

Chapter 6 Regional differences in post-school destinations



This chapter outlines regional differences in the main destinations of Year 12 graduates. It begins with a comparison of metropolitan and non-metropolitan areas, followed by analysis of Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA) geographical locations and ABS Statistical Divisions.

Metropolitan/non-metropolitan differences

The metropolitan area is defined as schools in the Statistical Divisions of Brisbane, Gold Coast, Sunshine Coast and West Moreton, while non-metropolitan encompasses the remainder of Queensland.

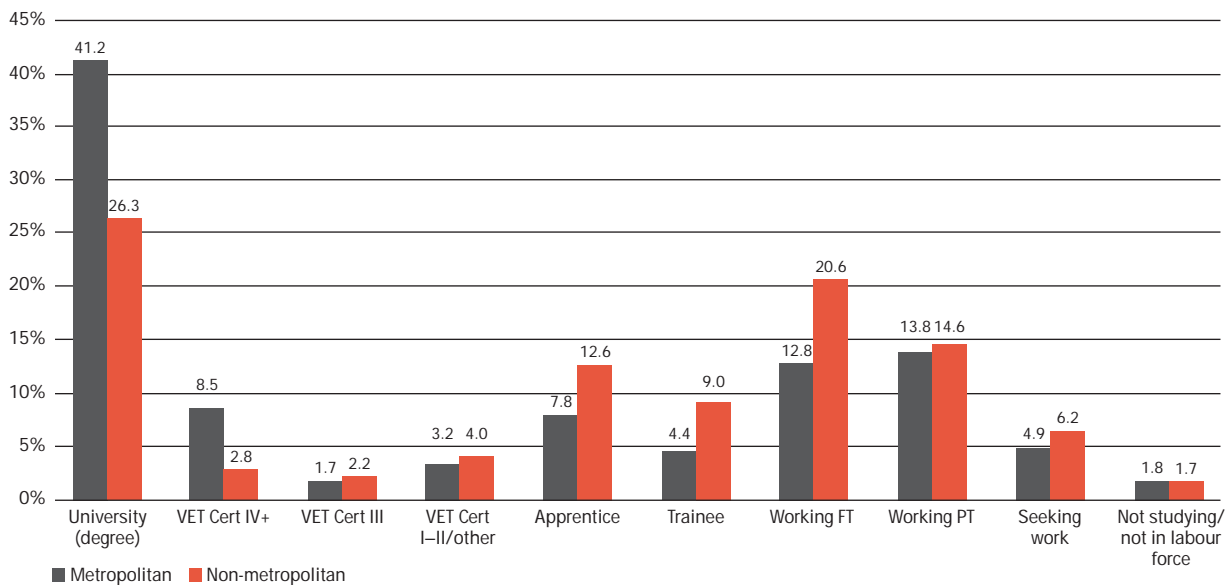
Figure 6.1 shows the differences in the transition to main destinations of metropolitan and non-metropolitan Year 12 graduates. Rates of transition to further education

and training were higher in metropolitan regions (66.7 per cent) compared to non-metropolitan regions (56.8 per cent). Transition to university and VET Cert IV+ in particular was stronger in metropolitan regions (49.7 per cent compared to 29.0 per cent), while transition to apprenticeships and traineeships was higher in non-metropolitan areas (21.6 per cent) compared to the metropolitan region (12.2 per cent).

Year 12 graduates in non-metropolitan areas were more likely to have a main destination of full-time employment (20.6 per cent compared to 12.8 per cent), while the proportion working part-time and seeking work was similar across metropolitan and non-metropolitan areas.

Non-participation in work or study was similar for Year 12 graduates in metropolitan and non-metropolitan regions.

Figure 6.1 Main destinations of Year 12 completers, by metropolitan/non-metropolitan location, Queensland 2007



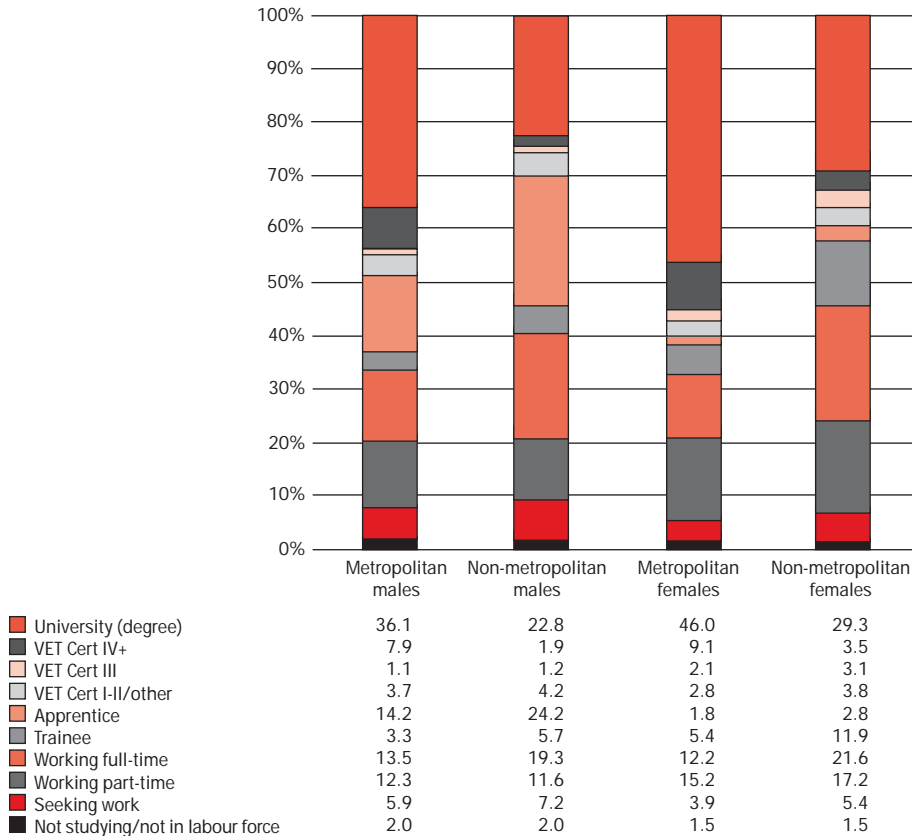
Note: Metropolitan/non-metropolitan location based on address of school attended in 2006.



Figure 6.2 below compares the main destinations of Year 12 graduates in metropolitan and non-metropolitan areas by sex. These results show that the patterns that were evident overall were also present for males and females. For example, rates of transition to university and VET Cert IV+ were higher for both metropolitan males, and females than their non-metropolitan peers (43.9 per cent compared to 24.7 per cent for males and 55.0 per cent compared to 32.8 per cent for females).

However, the data does reveal that the regional difference in transition to apprenticeships was almost entirely attributable to males (24.2 per cent for non-metropolitan compared to 14.2 per cent for metropolitan) with female transition to apprenticeships similar across these regions (2.8 per cent and 1.8 per cent respectively).

Figure 6.2 Main destinations of Year 12 completers, by metropolitan/non-metropolitan location, by sex, Queensland 2007



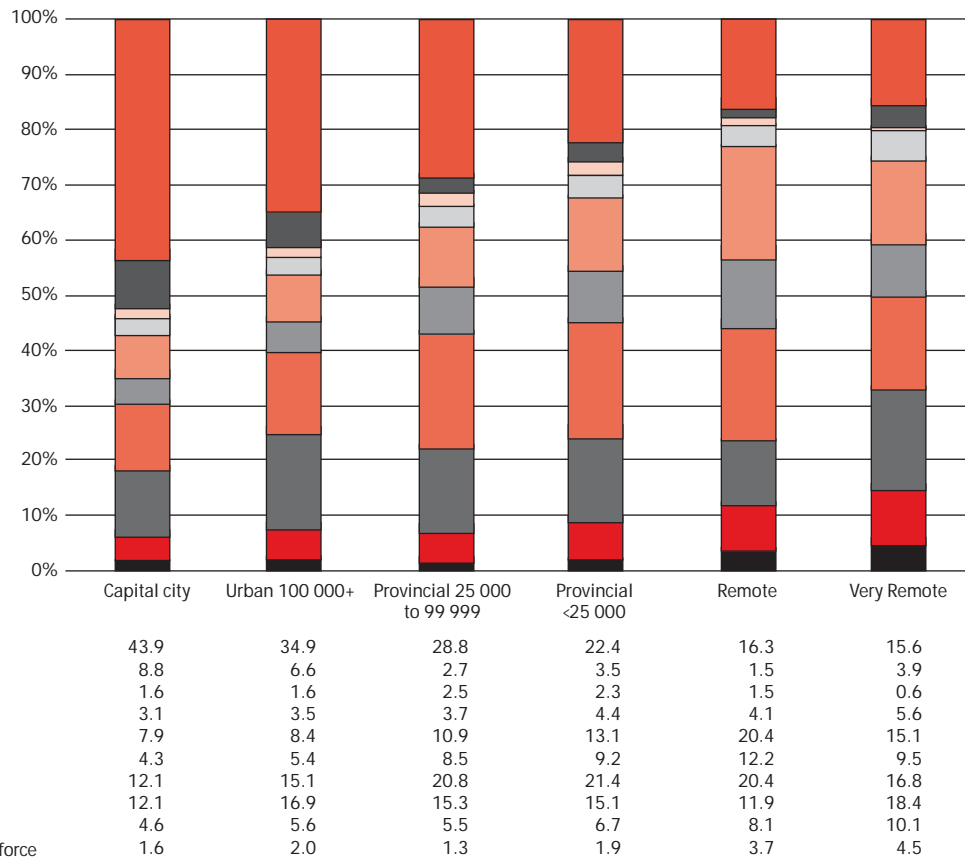
MCEETYA zone differences

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

Using this analysis, Figure 6.3 shows that transitions to university and VET (other than apprenticeships and traineeships) become less likely with less urbanised zones (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 remote areas were the least likely to do so.

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. The proportion of Year 12 graduates who are seeking work also rises with increasing remoteness, while the rate of Year 12 graduates not studying and not in the labour force shows no clear regional pattern, but is highest in the remote and very remote areas.

Figure 6.3 Main destinations of Year 12 completers, by MCEETYA geographical location, Queensland 2007



Note: MCEETYA geographical location based on address of school attended in 2006.

ABS Statistical Divisions

Analysis was also conducted at the Statistical Division level, based on the Australian Bureau of Statistics' Australian Standard Geographical Classification (2006), with some of the smaller Statistical Divisions combined. The boundaries for these divisions in metropolitan and non-metropolitan Queensland are shown in Figures A3A and A3B in Appendix 3. Table 6.1 details the main destinations of Year 12 graduates in each region, and Figure 6.4 shows the data graphically.

Regional patterns were evident across Queensland. The transition to university degree study was strongest in Brisbane and Gold Coast (44.0 per cent and 39.0 per cent respectively), and lowest in Wide Bay-Burnett and West Moreton (21.8 per cent and 24.8 per cent

respectively). The four regions with the highest rates of transfer to campus-based VET were the metropolitan regions of Brisbane, Gold Coast, Sunshine Coast and West 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 (28.5 per cent) and Fitzroy/Central West (24.1 per cent).

The overall rate of entry to post-school education and training across Statistical Divisions fell within a fairly narrow band, ranging from 52.0 per cent in Wide Bay-Burnett to 69.7 per cent in Brisbane. The proportion of Year 12 graduates seeking work varied from 3.6 per cent in Mackay to 8.3 per cent in Wide Bay-Burnett and Far North.

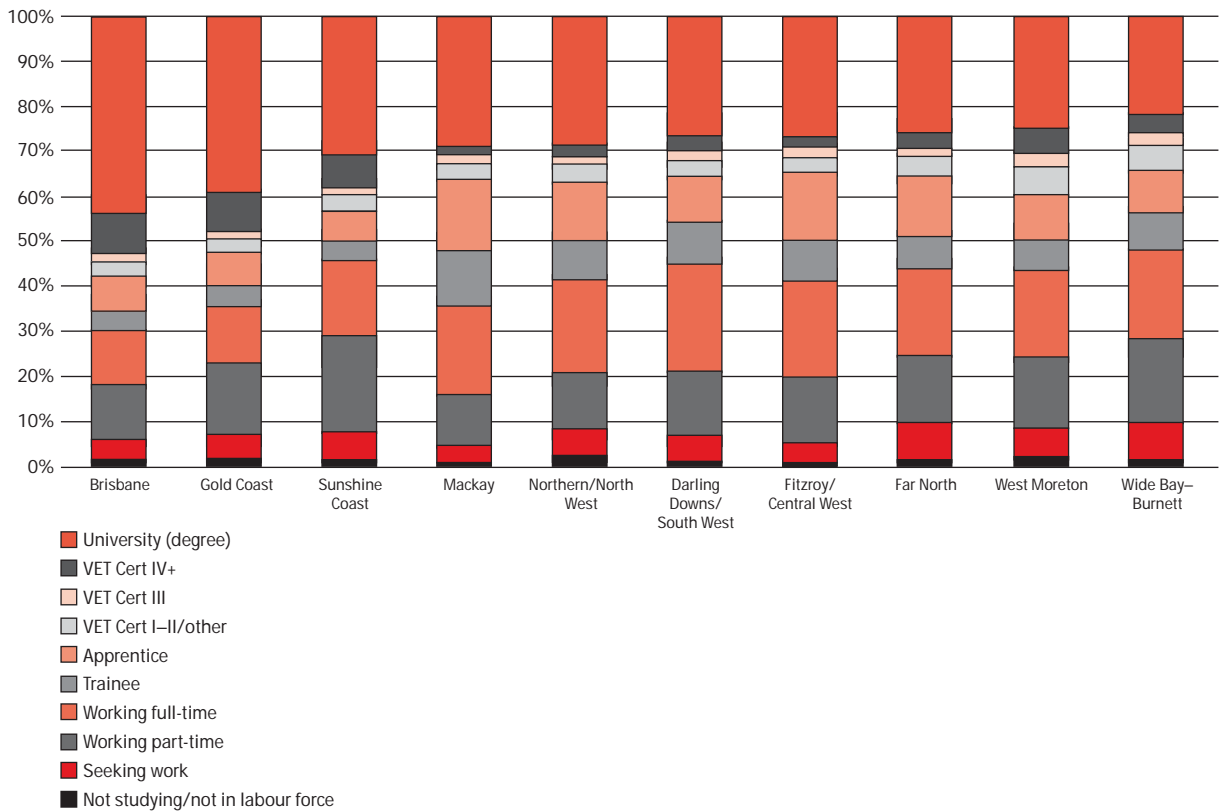


Table 6.1 Main destinations of Year 12 completers, by ABS geography, Queensland 2007

		University (degree)	VET Cert IV+	VET Cert III	VET Cert I-II/other	Apprentice	Trainee	FT work	PT work	Seeking work	Not in study/ NILF	Total
Brisbane	no.	6 909	1 376	261	487	1 243	670	1 897	1 906	711	255	15 715
	%	44.0	8.8	1.7	3.1	7.9	4.3	12.1	12.1	4.5	1.6	100.0
Darling Downs/ South West	no.	546	62	43	67	215	188	482	291	117	31	2 042
	%	26.7	3.0	2.1	3.3	10.5	9.2	23.6	14.3	5.7	1.5	100.0
Far North	no.	438	48	37	71	224	125	317	249	139	31	1 679
	%	26.1	2.9	2.2	4.2	13.3	7.4	18.9	14.8	8.3	1.8	100.0
Fitzroy/ Central West	no.	452	38	38	59	256	153	357	247	76	19	1 695
	%	26.7	2.2	2.2	3.5	15.1	9.0	21.1	14.6	4.5	1.1	100.0
Gold Coast	no.	1 478	334	55	115	289	168	471	601	192	84	3 787
	%	39.0	8.8	1.5	3.0	7.6	4.4	12.4	15.9	5.1	2.2	100.0
Mackay	no.	314	19	21	37	172	137	211	124	39	12	1 086
	%	28.9	1.7	1.9	3.4	15.8	12.6	19.4	11.4	3.6	1.1	100.0
Northern/ North West	no.	550	41	30	77	254	165	389	237	111	53	1 907
	%	28.8	2.1	1.6	4.0	13.3	8.7	20.4	12.4	5.8	2.8	100.0
Sunshine Coast	no.	745	170	41	88	155	109	400	511	154	41	2 414
	%	30.9	7.0	1.7	3.6	6.4	4.5	16.6	21.2	6.4	1.7	100.0
West Moreton	no.	153	34	17	38	62	43	117	99	38	15	616
	%	24.8	5.5	2.8	6.2	10.1	7.0	19.0	16.1	6.2	2.4	100.0
Wide Bay– Burnett	no.	437	80	59	104	192	172	387	374	166	36	2 007
	%	21.8	4.0	2.9	5.2	9.6	8.6	19.3	18.6	8.3	1.8	100.0
Total	no.	12 022	2 202	602	1 143	3 062	1 930	5 028	4 639	1 743	577	32 948
	%	36.5	6.7	1.8	3.5	9.3	5.9	15.3	14.1	5.3	1.8	100.0

Note: Region based on address of school attended in 2006.

Figure 6.4 Main destinations of Year 12 completers, by ABS geography, Queensland 2007



Note: Region based on address of school attended in 2006.

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



This chapter examines the main destinations of Year 12 completers according to Year 12 status, Year 12 strand (VET and non-VET), OP eligibility and VET qualification, Indigenous status, language background and international 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 over half of these Year 12 graduates (52.5 per cent). OP-eligible graduates who opted for campus-based VET entered Cert IV+ level courses at a higher rate than Cert I-II/other and Cert III level courses. Less than one in ten OP-eligible Year 12 graduates entered employment-based training (8.9 per cent). Those who elected to join the workforce without studying were just as likely to be in full-time employment as part-time (12.6 per cent and 11.8 per cent respectively).

The survey showed that transition into the workforce was a common pathway for non-OP graduates. This group was nearly twice as likely to enter employment-based training as to enrol in campus-based VET courses (29.0 per cent compared to 15.1 per cent). In addition, more than four in ten entered full-time or part-time work (21.3 per cent and 19.0 per cent respectively).

Certificate of Post-Compulsory School Education (CPCSE) graduates made strong transitions to VET Cert I-II and other courses (23.1 per cent). A high proportion were neither

Table 7.1 Main destinations of Year 12 completers, by Year 12 status, Queensland 2007

		CPCSE	Senior Certificate	OP-eligible	
				No	Yes
University (degree)	no.	3	12 021	257	11 764
	%	0.7	36.7	2.5	52.5
VET Cert IV+	no.	8	2 202	715	1 487
	%	1.9	6.7	6.9	6.6
VET Cert III	no.	5	602	361	241
	%	1.2	1.8	3.5	1.1
VET Cert I-II/other	no.	99	1 078	483	595
	%	23.1	3.3	4.7	2.7
Apprentice	no.	8	3 060	2 112	948
	%	1.9	9.3	20.4	4.2
Trainee	no.	19	1 928	894	1 034
	%	4.4	5.9	8.6	4.6
(Total Vet)	no.	(139)	(8 870)	(4 565)	(4 305)
	%	(32.4)	(27.1)	(44.1)	(19.2)
Working full-time	no.	31	5 017	2 206	2 811
	%	7.2	15.3	21.3	12.6
Working part-time	no.	66	4 615	1 964	2 651
	%	15.4	14.1	19.0	11.8
Seeking work	no.	73	1 722	1 090	632
	%	17.0	5.3	10.5	2.8
Not studying/not in labour force	no.	117	497	267	230
	%	27.3	1.5	2.6	1.0
Total	no.	429	32 742	10 349	22 393
	%	100.0	100.0	100.0	100.0

Note: Some Year 12 completers were awarded both CPCSE and Senior Certificate.



studying nor in the labour force (27.3 per cent) and a further 17.0 per cent were seeking work. CPCSE graduates who were working and not in education or training were more than twice as likely to be working in part-time jobs (15.4 per cent) as full-time jobs (7.2 per cent).

Year 12 strand (VET and non-VET)

Table 7.2 compares the outcomes of Year 12 graduates who completed a VET qualification and those who did not (VET and non-VET). It also includes a comparison of 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 the main destinations of Year 12 VET and non-VET graduates.

Just under one-third of all Year 12 completers graduated with a VET qualification (33.1 per cent), while nearly one in ten Year 12 graduates (8.2 per cent) undertook a school-based apprenticeship or traineeship.

Year 12 graduates with a VET qualification were less likely to enrol in university degree study (23.0 per cent compared to 43.2 per cent of the non-VET cohort). However, they were just as likely to enter campus-based VET (13.1 per cent compared to 11.4 per cent), and had higher rates of transition to employment-based training (22.1 per cent compared to 11.7 per cent). Year 12 graduates with a VET qualification were also more likely to enter paid employment with no further education or training (34.3 per cent compared to 26.9 per cent of the non-VET cohort).

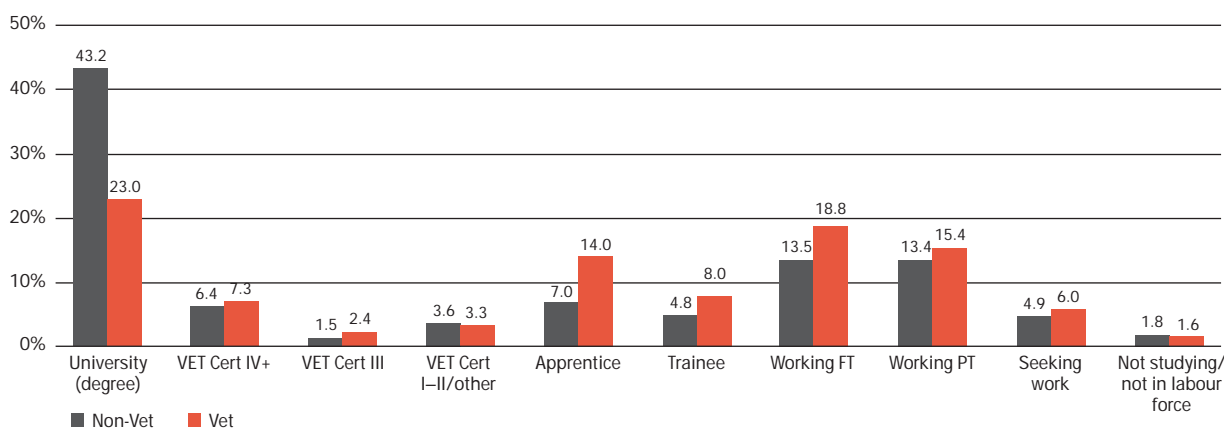
School-based apprentices and trainees were three times more likely to undertake apprenticeships and traineeships after leaving school than other Year 12 graduates (39.4 per cent compared to 13.0 per cent). They were also more likely to be working full-time rather than part-time (20.5 per cent compared to 13.2 per cent) and less likely to be seeking work than other Year 12 graduates (3.5 per cent compared to 5.5 per cent).

Table 7.2 Main destinations of Year 12 completers, by Year 12 strand (VET and non-VET) and school-based apprentices, Queensland 2007

		VET Qualification		School-based apprentice or trainee (SAT)	
		No	Yes	No	Yes
University (degree)	no.	9 518	2 504	11 680	342
	%	43.2	23.0	38.6	12.7
VET Cert IV+	no.	1 405	797	2 051	151
	%	6.4	7.3	6.8	5.6
VET Cert III	no.	336	266	542	60
	%	1.5	2.4	1.8	2.2
VET Cert I-II/other	no.	783	360	1 091	52
	%	3.6	3.3	3.6	1.9
Apprentice	no.	1 535	1 527	2 318	744
	%	7.0	14.0	7.7	27.6
Trainee	no.	1 054	876	1 612	318
	%	4.8	8.0	5.3	11.8
(Total VET)	no.	(5 113)	(3 826)	(7 614)	(1 325)
	%	(23.2)	(35.1)	(25.2)	(49.2)
Working full-time	no.	2 976	2 052	4 476	552
	%	13.5	18.8	14.8	20.5
Working part-time	no.	2 957	1 682	4 283	356
	%	13.4	15.4	14.2	13.2
Seeking work	no.	1 086	657	1 650	93
	%	4.9	6.0	5.5	3.5
Not studying/not in labour force	no.	405	172	552	25
	%	1.8	1.6	1.8	0.9
Total	no.	22 055	10 893	30 255	2 693
	%	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 2007



OP eligibility and VET qualification

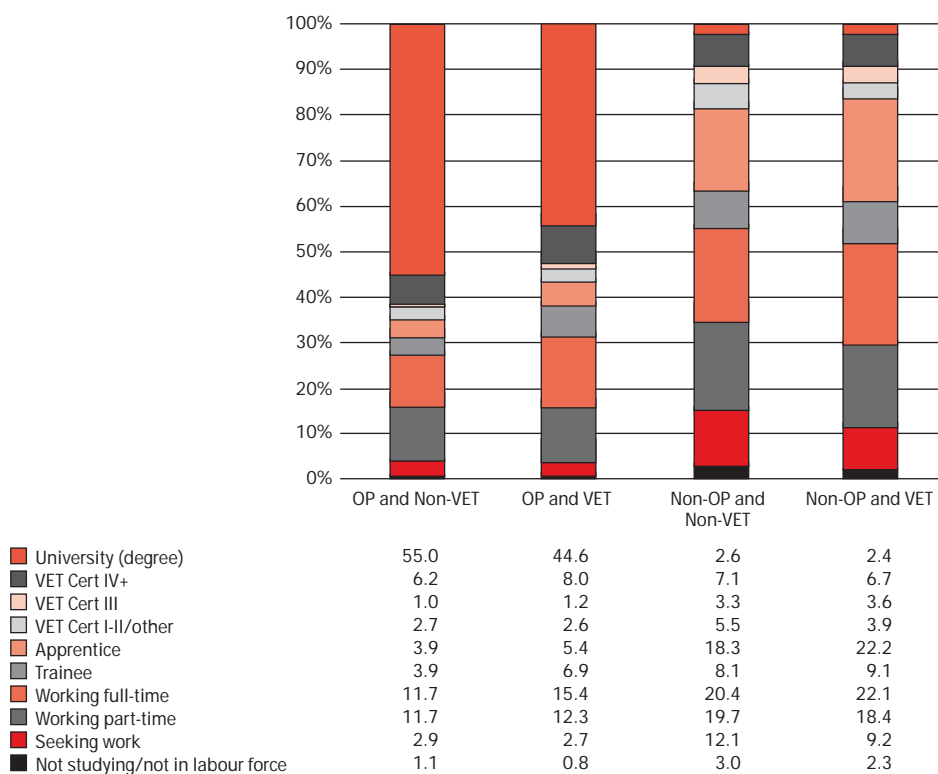
Overall Positions, or OPs, provide a statewide ranking of students based on achievement in Queensland Studies Authority subjects studied for the Queensland Senior Certificate. To receive an OP, students must study a certain number of Authority subjects, complete Year 12, and sit for the Queensland Core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

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 (55.0 per cent compared to 44.6 per cent). OP and VET graduates balanced lower university entry rates with

higher transition to apprenticeships and traineeships (12.3 per cent compared to 7.8 per cent) whilst the rate of transfer to campus-based VET was similar for those with and without a VET qualification (11.8 per cent compared to 9.9 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 those with a VET qualification (22.2 per cent) but also for non-VET graduates (18.3 per cent). Rates of transfer to traineeships and campus-based VET were also higher for non-OP graduates, but overall this group was less likely than OP-eligible graduates to enter post-school education or training.

Figure 7.2 Main destinations of Year 12 completers, by OP eligibility and VET qualification, Queensland 2007





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. This was particularly evident for non-OP and non-VET graduates of whom 12.1 per cent were not studying and seeking work, which is more than twice the overall proportion of 5.3 per cent.

Indigenous status

There were 770 Year 12 graduates who were identified as Aboriginal or Torres Strait Islander which made up 2.3 per cent of the total cohort. Table 7.3 and Figure 7.3 below compare the destinations of Indigenous and non-Indigenous Year 12 graduates. Care must be taken when comparing these findings with results from previous years due to the large variation in survey response rates (43.7 per cent in 2005, 59.3 per cent in 2006 and 71.6 per cent in 2007).

Indigenous Year 12 completers were less likely than their non-Indigenous peers to enrol in a university degree (12.6 per cent compared to 37.1 per cent). While similar proportions of Indigenous and non-Indigenous Year 12 graduates enrolled in campus-based VET overall (13.1 per cent and 12.0 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 undertaking a traineeship (10.6 per cent compared to 5.7 per cent) but had a similar rate of transition to apprenticeships. Indigenous Year 12 graduates had a similar rate of transition to employment with no further education or training as their non-Indigenous peers (31.6 per cent compared to 29.3 per cent). Indigenous Year 12 graduates were also more likely to be not studying and seeking work than non-Indigenous Year 12 graduates (16.9 per cent compared to 5.0 per cent).

Table 7.3 Main destinations of Year 12 completers, by Indigenous status, Queensland 2007

	Non-Indigenous		Indigenous	
	no.	%	no.	%
University (degree)	11 925	37.1	97	12.6
VET Cert IV+	2 173	6.8	29	3.8
VET Cert III	581	1.8	21	2.7
VET Cert I-II/other	1 092	3.4	51	6.6
Apprentice	2 989	9.3	73	9.5
Trainee	1 848	5.7	82	10.6
(Total VET)	(8 683)	(27.0)	(256)	(33.2)
Working full-time	4 917	15.3	111	14.4
Working part-time	4 507	14.0	132	17.1
Seeking work	1 613	5.0	130	16.9
Not studying/not in labour force	533	1.7	44	5.7
Total	32 178	100.0	770	100.0

Figure 7.3 Main destinations of Year 12 completers, by Indigenous status, Queensland 2007

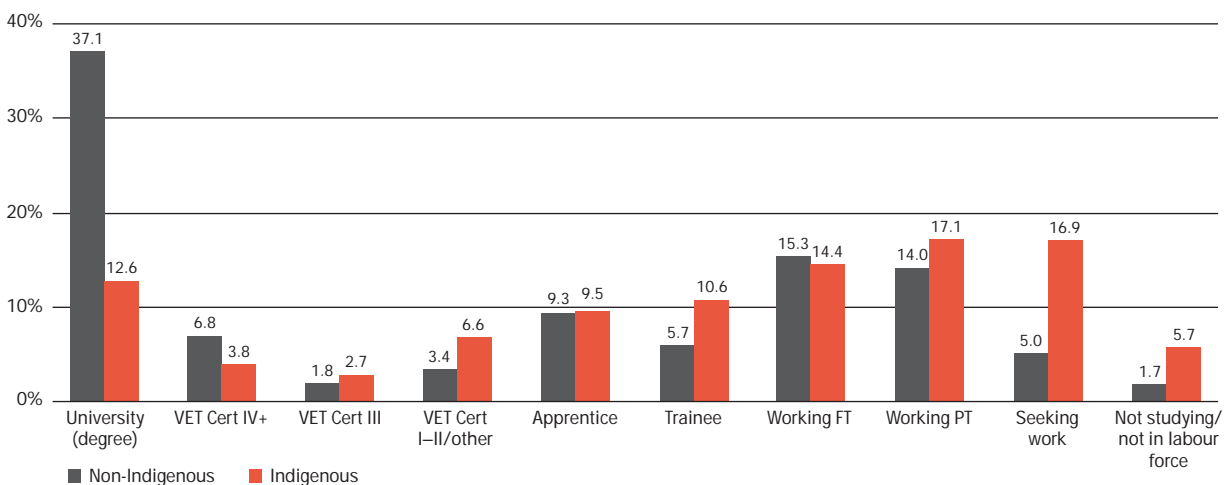




Figure 7.4 below reports the main destinations of Indigenous Year 12 completers by sex. Sex differences follow a similar pattern to those observed amongst the broader Year 12 completer population, with females more likely to enter university degree and other study destinations, while males were more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

Geographical differences were also evident in the post-school destinations of Indigenous Year 12 completers

(see Figure 7.5). Indigenous Year 12 graduates attending schools in the greater metropolitan area of Brisbane, Gold Coast, Sunshine Coast and West Moreton were more likely to make a transition to the study destinations of university degree and campus-based VET.

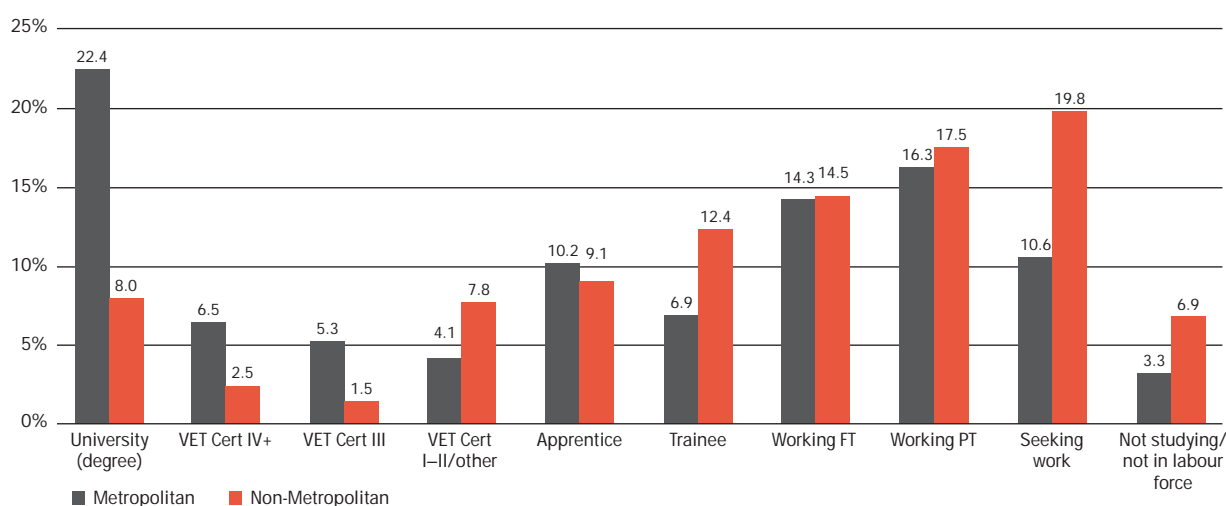
Indigenous Year 12 graduates in both metropolitan and non-metropolitan regions were just as likely to be employed, while non-metropolitan Indigenous Year 12 graduates were nearly twice as likely to be seeking work as metropolitan Indigenous Year 12 graduates.

While metropolitan and non-metropolitan Indigenous Year 12 graduates entered apprenticeships at similar rates, the non-metropolitan cohort were more likely to enter into traineeships.

Figure 7.4 Main destinations of Indigenous Year 12 completers, by sex, Queensland 2007



Figure 7.5 Main destinations of Indigenous Year 12 completers, by metropolitan/non-metropolitan location, Queensland 2007



Note: Metropolitan/non-metropolitan location based on address of school attended in 2006.



Language background and international visa status

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

Excluding international visa students, LBOTE Year 12 graduates demonstrated higher rates of transition to university degree study than those from an English-speaking background (50.7 per cent compared to 35.7 per cent). They were also more likely to enrol in VET Certificate IV+ courses (12.6 per cent compared to 6.3 per cent), while entry rates to VET Cert I, II and III

were similar for the two groups (5.5 per cent and 5.3 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.

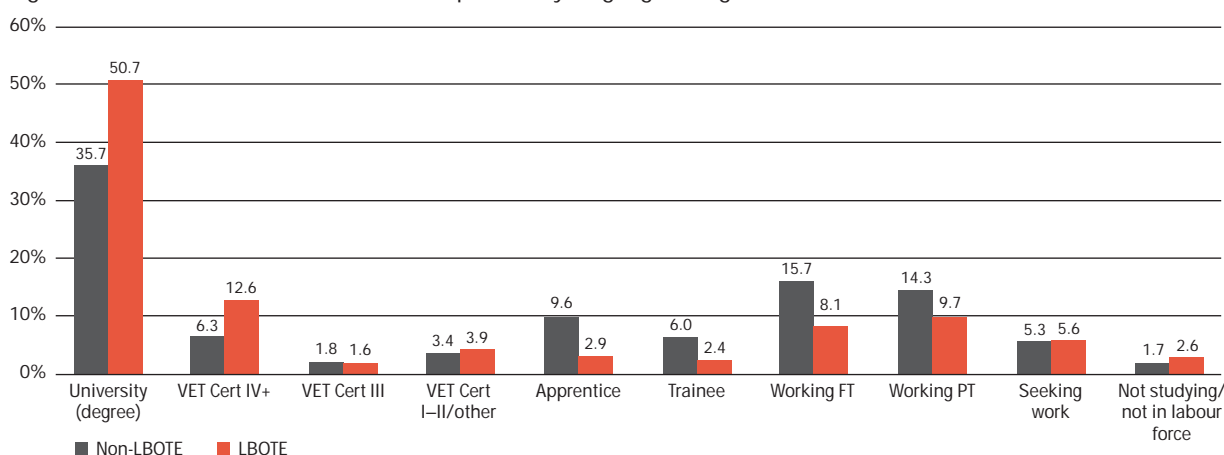
A small number of students in Queensland on an international study visa were Year 12 completers in 2006. Similarly to the LBOTE students, these Year 12 graduates made strong transitions to university degree study (61.3 per cent) and VET Cert IV+ (18.7 per cent), suggesting their strong academic motivation. 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 (31.9 per cent).

Table 7.4 Main destinations of Year 12 completers, by language background and international visa status, Queensland 2007

		LBOTE		Visa	
		No	Yes	No	Yes
University (degree)	no.	11 196	682	11 878	144
	%	35.7	50.7	36.3	61.3
VET Cert IV+	no.	1 989	169	2 158	44
	%	6.3	12.6	6.6	18.7
VET Cert III	no.	571	21	592	10
	%	1.8	1.6	1.8	4.3
VET Cert I-II/other	no.	1 078	53	1 131	12
	%	3.4	3.9	3.5	5.1
Apprentice	no.	3 019	39	3 058	4
	%	9.6	2.9	9.3	1.7
Trainee	no.	1 895	32	1 927	3
	%	6.0	2.4	5.9	1.3
(Total VET)	no.	(8 552)	(314)	(8 866)	(73)
	%	(27.3)	(23.3)	(27.1)	(31.1)
Working full-time	no.	4 915	109	5 024	4
	%	15.7	8.1	15.4	1.7
Working part-time	no.	4 499	130	4 629	10
	%	14.3	9.7	14.2	4.3
Seeking work	no.	1 664	76	1 740	3
	%	5.3	5.6	5.3	1.3
Not studying/not in labour force	no.	541	35	576	1
	%	1.7	2.6	1.8	0.4
Total	no.	31 367	1 346	32 713	235
	%	100.0	100.0	100.0	100.0



Figure 7.6 Main destinations of Year 12 completers, by language background, Queensland 2007



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 post-school education and training overall was strongly associated with socioeconomic status, increasing consistently from 56.0 per cent for the lowest SES quartile to 73.4 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 socio-economic quartile to enter university (51.8 per cent compared to 25.6 per cent). While rates of entry to VET Cert IV+ were relatively consistent across

Table 7.5 Main destinations of Year 12 completers, by socioeconomic status, Queensland 2007

		Lowest SES quartile	Second lowest SES quartile	Second highest SES quartile	Highest SES quartile
University (degree)	no.	2 069	2 541	2 995	4 185
	%	25.6	31.4	37.0	51.8
VET Cert IV+	no.	515	515	569	572
	%	6.4	6.4	7.0	7.1
VET Cert III	no.	194	171	128	100
	%	2.4	2.1	1.6	1.2
VET Cert I-II/other	no.	359	291	236	233
	%	4.4	3.6	2.9	2.9
Apprentice	no.	783	859	813	562
	%	9.7	10.6	10.1	7.0
Trainee	no.	604	562	453	281
	%	7.5	7.0	5.6	3.5
(Total VET)	no.	(2 455)	(2 398)	(2 199)	(1 748)
	%	(30.4)	(29.7)	(27.2)	(21.6)
Working full-time	no.	1 418	1 364	1 243	905
	%	17.5	16.9	15.4	11.2
Working part-time	no.	1 292	1 229	1 145	885
	%	16.0	15.2	14.2	11.0
Seeking work	no.	665	416	378	245
	%	8.2	5.1	4.7	3.0
Not studying/not in labour force	no.	181	134	128	114
	%	2.2	1.7	1.6	1.4
Total	no.	8 080	8 082	8 088	8 082
	%	100.0	100.0	100.0	100.0

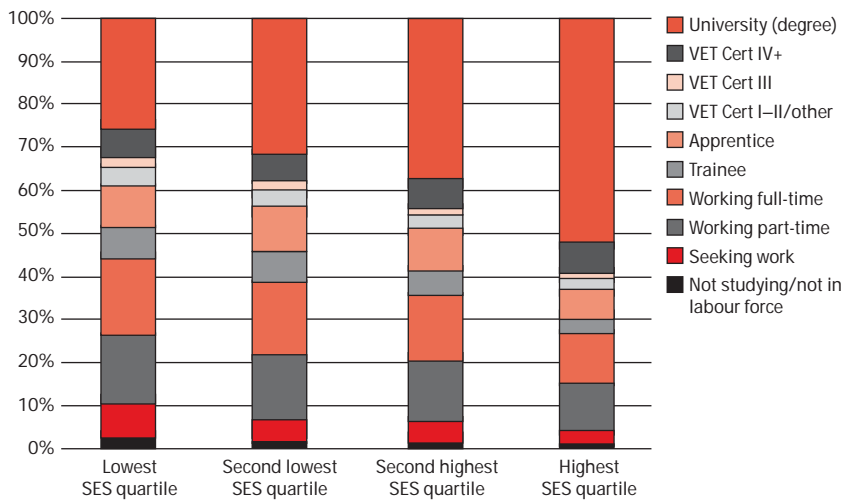
Note: Excludes 616 respondents with PO Box addresses for whom socioeconomic status could not be determined.



socioeconomic levels, rates of entry to VET Cert III and below declined as socioeconomic status increased (6.8 per cent in the lowest SES quartile to 4.1 per cent in the highest SES quartile).

The proportion of Year 12 graduates who entered employment-based training tended to increase with declining socioeconomic status (with the exception of apprenticeships in the lowest SES quartile).

Figure 7.7 Main destinations of Year 12 completers, by socioeconomic status, Queensland 2007

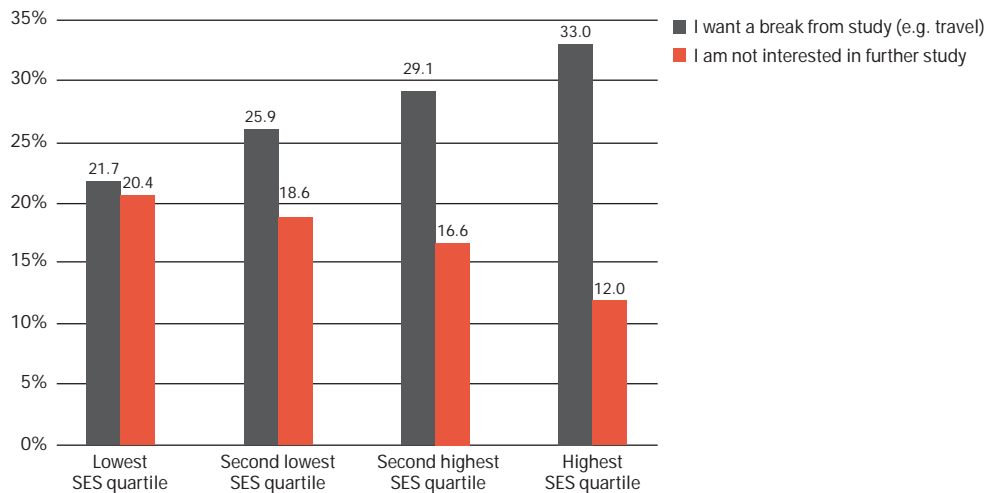


Note: Socioeconomic status is based on residential address.

The main reasons for not continuing with study were analysed by the Year 12 graduates' socio-economic background. The results showed that with only a couple of exceptions, socioeconomic status (based on SEIFA) had little influence on the main reason given.

Figure 7.8 shows the desire to take a break from study (e.g. to travel) tends to rise as socio-economic status rises, while Year 12 graduates from the highest SES quartile were the least likely to be uninterested in further study.

Figure 7.8 Main reason of Year 12 completers for not studying, by socioeconomic status, Queensland 2007



Note: Socioeconomic status is based on residential address.

Age group

At the start of the 2006 school year, the vast majority (32 565 or 98.8 per cent) of Year 12 students were between 16 and 18 years of age. There were 270 students (0.8 per cent) aged 15 years or younger, and a further 113 students (0.3 per cent) who were 19 years of age or older. Table 7.6 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 typical age group. Given the small numbers in the mature age and 15-year-old categories, their main destinations are reported only at a summary level.

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



Table 7.6 Main destinations of Year 12 completers, by age group, Queensland 2007

	15 years of age or younger		16–18 years of age		19 years of age or older	
	no.	%	no.	%	no.	%
University (degree)	143	53.0	11 841	36.4	38	33.6
Campus-based VET	32	11.9	3 886	11.9	29	25.7
Apprentice/Trainee	21	7.8	4 967	15.3	4	3.5
Working	62	23.0	9 582	29.4	23	20.4
Seeking work	8	3.0	1 723	5.3	12	10.6
Not studying/not in labour force	4	1.5	566	1.7	7	6.2
Total	270	100.0	32 565	100.0	113	100.0