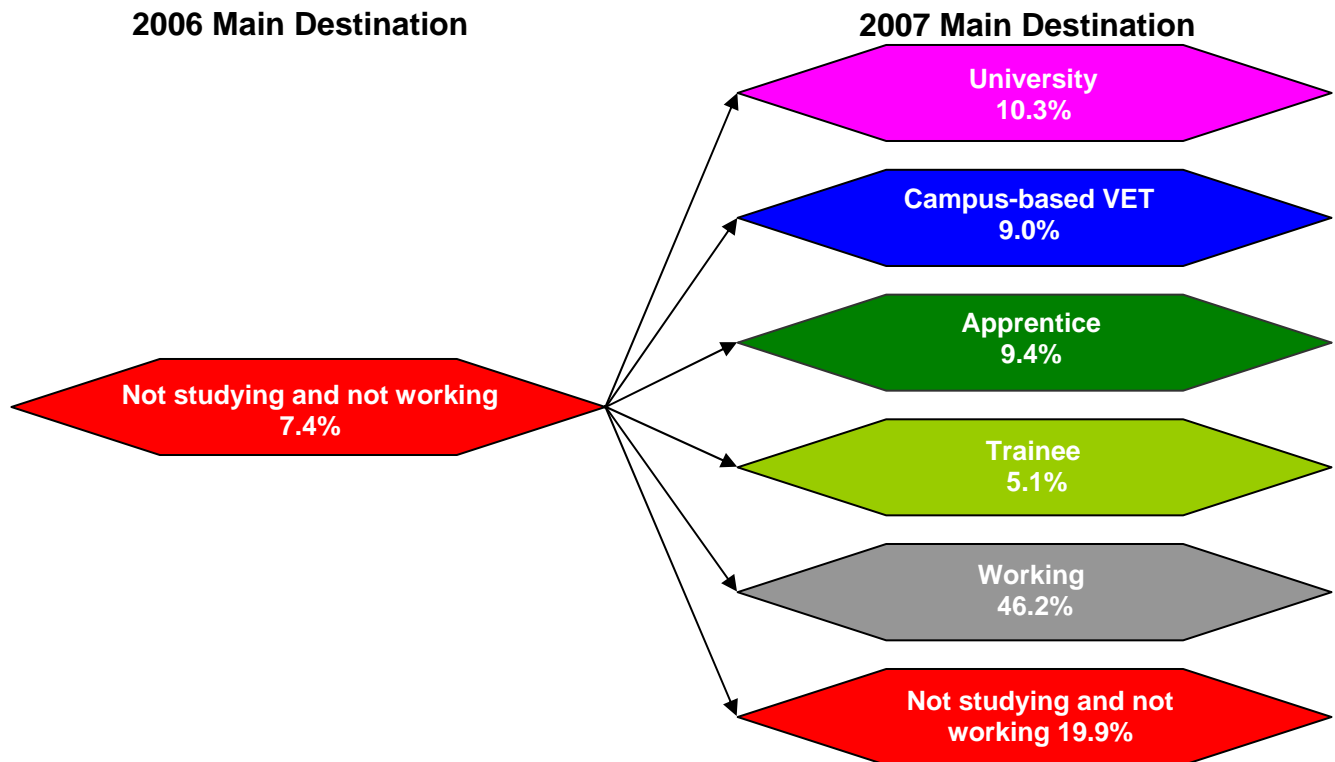


Table 8: 2007 main destinations of those not studying and not working in 2006 by key characteristics

2006 Main Destination - Not studying and not working	2007 Main Destination							Total %
	no.	University (degree) %	Campus-based VET %	Apprentice %	Trainee %	Working %	Not studying/ not working %	
Male	1 247	8.8	6.5	15.5	4.7	44.9	19.6	100.0
Female	1 065	12.1	12.1	2.3	5.6	47.7	20.2	100.0
Non-metropolitan	791	8.7	7.5	7.8	6.8	46.9	22.3	100.0
Metropolitan	1 520	11.2	9.9	10.2	4.2	45.9	18.7	100.0
Indigenous	67	**3.0	**3.0	**9.0	**3.0	46.3	35.8	100.0
Non-Indigenous	2 244	10.6	9.2	9.4	5.1	46.3	19.4	100.0
Highest SES Quartile	361	16.3	*10.8	*11.6	**1.4	45.2	14.7	100.0
Second Highest SES Quartile	642	11.1	11.5	12.0	*5.9	42.9	16.6	100.0
Second Lowest SES Quartile	541	12.8	9.3	8.1	*6.2	42.8	20.7	100.0
Lowest SES Quartile	763	*4.8	*6.4	7.6	*5.2	52.2	23.7	100.0

\* Estimate has a relative standard error of between 25% and 50% and should be used with caution.

\*\* Estimate has a relative standard error greater than 50% and is considered too unreliable for general use.

## Deferrers in 2006: where were they in 2007?

The *Next Step* survey of young people who were Year 12 completers in 2005 found that 7.1 per cent deferred a university offer in 2006. Of those, in 2007:

- 50.1 per cent had taken up their offer and were undertaking a university degree.
- Indigenous deferrers were less likely than their non-Indigenous counterparts to take up their offer (28.6 per cent compared to 50.5 per cent).
- Young people who graduated from non-metropolitan schools were more likely to take up their university offer than their counterparts from metropolitan schools (55.7 per cent compared to 46.5 per cent).
- Of the remaining 49.9 per cent of deferrers who did not take up their university offer, the majority (31.4 per cent) entered the workforce. A further 5.8 per cent entered a campus-based VET program, 4.8 per cent started an apprenticeship and 3.1 per cent began a traineeship. Less than one in twenty (4.7 per cent) were not studying and not working.

Figure 8: 2007 main destinations of Deferrers in 2006

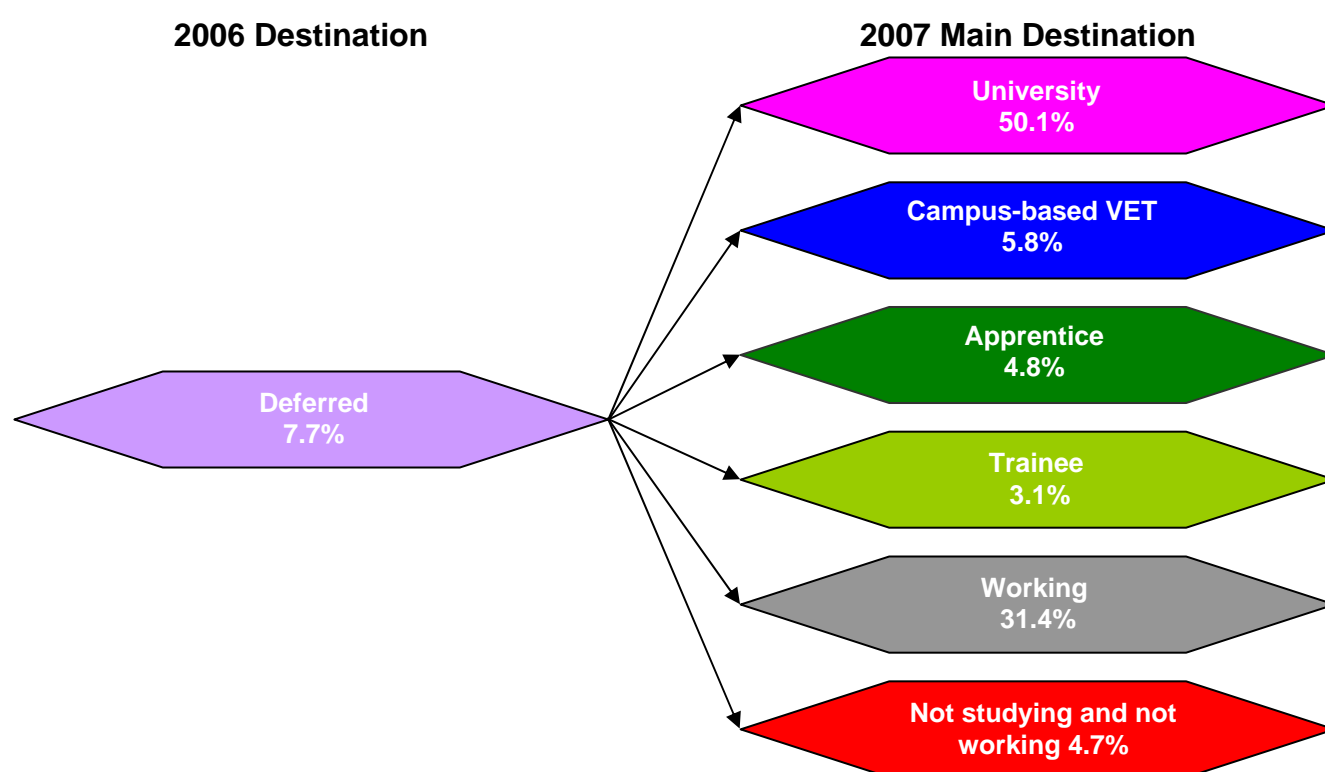


Table 9: 2007 main destinations of Deferrers in 2006 by key characteristics

2006 – Deferred	no.	2007 Main Destination					Total %	
		University (degree) %	Campus-based VET %	Apprentice %	Trainee %	Working %		Not studying/ not working %
Male	966	50.4	5.6	9.5	**1.9	26.6	6.0	100.0
Female	1 428	50.1	6.0	*1.5	3.9	34.7	3.9	100.0
Non-metropolitan	953	55.7	*3.9	*4.0	*4.4	28.1	*3.9	100.0
Metropolitan	1 441	46.5	7.1	5.2	*2.2	33.7	5.3	100.0
Indigenous	35	*28.6	**0.0	**2.9	**0.0	*51.4	**17.1	100.0
Non-Indigenous	2 360	50.5	5.9	4.8	3.1	31.1	4.5	100.0
Highest SES Quartile	596	53.0	**2.0	*6.5	**2.9	32.4	**3.2	100.0
Second Highest SES Quartile	583	48.4	*8.4	*4.8	*4.5	29.5	*4.5	100.0
Second Lowest SES Quartile	637	52.7	*5.0	*3.3	**3.0	30.0	*6.0	100.0
Lowest SES Quartile	527	44.0	*8.9	*4.2	**2.3	35.9	*4.7	100.0

\* Estimate has a relative standard error of between 25% and 50% and should be used with caution.

\*\* Estimate has a relative standard error greater than 50% and is considered too unreliable for general use.

# Technical Note

## Reliability of the estimates

The figures contained in this report are estimates based on a sample of 11 190 young people who completed Year 12 in Queensland in 2005 and responded to the survey between 18 September and 27 October 2007. The figures in this report are subject to non-sampling and sampling errors.

## Non-sampling error

Inaccuracies may occur because of imperfections in reporting by respondents and interviewers, and errors made in coding and processing of the data. These errors can occur whether the figures are derived from a sample survey or a census. Every effort is made to reduce non-sampling error to a minimum by careful design of questionnaires, intensive training and supervision of interviewers, and efficient operating procedures.

Responses to this survey were collected via Computer-assisted telephone interviewing (CATI). In some circumstances, the methodology allowed for responses to be provided by a proxy. Allowable proxies included parents, siblings and other household members. Proxy responses represented 17.2 per cent of all responses. It is possible that some answers supplied by proxies may be different to what would have been stated by the young persons themselves. Therefore, it should be noted that although it is estimated this error is small, its impact has not been quantified.

## Sampling error

This is the difference which would be expected between the estimate and the corresponding figure that would have been obtained from a collection based on the whole population, using the same questionnaires and procedures.

## Estimates of sampling error

One measure of the difference between the estimate based on a sample and the figure that would have been obtained from a census is the standard error (SE). There are about 2 chances in 3 (67 per cent) that the sample estimate will differ by less than one SE from the figure which would have been obtained if all Year 12 completers from 2005 had been included in the survey. There are about 19 chances in 20 (95 per cent) that the difference will be less than two SEs.

A standard error expressed as a percentage of the estimate is known as the 'relative standard error' (RSE). For example, if an estimate of 1 000 persons (from Appendix 1) has a standard error of 43 then the estimate has a relative standard error of  $43/1\ 000 * 100 = 4.3$  per cent. The RSE is a useful measure in that it provides an immediate indication of the percentage errors likely to have occurred due to sampling.

Appendix 1 gives approximate SEs for this survey, for general application to estimates of number of young people. These figures will not give a precise measure of the SE of a particular estimate, but they will provide an indication of its magnitude.

The size of the SE increases with the level of the estimate, so that the larger the estimate, the larger the SE is. However, it should be noted that the larger the sampling estimate, the smaller the SE will be in percentage terms (RSE). Thus, estimates derived from a larger sample will be relatively more reliable than estimates derived from a smaller sample.

Estimates derived from very small sample sizes are subject to such high RSEs as to detract seriously from their value for most reasonable uses. Only estimates with an RSE less than 25 per cent are considered sufficiently reliable for most purposes.

In this report, estimates between 55 and 20 have an RSE between 25 per cent and 50 per cent and have been indicated with the symbol \*. Estimates with an RSE greater than 50 per cent have been indicated with the symbol \*\*.

The following is an example of the calculation and use of standard errors from Appendix 1. An estimated 9 000 young people were studying a university degree two years after completing Year 12. Using the table of standard errors, this estimate of 9 000 has an SE of about 98.

Thus the figure of 9 000 from Appendix 1 means there is a 95 per cent chance that the number lies between  $(9\,000 - 2 * 98)$  and  $(9\,000 + 2 * 98)$ , i.e. in the range 8 804 to 9 196.

Particular care should be taken when comparing figures. It is not correct to assume that an apparent difference between figures is actually significant. Such an estimate is subject to sampling error. An approximate SE of the difference between two estimates  $(x - y)$  may be calculated by the following formula:

$$SE(x - y) = \sqrt{[SE(x)]^2 + [SE(y)]^2}$$

While this formula will only be exact for differences between separate and uncorrelated characteristics of sub-populations, it is expected to provide a good approximation for all differences likely to be of interest in this publication.

Percentages formed from the ratio of two estimates of the same type (such as proportions) are also subject to sampling error. The size of the error depends on the accuracy of both the numerator (x) and the denominator (y). The following formula calculates the RSE of a percentage:

$$RSE(x/y) = \sqrt{[RSE(x)]^2 - [RSE(y)]^2}$$

### Effects of rounding

Estimates in this report have been rounded and so discrepancies may occur between the sum of component items and their totals.

# Appendix

## Appendix 1: Standard Errors of Estimate of Year 12 completers from 2005 - 2007

Size of estimate (no. of persons)	Standard error	Relative standard error (%)	95% confidence interval	
			Lower limit	Upper limit
**20	10	50.0	0	40
*30	11	38.0	7	53
*50	14	28.0	22	78
100	18	18.0	65	135
200	23	11.7	154	246
300	27	9.1	247	353
400	30	7.6	341	459
500	33	6.6	435	565
600	35	5.9	531	669
700	37	5.3	627	773
800	39	4.9	723	877
900	41	4.6	819	981
1 000	43	4.3	916	1 084
2 000	56	2.8	1 891	2 109
3 000	65	2.2	2 873	3 127
4 000	72	1.8	3 859	4 141
5 000	78	1.6	4 846	5 154
6 000	84	1.4	5 835	6 165
7 000	89	1.3	6 826	7 174
8 000	94	1.2	7 817	8 183
9 000	98	1.1	8 808	9 192
10 000	102	1.0	9 801	10 199
15 000	119	0.8	14 768	15 232
20 000	132	0.7	19 741	20 259
25 000	144	0.6	24 718	25 282
30 000	154	0.5	29 698	30 302

\* Estimate has a relative standard error of between 25% and 50% and should be used with caution.

\*\* Estimate has a relative standard error greater than 50% and is considered too unreliable for general use.

## Appendix 2: Standard Errors of Estimate of Indigenous Year 12 completers from 2005 - 2007

Size of estimate (no. of persons)	Standard error	Relative standard error (%)	95% confidence interval	
			Lower limit	Upper limit
**7	3	50.0	0	14
*20	5	28.2	9	31
*23	6	25.0	12	34
40	7	19.8	25	55
60	9	15.9	41	79
80	10	13.4	59	101
100	11	11.7	77	123
150	13	8.9	124	176
200	15	7.1	172	228
250	17	5.9	221	279
300	18	5.1	270	330
350	19	4.4	320	380
400	21	3.9	369	431
450	22	3.5	419	481

\* Estimate has a relative standard error of between 25% and 50% and should be used with caution.

\*\* Estimate has a relative standard error greater than 50% and is considered too unreliable for general use.

## Appendix 3: Main Destination categorisations

### Higher Education

University (degree)\*      Studying at degree level.

### VET categories

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

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

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

Apprentice      Working and in employment-based apprenticeship.

Trainee      Working and in employment-based traineeship.

### No further education or training

Working full-time<sup>~</sup>      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<sup>~</sup>      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.

<sup>~</sup>Based on ABS classification