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nextstep

Longitudinal study 2008

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



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Queensland's Year 12
completers from 2005**

Department of **Education and Training**

Queensland the Smart State

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Executive Summary

Background

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

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

This *Next Step* Longitudinal 2008 report documents the study and work pathways of young people in the third year since they completed Year 12.

The data was collected via a telephone survey conducted by the Office of the Government Statistician between 28 September and 8 November 2008. A total of 9 366 responses were received, representing a response rate of 83.7 per cent.

Key Findings

The pathways of the respondents were categorised into ten main destinations, as detailed in Appendix 3. Those who reported both studying and working were categorised as studying for their main destination. Three years after completing Year 12, the key findings for the 2005 cohort are:

- 95.3 per cent of young people were engaged in learning or earning (Table 1).
- Over half (52.6 per cent) were combining both study and work.
- Young people who were studying a university degree or were apprentices, six months after leaving school, were the least likely to be disengaged from 'learning or earning' after three years (both at 1.5 per cent – p. 7 - 18).
- The next least likely to be disengaged from 'learning or earning' were young people who were either employed or trainees, six months after leaving school, (5.2 per cent and 6.4 per cent respectively) followed by young people who were studying campus-based VET (7.2 per cent – p. 7 - 18).
- The most likely to be disengaged from 'learning or earning' were young people who were initially disengaged from 'learning or earning' six months after leaving school (16.4 per cent – p. 7 - 18).
- Of those young people who initially deferred university study after leaving school, over half (55.0 per cent) were at university two years later, while the majority of the remainder were on an alternative learning or earning pathway (Table 9).
- Given the same starting point six months after completing school:
 - Indigenous young people were generally less engaged in learning or earning activities than non-Indigenous young people three years after leaving school (p. 7 - 18).
 - young people who went to school in Regional Queensland areas had similar destination patterns to their South-East Queensland counterparts (p. 7 - 18).
 - socioeconomic status had little bearing on the destination patterns of young people (p. 7 - 18).

Conclusion

The *Next Step* Longitudinal study shows that the vast majority of young Queenslanders were engaged in 'learning and earning' pathways three years after completing Year 12. However, it is also clear that the majority of those young people disengaged from 'learning or earning', three years after completing Year 12, had initial destinations that did not involve study.

Introduction

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

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

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

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

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

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

The 2008 survey was conducted by the Office of the Government Statistician between 28 September and 8 November 2008. A total of 9 366 responses were collected, representing a response rate of 83.7 per cent.

This *Next Step Longitudinal report 2008* documents the study and work pathways that this group of young people have taken in the three years since completing school.

Figures in this report are estimates, based on the 9 366 survey responses, that have been weighted to reflect the nearly 31 000 respondents to the *Next Step* survey in 2006.

Overview

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

Figure 1 below shows the 2008 main destinations of Year 12 completers from 2005 and highlights that, three years after leaving school:

- 95.3 per cent of Year 12 completers were studying or in paid employment
- 61.9 per cent were in some recognised form of education and training
- 38.7 per cent were undertaking a university degree

- 23.2 per cent were studying vocational education and training (VET)
- 7.4 per cent were campus-based VET students with 3.9 per cent of these studying at Certificate IV level or higher
- 15.8 per cent were undertaking employment-based training, either as an apprentice (13.1 per cent) or trainee (2.8 per cent)
- 33.4 per cent were employed and not studying, 2.4 per cent were seeking work and not studying and a further 2.2 per cent were not working, seeking work or studying.

Figure 1: Main destinations of Year 12 completers from 2005, Queensland 2008

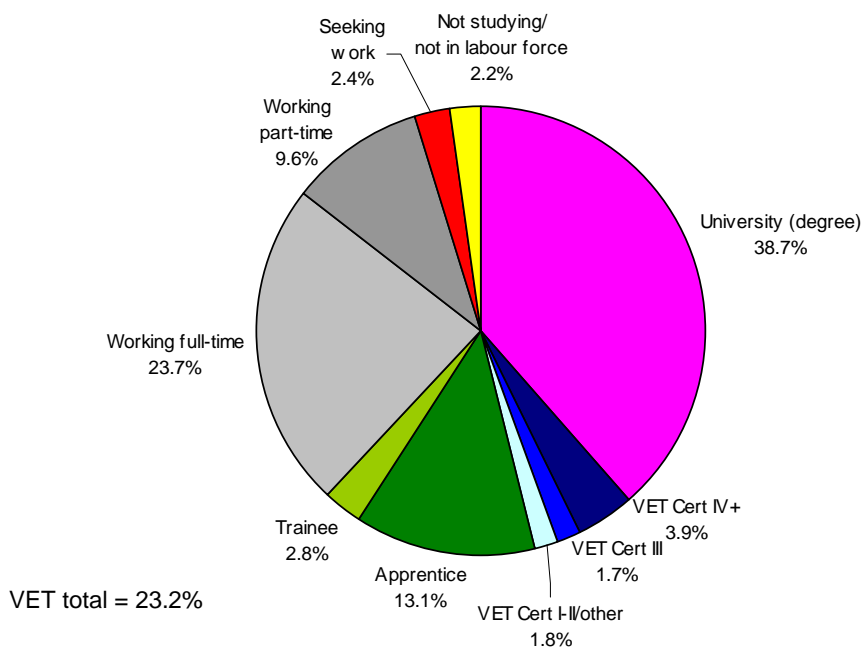


Table 1 shows the main destinations in 2006 and 2008 of Year 12 completers from 2005 by sex. Overall, there is little change in the pattern of main destinations between 2006 and 2008. The similarity in destination patterns between 2006 and 2008 is perhaps not surprising given that most apprentices and university students would not yet have completed their courses. The biggest differences were an increase in the proportion of young people working full-time and a decrease in those working part-time.

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

Table 1: Main destinations of Year 12 completers from 2005, by sex, Queensland 2006–08

	Male				Female				Total			
	2006		2008		2006		2008		2006		2008	
	no.	%	no.	%	no.	%	no.	%	no.	%	no.	%
University (degree)	4 605	31.1	4 732	32.0	6 773	41.8	7 273	44.9	11 378	36.7	12 005	38.7
VET Cert IV+	1 003	6.8	439	3.0	1 207	7.4	780	4.8	2 210	7.1	1 220	3.9
VET Cert III	212	1.4	134	0.9	487	3.0	384	2.4	699	2.3	518	1.7
VET Cert I-II	594	4.0	281	1.9	682	4.2	267	1.6	1 276	4.1	548	1.8
Apprentice	2 449	16.6	3 626	24.5	338	2.1	426	2.6	2 787	9.0	4 051	13.1
Trainee	669	4.5	424	2.9	1 207	7.4	430	2.7	1 876	6.1	854	2.8
(Total VET)	4 927	33.3	4 903	33.2	3 921	24.2	2 287	14.1	8 848	28.6	7 190	23.2
Working full-time	2 060	13.9	3 396	23.0	1 951	12.0	3 963	24.5	4 011	12.9	7 359	23.7
Working part-time	1 949	13.2	1 172	7.9	2 491	15.4	1 815	11.2	4 440	14.3	2 987	9.6
Seeking work	965	6.5	378	2.6	814	5.0	379	2.3	1 779	5.7	757	2.4
Not studying/NILF	281	1.9	206	1.4	252	1.6	486	3.0	533	1.7	692	2.2
Total	14 787	100.0	14 787	100.0	16 202	100.0	16 202	100.0	30 989	100.0	30 989	100.0

Table 2 shows the main destination pathways of young people from 2006 to 2008. The findings show that large proportions of individuals were continuing on their initial path such as university degree courses (79.2 per cent continued in 2008) and apprenticeships (75.0 per cent continued in 2008) while others had used their short-course study experience in 2006 to gain entrance into university or higher level VET courses in 2008.

There is also strong evidence to suggest that young people were using their campus-based VET study programs and traineeship experience in 2006 to transition into full-time work. Almost half of all trainees in 2006 (44.3 per cent) were working full-time in 2008 followed by 34.5 per cent of those who studied a VET Certificate IV+, 31.4 per cent of those who studied a VET Certificate III and 24.2 per cent of those who studied a VET Certificate I-II. There was also a strong pattern of transition from part-time work to full-time work (36.5 per cent).

Furthermore, of those young people who were seeking work in 2006, 66.1 per cent have made the transition to full-time work or some form of further education and training.

Table 2: 2006 Main destinations of Year 12 completers from 2005 by 2008 main destination , Queensland

2006 Main Destination		2008 Main Destination										Total
		University (degree)	VET Cert IV+	VET Cert III	VET Cert I-II	Apprentice	Trainee	Working full-time	Working part-time	Seeking work	Not studying/ NILF	
University (degree)	no.	9 008	206	56	102	200	149	869	622	78	88	11 378
	%	79.2	1.8	0.5	0.9	1.8	1.3	7.6	5.5	0.7	0.8	100.0
VET Cert IV+	no.	401	229	26*	62	191	56	762	359	62	61	2 210
	%	18.2	10.4	1.2*	2.8	8.6	2.6	34.5	16.2	2.8	2.8	100.0
VET Cert III	no.	57	65	49*	10**	34*	40*	220	149	50*	26*	699
	%	8.2	9.3	7.0*	1.4**	4.8*	5.7*	31.4	21.3	7.2*	3.7*	100.0
VET Cert I-II	no.	295	51	44*	77	216	26*	309	156	55	48*	1 276
	%	23.1	4.0	3.4*	6.0	16.9	2.0*	24.2	12.2	4.3	3.7*	100.0
Apprentice	no.	38*	32*	38*	27*	2 091	38*	428	55	18*	22*	2 787
	%	1.3*	1.1*	1.4*	1.0*	75.0	1.4*	15.4	2.0	0.7*	0.8*	100.0
Trainee	no.	290	136	53	45*	125	91	830	186	64	57	1 876
	%	15.4	7.2	2.8	2.4*	6.7	4.8	44.3	9.9	3.4	3.1	100.0
(Total VET)	no.	1 081	513	211	220	2 656	250	2 549	905	249	214	8 848
	%	12.2	5.8	2.4	2.5	30.0	2.8	28.8	10.2	2.8	2.4	100.0
Working full-time	no.	902	163	64	58	506	179	1 681	283	72	102	4 011
	%	22.5	4.1	1.6	1.4	12.6	4.5	41.9	7.1	1.8	2.6	100.0
Working part-time	no.	741	212	129	82	442	189	1 618	762	148	118	4 440
	%	16.7	4.8	2.9	1.8	10.0	4.3	36.5	17.2	3.3	2.7	100.0
Seeking work	no.	167	104	46*	51	198	74	536	343	168	92	1 779
	%	9.4	5.9	2.6*	2.8	11.1	4.2	30.1	19.3	9.4	5.2	100.0
Not studying/ NILF	no.	105	22*	13**	35*	50*	11**	106	73	42*	76	533
	%	19.6	4.2*	2.4**	6.6*	9.3*	2.1**	19.8	13.7	7.9*	14.3	100.0
Total	no.	12 005	1 220	518	548	4 051	854	7 359	2 987	757	692	30 989
	%	38.7	3.9	1.7	1.8	13.1	2.8	23.7	9.6	2.4	2.2	100.0

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

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

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

Pathways

University students in 2006: where were they in 2008?

The *Next Step* survey of young people who were Year 12 completers in 2005 found that 36.7 per cent were undertaking a university degree in 2006. Of those, in 2008:

- 79.2 per cent were studying at a university degree level.
- Males and females were just as likely to continue on this pathway (77.6 per cent and 80.3 per cent respectively).
- Indigenous university students were less likely than their non-Indigenous counterparts to continue studying at university (64.7 per cent compared to 79.3 per cent).
- Socioeconomic factors had an influence on university study, with those young people in the highest SES quartile more likely to have continued their university studies than the other SES quartiles.
- 20.8 per cent did not continue their university studies, with the majority (13.1 per cent) entering the workforce.
- Less than one in fifty (1.5 per cent) were not studying and not working.

Figure 2: 2008 main destinations of University students in 2006

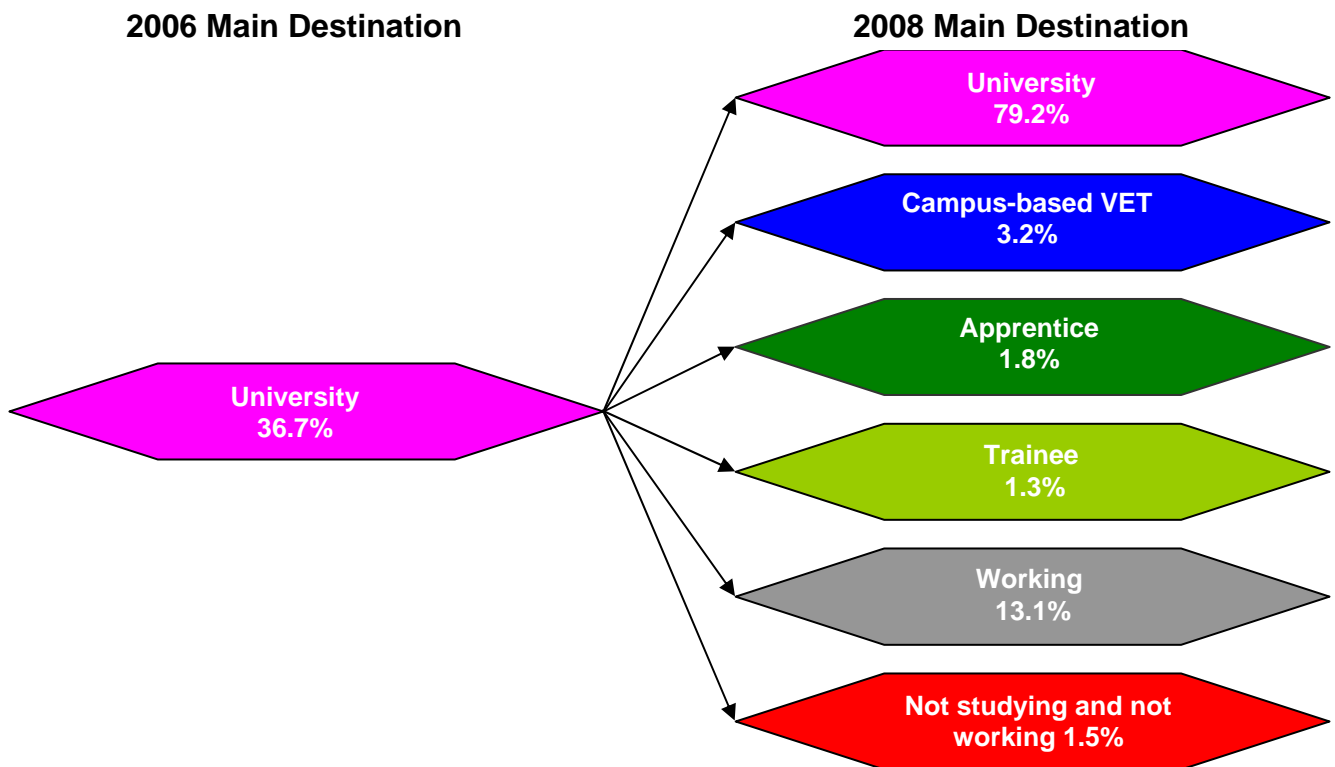


Table 3: 2008 main destinations of University students in 2006 by key characteristics

2006 Main Destination	2008 Main Destination							Total
	no.	University (degree) %	Campus based VET %	Apprentice %	Trainee %	Working %	Not studying/ not working %	
- University								
Male	4 605	77.6	2.8	4.1	1.4	12.7	1.4	100.0
Female	6 773	80.3	3.4	**0.1	1.3	13.4	1.5	100.0
Regional Queensland	2 834	76.5	2.9	2.8	*1.7	14.9	*1.3	100.0
South-East Queensland	8 544	80.1	3.3	1.4	1.2	12.5	1.5	100.0
Indigenous	102	64.7	**3.7	**1.9	**3.6	*16.9	*9.2	100.0
Non-Indigenous	11 276	79.3	3.2	1.8	1.3	13.1	1.4	100.0
Highest SES Quartile	3 981	83.4	2.7	*1.3	*0.8	10.7	*1.2	100.0
Second Highest SES Quartile	2 922	78.6	3.1	1.9	*1.7	13.0	1.7	100.0
Second Lowest SES Quartile	2 423	76.2	4.0	2.2	*1.6	14.8	*1.3	100.0
Lowest SES Quartile	1 938	75.0	3.1	*2.1	*1.4	16.7	*1.6	100.0

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

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Apprentices in 2006: where were they in 2008?

The *Next Step* survey of young people who were Year 12 completers in 2005 found that 9.0 per cent were undertaking an apprenticeship in 2006. Of these, in 2008:

- 75.0 per cent were in an apprenticeship while a further 6.3 per cent had completed their apprenticeship and moved into the labour force.
- Males were more likely than their female counterparts to be continuing in an apprenticeship (78.9 per cent compared to 47.1 per cent).
- Young people from South-East Queensland were less likely to be continuing in an apprenticeship than those from Regional Queensland (71.3 per cent compared to 79.8 per cent).
- Indigenous status and socioeconomic status had no bearing on the likelihood of continuing in an apprenticeship.
- 25.0 per cent did not continue their apprenticeship with the majority (17.3 per cent) entering the workforce.
- Less than one in fifty (1.5 per cent) were not studying and not working.

Figure 3: 2008 main destinations of Apprentices in 2006

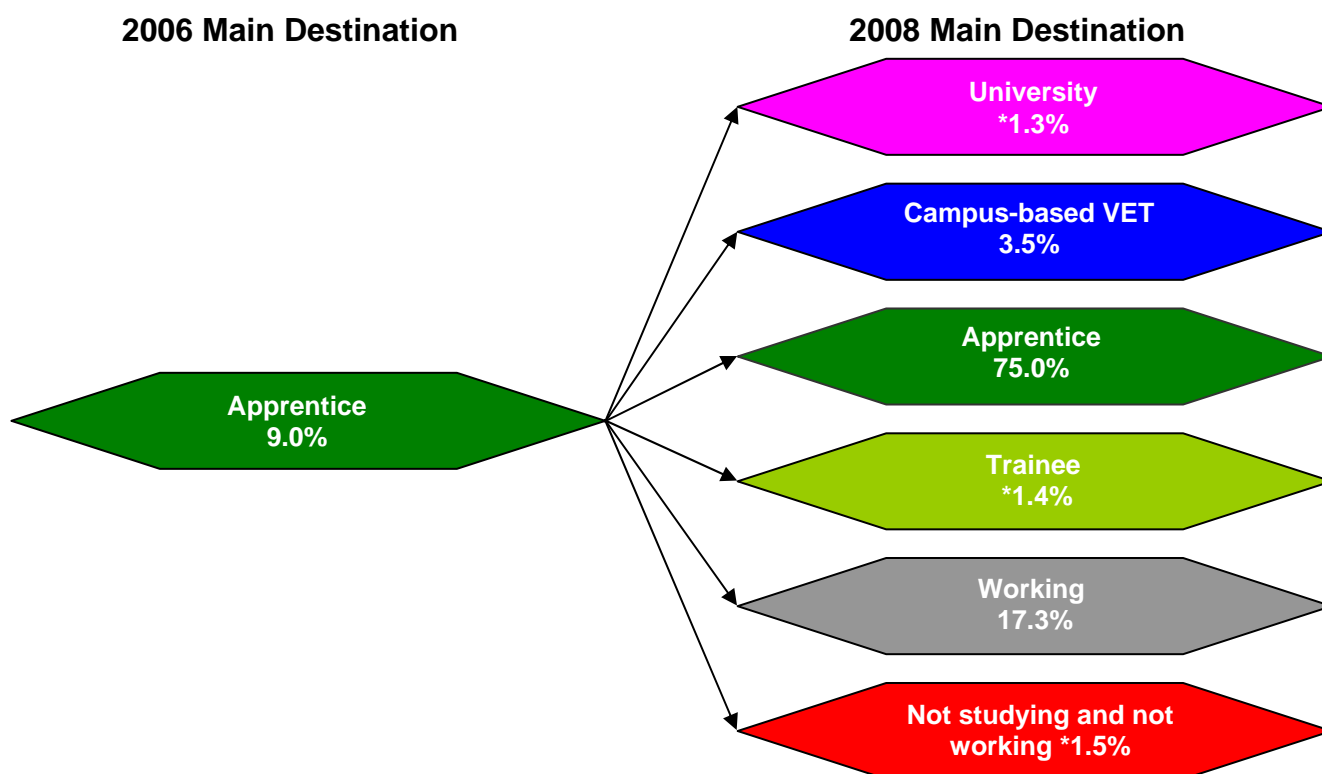


Table 4: 2008 main destinations of Apprentices in 2006 by key characteristics

2006 Main Destination	2008 Main Destination							Total
	no.	University (degree) %	Campus based VET %	Apprentice %	Trainee %	Working %	Not studying/ not working %	
- Apprenticeships								
Male	2 449	*1.2	2.5	78.9	*1.0	15.6	*0.9	100.0
Female	338	**2.7	*10.6	47.1	4.0	29.8	*5.8	100.0
Regional Queensland	1 222	**0.9	*3.8	79.8	1.1	13.2	*1.2	100.0
South-East Queensland	1 565	*1.7	3.2	71.3	*1.5	20.6	*1.6	100.0
Indigenous	48	**0.0	**3.1	66.3	**0.0	*27.8	**2.8	100.0
Non-Indigenous	2 739	1.4	3.5	75.2	1.4	17.2	1.4	100.0
Highest SES Quartile	555	**1.7	*4.1	82.4	**0.0	11.8	**0.0	100.0
Second Highest SES Quartile	617	**2.1	*2.5	72.5	**1.0	18.1	*3.8	100.0
Second Lowest SES Quartile	796	**0.7	*2.5	74.6	*2.1	18.9	**1.2	100.0
Lowest SES Quartile	803	**1.2	*4.0	72.6	*1.8	19.4	**0.9	100.0

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Trainees in 2006: where were they in 2008?

The *Next Step* survey of young people who were Year 12 completers in 2005 found that 6.1 per cent were undertaking a traineeship in 2006. Of these, in 2008:

- 54.2 per cent had entered the workforce with four out of five of those being employed full-time.
- 34.6 per cent were building on their traineeship study experience by undertaking either a university degree (15.4 per cent), a campus-based VET program (12.5 per cent) or entering into an apprenticeship (6.7 per cent).
- 4.8 per cent were trainees, of which 69.2 per cent had continued on this pathway across the three years.
- Males were more likely than females to have used their traineeship experience to have moved into an apprenticeship (15.1 per cent compared to 2.0 per cent).
- Young people who completed their schooling in Regional Queensland were more likely to have used their traineeship experience to move into a University degree course than their South-East Queensland counterparts (19.8 per cent compared to 11.0 per cent).

Figure 4: 2008 main destinations of Trainees in 2006

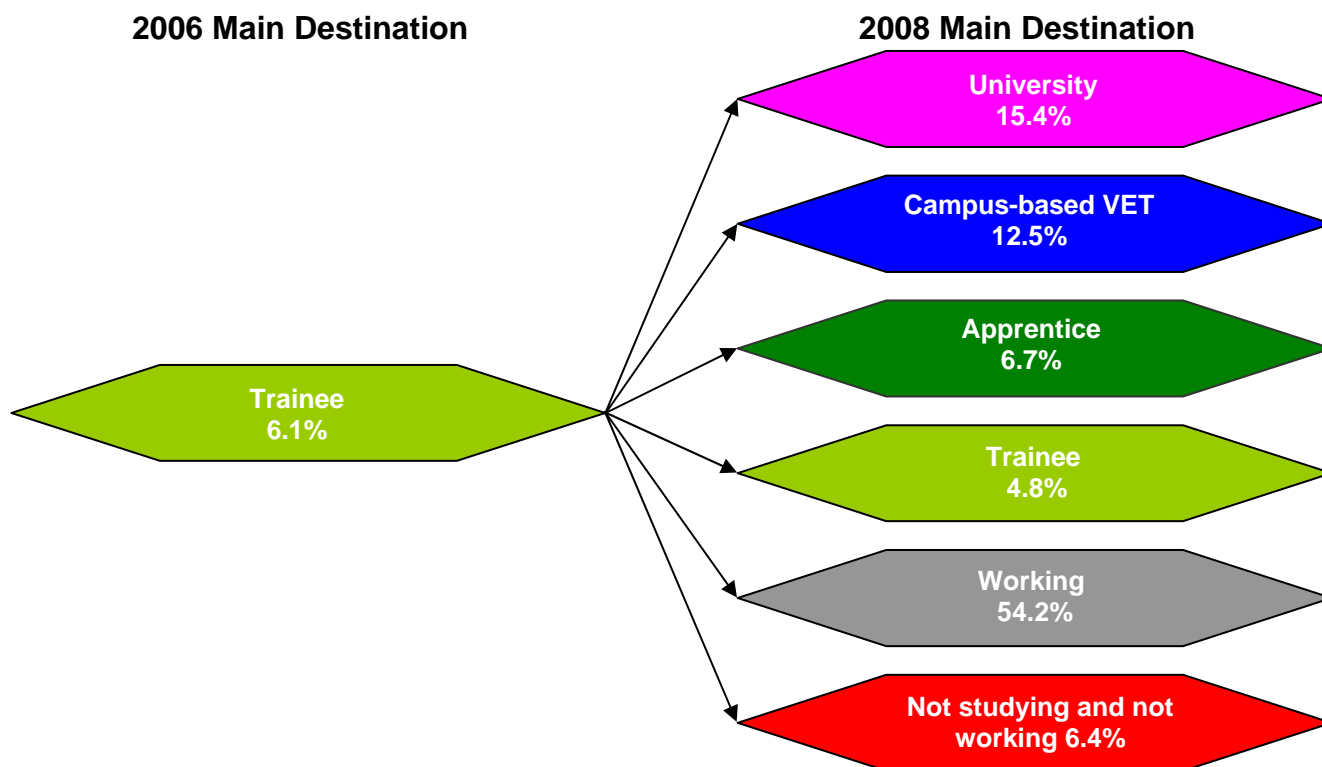


Table 5: 2008 main destinations of Trainees in 2006 by key characteristics

2006 Main Destination	no.	2008 Main Destination						Total
		University (degree)	Campus based VET	Apprentice	Trainee	Working	Not studying/ not working	
- Traineeships		%	%	%	%	%	%	%
Male	669	14.7	11.5	15.1	*6.6	48.8	*3.3	100.0
Female	1 207	15.9	13.0	*2.0	*3.9	57.1	8.2	100.0
Regional Queensland	939	19.8	13.1	5.6	*4.6	52.4	*4.5	100.0
South-East Queensland	937	11.0	11.9	7.7	*5.0	56.0	8.4	100.0
Indigenous	40	**6.7	**10.0	**10.0	**6.7	*53.3	**13.3	100.0
Non-Indigenous	1 836	15.6	12.5	6.6	4.8	54.2	6.3	100.0
Highest SES Quartile	278	18.8	*12.4	*5.8	*7.5	47.8	*7.8	100.0
Second Highest SES Quartile	446	16.7	11.5	*7.6	*4.1	54.8	*5.4	100.0
Second Lowest SES Quartile	559	14.1	12.7	*7.1	*4.0	56.4	*5.6	100.0
Lowest SES Quartile	591	14.0	13.1	*5.9	*5.0	54.7	*7.4	100.0

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Campus-based VET students in 2006: where were they in 2008?

The *Next Step* survey of young people who were Year 12 completers in 2005 found that 13.5 per cent were undertaking a campus-based VET program in 2006. Of these, in 2008:

- 46.7 per cent had entered the workforce with two out of three of those being employed full-time.
- 31.4 per cent were building on their study experience either by undertaking a university degree (18.0 per cent), entering into an apprenticeship (10.5 per cent) or undertaking a traineeship (2.9 per cent).
- 14.6 per cent were continuing with a campus-based VET program.
- Males were more likely than females to use their campus-based VET study experience to transition to an apprenticeship (20.3 per cent compared to 3.0 per cent) whereas females were more likely to transition to university (20.7 per cent compared to 14.5 per cent).
- 7.2 per cent had not continued with an education or training pathway and were not working. This was more likely to occur with those young people from Regional Queensland than those from South-East Queensland (11.0 per cent compared to 5.9 per cent).

Figure 5: 2008 main destinations of Campus-based VET students in 2006

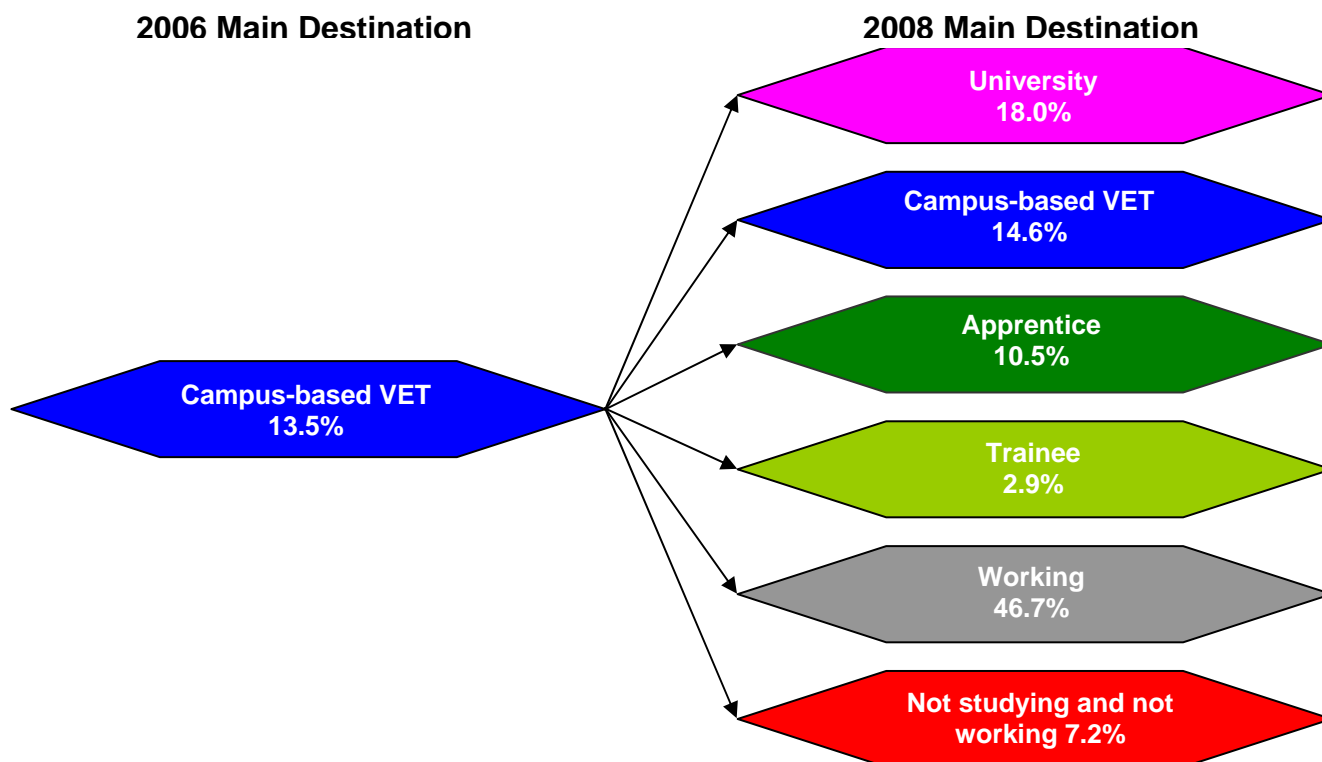


Table 6: 2008 main destinations of Campus-based VET students in 2006 by key characteristics

2006 Main Destination	no.	2008 Main Destination					Total	
		University (degree)	Campus based VET	Apprentice	Trainee	Working		Not studying/ not working
- Campus-based VET		%	%	%	%	%	%	
Male	1 809	14.5	11.6	20.3	*2.5	43.7	7.3	100.0
Female	2 376	20.7	16.9	3.0	3.2	49.0	7.1	100.0
Regional Queensland	1 086	16.0	16.5	7.9	*2.7	46.0	11.0	100.0
South-East Queensland	3 099	18.7	14.0	11.5	3.0	46.9	5.9	100.0
Indigenous	73	**9.7	*31.1	**6.2	**4.5	*33.5	*15.0	100.0
Non-Indigenous	4 112	18.2	14.4	10.6	2.9	46.9	7.1	100.0
Highest SES Quartile	986	21.8	15.1	11.7	*4.2	42.0	5.1	100.0
Second Highest SES Quartile	1 058	20.1	11.2	14.0	*1.9	47.4	5.5	100.0
Second Lowest SES Quartile	1 014	13.4	18.4	10.1	*1.7	48.5	7.9	100.0
Lowest SES Quartile	1 108	16.3	14.3	6.7	*3.9	48.5	10.3	100.0

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

Working and not studying in 2006: where were they in 2008?

The *Next Step* survey of young people who were Year 12 completers in 2005 found that 27.3 per cent entered the workforce with no further education or training in 2006. Of these, in 2008:

- 51.4 per cent had continued in the workforce with no further study, three out of four were employed on a full-time basis.
- 43.4 per cent had returned to study either by undertaking a university degree course (19.4 per cent), a campus-based VET course (8.4 per cent), entering into an apprenticeship (11.2 per cent) or undertaking a traineeship (4.4 per cent).
- Seven out of ten who had deferred a university place and were working in 2006, were undertaking a university degree course.
- Young people from the highest SES quartile were more likely to transition to a university degree course than their counterparts (29.2 per cent compared to 16.2 per cent, 19.1 per cent and 14.6 per cent in the second highest SES quartile, second lowest SES quartile and lowest SES quartile respectively).
- While females were more likely than males to use the workforce as a platform to enter university (22.5 per cent compared to 16.1 per cent), males were more likely to enter apprenticeships (20.3 per cent compared to 3.0 per cent).
- Indigenous young people were more likely than their non-Indigenous counterparts to have discontinued with employment and not be studying (15.9 per cent compared to 4.8 per cent) and less likely to have entered a university degree course (4.2 per cent compared to 20.0 per cent).
Note: Caution should be used when interpreting comparisons with Indigenous young people due to the small numbers involved.

Figure 6: 2008 main destinations of Workers in 2006

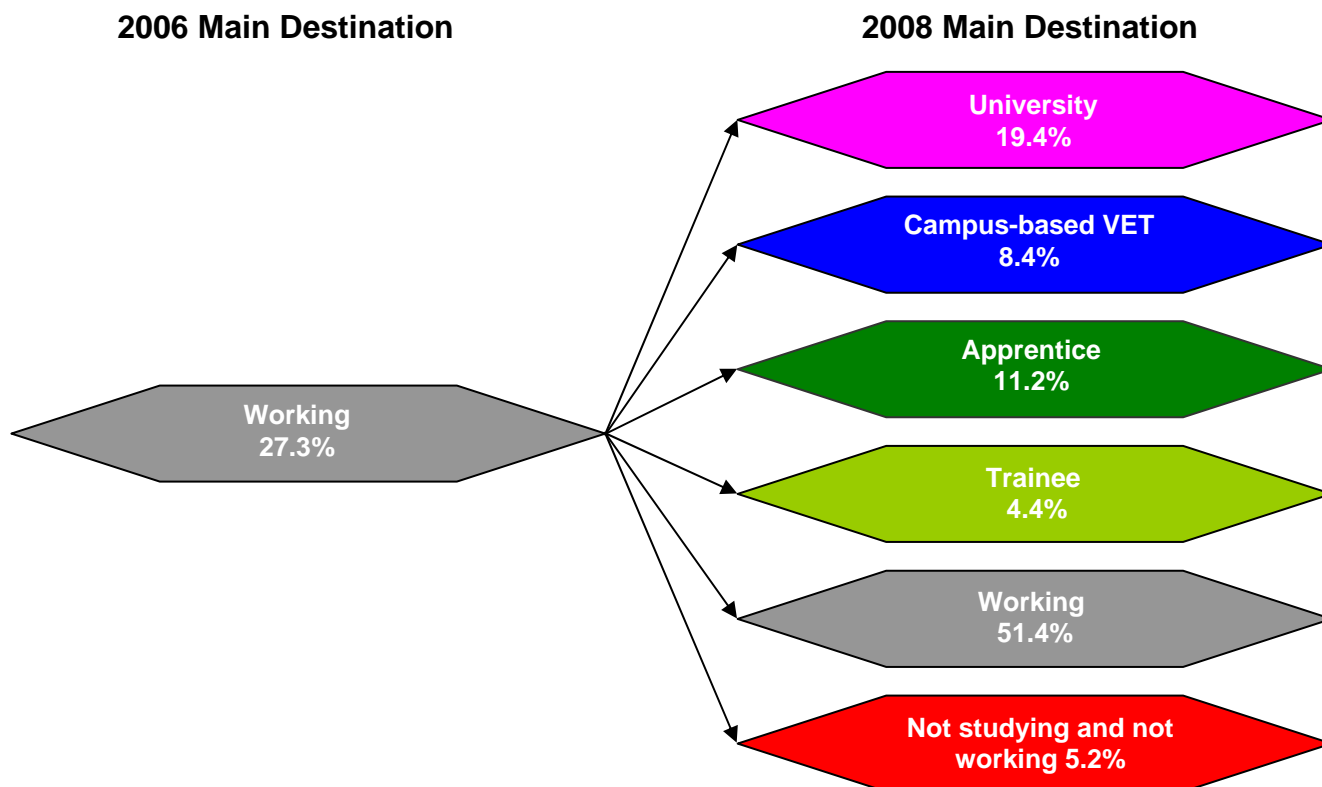


Table 7: 2008 main destinations of Workers in 2006 by key characteristics

2006 Main Destination	no.	2008 Main Destination					Not studying/ not working	Total
		University (degree)	Campus based VET	Apprentice	Trainee	Working		
- Working		%	%	%	%	%	%	
Male	4 009	16.1	6.4	20.3	5.0	47.9	4.3	100.0
Female	4 442	22.5	10.1	3.0	3.8	54.6	6.0	100.0
Regional Queensland	3 120	21.1	7.8	10.3	4.5	51.4	4.9	100.0
South-East Queensland	5 331	18.5	8.7	11.7	4.3	51.4	5.4	100.0
Indigenous	286	*4.2	14.9	*8.8	*9.4	46.8	15.9	100.0
Non-Indigenous	8 165	20.0	8.1	11.3	4.2	51.6	4.8	100.0
Highest SES Quartile	1 618	29.2	9.8	9.6	*3.0	44.9	3.6	100.0
Second Highest SES Quartile	2 053	16.2	7.2	13.9	7.6	51.0	4.2	100.0
Second Lowest SES Quartile	2 318	19.1	9.0	9.1	2.9	54.5	5.3	100.0
Lowest SES Quartile	2 379	14.6	7.9	12.3	4.0	53.9	7.3	100.0

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

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

Not studying and not working in 2006: where were they in 2008?

The *Next Step* survey of young people who were Year 12 completers in 2005 found that 7.5 per cent of all school leavers were not studying and not working in 2006. The *Next Step* 2006 report identified that a large proportion of these young people were living with a disability or had family commitments. In 2008:

- 83.6 per cent had made the transition to some form of work or study with the most common main destination being work with no study (45.7 per cent).
- 11.8 per cent were undertaking a university degree, 11.7 per cent had entered a campus-based VET program, 10.7 per cent had begun an apprenticeship and 3.7 per cent had begun a traineeship.
- Young people from the highest SES quartile were more likely to transition to a university degree course than those from the lowest SES quartile (18.7 per cent compared to 5.8 per cent).
- Geographic location, Indigenous status and socioeconomic status all had no bearing on the likelihood of young people continuing to be not studying and not working.
- Of the 7.5 per cent that were not studying and not working in 2006, 16.4 per cent continued to be not studying and not working. This result shows that the group of young people who were not studying and not working six months after leaving school were the group most likely to be not studying and not working after three years.

Figure 7: 2008 main destinations of those not studying and not working in 2006

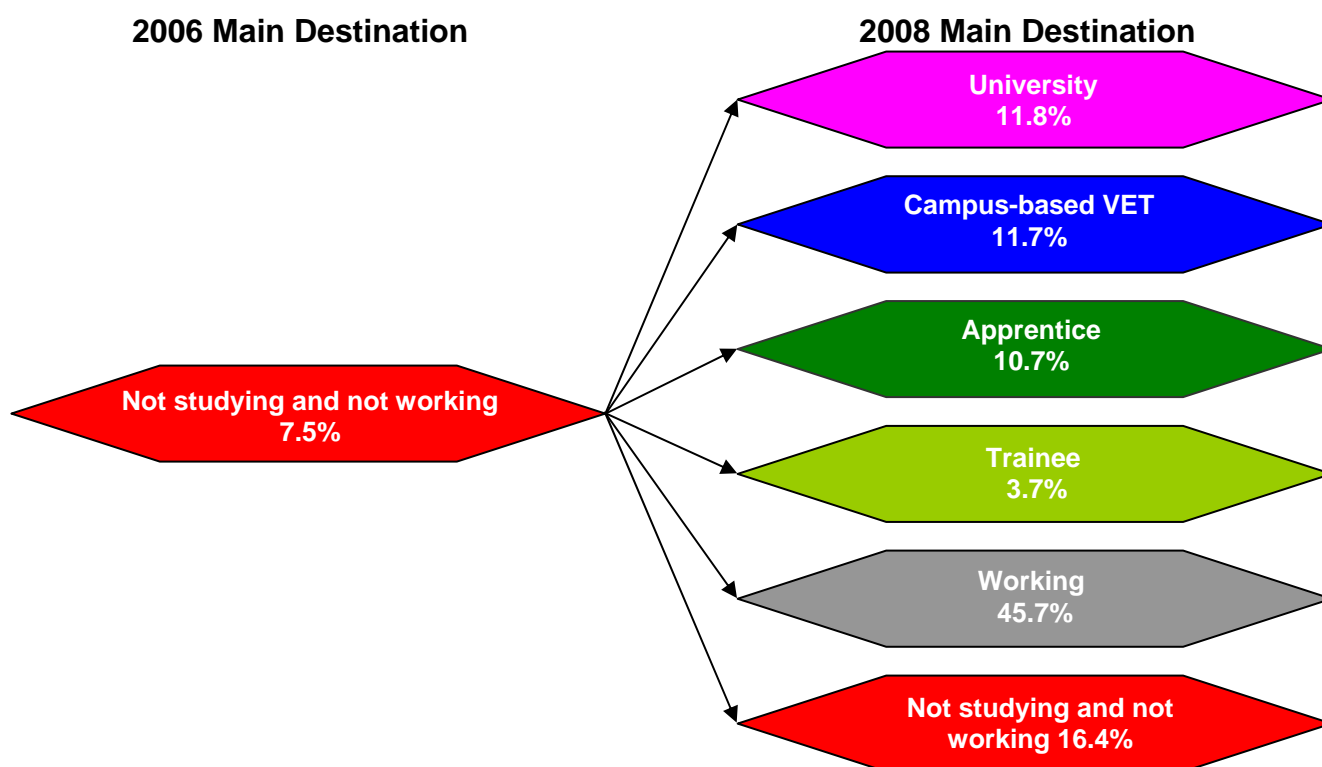


Table 8: 2008 main destinations of those not studying and not working in 2006 by key characteristics

2006 Main Destination	2008 Main Destination							Total
	no.	University (degree) %	Campus based VET %	Apprentice %	Trainee %	Working %	Not studying/ not working %	
- Inactive								
Male	1 245	10.1	9.4	17.7	*3.7	45.2	13.8	100.0
Female	1 067	13.7	14.4	*2.5	*3.7	46.3	19.4	100.0
Regional Queensland	806	10.4	10.0	9.9	*4.5	46.6	18.5	100.0
South-East Queensland	1 506	12.5	12.6	11.1	*3.3	45.3	15.2	100.0
Indigenous	53	**2.5	*17.5	**5.0	**10.0	*37.5	*27.5	100.0
Non-Indigenous	2 259	12.0	11.6	10.8	3.6	45.9	16.1	100.0
Highest SES Quartile	362	18.7	*13.5	14.1	**0.9	39.5	*13.2	100.0
Second Highest SES Quartile	557	11.9	15.1	12.0	*4.3	43.1	13.5	100.0
Second Lowest SES Quartile	656	14.2	9.7	9.6	*4.6	46.0	15.9	100.0
Lowest SES Quartile	729	*5.8	9.8	9.1	*3.8	50.9	20.7	100.0

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

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

Deferrers in 2006: where were they in 2008?

The *Next Step* survey of young people who were Year 12 completers in 2005 found that 7.9 per cent deferred a university offer in 2006. Of those, in 2008:

- 55.0 per cent were undertaking a university degree course.
- Socioeconomic status had little impact on the likelihood of taking up a university offer but a difference can be observed with young people from the highest SES quartile being more likely to take up their offer than those from the second highest SES quartile (63.5 per cent compared to 48.1 per cent).
- Geographic location and Indigenous status had no bearing on whether young people would take up their university offer.
- A majority (27.3 per cent) of the remaining 45.0 per cent of deferrers who did not take up their university offer, entered the workforce. A further 7.8 per cent entered a campus-based VET program, 4.1 per cent started an apprenticeship and 2.4 per cent began a traineeship.
- Less than one in thirty (3.2 per cent) were not studying and not working.

Figure 8: 2008 main destinations of Deferrers in 2006

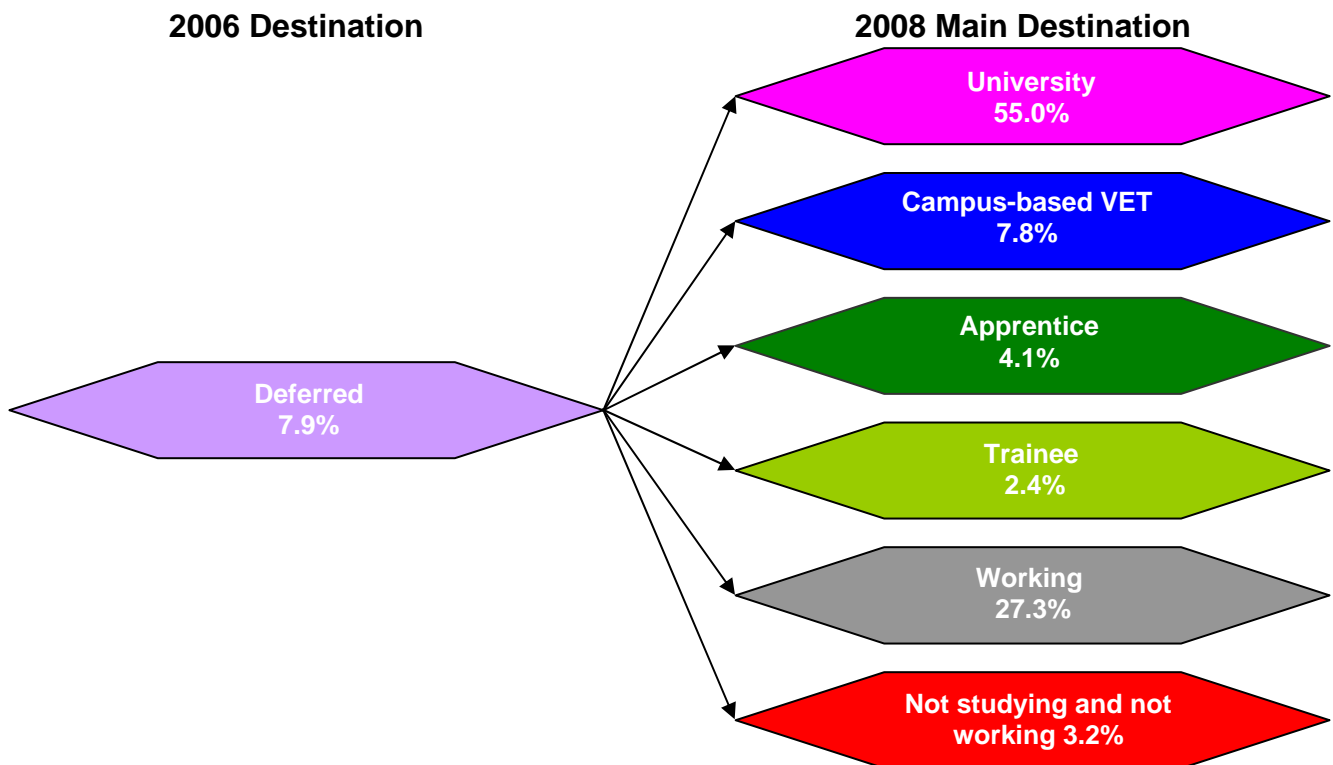


Table 9: 2008 main destinations of Deferrers in 2006 by key characteristics

2006 Main Destination	no.	2008 Main Destination					Total	
		University (degree)	Campus based VET	Apprentice	Trainee	Working		Not studying/ not working
- Deferred		%	%	%	%	%	%	
Male	978	55.3	7.5	8.7	*2.2	24.1	*2.1	100.0
Female	1 467	54.9	8.0	*1.1	*2.6	29.5	3.9	100.0
Regional Queensland	987	57.4	5.7	*3.0	*3.4	28.8	*1.7	100.0
South-East Queensland	1 458	53.4	9.3	4.9	*1.8	26.4	4.2	100.0
Indigenous	35	**30.6	**12.2	**3.8	**10.8	*42.6	**0.0	100.0
Non-Indigenous	2 410	55.4	7.8	4.1	2.3	27.1	3.3	100.0
Highest SES Quartile	620	63.5	8.8	*5.2	**0.7	17.8	*4.1	100.0
Second Highest SES Quartile	602	48.1	*7.3	*5.2	*5.2	33.0	**1.2	100.0
Second Lowest SES Quartile	625	54.5	8.0	2.2	**1.2	30.4	*3.7	100.0
Lowest SES Quartile	542	51.3	*6.6	*4.4	*3.1	30.5	*4.2	100.0

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

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

Technical Note

Reliability of the estimates

The figures contained in this report are estimates based on a sample of 9366 young people who completed Year 12 in Queensland in 2005 and responded to the survey between 28 September and 8 November 2008. The figures in this report are subject to non-sampling and sampling errors.

Non-sampling error

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

Responses to this survey were collected via Computer-assisted telephone interviewing (CATI). In some circumstances, the methodology allowed for responses to be provided by a proxy. Allowable proxies included parents, siblings and other household members. Proxy responses represented 19.0 per cent of all responses. It is possible that some answers supplied by proxies may be different to what would have been stated by the young persons themselves. Therefore, it should be noted that although it is estimated this error is small, its impact has not been quantified.

Sampling error

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

Estimates of sampling error

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

A standard error expressed as a percentage of the estimate is known as the 'relative standard error' (RSE). For example, if an estimate of 1 000 persons (from Appendix 1) has a standard error of 56 then the estimate has a relative standard error of $56/1\ 000 * 100 = 5.6$ per cent. The RSE is a useful measure in that it provides an immediate indication of the percentage errors likely to have occurred due to sampling.

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

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

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

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

The following is an example of the calculation and use of standard errors from Appendix 1. An estimated 9 000 young people were studying a university degree three years after completing Year 12. Using the table of standard errors, this estimate of 9 000 has an SE of about 161.

Thus the figure of 9 000 from Appendix 1 means there is a 95 per cent chance that the number lies between $(9\ 000 - 2 * 161)$ and $(9\ 000 + 2 * 161)$, i.e. in the range 8 678 to 9 322.

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

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

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

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

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

Effects of rounding

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

Appendix

Appendix 1: Standard Errors of Estimate of Year 12 completers from 2005 - 2008

Size of estimate (no. of persons)	Standard error	Relative standard error (%)	95% confidence interval	
			Lower limit	Upper limit
**13	7	51.9	0	28
*30	10	33.7	10	50
*50	13	25.9	25	75
100	18	18.2	64	136
200	25	12.7	150	250
300	31	10.3	239	361
400	36	8.9	330	470
500	40	7.9	422	578
600	43	7.2	515	685
700	47	6.7	608	792
800	50	6.2	702	898
900	53	5.9	797	1003
1 000	56	5.6	891	1109
2 000	78	3.9	1848	2152
3 000	95	3.2	2814	3186
4 000	109	2.7	3787	4213
5 000	121	2.4	4762	5238
6 000	133	2.2	5740	6260
7 000	143	2.0	6720	7280
8 000	152	1.9	7701	8299
9 000	161	1.8	8684	9316
10 000	170	1.7	9667	10333
15 000	207	1.4	14595	15405
20 000	238	1.2	19534	20466
25 000	265	1.1	24481	25519
30 000	290	1.0	29432	30568

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

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

Appendix 2: Standard Errors of Estimate of Indigenous Year 12 completers from 2005 - 2008

Size of estimate (no. of persons)	Standard error	Relative standard error (%)	95% confidence interval	
			Lower limit	Upper limit
**8	4	51.4	0	16
*20	6	31.3	8	32
*30	8	25.1	15	45
40	9	21.5	23	57
60	10	17.3	40	80
80	12	14.8	57	103
100	13	13.1	74	126
150	16	10.5	119	181
200	18	9.0	165	235
250	20	8.0	211	289
300	22	7.2	258	342
350	23	6.6	304	396
400	25	6.2	352	448
450	26	5.8	399	501

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

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

Appendix 3: Main Destination categorisations

Higher Education

University (degree)* Studying at degree level.

VET categories

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

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

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

Apprentice Working and in employment-based apprenticeship.

Trainee Working and in employment-based traineeship.

No further education or training

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

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

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

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

*Some students are also in the labour market.

[~]Based on ABS classification