



nextstep

Longitudinal study 2009

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



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post-school transitions of
Queensland's Year 12
completers from 2005**

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

Toward 
Tomorrow's Queensland

 **Queensland**
Government

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Queensland Catholic Education Commission

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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 annually tracks, 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 study 2009 documents the study and work pathways of young people in their fourth year since they completed Year 12.

The data was collected via a telephone survey conducted by the Office of the Government Statistician between 10 August and 11 September 2009. A total of 8646 responses were received, representing a response rate of 92.4 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. Four years after completing Year 12, the key findings for the 2005 cohort are:

- 92.8 per cent of young people were engaged in 'learning or earning' (Table 1)
 - 34.6 per cent were studying at university compared to 36.7 per cent six months after completing Year 12 (Table 1)
 - 19.3 per cent were undertaking VET study compared to 28.6 per cent six months after completing Year 12 (Table 1)
 - 27.2 per cent were working full-time compared to 12.9 per cent six months after completing Year 12 (Table 1)
- young people who were studying a university degree or were apprentices, six months after leaving school, were the least likely to be disengaged from 'learning or earning' after four years (3.7 per cent and 4.1 per cent respectively) (Table 2)
- the next least likely to be disengaged from 'learning or earning' were young people who, six months after leaving school, were either working full-time or trainees (7.3 per cent and 7.9 per cent respectively), followed by young people who were studying campus-based VET or working part-time (both 9.0 per cent) (Table 2)
- 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 (20.2 per cent) (Figure 8)
- of those young people who initially deferred university study after leaving school, over half (53.6 per cent) were at university four years later, while another 43.2 per cent were on an alternative 'learning or earning' pathway (Figure 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 four years after leaving school (Tables 3 - 13)
 - young people from South-East Queensland were more likely to be continuing in a 'learning' destination than their Regional Queensland counterparts (Tables 3 - 9)
 - young people from a lower socioeconomic background were more likely to be working than those from a higher socioeconomic background (Tables 3 - 12).

Conclusion

The *Next Step* Longitudinal study shows that in 2009 the vast majority of young Queenslanders were engaged in 'learning and earning' pathways four years after completing Year 12. In particular, the study highlights the transition these young people are now making from their 'learning' pathway to a full-time 'earning' pathway as they successfully complete their chosen study path.

However, the study also shows that just over half of those young people disengaged from 'learning or earning', four years after completing Year 12, had initial destinations that did not involve study.

Introduction

In April 2005, in a Ministerial Statement to Parliament, the Minister for Education and the Arts indicated the intention to conduct a longitudinal study on student outcomes following the completion of Year 12.

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 regional planners to plan their services.

Almost 31 000 young people completed the *Next Step* survey in 2006. This represented a 78.0 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 2006 *Next Step* report.

The *Next Step* Longitudinal study intends to follow 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 *Next Step* survey in 2006 form the base of the longitudinal study.

The 2009 data was collected by the Office of the Government Statistician between 10 August and 11 September 2009. A total of 8646 responses were collected from 9359 *Next Step* 2006 survey respondents who had agreed to be contacted again in 2009, representing a response rate of 92.4 per cent.

This *Next Step* Longitudinal study 2009 documents the study and work pathways that this group of young people have taken in the four years since completing school.

Figures in this report are estimates, based on the 8646 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.

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 2009 main destinations of Year 12 completers from 2005 and highlights that, four years after leaving school:

- More than nine in ten (92.8 per cent) Year 12 completers were studying or in paid employment
- Over half (53.9 per cent) were in some recognised form of education and training
- More than one third (34.6 per cent) of Year 12 graduates were undertaking a university degree
- Nearly one in five (19.3 per cent) were studying vocational education and training (VET)
- One in twelve (8.0 per cent) were campus-based VET students with 4.4 per cent studying at Certificate IV level or higher
- One in nine (11.3 per cent) were undertaking employment-based training, either as an apprentice (9.7 per cent) or trainee (1.6 per cent)
- Nearly four in ten (38.9 per cent) were employed and not studying, 4.2 per cent were seeking work and not studying and a further 3.0 per cent were not working, seeking work or studying.

Figure 1: Main destinations of Year 12 completers from 2005, Queensland 2009

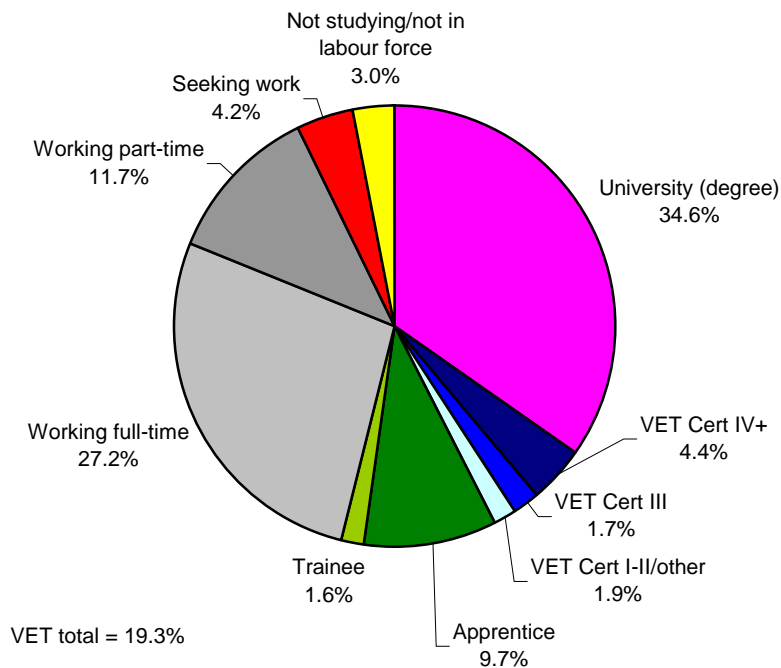


Table 1 shows the main destinations in 2006 and 2009 of Year 12 completers from 2005 by sex.

Overall, there are a number of differences in the pattern of main destinations between 2006 and 2009. There was an increase in the proportion of young people working full-time, which was evident for both males and females.

There was an overall decrease in the proportion of young people undertaking some form of VET between 2006 and 2009. This was mainly driven by decreases in the proportion of young people undertaking traineeships and campus-based VET. The decline in the proportion of young people in traineeships can be attributed to the completion of their traineeships, which generally have a length of one to two years. In 2006, females were almost twice as likely as males to undertake a traineeship, by 2009 this was even. Males and females moved out of campus-based VET study at similar rates. Table 2 below, explores the 2009 destinations of young people who indicated VET as a destination in 2006.

The proportions of young people in university, working part-time or seeking work also show small decreases. The decrease in young people participating in part-time work was mainly due to a decrease in male participation, while males and females contributed to the decreases in university and seeking work evenly.

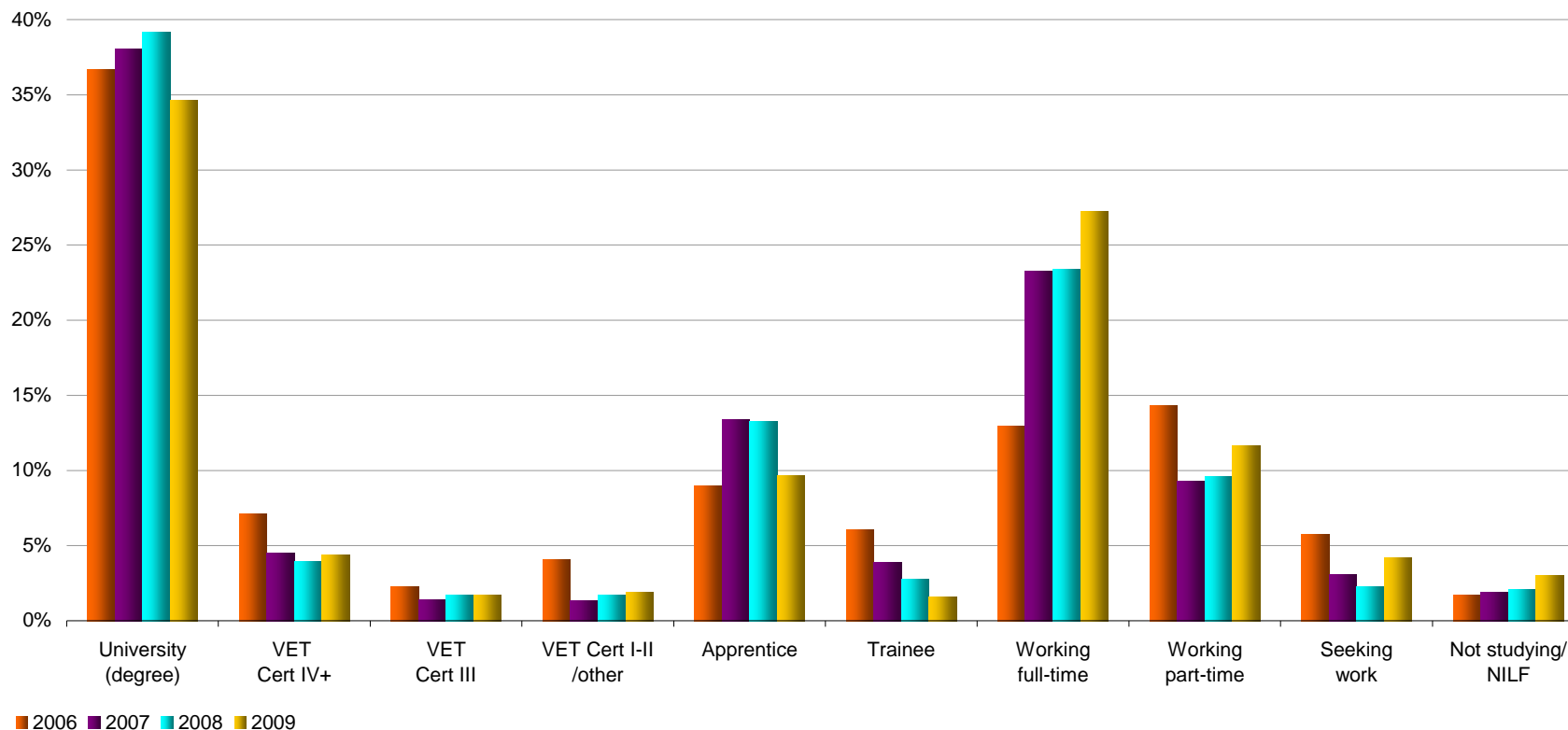
Interestingly, the proportion of males not studying/not in the labour force did not change between 2006 and 2009 whereas the proportion of females with this destination has more than doubled.

Table 1: Main destinations of Year 12 completers from 2005, by sex, Queensland 2006 and 2009

	Males				Females				Total			
	2006		2009		2006		2009		2006		2009	
	no.	%	no.	%	no.	%	no.	%	no.	%	no.	%
University (degree+)	4 581	31.0	4 302	29.1	6 797	42.0	6 431	39.7	11 378	36.7	10 733	34.6
VET Cert IV+	993	6.7	453	3.1	1 217	7.5	898	5.5	2 210	7.1	1 351	4.4
VET Cert III	215	1.5	189	1.3	484	3.0	345	2.1	699	2.3	535	1.7
VET Cert I-II/other	574	3.9	295	2.0	702	4.3	294	1.8	1 276	4.1	589	1.9
Apprentice	2451	16.6	2 693	18.2	336	2.1	309	1.9	2 787	9.0	3 002	9.7
Trainee	652	4.4	263	1.8	1 224	7.6	237	1.5	1 876	6.1	500	1.6
(Total VET)	4 886	33.0	3 893	26.3	3 962	24.5	2 083	12.9	8 848	28.6	5 976	19.3
Working full-time	2 093	14.2	4 216	28.5	1 918	11.8	4 226	26.1	4 011	12.9	8 442	27.2
Working part-time	1 983	13.4	1 375	9.3	2 457	15.2	2 238	13.8	4 440	14.3	3 613	11.7
Seeking work	970	6.6	717	4.8	809	5.0	578	3.6	1 779	5.7	1 295	4.2
Not studying/not in labour force	274	1.9	284	1.9	259	1.6	646	4.0	533	1.7	930	3.0
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

Figure 2 shows year to year changes in the main destinations of 2005 Year 12 completers for 2006-2009. The comparison of results reveals noticeable changes in the main destination pathways of young people over this period.

Figure 2: Main destinations of Year 12 completers from 2005, Queensland 2006-2009



The proportion of 2005 Year 12 completers attending university increased in 2007 and 2008 as young people took up their deferred offer or transitioned into university via an alternative path, such as completing a VET program at TAFE. The proportion of university students then fell in 2009; this was most likely due to young people completing their course. Consequently, the results show an increase in the proportion of 2005 Year 12 completers working, particularly full-time, as these young people transition into the labour force after completing their study/training.

Table 2 shows the main destination pathways of young people from 2006 to 2009. The findings show that large proportions of individuals who undertook longer term study options were continuing on their initial path such as university degree courses (65.3 per cent continued in 2009) and apprenticeships (45.3 per cent continued in 2009).

Table 2: 2006 Main destinations of Year 12 completers from 2005 by 2009 main destination, Queensland

2006 Main destination		2009 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	Not studying/ not in labour force	
University (degree)	no.	7 424	277	71	124	195	95	1 506	1 263	242	180	11 378
	%	65.3	2.4	0.6	1.1	1.7	0.8	13.2	11.1	2.1	1.6	100.0
VET Cert IV+	no.	465	198	*42	76	176	*25	738	349	89	*53	2 210
	%	21.0	9.0	*1.9	3.4	8.0	*1.1	33.4	15.8	4.0	*2.4	100.0
VET Cert III	no.	77	96	*32	-	*28	*28	213	127	*34	64	699
	%	11.0	13.7	*4.6	-	*4.1	*4.0	30.4	18.2	*4.9	9.1	100.0
VET Cert I-II/other	no.	318	*40	*47	*48	198	*34	289	163	97	*42	1 276
	%	24.9	*3.1	*3.7	*3.8	15.5	*2.7	22.7	12.8	7.6	*3.3	100.0
Apprentice	no.	69	*34	*22	*59	1 264	**16	1 104	105	80	*35	2 787
	%	2.5	*1.2	*0.8	*2.1	45.3	**0.6	39.6	3.8	2.9	*1.3	100.0
Trainee	no.	322	166	*48	*49	102	*47	820	174	73	76	1 876
	%	17.1	8.9	*2.6	*2.6	5.4	*2.5	43.7	9.3	3.9	4.0	100.0
Total VET	no.	1 250	534	192	232	1 768	150	3 163	917	374	269	8 848
	%	14.1	6.0	2.2	2.6	20.0	1.7	35.8	10.4	4.2	3.0	100.0
Working full-time	no.	929	148	67	70	426	104	1 682	291	145	149	4 011
	%	23.2	3.7	1.7	1.7	10.6	2.6	41.9	7.3	3.6	3.7	100.0
Working part-time	no.	831	283	127	86	404	97	1 475	737	256	143	4 440
	%	18.7	6.4	2.9	1.9	9.1	2.2	33.2	16.6	5.8	3.2	100.0
Seeking work	no.	186	89	*56	*56	164	*41	530	307	238	113	1 779
	%	10.5	5.0	*3.2	*3.1	9.2	*2.3	29.8	17.3	13.4	6.3	100.0
Not studying/not in labour force	no.	112	*20	*23	*22	*45	**14	85	97	*40	75	533
	%	21.0	*3.8	*4.3	*4.0	*8.4	**2.6	16.0	18.2	*7.5	14.2	100.0
Total	no.	10 733	1 351	535	589	3 002	500	8 442	3 613	1 295	930	30 989
	%	34.6	4.4	1.7	1.9	9.7	1.6	27.2	11.7	4.2	3.0	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.

The findings also show other young people had used their short-course study experience in 2006 to gain entrance into university or higher level VET courses. Three in ten (31.7 per cent) VET Certificate I-II students, one quarter (24.7 per cent) of VET Certificate III students and one in five (21.0 per cent) of VET IV+ students were studying at a higher level in 2009.

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. More than four in ten (43.7 per cent) of trainees in 2006 were working full-time in 2009, followed by one third (33.4 per cent) of those who studied a VET Certificate IV+. One in three (30.4 per cent) of those who studied a VET Certificate III and one in five (22.7 per cent) of those who studied a VET Certificate I-II also transitioned into full-time work. There was also a strong pattern of transition from part-time work to full-time work (33.2 per cent).

Furthermore, of those young people who were seeking work in 2006, 80.3 per cent had made the transition to a 'learning or earning' destination in 2009. Three in ten (29.8 per cent) were in full-time work, more than one in six (17.3 per cent) were in part-time work, with a further third (33.2 per cent) in some form of further education and training.

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 2009?

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 these, Table 3 and Figure 3 show, that in 2009:

- almost two-thirds (65.3 per cent) were studying at a university degree level
- males and females were just as likely to continue on this pathway (65.5 per cent and 65.1 per cent respectively)
- Indigenous university students were less likely than their non-Indigenous counterparts to continue studying at university (51.4 per cent compared to 65.4 per cent)
- young people in the highest SES quartile were more likely to have continued their university studies (72.2 per cent) than their counterparts in the other SES quartiles (63.2 per cent, 62.1 per cent and 58.6 per cent respectively)
- more than one third (34.7 per cent) were no longer undertaking university studies, with the majority (24.3 per cent) entering the workforce
- 3.7 per cent were not studying and not working.

Figure 3: 2009 Main destinations of university students in 2006

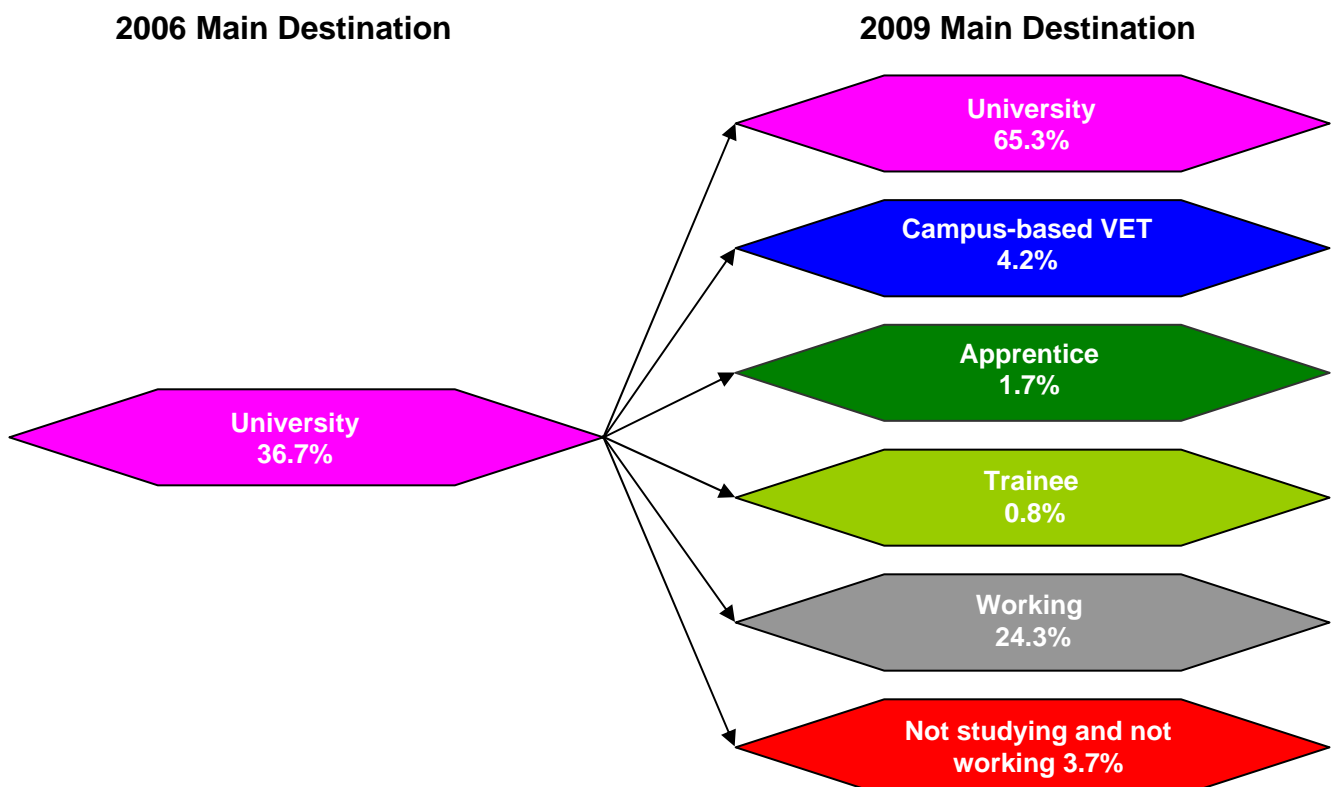


Table 3: 2009 Main destinations of university students in 2006 by key characteristics

		2009 Main Destination							
		University (degree)	Campus-based VET	Apprentice	Trainee	Working	Not studying/ not working	Total	
2006 Main Destination – University	no.	%	%	%	%	%	%	%	
Males	4 581	65.5	3.3	4.0	*0.7	22.4	4.1	100.0	
Females	6 797	65.1	4.7	**0.2	0.9	25.6	3.5	100.0	
South-East Queensland	8 537	66.8	3.9	1.4	*0.6	23.3	4.0	100.0	
Regional Queensland	2 841	60.5	5.0	2.6	*1.4	27.6	3.0	100.0	
Indigenous	111	51.1	**6.2	-	**1.9	33.1	**7.8	100.0	
Non-Indigenous	11 267	65.4	4.1	1.7	0.8	24.3	3.7	100.0	
Highest SES quartile (a)	3 967	72.2	4.0	*1.2	*0.5	18.8	3.3	100.0	
Second highest SES quartile(a)	2 929	63.2	3.3	*1.9	*1.3	26.4	3.8	100.0	
Second lowest SES quartile(a)	2 469	62.1	5.1	*2.1	*0.8	25.9	3.9	100.0	
Lowest SES quartile(a)	1 918	58.6	4.3	*2.1	**0.8	30.6	3.5	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.

Table 4 shows that in 2009, 3234 young people who were undertaking a university degree in 2008 were no longer undertaking the same course. Two thirds (66.1 per cent) of these young people had completed their course with 64.6 per cent of these working in 2009.

Those young people who had not completed their course were more likely than their counterparts to be undertaking a different university degree (34.8 per cent compared to 19.9 per cent) and to be no longer studying and not working (13.8 per cent compared to 9.2 per cent).

Table 4: 2009 Main destinations of university students in 2008 no longer undertaking 2008 course by whether course completed

		2009 Main Destination						
		University (degree)	Campus-based VET	Apprentice/ Trainee	Working	Not studying/ not working	Total	
2008 Main Destination – University	no.	%	%	%	%	%	%	
2008 Course completed	2 139	19.9	5.8	**0.5	64.6	9.2	100.0	
2008 Course not completed	1 095	34.8	6.9	*1.8	42.7	13.8	100.0	
Total	3 234	24.9	6.2	*0.9	57.2	10.8	100.0	

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

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

Campus-based VET students in 2006: where were they in 2009?

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, Table 5 and Figure 4 show, that in 2009:

- over four in ten (44.9 per cent) had entered the workforce
- nearly one third (32.2 per cent) were building on their study experience either by undertaking a university degree (20.5 per cent), entering into an apprenticeship (9.6 per cent) or undertaking a traineeship (2.1 per cent)
- 13.8 per cent were completing a campus-based VET program
- males were more likely than females to use their campus-based VET study experience to transition to an apprenticeship or traineeship (21.1 per cent compared to 4.7 per cent) whereas females were more likely to transition to university (24.1 per cent compared to 15.7 per cent)
- one in eleven (9.1 per cent) had not continued with an education or training pathway and were not working.

Figure 4: 2009 Main destinations of campus-based VET students in 2006

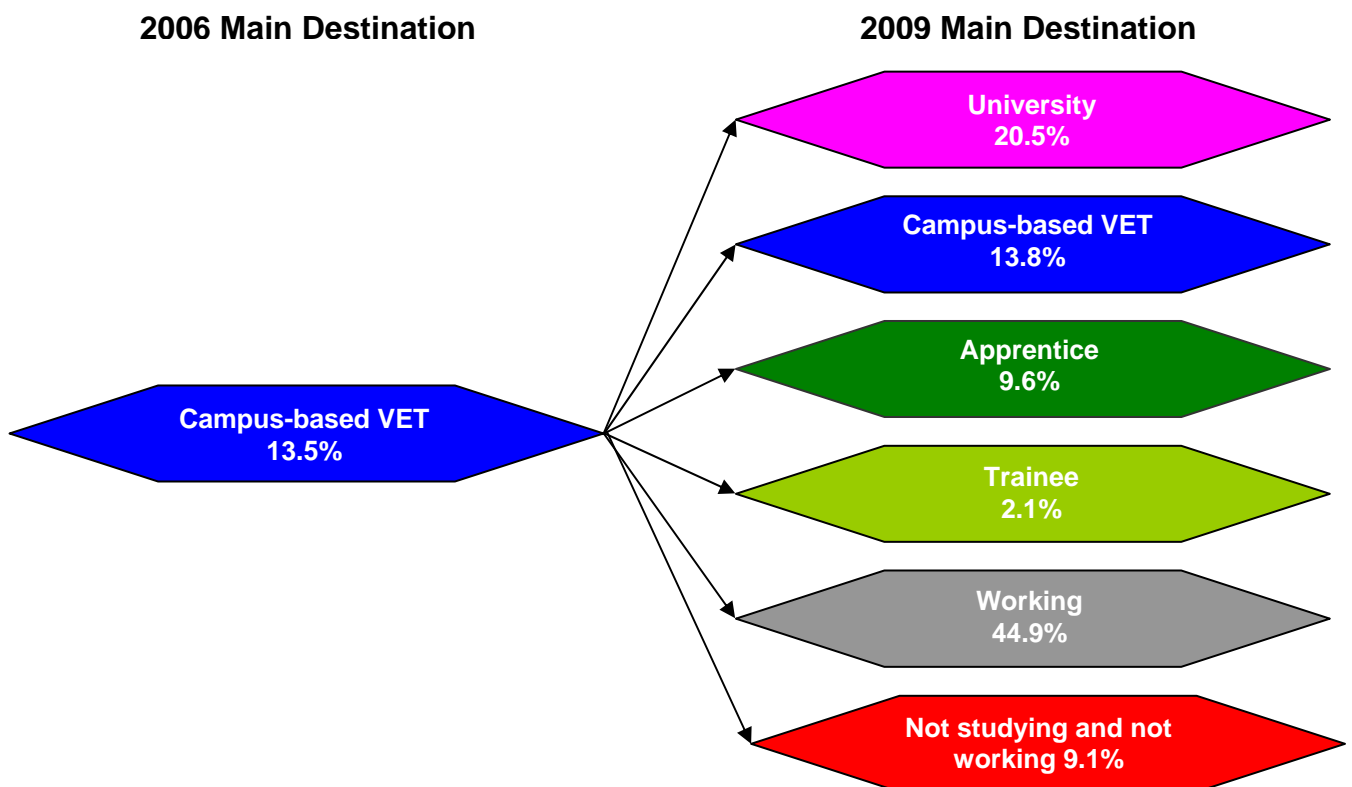


Table 5: 2009 Main destinations of campus-based VET students in 2006 by key characteristics

		2009 Main Destination						
		University (degree)	Campus-based VET	Apprentice	Trainee	Working	Not studying/ not working	Total
2006 Main Destination – Campus-based VET	no.	%	%	%	%	%	%	%
Males	1 783	15.7	11.8	19.2	*1.9	43.7	7.8	100.0
Females	2 402	24.1	15.4	*2.5	*2.2	45.8	10.0	100.0
South-East Queensland	3 117	21.2	13.1	10.7	2.3	45.5	7.2	100.0
Regional Queensland	1 068	18.5	15.9	6.5	**1.5	43.1	14.5	100.0
Indigenous	74	**9.0	*19.5	**7.1	-	*41.9	*22.4	100.0
Non-Indigenous	4 111	20.7	13.7	9.7	2.1	44.9	8.8	100.0
Highest SES quartile (a)	1 005	22.1	13.6	11.1	*2.1	42.0	9.1	100.0
Second highest SES quartile(a)	1 024	26.6	11.4	12.8	*1.9	40.4	6.9	100.0
Second lowest SES quartile(a)	1 009	16.9	14.9	9.9	**1.2	46.6	10.4	100.0
Lowest SES quartile(a)	1 125	16.2	15.6	*5.3	*3.0	50.0	9.9	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.

Table 6 shows that of the young people undertaking campus-based VET in 2008, 1535 indicated that they were no longer undertaking the same course in 2009. Of these, seven in ten (71.0 per cent) had successfully completed their course and were working (60.2 per cent) or undertaking additional study (8.8 per cent at university and 15.6 per cent at campus-based VET), another 12.3 per cent were no longer studying and not working.

Table 6: 2009 Main destinations of campus-based VET students in 2008 no longer undertaking 2008 course by whether course completed

		2009 Main Destination						
		University (degree)	Campus-based VET	Apprentice/ Trainee	Working	Not studying/ not working	Total	
2008 Main Destination – Campus-based VET	no.	%	%	%	%	%	%	
2008 Course completed	1 093	8.8	15.6	*3.1	60.2	12.3	100.0	
2008 Course not completed	443	*11.3	16.2	**2.6	55.8	14.2	100.0	
Total(a)	1 535	9.5	15.8	*2.9	58.9	12.9	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.

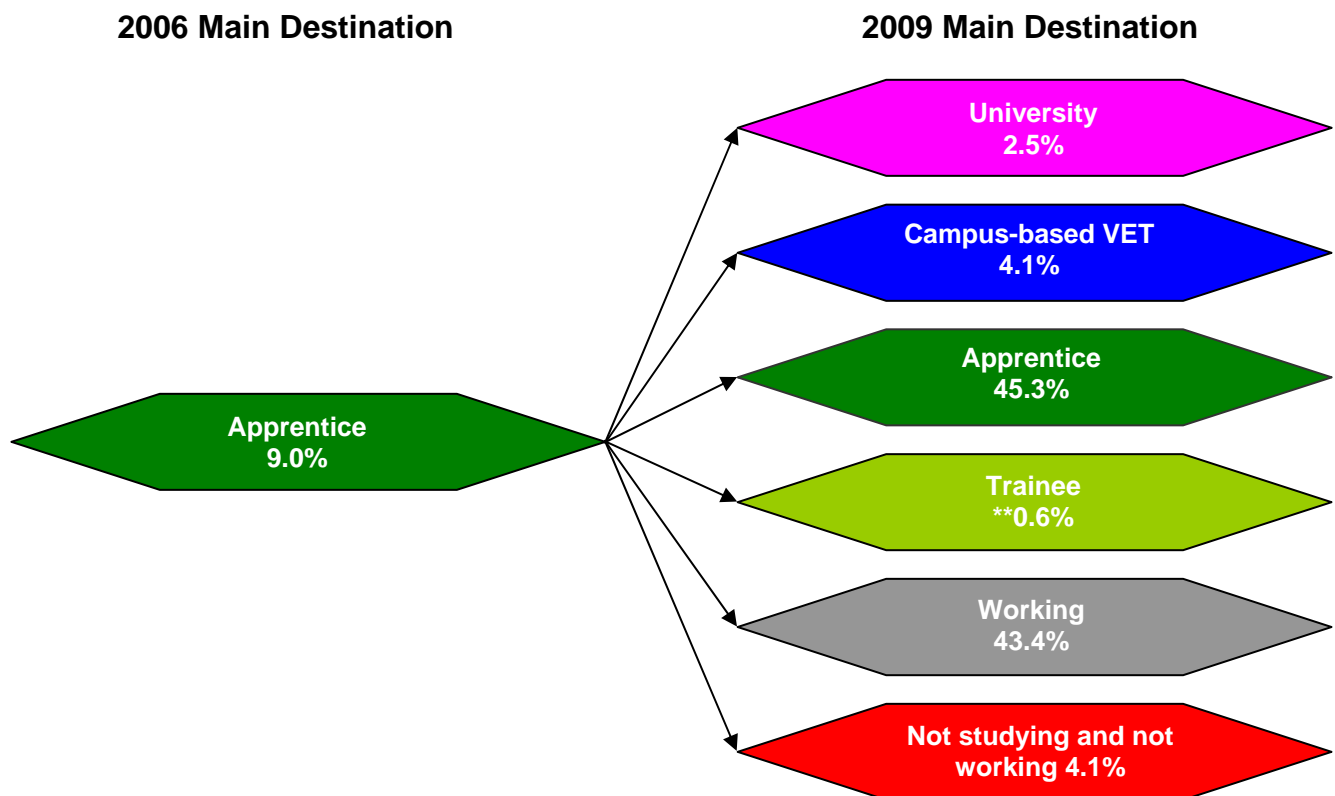
(a) Total excludes 3 respondents who did not provide a response to this question.

Apprentices in 2006: where were they in 2009?

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, Table 7 and Figure 5 show, that in 2009:

- 45.3 per cent were in an apprenticeship
- males were more likely than their female counterparts to be continuing in an apprenticeship or traineeship (48.1 per cent compared to 30.0 per cent)
- 6.1 per cent of males and 10.2 per cent of females had moved onto studying university or campus-based VET courses
- those from the South-East Queensland were less likely to be continuing in an apprenticeship or traineeship than those from Regional Queensland (41.5 per cent compared to 51.5 per cent)
- socioeconomic status had little bearing on the likelihood of continuing in an apprenticeship or traineeship
- Indigenous status had a small bearing on the likelihood of continuing an apprenticeship or traineeship with slightly more Indigenous people (52.1 per cent) continuing in an apprenticeship or traineeship compared to non-Indigenous people (45.8 per cent)
- nearly half (47.5 per cent) were no longer undertaking an apprenticeship or other training or study destinations with 43.4 per cent entering the workforce
- 4.1 per cent were not studying and not working.

Figure 5: 2009 Main destinations of apprentices in 2006



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

Table 7: 2009 Main destinations of apprentices in 2006 by key characteristics

		2009 Main Destination						Total
		University (degree)	Campus-based VET	Apprentice	Trainee	Working	Not studying/ not working	
2006 Main Destination - Apprentice	no.	%	%	%	%	%	%	%
Males	2 451	*2.1	4.0	47.7	**0.3	41.7	4.1	100.0
Females	336	**4.9	*5.2	27.9	**2.1	55.4	**4.3	100.0
South-East Queensland	1 570	*2.5	4.1	41.0	**0.5	46.5	5.4	100.0
Regional Queensland	1 217	*2.4	*4.2	51.0	**0.6	39.4	*2.5	100.0
Indigenous	44	-	**3.3	*52.1	-	*37.8	**6.9	100.0
Non-Indigenous	2 743	2.5	4.1	45.2	**0.6	43.5	4.1	100.0
Highest SES quartile (a)	545	**2.9	*4.5	48.1	-	40.4	*4.1	100.0
Second highest SES quartile(a)	628	**1.9	*3.3	44.6	-	44.3	*5.9	100.0
Second lowest SES quartile(a)	796	*3.6	*4.7	44.7	**0.4	42.8	*3.8	100.0
Lowest SES quartile(a)	808	**1.7	*4.0	45.3	**1.5	44.9	*2.7	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.

- Nil or rounded to zero.

(a) Excludes respondents for whom socioeconomic status could not be determined.

Table 8 shows that of those young people whose main destination in 2008 was an apprenticeship, 1330 indicated that they were no longer continuing in the same apprenticeship in 2009. Of these young people, three quarters (75.1 per cent) had successfully completed their apprenticeship. More than eight in ten (83.2 per cent) of those who completed their apprenticeship had transitioned into the workforce. Another 6.6 per cent of those who completed their apprenticeship were in further education and training at university or campus-based VET and 7.9 per cent were not studying/working.

Those young people who had not completed their apprenticeship were more likely than their counterparts to be undertaking further education and training either at university or campus-based VET (15.5 per cent compared with 6.6 per cent) or an apprenticeship/traineeship (17.4 per cent compared to 2.2 per cent). These young people were also more likely to be not studying and not working (28.3 per cent compared with 7.9 per cent).

Table 8: 2009 Main destinations of apprentices in 2008 no longer undertaking 2008 apprenticeship by whether apprenticeship completed

		2009 Main Destination					Total
		University (degree)/ Campus-based VET	Apprentice/ Trainee	Working	Not studying/ not working		
2008 Main Destination - Apprentice	no.	%	%	%	%	%	
2008 Apprenticeship completed	999	6.6	*2.2	83.2	7.9	100.0	
2008 Apprenticeship not completed	331	*15.5	*17.4	38.8	28.3	100.0	
Total	1 330	8.8	6.0	72.1	13.0	100.0	

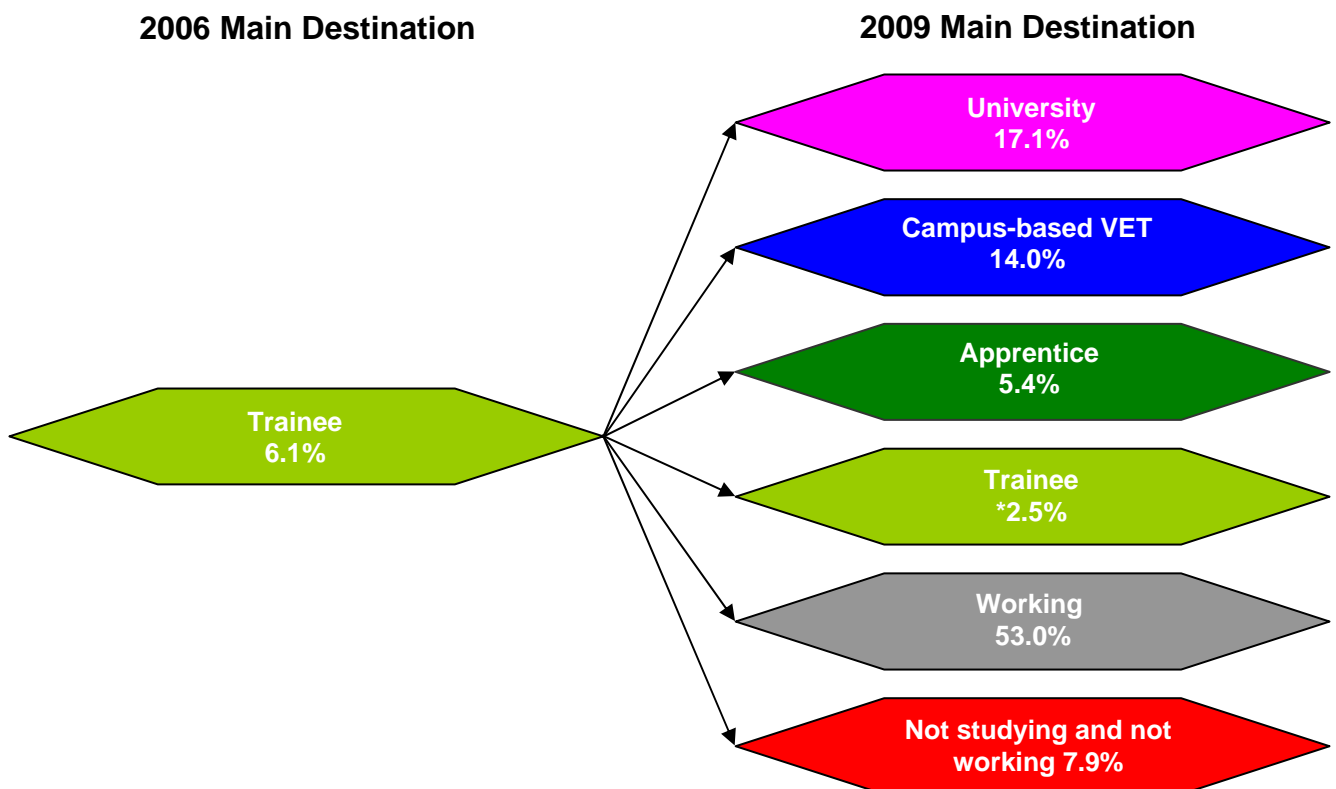
* Estimate has a relative standard error of between 25% and 50% and should be used with caution.

Trainees in 2006: where were they in 2009?

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, Table 9 and Figure 6 show, that in 2009:

- more than half of males and females had entered the workforce (51.1 per cent and 54.0 per cent respectively)
- over one third (36.6 per cent) were building on their traineeship study experience by undertaking either a university degree (17.1 per cent) or a campus-based VET program (14.0 per cent)
- a small proportion (2.5 per cent) were trainees in 2009
- males were more likely than females to be continuing in a traineeship or to have moved into an apprenticeship (16.0 per cent compared to 3.6 per cent)
- young people from Regional Queensland were more likely to have moved into a University degree course than their South-East Queensland counterparts (21.2 per cent compared to 13.1 per cent).

Figure 6: 2009 Main destinations of trainees in 2006



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

Table 9: 2009 Main destinations of trainees in 2006 by key characteristics

		2009 Main Destination						Total
		University (degree)	Campus-based VET	Apprentice	Trainee	Working	Not studying/ not working	
2006 Main Destination - Trainee	no.	%	%	%	%	%	%	%
Males	652	16.9	10.9	12.7	*3.3	51.1	*5.1	100.0
Females	1 224	17.3	15.7	*1.5	*2.1	54.0	9.5	100.0
South-East Queensland	935	13.1	15.8	6.9	*2.7	52.9	8.7	100.0
Regional Queensland	941	21.2	12.3	*4.0	*2.3	53.0	7.2	100.0
Indigenous	38	**19.8	**7.6	**3.8	**3.8	*45.8	**19.1	100.0
Non-Indigenous	1 838	17.1	14.2	5.4	*2.5	53.1	7.7	100.0
Highest SES quartile (a)	293	*19.6	*13.9	**5.1	**4.4	50.2	*6.8	100.0
Second highest SES quartile(a)	443	19.4	*13.0	*5.6	**1.9	52.6	*7.6	100.0
Second lowest SES quartile(a)	563	16.0	14.6	*6.4	**2.4	53.3	*7.3	100.0
Lowest SES quartile(a)	575	15.1	14.4	*4.5	**2.1	54.4	*9.4	100.0

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

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

(a) Excludes respondents for whom socioeconomic status could not be determined.

Table 10 shows that in 2009, 504 young people who had a main destination of traineeship in 2008 were no longer continuing in the same traineeship. Of these young people, seven in ten (70.6 per cent) had successfully completed their qualification. Nearly seven in ten (69.6 per cent) of those who completed their traineeship had transitioned into the workforce, 21.1 per cent were in further education and training and 9.3 per cent were not studying or working.

Table 10: 2009 Main destinations of trainees in 2008 no longer undertaking 2008 traineeship by whether traineeship completed

		2009 Main Destination			Total
		Studying/Training	Working	Not studying/ not working	
2008 Main Destination - Trainee	no.	%	%	%	%
2008 Traineeship completed	356	21.1	69.6	*9.3	100.0
2008 Traineeship not completed	149	*24.9	57.4	*17.7	100.0
Total(a)	504	22.2	66.0	*11.8	100.0

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

(a) Total excludes 16 respondents who did not provide a response to this question.

Working and not studying in 2006: where were they in 2009?

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, Table 11 and Figure 7 show, that in 2009:

- nearly half (49.5 per cent) had continued in the workforce with no further study
- more than four in ten (42.3 per cent) had returned to study either by undertaking a university degree course (20.8 per cent), a campus-based VET course (9.2 per cent), entering into an apprenticeship (9.8 per cent) or undertaking a traineeship (2.4 per cent)
- young people from the highest SES quartile were more likely to transition to a university degree course than their counterparts (31.0 per cent compared to 18.0 per cent, 20.9 per cent and 14.9 per cent in the second highest SES quartile, second lowest SES quartile and lowest SES quartile respectively)
- females were more likely than males to use the workforce as a platform to enter university (23.5 per cent compared to 17.9 per cent), while males were more likely to enter an apprenticeship or traineeship (21.0 per cent compared to 4.0 per cent)
- Indigenous young people were more likely than their non-Indigenous counterparts to have ceased working and not be studying (25.7 per cent compared to 7.6 per cent) and less likely to have entered a university degree course (6.4 per cent compared to 21.3 per cent).

Figure 7: 2009 Main destinations of those working in 2006

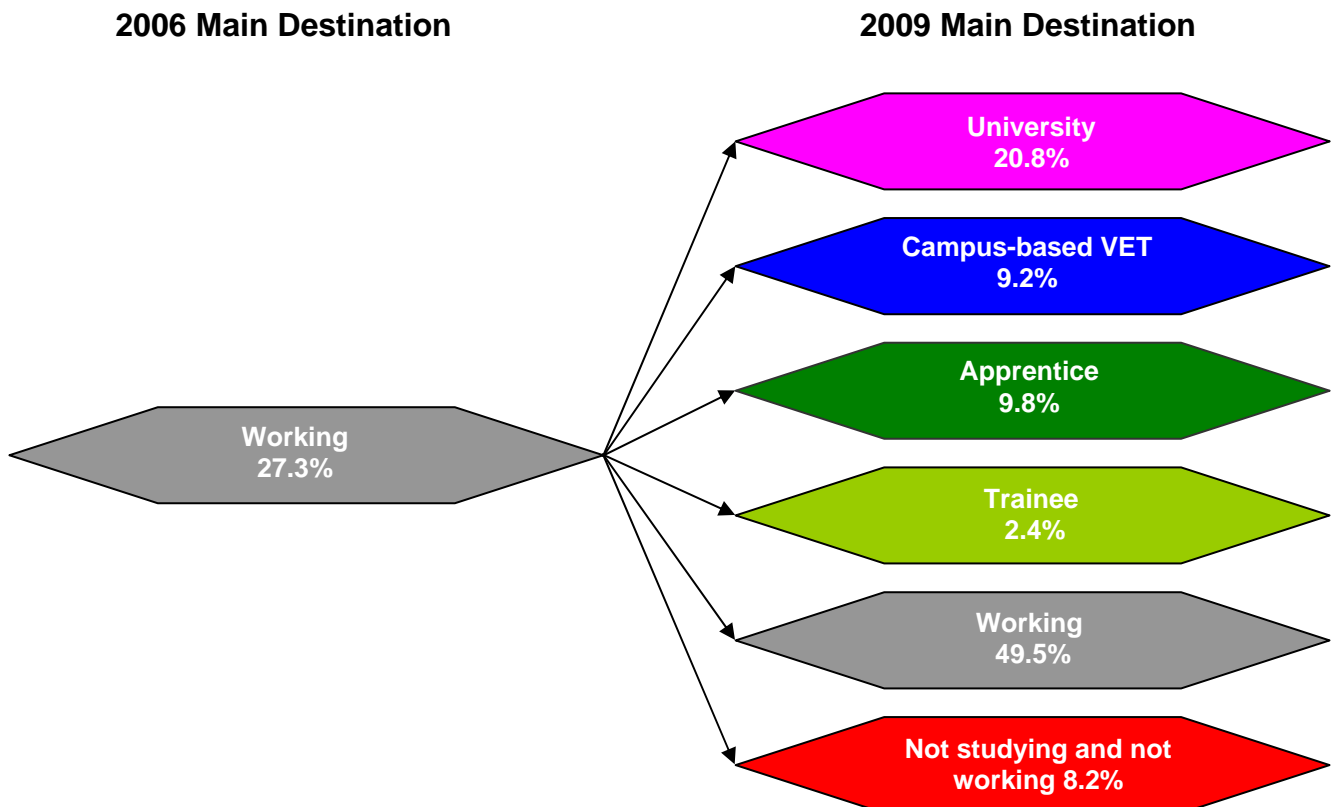


Table 11: 2009 Main destinations of those working in 2006 by key characteristics

	2009 Main Destination							Total
	University (degree)	Campus-based VET	Apprentice	Trainee	Working	Not studying/ not working		
2006 Main Destination - Working	no.	%	%	%	%	%	%	%
Males	4 076	17.9	7.2	17.7	3.3	46.1	7.8	100.0
Females	4 375	23.5	11.1	2.5	1.5	52.7	8.6	100.0
South-East Queensland	5 319	20.4	8.2	9.9	2.6	50.4	8.5	100.0
Regional Queensland	3 132	21.6	11.0	9.7	*2.0	48.0	7.8	100.0
Indigenous	291	*6.4	*5.1	*8.8	**3.5	50.4	25.7	100.0
Non-Indigenous	8 160	21.3	9.4	9.9	2.3	49.5	7.6	100.0
Highest SES quartile (a)	1 631	31.0	7.1	10.3	*2.3	43.4	5.9	100.0
Second highest SES quartile(a)	2 027	18.0	9.2	12.4	4.0	48.1	8.3	100.0
Second lowest SES quartile(a)	2 334	20.9	10.3	6.9	*1.9	52.7	7.2	100.0
Lowest SES quartile(a)	2 378	14.9	9.7	10.2	*1.6	52.6	10.9	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.

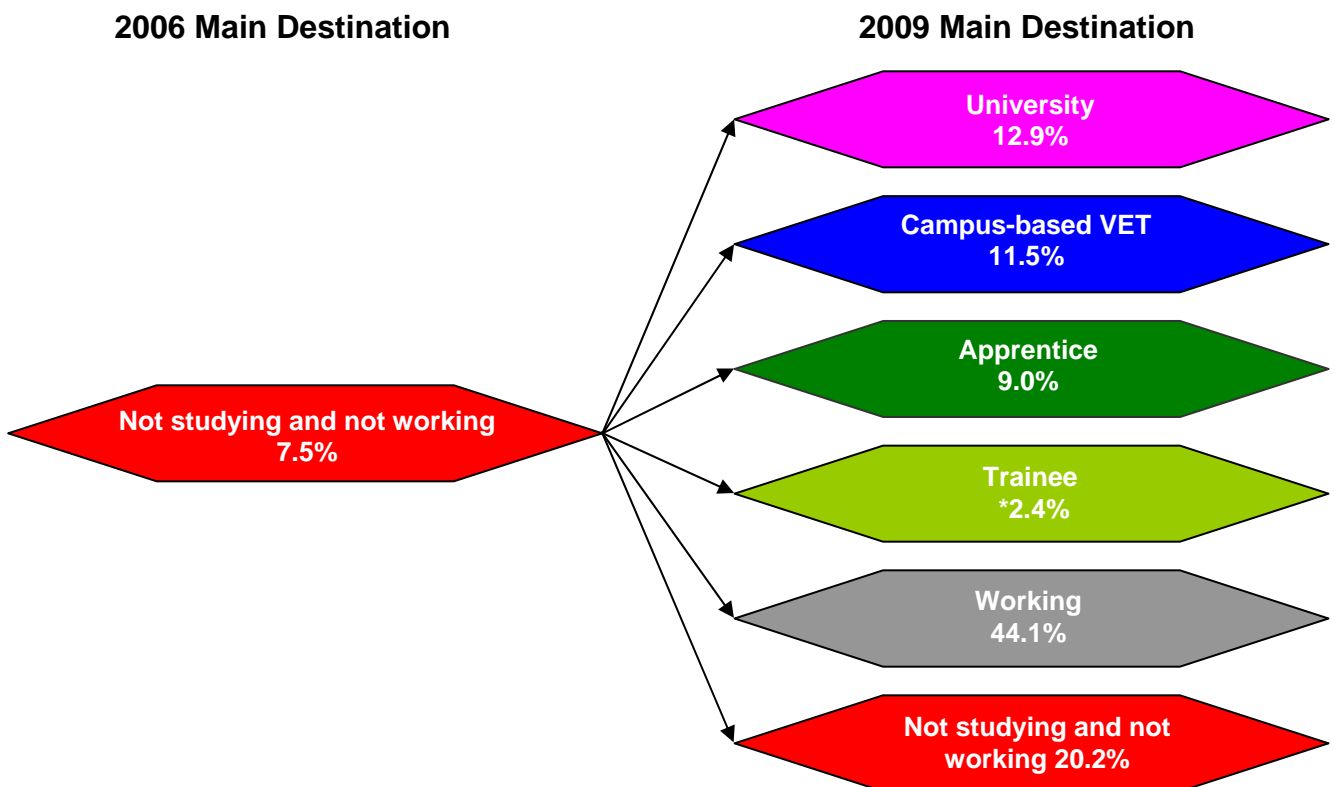
(a) Excludes respondents for whom socioeconomic status could not be determined.

Not studying and not working in 2006: where were they in 2009?

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. Of these, Table 12 and Figure 8 show, that in 2009:

- almost eight in ten (79.8 per cent) had made the transition to some form of work or study, with the most common main destination being work with no study (44.1 per cent)
- more than one in eight (12.9 per cent) were undertaking a university degree, 11.5 per cent had entered a campus-based VET program, 9.0 per cent were undertaking an apprenticeship and 2.4 per cent were undertaking 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 (19.8 per cent compared to 6.3 per cent)
- females were more likely than males to be studying at university in 2009 (15.9 per cent compared to 10.2 per cent), while males were more likely to be undertaking an apprenticeship or traineeship (18.2 per cent compared to 3.4 per cent)
- Indigenous young people were more likely than non-Indigenous to continue to be not studying/not working (36.7 per cent compared to 19.9 per cent).

Figure 8: 2009 Main destinations of those not studying and not working in 2006



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

Table 12: 2009 Main destinations of those not studying and not working in 2006 by key characteristics

2006 Main Destination - Not studying/ not working	no.	2009 Main Destination						Total
		University (degree)	Campus-based VET	Apprentice	Trainee	Working	Not studying/ not working	
		%	%	%	%	%	%	%
Males	1 244	10.2	9.1	15.5	*2.6	44.4	18.0	100.0
Females	1 068	15.9	14.2	**1.4	*2.0	43.7	22.7	100.0
South-East Queensland	1 503	14.1	11.4	9.6	*2.1	44.4	18.5	100.0
Regional Queensland	809	10.7	11.7	8.0	*2.8	43.6	23.3	100.0
Indigenous	43	-	**10.0	**10.0	**3.3	*40.0	*36.7	100.0
Non-Indigenous	2 269	13.1	11.5	9.0	*2.3	44.2	19.9	100.0
Highest SES quartile (a)	351	19.8	*8.3	*12.6	**2.0	40.0	*17.3	100.0
Second highest SES quartile(a)	582	12.1	12.8	*9.1	*4.2	45.0	16.9	100.0
Second lowest SES quartile(a)	647	17.1	11.5	*8.3	**1.1	43.1	19.0	100.0
Lowest SES quartile(a)	723	*6.3	11.2	*8.0	**2.3	46.7	25.5	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.

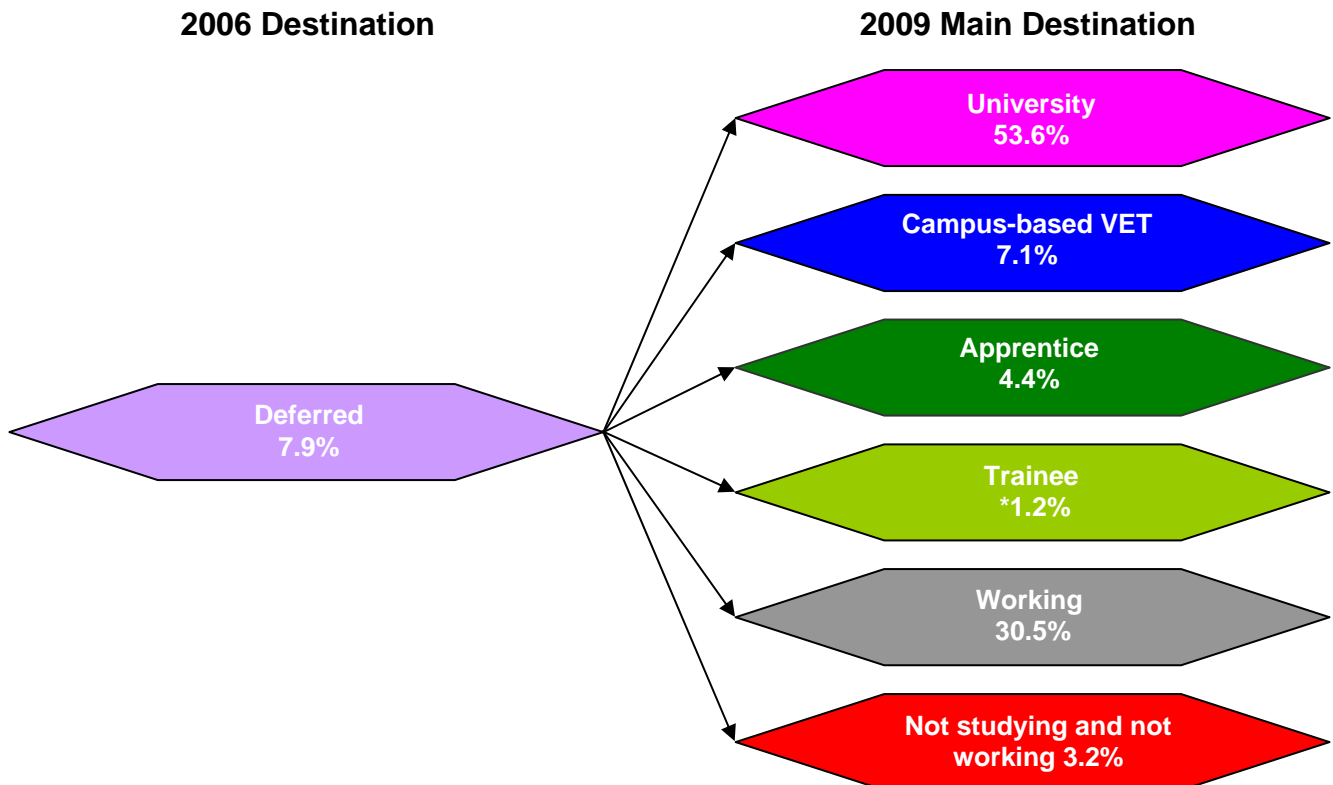
(a) Excludes respondents for whom socioeconomic status could not be determined.

Deferrers in 2006: where were they in 2009?

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 these, Table 13 and Figure 9 show, that in 2009:

- more than half (53.6 per cent) were undertaking a university degree course, with males (55.1 per cent) slightly more likely than females to take up their offer (52.5 per cent).
- interestingly, young people from the highest and second lowest SES quartiles were more likely to take up university offers than those from the second highest and lowest SES quartiles (59.0 and 60.9 per cent respectively compared to 44.6 and 47.4 per cent respectively)
- geographic location had no bearing on whether young people took up their university offer
- non-Indigenous young people were more likely to commence a university degree than Indigenous young people (54.0 per cent compared to 26.6 per cent)
- almost half (46.4 per cent) of deferrers did not take up their university offer with one in three (30.5%) in the workforce. A further 7.1 per cent were in a campus-based VET program, 4.4 per cent were undertaking an apprenticeship and 1.2 per cent were in a traineeship
- 3.2 per cent of deferrers were not studying and not working.

Figure 9: 2009 Main destinations of deferrers in 2006



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

Table 13: 2009 Main destinations of deferrers in 2006 by key characteristics

	2009 Main Destination							Total
	University (degree)	Campus-based VET	Apprentice	Trainee	Working	Not studying/ not working		
2006 - Deferred	no.	%	%	%	%	%	%	
Males	1 023	55.1	6.3	9.0	*1.9	25.3	*2.4	100.0
Females	1 462	52.5	7.6	**1.2	**0.7	34.1	*3.8	100.0
South-East Queensland	1 469	53.7	6.5	5.3	**0.8	30.0	*3.6	100.0
Regional Queensland	1 016	53.3	8.0	*3.0	**1.8	31.2	*2.7	100.0
Indigenous	41	*26.6	**6.9	**3.5	**10.6	*45.2	**7.2	100.0
Non-Indigenous	2 444	54.0	7.1	4.4	*1.1	30.2	3.2	100.0
Highest SES quartile (a)	646	59.0	*7.3	*6.2	**1.0	21.5	*5.2	100.0
Second highest SES quartile(a)	617	44.6	*7.2	*3.9	**2.0	37.5	*4.8	100.0
Second lowest SES quartile(a)	622	60.9	*6.6	*3.3	-	28.2	**1.0	100.0
Lowest SES quartile(a)	539	47.4	*7.5	*4.6	**2.2	36.2	**2.0	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.

Technical Note

Reliability of the estimates

The figures contained in this report are estimates based on a sample of 9359 young people who completed Year 12 in Queensland in 2005 and responded to the survey between 10 August and 11 September 2009. 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 22.1 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.

Appendix 1 and Appendix 2 give approximate SEs for this survey, with Appendix 2 being specifically for Indigenous Year 12 completers. The approximate SEs are for general application to the 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.

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 58 then the estimate has a relative standard error of $58/1000 * 100 = 5.8$ 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.

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 10 000 young people were studying a university degree four years after completing Year 12. Using the table of standard errors, this estimate of 10 000 has an SE of approximately 140.

Thus the figure of 10 000 from Appendix 1 means there is a 95 per cent chance that the number lies between $(10\,000 - 1.96 * 140)$ and $(10\,000 + 1.96 * 140)$, i.e. in the range 9726 to 10 274.

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 - 2009

Size of estimate (no. of persons)	Standard error	Relative standard error (%)	95% confidence interval	
			Lower limit	Upper limit
*30	11	36.7	8	52
*50	15	30.7	20	80
100	19	19.1	62	138
200	28	14.0	145	255
300	34	11.4	233	367
400	36	9.1	329	471
500	43	8.5	417	583
600	46	7.7	509	691
700	50	7.2	602	798
800	53	6.6	696	904
900	55	6.1	792	1 008
1 000	58	5.8	886	1 114
2 000	80	4.0	1 844	2 156
3 000	90	3.0	2 821	3 179
4 000	104	2.6	3 798	4 202
5 000	115	2.3	4 776	5 224
6 000	120	2.0	5 766	6 234
7 000	119	1.7	6 762	7 238
8 000	128	1.6	7 747	8 253
9 000	135	1.5	8 738	9 262
10 000	140	1.4	9 733	10 267
15 000	150	1.0	14 716	15 284
20 000	140	0.7	19 718	20 282
25 000	125	0.5	24 768	25 232
29 000	87	0.3	28 843	29 157

* 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 - 2009

Size of estimate (no. of persons)	Standard error	Relative standard error (%)	95% confidence interval	
			Lower limit	Upper limit
*20	7	35.8	6	34
40	10	24.2	21	59
60	11	19	38	82
80	13	15.9	55	105
100	14	13.7	73	127
150	15	10.3	120	180
200	17	8.5	167	233
250	18	7.2	215	285
300	18	5.9	265	335
350	17	4.9	317	383
400	15	3.8	370	430
450	12	2.7	426	474

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

Appendix 3: Main destination categorisation

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.