



Chapter 6 Regional differences in post-school destinations

Metropolitan/non-metropolitan differences

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

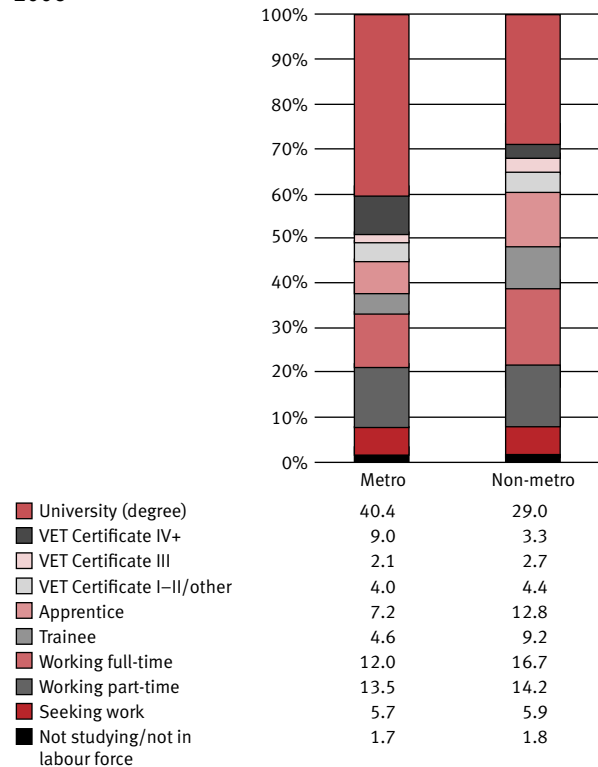
As discussed in previous chapters, about two-thirds (65.3 per cent) of the young people who completed Year 12 continued in some recognised form of education and training in the year after they left school. The most likely destination was university degree (36.7 per cent), followed by campus-based VET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

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

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

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

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



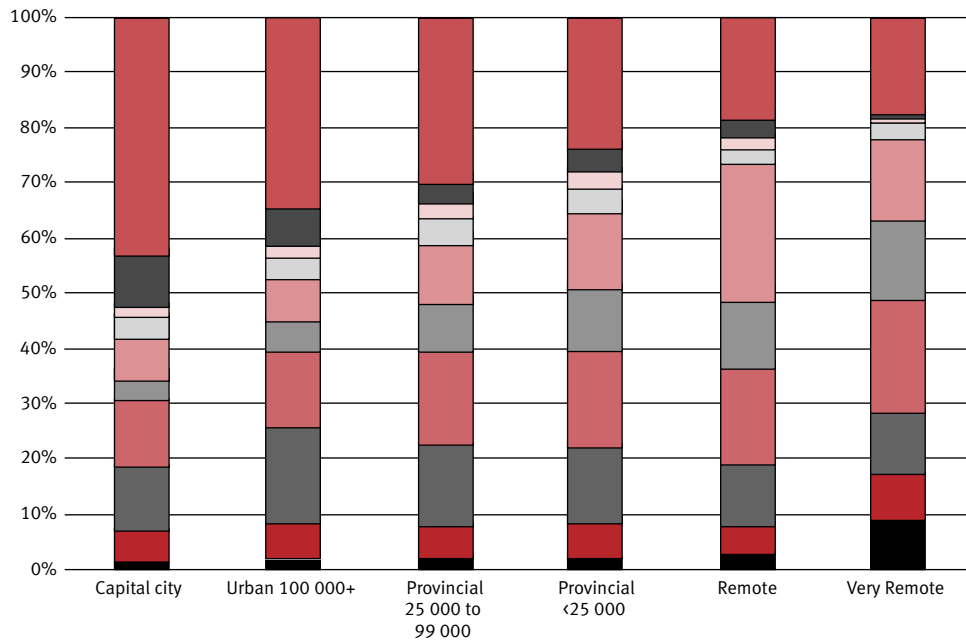
Note: Metropolitan/non-metropolitan location based on address of school attended in 2005.

MCEETYA zone differences

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

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

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



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

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

By way of contrast, the rates of transition to apprenticeships and traineeships tend to become higher as the environment becomes less urbanised, with students from remote and very remote areas having the highest rates of transition to these destinations. Rates of full-time work rise with increasing remoteness, as do rates of 'not in study/not in the labour force'. The rate of Year 12 graduates not in the labour force shows no clear regional pattern, but is highest in the 'Very Remote' category.

ABS Statistical Divisions

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

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

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

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

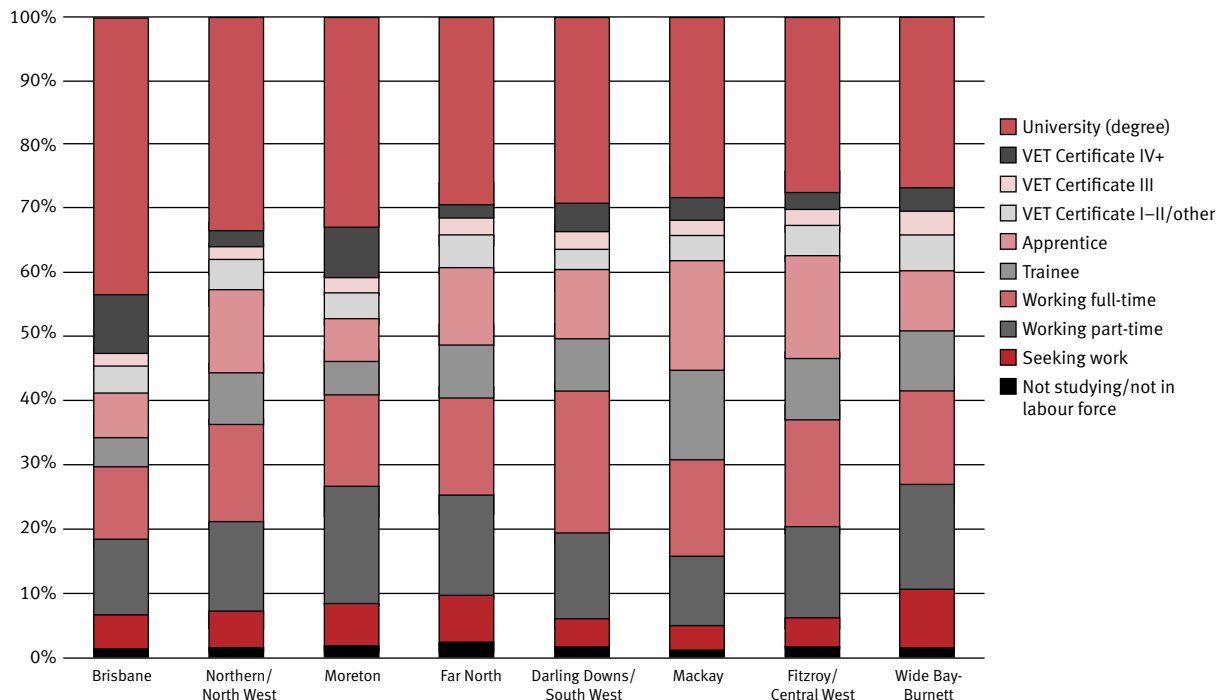


Table 6.1 Main destinations of Year 12 completers, by region, Queensland 2006

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

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

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



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

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



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

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

Year 12 Status

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

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

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

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

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

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

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

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

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



Year 12 strand (VET and non-VET)

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

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

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

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

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

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

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



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

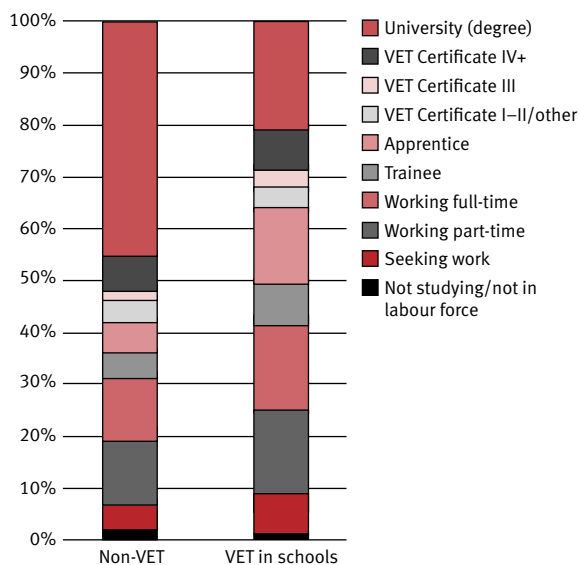


Figure 7.2 below shows destinations according to OP eligibility and VET qualification. The first two columns compare the destinations of OP-eligible students with and without VET qualifications. As expected, university degree study was the main destination of OP-eligible graduates, with OP and non-VET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

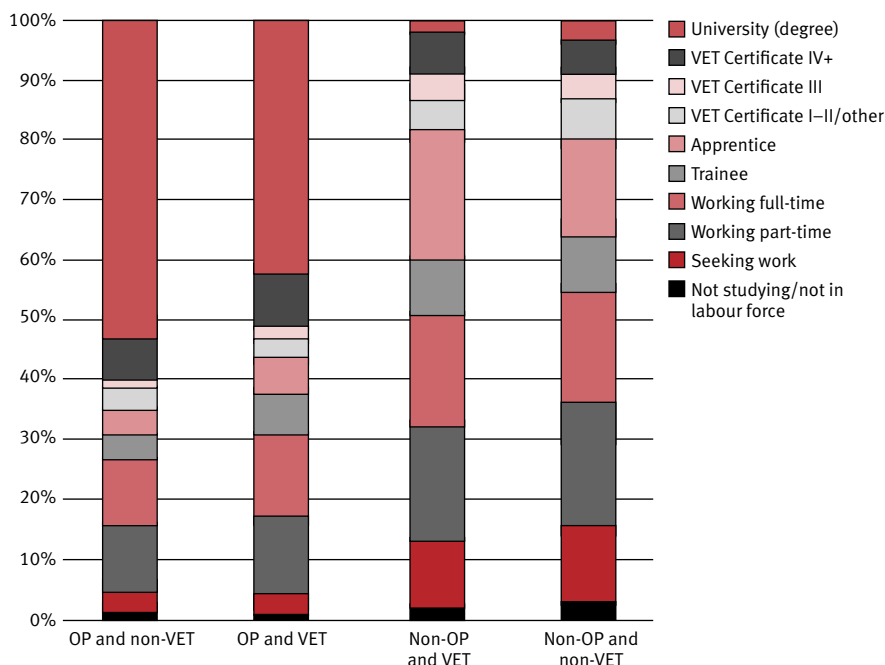
Marked differences were evident in the destinations of OP-eligible graduates and non-OP-eligible graduates. The most striking difference between these two groups was the strong transfer of non-OP graduates to employment and employment-based training. Among non-OP graduates, transfer to apprenticeships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

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

OP eligibility and VET qualification

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

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





Indigenous Status

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

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

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

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

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



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

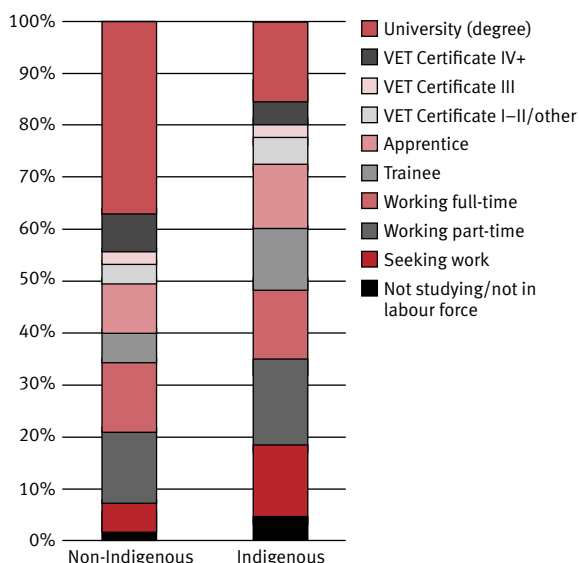
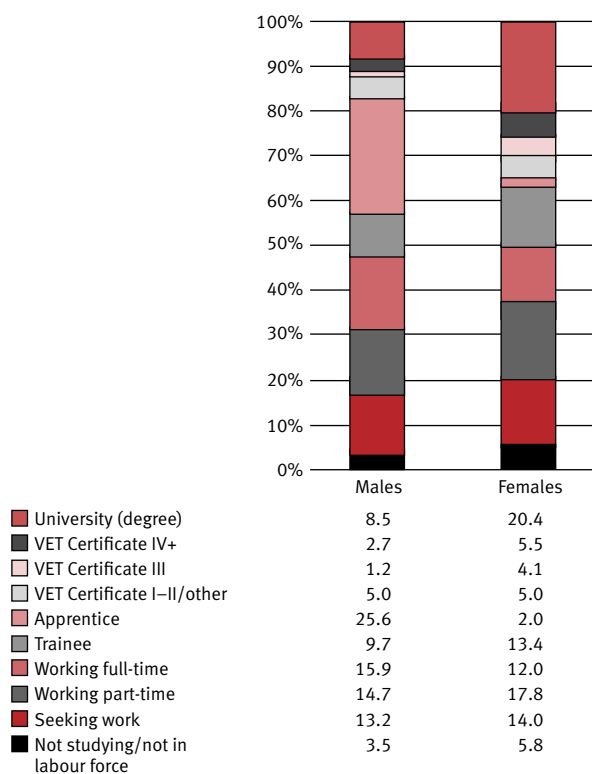


Figure 7.4 below reports the main destinations of Indigenous Year 12 completers by sex. Sex differences follow a similar pattern to those observed amongst the broader Year 12 completer population, with females more likely to enter university degree and other study destinations, while males were more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

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

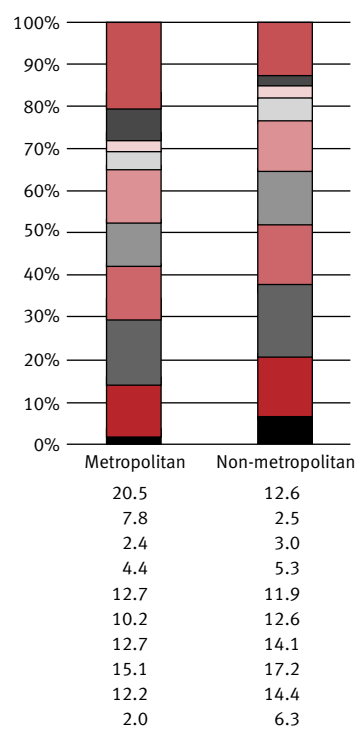


Differences in the post-school destinations of Indigenous respondents associated with geographical location were also evident (Figure 7.5). Indigenous Year 12 graduates attending schools in the greater metropolitan area of Brisbane and Moreton were more likely to make a transition to the study destinations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

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

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

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



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

Language Background and Visa Status

Table 7.4 shows the destinations of Year 12 completers according to their language background (English or non-English) and Visa status. Figure 7.6 compares the destinations of Year 12 graduates from English-speaking backgrounds and language backgrounds other than English (LBOTE).

LBOTE Year 12 graduates demonstrated higher rates of transition to university degree study than other respondents (52.1 per cent compared to 36.0 per cent). They were also more likely to enrol in VET Certificate IV+ courses (16.0 per cent compared to 6.7 per cent), while entry rates to VET Cert I, II and III were similar for the two groups (7.3 per cent and 6.3 per cent respectively).



Conversely, LBOTE Year 12 graduates were less likely to enter the workforce, or begin an apprenticeship or traineeship. It should be noted that these comparisons are broad and do not discriminate between students of different non-English-language backgrounds.

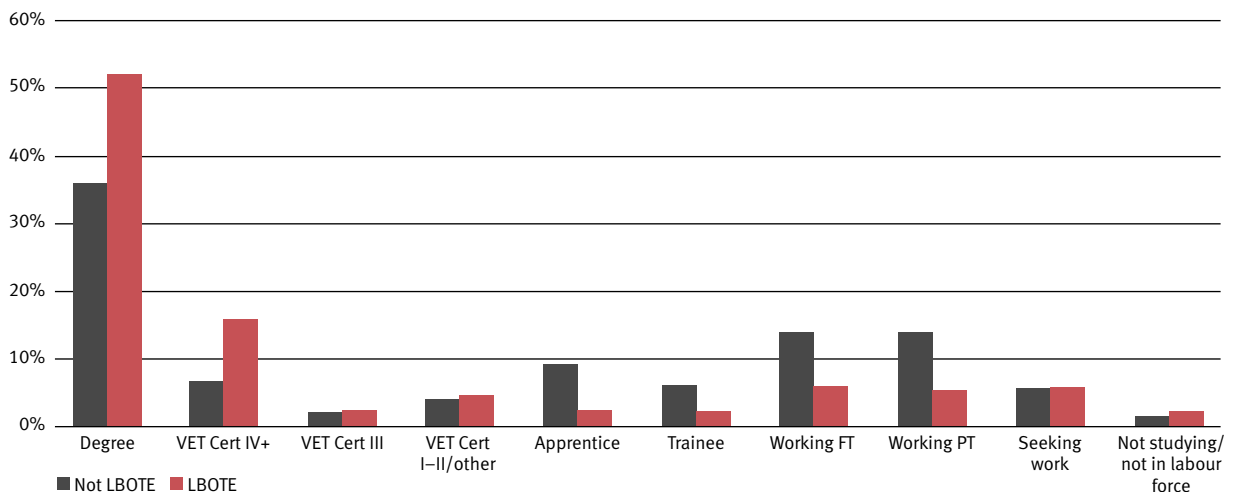
A small number of students in Queensland on a study visa were Year 12 completers in 2005. Similarly to the

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

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

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

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



Socioeconomic status

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

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

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

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

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

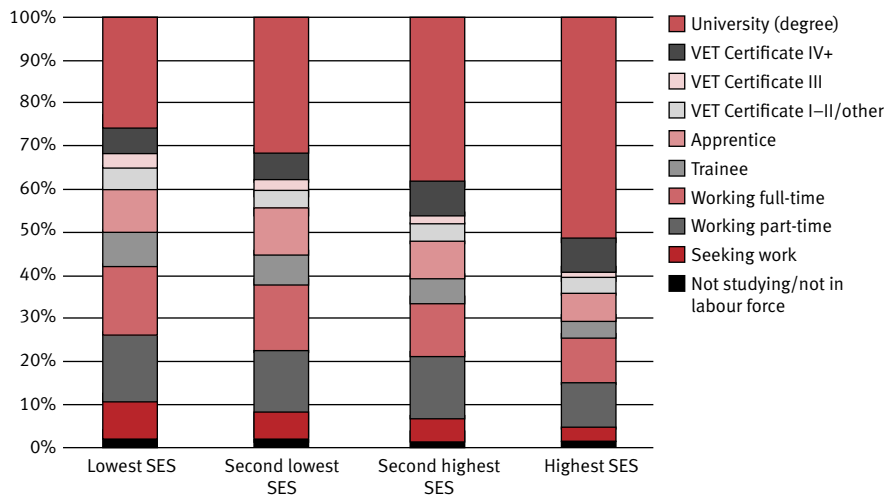


Table 7.5 Main destinations of Year 12 completers, by socioeconomic status, Queensland 2006

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



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



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

Age group

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

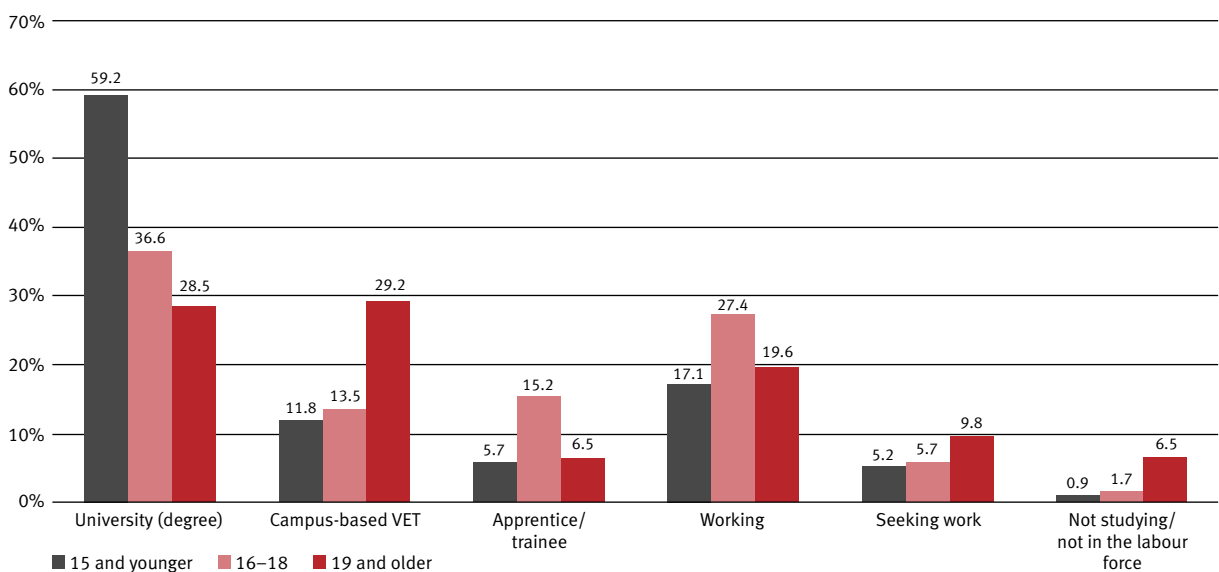
and allows comparison of the destinations of younger Year 12 graduates and mature age Year 12 graduates with those of the majority age cohort. Given the small numbers in the mature age and 15-year-old categories, their main destinations are reported only at a summary level.

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

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

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

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



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