



Longitudinal study 2010

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



Queensland
Government



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Glossary

ABS	Australian Bureau of Statistics — the central statistical authority for the Australian Government. The ABS provides the official national source of statistics for use by the government and the community.
ANZSIC	Australian and New Zealand Standard Industrial Classification — a hierarchical industry classification which is used in the collection and dissemination of official statistics. ANZSIC assigns businesses to an industry based on their predominant activities.
Apprenticeship	A legally-binding training arrangement between an employer and an apprentice that combines structured training with paid employment. Apprenticeships usually take four years to complete, with training taking place both at the workplace and with a training organisation.
ASCED	Australian Standard Classification of Education — a classification, defined by the ABS, which is used in the collection and dissemination of official statistics. ASCED comprises two component classifications, Level of Education and Field of Education.
ASGC	Australian Standard Geographical Classification — a hierarchical geographical classification, defined by the ABS, which is used in the collection and dissemination of official statistics. The ASGC provides a common framework of statistical geography and thereby enables the production of statistics which are comparable and can be spatially integrated.
Campus-based VET	VET courses where the study or training is predominantly undertaken at a study institution such as a TAFE. Included in this category are VET certificate levels I–IV, diplomas, advanced diplomas and associate degrees.
CATI	Computer-assisted telephone interviewing — a type of telephone interviewing in which the interviewer keys answers to questions as they are received onto a data entry keyboard.
DETE	Department of Education, Training and Employment
Employment-based VET	VET courses where the study or training is undertaken in conjunction with an apprenticeship or traineeship.
Full-time work	The ABS definition of an employed person who usually works 35 hours or more a week (in all jobs).
Indigenous	Refers to people who identify themselves as being of Aboriginal or Torres Strait Islander origin.
Labour force	Refers to people who are either working or looking for work.



Main destination	<p>A structured grouping of Year 12 completers which outlines their main study and labour market destinations. Year 12 completers are grouped as follows:</p> <ul style="list-style-type: none">• students are assigned to the education categories regardless of their labour force status• apprentices and trainees are assigned to their respective training categories• those grouped in a labour market destination (employed or seeking work) are not studying and not in training• those who are not in the labour force, education or training. <p>See Appendix 3.</p>
NILFET	<p>Not in the labour force, education or training — refers to people who are not working, not looking for work and not undertaking any education or training.</p>
OGS	<p>Office of the Government Statistician — the Queensland Government's statistical agency, which regularly conducts surveys with individuals, households and businesses to collect official statistics about issues of interest to government and to people in Queensland.</p>
Part-time work	<p>The ABS definition of an employed person who usually works less than 35 hours a week (in all jobs).</p>
Regional Queensland	<p>Includes all ABS Statistical Divisions except Brisbane, Gold Coast, Sunshine Coast and West Moreton. See Appendix 4.</p>
RSE	<p>Relative Standard Error – The standard error of an estimate expressed as a percentage. See Technical note.</p>
SD	<p>Statistical Division — an ASGC-defined area which represents a large, general purpose, regional type geographic area. SDs represent relatively homogeneous regions characterised by identifiable social and economic links between the inhabitants and between the economic units within the region, under the unifying influence of one or more major towns or cities. In aggregate, SDs cover the whole of Australia without gaps or overlaps.</p>
SEIFA	<p>Socio-Economic Indexes for Areas — these have been developed as a way of assessing socioeconomic status across the population. SEIFA enable areas in Australia to be ranked according to four different indexes. One of these is the Index of Relative Socio-economic Disadvantage, which provides a method of determining and comparing levels of social and economic disadvantage in given areas at a given point in time.</p>
SE	<p>Standard Error - The standard error of an estimate is the standard deviation of the sampling distribution of the estimate. If the sample size is large enough, the distribution will be approximately normal. In a normal distribution 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.</p>



SES	Socioeconomic status — a relative position in the community determined by occupation, income and amount of education.
South East Queensland	Includes the ABS Statistical Divisions of Brisbane, Gold Coast, Sunshine Coast and West Moreton. See Appendix 4.
TAFE	Technical and further education — a publicly funded post-secondary organisation that provides a range of technical and vocational education and training courses and other programs.
Traineeship	A structured training and paid employment arrangement that involves a contract between the employer and the trainee. Traineeships vary in length from 12 months to three years.
VET	Vocational education and training — post-compulsory education and training, excluding degree and higher level programs delivered by further education institutions, which provide people with occupational or work-related knowledge and skills. VET also includes programs which provide the basis for subsequent vocational programs.



Executive summary

Background

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

The 2010 *Next Step* Longitudinal study report documents the study and work pathways of young people in their fifth year since they completed Year 12.

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 is conducted by the Department of Education, Training and Employment through the Office of the Government Statistician (OGS), in accordance with the privacy provisions of the *Statistical Returns Act* (Qld).

The OGS conducted the 2010 phase of the study between October and November 2010. Responses were collected via computer-assisted telephone interviewing. A total of 7639 responses were received, representing a response rate of 88.4 per cent.

Summary of findings

As many young people were combining education and employment, all young people have been categorised into their main destination, be it education or employment. To achieve this categorisation, young people were grouped in a structured manner, as outlined in Appendix 3. In particular:

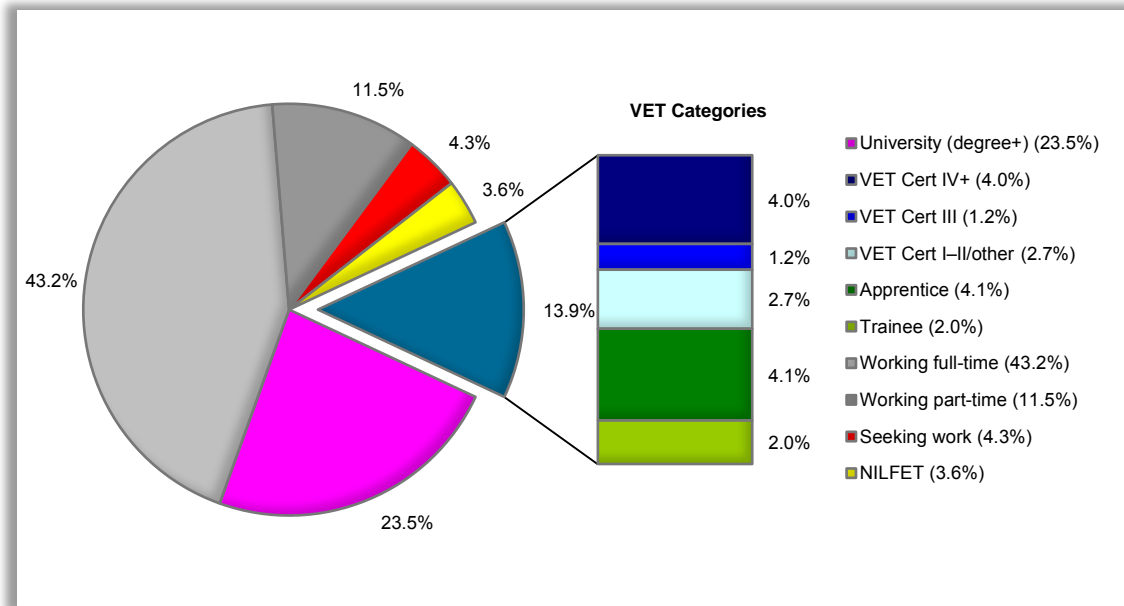
- students were assigned to the education categories regardless of their labour force status (that is, they may also be employed or seeking work)
- apprentices and trainees were assigned to these training categories rather than any of the VET categories, but it is a given that their training involves study either in a VET location or with their employer
- those grouped in a labour market destination (employed or seeking work) were not in education or training
- those who were not in the labour force (that is, not employed and not seeking work), education or training. This group is referred to throughout the reports tables and figures as NILFET.



The summary of findings presented in Figure ES1 shows that five years after completing Year 12:

- the majority of young people (92.1 per cent) were studying or in paid employment
- university study was still a common destination, with 23.5 per cent undertaking a Bachelor degree or higher program
- campus-based VET programs were being completed by 7.8 per cent of young people, with an additional 6.1 per cent in employment-based training
- full-time work accounted for 43.2 per cent of young people and part-time work accounted for 11.5 per cent.

Figure ES1: Main destinations of Year 12 completers from 2005, Queensland 2010



Of the Year 12 completers from 2005 who initially deferred their tertiary offer after leaving school, 42.1 per cent were at university five years later. A further 10.4 per cent were undertaking other education or training and 33.2 per cent were working full-time.

Different people, different pathways

The *Next Step* Longitudinal study shows different patterns for different groups of young people. Given the same main destination six months after completing school:

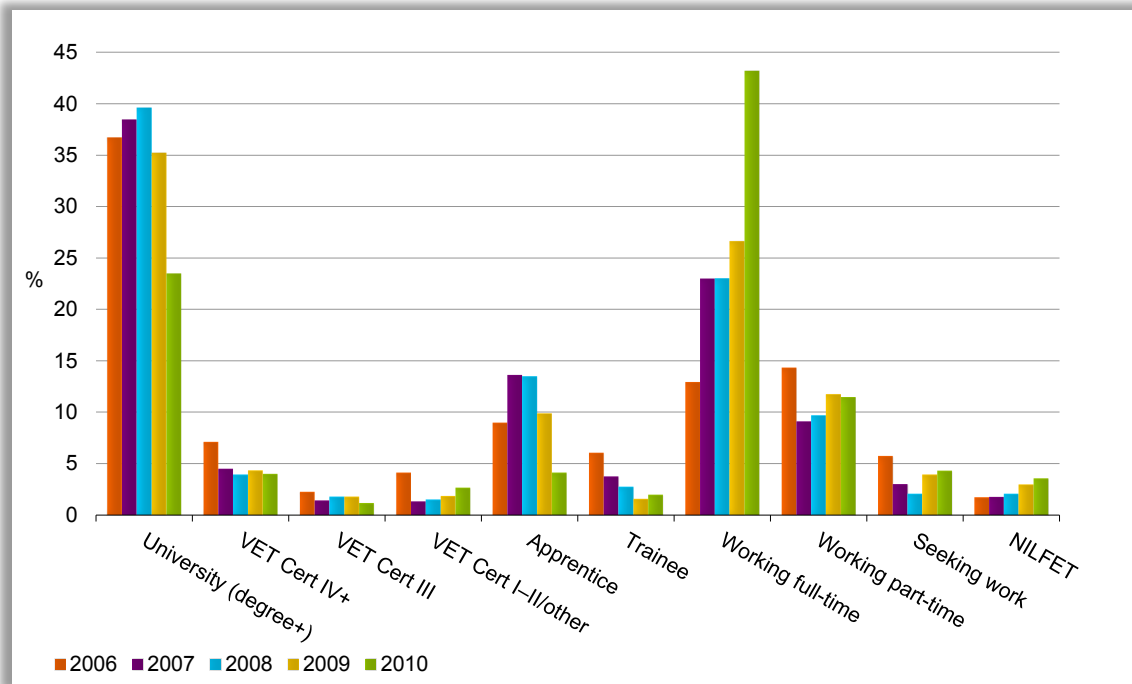
- females were more likely than males to be working part-time in 2010
- young people from South East Queensland were more likely to be continuing in university study than their Regional Queensland counterparts in 2010
- Indigenous young people were more likely to be continuing in the same main destination in 2010
- young people from higher socioeconomic backgrounds were more likely to be continuing in further education than those from lower socioeconomic backgrounds.



Main destinations over time

Figure ES2 shows the destinations of 2005 Year 12 completers from 2006 to 2010. The data suggests that five years after finishing school, more and more young people are completing their post-school education and training and moving into full-time work. This is highlighted by the decreases in university and apprenticeships in 2009 and 2010, and the corresponding increase in working full-time, as young people complete what are usually three to four year programs.

Figure ES2: Main destinations of Year 12 completers from 2005, Queensland 2006–2010



Conclusion

The *Next Step* Longitudinal study shows that in 2010 the vast majority of young Queenslanders were engaged in education, training or employment five years after completing Year 12. When comparing the destinations of these young people over the previous five years there is a distinct move from education and training destinations in to full-time work.

More information on the *Next Step* survey and the *Next Step* Longitudinal study is available at www.education.qld.gov.au/nextstep.



Introduction

The *Next Step* Longitudinal study builds upon the annual *Next Step* survey, which has been conducted by the Department of Education, Training and Employment 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 pathways of young people after completing Year 12, and to appreciate the range of options available to students
- schools to review and plan their services for students, especially in the senior years of schooling
- school system personnel to review their education policies as they affect the transition from school to further study and employment
- training bodies, universities, business and industry, local government and regional planners to plan their services.

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, independent and Catholic schools across Queensland. The initial study and work destinations of those young people are documented in the [2006 *Next Step* report](#).

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

The 2010 data was collected by the Office of the Government Statistician between October and November 2010. A total of 7639 responses were collected from 8640 *Next Step* 2006 survey respondents who had agreed to be contacted again in 2010, representing a response rate of 88.4 per cent.

The *Next Step* Longitudinal study 2010 documents the study and work pathways that this group of young people have taken in the five years since completing school.

Figures in this report are estimates, based on the 7639 survey responses, that have been weighted to reflect the nearly 31 000 respondents to the *Next Step* survey in 2006. As such, caution should be used when interpreting comparisons with Indigenous young people due to the small numbers involved.

Policy context

Destinations chosen by young people have been at the forefront of government policy interests, at both the state and national levels for many years. The national goals for schooling, contained in the 2008 *Melbourne Declaration on Educational Goals for Young Australians*, include a commitment to 'supporting senior years of schooling and youth transitions'.

The Queensland *Education (General Provisions) Act 2006* supports young people remaining in education or training until the age of 17. Young people are required to stay at school until they finish Year 10 or turn 16, whichever comes first. They are then required to participate in education or training for a further two years, or until they have gained a Certificate of Individual Achievement, Senior Statement, Certificate III or Certificate IV vocational qualification, or until they turn 17. The laws enable young people to undertake work as an alternative to education or training if it is for at least 25 hours per week, after they have completed Year 10 or turned 16.

This legislation ensures young people have the education and skills they need to take the next step into further education, training and employment. Our young people can then contribute to the economic and social development of Queensland and have healthy, productive and rewarding futures.



The impact of a successful transition from school to further education, training and work can last throughout young people's working lives, protecting them against unemployment, cycles of low pay and employment insecurity. As well as a positive economic impact, youth participation in further education, training and work also contributes to individual capability and social inclusion.

The Queensland Government has committed to achieving a four per cent unemployment target. Making the most of the many education, training and employment pathways available to young people leaving school in Queensland will be important in realising the Government's unemployment target.

The *Next Step* Longitudinal study captures information about young peoples' longer term journey from school to the world of work. Intelligence gained through the survey assists Government to develop strategies to better promote optimal employment, study and life choices for young people so that they contribute to a strong, prosperous economy, productive labour force and better quality of life for all.



Overview

As many young people were combining education and employment, all young people have been categorised into their main destination, be it education or employment. This recognises the important distinction between young people who combine employment with education and those who work because they have followed a labour market destination. It also makes the crucial distinction between someone who is a student (studying a degree or VET course) and looking for work and someone who is not a student and seeking 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, young people were grouped in a structured manner, as outlined in Appendix 3. In particular:

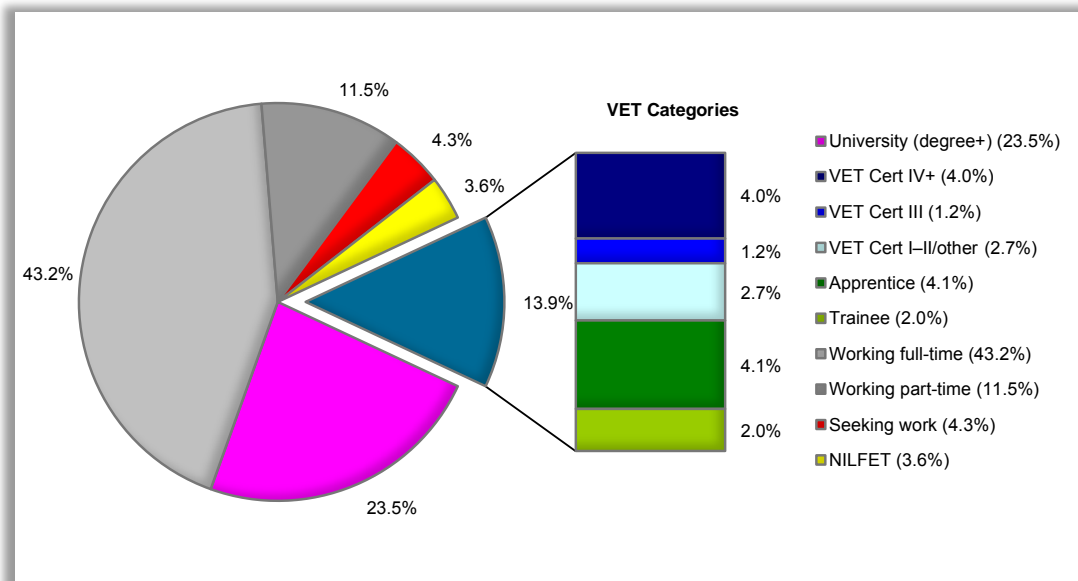
- students were assigned to the education categories regardless of their labour force status (that is, they may also be employed or seeking work)
- apprentices and trainees were assigned to these training categories rather than any of the VET categories, but it is a given that their training involves study either in a VET location or with their employer
- those grouped in a labour market destination (employed or seeking work) were not in education or training
- those who were not in the labour force (that is, not employed and not seeking work), education or training. This group is referred to throughout the reports tables and figures as NILFET.

Figure 1 illustrates the 2010 main destinations of the 30 989 Year 12 completers from 2005.

Five years after leaving school, 37.4 per cent of the young people were continuing in some recognised form of education or training. The most common education or training destination was university degree level programs (23.5 per cent), this includes Bachelor degrees and postgraduate programs. Employment-based training accounted for 6.1 per cent of young people, either as an apprentice (4.1 per cent) or trainee (2.0 per cent).

A further 62.3 per cent of young people were not undertaking post-school education or training in 2010, reflecting the transition to employment as young people completed their post-school education or training. This group of young people was comprised of those that were employed, either full-time (43.2 per cent) or part-time (11.5 per cent), seeking work (4.3 per cent) or not in the labour force (that is, neither working nor looking for work), education or training (3.6 per cent).

Figure 1: Main destinations of Year 12 completers from 2005, Queensland 2010





Destinations by sex

Table 1 shows the main destinations in 2006 and 2010 of Year 12 completers from 2005 by sex.

Overall, there are a number of differences in the pattern of main destinations between 2006 and 2010. There was an increase in the proportion of young people working full-time, which was evident for both males (increasing from 14.5 per cent in 2006 to 47.5 per cent in 2010) and females (increasing from 11.6 per cent in 2006 to 39.3 per cent in 2010).

The proportion of young people not in education or training working part-time decreased for both males and females between 2006 and 2010. However, in 2010 females remain more likely to be working part-time than males (13.8 per cent compared to 8.8 per cent).

There was a decrease in all education and training destinations, for both males and females. The largest decrease was in the proportion of females at university (42.5 per cent in 2006 down to 26.2 per cent in 2010).

Table 1: Main destinations of Year 12 completers from 2005, by sex, Queensland 2006 and 2010

Main destination	MALES				FEMALES				TOTAL			
	2006		2010		2006		2010		2006		2010	
	no.	%	no.	%	no.	%	no.	%	no.	%	no.	%
University (degree+)	4 498	30.4	3 036	20.5	6 880	42.5	4 249	26.2	11 378	36.7	7 285	23.5
VET												
VET Cert IV+	1 019	6.9	492	3.3	1 191	7.4	749	4.6	2 210	7.1	1 241	4.0
VET Cert III	202	1.4	123	0.8	497	3.1	238	1.5	699	2.3	361	1.2
VET Cert I–II/other	593	4.0	430	2.9	683	4.2	396	2.4	1 276	4.1	826	2.7
Apprentice	2 454	16.6	1 119	7.6	333	2.1	164	1.0	2 787	9.0	1 283	4.1
Trainee	640	4.3	271	1.8	1 236	7.6	338	2.1	1 876	6.1	609	2.0
VET Total	4 908	33.2	2 436	16.5	3 940	24.3	1 884	11.6	8 848	28.6	4 320	13.9
Working												
Working full-time	2 137	14.5	7 027	47.5	1 874	11.6	6 364	39.3	4 011	12.9	13 391	43.2
Working part-time	1 988	13.4	1 308	8.8	2 452	15.1	2 244	13.8	4 440	14.3	3 552	11.5
Working Total	4 125	27.9	8 336	56.4	4 326	26.7	8 607	53.1	8 451	27.3	16 943	54.7
Seeking work	980	6.6	654	4.4	799	4.9	686	4.2	1 779	5.7	1 339	4.3
NILFET	276	1.9	326	2.2	257	1.6	776	4.8	533	1.7	1 102	3.6
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

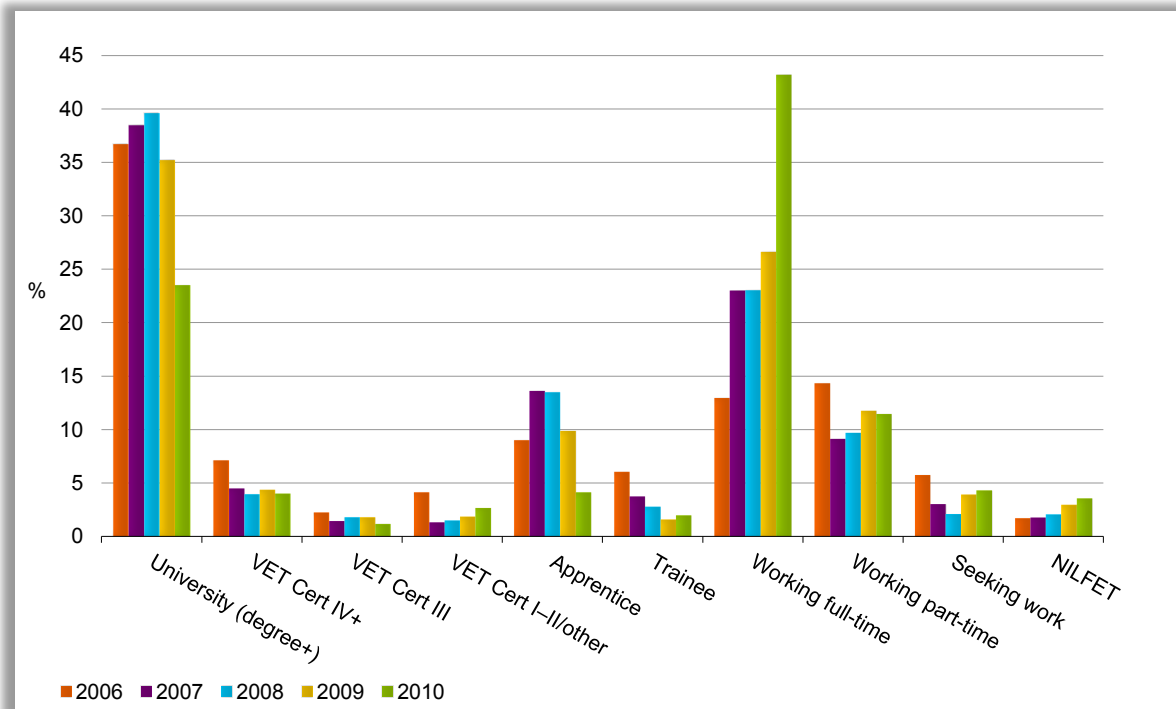


Main destinations 2006–2010

Figure 2 shows year to year changes in the main destinations of 2005 Year 12 completers for 2006 to 2010. The comparison of results reveals noticeable changes in the main destination pathways of young people over this period.

The data suggests that five years after finishing school, more and more young people are completing their post-school education and training and moving into full-time work. This is highlighted by the decreases in university and apprenticeships in 2009 and 2010, and the corresponding increase in working full-time, as young people complete what are usually three to four year programs.

Figure 2: Main destinations of Year 12 completers from 2005, Queensland 2006–2010



Destinations in 2006 compared to 2010

Table 2 shows the main destination of young people in 2006 (rows) compared with their main destination in 2010 (columns). The shaded cells represent those who were in the same main destination in 2006 and 2010. To better reflect the longer term pathways of 2005 Year 12 completers, those young people who initially deferred university study in 2006 are shown as a separate group.

The findings show diverse pathways, with only 7355 young people (23.7 per cent of all young people) in the same main destination four years later. Those who were working full-time or at university in 2006 were the most likely to be in the same destination in 2010 (57.6 per cent and 40.0 per cent respectively). It should be noted that although these young people were in the same main destinations in 2006 and 2010, it does not necessarily indicate that they were in the same course/job, or had been in the same main destination in the intervening years.

Aside from the 11 378 young people undertaking university in 2006, 40.0 per cent of who were continuing university study in 2010, the most likely transition for the remaining survey respondents was to working full-time in 2010.



Young people completing an apprenticeship in 2006 had the largest proportion make the transition to full-time work in 2010 (75.5 per cent). Trainees and campus-based VET students from 2006 also had large proportions transition to full-time work in 2010 (48.1 per cent of trainees, 47.5 per cent of VET Certificate IV+ students, 43.6 per cent of VET Certificate III students and 30.5 per cent of VET Certificate I-II students). Of those who were initially at university, 33.5 per cent had transitioned to working full-time in 2010.

Table 2: 2006 Main destination of Year 12 completers from 2005 by 2010 main destination, Queensland

2006 Main destination		2010 MAIN DESTINATION										Total
		University (degree+)	VET Cert IV+	VET Cert III	VET Cert I-II/other	Apprentice	Trainee	Working full-time	Working part-time	Seeking work	NILFET	
University (degree)	no.	4 554	325	* 54	244	177	215	3 811	1 474	348	176	11 378
	%	40.0	2.9	*0.5	2.1	1.6	1.9	33.5	13.0	3.1	1.5	100.0
VET Cert IV+	no.	362	146	* 39	* 49	89	* 22	1 049	260	99	96	2 210
	%	16.4	6.6	*1.8	*2.2	4.0	*1.0	47.5	11.8	4.5	4.4	100.0
VET Cert III	no.	* 66	* 59	** 9	** 3	** 15	* 25	305	100	* 52	* 64	699
	%	*9.4	*8.5	**1.3	**0.4	**2.2	*3.6	43.6	14.4	*7.5	*9.1	100.0
VET Cert I-II/other	no.	246	* 52	* 30	* 57	98	* 44	390	196	82	82	1 276
	%	19.2	*4.1	*2.3	*4.5	7.6	*3.4	30.5	15.3	6.4	6.4	100.0
Apprentice	no.	* 61	102	* 19	66	156	* 26	2 105	106	90	* 54	2 787
	%	*2.2	3.7	*0.7	2.4	5.6	*0.9	75.5	3.8	3.2	*2.0	100.0
Trainee	no.	276	160	* 31	* 49	88	* 46	903	146	78	100	1 876
	%	14.7	8.5	*1.7	*2.6	4.7	*2.5	48.1	7.8	4.1	5.3	100.0
Working full-time	no.	248	101	* 52	125	219	69	1 655	224	82	100	2 874
	%	8.6	3.5	*1.8	4.4	7.6	2.4	57.6	7.8	2.9	3.5	100.0
Working part-time	no.	297	152	* 65	95	239	90	1 612	462	191	174	3 378
	%	8.8	4.5	*1.9	2.8	7.1	2.7	47.7	13.7	5.6	5.2	100.0
Seeking work	no.	90	* 57	* 40	* 54	103	* 29	604	278	190	145	1 590
	%	5.7	*3.6	*2.5	*3.4	6.4	*1.8	38.0	17.5	11.9	9.1	100.0
NILFET	no.	* 24	** 10	** 8	* 28	* 23	** 4	120	* 52	* 50	80	399
	%	*6.0	**2.6	**2.1	*6.9	*5.7	**1.0	30.1	*13.1	*12.5	20.0	100.0
Deferred	no.	1 062	76	** 13	* 57	77	* 39	836	253	79	* 31	2 522
	%	42.1	3.0	**0.5	*2.3	3.1	*1.5	33.2	10.0	3.1	*1.2	100.0
Total	no.	7 285	1 241	361	826	1 283	609	13 391	3 552	1 339	1 102	30 989
	%	23.5	4.0	1.2	2.7	4.1	2.0	43.2	11.5	4.3	3.6	100.0

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

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

Those who entered the labour force in 2006 were also most likely to be working full-time in 2010 (57.6 per cent of full-time workers, 47.7 per cent of part-time workers and 38.0 per cent of those seeking work).

Of the young people who deferred university study in 2006, 42.1 per cent were undertaking university study in 2010, with a further 33.2 per cent working full-time.

The findings also suggest young people had used their short-course study experience in 2006 to gain entrance into university or higher level VET courses. A total of 673 campus-based VET students from 2006 were at university in 2010, representing 19.2 per cent of VET Certificate I-II students, 9.4 per cent of VET Certificate III students and 16.4 per cent of VET IV+ students.

Furthermore, the majority of young people who were not studying or working in 2006 were engaged in study or work in 2010 (78.9 per cent of those seeking work and 67.4 per cent of those not in the labour force, education or training).



Occupations in 2006 and 2010

Table 3 presents the occupational groups of all 2005 Year 12 completers in employment. This table presents another view of the transition from school to post-school education and training, and employment made by young people.

In 2006, 50.5 per cent of young people were employed in two occupational groups – Sales Assistants and Food Handlers. The annual *Next Step* survey shows that these two occupational groups are consistently the areas of employment most likely to be undertaken by Year 12 completers in the initial year after leaving school.

In 2010 the occupations of these young people had diversified across a broader range of occupational groups with only 15.7 per cent of young people working as Sales Assistants and Food Handlers.

Table 3: Occupational group of Year 12 completers from 2005 in employment, Queensland 2006 and 2010

Occupational group	YEAR			
	2006		2010	
	no.	%	no.	%
Clerk/receptionist/secretary	2 004	8.6	3 602	13.7
Sales assistant	8 205	35.3	3 575	13.6
Accounting, finance, and management	238	1.0	2 746	10.5
Health, fitness, hair and beauty worker	732	3.2	2 180	8.3
Childcare/education related worker	704	3.0	1 970	7.5
Building and construction skilled worker	1 120	4.8	1 943	7.4
Electrical and electronics trade	700	3.0	1 131	4.3
Marketing and sales representative	339	1.5	879	3.3
Waiter/waitress	1 360	5.9	775	3.0
Food, hospitality and tourism	316	1.4	733	2.8
Government and defence	161	0.7	698	2.7
Engineering and science related worker	320	1.4	651	2.5
Metal and engineering trades	131	0.6	646	2.5
Gardener, farmer, animal worker	548	2.4	572	2.2
Food handler	3 281	14.1	552	2.1
Media, the arts and printing	137	0.6	517	2.0
Factory and machine worker	325	1.4	488	1.9
Drivers and transport	124	0.5	487	1.9
Labourer	888	3.8	482	1.8
Motor vehicle service and repair	583	2.5	447	1.7
Computing and IT	99	0.4	350	1.3
Storeperson	494	2.1	315	1.2
Social, welfare and security	*38	*0.2	211	0.8
Cleaner	171	0.7	184	0.7
Other	199	0.9	128	0.5
Total	23 218	100.0	26 264	100.0

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



Pathways

University

University students in 2006: where were they in 2010?

The 2006 *Next Step* survey, as presented in Table 2, found that 11 378 or 36.7 per cent of Year 12 completers from 2005 were undertaking a university degree. Figure 3 shows the main destinations of this group of young people when contacted in 2010.

Figure 3: Main destinations of 2006 university students, Queensland 2010

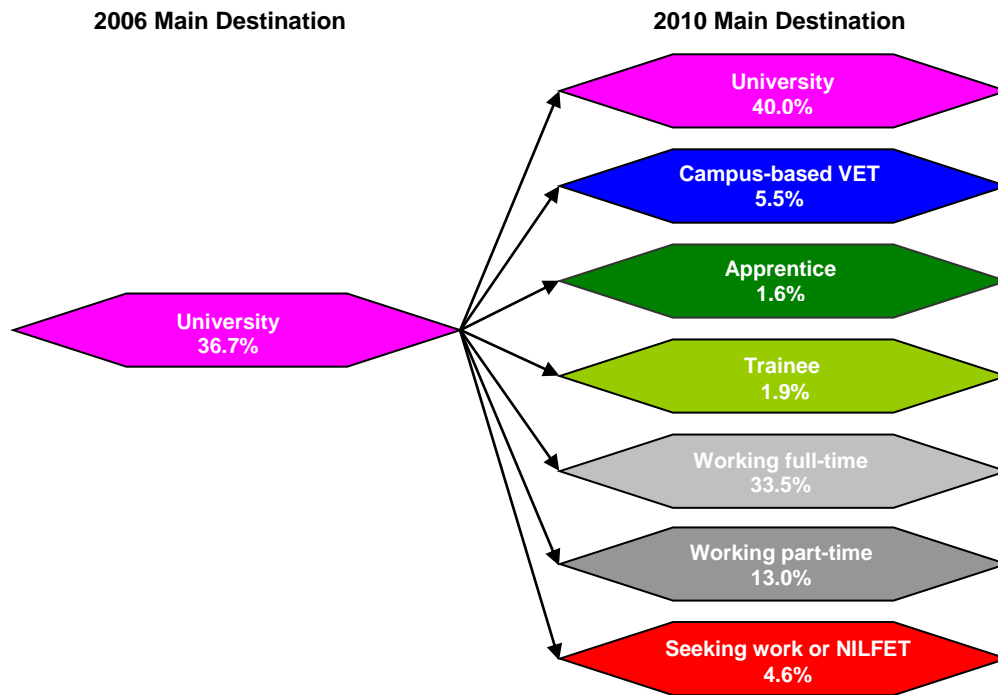


Table 4 reports the main destinations in 2010 of young people who were undertaking university in 2006 by selected key characteristics.

Table 4: Main destinations of 2006 university students by selected key characteristics, Queensland 2010

Key characteristic	MAIN DESTINATION IN 2010							Total	
	University	Campus-based VET	Apprentice	Trainee	Working full-time	Working part-time	Seeking work or NILFET	no.	%
Male	41.3	5.9	3.4	2.4	31.4	11.0	4.5	4 498	100.0
Female	39.2	5.2	*0.4	1.6	34.8	14.2	4.6	6 880	100.0
South East Queensland	42.9	5.2	1.3	1.5	31.2	13.5	4.3	8 570	100.0
Regional Queensland	31.3	6.2	*2.3	3.0	40.6	11.2	5.4	2 808	100.0
Indigenous	50.6	**2.6	-	-	*34.0	*12.8	-	114	100.0
Non-Indigenous	39.9	5.5	1.6	1.9	33.5	13.0	4.7	11 264	100.0
Highest SES quartile ^a	45.7	4.2	*0.9	*1.7	31.3	12.0	4.2	3 980	100.0
Second highest SES quartile ^a	39.4	5.5	*1.5	2.7	31.2	14.2	5.5	2 935	100.0
Second lowest SES quartile ^a	36.1	7.2	*2.3	*1.8	35.7	12.7	4.1	2 435	100.0
Lowest SES quartile ^a	33.9	5.4	*2.1	*1.3	39.0	13.8	4.5	1 928	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.

- Nil or rounded to zero.

^a Excludes respondents for whom socioeconomic status could not be determined. Socioeconomic status based on residential address at the time of the 2006 *Next Step* survey.



University students in 2009: where were they in 2010?

Students who were undertaking a university course in 2009 were asked to indicate if they were undertaking the same course when contacted in 2010, which is shown in Table 5.

Table 5: Course status of 2009 university students, Queensland 2010

Course status	no.	%
Undertaking same course in 2010	5 192	47.8
Not undertaking same course in 2010	5 678	52.2
Total	10 870	100.0

Table 6 displays the main destinations of the 5678 young people who, in 2010, were no longer undertaking the university course they were completing in 2009.

Table 6: Main destinations of 2009 university students no longer undertaking same course, by course completion, Queensland 2010

Not doing the same 2009 course in 2010	MAIN DESTINATION IN 2010							Total	
	University	Campus-based VET	Apprentice or trainee	Working full-time	Working part-time	Seeking work or NILFET	no.	%	
	%	%	%	%	%	%			
2009 Course completed	12.5	4.0	2.4	47.7	25.1	8.3	4 848	100.0	
2009 Course not completed	27.1	*5.7	*6.3	31.2	19.0	10.7	829	100.0	
Total	14.6	4.3	3.0	45.2	24.2	8.7	5 678	100.0	

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



Campus-based VET

Campus-based VET students in 2006: where were they in 2010?

The 2006 *Next Step* survey, as presented in Table 2, found that 4185 or 13.5 per cent of Year 12 completers from 2005 were undertaking a campus-based VET program. Figure 4 shows the main destinations of this group of young people when contacted in 2010.

Figure 4: Main destinations of 2006 campus-based VET students, Queensland 2010

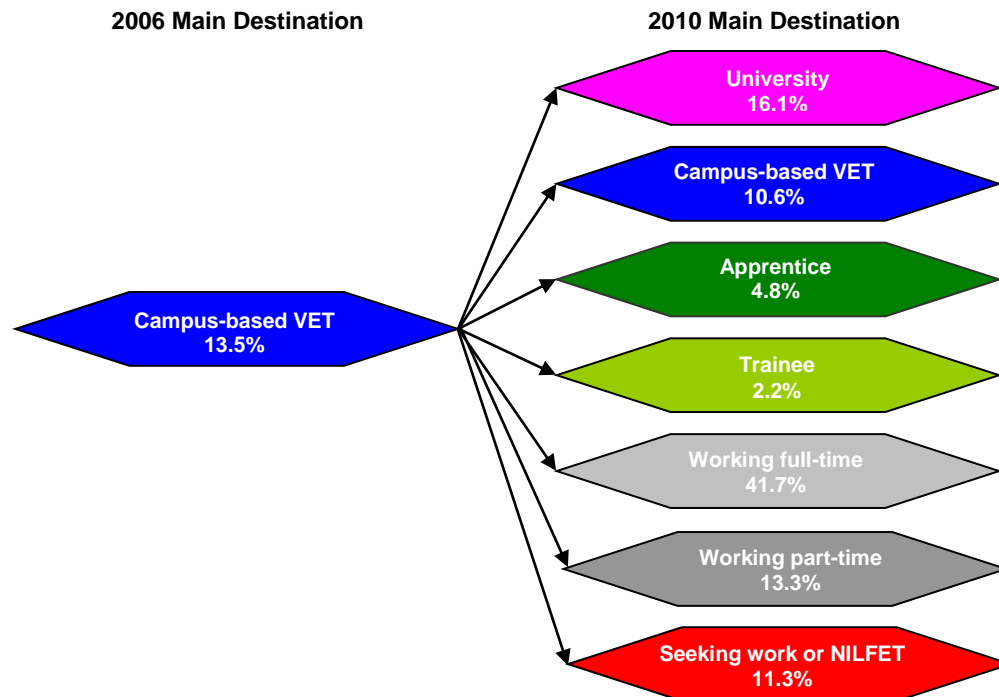


Table 7 reports the main destinations in 2010 of young people who were undertaking campus-based VET programs in 2006 by selected key characteristics.

Table 7: Main destinations of 2006 campus-based VET students by selected key characteristics, Queensland 2010

Key characteristic	MAIN DESTINATION IN 2010							Total	
	University	Campus-based VET	Apprentice	Trainee	Working full-time	Working part-time	Seeking work or NILFET	no.	%
	%	%	%	%	%	%	%		
Male	14.4	8.5	8.3	*2.0	47.1	11.7	7.9	1 814	100.0
Female	17.4	12.2	*2.2	*2.3	37.5	14.5	14.0	2 371	100.0
South East Queensland	16.9	11.2	4.9	2.2	44.3	12.5	8.0	3 111	100.0
Regional Queensland	13.7	9.0	*4.5	*2.2	34.2	15.4	21.0	1 074	100.0
Indigenous	**8.1	*19.8	-	**4.2	*30.2	**10.2	*27.5	78	100.0
Non-Indigenous	16.2	10.4	4.9	2.1	41.9	13.3	11.0	4 107	100.0
Highest SES quartile ^a	19.7	12.3	*5.6	*1.7	42.1	11.1	7.5	1 015	100.0
Second highest SES quartile ^a	20.4	8.0	*5.8	*1.7	46.2	7.9	10.0	1 030	100.0
Second lowest SES quartile ^a	15.3	9.1	*4.7	*3.9	40.4	16.6	9.9	989	100.0
Lowest SES quartile ^a	9.5	13.0	*3.5	*1.5	38.2	17.1	17.2	1 130	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.

- Nil or rounded to zero.

^a Excludes respondents for whom socioeconomic status could not be determined. Socioeconomic status based on residential address at the time of the 2006 *Next Step* survey.



Campus-based VET students in 2009: where were they in 2010?

Students who were undertaking a campus-based VET course in 2009 were asked to indicate if they were undertaking the same course when contacted in 2010, which is shown in Table 8.

Table 8: Course status of 2009 campus-based VET students, Queensland 2010

Course status	no.	%
Undertaking same course in 2010	663	27.1
Not undertaking same course in 2010	1 787	72.9
Total	2 450	100.0

Table 9 displays the main destinations of the 1787 young people who, in 2010, were no longer undertaking the campus-based VET course they were completing in 2009.

Table 9: Main destinations of 2009 campus-based VET students no longer undertaking same course, by course completion, Queensland 2010

Not doing the same 2009 course in 2010	MAIN DESTINATION IN 2010							Total	
	University	Campus-based VET	Apprentice or trainee	Working full-time	Working part-time	Seeking work or NILFET			
	%	%	%	%	%	%	no.	%	
2009 Course completed	9.4	13.2	5.9	46.0	16.3	9.3	1 304	100.0	
2009 Course not completed	*9.7	*8.6	*2.4	45.7	15.3	18.2	483	100.0	
Total	9.5	12.0	4.9	45.9	16.0	11.7	1 787	100.0	

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



Apprenticeships

Apprentices in 2006: where were they in 2010?

The 2006 *Next Step* survey, as presented in Table 2, found that 2787 or 9.0 per cent of Year 12 completers from 2005 were undertaking an apprenticeship. Figure 5 shows the main destinations of this group of young people when contacted in 2010.

Figure 5: Main destinations of 2006 apprentices, Queensland 2010

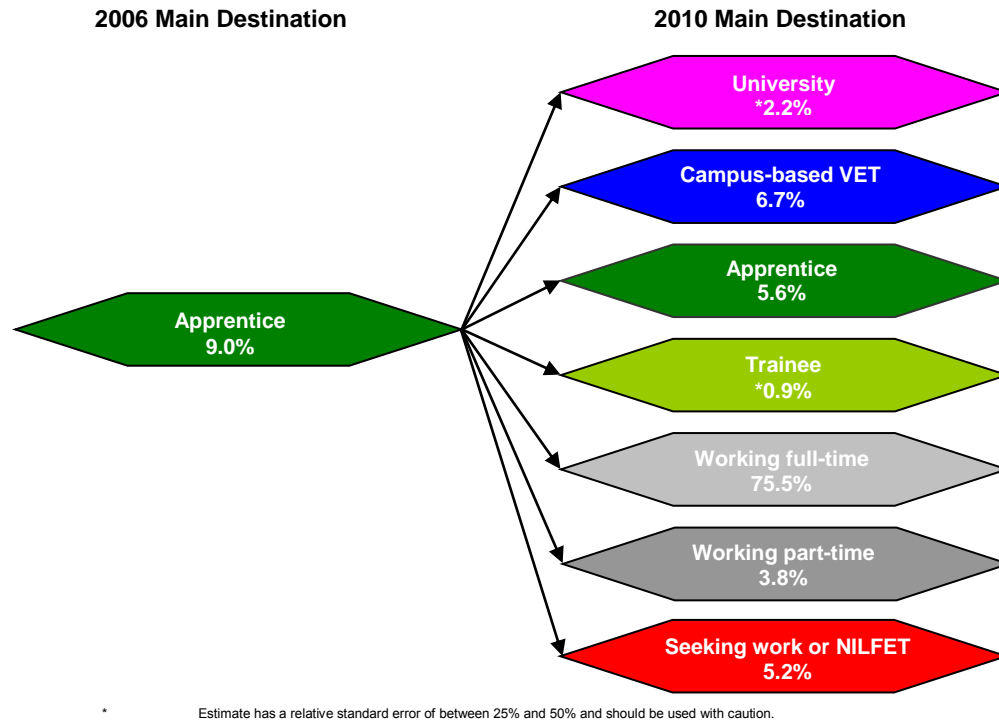


Table 10 reports the main destinations in 2010 of young people who were undertaking an apprenticeship in 2006 by selected key characteristics.

Table 10: Main destinations of 2006 apprentices, selected by key characteristics, Queensland 2010

Key characteristic	MAIN DESTINATION IN 2010								Total no.	%
	University	Campus-based VET	Apprentice	Trainee	Working full-time	Working part-time	Seeking work or NILFET			
	%	%	%	%	%	%	%			
Male	*1.9	6.5	6.2	**0.4	77.7	*2.4	4.9		2 454	100.0
Female	**4.6	*8.4	**1.0	**4.8	59.8	*14.0	*7.4		333	100.0
South East Queensland	*2.5	5.8	6.1	**0.5	75.7	*4.3	5.2		1 537	100.0
Regional Queensland	*1.9	7.8	*5.1	*1.5	75.3	*3.2	*5.2		1 250	100.0
Indigenous	**5.3	**3.7	**8.0	-	*70.9	**8.4	**3.7		*44	100.0
Non-Indigenous	*2.1	6.8	5.6	*0.9	75.6	3.7	5.2		2 743	100.0
Highest SES quartile ^a	*2.6	*5.8	*9.4	**2.1	72.5	**2.4	*5.1		533	100.0
Second highest SES quartile ^a	*2.1	*5.6	*4.0	-	80.7	*4.6	*2.9		606	100.0
Second lowest SES quartile ^a	*3.4	*4.1	*6.1	**0.9	74.7	*4.2	*6.4		808	100.0
Lowest SES quartile ^a	**0.8	10.2	*3.9	**0.8	74.7	*3.7	*5.8		828	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.

- Nil or rounded to zero.

^a Excludes respondents for whom socioeconomic status could not be determined. Socioeconomic status based on residential address at the time of the 2006 *Next Step* survey.



Apprentices in 2009: where were they in 2010?

Young people who were undertaking an apprenticeship in 2009 were asked to indicate if they were undertaking the same apprenticeship when contacted in 2010, which is shown in Table 11.

Table 11: Apprenticeship status of 2009 apprentices, Queensland 2010

Apprenticeship status	no.	%
Undertaking same apprenticeship in 2010	880	28.7
Not undertaking same apprenticeship in 2010	2 182	71.3
Total	3 063	100.0

Table 12 displays the main destinations of the 2182 young people who, in 2010, were no longer undertaking the apprenticeship they were completing in 2009.

Table 12: Main destinations of 2009 apprentices no longer undertaking same apprenticeship, by course completion, Queensland 2010

<i>Not doing the same 2009 apprenticeship in 2010</i>	MAIN DESTINATION IN 2010						Total	
	<i>University or Campus-based VET</i>	<i>Apprentice or trainee</i>	<i>Working full-time</i>	<i>Working part-time</i>	<i>Seeking work or NILFET</i>	no.	%	
	%	%	%	%	%			
2009 Apprenticeship completed	6.8	*1.0	84.7	*3.1	4.5	2 067	100.0	
2009 Apprenticeship not completed	**13.8	*15.2	*52.5	**6.0	**12.5	115	100.0	
Total	7.2	*1.7	83.0	3.2	4.9	2 182	100.0	

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

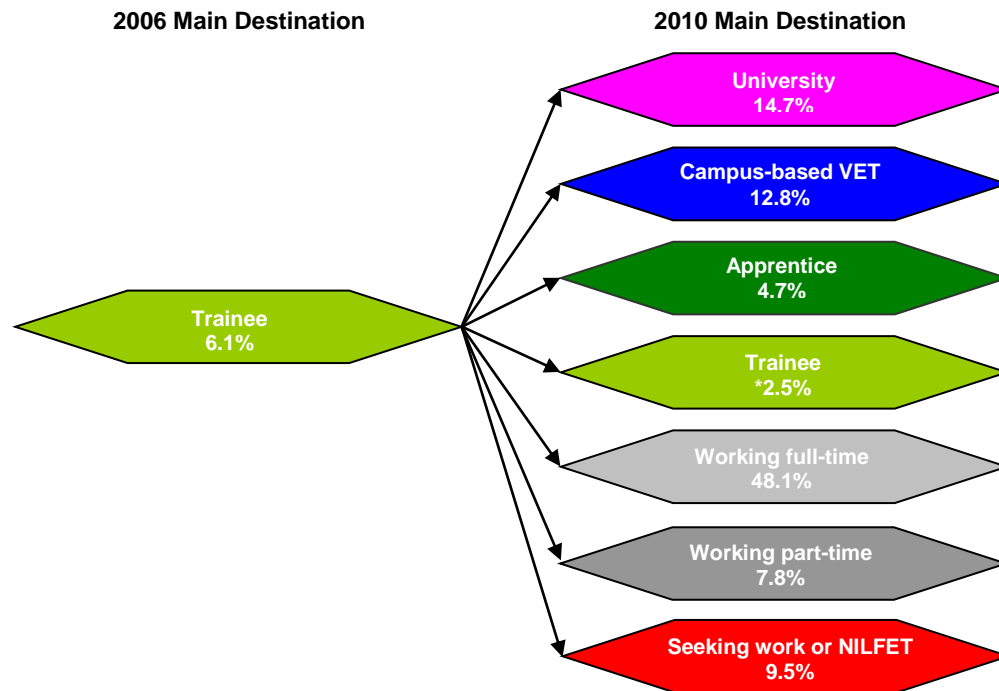


Traineeships

Trainees in 2006: where were they in 2010?

The 2006 *Next Step* survey, as presented in Table 2, found that 1876 or 6.1 per cent of Year 12 completers from 2005 were undertaking a traineeship. Figure 6 shows the main destinations of this group of young people when contacted in 2010.

Figure 6: Main destinations of 2006 trainees, Queensland 2010



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

Table 13 reports the main destinations in 2010 of young people who were undertaking a traineeship in 2006 by selected key characteristics.

Table 13: Main destinations of 2006 trainees, by selected key characteristics, Queensland 2010

Key characteristic	MAIN DESTINATION IN 2010							Total	
	University	Campus-based VET	Apprentice	Trainee	Working full-time	Working part-time	Seeking work or NILFET	no.	%
	%	%	%	%	%	%	%		
Male	14.8	11.9	10.4	*3.8	48.5	*3.7	*6.8	640	100.0
Female	14.7	13.2	*1.8	*1.7	47.9	9.9	10.8	1 236	100.0
South East Queensland	13.0	14.2	*4.6	*2.5	47.5	8.2	10.0	923	100.0
Regional Queensland	16.4	11.4	*4.8	*2.4	48.7	7.3	9.0	953	100.0
Indigenous	**13.6	**5.2	-	-	**36.5	**15.7	**29.0	*31	100.0
Non-Indigenous	14.7	12.9	4.8	*2.5	48.3	7.6	9.1	1 845	100.0
Highest SES quartile ^a	*13.6	*18.7	**4.3	**2.9	47.1	*7.3	*6.2	279	100.0
Second highest SES quartile ^a	19.6	*11.3	*4.4	**3.3	46.0	*4.4	*11.0	456	100.0
Second lowest SES quartile ^a	13.3	12.3	*6.0	**2.3	46.2	*9.3	*10.6	569	100.0
Lowest SES quartile ^a	12.9	*11.6	*3.8	*1.7	52.1	*9.2	*8.7	570	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.

- Nil or rounded to zero.

^a Excludes respondents for whom socioeconomic status could not be determined. Socioeconomic status based on residential address at the time of the 2006 *Next Step* survey.



Trainees in 2009: where were they in 2010?

Young people who were undertaking a traineeship in 2009 were asked to indicate if they were undertaking the same traineeship when contacted in 2010, which is shown in Table 14.

Table 14: Traineeship status of 2009 trainees, Queensland 2010

Traineeship status	no.	%
Undertaking same traineeship in 2010	97	20.1
Not undertaking same traineeship in 2010	387	79.9
Total	484	100.0

Table 15 displays the main destinations of the 387 young people who, in 2010, were no longer undertaking the traineeship they were completing in 2009.

Table 15: Main destinations of 2009 trainees no longer undertaking same traineeship, by course completion, Queensland 2010

Not doing the same 2009 traineeship in 2010	MAIN DESTINATION IN 2010						Total	
	University or Campus-based VET	Apprentice or trainee	Working full-time	Working part-time	Seeking work or NILFET			
	%	%	%	%	%	no.	%	
2009 Traineeship completed	*16.3	**2.3	67.7	*10.3	**3.5	300	100.0	
2009 Traineeship not completed	**14.9	**4.4	*56.7	**12.5	**11.4	87	100.0	
Total	*16.0	**2.8	65.2	*10.8	*5.2	387	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.



Full-time work

Working full-time and not studying in 2006: where were they in 2010?

The 2006 *Next Step* survey, as presented in Table 2, found that 2874 or 9.3 per cent of Year 12 completers from 2005 were working full-time as their main destination. Figure 7 shows the main destinations of this group of young people when contacted in 2010.

Figure 7: Main destinations of 2006 full-time workers, Queensland 2010

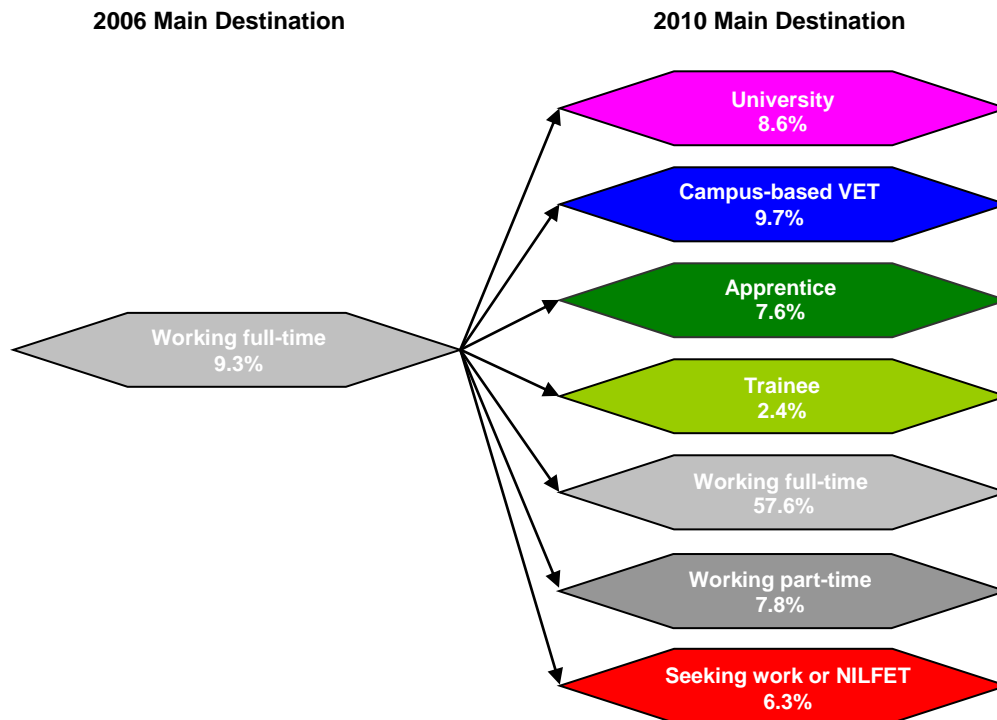


Table 16 reports the main destinations in 2010 of young people who were working full-time in 2006 by selected key characteristics.

Table 16: Main destinations of 2006 full-time workers, by selected key characteristics, Queensland 2010

Key characteristic	MAIN DESTINATION IN 2010							Total	
	University	Campus-based VET	Apprentice	Trainee	Working full-time	Working part-time	Seeking work or NILFET		
	%	%	%	%	%	%	%	no.	%
Male	7.0	5.8	13.2	*1.9	60.4	7.7	*4.0	1 605	100.0
Female	10.6	14.5	**0.5	*3.0	54.0	7.9	9.3	1 269	100.0
South East Queensland	9.4	11.1	5.8	*3.4	56.7	7.9	5.7	1 819	100.0
Regional Queensland	7.3	7.3	10.8	**0.7	59.0	7.6	7.4	1 055	100.0
Indigenous	**5.5	**5.7	**5.2	-	65.2	**5.5	**12.9	81	100.0
Non-Indigenous	8.7	9.8	7.7	2.5	57.3	7.8	6.1	2 793	100.0
Highest SES quartile ^a	*11.8	*7.3	*7.1	*4.6	58.4	*6.6	*4.3	441	100.0
Second highest SES quartile ^a	*5.2	9.6	12.7	*4.2	54.0	*8.3	*6.0	728	100.0
Second lowest SES quartile ^a	8.6	8.5	*3.9	**1.5	61.3	*7.1	9.1	801	100.0
Lowest SES quartile ^a	9.3	12.2	*7.2	**0.8	56.5	8.7	*5.3	885	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.

- Nil or rounded to zero.

^a Excludes respondents for whom socioeconomic status could not be determined. Socioeconomic status based on residential address at the time of the 2006 *Next Step* survey.



Working full-time and not studying in 2009: where were they in 2010?

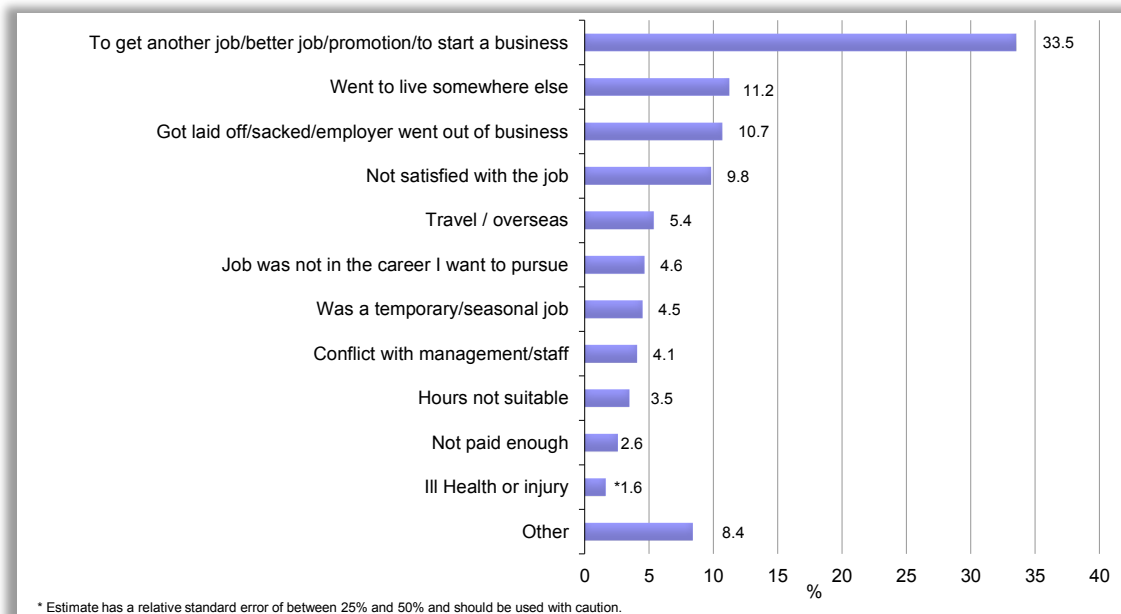
Young people who were working full-time as their main destination in 2009 were asked to indicate if they were continuing in the same employment when contacted in 2010, which is shown in Table 17.

Table 17: Employment status of 2009 full-time workers, Queensland 2010

Employment status	no.	%
Continuing in same employment in 2010	5 037	65.7
Not continuing in same employment in 2010	2 629	34.3
Total	7 666	100.0

An examination of the main reasons for not continuing in the same employment given by young people who were working full-time as their main destination in 2009 but were not in the same employment in 2010 is shown in Figure 8.

Figure 8: Main reason for not undertaking same employment of 2009 full-time workers, Queensland 2010





Part-time work

Working part-time and not studying in 2006: where were they in 2010?

The 2006 *Next Step* survey, as presented in Table 2, found that 3378 or 10.9 per cent of Year 12 completers from 2005 were working part-time as their main destination. Figure 9 shows the main destinations of this group of young people when contacted in 2010.

Figure 9: Main destinations of 2006 part-time workers, Queensland 2010

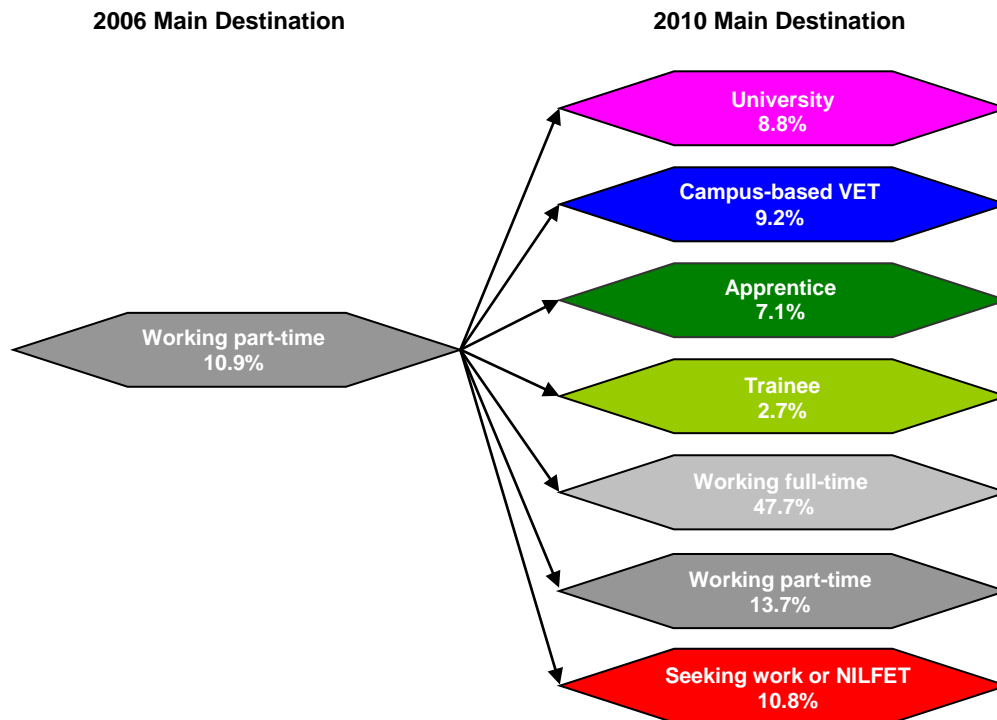


Table 18 reports the main destinations in 2010 of young people who were working full-time in 2006 by selected key characteristics.

Table 18: Main destinations of 2006 part-time workers, by selected key characteristics, Queensland 2010

Key characteristic	MAIN DESTINATION IN 2010							Total	no.	%
	University	Campus-based VET	Apprentice	Trainee	Working full-time	Working part-time	Seeking work or NILFET			
	%	%	%	%	%	%	%			
Male	9.1	8.5	13.3	*1.5	47.6	10.5	9.4	1 614	100.0	
Female	8.5	9.9	*1.4	*3.8	47.8	16.6	12.1	1 763	100.0	
South East Queensland	8.9	8.9	7.9	*2.7	46.9	14.1	10.6	2 278	100.0	
Regional Queensland	8.5	10.0	*5.4	*2.7	49.4	12.9	11.2	1 100	100.0	
Indigenous	**5.6	*16.7	**5.2	-	39.4	*12.3	*20.7	176	100.0	
Non-Indigenous	9.0	8.8	7.2	2.8	48.2	13.8	10.3	3 202	100.0	
Highest SES quartile ^a	11.0	12.8	*9.0	*5.7	41.9	*10.3	*9.3	609	100.0	
Second highest SES quartile ^a	*6.8	8.8	*8.0	*2.2	47.0	14.0	13.2	808	100.0	
Second lowest SES quartile ^a	10.9	9.9	*5.0	*3.8	53.1	10.1	7.2	977	100.0	
Lowest SES quartile ^a	7.0	6.7	7.2	-	46.6	19.1	13.3	983	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.

- Nil or rounded to zero.

^a Excludes respondents for whom socioeconomic status could not be determined. Socioeconomic status based on residential address at the time of the 2006 *Next Step* survey.



Working part-time and not studying in 2009: where were they in 2010?

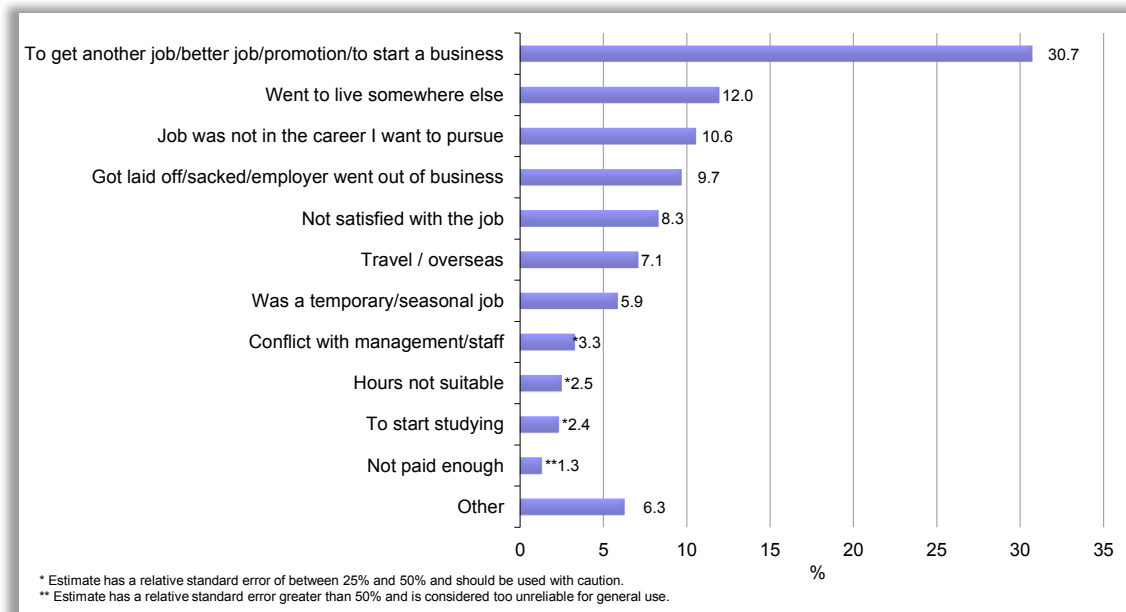
Young people who were working part-time as their main destination in 2009 were asked to indicate if they were continuing in the same employment when contacted in 2010, which is shown in Table 19.

Table 19: Employment status of 2009 part-time workers, Queensland 2010

Employment status	no.	%
Continuing in same employment in 2010	1 889	60.6
Not continuing in same employment in 2010	1 228	39.4
Total	3 116	100.0

An examination of the main reasons for not continuing in the same employment given by young people who were working part-time as their main destination in 2009 but were not in the same employment in 2010 is shown in Figure 10.

Figure 10: Main reason for not undertaking same employment of 2009 part-time workers, Queensland 2010



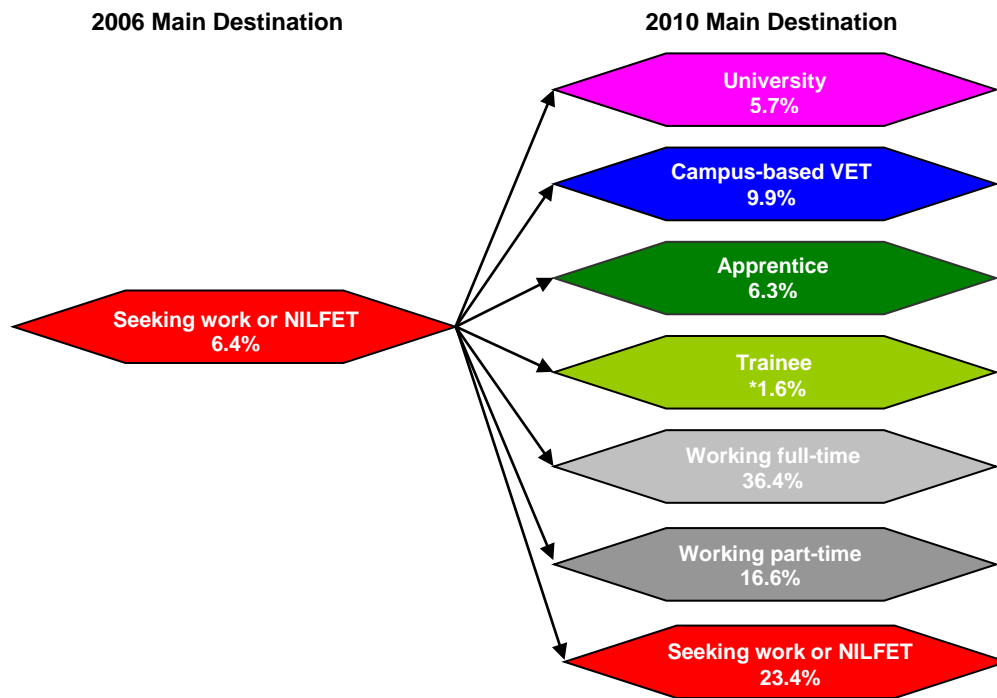


Not in education or training and not working

Not in education or training and not working in 2006: where were they in 2010?

The 2006 *Next Step* survey, as presented in Table 2, found that 1989 or 6.4 per cent of Year 12 completers from 2005 were not in education or training and not working. A large proportion of these young people were seeking work at the time of the 2006 *Next Step* survey. Figure 11 shows the main destinations of this group of young people when contacted in 2010.

Figure 11: Main destinations of young people not in education or training and not working in 2006, Queensland 2010



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

Table 20 reports the main destinations in 2010 of young people who were not in education or training and not working in 2006 by selected key characteristics.

Table 20: Main destinations of young people not in education or training and not working in 2006, by selected key characteristics, Queensland 2010

Key characteristic	MAIN DESTINATION IN 2010							Total	
	University	Campus-based VET	Apprentice	Trainee	Working full-time	Working part-time	Seeking work or NILFET	no.	%
	%	%	%	%	%	%	%		
Male	*5.6	7.9	9.7	**1.5	42.4	14.9	18.0	1 114	100.0
Female	*5.9	12.4	*2.0	**1.8	28.8	18.8	30.2	875	100.0
South East Queensland	7.1	9.6	6.4	*1.5	35.3	17.9	22.1	1 287	100.0
Regional Queensland	*3.2	10.4	*6.1	**1.8	38.5	14.3	25.7	702	100.0
Indigenous	-	-	**13.8	*4.6	**32.3	**13.8	*35.5	*35	100.0
Non-Indigenous	5.8	10.1	6.2	*1.6	36.5	16.7	23.2	1 953	100.0
Highest SES quartile ^a	*7.8	*7.8	*6.2	**1.4	37.2	*20.6	*19.0	283	100.0
Second highest SES quartile ^a	*5.5	*11.3	*5.1	**1.5	40.5	*13.0	23.1	472	100.0
Second lowest SES quartile ^a	*7.3	*11.7	*8.8	**1.3	31.6	19.4	19.9	541	100.0
Lowest SES quartile ^a	*3.4	*8.5	*5.2	**2.1	36.9	15.5	28.4	686	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.

- Nil or rounded to zero.

^a Excludes respondents for whom socioeconomic status could not be determined. Socioeconomic status based on residential address at the time of the 2006 *Next Step* survey.

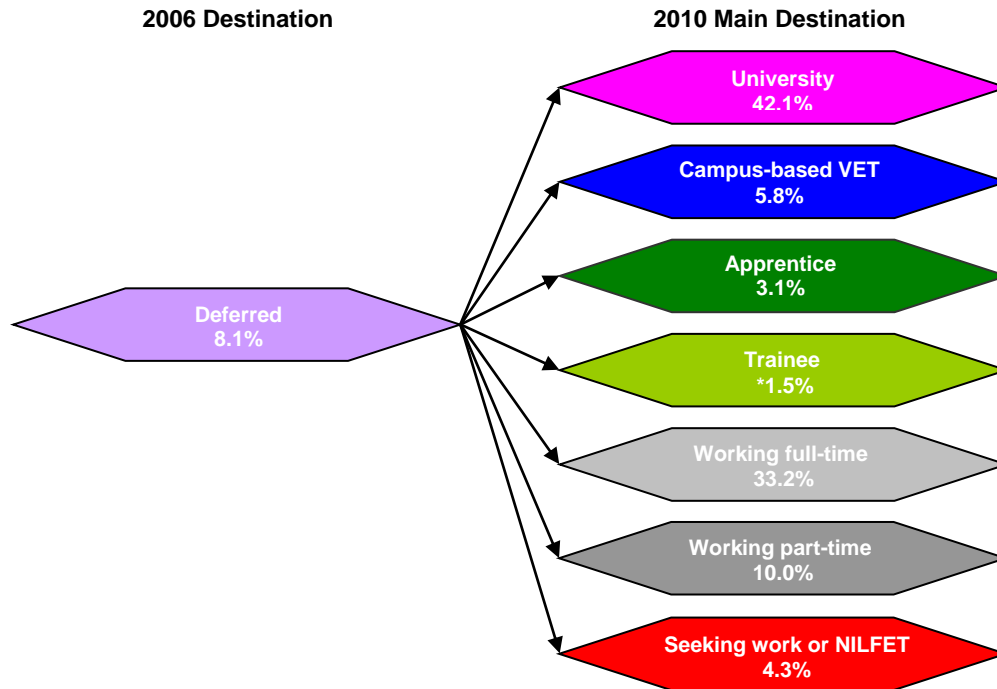


Deferrals

Deferrers in 2006: where were they in 2010?

The 2006 *Next Step* survey, as presented in Table 2, found that 2522 or 8.1 per cent of Year 12 completers from 2005 deferred university study in 2006. Figure 12 shows the main destinations of this group of young people when contacted in 2010.

Figure 12: Main destinations of 2006 deferrers, Queensland 2010



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

Table 21 reports the main destinations in 2010 of young people who deferred university study in 2006 by selected key characteristics.

Table 21: Main destinations of 2006 deferrers, by selected key characteristics, Queensland 2010

Key characteristic	MAIN DESTINATION IN 2010							Total	
	University	Campus-based VET	Apprentice	Trainee	Working full-time	Working part-time	Seeking work or NILFET	no.	%
	%	%	%	%	%	%	%		
Male	43.1	6.6	*6.1	*2.2	31.6	*5.5	*5.0	1 048	100.0
Female	41.4	5.2	**0.9	**1.1	34.3	13.3	*3.9	1 474	100.0
South East Queensland	43.1	4.8	*3.1	**0.5	33.0	10.3	5.1	1 458	100.0
Regional Queensland	40.7	7.1	*3.0	*2.9	33.4	9.7	*3.3	1 064	100.0
Indigenous	**9.1	**3.9	**3.9	-	*46.6	**23.5	**13.1	*42	100.0
Non-Indigenous	42.6	5.8	3.0	*1.6	32.9	9.8	4.2	2 481	100.0
Highest SES quartile ^a	47.0	*4.3	*4.6	**1.4	28.6	*9.8	*4.4	659	100.0
Second highest SES quartile ^a	41.8	*8.1	*3.4	**0.3	31.7	*10.4	*4.3	600	100.0
Second lowest SES quartile ^a	44.5	*4.1	*3.0	**1.4	35.6	*7.0	*4.3	648	100.0
Lowest SES quartile ^a	34.2	*6.5	**1.2	**2.3	36.6	14.3	*4.8	552	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.

- Nil or rounded to zero.

^a Excludes respondents for whom socioeconomic status could not be determined. Socioeconomic status based on residential address at the time of the 2006 *Next Step* survey.



Technical note

Survey methodology

The 2010 *Next Step* Longitudinal study was conducted by the Department of Education, Training and Employment through the Office of the Government Statistician (OGS), in accordance with the privacy provisions of the *Statistical Returns Act 1896* (Qld).

A stratified random sample of 13 175 students, who completed Year 12 in Queensland in 2005 and participated in the 2006 *Next Step* survey, agreed to participate in the *Next Step* Longitudinal study.

Responses were collected via computer-assisted telephone interviewing (CATI). The average time to complete the survey was just over six minutes.

At the close of the survey, all non-responding persons had received at least six attempts at contact.

Reliability of the estimates

The figures contained in this report are estimates based on a sample of 7639 young people who completed Year 12 in Queensland in 2005 and responded to the survey between 18 October and 24 November 2010. The figures in this report are subject to non-sampling and sampling errors.

Sampling error

Sampling error occurs because a sample of observations from the population is selected and not the entire population. If several different samples are selected from a population, the estimate derived from each sample is likely to be different. Sampling error reflects the difference between an estimate derived from a sample survey and the true value that would be obtained if the whole target population were surveyed, using the same questionnaires and procedures.

Estimates of sampling error

Sampling error is usually expressed as a standard error or a relative standard error.

Standard error

The standard error (SE) of an estimate is the standard deviation of the sampling distribution of the estimate. If the sample size is large enough, the distribution will be approximately normal. In a normal distribution 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.

Appendices 1 and 2 give approximate SEs for this survey, for general application to estimates on the 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 following is an example of the calculation and use of standard errors from Appendix 1. An estimated 600 young people were undertaking a traineeship five years after completing Year 12. Using the table of standard errors, this estimate of 600 has an SE of approximately 49.

Thus the figure of 600 from Appendix 1 means there is a 95 per cent chance that the number lies between $(600 - 1.96 \times 49)$ and $(600 + 1.96 \times 49)$, i.e. in the range 504 to 696.

Relative standard error

A standard error expressed as a percentage of the estimate is known as the 'relative standard error' (RSE). For example, if an estimate of 1000 persons (from Appendix 1) has a standard error of 63 then the estimate has a relative standard error of 6.3 per cent ($63 \div 1000 \times 100 = 6.3\%$). The RSE is a useful measure in that it provides an immediate indication of the percentage errors likely to have occurred due to sampling and thus avoids the need to refer also to the size of the estimate.



The size of the SE increases with the level of the estimate, so the larger the size of the estimate, the larger the SE. However, it should be noted that as the sampling estimate increases in size, 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 with large RSEs should be treated with caution. In this report, estimates with an RSE between 25 per cent and 50 per cent and have been indicated by an asterisk (*). Estimates with an RSE greater than 50 per cent have been indicated by a double asterisk (**).

Statistical significance

Care should be taken when comparing estimates within this report. Consideration needs to be given to estimates that appear significantly different to their respective RSEs to determine whether there really is a statistically significant difference. 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:

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

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 22.2 per cent of all responses. It is possible that some answers supplied by proxies may be different to what would have been stated by the young persons themselves. Therefore, it should be noted that although it is estimated this error is small, its impact has not been quantified.

Response rate

There were 8640 Year 12 completers from 2005 on the survey frame who agreed in 2009 to be contacted again in 2010. Of these 7639 responded to the survey representing a response rate of 88.4 per cent.

Data editing

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

Effects of rounding

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



Appendices

Appendix 1 – Standard errors of estimate of Year 12 completers from 2005, 2010

Size of Estimate (no. of persons)	Standard Error	Relative Standard Error (%)	95% Confidence Interval	
			Lower Limit	Upper Limit
30	12	38.5	7	53
50	15	29.9	21	79
100	21	21.0	59	141
200	30	14.8	142	258
300	36	12.0	229	371
400	41	10.2	320	480
500	46	9.2	409	591
600	49	8.2	504	696
700	53	7.6	596	804
800	57	7.1	688	912
900	59	6.6	783	1 017
1 000	63	6.3	877	1 123
2 000	80	4.0	1 843	2 157
3 000	102	3.4	2 800	3 200
4 000	120	3.0	3 767	4 233
5 000	125	2.5	4 752	5 248
6 000	138	2.3	5 735	6 265
7 000	147	2.1	6 711	7 289
8 000	160	2.0	7 689	8 311
9 000	171	1.9	8 671	9 329
10 000	170	1.7	9 657	10 343
15 000	195	1.3	14 632	15 368
20 000	160	0.8	19 672	20 328
25 000	100	0.4	24 788	25 212
29 000	29	0.1	28 928	29 072

Estimates with a relative standard error between 25 per cent and 50 per cent should be used with caution and are indicated by an asterisk (*) throughout this report.

Estimates with a relative standard error greater than 50 per cent are considered too unreliable for general use and are indicated by a double asterisk (**) throughout this report.



Appendix 2 – Standard errors of estimate of Indigenous Year 12 completers from 2005, 2010

Size of Estimate (no. of persons)	Standard Error	Relative Standard Error (%)	95% Confidence Interval	
			Lower Limit	Upper Limit
20	8	40.3	4	36
40	11	27.7	18	62
60	13	21.9	34	86
80	16	19.4	50	110
100	18	17.7	65	135
150	20	13.3	111	189
200	23	11.7	154	246
250	25	10.0	201	299
300	25	8.4	251	349
350	23	6.7	304	396
400	20	5.0	361	439
450	15	3.4	420	480

Estimates with a relative standard error between 25 per cent and 50 per cent should be used with caution and are indicated by an asterisk (*) throughout this report.

Estimates with a relative standard error greater than 50 per cent are considered too unreliable for general use and are indicated by a double asterisk (**) throughout this report.



Appendix 3 – Main destination categorisations

Higher Education	
University (degree) ^a	Studying at degree level or higher (e.g. Graduate Certificate, Masters Degree).
VET categories	
VET Cert IV+ ^a	Studying Certificate IV, Diploma or Advanced Diploma (excluding apprentices and trainees).
VET Cert III ^a	Studying Certificate III (excluding apprentices and trainees).
VET Cert I-II/other ^a	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. short courses) and with an unknown course level.
Apprentice	Employment-based apprenticeship.
Trainee	Employment-based traineeship.
No further education or training	
Working full-time	Working full-time (35 hours or more per week) and not in an education 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 an education or training destination.
Seeking work	Looking for work and not in an education or training destination.
NILFET	Not in education or training, not working and not looking for work.

^a Some students are also in the labour market.



Appendix 4 – Queensland Statistical Divisions, ABS, 2009

