



The nextstep report 2006

on the destinations
of Year 12 completers
in Queensland



**Queensland
Government**

Department of
Education and the Arts



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Contents



Acknowledgments	ii	Chapter 4 Earning: Employment destinations	20
List of tables	iv	All working respondents	20
List of figures	vi	Casual workers	22
Acronyms and abbreviations	viii	Respondents working and not in education or training	23
Executive summary	1	Respondents working and in education or training	25
Background	1	Apprentices and trainees	26
Summary of Findings	1	Chapter 5 Not Learning or Earning	29
Learning: education and training destinations	2	Not learning	29
Earning: employment destinations	2	Not studying and seeking work	32
Not learning or earning	3	Not studying and not in the labour force	32
Different people, different pathways	3	Chapter 6 Regional differences in post-school destinations	36
Conclusions	4	Metropolitan/non-metropolitan differences	36
Chapter 1 Introduction	5	MCEETYA zone differences	36
Aims of the project	5	ABS Statistical Divisions	37
Policy context	5	Chapter 7 Main destinations of Year 12 completers by sub-groups	39
Methodology	6	Year 12 Status	39
Profile of Year 12 completers	7	Year 12 strand (VET and non-VET)	40
Response Rates	7	OP eligibility and VET qualification	41
Data Editing	7	Indigenous Status	42
Chapter 2 Main destinations of Year 12 completers	8	Language Background and Visa Status	43
Destinations by sex	9	Socioeconomic status	45
Study and work	9	Age group	46
Deferring Study	11	Appendixes	47
Comparisons with 2005	12	Appendix 1 – Queensland schools with Year 12 completers in 2005	47
Chapter 3 Learning: Education and training destinations of Year 12 completers	13	Appendix 2 – Additional methodological information	52
General findings	13	Appendix 3 – Supplementary tables	53
Sex differences	13	Appendix 4 – Maps	57
Study load	14	Appendix 5 – Paper-based survey instrument	59
Provider type	14		
Field of study	15		
Comparing students who work and students who do not	18		



List of tables

Table ES1	Main destination categorisations, <i>Next Step</i> 2006	2
Table 2.1	Main destination categorisations, <i>Next Step</i> 2006	8
Table 2.2	Main destinations of Year 12 completers, by sex, Queensland 2006	9
Table 2.3	Study and labour force destinations of Year 12 completers, Queensland 2006	10
Table 2.4	Year 12 completers deferring, by key demographic variables, Queensland 2006	11
Table 3.1	Level of study of Year 12 completers in education or training, by sex, Queensland 2006	13
Table 3.2	Level of study of Year 12 completers, by study load, Queensland 2006	14
Table 3.3	Year 12 completers, by provider type, Queensland 2006	14
Table 3.4	Post-school field of study of Year 12 completers, by sex, Queensland 2006	15
Table 3.5	Post-school field of study of university and VET students, excluding apprentices and trainees, by level of study, Queensland 2006	16
Table 3.6	Post-school field of study of apprentices and trainees, Queensland 2006	17
Table 3.7	Post-school institutions of Year 12 completers, Queensland 2006	17
Table 3.8a	Post-school level of study of working and non-working students (proportion within study level), Queensland 2006	18
Table 3.8b	Post-school level of study of working and non-working students (proportion within student work status), Queensland 2006	18
Table 3.9	Study load of Year 12 completers, by working and non-working students, Queensland 2006	19
Table 4.1	Occupational groups of all Year 12 completers in employment, Queensland 2006	21
Table 4.2	Hours worked by Year 12 completers in employment and not in education or training, Queensland 2006	23
Table 4.3	Industry categories of Year 12 completers in employment and not in education or training, by work destination, Queensland 2006	24
Table 4.4	Hours worked by Year 12 completers in employment and study, by level of study, Queensland 2006	25
Table 4.5	Occupational groups of Year 12 completers in employment and study, Queensland 2006	26
Table 4.6	Level of study of Year 12 completers in apprenticeships and traineeships, Queensland 2006	26
Table 4.7	Occupational groups of Year 12 completers in apprenticeships and traineeships, Queensland 2006	27
Table 4.8	Industry categories of Year 12 completers in apprenticeships and traineeships, Queensland 2006	27
Table 4.9	Hours worked by Year 12 completers in apprenticeships and traineeships, Queensland 2006	28
Table 5.1	Year 12 completers not in study, by sex, Queensland 2006	29
Table 5.2	Main reason of Year 12 completers for not studying, by sex, Queensland 2006	30
Table 5.3	Year 12 completers not studying and seeking work, by key demographic variables, Queensland 2006	32



Table 5.4	Year 12 completers not studying and not in the labour force, by key demographic variables, Queensland 2006	33
Table 6.1	Main destinations of Year 12 completers, by region, Queensland 2006	38
Table 7.1	Main destinations of Year 12 completers, by Year 12 status, Queensland 2006	39
Table 7.2	Main destinations of Year 12 completers, by Year 12 strand (VET and non-VET) and school-based apprentices, Queensland 2006	40
Table 7.3	Main destinations of Year 12 completers, by Indigenous status, Queensland 2006	42
Table 7.4	Main destinations of Year 12 completers, by language background and Visa Status, Queensland 2006	44
Table 7.5	Main destinations of Year 12 completers, by socioeconomic status, Queensland 2006	45
Table 7.6	Year 12 completers, by age group, Queensland 2006	46
Table A1	Queensland schools with Year 12 completers in 2005	47
Table A2A	Call outcomes (dispositions) for CATI follow-up, Next Step, Queensland 2006	52
Table A3A	Fields of study	53
Table A3B	Field of study, Year 12 completers, Queensland 2006	53
Table A3C	Industry categories	54
Table A3D	Industry categories of all Year 12 completers in employment, Queensland 2006	54
Table A3E	Industry categories of university and VET students (excluding apprentices and trainees), Queensland 2006	55
Table A3F	Occupations of Year 12 completers not in education or training, Queensland 2006	55
Table A3G	Reasons of Year 12 completers for not studying, by sex, Queensland 2006	56



List of figures

Figure ES1	Main destinations of Year 12 completers, Queensland 2006	2
Figure 2.1	Main destinations of Year 12 completers, Queensland 2006	9
Figure 2.2	Main destinations of Year 12 completers, by sex, Queensland 2006	10
Figure 2.3	Study and labour force destinations of Year 12 completers, Queensland 2006	11
Figure 2.4	Main destinations of Year 12 completers, with deferrals identified, Queensland 2006	11
Figure 2.5	Labour force destination of Year 12 completers who deferred, Queensland 2006	12
Figure 2.6	Comparison of main destinations of Year 12 completers, Queensland 2005 and 2006	12
Figure 3.1	Level of study of Year 12 completers in education or training, by sex, Queensland 2006	14
Figure 3.2	Post-school field of study of Year 12 completers, Queensland 2006	15
Figure 3.3	Post-school level of study of working and non-working students, by sex, Queensland 2006	19
Figure 4.1	Work destinations of all Year 12 completers in employment, Queensland 2006	20
Figure 4.2	Work destinations of all Year 12 completers in employment, by sex, Queensland 2006	20
Figure 4.3	Occupational groups of all Year 12 completers in employment, by sex, Queensland 2006	21
Figure 4.4	Industry categories of all Year 12 completers in employment, Queensland 2006	22
Figure 4.5	Rates of casual work for all Year 12 completers in employment, by sex, Queensland 2006	22
Figure 4.6	Work destinations of Year 12 completers in employment and not in education or training, by sex, Queensland 2006	23
Figure 4.7	Hours worked by Year 12 completers in employment and not in education or training, by sex, Queensland 2006	23
Figure 4.8	Occupational groups of Year 12 completers in employment and not in education or training, by sex, Queensland 2006	24
Figure 4.9	Hours worked by Year 12 completers in employment and study, by broad study destination, Queensland 2006	25
Figure 5.1	Reasons of Year 12 completers for not studying, by sex, Queensland 2006	30
Figure 5.2	Main reason of Year 12 completers for not studying, by socioeconomic status, Queensland 2006	31
Figure 5.3	Main reason of Year 12 completers for not studying, by metropolitan/non-metropolitan location, Queensland 2006	31
Figure 5.4	Main reason of deferrers for not studying, Queensland 2006	32
Figure 5.5	Main reason for not studying of Year 12 completers not studying and not in the labour force, by sex, Queensland 2006	33
Figure 5.6	Main reason for not looking for work of Year 12 completers not studying and not in the labour force, by sex, Queensland 2006	34
Figure 5.7	Main reason for not studying of Year 12 completers not studying and not in the labour force, by metropolitan/non-metropolitan location, Queensland 2006	34



Figure 5.8	Main reason for not looking for work of Year 12 completers not studying and not in the labour force, by metropolitan/non-metropolitan location, Queensland 2006	35
Figure 6.1	Main destinations of Year 12 completers, by metropolitan/non-metropolitan location, Queensland 2006	36
Figure 6.2	Main destinations of Year 12 completers, by MCEETYA geographical location, Queensland 2006	37
Figure 6.3	Main destinations of Year 12 completers, by region, Queensland 2006	38
Figure 7.1	Main destinations of Year 12 completers, by Year 12 strand (VET and non-VET), Queensland 2006	41
Figure 7.2	Main destinations of Year 12 completers, by OP eligibility and VET qualification, Queensland 2006	41
Figure 7.3	Main destinations of Year 12 completers, by Indigenous status, Queensland 2006	43
Figure 7.4	Main destinations of Indigenous Year 12 completers, by sex, Queensland 2006	43
Figure 7.5	Main destinations of Indigenous Year 12 completers, by metropolitan/non-metropolitan location, Queensland 2006	43
Figure 7.6	Main destinations of Year 12 completers, by language background, Queensland 2006	44
Figure 7.7	Main destinations of Year 12 completers, by socioeconomic status, Queensland 2006	46
Figure 7.8	Main destinations of Year 12 completers, by age group, Queensland 2006	46
Figure A4A	Queensland Statistical Divisions, ABS, 2005	57
Figure A4B	Moreton and Brisbane Statistical Divisions and Statistical Sub-divisions, ABS, 2005	58



Acronyms and abbreviations

ABS	Australian Bureau of Statistics
AQF	Australian Qualifications Framework
ASGC	Australian Standard Geographical Classification
CATI	Computer Assisted Telephone Interviewing
CPCSE	Certificate of Post-Compulsory School Education
ETRF	Education and Training Reforms for the Future
FP	Field Position
FT	Full-time
LBOTE	Language Background Other Than English (this term is now used nationally in preference to NESB)
MCEETYA	Ministerial Council on Education, Employment, Training and Youth Affairs
NILF	Not In the Labour Force
OGS	Office of the Government Statistician
OP	Overall Position (indicator of academic performance ranking used for university entrance)
PT	Part-time
QCE	Queensland Certificate of Education
QSA	Queensland Studies Authority
SAT	School-based apprenticeship and traineeship
SD	Statistical division
SEIFA	Socio-Economic Indexes for Areas
SES	Socioeconomic status
SSD	Statistical sub-division
TAFE	Technical and Further Education
VET	Vocational Education and Training

Executive summary



Background

The *Next Step* report documents the results of the second statewide survey of the destinations of students who completed Year 12 in Government and non-Government schools across Queensland in 2005. 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 achievements of students and to appreciate the range of options available to students
- Schools to review and plan their services for students, especially in the senior years of schooling
- School systems to review their education policies as they affect the transition from school to further study and employment
- Training bodies, universities, business and industry, local government and regional planners to plan their services.

The survey was commissioned by the Queensland Government's Department of Education and the Arts (DEA) as part of the Schools Reporting initiatives and supports the State Government's Education and Training Reforms for the Future (ETRF), which aim to have every young person learning or earning.

The survey targeted all students who completed Year 12 and gained a Senior Certificate or Certificate of Post-Compulsory School Education (CPCSE) in 2005, whether they attended a Government, Catholic or independent school, or a TAFE secondary college. The survey therefore provides information on Year 12 completers from the full spectrum of senior schooling providers.

The Office of the Government Statistician (OGS) conducted the survey between 27 March and 8 May 2006, approximately six months after the young people left school. Responses were predominantly collected via computer aided telephone interview (CATI) with a paper-based survey collected from a small number of students for whom telephone details were not available.

A reference group advised on the design and conduct of the survey. Its members represented the school sectors, principals' associations, the Department of Education and the Arts, the Queensland Studies Authority (QSA), and Department of Employment and Training (DET).

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

Almost 31 000 young people completed the survey in 2006. This represented a 78 per cent response rate of the more than 40 000 young people targeted. This response rate was a very pleasing result for the second year of the survey.

The respondents were generally representative, with a small under-representation of Indigenous students, remote students, students with a language background other than English (LBOTE) and international students. These effects are not large enough to impact on the validity of the survey findings.

Summary of Findings

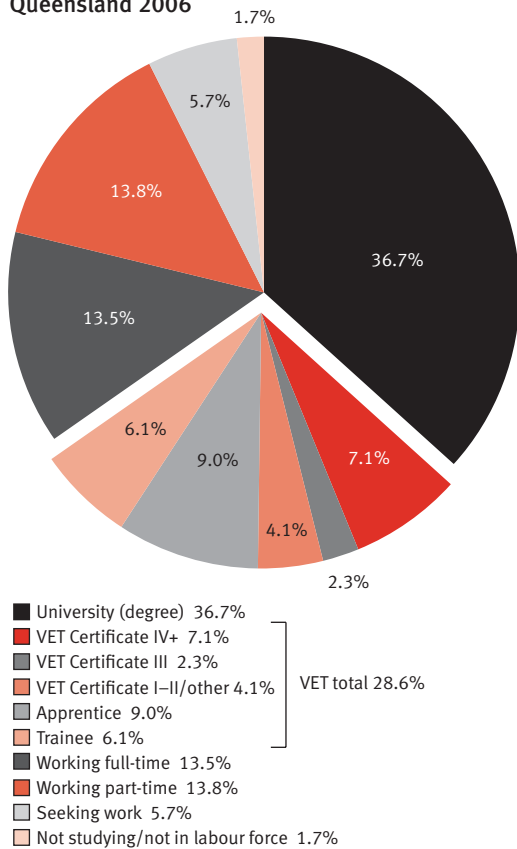
The pathways of Year 12 completers were categorised into 10 main destinations as detailed in Table ES1. Respondents who were both studying and working were reported as studying for their main destination.

The summary of findings presented in Figure ES1, following, highlights:

- More than 90 per cent of Year 12 completers were studying or in paid employment
- About two-thirds (65.3 per cent) continued in some recognised form of education and training in the year after they left school
- Nearly four in 10 were undertaking a university degree (36.7 per cent)
- Approximately three in 10 (28.6 per cent) were studying vocational education and training (VET)
- More than half of the campus-based VET students were studying at Certificate IV level or higher (7.1 per cent)
- Over one in seven (15.1 per cent) were undertaking employment-based training, either as an apprentice (9.0 per cent) or trainee (6.1 per cent)
- One in three (34.7 per cent) did not enter post-school education or training and were either employed (27.3 per cent), looking for work (5.7 per cent) or neither working, seeking work or studying (1.7 per cent).



Figure ES1 Main destinations of Year 12 completers, Queensland 2006



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

Learning: education and training destinations

Almost two-thirds of respondents (20 226 or 65.3 per cent) were continuing in some form of education or training in the year after completing Year 12 with most respondents combining study with part-time work.

The vast majority of current students (83.6 per cent) were studying full-time.

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

Of those studying, nearly six in 10 (58.4 per cent) were studying at a university. Another 30.1 per cent said they were attending an Institute of Technical and Further Education (TAFE), while 8.5 per cent were attending a private training provider.

Over 2200 respondents (7.1 per cent) had deferred a tertiary offer. Amongst this group, most were working (47.7 per cent in full-time jobs and 39.0 per cent in part-time jobs).

Earning: employment destinations

Most young people (22 954 or 74.1 per cent) who completed Year 12 were employed, whether or not they were undertaking further education or training.

Table ES1 Main destination categorisations, *Next Step* 2006

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

*Some respondents are also in the labour market.

~ABS Classification



Of these, most were in part-time employment (57.1 per cent), while 21.3 per cent were in full-time employment, 12.4 per cent were apprentices and 9.2 per cent were trainees.

One-half of all Year 12 completers in employment 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 Clerks, Receptionists and Secretaries, Food Handlers, and Waiters for females.

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

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

Not learning or earning

The survey identified 5.7 per cent of Year 12 graduates that were not in study and were seeking work.

Less than two in every 100 Year 12 graduates were neither in a study destination nor seeking work. This group included those with a disability or health condition, travelling or waiting for their course to commence.

Those with a Certificate of Post-Compulsory School Education and Indigenous Year 12 completers were over-represented in both these destinations.

The key reasons given for not continuing in study was that young people wanted a break from study (for example to travel), did not feel ready for any more study or were not interested in further study.

The next most common group of reasons for taking a break from study relate to economic and financial considerations. Many Year 12 graduates cited work commitments for not studying or were working in order to finance future study and some were concerned with the cost of studying.

A third group of reasons was related to accessibility to study, reflecting concerns about physical access, transport, family commitments, disabilities and perceived academic barriers.

Different people, different pathways

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

Sex

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

- Females were more likely to enter a university degree course (41.1 per cent compared to 31.9 per cent of males), and more likely to enrol in campus-based (i.e. not apprenticeships or traineeships) VET programs.

- Males were just as likely to enter VET programs as university, while females were twice as likely to enter university as VET programs.
- Males were almost eight times more likely than females to enter an apprenticeship, while females were almost twice as likely to commence a traineeship.
- Females were much more likely to study in the fields of Management and Commerce, Society and Culture, Education, Health, and Food, Hospitality and Personal Services.
- Males were almost 12 times as likely as females to enrol in Engineering and Related Technologies courses, and more likely than females to enrol in Architecture and Building, Information Technology, and Agriculture, Environmental and Related Studies.
- Natural and Physical Sciences was the only field in which there were no sex differences in enrolments.
- Females were more likely than males to be working in part-time jobs (44.2 per cent compared to 34.6 per cent of those not in education or training).

The most common areas of employment for both males and females not in education or training were as Sales Assistants and Food Handlers, but more so for females (56.4 per cent compared to 41.9 per cent). The next most common area of employment was Clerical/ Reception for females and Labouring for males.

Among those working and not in education or training, males were more likely than females to be in a full-time job and females were more likely to be in part-time work.

Geographic location

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

Students living in the capital city were the most likely to enter university degree and VET Cert IV+ courses while those in very remote areas were the most likely to be apprentices, trainees, seeking work or in full-time work.

Indigenous

Indigenous Year 12 completers were much less likely than their non-Indigenous peers to enrol at university (15.3 per cent compared to 37.1 per cent). Nonetheless, 92 Indigenous young people who completed the survey commenced university studies in 2006.

Indigenous Year 12 completers were more likely to be an apprentice or trainee (23.9 per cent compared to 14.8 per cent) and also more likely to have a main destination of working (30.1 per cent compared to 27.2 per cent).

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

Indigenous Year 12 completers were also more likely to be seeking work than their non-Indigenous peers (13.6 per cent compared to 5.6 per cent).



Disability

The survey was not able to identify all students with a disability, but did identify those who completed a Certificate in Post-Compulsory School Education (CPCSE), which is intended for students with an impairment or difficulties in learning that are not primarily due to socioeconomic, cultural and/or linguistic factors.

Among CPCSE completers, 34.4 per cent were studying, with a relatively high proportion doing VET Cert I–II courses (19.5 per cent). Another 22.9 per cent were employed, principally in part-time jobs (17.4 per cent) with the remainder in full-time jobs (5.5 per cent).

A high proportion were neither studying nor in the labour force (26.2 per cent) and a large proportion were seeking work (16.6 per cent).

Language background other than English (LBOTE)

LBOTE Year 12 completers demonstrated higher rates of transition to university than other respondents (52.1 per cent compared to 36.0 per cent) and to VET Cert IV+ courses (16.0 per cent compared to 6.7 per cent).

International students

There were too few responses from this group to draw clear conclusions. Among those who did respond, there were strong transitions to university (53.3 per cent) and to VET Cert IV+ courses (24.8 per cent).

Students of VET in schools

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

Just over one third of Year 12 graduates left school with a VET qualification (35.2 per cent), while 5.9 per cent were school-based apprentices or trainees (SATs).

Those with a VET qualification were less likely to enrol in a university degree course than others (20.8 per cent compared to 45.4 per cent). However, they had higher rates of transition to employment-based training

(22.6 per cent compared to 10.9 per cent). They were also more likely to enter employment with no further education and training (32.4 per cent compared to 24.4 per cent).

School-based apprentices and trainees were more likely to undertake apprenticeships and traineeships after school than other Year 12 completers (33.8 per cent compared to 13.9 per cent).

Socioeconomic status

Transition to post-school education and training was strongly associated with socioeconomic status (SES), increasing consistently from 57.9 per cent for the lowest SES quartile to 74.5 per cent for the highest SES quartile.

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

Age

Very young Year 12 completers (aged 15 at the start of Year 12) were more likely than other completers to enrol in university.

Mature age completers were more likely than others to move into campus-based VET (i.e. not apprenticeships or traineeships).

Conclusions

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

The survey found that the vast majority of young Queenslanders who completed Year 12 in 2005 were engaged in study or work six months after completing school.

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

Chapter 1 Introduction



Aims of the project

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

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

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

Policy context

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

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

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

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

The Queensland Government *Schools Reporting Consultation Paper* (2004) initiated the annual publication of both Year 12 results and post-school destinations by school. With support from all stakeholders, the Government decided to implement an annual statewide destination survey, commencing in

2005 with students who completed Year 12 in 2004. The annual survey is intended to assist school improvement, program evaluation and public accountability of schools. In accordance with the requirements of the Commonwealth Government's funding arrangements for the 2005–2008 quadrennium, schools for the first time in 2006 will publish the destination patterns of their 2005 Year 12 completers.

This destination survey supports the Queensland Government's *Smart State Strategy*, which invests in skills and innovation to increase the productivity of the labour force, so that Queenslanders can enjoy the benefits of a strong, prosperous economy and a better quality of life.

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

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

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

ETRF affects student destinations through strategies such as career information services and a Senior Education and Training Plan for each student before starting senior schooling. District Youth Achievement Plans outline education, training and employment objectives and strategies for young people in local areas.

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

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



Higher education pathways

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

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

Vocational education and training (VET) pathways

VET is primarily a state and territory responsibility.

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

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

Consultation feedback from this Green Paper was considered in the development of the *Queensland Skills Plan* released in March 2006. *The Queensland Skills Plan* outlines a policy framework that will better match the supply of skilled labour to industry's needs and the economy's demands.

As a result of State Government policies, Queensland has the highest participation in the country in VET courses in schools and in school-based apprenticeships and traineeships.

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

Employment pathways

The Smart State Strategy has expanded employment opportunities in Queensland.

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

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

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

Methodology

The *Next Step* Destination Survey 2006 was conducted by the Office of the Government Statistician (OGS) on behalf of the Department of Education and the Arts, in accordance with the privacy provisions of the *Statistical Returns Act 1896*.

The survey targeted students who completed Year 12 in Queensland in 2005, including students at Government schools, non-Government schools and TAFE secondary colleges. All students who completed the Senior Certificate or Certificate in Post-Compulsory School Education (CPCSE) were included. The CPCSE is a separate certificate for students with an impairment or difficulties in learning that are not primarily due to socioeconomic, cultural and/or linguistic factors.

The targeted respondents were identified by means of a survey frame (or list) provided to the OGS by the Queensland Studies Authority (QSA). This list contained details for 40 004 in-scope respondents.

The survey was conducted between 27 March and 8 May 2006, approximately six months after the young people left school. This timing was designed to be after tertiary education places for 2006 were accepted, and while most of these young people were still contactable via their 2005 home address details. Some 22 per cent of this group move within 12 months, according to the 2001 Census¹.

Responses were predominantly collected via computer aided telephone interview (CATI) with paper-based surveys collected from a small number of students for whom telephone details were not available.

Prior to the survey, all Year 12 completers were sent a letter from the Queensland Minister for Education and the Arts advising them of the survey. Those without usable telephone details but with a usable Australian or international address were sent a printed copy of the questionnaire and a reply paid envelope (international reply paid envelope for the international students).

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 20 iPod videos as an incentive to encourage survey participation.

Indigenous Year 12 completers with a telephone number who could not be contacted on the number provided had their details matched with the electronic White Pages with the aim of obtaining current telephone numbers. Where a new number, different to the number supplied on the QSA frame, was obtained, contact by telephone was again attempted.

Telephone interviews for students in tropical North Queensland areas affected by Cyclone Larry (which occurred in late March 2006) were delayed until the end of the survey period.

At the close of the survey nearly all non-responding students for whom telephone numbers were available

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



had had at least six attempts of contact through CATI. The exceptions were Year 12 completers called for the first time near the end of the fieldwork period who had contact attempted at least four times. Non-responding students without telephone numbers were mailed two copies of the questionnaire. A total of 30 989 completed surveys were received, of those, 1111 were completed by returned mail and 29 878 by CATI.

Profile of Year 12 completers

The 30 989 respondents attended 407 schools and colleges. Some 57.5 per cent attended Government schools, 21.1 per cent Catholic schools, 20.8 per cent independent schools, and 0.6 per cent TAFE secondary colleges.

The key characteristics of those who responded were:

- 98.9 per cent were aged 16 to 18 at the start of the 2005 school year, with 0.7 per cent aged 15 or younger and 0.4 per cent aged 19 or older
- 99.4 per cent completed the Senior Certificate, while 1.2 per cent completed the Certificate in Post-Compulsory School Education (the overlap representing students who completed both certificates)
- 52.3 per cent were female
- 4.3 per cent were from a Language Background Other Than English (LBOTE)
- 1.9 per cent were Indigenous
- 0.7 per cent were international students
- 71.1 per cent were OP-eligible
- 35.2 per cent achieved a vocational education and training (VET) qualification while at school
- 5.9 per cent undertook a school-based apprenticeship or traineeship (SAT) while at school
- by location: 67.7 per cent had attended schools in metropolitan schools while 32.3 per cent had attended schools in non-metropolitan schools.

Response Rates

Excluding 18 records classed as out of scope, the total frame was 40 004 records. The overall response rate of 77.5 per cent represents a significant improvement on the 59.9 per cent achieved last year.

The response rates for various sub-groups were as follows:

By school sector, the response rate for Catholic schools was 80.3 per cent, independent schools 77.0 per cent and for Government schools (including three TAFE settings) 76.7 per cent.

Response rates varied across schools, with individual school response rates ranging from 0.0 per cent to 100.0 per cent.

The response rate of non-Indigenous students (77.9 per cent) was higher than that of Indigenous students (59.3 per cent).

Females had a higher response rate (78.0 per cent) than males (76.9 per cent) overall.

The response rate for LBOTE students (60.7 per cent) was lower than that for English-speaking-background students (78.4 per cent).

International visa students had a particularly low response rate of 28.2 per cent.

The response rate across statistical divisions fell within a fairly narrow band, ranging between 69.0 per cent and 81.6 per cent.

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

Data Editing

Data cleaning and editing were performed throughout data entry and after the survey closed on Monday 8 May. Data cleaning included checking the data for invalid entries (e.g., entries which were out of range), as well as checking the data which was manually entered for accuracy (approximately 10 per cent of entered questionnaires were randomly selected and checked for data entry accuracy).



Chapter 2 Main destinations of Year 12 completers

This chapter outlines the main study and labour market destinations of students completing Year 12 at Queensland schools in 2005. As most young people were combining study and work, all respondents have been categorised into their main destination, be it study or work.

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

Tertiary students are assigned to the study categories regardless of their labour force status (i.e. they may also be working or even looking for work).

Apprentices and trainees are assigned to these training categories rather than any of the VET categories, but it is a given that their training involves study either in a VET location or with their employer.

Those grouped in a labour market destination (working or seeking work) are not studying and not in training.

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

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

Figure 2.1 below illustrates the main destinations of the 30 989 respondents in the *Next Step* survey. The survey shows that about two-thirds (65.3 per cent) of the young people who completed their Year 12 continued in some recognised form of education and training in the year after they left school. The most likely destination was university degree-level programs (36.7 per cent), followed by campus-based (i.e. not apprenticeship or traineeship) VET programs (13.5 per cent), with the majority of VET students entering programs at Certificate IV level or higher (7.1 per cent).

Over one in seven respondents (15.1 per cent) commenced employment-based training, either as an apprentice (9.0 per cent) or trainee (6.1 per cent).

One in three Year 12 completers (34.7 per cent) did not enter post-school education or training, but were either employed (27.3 per cent), seeking work (5.7 per cent) or neither studying nor in the labour force (1.7 per cent).

Table 2.1 Main destination categorisations, Next Step 2006

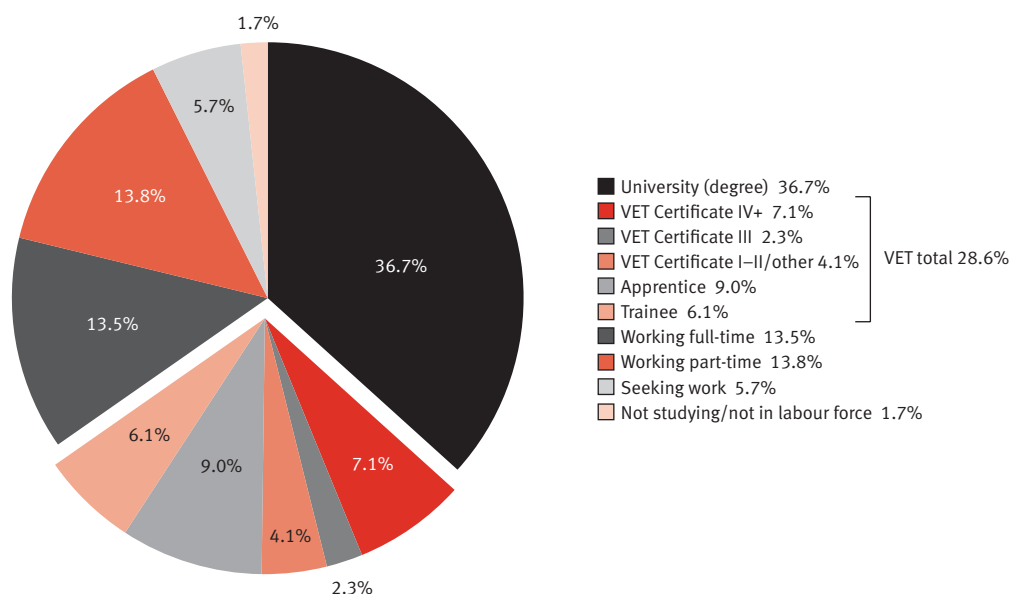
Higher Education	
University (degree)*	Respondents studying at degree level.
VET categories	
VET Cert IV+*	Respondents studying Certificate IV, Diploma or Advanced Diploma (excluding apprentices and trainees).
VET Cert III*	Respondents studying Certificate III (excluding apprentices and trainees).
VET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

*Some respondents are also in the labour market.

~ABS Classification



Figure 2.1 Main destinations of Year 12 completers, Queensland 2006



Destinations by sex

Sex differences were evident in education and training destinations. Table 2.2 and Figure 2.2 show that females were much more likely to enter a university degree course (41.1 per cent compared to 31.9 per cent of males), and more likely to enrol in campus-based VET programs (14.7 per cent compared to 12.1 per cent of males). Males were more likely than females to enter into a contract of training (apprenticeship or traineeship) – 21.1 per cent compared to 9.6 per cent). However, whilst males were almost eight times more likely than females to enter an apprenticeship, females were more likely to commence a traineeship.

Of those in the labour market and not in education or training, males were more likely than females to have full-time employment (14.4 per cent and 12.7 per cent

respectively), while females were more likely to be working in part-time jobs (15.3 per cent compared to 12.1 per cent).

Study and work

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

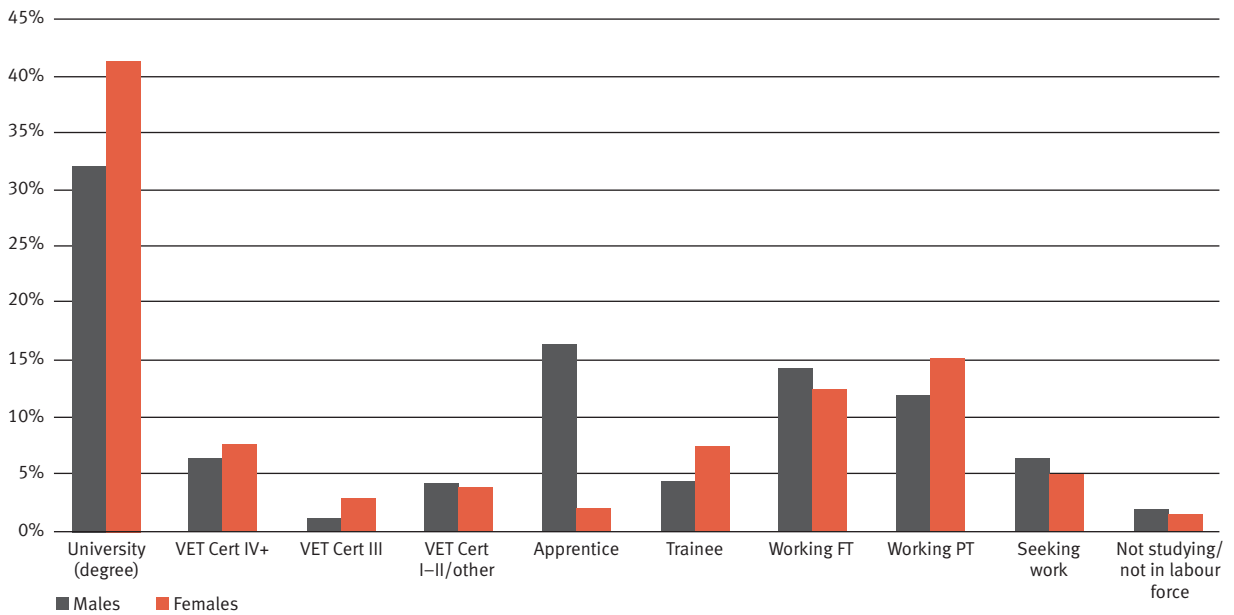
Table 2.2 Main destinations of Year 12 completers, by sex, Queensland 2006

DESTINATION	Males		Females		Total	
	no.	%	no.	%	no.	%
University (degree)	4 716	31.9	6 662	41.1	11 378	36.7
VET Cert IV+*	955	6.5	1 255	7.7	2 210	7.1
VET Cert III*	195	1.3	504	3.1	699	2.3
VET Cert I-II*	638	4.3	638	3.9	1 276	4.1
Apprentice	2 451	16.6	336	2.1	2 787	9.0
Trainee	666	4.5	1 210	7.5	1 876	6.1
(Total VET)	(4 905)	(33.2)	(3 943)	(24.3)	(8 848)	(28.6)
Working full-time	2 124	14.4	2 064	12.7	4 188	13.5
Working part-time	1 789	12.1	2 474	15.3	4 263	13.8
Seeking work	973	6.6	806	5.0	1 779	5.7
Not studying/ not in the labour force	280	1.9	253	1.6	533	1.7
Total	14 787	100.0	16 202	100.0	30 989	100.0

* Students not in apprenticeships or traineeships



Figure 2.2 Main destinations of Year 12 completers, by sex, Queensland 2006



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

The most common scenario among university degree and VET Cert IV+ students was to combine study with part-time employment (60.2 per cent and 47.1 per cent respectively). However, about one in six of these students were looking for employment (15.6 per cent and 17.6 per cent respectively).

Respondents who were not in study were just as likely to be working full-time as part-time (38.9 per cent and 39.6 per cent respectively). It should be noted that

these percentages are expressed as a proportion of the Year 12 completers surveyed. They are not, therefore, comparable to labour market statistics on participation or unemployment, which are expressed as a proportion of the entire relevant age cohort, and which exclude those not in the labour force.

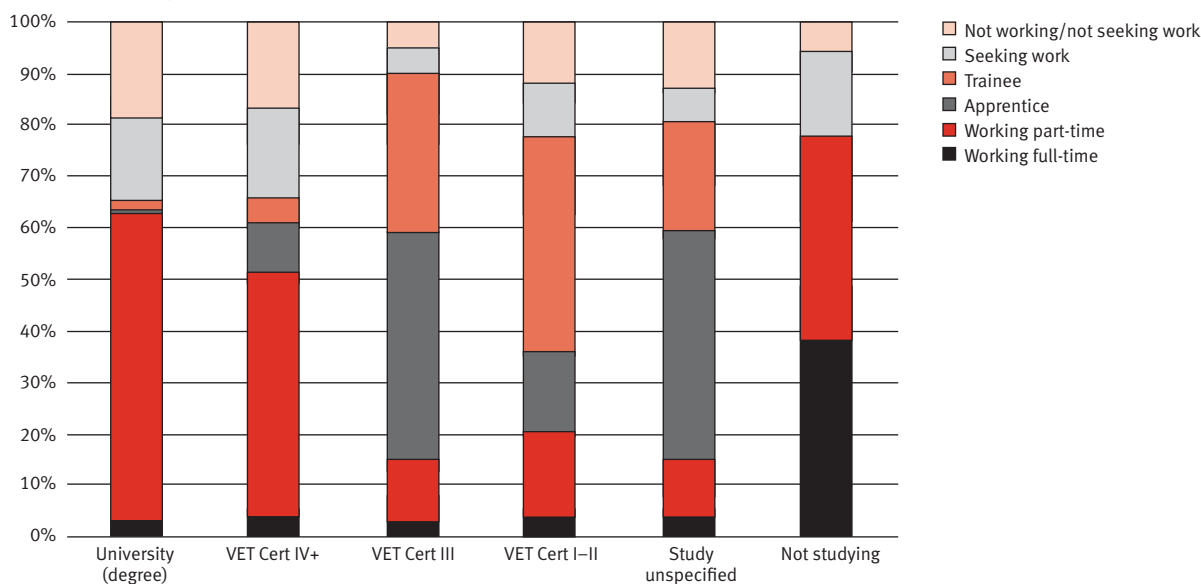
Finally, there were a small number of young people (533, or only 1.7 per cent of the total sample) who were neither in a study destination nor in the labour market (i.e. neither working nor looking for work). This group includes those with a disability or health condition, travelling or waiting for their course to commence, amongst others, and is analysed in greater detail in Chapter 5.

Table 2.3 Study and labour force destinations of Year 12 completers, Queensland 2006

		Uni Degree	VET Cert IV+	VET Cert III	VET Cert I-II	Study other/unspecified	Not studying	Total
Working full-time	no.	337	113	88	34	128	4 188	4 888
	%	3.0	4.4	3.2	4.3	4.7	38.9	15.8
Working part-time	no.	6 853	1 219	343	132	295	4 263	13 105
	%	60.2	47.1	12.4	16.8	10.9	39.6	42.3
Apprentice	no.	61	250	1 219	119	1 199	0	2 848
	%	0.5	9.7	44.0	15.1	44.4	0	9.2
Trainee	no.	237	130	851	330	565	0	2 113
	%	2.1	5.0	30.7	42.0	20.9	0	6.8
Seeking work	no.	1 776	456	137	79	181	1 779	4 408
	%	15.6	17.6	4.9	10.1	6.7	16.5	14.2
Not working/not seeking work	no.	2 114	422	131	92	335	533	3 627
	%	18.6	16.3	4.7	11.7	12.4	5.0	11.7
Total	no.	11 378	2 590	2 769	786	2 703	10 763	30 989
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0



Figure 2.3 Study and labour force destinations of Year 12 completers, Queensland 2006

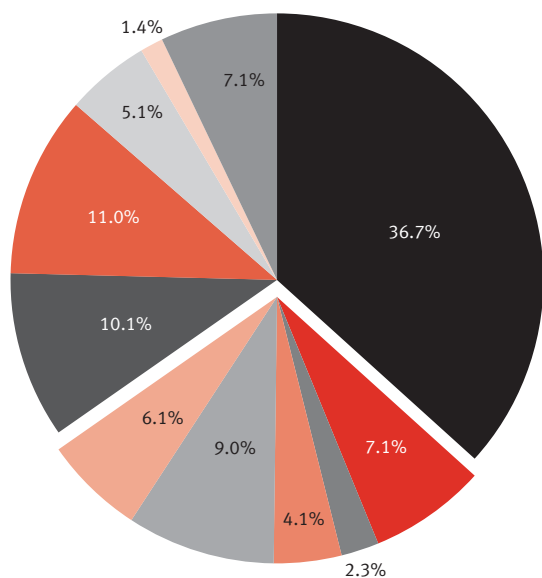


Deferring Study

In 2006, the *Next Step* survey investigated the deferral of offers of a university degree place. Overall 2207 respondents (or 7.1 per cent of the cohort) deferred such an offer. Figure 2.4 reports the main destinations of the 2005 cohort, separating out those students who reported deferring university degree study. It can be

seen that this approach to reporting the destinations reduces the proportions of Year 12 completers in the main destinations of working full-time, working part-time, seeking work and not in study/not in the labour force, since these are the actual current destinations of respondents who defer.

Figure 2.4 Main destinations of Year 12 completers, with deferrals identified, Queensland 2006



- University (degree) 36.7%
 - VET Certificate IV+ 7.1%
 - VET Certificate III 2.3%
 - VET Certificate I-II/other 4.1%
 - Apprentice 9.0%
 - Trainee 6.1%
 - Working full-time 10.1%
 - Working part-time 11.0%
 - Seeking work 5.1%
 - Not studying/not in labour force 1.4%
 - Deferred 7.1%
- VET total 28.6%

Table 2.4 reports rates of deferral by some of the key demographic variables. Overall, in keeping with the greater likelihood of females entering degree-level programs at university, female respondents were more likely to defer than male respondents (8.2 per cent compared to 5.9 per cent). Indigenous students were less likely to defer and were less likely to enter university overall (see Figure 7.3). On the other hand, LBOTE respondents were less likely to defer but more likely to enter university overall (see Table 7.4). Non-metropolitan respondents were more likely than their metropolitan counterparts to defer an offer of a tertiary place.

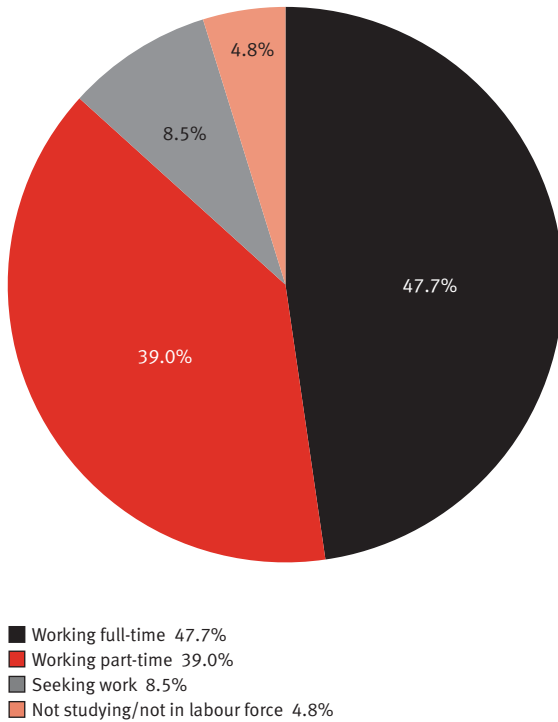
Table 2.4 Year 12 completers deferring, by key demographic variables, Queensland 2006

	no.	%
All respondents	2 207	7.1
Males	874	5.9
Females	1 333	8.2
Indigenous	24	4.0
Language Background Other Than English (LBOTE)	35	2.6
Metropolitan	1 345	6.4
Non-metropolitan	862	8.6

Figure 2.5 reports the destinations of respondents who deferred as a proportion of all deferring Year 12 completers. Of those respondents who reported having deferred a tertiary place, most were working (full-time 47.7 per cent and part-time 39.0 per cent). Amongst this group, 8.5 per cent were seeking work and 4.8 per cent were not in study and not in the labour force.



Figure 2.5 Labour force destination of Year 12 completers who deferred, Queensland 2006

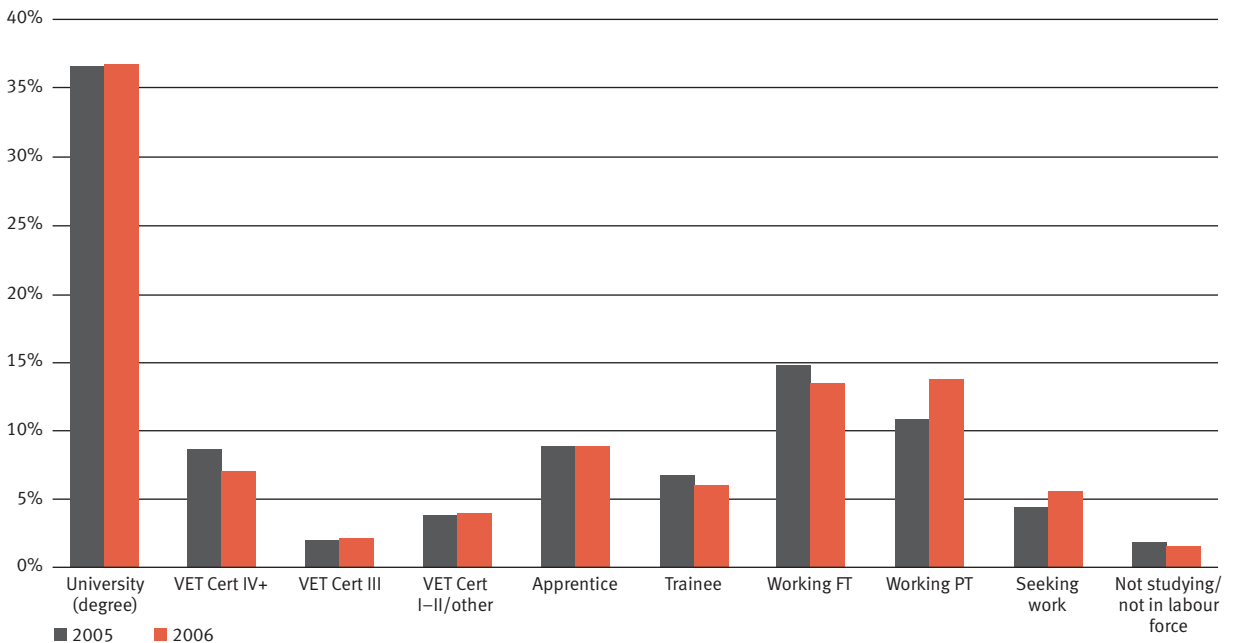


Comparisons with 2005

Figure 2.6 compares the main destinations of Year 12 completers in 2005 with Year 12 completers in 2006. Care must be taken when drawing comparisons between the 2005 and 2006 findings due to differences in the survey methodology adopted across the two years and the response rates (59.9 per cent and 77.5 per cent respectively).

The destination patterns for the two surveys are very similar, with many destination categories showing little change. The proportion of respondents entering degree-level programs at university is similar over the two years, as are the proportions of Certificate III-level students, Certificate I–II/other students and apprentices. The proportion entering VET Cert IV+ programs has fallen from 8.7 per cent to 7.1 per cent and traineeships have fallen from 6.9 per cent to 6.1 per cent. The proportion of respondents working full-time has fallen from 14.9 to 13.5 per cent, but the proportion working part-time has risen from 11.0 per cent to 13.8 per cent. The proportion seeking work has also risen from 4.6 per cent to 5.7 per cent. The proportion not in study and not in the labour force has fallen marginally from 2.0 per cent to 1.7 per cent. Some of these changes may reflect the broader economic conditions or developments in the labour market.

Figure 2.6 Comparison of main destinations of Year 12 completers, Queensland 2005 and 2006



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



General findings

The *Next Step* survey shows that 20 226 young people (65.3 per cent of the total cohort) who completed their Year 12 continued in some form of education and training in the year after they left school. Within this group (see Table 3.1), the most likely study destination was university degree (56.3 per cent), followed by VET programs (35.2 per cent), with the remainder in unknown

or other study destinations (8.6 per cent). The majority of VET students were in Certificate III courses (13.7 per cent) or in Diploma/ Advanced Diploma courses (10.0 per cent). In addition to these young people, it should be noted that a further 2207 Year 12 completers deferred an offer of a university degree place. These respondents are dealt with in the context of their labour market destinations in the following chapters.

Sex differences

Table 3.1 Level of study of Year 12 completers in education or training, by sex, Queensland 2006

DESTINATION	Males		Females		Total	
	no.	%	no.	%	no.	%
University (degree)	4 716	49.0	6 662	62.8	11 378	56.3
VET Dip/Adv Dip	867	9.0	1 160	10.9	2 027	10.0
VET Cert IV	363	3.8	200	1.9	563	2.8
VET Cert III	1 418	14.7	1 351	12.7	2 769	13.7
VET Cert II	267	2.8	349	3.3	616	3.0
VET Cert I	114	1.2	56	0.5	170	0.8
VET unspecified	737	7.7	231	2.2	968	4.8
(Total VET)	(3 766)	(39.1)	(3 347)	(31.6)	(7 113)	(35.2)
Unknown / other study	1 139	11.8	596	5.6	1 735	8.6
Total	9 621	100.0	10 605	100.0	20 226	100.0

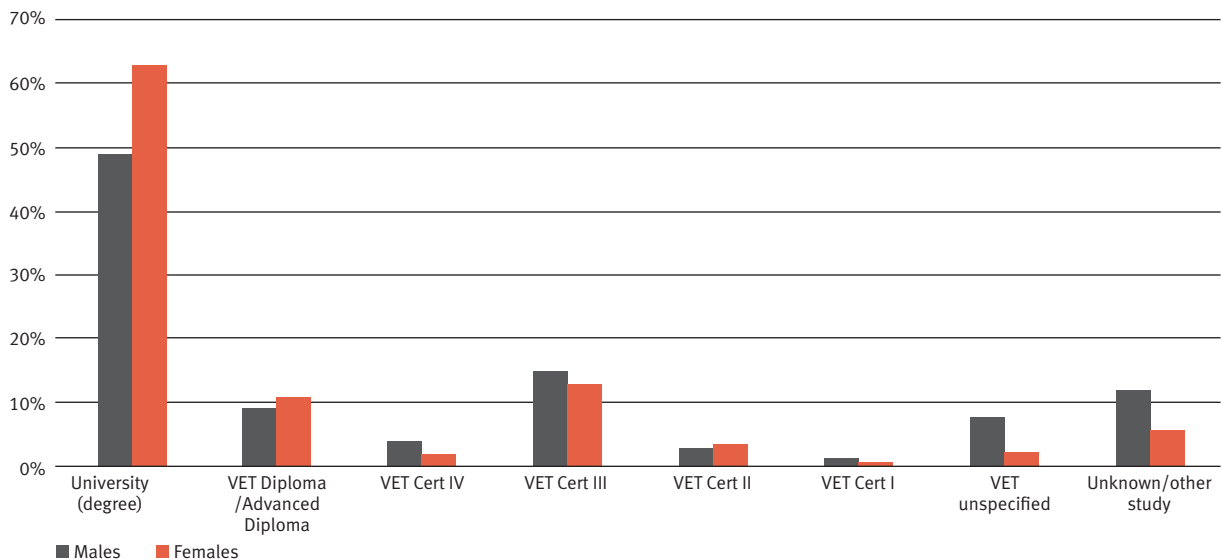
Table 3.1 and Figure 3.1 present in greater detail the study destinations of all male and female Year 12 completers in education or training, regardless of their 'main' destination as presented in Chapter 2. Note that Apprentices and Trainees have been distributed among the various study destinations, in contrast to Chapter 2 where their destinations were reported separately.

Substantial differences are evident in the study destinations of male and female Year 12 graduates. Males and females were just as likely to enrol in further education and training courses overall, but patterns of participation in study differed considerably. Females more frequently enrolled in university degree courses (62.8 per cent compared to 49.0 per cent) but males were more likely to enrol in VET and other programs

(39.1 per cent compared to 31.6 per cent), with the latter pattern partly explained by higher male participation in apprenticeships. While females were slightly more likely to enter Diploma/Advanced Diploma level programs (10.9 per cent compared to 9.0 per cent), males were more likely to enrol in Certificate IV courses (3.8 per cent compared to 1.9 per cent) and Certificate III courses (14.7 per cent compared to 12.7 per cent). Combined enrolments in VET Certificate I and II courses showed little difference between males and females, but the proportion of males in unspecified VET courses was higher than that of females (7.7 per cent compared to 2.2 per cent). Male participation was also higher in the category of unknown and other courses (e.g. bridging courses, Year 12 courses) – 11.8 per cent compared to 5.6 per cent.



Figure 3.1 Level of study of Year 12 completers in education or training, by sex, Queensland 2006



Study load

The vast majority of those in education or training (83.6 per cent) were studying full-time (see Table 3.2). Almost all university degree students were studying full-time (97.0 per cent) as were VET Diploma and Advanced Diploma students (88.8 per cent) whereas VET students

at the lower Certificate levels were much less likely to be studying full-time. The relatively higher proportion of such VET students (particularly Certificate II and III) studying part-time reflects the fact that trainees and apprentices (many of whom study at Certificate II or III level) combine work with study or training.

Table 3.2 Level of study of Year 12 completers, by study load, Queensland 2006

Level of Study	Full-time		Part-time	
	no.	%	no.	%
University (degree)	11 004	96.7	374	3.3
VET Dip/Adv Dip	1 771	87.4	256	12.6
VET Cert IV	251	44.6	312	55.4
VET Cert III	636	23.0	2 133	77.0
VET Cert II	170	27.6	446	72.4
VET Cert I	78	45.9	92	54.1
VET unspecified	190	19.6	778	80.4
(Total VET)	3 096	43.5	4 017	56.5
Unknown/other study	540	31.1	1 195	68.9
Total	14 640	72.4	5 586	27.6

Provider type

Type of provider is presented in Table 3.3. This table shows that university and TAFE Institutes were the two largest providers of study to Queensland Year 12 completers. University accounts for 58.4 per cent of all respondents in study, while the data show that 30.1 per cent were in a TAFE Institute. Private training colleges (including employers registered as private providers) form the next largest provider by share (8.5 per cent), while the remaining providers contribute proportionally very small numbers.

Table 3.3 Year 12 completers, by provider type, Queensland 2006

Provider type	no.	%
University	11 478	58.4
TAFE Institute	5 916	30.1
Private Training College	1 685	8.5
Secondary school	212	1.0
Adult & Community Education provider	70	0.4
Agricultural College	33	0.3
Other study location	257	1.3
Total	19 651	100.0

Note: This table excludes 575 respondents who did not provide details regarding provider type.

Field of study

The fields of study entered by all Year 12 graduates in education or training are shown in Figure 3.2 and Table 3.4. Three fields of study — Management and Commerce, Society and Culture and Engineering and Related Technologies — account for nearly half the student destinations (47.9 per cent) while Health and Natural and Physical Sciences together account for a further 18.3 per cent of enrolments. For an explanation of what kinds of courses were included in each field of study, see Table A3A in Appendix 3. Enrolments by field of study are enumerated in Table A3B in Appendix 3.

Table 3.4 reveals sex differences in students' choices in almost all study fields. Females were more likely to enter study in the fields of Society and Culture, Management and Commerce, Health, Education, Creative

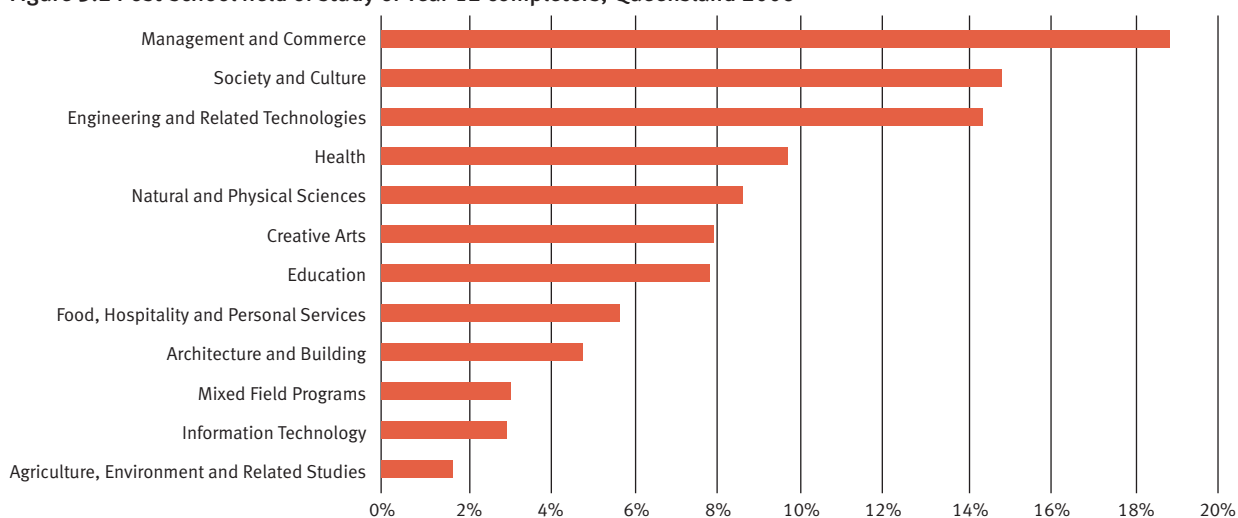
Arts, and Food, Hospitality and Personal Services. Amongst female-dominated courses, the strongest sex segmentation occurred in education, where females were more than three times as likely to enrol as males.

In contrast, males were almost 12 times as likely as females to enrol in Engineering and Related Technologies courses, and outnumbered females in Information Technology by a ratio of more than six to one. However, females studying technology within Media Studies are shown here under Creative Arts. Males were almost seven times as likely to enrol in Architecture and Building courses and were more frequently enrolled in Agriculture and Environmental and Related Studies.

Natural and Physical Sciences was the only field in which there were no clear sex differences in enrolments.



Figure 3.2 Post-school field of study of Year 12 completers, Queensland 2006



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

Note: This figure is based on 18 505 respondents and excludes 1721 cases that did not provide 'field of study' data.

Table 3.4 Post-school field of study of Year 12 completers, by sex, Queensland 2006

Post-School Field of Study	Males %	Females %	Total %
Management & Commerce	14.6	22.4	18.8
Society & Culture	9.7	19.0	14.8
Engineering & Related Technologies	28.3	2.4	14.3
Health	5.8	12.9	9.7
Natural & Physical Sciences	8.5	8.7	8.6
Creative Arts	6.5	9.1	7.9
Education	3.3	11.6	7.8
Food, Hospitality & Personal Services	3.6	7.4	5.7
Architecture & Building	8.9	1.3	4.8
Mixed Field Programs	3.1	3.1	3.1
Information Technology	5.5	0.9	3.0
Agriculture, Environmental & Related Studies	2.2	1.2	1.7
Total	100.0	100.0	100.0

Note: Field of study categories are based on the ABS classification in ABS Education and Work Catalogue 6227.0.

Note: This table is based on 18 505 respondents and excludes 1721 cases that did not provide 'field of study' data.



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

Students in VET Certificate I programs were concentrated in the following fields: Engineering and Related Technologies, Mixed Field Programs, and Architecture and Building. These three fields of study account for nearly two-thirds of enrolments (65.7 per cent).

Students in VET Certificate II programs were concentrated in the following fields: Food, Hospitality and Personal Services, Management and Commerce, and Engineering and Related Technologies. These three fields of study account for nearly two-thirds of enrolments at this level (64.6 per cent).

There is a somewhat broader distribution of enrolments for Certificate III programs, with Education, Management and Commerce, Food, Hospitality and Personal Services, Society and Culture, and Health being the five most heavily subscribed fields, accounting for 78.4 per cent of enrolments.

Enrolments in higher level VET were also distributed more broadly. For VET Certificate IV students, the six fields of Health, Creative Arts, Society and Culture, Engineering and Related Technologies, Management and Commerce, and Food, Hospitality and Personal Services account for almost eight in every 10 enrolments (77.9 per cent). For Diploma and Advanced Diploma students, the five fields of Management and Commerce, Creative Arts, Society and Culture, Food, Hospitality and Personal Services, and Health account for approximately three-quarters of enrolments (75.5 per cent).

University degree enrolments were still more evenly shared between fields. The highest enrolment shares at this level are in Society and Culture, Management

and Commerce, Natural and Physical Sciences, Health, Engineering and Related Technologies, Education, and Creative Arts. These seven areas of study account for approximately nine in 10 university enrolments (89.8 per cent).

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 Certificate III or IV level. The traineeship system is similar but is generally used for occupations that are not considered traditional trades.

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

Their fields of study reflect the differences between apprenticeships and traineeships. Apprentices were concentrated in the fields of Engineering and Related Technologies, Architecture and Building, and Food, Hospitality and Personal Services (accounting for 95.2 per cent of enrolments) — the domains of the traditional trades such as plumbing, electrical trades, chefs and automotive mechanics.

Trainees, on the other hand, were spread more broadly across the fields of study. The fields with the highest enrolment rate share being Management and Commerce (which includes retail), Food, Hospitality and Personal Services, Health, and Education (which includes child care).

Table 3.5 Post-school field of study of university and VET students, excluding apprentices and trainees, by level of study, Queensland 2006

Post-School Field of Study	University %	VET Dip/Adv Dip %	VET Cert IV %	VET Cert III %	VET Cert II %	VET Cert I %
Society & Culture	19.2	14.3	13.7	13.2	1.8	3.9
Management & Commerce	18.5	22.4	10.3	16.7	26.9	6.9
Natural & Physical Sciences	13.2	3.2	2.4	1.3	1.8	0
Health	11.7	9.3	18.9	10.9	4.9	2.0
Education	9.2	4.8	3.1	22.2	3.1	0
Engineering & Related Technologies	9.5	6.1	13.4	2.5	9.9	37.3
Creative Arts	8.5	16.2	14.4	5.7	6.7	4.9
Information Technology	3.0	4.7	5.5	4.8	5.8	2.0
Architecture & Building	2.3	3.5	3.1	1.3	0.9	10.8
Agriculture, Environmental & Related Studies	1.2	1.1	1.4	5.4	6.7	6.9
Mixed Field Programs	3.2	1.1	6.5	0.9	3.6	17.6
Food, Hospitality & Personal Services	0.5	13.3	7.2	15.4	27.8	7.8
Total	100.0	100.0	100.0	100.0	100.0	100.0

Note: The data in the table is based on the responses of 14 463 students and excludes the responses of 1100 students who did not provide their field of study or study level details.



Table 3.6 Post-school field of study of apprentices and trainees, Queensland 2006

Post-School Field of Study	Apprentice %	Trainee %
Engineering & Related Technologies	55.0	6.5
Architecture & Building	23.2	1.2
Food, Hospitality & Personal Services	17.0	11.4
Management & Commerce	1.1	49.7
Agriculture, Environmental & Related Studies	1.0	4.3
Creative Arts	0.8	1.0
Information Technology	0.5	3.5
Mixed Field Programs	0.4	0.8
Health	0.3	8.1
Society & Culture	0.3	6.2
Natural & Physical Sciences	0.2	0.4
Education	0.1	6.8
Total	100.0	100.0

Note: The data in the table is based on the responses of 3420 apprentices and trainees and excludes the responses of 1243 apprentices and trainees who did not provide field of study details.

Table 3.7 presents a list of post-schooling institutions entered by respondents in the survey. Most were located in the university and VET sectors (including private training colleges).

Table 3.7 Post-school institutions of Year 12 completers, Queensland 2006

Institution	no.	%
The University of Queensland	3 142	15.9
Queensland University of Technology	2 727	13.8
Griffith University	2 316	11.7
James Cook University	963	4.9
Southbank Institute of TAFE	786	4.0
Brisbane North Institute of TAFE	683	3.5
University of Southern Queensland	658	3.3
Central Queensland Institute of TAFE	638	3.2
Moreton Institute of TAFE	546	2.8
Central Queensland University	538	2.7
University of the Sunshine Coast	466	2.4
Gold Coast Institute of TAFE	385	1.9
Southern Queensland Institute of TAFE	380	1.9
Cooloola Sunshine Institute of TAFE	358	1.8
Yeronga Institute of TAFE	283	1.4
Logan Institute of TAFE	282	1.4
Barrier Reef Institute of TAFE	259	1.3
The Bremer Institute of TAFE	231	1.2
Wide Bay Institute of TAFE	200	1.0
Tropical North Institute of TAFE	192	1.0
Australian Catholic University	161	0.8
Bond University	94	0.5
Australian College of Natural Medicine	73	0.4
Qantm College	57	0.3
Private Training Colleges	1 038	5.2
Interstate Universities	283	1.4
Other Queensland TAFEs	246	1.2
Other/unknown	1 796	9.1
Total	19 781	100.0

Note: Table excludes 445 respondents who did not identify institution of study/training.



Comparing students who work and students who do not

The labour market destinations of Year 12 completers are discussed in detail in Chapter 4. However, this section compares aspects of the study patterns of the 14 503 students who work with the 5723 students who do not work. Table 3.8a shows the proportion of working students and non-working students within each level of study. These figures show that overall 71.7 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 Cert III (90.3 per cent) and the lowest was university degree with 65.8 per cent. Even though the proportion was lowest for university degree level students, the result still means that over six in 10 of these students combine their study with some form of employment.

Table 3.8a Post-school level of study of working and non-working students (proportion within study level), Queensland 2006

Post-School Level of Study	Working students		Non-working students		Total students	
	no.	%	no.	%	no.	%
University (degree)	7 488	65.8	3 890	34.2	11 378	100.0
VET Cert IV+	1 712	66.1	878	33.9	2 590	100.0
VET Cert III	2 501	90.3	268	9.7	2 769	100.0
VET Cert I–II	615	78.2	171	21.8	786	100.0
Study other/unspecified	2 187	80.9	516	19.1	2 703	100.0
Total	14 503	71.7	5 723	28.3	20 226	100.0

Table 3.8b presents the same numbers as Table 3.8a but with proportions of each level of study within working and non-working students, and shows a clear differentiation between the two groups. Non-working students were more likely than working students to be in degree-level programs at university (68.0 per cent compared to 51.6 per cent) or in VET Cert IV+ programs

(15.3 per cent compared to 11.8 per cent), while working students were more likely than non-working students to enrol in VET Cert III programs (17.2 per cent compared to 4.7 per cent) or to be in other or unspecified study destinations (15.1 per cent compared to 9.0 per cent). This is largely due to the presence of apprentices and trainees in the students who work group.

Table 3.8b Post-school level of study of working and non-working students (proportion within student work status), Queensland 2006

Post-School Level of Study	Working students		Non-working students		Total students	
	no.	%	no.	%	no.	%
University (degree)	7 488	51.6	3 890	68.0	11 378	56.3
VET Cert IV+	1 712	11.8	878	15.3	2 590	12.8
VET Cert III	2 501	17.2	268	4.7	2 769	13.7
VET Cert I–II	615	4.2	171	3.0	786	3.9
Study other/unspecified	2 187	15.1	516	9.0	2 703	13.4
Total	14 503	100.0	5 723	100.0	20 226	100.0

Underlying this pattern were sex differences in university degree and VET enrolments which are illustrated in Figure 3.3 next page. It has been noted that female Year 12 completers were more likely to enter degree-level programs than their male counterparts. It is interesting to note then that the major part of this differentiation by sex occurs among working students, where apprentices and trainees are located. Among non-working students, the

distribution of respondents across the different study levels is almost identical for males and females.

Amongst those students who were working, male respondents, who were approximately twice as likely to be apprentices or trainees as female respondents, were more likely to enter VET programs and less likely to enter degree-level programs.



Figure 3.3 Post-school level of study of working and non-working students, by sex, Queensland 2006

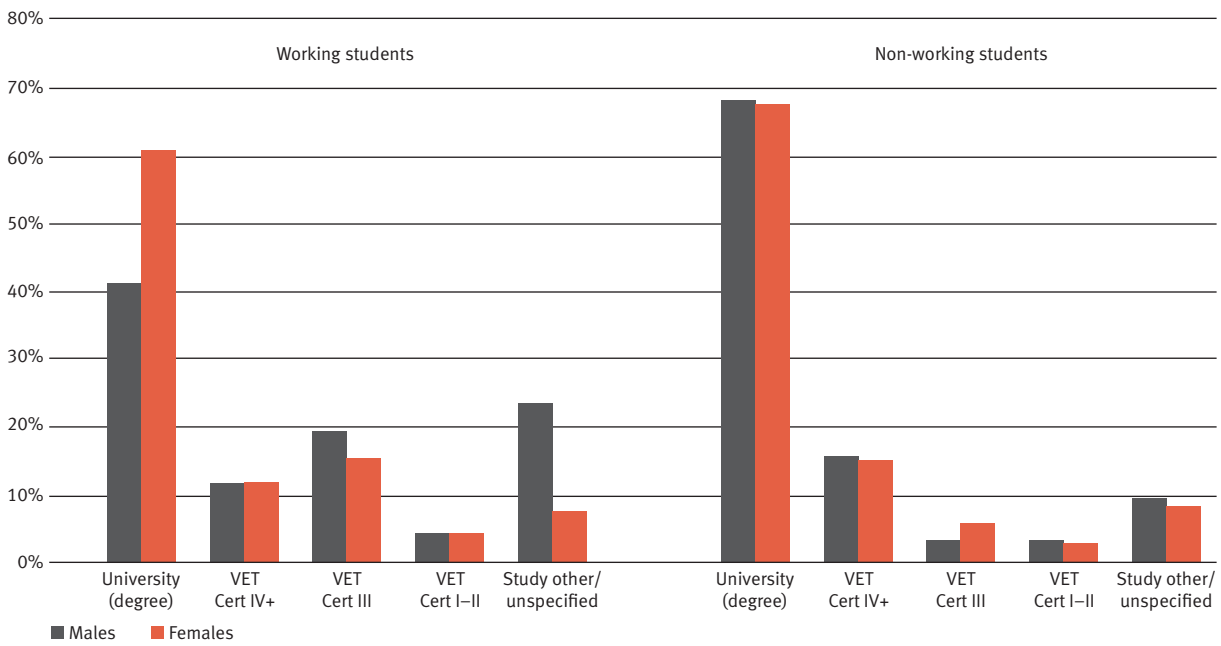


Table 3.9 compares the study load of both working and non-working students. Predictably, 19 out of 20 (95.0 per cent) part-time students were combining study with some form of employment. Interestingly though, this phenomenon is also common among full-time students with almost two-thirds (62.8 per cent) combining study and work.

Table 3.9 Study load of Year 12 completers, by working and non-working students, Queensland 2006

Study Load	Working students		Non-working students		Total students	
	no.	%	no.	%	no.	%
Full-time	9 199	62.8	5 441	37.2	14 640	100.0
Part-time	5 304	95.0	282	5.0	5 586	100.0
Total	14 503	71.7	5 723	28.3	20 226	100.0

Note: 2704 apprentices and trainees for whom study load data was missing have been included as working students with a part-time study load.



Chapter 4 Earning: Employment destinations

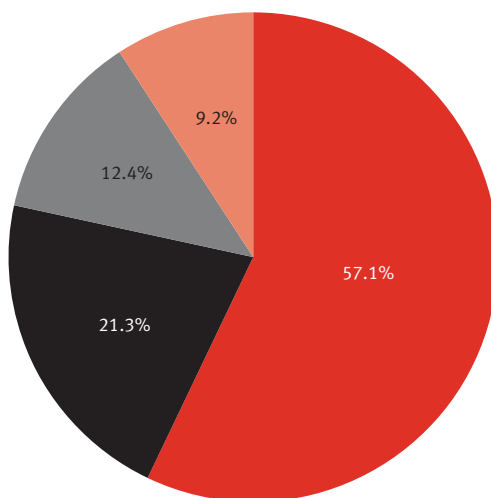
This chapter examines the labour market outcomes of Year 12 completers in Queensland in 2005. It deals separately with the group as a whole, those not in education or training, those who were studying and working, and apprentices and trainees.

All working respondents

Most young people who complete Year 12 enter the workforce, whether or not they undertake further education. Ignoring study or training status, 22 954 (or 74.1 per cent of total) respondents were working at the time of the survey.

Nearly six in 10 of these (57.1 per cent) held a part-time job (see Figure 4.1) with a further 21.3 per cent working full-time. Apprentices and trainees who predominately work full-time (see Figure 4.9) made up 12.4 per cent and 9.2 per cent respectively.

Figure 4.1 Work destinations of all Year 12 completers in employment, Queensland 2006

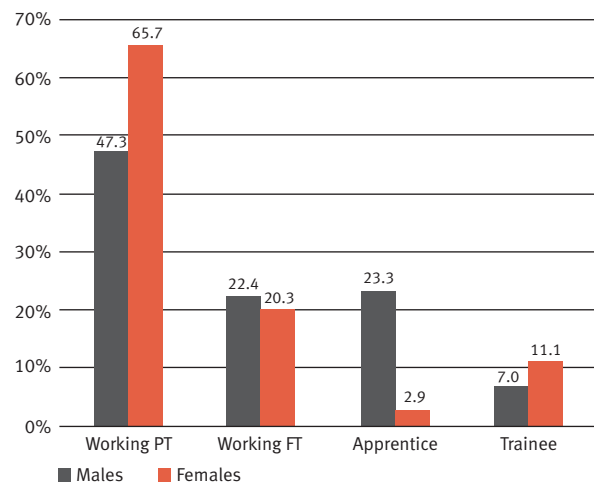


- Working part-time 57.1%
- Working full-time 21.3%
- Apprentice 12.4%
- Trainee 9.2%

Note: Based on all Year 12 completers in some form of employment including those with a 'main destination' of study.

Sex differences are evident in relation to part-time work and apprenticeships and traineeships (see Figure 4.2). Female Year 12 graduates in employment were much more likely than their male counterparts to be working in part-time jobs (65.7 per cent compared to 47.3 per cent) and were more likely to be a trainee (11.1 per cent compared to 7.0 per cent). Conversely, male Year 12 graduates in employment were around eight times more likely to have commenced an apprenticeship (23.3 per cent compared to 2.9 per cent).

Figure 4.2 Work destinations of all Year 12 completers in employment, by sex, Queensland 2006



Note: Based on all Year 12 completers in some form of employment including those with a 'main destination' of study.

The larger proportion of females working in part-time jobs may be partially explained by their stronger participation in further education. However, this trend is evident even when those studying are removed from the analysis, as discussed in the following section.

Table 4.1 reports the occupational groups of all working respondents. It shows that one-half of these Year 12 graduates in Queensland were working in just two occupational groups — Sales Assistants and Food Handlers. These are the occupational groups with a preponderance of part-time workers, and where wages and skill requirements are low. The other main areas were Clerks, Receptionists and Secretaries, Waiters and Building and Construction skilled workers, which account for a further 20.8 per cent of workers.



Table 4.1 Occupational groups of all Year 12 completers in employment, Queensland 2006

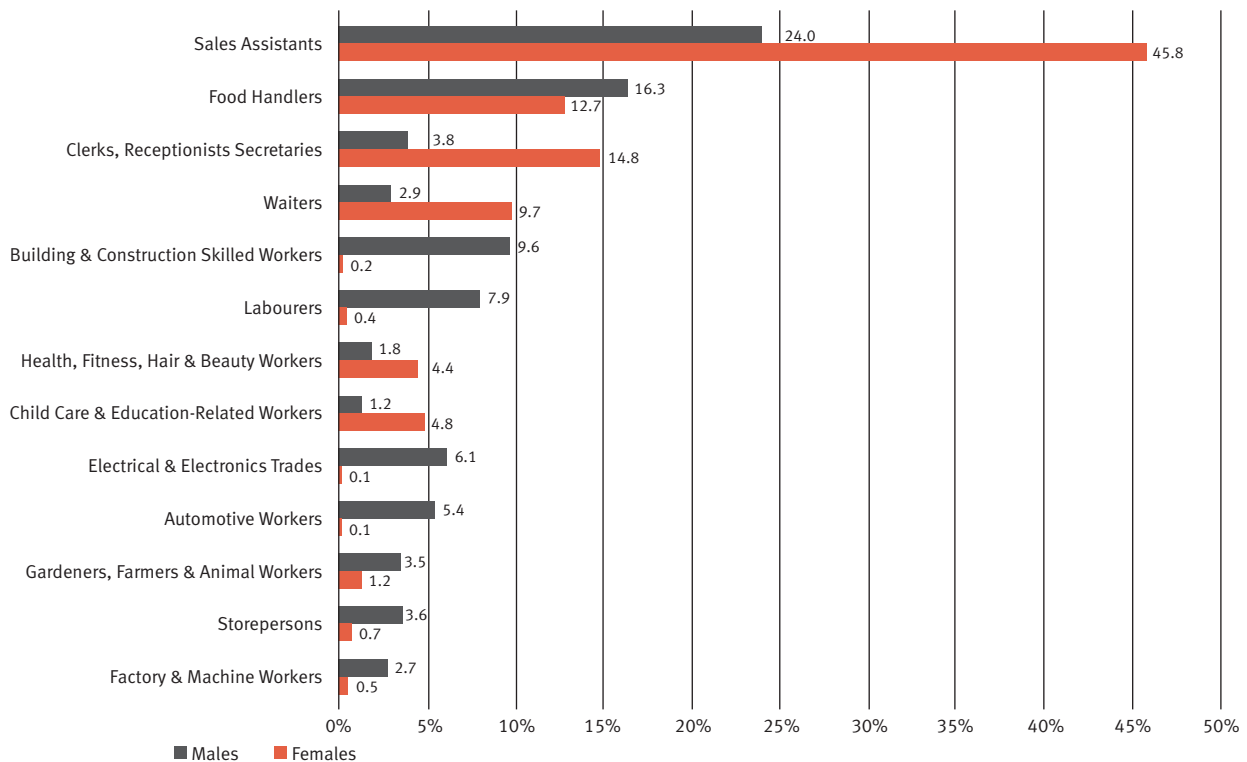
Occupational Groups	no.	%
Sales Assistants	8 178	35.6
Food Handlers	3 298	14.4
Clerks, Receptionists & Secretaries	2 216	9.7
Waiters	1 502	6.5
Building & Construction Skilled Workers	1 051	4.6
Labourers	897	3.9
Health, Fitness, Hair & Beauty Workers	734	3.2
Child Care & Education-Related Workers	719	3.1
Electrical & Electronics Trades	667	2.9
Automotive Workers	587	2.6
Gardeners, Farmers & Animal Workers	520	2.3
Storepersons	472	2.1
Factory & Machine Workers	346	1.5
Marketing & Sales Representatives	293	1.3
Other categories (with fewer than 1 per cent of respondents)	1 474	6.4
Total	22 954	100.0

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

There are also important sex differences in occupations, as illustrated in Figure 4.3. The most common areas of employment for female Year 12 graduates were as Sales Assistants, Clerks, Receptionists and Secretaries and Food Handlers, which accounted for 73.3 per cent of female employment, while for male Year 12 graduates, Sales Assistants, Food Handlers and Building and Construction Skilled Workers accounted for 49.9 per cent

of employment. Employment in most other occupational groups showed segmentation along sex lines with females more frequently employed as Waiters, Child Care & Education-Related Workers and in Health, Fitness, Hair and Beauty while male employment was more frequent in the Gardening, Farming and Animal Work category, and in jobs in the automotive, electrical and electronics fields, as well as labouring and factory jobs.

Figure 4.3 Occupational groups of all Year 12 completers in employment, by sex, Queensland 2006



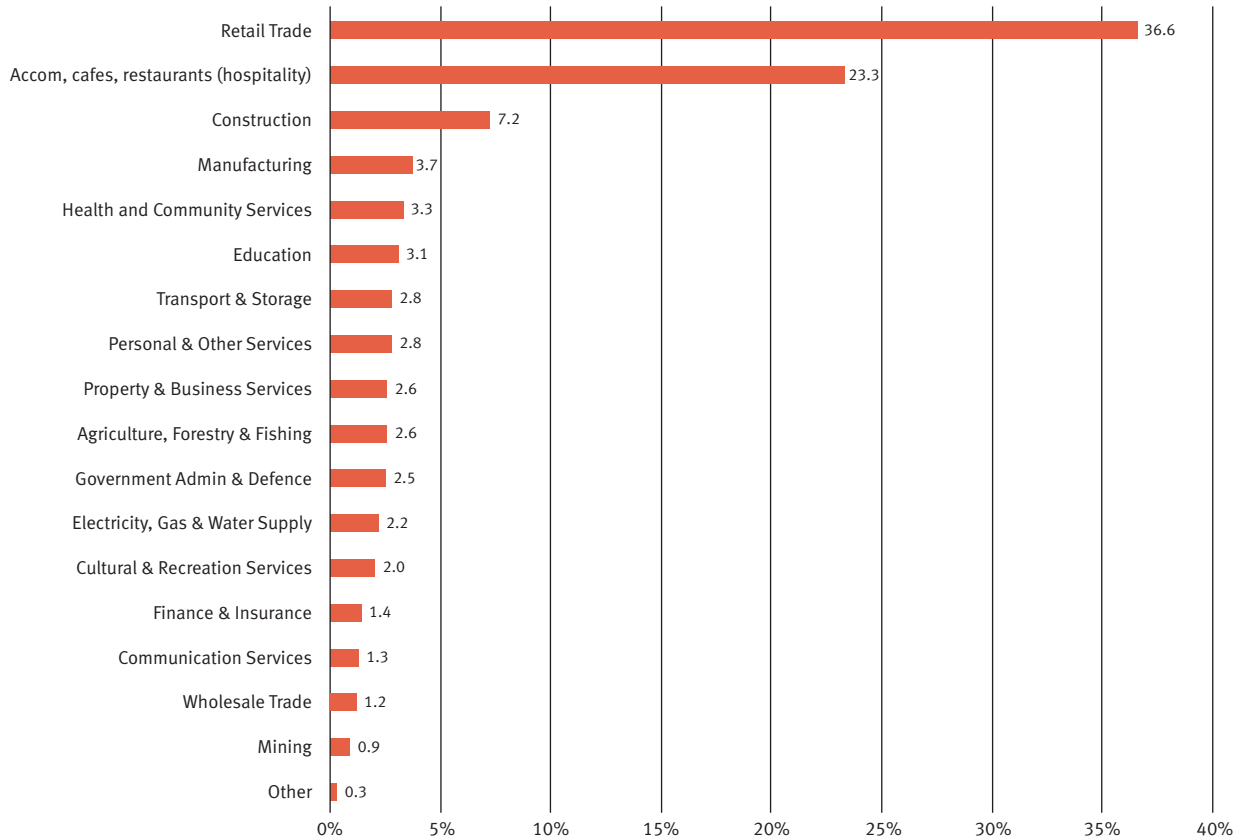
Note: Excludes occupational groups with fewer than 1.5 per cent of respondents, and 89 respondents who did not provide occupation details.



Respondents were also asked to nominate the industry category in which their employment takes place (see Table A3C in the Appendix for categories). Figure 4.4, which details the industry categories for all workers, confirms the findings for occupation and shows high proportions of respondents working in just two industry areas — Retail Trade and Hospitality.

Between them, these two categories account for approximately six in 10 Year 12 completers in the labour market. It should be noted, however, that nearly half of the respondents represented in Figure 4.4 were students in a university or VET destination, and therefore most were working in a part-time job designed to support their study activities.

Figure 4.4 Industry categories of all Year 12 completers in employment, Queensland 2006



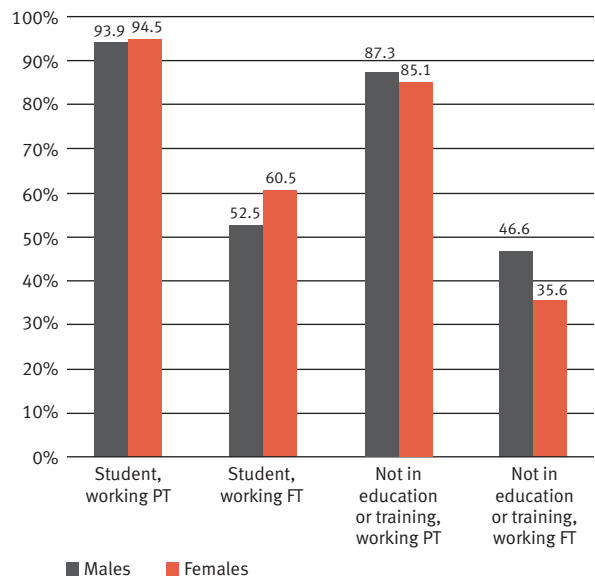
Note: Excludes 62 respondents who did not provide industry details.

Casual workers

The proportion of respondents in casual work seems to be strongly related to the number of hours worked per week. Among students (in university degrees and VET) who were predominantly working in part-time work, the rate of casual employment is high, accounting for approximately nine in 10 respondents in this category (see Figure 4.5). It is also high among the group of respondents who entered part-time work (fewer than 35 hours per week) with no further education or training, accounting for 87.3 per cent of males and 85.1 per cent of females.

Casual work is much less common among full-time workers, particularly those who were not studying. Among students who were also working full-time, the rate of casual employment falls to 52.5 per cent for males and 60.5 per cent for females, while for those respondents who were working full-time without any further education or training, casual employment declines even further, falling to 46.6 per cent for males and 35.6 per cent for females.

Figure 4.5 Rates of casual work for all Year 12 completers in employment, by sex, Queensland 2006



Respondents working and not in education or training

This section examines the labour market outcomes of those respondents who have made a direct entry to employment, with no further education or training. This is an important group, comprising nearly three in 10 of all Year 12 completers in 2006.

Data for the 8451 Year 12 graduates in this group are shown in Figure 4.6. Males were more likely than females to be in a full-time job (54.3 per cent compared to 45.5 per cent), while females were more likely to be reliant on part-time work (54.5 per cent compared to 45.7 per cent).

Table 4.2 reports the hours worked by respondents not in further education or training (for hours worked by respondents working and studying see Figure 4.9). Almost three-quarters (74.3 per cent) of these Year 12 graduates were working 25 hours or more.

Figure 4.6 Work destinations of Year 12 completers in employment and not in education or training, by sex, Queensland 2006

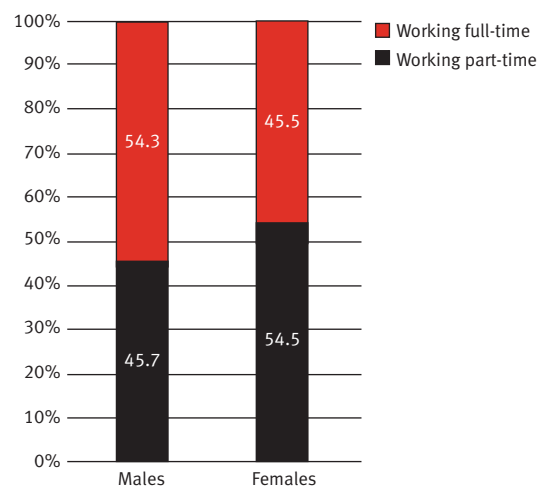


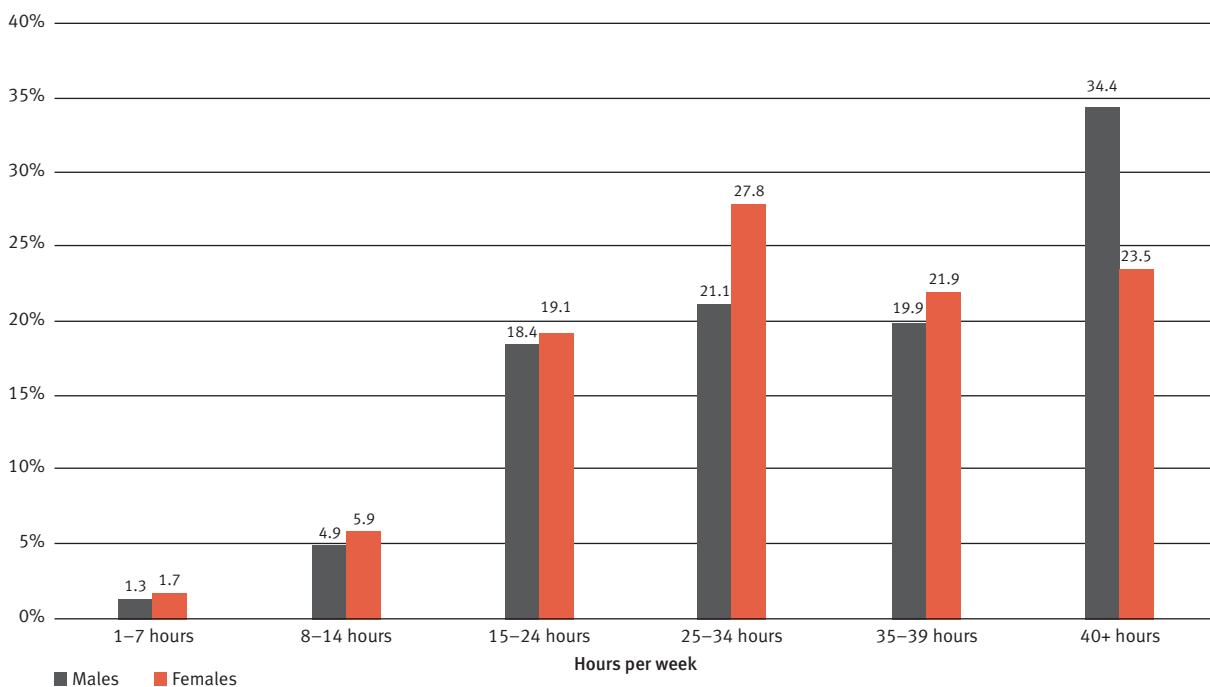
Table 4.2 Hours worked by Year 12 completers in employment and not in education or training, Queensland 2006

	Hours worked per week						Total
	1-7	8-14	15-24	25-34	35-39	40+	
no.	128	460	1 588	2 087	1 775	2 413	8 451
%	1.5	5.4	18.8	24.7	21.0	28.6	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 are most likely to be working 40 hours or more per week (34.4 per cent), while female workers are most likely to be working 25–34 hours per week (27.8 per cent).

Figure 4.8 shows the occupations entered by respondents 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 likely to be employed was Sales Assistants, followed by Food Handlers for males and Clerks, Receptionists & Secretaries for females. For the most part, these were the

Figure 4.7 Hours worked by Year 12 completers in employment and not in education or training, by sex, Queensland 2006





same kinds of jobs that tertiary students were likely to obtain, and require a minimum of training to access. For males, the next largest category was Labourers, followed by Gardeners, Farmers and Animal Workers. In total, these four categories account for over six in 10 of all male Year 12 completers in Queensland making a direct entry to the labour market (63.6 per cent).

Among female Year 12 completers, the top three occupations of Sales Assistants, Clerks, Receptionists and Secretaries and Food Handlers account for nearly three-quarters (74.2 per cent) of all females entering the labour market with no further education or training. The next most common occupational groups were Waiters, and Child Care and Education-Related Workers.

Figure 4.8 Occupational groups of Year 12 completers in employment and not in education or training, by sex, Queensland 2006

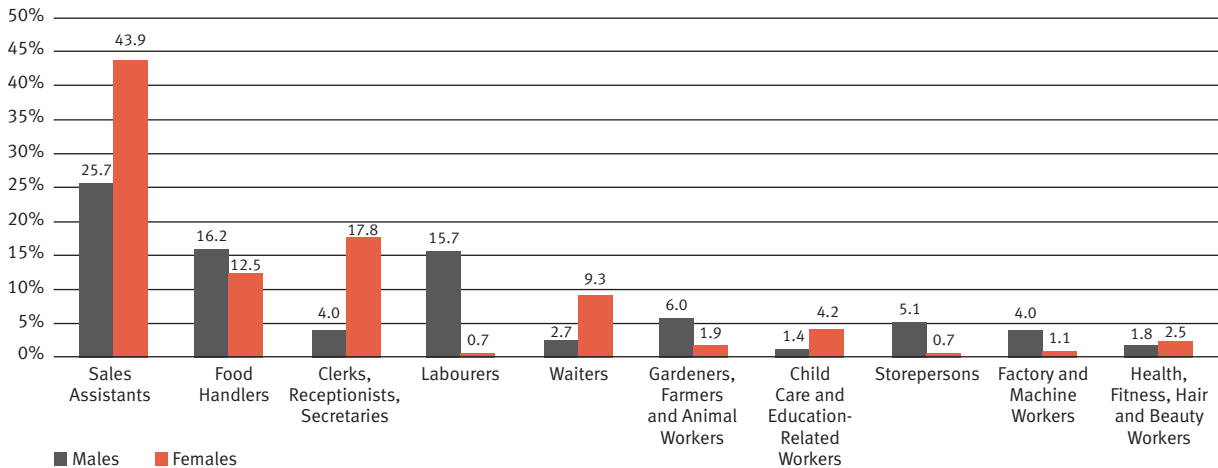


Table 4.3 reports the main industry areas entered by Year 12 completers not in further education or training. It shows that Retail and Hospitality were the main industry areas for both full-time and part-time workers. In the case of part-time workers, they account for nearly

eight in 10 respondents. In the case of full-time workers, there is a slightly more even spread, with other industry areas also accessed. Even among this group, however, these two industry areas account for 41.8 per cent of respondents.

Table 4.3 Industry categories of Year 12 completers in employment and not in education or training, by work destination, Queensland 2006

Industry category	Working Full-time		Working Part-time	
	no.	%	no.	%
Retail Trade	1 109	26.7	2 025	47.6
Accom, cafes, restaurants (hospitality)	630	15.1	1 304	30.6
Construction	420	10.1	113	2.7
Agriculture, Forestry & Fishing	312	7.5	75	1.8
Manufacturing	292	7.0	60	1.4
Property & Business Services	254	6.1	41	1.0
Health and Community Services	168	4.0	108	2.5
Education	145	3.5	86	2.0
Personal & Other Services	102	2.5	86	2.0
Transport & Storage	113	2.7	65	1.5
Government Admin & Defence	134	3.2	40	0.9
Wholesale Trade	112	2.7	53	1.2
Communication Services	98	2.4	66	1.6
Finance & Insurance	122	2.9	24	0.6
Cultural & Recreation Services	54	1.3	89	2.1
Electricity, Gas & Water Supply	46	1.1	11	0.3
Mining	35	0.8	0	0.0
Other	15	0.4	10	0.2
Total	4 161	100.0	4 256	100.0

Note: Excludes 34 respondents who did not provide industry details.

Respondents 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 22 954 Year 12 graduates working, the majority (14 503 or 63.2 per cent) were studying.

Table 4.4 compares the hours worked by Year 12 completers in employment and study, according to student type. Just under one-half of the university

students who have jobs work between one and 14 hours per week (48.8 per cent) while just over one-third work between 15 and 24 hours per week (38.4 per cent). VET Cert IV+ students have a similar pattern of employment, although they tend to work longer hours. VET Certificate I–II students, 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.

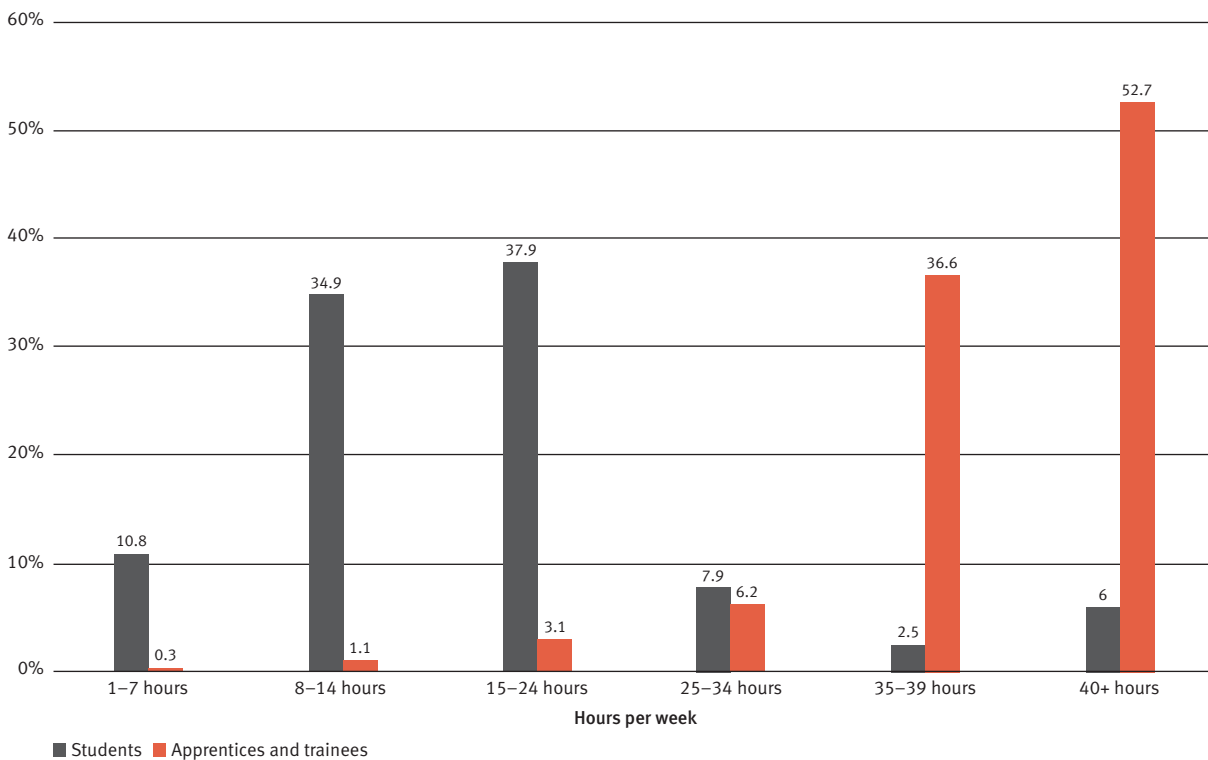


Table 4.4 Hours worked by Year 12 completers in employment and study, by level of study, Queensland 2006

		Hours worked per week						Total
		1-7	8-14	15-24	25-34	35-39	40+	
University (degree)	no.	851	2 801	2 879	485	137	335	7 488
	%	11.4	37.4	38.4	6.5	1.8	4.5	100.0
VET Cert IV+	no.	131	439	547	162	158	275	1 712
	%	7.7	25.6	32.0	9.5	9.2	16.1	100.0
Cert III	no.	42	105	193	196	840	1 125	2 501
	%	1.7	4.2	7.7	7.8	33.6	45.0	100.0
VET Cert I–II	no.	14	38	75	81	214	193	615
	%	2.3	6.2	12.2	13.2	34.8	31.4	100.0
Study other/unspecified	no.	42	108	177	138	605	1 117	2 187
	%	1.9	4.9	8.1	6.3	27.7	51.1	100.0
Total	no.	1 080	3 491	3 871	1 062	1 954	3 045	14 503
	%	7.4	24.1	26.7	7.3	13.5	21.0	100.0

Figure 4.9 graphically 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 jobs, whereas apprentices and trainees tend to be employed full-time.

Figure 4.9 Hours worked by Year 12 completers in employment and study, by broad study destination, Queensland 2006





The table below (Table 4.5) shows the occupational groups in which Year 12 completers in employment and study were working. It can now be seen that over half of these respondents (56.5 per cent) were working in the three main occupational groups of Sales Assistants

(35.7 per cent), Food Handlers (13.3 per cent) and Clerks, Receptionists and Secretaries (7.5 per cent), with the remainder dispersed in small numbers across a large range of occupational groups.

Table 4.5 Occupational groups of Year 12 completers in employment and study, Queensland 2006

Occupational Group	no.	%
Sales Assistants	5 180	35.7
Food Handlers	1 936	13.3
Clerks, Receptionists & Secretaries	1 081	7.5
Waiters	974	6.7
Building & Construction Workers	889	6.1
Electrical & Electronics Trades	610	4.2
Health, Fitness, Hair & Beauty Workers	550	3.8
Automotive Workers	512	3.5
Child Care & Education-Related Workers	473	3.3
Labourers	247	1.7
Storepersons	243	1.7
Gardeners, Farmers and Animal Workers	197	1.4
Accounting, Finance & Management Workers	169	1.2
Other categories	1 442	10.0
Total	14 503	100.0

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

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, predominantly TAFE. Table 4.6 below indicates the level of training reported by apprentices and trainees in this survey. It suggests that nearly half of all apprenticeship and traineeship training occurs at the Certificate III level (44.4 per cent). Trainees, however, were more than six times as likely as apprentices to undergo training at Certificate II level (16.6 per cent compared to 2.6 per cent).

It is also important to note that the industry areas and occupational groups occupied by apprentices and trainees are quite different from those entered by the broader cohort of Year 12 completers, especially students. Table 4.7 shows that the occupations entered by this group were not predominantly in the areas of Sales Assistants and Food Handling, but were Building and Construction, Clerks, Receptionists and Secretaries, Electrical and Electronics Trades and Automotive. These four categories account for over half of all apprentices and trainees (55.0 per cent).

Table 4.6 Level of study of Year 12 completers in apprenticeships and traineeships, Queensland 2006

Level of Study	Apprentices		Trainees		Total	
	no.	%	no.	%	no.	%
Diploma	59	2.1	56	3.0	115	2.5
Certificate IV	191	6.9	74	3.9	265	5.7
Certificate III	1 219	43.7	851	45.4	2 070	44.4
Certificate II	73	2.6	311	16.6	384	8.2
Certificate I	46	1.7	19	1.0	65	1.4
VET unspecified	588	21.1	114	6.1	702	15.1
Unknown/other study	611	21.9	451	24.0	1 062	22.8
Total	2 787	100	1 876	100	4 663	100.0



Table 4.7 Occupational groups of Year 12 completers in apprenticeships and traineeships, Queensland 2006

Occupational Group	no.	%
Building & Construction Skilled Workers	831	17.8
Clerks, Receptionists & Secretaries	669	14.3
Electrical & Electronics Trades	579	12.4
Automotive Workers	491	10.5
Food Handlers	395	8.5
Health, Fitness, Hair & Beauty Workers	298	6.4
Sales Assistants	284	6.1
Child Care & Education-Related Workers	170	3.6
Factory & Machine Workers	103	2.2
Gardeners, Farmers & Animal Workers	102	2.2
Labourers	100	2.1
Other categories (with fewer than 1 per cent of respondents)	641	13.9
Total	4 663	100.0

Note: Occupational groups are based on those used by the Commonwealth Department of 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, Electricity, Gas and Water Supply, and Transport and Storage, while trainees were more evenly distributed across a range of industry areas

(see Table 4.8). For the latter group, Hospitality and Retail were still the most common areas, but many other industry areas also emerge as important destinations – namely Government Administration and Defence, Education, Health and Community Services, Construction and Property and Business Services.

Table 4.8 Industry categories of Year 12 completers in apprenticeships and traineeships, Queensland 2006

Industry category	Apprentices		Trainees	
	no.	%	no.	%
Construction	827	29.7	120	6.4
Electricity, Gas & Water Supply	384	13.8	35	1.9
Transport & Storage	343	12.3	52	2.8
Manufacturing	333	12.0	66	3.5
Accom, cafes, restaurants (hospitality)	212	7.6	268	14.3
Personal & Other Services	196	7.0	77	4.1
Retail Trade	127	4.6	263	14.1
Mining	124	4.5	40	2.1
Property & Business Services	46	1.7	114	6.1
Agriculture, Forestry & Fishing	45	1.6	78	4.2
Government Admin & Defence	44	1.6	224	12.0
Health and Community Services	29	1.0	167	8.9
Wholesale Trade	19	0.7	31	1.7
Communication Services	17	0.6	36	1.9
Cultural & Recreation Services	12	0.4	46	2.5
Education	4	0.1	188	10.0
Finance & Insurance	2	0.1	60	3.2
Other	17	0.6	6	0.3
Total	2 781	100.0	1 871	100.0

Note: Excludes 11 apprentices and trainees who did not provide industry details.



Table 4.9 compares the hours worked by apprentices and trainees. The great majority of apprentices and trainees work 35 or more hours per week on average (96.2 per cent and 79.0 per cent respectively).

Table 4.9 Hours worked by Year 12 completers in apprenticeships and traineeships, Queensland 2006

		Hours worked per week						
		1-7	8-14	15-24	25-34	35-39	40+	Total
Apprentices	no.	1	9	31	64	936	1 746	2 787
	%	0.0	0.3	1.1	2.3	33.6	62.6	100.0
Trainees	no.	13	44	112	225	772	710	1 876
	%	0.7	2.3	6.0	12.0	41.2	37.8	100.0

This chapter has highlighted the importance of further education and training in ensuring that Year 12 completers make a successful transition to the workforce. While low-paid part-time jobs in the retail and hospitality sectors play an important role in

providing opportunities for university and TAFE students to finance their studies, they do not always provide the longer-term career opportunities sought by young people seeking to enter the labour market without further education or training.

Chapter 5 Not Learning or Earning



While the great majority of Year 12 completers were building on their schooling through further education and training, 10 763 (34.7 per cent) were not. The reasons for this are complex and reflect the diversity of groups who finish Year 12 today. This group also includes those young people who were offered a university degree place and chose to defer it.

One in four of all respondents did not have paid employment at the time of the data collection. Of these, over two-thirds (67.7 per cent) were in full-time study with a further 3.5 per cent engaged in part-time study.

The survey also identified that 5.7 per cent of Year 12 completers were looking for work with less than one respondent in every 50 neither studying, working nor seeking work.

This chapter highlights the data captured regarding the respondents that were not learning or earning at the time of collecting responses.

Not learning

Over three-quarters of the 10 763 Year 12 graduates who did not enter further education or training were working in either a full-time (38.9 per cent) or part-time (39.6 per cent) capacity. As discussed in Chapter 4, female respondents were more likely than males to be working part-time, and less likely to be working full-time or to be seeking work (see Table 5.1).

Table 5.1 Year 12 completers not in study, by sex, Queensland 2006

	Males		Females		Total	
	no.	%	no.	%	no.	%
Working full-time	2 124	41.1	2 064	36.9	4 188	38.9
Working part-time	1 789	34.6	2 474	44.2	4 263	39.6
Seeking work	973	18.8	806	14.4	1 779	16.5
Not studying/ not in the labour force	280	5.4	253	4.5	533	5.0
Total	5 166	100.0	5 597	100.0	10 763	100.0

The reasons given by respondents for not being in study are shown in Figure 5.1. Respondents were also asked to indicate the single most important reason for not being in study or training and these data are shown in Table 5.2. The data in both the figure and the table indicate that the key reasons why students did not continue in study was because they wanted to have a break from study, did not feel ready for any more study or were not interested. These reasons account for the majority of responses.

The next most common group of reasons for not studying relate to economic and financial considerations. Many Year 12 graduates cited work commitments for not studying or were working in order to finance future study and some were concerned with the cost of studying.

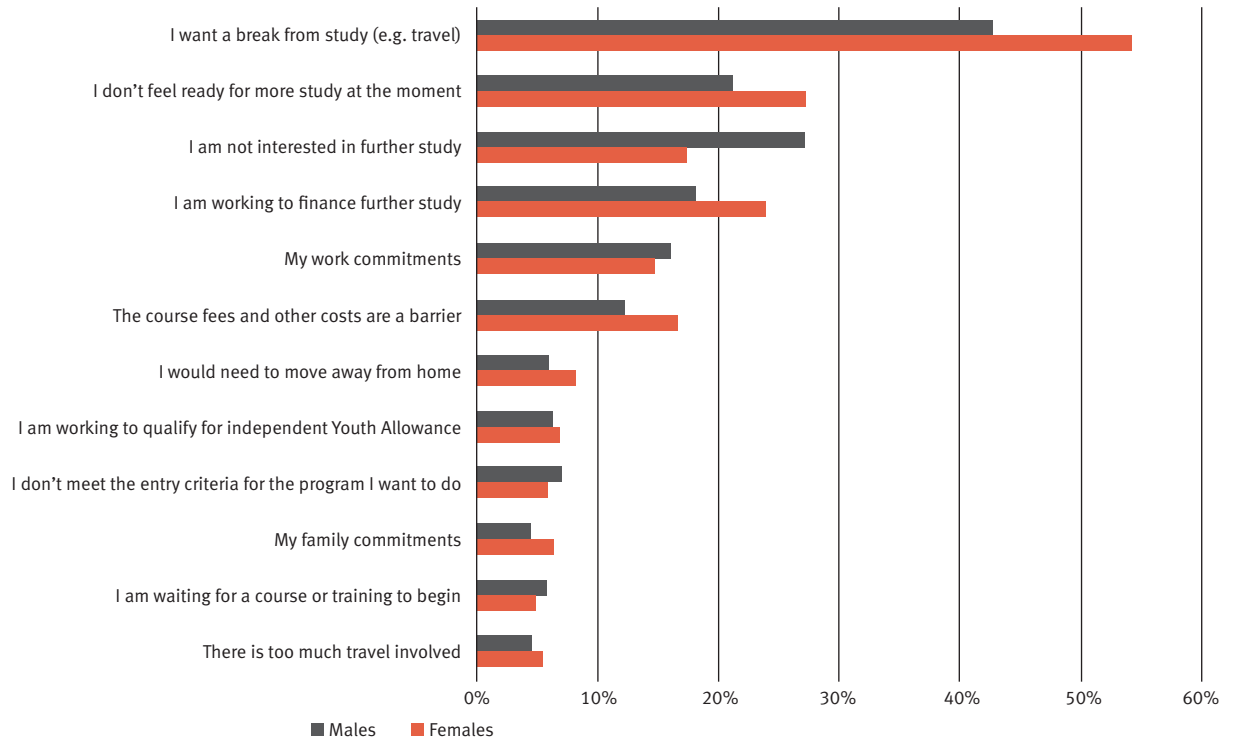
A third group of reasons is related to accessibility to study, reflecting concerns about physical access, transport, family commitments, disabilities and perceived academic barriers.

Figure 5.1 suggests substantial sex differences in the reasons given for not studying, although females were more likely than males to cite more than one reason for not being in study and therefore most responses were higher for females. When considering multiple responses females were more likely than males to cite the need for a break, readiness for more study, and costs. Males were more likely to cite lack of interest.

The data in Table 5.2 support this pattern in broad terms, but show lack of interest in further study as the second most common 'main' reason for not studying for both males and females.



Figure 5.1 Reasons of Year 12 completers for not studying, by sex, Queensland 2006



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

Table 5.2 Main reason of Year 12 completers for not studying, by sex, Queensland 2006

	Males %	Females %	Total %
I want a break from study (e.g. travel)	28.5	36.2	32.5
I am not interested in further study	21.5	13.0	17.1
I am working to finance further study	7.5	9.8	8.7
I don't feel ready for more study at the moment	6.3	8.6	7.5
My work commitments	7.3	5.9	6.6
The course fees and other costs are a barrier	3.6	4.8	4.2
I am waiting for a course or training to begin	4.4	3.6	4.0
I don't meet the entry criteria for the program I want to do	3.1	2.2	2.6
I am undecided and considering my options	2.3	2.6	2.5
I am working to qualify for independent Youth Allowance	2.1	2.7	2.4
I am looking for an apprenticeship or traineeship	3.8	1.0	2.4
My family commitments	1.3	3.0	2.2
Because of disability	2.4	1.6	2.0
Other	5.8	4.8	5.3
Total	100.0	100.0	100.0

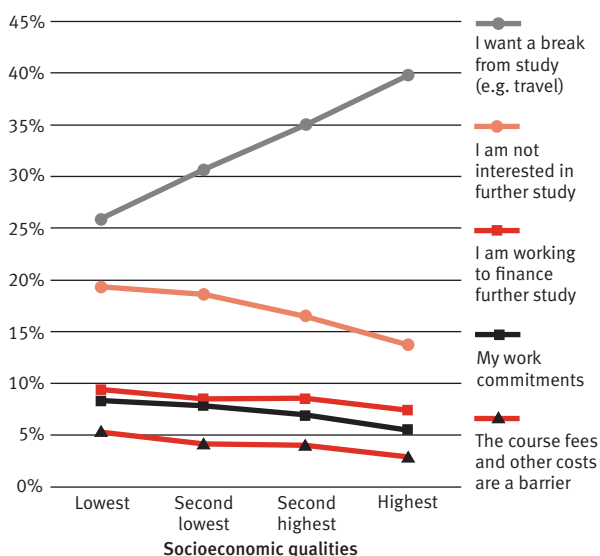
Some of the reasons for not continuing with study were related to the Year 12 graduates' socioeconomic background. These are shown in Figure 5.2. Reporting of the desire to take a break from study (e.g. to travel) tends to rise as socio-economic status (SES) rises, while economic reasons tend to be less likely as socioeconomic status rises. Year 12 graduates from the highest socioeconomic quartile were the least likely to be uninterested in further study, the least likely to be working to finance further study, and the least likely to

have work commitments that interfered with their ability to undertake further study. Year 12 graduates from the highest socioeconomic quartile were also half as likely as those from the lowest socioeconomic quartile to cite cost as the main barrier to undertaking study.

Barriers associated with accessibility to study, failure to get into the course of choice, and family commitments were not found to be associated with socioeconomic level.



Figure 5.2 Main reason of Year 12 completers for not studying, by socioeconomic status, Queensland 2006



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

Note: Excludes 202 respondents for whom socioeconomic status could not be determined.

A number of reasons for not continuing with study were related to the geographical location of the Year 12 completers' school. These are shown in Figure 5.3 below.

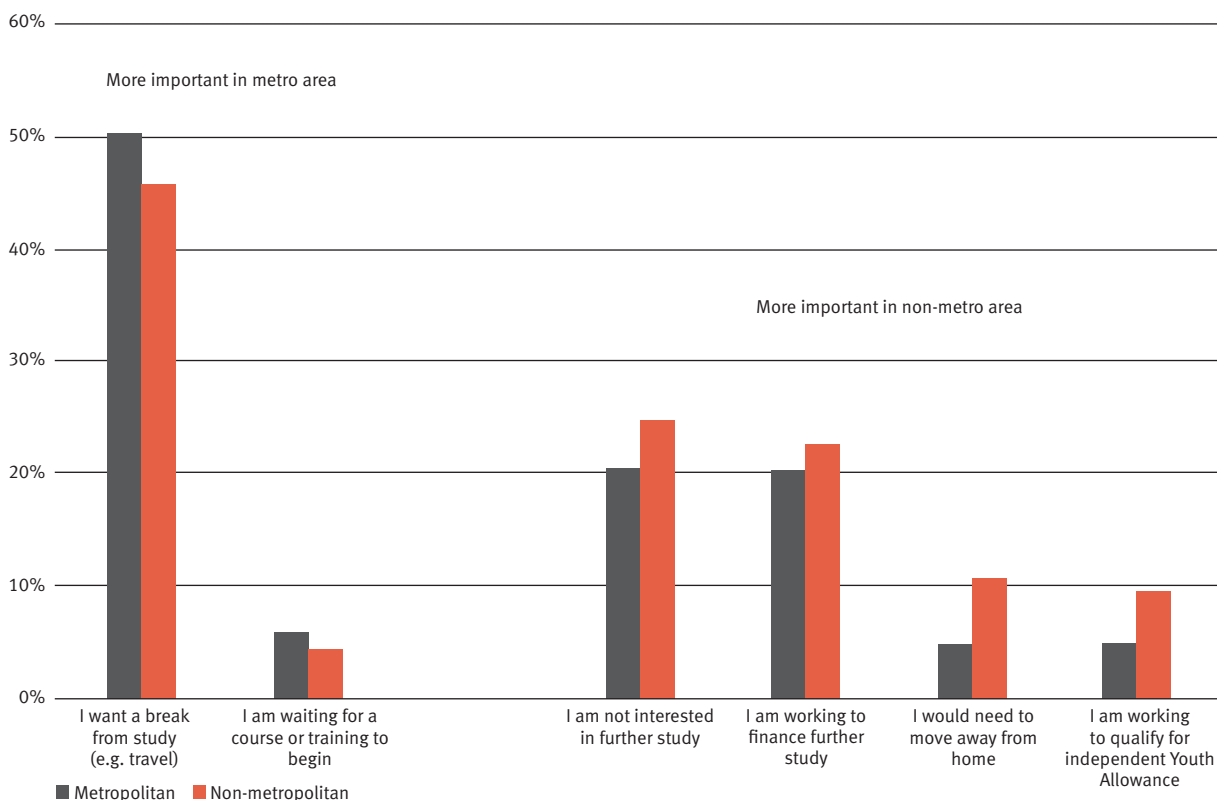
The desire to take a break from study and the situation of waiting for a course or training to begin were more

frequently cited by Year 12 graduates from metropolitan schools. However, a lack of interest in further study, economic reasons related to working in order to finance further study or to qualify for independent Youth Allowance, and the fact that they would need to move away from home were all more important for Year 12 graduates from non-metropolitan schools.

An examination of the main reason for not continuing with study given by respondents who deferred their university degree offer shows that there were some important differences between this group and those not in education or training generally. In Figure 5.4, the desire to take a break from study was the most common main reason, and was chosen by an even greater proportion of deferrers (52.1 per cent) than by the broader group of respondents not in education or training (32.5 per cent). Another difference was that 'working to finance further study' was also more important for deferring respondents (14.1 per cent compared to 8.7 per cent). Similarly, 'working to qualify for independent Youth Allowance' was also more important for this group (8.0 per cent compared to 2.4 per cent).

Much less likely for those deferring were reasons related to lack of interest in further study (only 0.7 per cent compared to 17.1 per cent of the broader group), work commitments (3.6 per cent compared to 6.6 per cent of the broader group) and the situation of waiting for a course or training to begin (1.9 per cent compared to 4.0 per cent).

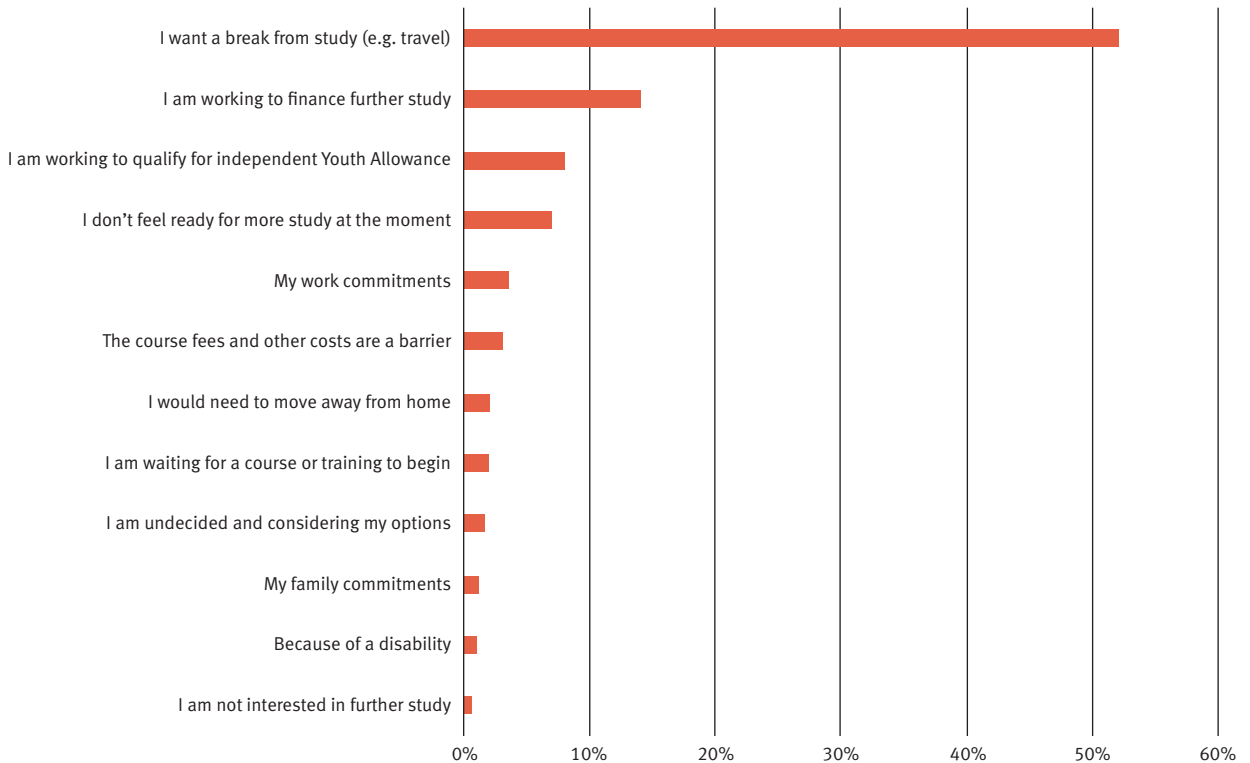
Figure 5.3 Main reason of Year 12 completers for not studying, by metropolitan/non-metropolitan location, Queensland 2006



Note: Metropolitan/non-metropolitan location based on address of school attended in 2005.



Figure 5.4 Main reason of deferrers for not studying, Queensland 2006



Of the 2 312 Year 12 completers who were not learning or earning there were two distinct groups of young people – the 1 779 (or 5.7 per cent) young people who were not studying and were seeking work, and the 533 (or 1.7 per cent) who were not studying and not in the labour force.

Not studying and seeking work

Table 5.3 provides key demographic information for the 1 779 respondents who were not studying and seeking work. A high proportion of Certificate of Post-Compulsory School Education (CPCSE) graduates were in this category. Indigenous Year 12 graduates were also more likely to be not studying and seeking work than their non-Indigenous counterparts (13.6 per cent compared to 5.7 per cent in the broader population).

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

Not studying and not in the labour force

The survey found that 533 respondents were neither studying nor in the labour force, representing 1.7 per cent of all Year 12 graduates.

The respondents in this category were analysed according to key demographic variables. Table 5.4 indicates which groups of respondents were more, or less likely, to be not studying and not in the labour force at the time of the survey. A high proportion of CPCSE graduates were in this category.

Table 5.3 Year 12 completers not studying and seeking work, by key demographic variables, Queensland 2006

	no.	%
All respondents	1 779	5.7
Males	973	6.6
Females	806	5.0
Indigenous	82	13.6
LBOTE	77	5.8
Metropolitan	1 191	5.7
Non-metropolitan	588	5.9
CPCSE	64	16.6
SAT	84	4.6
Visa	1	0.5
VET Qualification (respondents awarded a Year 12 VET in Schools qualification)	430	7.2



Table 5.4 Year 12 completers not studying and not in the labour force, by key demographic variables, Queensland 2006

	no.	%
All respondents	533	1.7
Males	280	1.9
Females	253	1.6
Indigenous	29	4.8
LBOTE	31	2.3
Metropolitan	351	1.7
Non-metropolitan	182	1.8
CPCSE	101	26.2
SAT	17	0.9
Visa	10	4.7
VET Qualification (respondents awarded a Year 12 VET in Schools qualification)	116	1.9

The main reasons these respondents gave for not being in study, broken out by sex, are shown in Figure 5.5. The most likely main reason why these Year 12 graduates were not in study is because they wanted to take a break from study (cited by 30.4 per cent of females and 26.8 per cent of males). This is also the primary reason given for not studying by those who went directly into work. Disability also emerged as a common reason among

the respondents in this group (cited by 16.6 per cent of females and 25.0 per cent of males). Disability was the second most likely reason among males. Among females, family commitments was the second most likely reason for not studying (cited by 20.6 per cent compared to 2.5 per cent of males). Lack of interest in further study also showed sex differences (cited by 13.2 per cent of males and 6.7 per cent of females).

Figure 5.5 Main reason for not studying of Year 12 completers not studying and not in the labour force, by sex, Queensland 2006

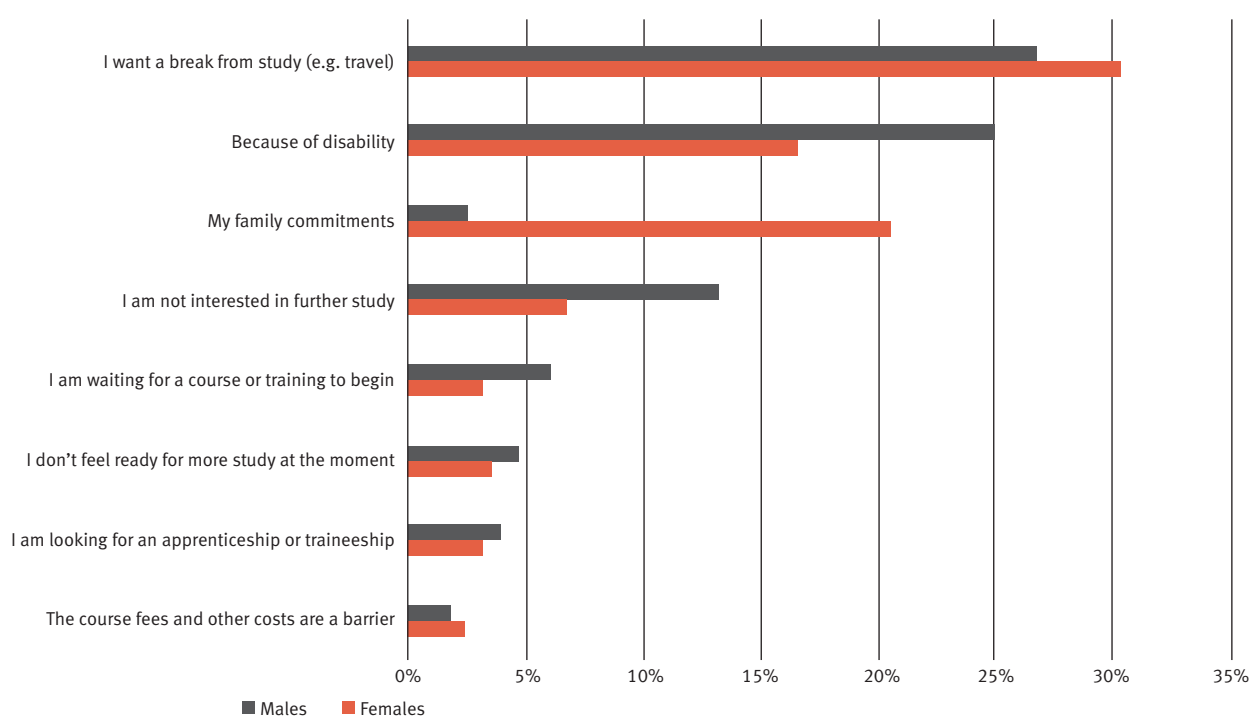
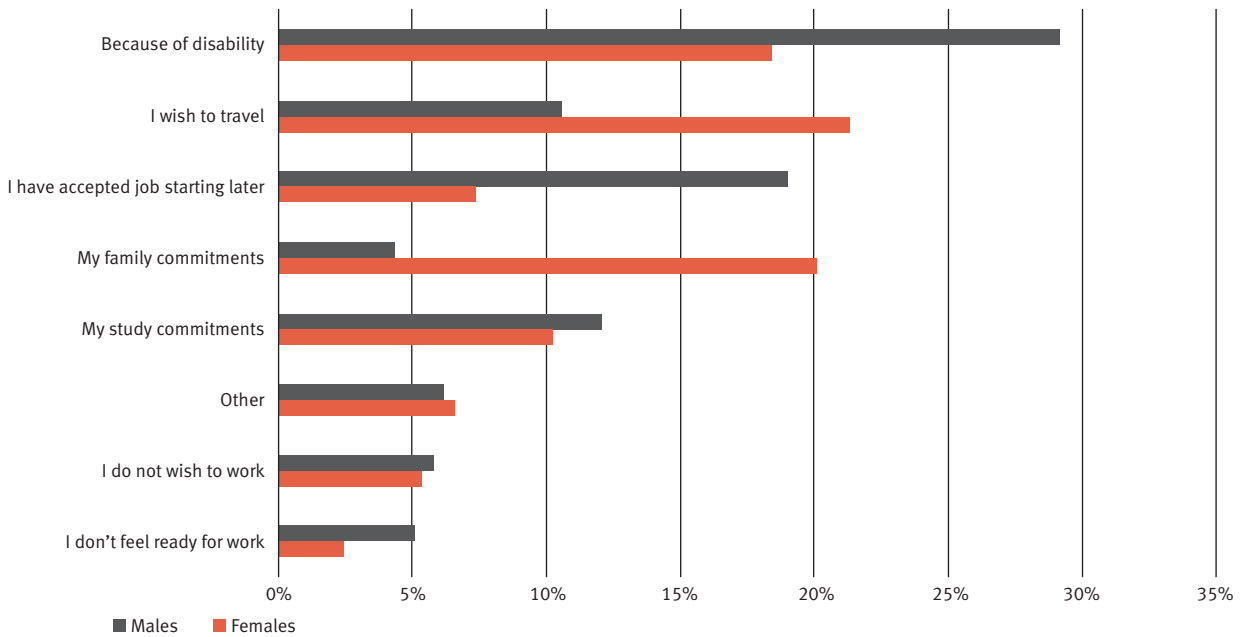




Figure 5.6 Main reason for not looking for work of Year 12 completers not studying and not in the labour force, by sex, Queensland 2006

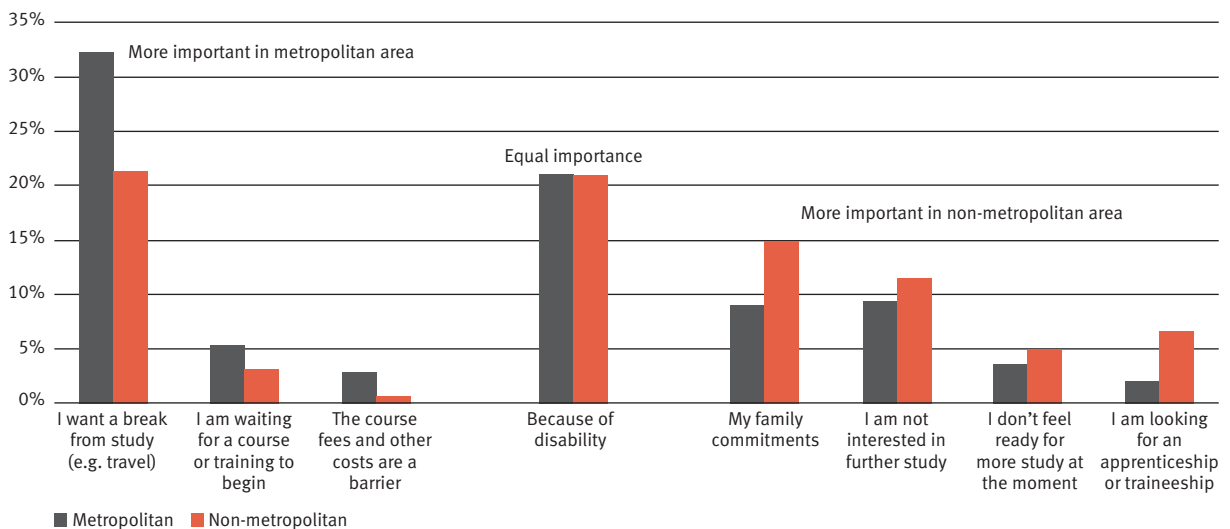


The 2006 survey also allowed an examination of reasons for not seeking work among this group (as shown in Figure 5.6). Again, sex differences were evident with disability figuring prominently among the main reasons given by respondents in this group, accounting for 18.4 per cent of the females and 29.2 per cent of the males. Also common was travel, with many respondents planning to travel at the time of the survey (21.3 per cent of females and 10.6 per cent of males).

Among male Year 12 graduates, another reason was that they had already accepted a job which they would be beginning at a later date (19.0 per cent of males and 7.4 per cent of females), while among female respondents, family commitments was the main reason nominated by 20.1 per cent (but only 4.4 per cent of males).

Geographical location also influences the main reason Year 12 completers not seeking work gave for not studying. Figure 5.7 shows Year 12 completers in the metropolitan area were more likely than those in non-metropolitan Queensland to cite reasons related to wanting a break from study, the fact that they were waiting for a course or training to begin and that fees and costs are a barrier. Non-metropolitan respondents were more likely than their metropolitan counterparts to cite reasons relating to family commitments, lack of interest, not feeling ready for study or the fact that they were looking for an apprenticeship or traineeship. Disability, which was one of the most common reasons for this group, shows no discernible difference between metropolitan and non-metropolitan respondents.

Figure 5.7 Main reason for not studying of Year 12 completers not studying and not in the labour force, by metropolitan/non-metropolitan location, Queensland 2006



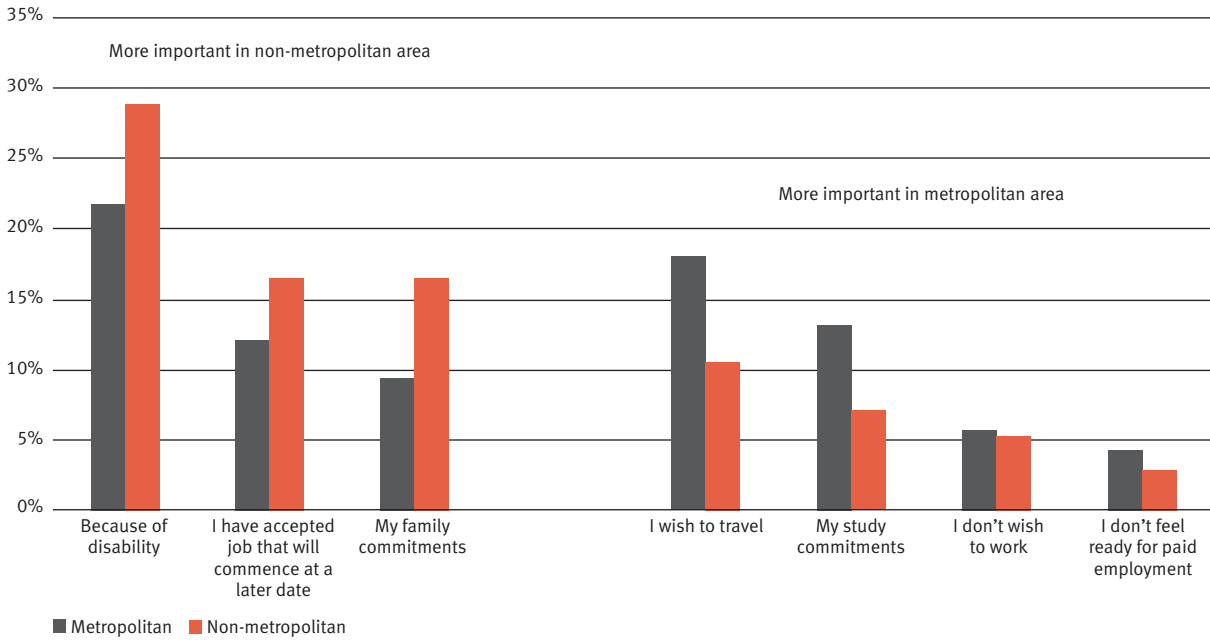
Note: Metropolitan/non-metropolitan location based on address of school attended in 2005.

Reasons for not looking for work also show some regional differentiation (see Figure 5.8). Disability, waiting for a job to commence and family commitments were all relatively more common for respondents in

non-metropolitan Queensland. The desire to travel, future study commitments and lack of desire to work or work readiness were relatively more common for respondents in metropolitan Queensland.



Figure 5.8 Main reason for not looking for work of Year 12 completers not studying and not in the labour force, by metropolitan/non-metropolitan location, Queensland 2006



Note: Metropolitan/non-metropolitan location based on address of school attended in 2005.



Chapter 6 Regional differences in post-school destinations

Metropolitan/non-metropolitan differences

This chapter outlines regional differences in the destinations of Year 12 graduates. It begins with a metropolitan and non-metropolitan comparison of the main destinations of Year 12 graduates. The metropolitan area is that defined as schools in the Statistical Divisions of Brisbane and Moreton, while non-metropolitan encompasses the remainder of Queensland.

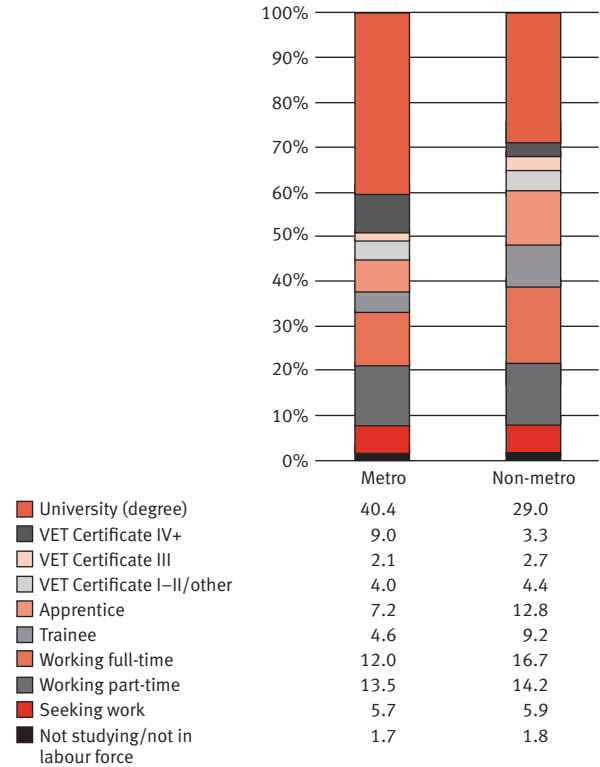
As discussed in previous chapters, about two-thirds (65.3 per cent) of the young people who completed Year 12 continued in some recognised form of education and training in the year after they left school. The most likely destination was university degree (36.7 per cent), followed by campus-based VET programs (13.5 per cent), with the majority of VET students entering VET programs at Certificate IV level or higher (7.1 per cent). Over one in seven respondents (15.1 per cent) commenced employment-based training, either as an apprentice (9.0 per cent) or trainee (6.1 per cent).

Figure 6.1 shows the differences in the transition to main destinations of metropolitan and non-metropolitan Year 12 graduates. Rates of transition to further education or training were higher in metropolitan regions (67.3 per cent) compared to non-metropolitan regions (61.4 per cent). Transition to university and VET Cert IV+ in particular was much stronger in metropolitan regions (49.4 per cent compared to 32.3 per cent), though this is counterbalanced to an extent by higher rates of transition to VET Cert I, II and III, apprenticeships and traineeships in non-metropolitan areas (29.1 per cent) compared to the metropolitan region (17.9 per cent).

These patterns may highlight differences between metropolitan and non-metropolitan regions in terms of access to higher education and VET providers. The stronger transition to apprenticeships and traineeships in non-metropolitan areas may also reflect good opportunities for employment-based training in these regions.

Year 12 graduates in non-metropolitan areas were more likely to be working and not studying (30.9 per cent compared to 25.5 per cent) in either full-time or part-time employment. There was little difference between metropolitan and non-metropolitan regions in the rate of seeking work or non-participation in work or study.

Figure 6.1 Main destinations of Year 12 completers, by metropolitan/non-metropolitan location, Queensland 2006



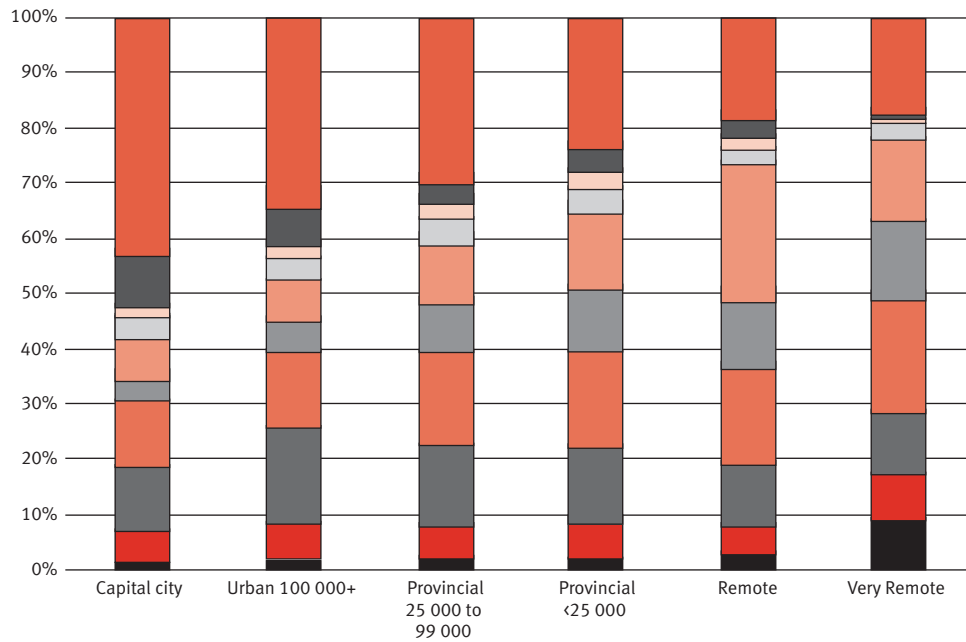
Note: Metropolitan/non-metropolitan location based on address of school attended in 2005.

MCEETYA zone differences

The data were also analysed by the MCEETYA geographical locations, which allocate students on the basis of school attended to categories based on remoteness and size of location.

Using this analysis, Figure 6.2 shows that transitions to university and VET (other than apprenticeships and traineeships) become less likely the less urbanised the zone (i.e. smaller in population and more remote). That is, students from the capital city of Brisbane were the most likely to enter university and VET while those in the most remote areas were the least likely to do so.

Figure 6.2 Main destinations of Year 12 completers, by MCEETYA geographical location, Queensland 2006



	Capital city	Urban 100 000+	Provincial 25 000 to 99 000	Provincial <25 000	Remote	Very Remote
University (degree)	43.2	35.1	30.4	24.4	18.5	17.7
VET Certificate IV+	9.4	6.4	3.6	4.0	3.2	0.8
VET Certificate III	1.9	2.1	2.9	3.1	2.4	0.8
VET Certificate I–II/other	4.0	4.1	4.6	4.4	2.4	3.2
Apprentice	7.3	7.6	11.1	13.8	25.0	14.5
Trainee	4.3	5.4	8.2	10.4	12.1	14.5
Working full-time	11.2	13.7	16.8	17.9	17.3	20.2
Working part-time	11.8	17.4	15.0	14.0	11.3	11.3
Seeking work	5.3	6.3	5.9	6.3	4.8	8.1
Not studying/not in labour force	1.5	2.0	1.7	1.8	2.8	8.9

Note: MCEETYA geographical location based on address of school attended in 2005.

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 and very remote areas having the highest rates of transition to these destinations. Rates of full-time work rise with increasing remoteness, as do rates of ‘not in study/not in the labour force’. The rate of Year 12 graduates not in the labour force shows no clear regional pattern, but is highest in the ‘Very Remote’ category.

ABS Statistical Divisions

Analysis was also conducted at the Statistical Division level, based on the Australian Bureau of Statistics’ Australian Standard Geographical Classification, with some of the smaller Statistical Divisions combined. The boundaries for these divisions in metropolitan and non-metropolitan Queensland are shown in Figures A4A and A4B in the Appendix. Table 6.1 details the main

destinations of Year 12 graduates in each region, and Figure 6.3 shows these data graphically.

Regional patterns were evident across Queensland. The transition to university degree study was strongest in Brisbane, and lowest in Wide Bay-Burnett. The two regions with the highest rates of transfer to campus-based VET were the metropolitan regions of Brisbane and Moreton. However, these same regions had 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 and Fitzroy/Central West.

Wide Bay-Burnett, Darling Downs/South West, Moreton and Far North were the regions with the lowest rates of entry to post-school education and training overall — with education and training destinations accounting for approximately six in 10 Year 12 graduates in these regions. The proportion of Year 12 graduates seeking work varied from 4.0 per cent in Mackay to 8.8 per cent in Wide Bay-Burnett.

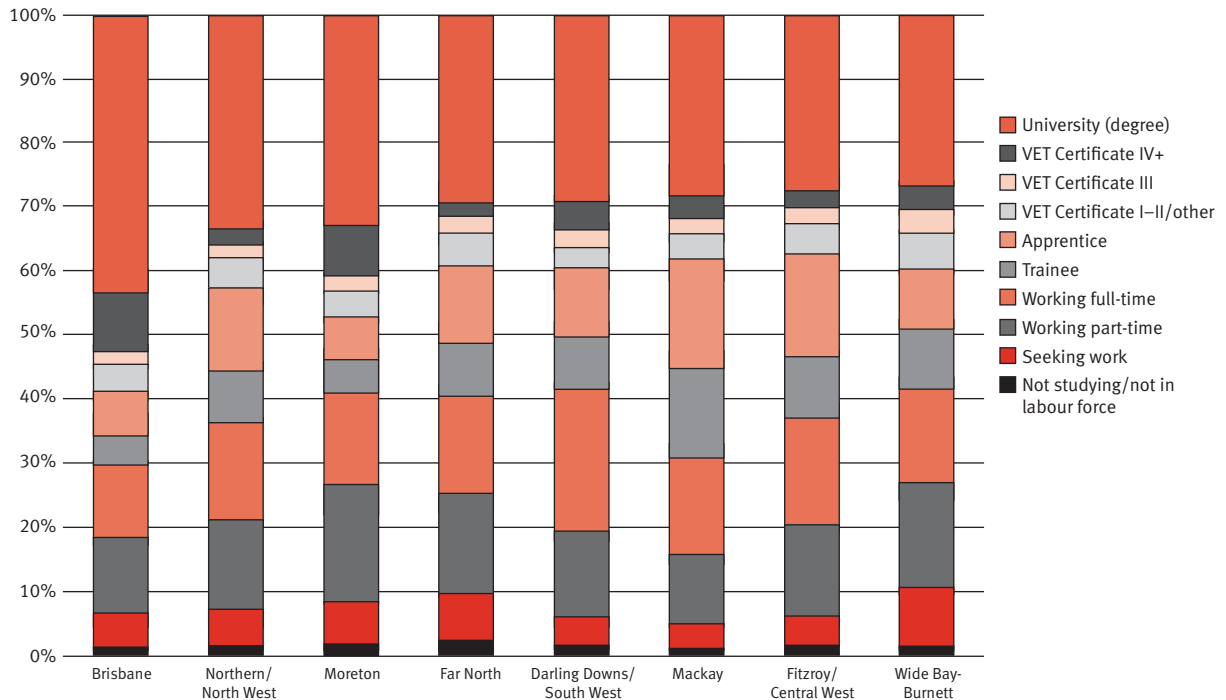


Table 6.1 Main destinations of Year 12 completers, by region, Queensland 2006

		University (degree)	VET IV+	VET Cert III	VET Cert I-II/other	Apprentice	Trainee	FT work	PT work	Seeking work	Not in study/NILF	Total
Brisbane	no.	6 573	1 436	295	603	1 116	659	1 699	1 787	806	236	15 210
	%	43.2	9.4	1.9	4.0	7.3	4.3	11.2	11.7	5.3	1.6	100.0
Darling Downs/South West	no.	634	95	57	67	236	178	477	292	96	38	2 170
	%	29.2	4.4	2.6	3.1	10.9	8.2	22.0	13.5	4.4	1.8	100.0
Far North	no.	459	35	42	77	192	129	235	245	115	39	1 568
	%	29.3	2.2	2.7	4.9	12.2	8.2	15.0	15.6	7.3	2.5	100.0
Fitzroy/Central West	no.	430	43	38	72	256	148	263	222	73	26	1 571
	%	27.4	2.7	2.4	4.6	16.3	9.4	16.7	14.1	4.6	1.7	100.0
Mackay	no.	317	38	25	45	193	157	163	122	45	13	1 118
	%	28.4	3.4	2.2	4.0	17.3	14.0	14.6	10.9	4.0	1.2	100.0
Moreton	no.	1 898	448	137	228	395	296	818	1 052	385	115	5 772
	%	32.9	7.8	2.4	4.0	6.8	5.1	14.2	18.2	6.7	2.0	100.0
Northern/North West	no.	575	46	33	81	226	140	262	238	97	32	1 730
	%	33.2	2.7	1.9	4.7	13.1	8.1	15.1	13.8	5.6	1.8	100.0
Wide Bay-Burnett	no.	492	69	72	103	173	169	271	305	162	34	1 850
	%	26.6	3.7	3.9	5.6	9.4	9.1	14.6	16.5	8.8	1.8	100.0
Total	no.	11 378	2 210	699	1 276	2 787	1 876	4 188	4 263	1 779	533	30 989
	%	36.7	7.1	2.3	4.1	9.0	6.1	13.5	13.8	5.7	1.7	100.0

Note: Region based on address of school attended in 2005.

Figure 6.3 Main destinations of Year 12 completers, by region, Queensland 2006



Note: Region based on address of school attended in 2005.

Chapter 7 Main destinations of Year 12 completers by sub-groups



This chapter examines the main destinations of the following specific groups of Year 12 completers: Year 12 status, Year 12 strand (VET and non-VET), OP-eligibility and VET qualification, Indigenous status, language background, Visa status, socioeconomic status and age group.

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

Year 12 Status

The type of Year 12 completion achieved in secondary school has a large bearing on whether Year 12 graduates continue in education and training, and what form that education and training takes. Table 7.1 reports the main destinations of Year 12 graduates according to the type of study undertaken in Year 12.

As would be expected, university degree study was the main destination of those eligible for an OP (Overall Position — indicator of academic performance ranking used for university entrance), accounting for about half of these Year 12 graduates (50.7 per cent). OP-eligible

graduates who opted for on-campus VET entered Cert IV+ level courses at a higher rate than for Cert I, II and III level courses. Only one in 10 OP-eligible Year 12 graduates entered employment-based training (9.5 per cent). Those who elected to join the workforce without studying were just as likely to be in full-time employment as in part-time jobs (11.7 per cent compared to 11.4 per cent).

The survey showed that transition into the workforce was a common pathway for non-OP graduates. This group were nearly twice as likely to enter employment-based training as to enrol in campus-based VET courses (29.3 per cent compared to 16.3 per cent). In addition, almost four in 10 entered part-time or full-time work (19.6 per cent and 18.3 per cent respectively).

Certificate of Post-Compulsory School Education (CPCSE) graduates made strong transitions to VET Cert I and II and other courses (19.5 per cent). A high proportion were neither studying nor employed (26.2 per cent) and a large proportion were seeking work (16.6 per cent). CPCSE graduates who were working were more likely to be working in part-time jobs (17.4 per cent) than full-time jobs (5.5 per cent).

Table 7.1 Main destinations of Year 12 completers, by Year 12 status, Queensland 2006

		CPCSE	Senior Certificate	OP-eligible	
				No	Yes
University (degree)	no.	3	11 378	216	11 162
	%	0.8	36.9	2.5	50.7
VET Certificate IV+	no.	3	2 209	582	1 627
	%	0.8	7.2	6.6	7.4
VET Certificate III	no.	16	697	379	318
	%	4.2	2.3	4.3	1.4
VET Certificate I–II/other	no.	75	1 231	474	757
	%	19.5	4.0	5.4	3.4
Apprentice	no.	11	2 784	1 749	1 035
	%	2.9	9.0	20.0	4.7
Trainee	no.	24	1 870	818	1 052
	%	6.2	6.1	9.3	4.8
(Total VET)	no.	(129)	(8 791)	(4 002)	(4 789)
	%	(33.5)	(28.5)	(45.7)	(21.7)
Working Full-time	no.	21	4 182	1 602	2 580
	%	5.5	13.6	18.3	11.7
Working Part-time	no.	67	4 233	1 722	2 511
	%	17.4	13.7	19.6	11.4
Seeking work	no.	64	1 758	1 015	743
	%	16.6	5.7	11.6	3.4
Not studying/not in labour force	no.	101	453	207	246
	%	26.2	1.5	2.4	1.1
Total	no.	385	30 795	8 764	22 031
	%	100.0	100.0	100.0	100.0

Note: Some respondents were awarded both CPCSE and Senior Certificate.

Note: This table excludes 194 students for whom OP-eligibility data were missing.



Year 12 strand (VET and non-VET)

Table 7.2 compares the outcomes of VET and non-VET Year 12 graduates, and also discriminates between those who completed a VET qualification and those who undertook a school-based apprenticeship or traineeship in which part-time study was combined with part-time paid employment. Figure 7.1 compares Year 12 VET and non-VET graduates.

Just over one-third of all Year 12 completers graduated with a VET qualification (35.2 per cent), while six in 100 Year 12 graduates (5.9 per cent) undertook school-based apprenticeships.

Year 12 graduates with a VET qualification were less likely to enrol in university degree study (20.8 per cent compared to 45.4 per cent of the non-VET cohort). However, they tended to balance this with higher rates of

transition to employment-based training (22.6 per cent compared to 10.9 per cent) and higher rates of transition to campus-based VET (15.1 per cent compared to 12.6 per cent). Year 12 graduates with a VET qualification were also more likely to cease education and training and enter employment (32.4 per cent compared to 24.4 per cent of the non-VET cohort).

School-based apprentices were much more likely to undertake apprenticeships and traineeships after leaving school than other Year 12 graduates (33.8 per cent compared to 13.9 per cent). They were also more likely to be working full-time rather than part-time and less likely to be not studying and seeking work than other Year 12 graduates (4.6 per cent compared to 5.8 per cent), which suggests that school-based apprenticeships provide an effective platform for making the transition to employment.

Table 7.2 Main destinations of Year 12 completers, by Year 12 strand (VET and non-VET) and school-based apprentices, Queensland 2006

		VET Qualification		School-based apprentice or trainee (SAT)	
		No	Yes	No	Yes
University (degree)	no.	9 102	2 276	11 110	268
	%	45.4	20.8	38.1	14.6
VET Certificate IV+	no.	1 352	858	2 077	133
	%	6.7	7.9	7.1	7.2
VET Certificate III	no.	341	358	649	50
	%	1.7	3.3	2.2	2.7
VET Certificate I–II/other	no.	840	436	1 233	43
	%	4.2	4.0	4.2	2.3
Apprentice	no.	1 191	1 596	2 379	408
	%	5.9	14.6	8.2	22.2
Trainee	no.	1 002	874	1 662	214
	%	5.0	8.0	5.7	11.6
(Total VET)	no.	(4 726)	(4 122)	(8 000)	(848)
	%	(23.5)	(37.8)	(27.4)	(46.1)
Working Full-time	no.	2 414	1 774	3 845	343
	%	12.0	16.2	13.2	18.7
Working Part-time	no.	2 498	1 765	3 984	279
	%	12.4	16.2	13.7	15.2
Seeking work	no.	960	819	1 695	84
	%	4.8	7.5	5.8	4.6
Not studying/not in labour force	no.	370	163	516	17
	%	1.8	1.5	1.8	0.9
Total	no.	20 070	10 919	29 150	1 839
	%	100.0	100.0	100.0	100.0



Figure 7.1 Main destinations of Year 12 completers, by Year 12 strand (VET and non-VET), Queensland 2006

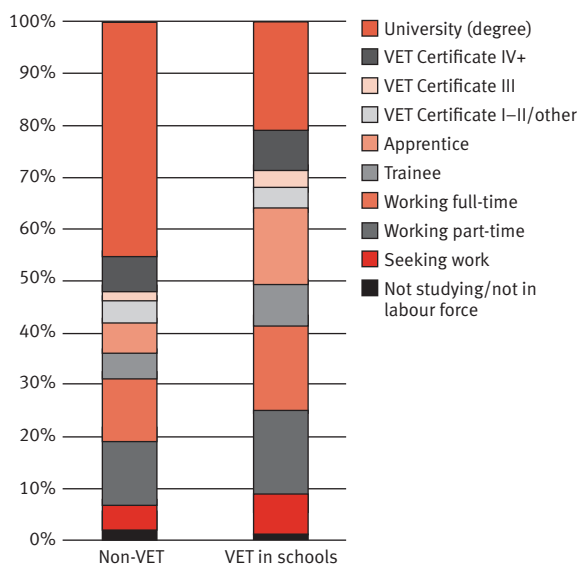


Figure 7.2 below shows destinations according to OP eligibility and VET qualification. The first two columns compare the destinations of OP-eligible students with and without VET qualifications. As expected, university degree study was the main destination of OP-eligible graduates, with OP and non-VET graduates more likely to enter a university degree than OP and VET graduates (53.2 per cent compared to 42.4 per cent). OP and VET graduates balanced lower university entry rates with higher transition to apprenticeships and traineeships (12.9 per cent compared to 8.4 per cent) and higher rates of transfer to on-campus VET (13.9 per cent compared to 11.8 per cent).

Marked differences were evident in the destinations of OP-eligible graduates and non-OP-eligible graduates. The most striking difference between these two groups was the strong transfer of non-OP graduates to employment and employment-based training. Among non-OP graduates, transfer to apprenticeships was particularly strong, especially for VET Year 12 graduates (21.9 per cent compared to 16.1 per cent for non-VET Year 12 graduates).

Non-OP graduates were more likely than OP-eligible graduates to enter the workforce without further education or training, and they were also more likely to be seeking work. Non-OP and non-VET graduates were particularly vulnerable, with 12.6 per cent not studying and seeking work, more than twice the average for the entire sample (5.7 per cent). Rates of transfer to traineeships and campus-based VET were higher for non-OP graduates but did not balance the low rates of transfer to university degree study.

OP eligibility and VET qualification

Overall Positions, or OPs, provide a statewide rank order of students based on students' achievement in Queensland Studies Authority subjects studied for the Queensland Senior Certificate. To receive an OP, students must study a certain number of Authority subjects, complete Year 12 as a full-time student and sit for the Queensland Core Skills Test.

Figure 7.2 Main destinations of Year 12 completers, by OP eligibility and VET qualification, Queensland 2006





Indigenous Status

The sample included 601 respondents (or 1.9 per cent of the sample) who identified as Aboriginal or Torres Strait Islander. Table 7.3 below and Figure 7.3 next page compare the destinations of Indigenous and non-Indigenous respondents.

Indigenous Year 12 completers were much less likely than their non-Indigenous peers to enrol in a university degree (15.3 per cent compared to 37.1 per cent). While similar proportions of Indigenous and non-Indigenous Year 12 graduates enrolled in on-campus VET overall

(12.1 per cent and 13.5 per cent respectively), Indigenous Year 12 graduates were more likely than their non-Indigenous counterparts to enrol in VET Cert I, II and III courses, and less likely to enrol in VET Cert IV+. Indigenous Year 12 graduates were more likely to be contracted as an apprentice or trainee (23.9 per cent compared to 14.8 per cent) and more likely to be employed (30.1 per cent compared to 27.2 per cent). Indigenous Year 12 graduates were also more likely to be not studying and seeking work than non-Indigenous Year 12 graduates (13.6 per cent compared to 5.6 per cent).

Table 7.3 Main destinations of Year 12 completers, by Indigenous status, Queensland 2006

		Non-Indigenous	Indigenous
University (degree)	no.	11 286	92
	%	37.1	15.3
VET Certificate IV+	no.	2 184	26
	%	7.2	4.3
VET Certificate III	no.	682	17
	%	2.2	2.8
VET Certificate I–II/other	no.	1 246	30
	%	4.1	5.0
Apprentice	no.	2 714	73
	%	8.9	12.1
Trainee	no.	1 805	71
	%	5.9	11.8
(Total VET)	no.	(8 631)	(217)
	%	(28.4)	(36.1)
Working Full-time	no.	4 106	82
	%	13.5	13.6
Working Part-time	no.	4 164	99
	%	13.7	16.5
Seeking work	no.	1 697	82
	%	5.6	13.6
Not studying/not in labour force	no.	504	29
	%	1.7	4.8
Total	no.	30 388	601
	%	100.0	100.0



Figure 7.3 Main destinations of Year 12 completers, by Indigenous status, Queensland 2006

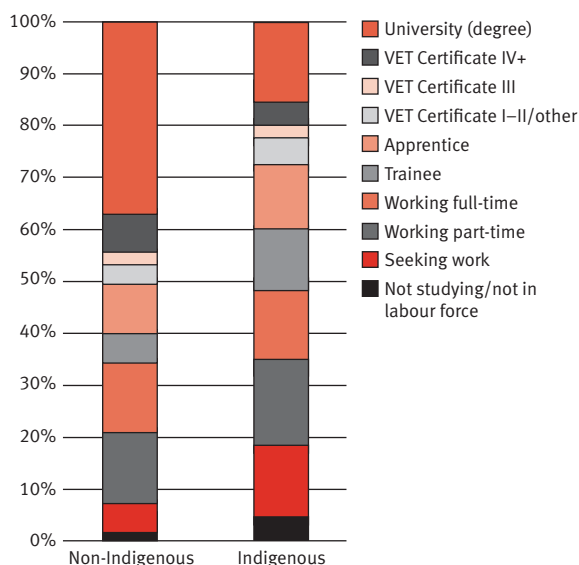
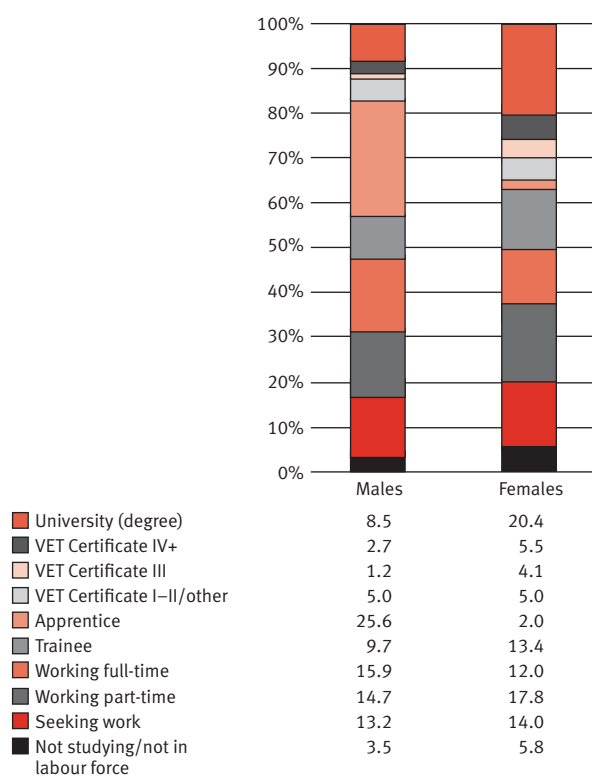


Figure 7.4 below reports the main destinations of Indigenous Year 12 completers by sex. Sex differences follow a similar pattern to those observed amongst the broader Year 12 completer population, with females more likely to enter university degree and other study destinations, while males were more likely to enter apprenticeships. Compared with the broader population, transition to study destinations is lower for both sex groups and the rate of seeking work is higher. Male Indigenous students have a higher rate of transition to apprenticeships than do males on the whole (see Table 2.2).

Figure 7.4 Main destinations of Indigenous Year 12 completers, by sex, Queensland 2006

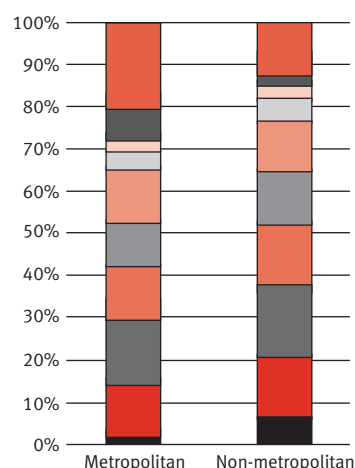


Differences in the post-school destinations of Indigenous respondents associated with geographical location were also evident (Figure 7.5). Indigenous Year 12 graduates attending schools in the greater metropolitan area of Brisbane and Moreton were more likely to make a transition to the study destinations of university degree and campus-based VET.

Indigenous students in non-metropolitan Queensland were more likely to enter the labour force with no further education and training (i.e. to be working full-time, part-time or to be seeking work) and were three times more likely to be not in study and not in the labour force.

Metropolitan and non-metropolitan Indigenous Year 12 graduates entered apprenticeships and traineeships at similar rates.

Figure 7.5 Main destinations of Indigenous Year 12 completers, by metropolitan/non-metropolitan location, Queensland 2006



Destination	Metropolitan	Non-metropolitan
University (degree)	20.5	12.6
VET Certificate IV+	7.8	2.5
VET Certificate III	2.4	3.0
VET Certificate I-II/other	4.4	5.3
Apprentice	12.7	11.9
Trainee	10.2	12.6
Working full-time	12.7	14.1
Working part-time	15.1	17.2
Seeking work	12.2	14.4
Not studying/not in labour force	2.0	6.3

Note: Metropolitan/non-metropolitan location based on address of school attended in 2005.

Language Background and Visa Status

Table 7.4 shows the destinations of Year 12 completers according to their language background (English or non-English) and Visa status. Figure 7.6 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 other respondents (52.1 per cent compared to 36.0 per cent). They were also more likely to enrol in VET Certificate IV+ courses (16.0 per cent compared to 6.7 per cent), while entry rates to VET Cert I, II and III were similar for the two groups (7.3 per cent and 6.3 per cent respectively).



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.

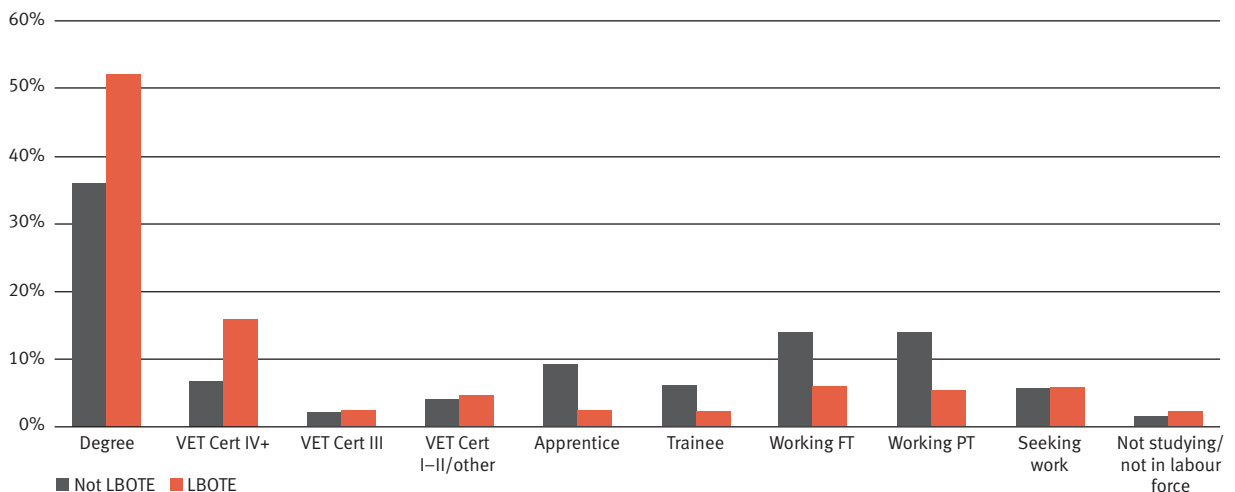
A small number of students in Queensland on a study visa were Year 12 completers in 2005. Similarly to the

LBOTE students, these Year 12 graduates made strong transitions to university degree study (53.3 per cent) and VET Cert IV+ (24.8 per cent), suggesting their strong academic motivation. However, caution is needed in forming conclusions about the destinations of these students because of the small numbers involved and the low response rate achieved (28.2 per cent).

Table 7.4 Main destinations of Year 12 completers, by language background and visa status, Queensland 2006

		LBOTE		Visa	
		No	Yes	No	Yes
University (degree)	no.	10 687	691	11 264	114
	%	36.0	52.1	36.6	53.3
VET Certificate IV+	no.	1 998	212	2 157	53
	%	6.7	16.0	7.0	24.8
VET Certificate III	no.	664	35	693	6
	%	2.2	2.6	2.3	2.8
VET Certificate I–II/other	no.	1 214	62	1 265	11
	%	4.1	4.7	4.1	5.1
Apprentice	no.	2 754	33	2 781	6
	%	9.3	2.5	9.0	2.8
Trainee	no.	1 846	30	1 874	2
	%	6.2	2.3	6.1	0.9
(Total VET)	no.	(8 476)	(372)	(8 770)	(78)
	%	(28.6)	(28.1)	(28.5)	(36.4)
Working Full-time	no.	4 107	81	4 183	5
	%	13.8	6.1	13.6	2.3
Working Part-time	no.	4 189	74	4 257	6
	%	14.1	5.6	13.8	2.8
Seeking work	no.	1 702	77	1 778	1
	%	5.7	5.8	5.8	0.5
Not studying/not in labour force	no.	502	31	523	10
	%	1.7	2.3	1.7	4.7
Total	no.	29 663	1 326	30 775	214
	%	100.0	100.0	100.0	100.0

Figure 7.6 Main destinations of Year 12 completers, by language background, Queensland 2006





Socioeconomic status

The Australian Bureau of Statistics' Socio-Economic Indexes for Areas (SEIFA) which is based on students' home addresses has been used to analyse the main destinations of Year 12 completers by socioeconomic status.

This analysis has found the socioeconomic status (SES) of Year 12 completers is strongly associated with their post-school destinations, as illustrated in Table 7.5 and Figure 7.7.

Transition to any form of post-school education and training was strongly associated with socioeconomic status, increasing consistently from 57.9 per cent for the lowest SES quartile to 74.5 per cent to the highest SES quartile. Transition to university degree study exhibited the largest social trend. Year 12 graduates from the highest socioeconomic quartile were twice as likely as those from the lowest socioeconomic quartile

to enter university (51.3 per cent compared to 25.6 per cent). While rates of entry to VET Cert IV+ were relatively consistent across socioeconomic levels, rates of entry to VET Cert III and below declined as socioeconomic status increased. The proportion of Year 12 graduates who entered employment-based training tended to increase with declining socioeconomic status, but this along with higher rates of entry to VET did not compensate for lower rates of entry to university degree study for those from lower socioeconomic status areas.

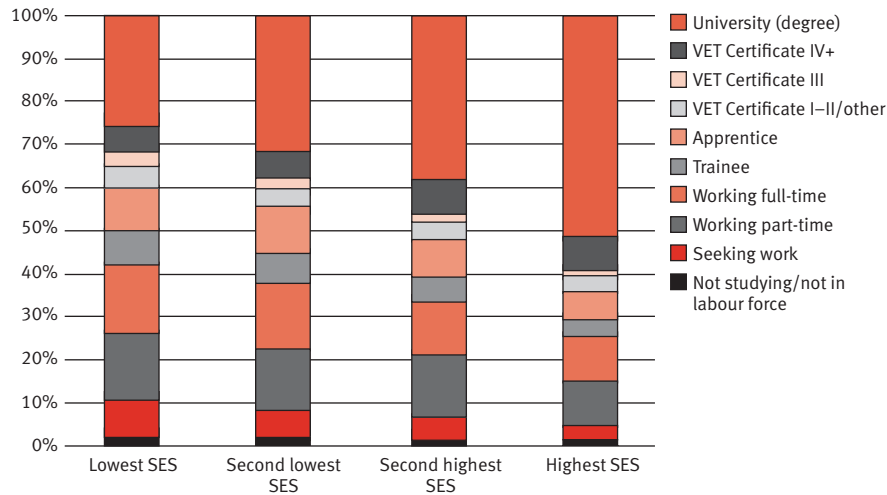
These data demonstrate marked socio-economic differences in the education and training destinations of Year 12 graduates. While socioeconomic status has an impact on achievement, financial and cultural factors also contribute. These include the need to find work, and the cost of higher education, as discussed in Chapter 5. Figure 5.2 earlier in this report indicated that young people's main reasons for not studying also varied by SES.

Table 7.5 Main destinations of Year 12 completers, by socioeconomic status, Queensland 2006

		Lowest SES quartile	Second lowest SES quartile	Second highest SES quartile	Highest SES quartile
University (degree)	no.	1 971	2 441	2 935	3 948
	%	25.6	31.6	38.2	51.3
VET Certificate IV+	no.	474	493	617	611
	%	6.2	6.4	8.0	7.9
VET Certificate III	no.	261	176	149	111
	%	3.4	2.3	1.9	1.4
VET Certificate I–II/other	no.	367	316	307	273
	%	4.8	4.1	4.0	3.5
Apprentice	no.	790	826	650	508
	%	10.3	10.7	8.5	6.6
Trainee	no.	592	543	453	282
	%	7.7	7.0	5.9	3.7
(Total VET)	no.	(2 484)	(2 354)	(2 176)	(1 785)
	%	(32.3)	(30.5)	(28.3)	(23.2)
Working Full-time	no.	1 227	1 171	963	789
	%	15.9	15.2	12.5	10.3
Working Part-time	no.	1 210	1 125	1 095	811
	%	15.7	14.6	14.3	10.5
Seeking work	no.	644	472	401	256
	%	8.4	6.1	5.2	3.3
Not studying/not in labour force	no.	158	152	114	105
	%	2.1	2.0	1.5	1.4
Total	no.	7 694	7 715	7 684	7 694
	%	100.0	100.0	100.0	100.0



Figure 7.7 Main destinations of Year 12 completers, by socioeconomic status, Queensland 2006



Note: Socioeconomic status based on the respondent's residential address.
 Note: Excludes 202 respondents for whom socioeconomic status could not be determined.

Age group

Table 7.6 shows the sample according to age group, and identifies students who were either older or younger than the typical Year 12 age cohort. Figure 7.8 below shows the main destinations according to these age groups,

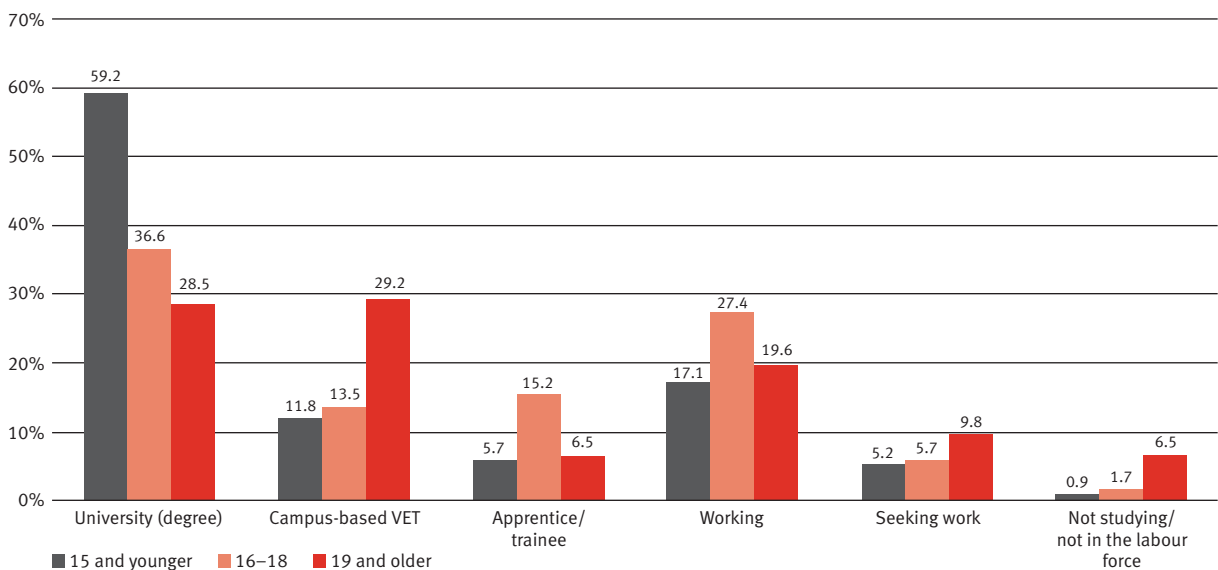
and allows comparison of the destinations of younger Year 12 graduates and mature age Year 12 graduates with those of the majority age cohort. Given the small numbers in the mature age and 15-year-old categories, their main destinations are reported only at a summary level.

Table 7.6 Year 12 completers, by age group, Queensland 2006

Age group	Description	no.	%
15 year olds	15 years of age or younger at the start of the 2005 school year	211	0.7
16-18 year olds	16-18 years of age at the start of the 2005 school year	30 651	98.9
Mature age	19 years of age or more at the start of the 2005 school year	123	0.4
Total		30 985	100.0

Note: The table excludes 4 respondents with missing age data.

Figure 7.8 Main destinations of Year 12 completers, by age group, Queensland 2006



The very young Year 12 graduates were much more likely than other Year 12 graduates to enrol in a university degree. Mature age Year 12 graduates appear to be more likely than the other Year 12 graduates to enter campus-based VET courses.

Appendixes



Appendix 1

Table A1 Queensland schools with Year 12 completers in 2005

School	Locality	School	Locality
A B Paterson College	Arundel	Brisbane Girls Grammar School	Brisbane
Aboriginal and Islander Independent Community School	Brisbane	Brisbane Grammar School	Brisbane
Agnew School	Norman Park	Brisbane School of Distance Education	West End
Albany Creek State High School	Albany Creek	Brisbane State High School	South Brisbane
Aldridge State High School	Maryborough	Browns Plains State High School	Browns Plains
Alexandra Hills State High School	Alexandra Hills	Bundaberg Christian College	Bundaberg
All Hallows' School	Brisbane	Bundaberg Special School	Bundaberg
All Saints Anglican School	Merrimac	Bundaberg State High School	Bundaberg
All Souls St Gabriels School	Charters Towers	Bundamba State Secondary College	Bundamba
Anglican Church Grammar School	East Brisbane	Burdekin Catholic High School	Ayr
Annandale Christian School	Annandale	Burnett State College	Gayndah
Aquinas College	Southport	Burnside State High School	Nambour
Aspley Special School	Aspley	Caboolture Special School	Morayfield
Aspley State High School	Aspley	Caboolture State High School	Caboolture
Assumption College	Warwick	Cairns Christian College	Cairns
Atherton State High School	Atherton	Cairns State High School	Cairns
Ayr State High School	Ayr	Calamvale State Special School	Calamvale
Babinda State School	Babinda	Calen District State College	Calen
Balmoral State High School	Morningside	Caloundra Christian College	Caloundra
Barcardine State School	Barcardine	Caloundra State High School	Caloundra
Bayside Campus Moreton Institute of TAFE	Alexandra Hills	Calvary Christian College Carbrook	Carbrook
Beaudesert State High School	Beaudesert	Calvary Christian College Mt Louisa	Mt Louisa
Beenleigh Special School	Mount Warren Park	Cannon Hill Anglican College	Cannon Hill
Beenleigh State High School	Beenleigh	Canterbury College	Waterford
Beerwah State High School	Beerwah	Capalaba State College	Capalaba
Benowa State High School	Benowa	Capella State High School	Capella
Bentley Park College	Edmonton	Carmel College	Thornlands
Biloela State High School	Biloela	Cavendish Road State High School	Holland Park
Blackall State School	Blackall	Centenary Heights State High School	Toowoomba
Blackheath and Thornburgh College	Charters Towers	Centenary State High School	Jindalee
Blackwater State High School	Blackwater	Chanel College	Gladstone
Boonah State High School	Boonah	Charleville State High School	Charleville
Bowen State High School	Bowen	Charters Towers School of Distance Education	Charters Towers
Bracken Ridge State High School	Bracken Ridge	Charters Towers State High School	Charters Towers
Bray Park State High School	Bray Park	Chinchilla State High School	Chinchilla
Bremer State High School	Booval	Chisholm Catholic College	Cornubia
Bribie Island State High School	Bribie Island	Christian Outreach College	Mansfield
Brigidine College	Indooroopilly	Christian Outreach College	Toowoomba
Brisbane Adventist College	Wishart	Clairvaux Mackillop College	Upper Mt Gravatt
Brisbane Boys' College	Toowong	Claremont Special School	Ipswich



School	Locality
Clayfield College	Clayfield
Clermont State High School	Clermont
Cleveland District State High School	Cleveland
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 College	Toowoomba
Cooktown State School	Cooktown
Coolangatta Special School	Coolangatta
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
Corpus Christi College	Nundah
Craigslea State High School	West Chermshire
Cunnamulla State School	Cunnamulla
Currimundi Special School	Currimundi
Dakabin State High School	Dakabin
Dalby Christian School	Dalby
Dalby State High School	Dalby
Darling Point Special School	Manly
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	North Rockhampton
Everton Park State High School	Everton Park
Fairholme College	Toowoomba
Faith Lutheran College	Plainland
Ferny Grove State High School	Ferny Grove
Forest Lake College	Forest Lake
Forest Lake State High School	Forest Lake
Fraser Coast Anglican College	Hervey Bay
Genesis Christian College	Bray Park
Gilroy Santa Maria College	Ingham
Gin Gin State High School	Gin Gin
Gladstone State High School	Gladstone
Glenala State High School	Inala Heights
Glenden State School	Glenden
Glenmore State High School	Rockhampton North

School	Locality
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
Hendra Secondary College	Clayfield
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
Inala Special School	Inala
Indooroopilly State High School	Indooroopilly
Ingham State High School	Ingham
Innisfail Inclusive Education Centre	Innisfail
Innisfail State High School	Innisfail
Iona College	Lindum
Ipswich Girls' Grammar School	Ipswich
Ipswich Grammar School	Ipswich
Ipswich Special School	Ipswich
Ipswich State High School	Brassall
Isis District State High School	Childers
Islamic School of Brisbane	Karawatha
James Nash State High School	Gympie
John Oxley College	Buranda
John Paul College	Daisy Hill
Kawana Waters State College	Bokarina
Kedron State High School	Wooloowin
Keebra Park State High School	Southport
Kelvin Grove State College	Kelvin Grove
Kenmore State High School	Kenmore
Keppock State High School	Bundaberg
Kilcoy State High School	Kilcoy
Kimberley College	Carbrook

School	Locality
King's Christian College	Reedy Creek
Kingaroy State High School	Kingaroy
Kingston College	Kingston
Kirwan State High School	Kirwan
Kuraby Special School	Kuraby
Kuranda State High School	Myola
Laidley State High School	Laidley
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	Mackay
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
Marist College	Paddington
Maroochydore State High School	Maroochydore
Marsden State High School	Waterford West
Mary McConnel School	Forest Lake
Maryborough Special School	Maryborough
Maryborough State High School	Maryborough
Marymount College	Burleigh Waters
Matthew Flinders Anglican College	Buderim
Merrimac State High School	Mermaid Waters
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 Special School	Mitchelton
Monto State High School	Monto
Moranbah State High School	Moranbah
Morayfield State High School	Morayfield
Moreton Bay College	Wynnum West
Mossman State High School	Mossman
Mount Alvernia College	Kedron
Mount Gravatt State High School	Mount Gravatt
Mount Morgan State High School	Mount Morgan
Mount St Bernard College	Herberton

School	Locality
Mountain Creek State High School	Mountain Creek
Moura State High School	Moura
Mt Gravatt Special School	Mt Gravatt
Mt Maria College	Mitchelton
Mt Maria College	Petrie
Mt Ommaney Special School	Mount Ommaney
Mt St Michael's College	Ashgrove
Mudgeeraba Special School	Mudgeeraba
Mueller College	Rothwell
Murgon State High School	Murgon
Nambour Christian College	Woombye
Nambour Special School	Nambour
Nambour State High School	Nambour
Nanango State High School	Nanango
Narangba Valley State High School	Narangba
Nerang State High School	Nerang
Noosa District State High School	Cooroy
North Bundaberg State High School	Bundaberg North
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
Nyanda State High School	Salisbury
Oakey State High School	Oakey
Ormiston College	Ormiston
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
Peace Lutheran College	Kamerunga
Pimlico State High School	Pimlico
Pine Rivers Special School	Lawnton
Pine Rivers State High School	Strathpine
Pioneer State High School	Mackay
Pittsworth State High School	Pittsworth
Proserpine State High School	Proserpine
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
Redland District Special School	Thorncroft
Redlands College	Wellington Point
Rivermount College	Yatala
Robina State High School	Robina





School	Locality
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
Rosedale State School	Rosedale
Rosella Park School	Gladstone
Rosewood State High School	Rosewood
Runcorn State High School	Runcorn
Ryan Catholic College	Kirwan
Southern Queensland Institute of TAFE (SQIT) Roma College	Roma
Saint Stephen's College	Coomera
San Sisto College	Carina
Sandgate District State High School	Sandgate
Sarina State High School	Sarina
Seton College	East Mt 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
South Burnett Catholic College	Kingaroy
Southern Cross Catholic College	Scarborough
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 Andrews Lutheran College	Tallebudgera
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	Crestmead
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 College	Nambour
St John's School	Roma
St Joseph's College, Gregory Terrace	Brisbane
St Joseph's College	Toowoomba
St Joseph's Nudgee College	Boondall
St Joseph's School	Stanthorpe

School	Locality
St Laurence's Christian Brothers 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 College	Dalby
St Mary's College, Ipswich	Woodend
St Mary's College	Maryborough
St Mary's College	Toowoomba
St Mary's College	Woree
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 Teresa's College	Abergowrie
St Thomas More College	Sunnybank
St Ursula's College	Yeppoon
St Ursula's College	Toowoomba
Stanthorpe State High School	Stanthorpe
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
Tamborine Mountain College	North Tamborine
Tamborine Mountain State High School	North Tamborine
Tannum Sands State High School	Tannum Sands
Tara Shire State College	Tara
The Cathedral College	Rockhampton
The Cathedral School of St Anne and St James	Mundingburra
The Gap State High School	The Gap
The Glennie School	Toowoomba
The Kooralbyn International School	Kooralbyn
The Kumbari Avenue School	Southport
The Rockhampton Grammar School	Rockhampton
The School of Total Education	Warwick
The Scots PGC College	Warwick
The Southport School	Southport
The Springfield College	Springfield
Thuringowa State High School	Townsville
Thursday Island State High School	Thursday Island

School	Locality
Toogoolawah State High School	Toogoolawah
Toooloa State High School	South Gladstone
Toowong College	Toowong
Toowoomba Grammar School	Toowoomba
Toowoomba State High School	Toowoomba
Townsville Community Learning Centre	Mundingburra
Townsville Grammar School	Townsville
Townsville State High School	Railway Estate
Trinity Anglican School	White Rock
Trinity Bay State High School	Cairns
Trinity College	Beenleigh
Trinity Lutheran College	Ashmore
Tullawong State High School	Caboolture
Tully State High School	Tully
Urangan State High School	Urangan
Varsity College	Varsity Lakes
Victoria Point State High School	Victoria Point
Victory College	Gympie
Villanova College	Coorparoo

School	Locality
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
Westside Christian College	Goodna
Whites Hill State College	Camp Hill
Whitsunday Anglican School	Beaconsfield
William Ross State High School	Townsville
Windaroo Valley State High School	Bahrs Scrub
Winton State School	Winton
Woodcrest College	Springfield
Woodridge State High School	Woodridge
Woody Point Special School	Woody Point
Woree State High School	Woree
Wynnum North State High School	Wynnum North
Wynnum State High School	Manly
Yeppoon State High School	Yeppoon
Yeronga State High School	Yeronga





Appendix 2

Additional methodological information

Table A2A Call outcomes (dispositions) for CATI follow-up, Next Step, Queensland 2006

Disposition Code	Description	Records	Per cent
1	No answer	766	2.07
2	Engaged	341	0.92
3	Answering machine	1 115	3.01
4	FAX machine	109	0.29
5	Unable Survey – Away	245	0.66
6	Unable Survey – Illness	8	0.02
8	Unable Survey – Other Disability	13	0.04
9	Unable Survey – Speech	1	0.00
10	Unable Survey – Intellectual	19	0.05
11	Language Problems – Survey	19	0.05
13	Out of Scope – No Year 12 Student Last Year	18	0.05
17	Wrong Phone Number	1 187	3.21
18	No Phone Number	2	0.01
20	Callback	3	0.01
23	Partially Complete – Give Up	37	0.10
24	Partial Complete	6	0.02
25	Completed	29 910	80.79
41	Refused Survey	405	1.09
42	Refused computer crash	12	0.03
50	Disconnected	2 787	7.53
51	Duplicate	17	0.05
TOTAL ATTEMPTED		37 020	100.0
Not Attempted		0	
Total Sample		37 020	100.0

Appendix 3

Supplementary tables

Table A3A Fields of study

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

Note: Field of study categories based on ABS classification in ABS Education and Work Catalogue 6227.0.

Table A3B Field of study, Year 12 completers, Queensland 2006

Post-School Field of Study - All Students	no.	%
Management & Commerce	3 481	18.8
Society & Culture	2 731	14.8
Engineering & Related Technologies	2 638	14.3
Health	1 788	9.7
Natural & Physical Sciences	1 591	8.6
Creative Arts	1 458	7.9
Education	1 439	7.8
Food, Hospitality & Personal Services	1 048	5.7
Architecture & Building	892	4.8
Information Technology	557	3.0
Agriculture, Environmental & Related Studies	306	1.7
Mixed Field Programs	576	3.1
Total	18 505	100.0





Table A3C Industry categories

Industry category	Examples of occupations in this industry
Construction	Labourer, Apprentice Carpenter/Tiler/Bricklayer/Painter, Trainee Draftsperson, Trades Assistant
Manufacturing	Factory Hand, Apprentice Carpenter/Joiner/Fitter/Boilermaker/ Cabinet Maker/ Mechanic, Labourer
Electricity, Gas & Water Supply	Apprentice Electrician/Lineman/Plumber/Refrigeration Mechanic
Accom, cafes, restaurants (hospitality)	Waiter, bartender, kitchen hand, pizza maker, apprentice chef, theme park host, fast food server
Personal & Other Services	Cleaner, Childcare Assistant, Apprentice Hairdresser, Lifeguard, Personal Assistant, Office Assistant
Transport & Storage	Apprentice Mechanic/Panel Beater, Storeperson, Vehicle Detailer, Courier, Customs Clerk
Mining	Apprentice Fitter/Electrician/Boilermaker, Plant Operator, Drillers Assistant, Laboratory Assistant, Office Assistant
Retail Trade	Sales Assistant, Cashier, Storeperson, Retail Trainee, Shelf Filler
Government Administration & Defence	Mail Sorter, Defence Cadet, Administrative Officer, Soldier, Administration Trainee
Agriculture, Forestry & Fishing	Fruit picker/packer, Farm/Station Hand, Nursery Assistant, Gardener, Deck Hand
Health and Community Services	Dental Assistant, Personal Carer, Childcare Assistant, Swimming Instructor, Nanny, Pharmacy Assistant, Medical Receptionist
Property & Business Services	Sales Trainee, Software Technician, Office Assistant, Trainee Manager, Receptionist, IT Trainee
Wholesale Trade	Warehouse Clerk, Storeperson, Driver, Packer, Factory Hand, Labourer, Cleaner
Communication Services	Telemarketer, Customer Service, Call Centre Operator, Cadet Journalist, Receptionist, Telecommunications Trainee
Cultural & Recreation Services	Fitness Instructor, Cinema Attendant, Ballet teacher, Soccer Coach, Video Store Clerk, Netball Umpire, Library Assistant
Finance & Insurance	Bank Teller, Administrative Assistant, Accounts Clerk, Loans Processor, Trainee Accountant, Receptionist
Education	Teacher Aide, Tutor, Swimming Coach, Music teacher, Administration Assistant, Childcare Assistant, Library Trainee

Table A3D Industry categories of all Year 12 completers in employment, Queensland 2006

Industry category	no.	%
Retail Trade	8 376	36.6
Accom, cafes, restaurants (hospitality)	5 343	23.3
Construction	1 657	7.2
Manufacturing	845	3.7
Health & Community Services	763	3.3
Education	720	3.1
Transport & Storage	641	2.8
Personal & Other Services	640	2.8
Agriculture, Forestry & Fishing	602	2.6
Property & Business Services	601	2.6
Government Admin & Defence	572	2.5
Electricity, Gas & Water Supply	501	2.2
Cultural & Recreation Services	457	2.0
Finance & Insurance	319	1.4
Communication Services	301	1.3
Wholesale Trade	280	1.2
Mining	215	0.9
Other	59	0.3
Total	22 892	100.0

Note: Excludes 62 respondents who did not provide industry details.

Table A3E Industry categories of university and VET students (excluding apprentices and trainees), Queensland 2006



Industry category	no.	%
Retail Trade	4 852	49.4
Accom, cafes, restaurants (hospitality)	2 929	29.8
Education	297	3.0
Health & Community Services	291	3.0
Cultural & Recreation Services	256	2.6
Personal & Other Services	179	1.8
Construction	177	1.8
Property & Business Services	146	1.5
Government Admin & Defence	130	1.3
Finance & Insurance	111	1.1
Manufacturing	94	1.0
Agriculture, Forestry & Fishing	92	0.9
Communication Services	84	0.9
Transport & Storage	68	0.7
Wholesale Trade	65	0.7
Electricity, Gas & Water Supply	25	0.3
Mining	16	0.2
Other	11	0.1
Total	9 823	100.0

Table A3F Occupations of Year 12 completers not in education or training, Queensland 2006

Occupational Group	Males %	Females %	Total %
Sales Assistants	25.7	43.9	35.5
Food Handlers	16.2	12.5	14.2
Clerks, Receptionists & Secretaries	4.0	17.8	11.4
Labourers	15.7	0.7	7.7
Waiters	2.7	9.3	6.2
Gardeners, Farmers & Animal Workers	6.0	1.9	3.8
Child Care & Education-Related Workers	1.4	4.2	2.9
Storepersons	5.1	0.7	2.7
Factory & Machine Workers	4.0	1.1	2.4
Health, Fitness, Hair & Beauty Workers	1.8	2.5	2.2
Building & Construction Skilled Workers	4.1	0.0	1.9
Marketing & Sales Representatives	1.5	1.7	1.6
Motor Vehicle Service & Repair	1.8	0.1	0.9
Electrical & Electronics Trades	1.4	0.1	0.7
Other	8.6	3.4	5.8
Total	100.0	100.0	100.0



Table A3G Reasons of Year 12 completers for not studying, by sex, Queensland 2006

	Males %	Females %	Total %
I want a break from study (e.g. travel)	42.7	54.2	48.7
I am not interested in further study	27.1	17.3	22.0
I am working to finance further study	18.1	23.9	21.1
I don't feel ready for more study at the moment	21.1	27.2	24.2
My work commitments	16.0	14.7	15.3
The course fees and other costs are a barrier	12.1	16.6	14.4
I am waiting for a course or training to begin	5.7	4.8	5.2
I don't meet the entry criteria for the program I want to do	7.0	5.8	6.4
I am undecided and considering my options	2.7	3.1	2.9
I am working to qualify for independent Youth Allowance	6.3	6.8	6.6
I am looking for an apprenticeship or traineeship	4.1	1.1	2.6
My family commitments	4.3	6.3	5.3
Because of disability	2.5	1.7	2.1
There is too much travel involved	4.6	5.4	5.0
I would need to move away from home	5.8	8.1	7.0

Note: Multiple responses allowed. Responses of below 1.5 per cent omitted.

Appendix 4

Maps

Figure A4A Queensland Statistical Divisions, ABS, 2005

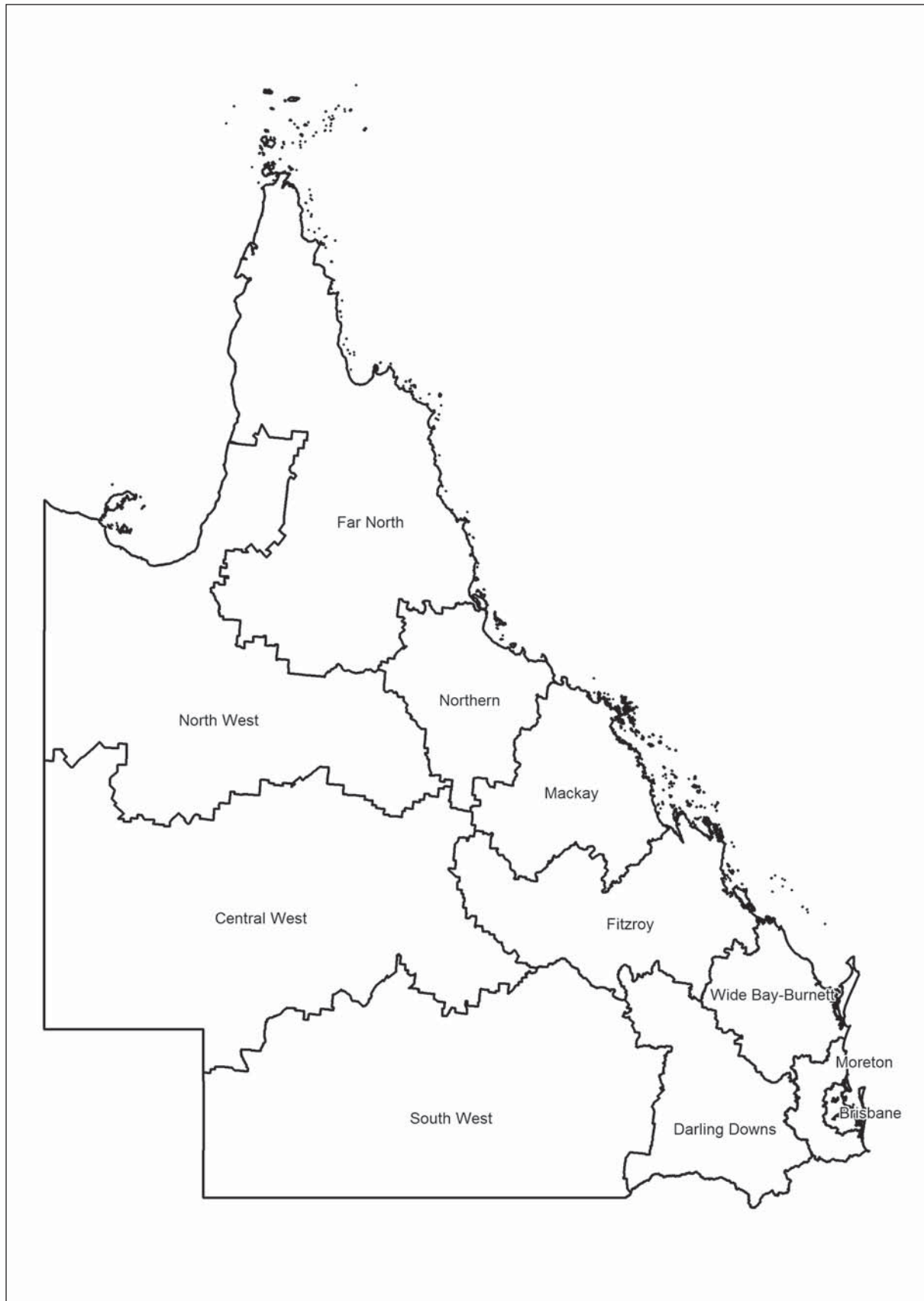
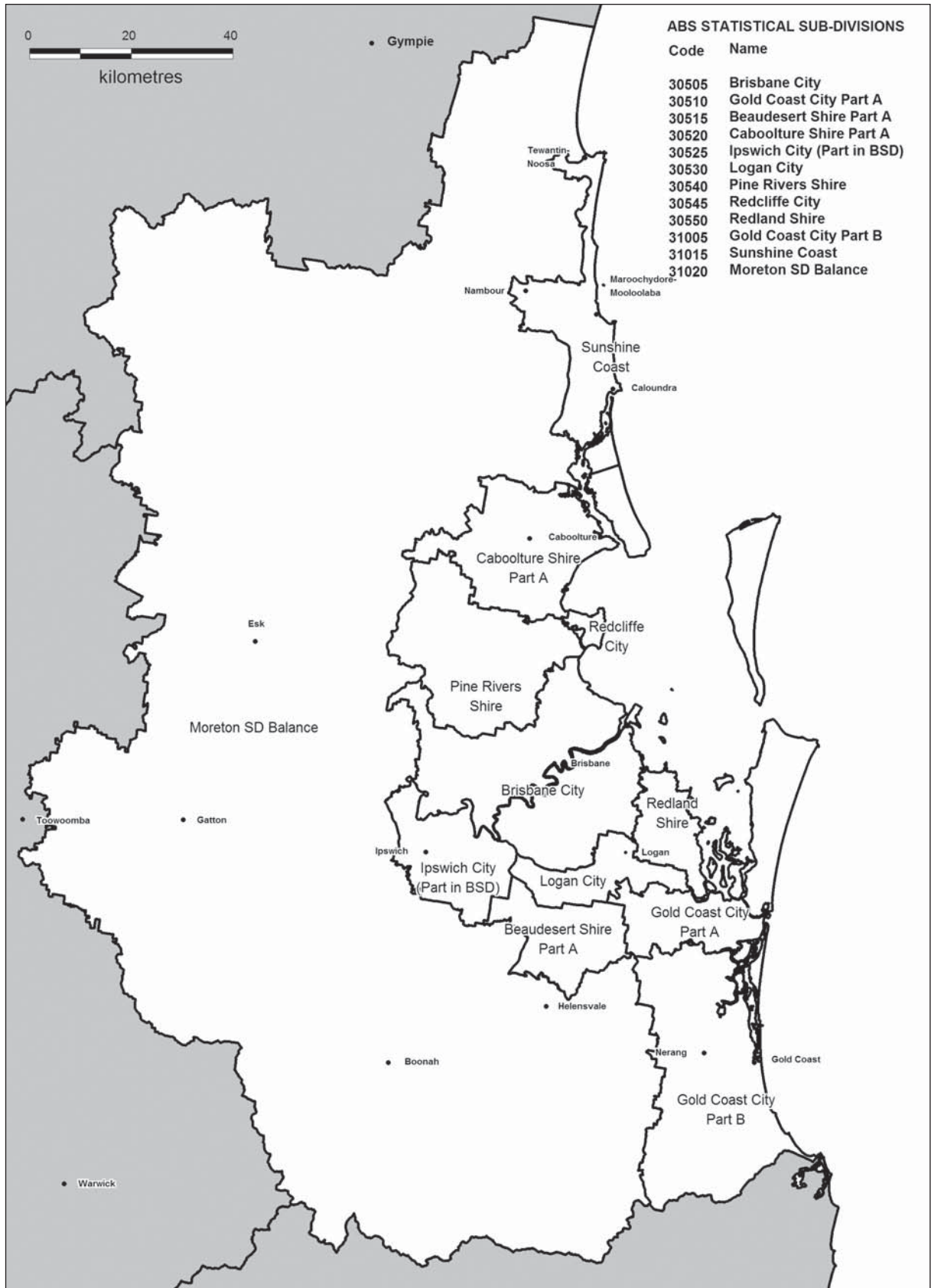




Figure A4B Moreton and Brisbane Statistical Divisions and Statistical Sub-divisions, ABS, 2005



Note: Boundaries are based on ASGC 2005



nextstep
Destination Survey
Year 12 2005 students

Every person who completed Year 12 or equivalent in Queensland in 2005 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 30 iPod Videos.

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 completing 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 or freecall 1800 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 as soon as possible but no later than **Friday 14 April 2006**.

Alternatively, you can complete this survey by telephone on freecall 1800 068 587.

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

Family Name:

Given Name(s):

School Name in 2005:

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="checkbox"/> Gardener, Farmer and Animal Worker	<input type="text"/>
	<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"/> Communication Services
<input type="checkbox"/> Accommodation, Cafes and Restaurants (hospitality)	<input type="checkbox"/> Transport and Storage
<input type="checkbox"/> Construction	<input type="checkbox"/> Finance and Insurance
<input type="checkbox"/> Manufacturing	<input type="checkbox"/> Wholesale Trade
<input type="checkbox"/> Health and Community services	<input type="checkbox"/> Government Administration and Defence
<input type="checkbox"/> Personal and Other Services (e.g. hairdressing, police)	<input type="checkbox"/> Mining
<input type="checkbox"/> Agriculture, Forestry and Fishing	<input type="checkbox"/> Cultural and Recreational Services
<input type="checkbox"/> Education	<input type="checkbox"/> Other (please specify)
<input type="checkbox"/> Electricity, Gas and Water Supply	<input type="text"/>
<input type="checkbox"/> Property and Business Services (e.g. computer services)	<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
- School
- Private Training College
- Other (please specify) _____

Q. 14 What is the level of this program?

- Degree
- Diploma
- Advanced Diploma
- Year 12
- Certificate – level IV
- Certificate – level III
- Certificate – level II
- Certificate – level I
- Certificate – (not known)
- 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
- Don't know

Go to Question 20

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
- The costs of travel are a barrier
- 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 would like 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 iPod Video. Winners of the iPod Videos will be notified by mail in June 2006.

Thank you for your valuable time. Your answers will be treated confidentially. Please return this survey by Friday 14 April 2006 in the reply-paid envelope or alternatively post to PO Box 15037, CITY EAST QLD 4002.