



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.

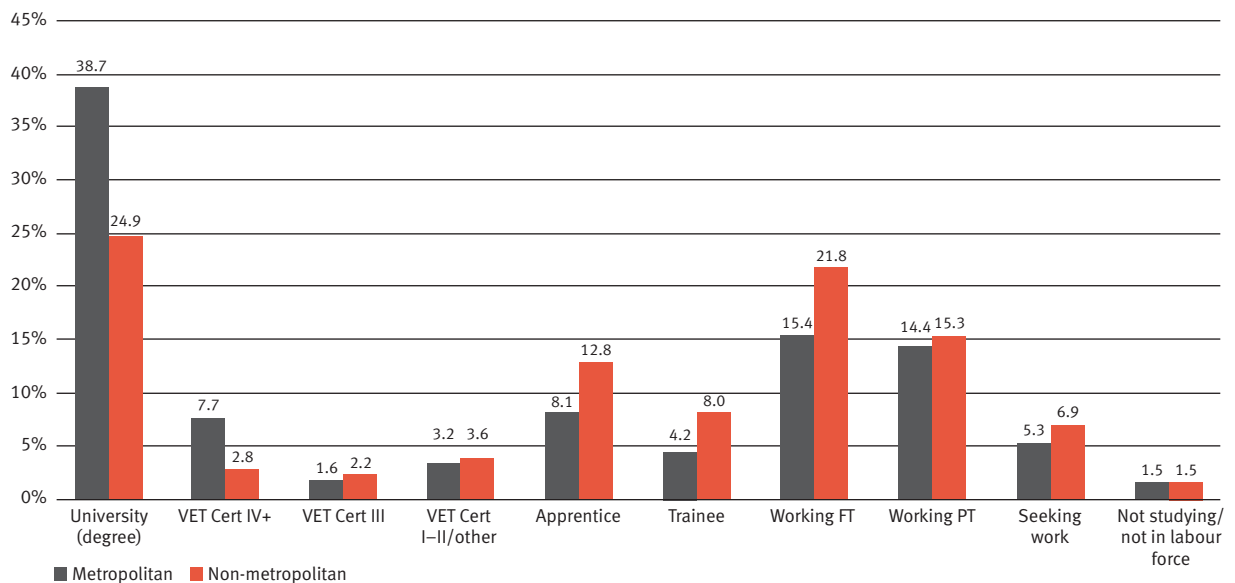
Figure 6.1 shows the differences in the transition to main destinations of metropolitan and non-metropolitan Year 12 graduates. Rates of transition to further education and

training were higher in metropolitan regions (63.4 per cent) compared to non-metropolitan regions (54.5 per cent). In particular, transition to university and VET Certificate IV+ was stronger in metropolitan regions (46.4 per cent compared to 27.8 per cent), while transition to apprenticeships and traineeships was higher in non-metropolitan areas (20.8 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 (21.8 per cent compared to 15.4 per cent), while the proportion working part-time and seeking work was similar across metropolitan and non-metropolitan areas.

Non-participation in the labour force or study was the same 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 2008



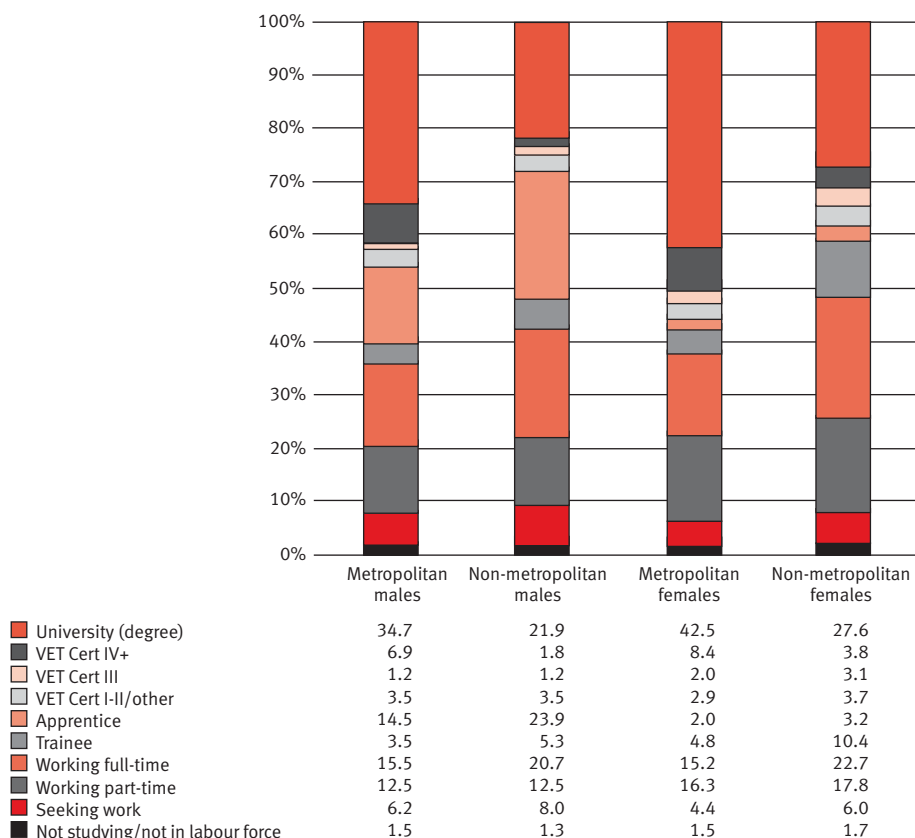
Note: Metropolitan/non-metropolitan location based on address of school attended in 2007.



Figure 6.2 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 Certificate IV+ were higher for both metropolitan males and metropolitan females than their non-metropolitan peers (41.6 per cent compared to 23.7 per cent for males, and 50.9 per cent compared to 31.3 per cent for females).

However, the data does reveal that the regional difference in transition to apprenticeships was almost entirely attributable to males (23.9 per cent for non-metropolitan compared to 14.5 per cent for metropolitan) with female transition to apprenticeships similar across these regions (3.2 per cent and 2.0 per cent respectively).

Figure 6.2 Main destinations of Year 12 completers, by metropolitan/non-metropolitan location, by sex, Queensland 2008



Note: Metropolitan/non-metropolitan location based on address of school attended in 2007.

MCEETYA zone differences

The main destinations of Year 12 graduates were 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.

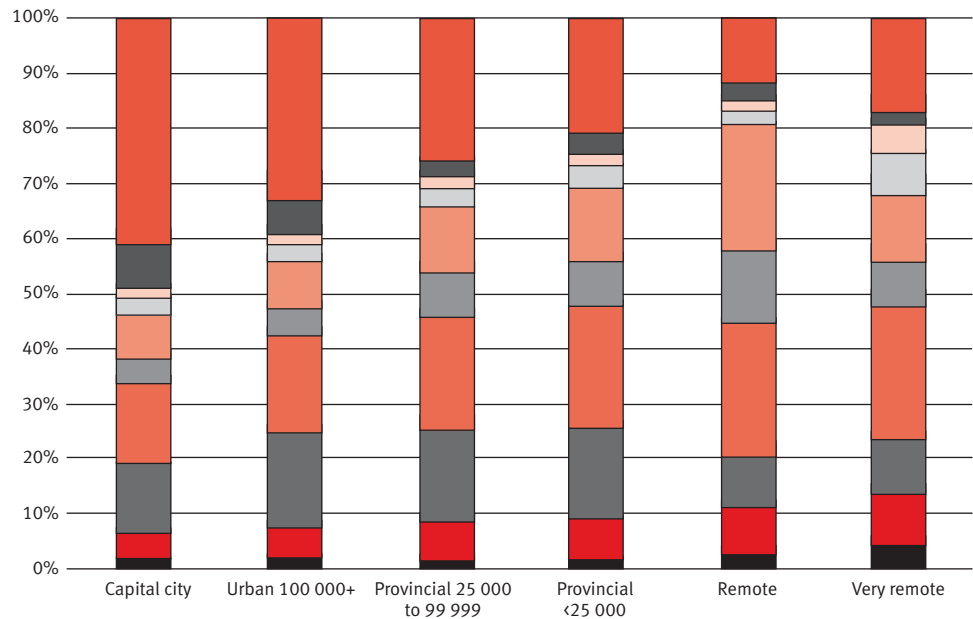
Using this analysis, Figure 6.3 shows that transitions to university and campus-based VET become less likely with less urbanised zones (i.e. smaller in population and more remote). That is, students from the capital city of Brisbane were the most likely to enter university and

campus-based 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 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 proportion of Year 12 graduates not studying and not in the labour force is highest in the remote and very remote areas.



Figure 6.3 Main destinations of Year 12 completers, by MCEETYA geographical location, Queensland 2008



- 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

Note: MCEETYA geographical location based on address of school attended in 2007.

ABS Statistical Divisions

Analysis was also conducted at the Statistical Division level, based on the ABS' Australian Standard Geographical Classification (2007), with some of the smaller Statistical Divisions combined. The boundaries for these divisions in metropolitan and non-metropolitan Queensland are shown in Figures A2A and A2B in Appendix 2. 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 (41.5 per cent and 36.2 per cent respectively), and lowest in West Moreton and Wide Bay–Burnett (19.4 per cent and 20.3 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 the

non-metropolitan region of Wide Bay–Burnett. 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 (26.4 per cent) and Fitzroy/Central West (24.4 per cent).

The overall rate of entry to post-school education and training ranged from 47.1 per cent in West Moreton to 66.2 per cent in Brisbane. Transition to full-time work with no further education or training was strongest in Darling Downs/South West (23.7 per cent), and lowest in the metropolitan regions of Brisbane and Gold Coast (14.8 per cent and 14.9 per cent respectively). The proportion of Year 12 completers entering part-time work ranged from 12.3 per cent in Northern/North West to 22.1 per cent for the Sunshine Coast, while the proportion seeking work varied from 4.9 per cent in the Gold Coast to 9.4 per cent in Wide Bay–Burnett.

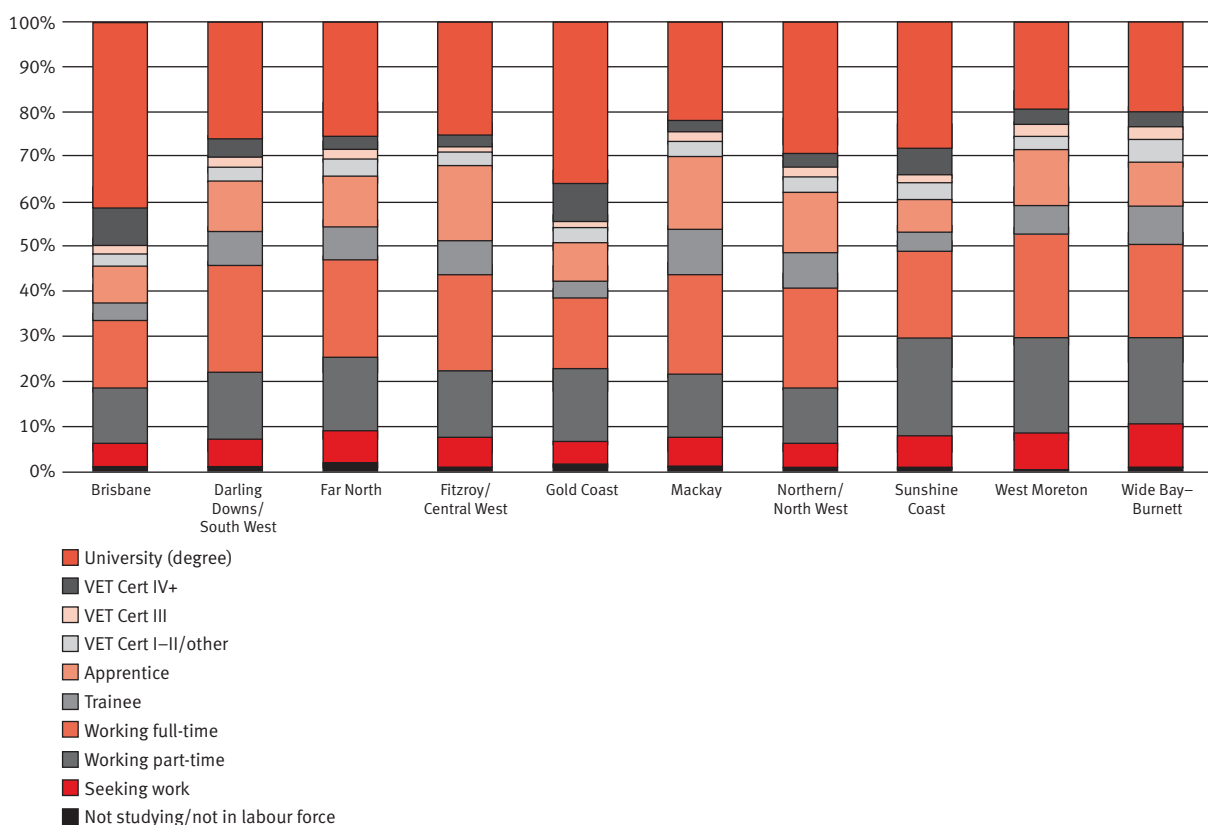


Table 6.1 Main destinations of Year 12 completers, by ABS geography, Queensland 2008

		University (degree)	VET Cert IV+	VET Cert III	VET Cert I–II/other	Apprentice	Trainee	Full-time work	Part-time work	Seeking work	Not in study/NILF	Total
Brisbane	no.	6 694	1 282	277	489	1 272	652	2 380	2 024	814	227	16 111
	%	41.5	8.0	1.7	3.0	7.9	4.0	14.8	12.6	5.1	1.4	100.0
Darling Downs/South West	no.	540	78	47	59	233	149	487	306	129	28	2 056
	%	26.3	3.8	2.3	2.9	11.3	7.2	23.7	14.9	6.3	1.4	100.0
Far North	no.	427	46	35	62	193	124	357	268	120	39	1 671
	%	25.6	2.8	2.1	3.7	11.5	7.4	21.4	16.0	7.2	2.3	100.0
Fitzroy/Central West	no.	432	35	25	53	284	130	355	253	108	25	1 700
	%	25.4	2.1	1.5	3.1	16.7	7.6	20.9	14.9	6.4	1.5	100.0
Gold Coast	no.	1 446	328	46	133	344	164	595	662	197	79	3 994
	%	36.2	8.2	1.2	3.3	8.6	4.1	14.9	16.6	4.9	2.0	100.0
Mackay	no.	249	25	23	39	181	115	242	158	72	18	1 122
	%	22.2	2.2	2.0	3.5	16.1	10.2	21.6	14.1	6.4	1.6	100.0
Northern/North West	no.	556	54	38	73	253	148	418	234	106	20	1 900
	%	29.3	2.8	2.0	3.8	13.3	7.8	22.0	12.3	5.6	1.1	100.0
Sunshine Coast	no.	674	140	33	90	172	105	445	527	161	35	2 382
	%	28.3	5.9	1.4	3.8	7.2	4.4	18.7	22.1	6.8	1.5	100.0
West Moreton	no.	108	19	14	17	69	36	127	117	47	4	558
	%	19.4	3.4	2.5	3.0	12.4	6.5	22.8	21.0	8.4	0.7	100.0
Wide Bay–Burnett	no.	420	61	67	98	198	180	432	393	195	30	2 074
	%	20.3	2.9	3.2	4.7	9.5	8.7	20.8	18.9	9.4	1.4	100.0
Total	no.	11 546	2 068	605	1 113	3 199	1 803	5 838	4 942	1 949	505	33 568
	%	34.4	6.2	1.8	3.3	9.5	5.4	17.4	14.7	5.8	1.5	100.0

Note: Region based on address of school attended in 2007.

Figure 6.4 Main destinations of Year 12 completers, by region, Queensland 2008



Note: Region based on address of school attended in 2007.



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 (50.8 per cent). OP-eligible graduates who opted for campus-based VET entered VET Certificate IV+ level courses at a higher rate than VET Certificate I–II/other and VET Certificate III level courses. Less than one in ten OP-eligible Year 12 graduates entered employment-based training (8.4 per cent). Those who elected to join the workforce without further study were more likely to be in full-time employment (14.7 per cent) than part-time employment (12.1 per cent).

The survey showed that transition into the workforce was a common pathway for non-OP graduates. This group was twice as likely to enter employment-based training as to enrol in campus-based VET courses (27.8 per cent compared to 13.7 per cent). In addition, more than four in ten entered full-time or part-time work (23.0 per cent and 19.8 per cent respectively).

CPCSE graduates made strong transitions to VET Certificate I–II and other courses (23.0 per cent). A high proportion were neither studying nor in the labour force

Table 7.1 Main destinations of Year 12 completers, by Year 12 status, Queensland 2008

		CPCSE	Senior Certificate	OP-eligible	
				No	Yes
University (degree)	no.	0	11 546	318	11 228
	%	0.0	34.6	2.8	50.8
VET Cert IV+	no.	2	2 068	732	1 336
	%	0.5	6.2	6.5	6.0
VET Cert III	no.	13	601	372	229
	%	3.6	1.8	3.3	1.0
VET Cert I–II/other	no.	84	1 063	446	617
	%	23.0	3.2	4.0	2.8
Apprentice	no.	6	3 197	2 304	893
	%	1.6	9.6	20.4	4.0
Trainee	no.	12	1 802	835	967
	%	3.3	5.4	7.4	4.4
(Total VET)	no.	(117)	(8 731)	(4 689)	(4 042)
	%	(32.1)	(26.2)	(41.6)	(18.3)
Working full-time	no.	22	5 829	2 590	3 239
	%	6.0	17.5	23.0	14.7
Working part-time	no.	69	4 911	2 239	2 672
	%	18.9	14.7	19.8	12.1
Seeking work	no.	68	1 925	1 221	704
	%	18.6	5.8	10.8	3.2
Not studying/not in labour force	no.	89	429	224	205
	%	24.4	1.3	2.0	0.9
Total	no.	365	33 371	11 281	22 090
	%	100.0	100.0	100.0	100.0

Note: 168 Year 12 completers were awarded both a CPCSE and a Senior Certificate.

(24.4 per cent) and a further 18.6 per cent were seeking work. CPCSE graduates who were working and not in education or training were three times as likely to be working in part-time jobs (18.9 per cent) as full-time jobs (6.0 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.

Almost four in every ten Year 12 completers graduated with a VET qualification (39.8 per cent), while nearly one in ten Year 12 graduates (8.7 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 than those without a VET qualification (21.6 per cent compared to 42.8 per cent). However, they were just as likely to enter campus-based VET (11.7 per cent compared to 11.0 per cent), and had higher rates of transition to employment-based training (21.1 per cent compared to 10.8 per cent). Year 12 graduates with a VET qualification were also more likely to enter paid employment with no further education or training (38.0 per cent compared to 28.2 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 (37.6 per cent compared to 12.8 per cent). They were also more likely to be working full-time (21.3 per cent compared to 17.0 per cent) and less likely to be seeking work than other Year 12 graduates (3.9 per cent compared to 6.0 per cent).

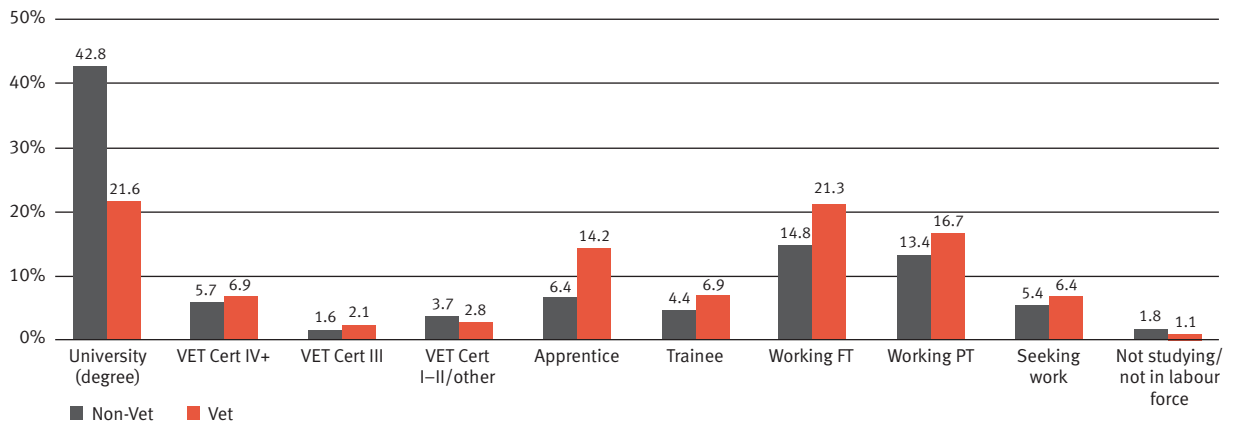


Table 7.2 Main destinations of Year 12 completers, by Year 12 strand (VET and non-VET) and school-based apprentices, Queensland 2008

		VET qualification		School-based apprentice or trainee (SAT)	
		No	Yes	No	Yes
University (degree)	no.	8 653	2 893	11 194	352
	%	42.8	21.6	36.5	12.1
VET Cert IV+	no.	1 149	919	1 894	174
	%	5.7	6.9	6.2	6.0
VET Cert III	no.	329	276	547	58
	%	1.6	2.1	1.8	2.0
VET Cert I–II/other	no.	743	370	1 045	68
	%	3.7	2.8	3.4	2.3
Apprentice	no.	1 297	1 902	2 382	817
	%	6.4	14.2	7.8	28.1
Trainee	no.	886	917	1 528	275
	%	4.4	6.9	5.0	9.5
(Total VET)	no.	(4 404)	(4 384)	(7 396)	(1 392)
	%	(21.8)	(32.8)	(24.1)	(47.9)
Working full-time	no.	2 987	2 851	5 218	620
	%	14.8	21.3	17.0	21.3
Working part-time	no.	2 707	2 235	4 536	406
	%	13.4	16.7	14.8	14.0
Seeking work	no.	1 088	861	1 836	113
	%	5.4	6.4	6.0	3.9
Not studying/not in labour force	no.	360	145	480	25
	%	1.8	1.1	1.6	0.9
Total	no.	20 199	13 369	30 660	2 908
	%	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 2008



OP eligibility and VET qualification

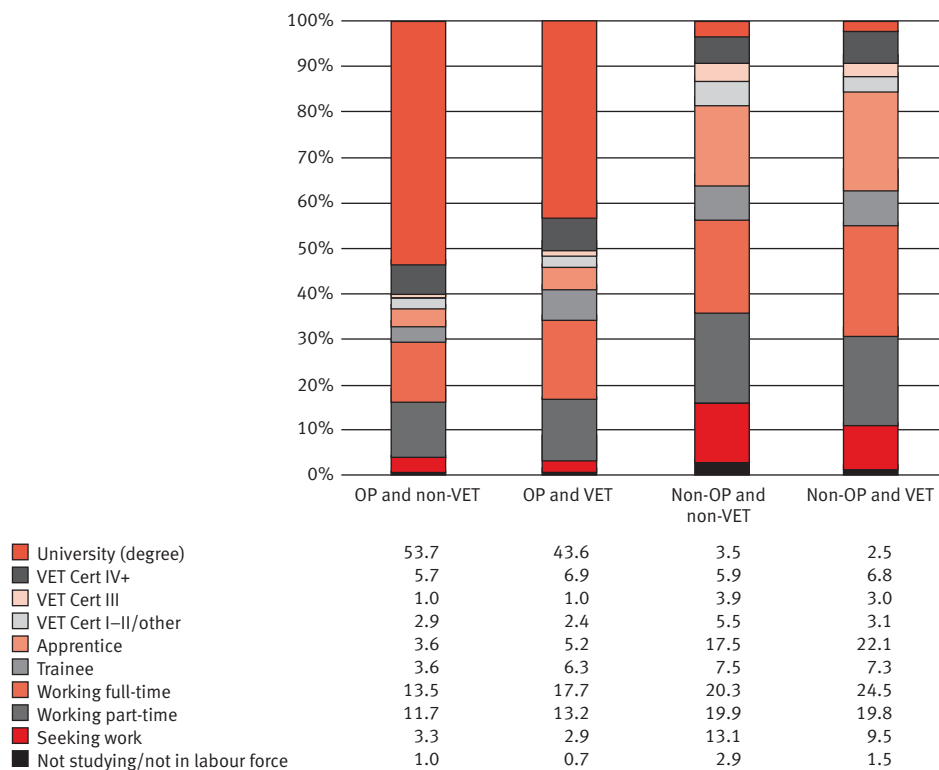
Overall Positions, or OPs, provide a statewide ranking of students based on achievement in Queensland Studies Authority (QSA) subjects studied for the Queensland Senior Certificate. To receive an OP, students must study a certain number and pattern of Authority subjects, complete Year 12, and sit for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

Figure 7.2 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 (53.7 per cent compared to 43.6 per cent). OP and VET graduates balanced lower university entry rates with higher

transition to apprenticeships and traineeships (11.5 per cent compared to 7.2 per cent), while the rate of transfer to campus-based VET was similar for those with and without a VET qualification (10.4 per cent compared to 9.7 per cent).

Marked differences were evident in the destinations of OP-eligible and OP-ineligible 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 (22.1 per cent), but also for non-VET graduates (17.5 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 2008



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 13.1 per cent were not studying and seeking work, which is more than twice the overall proportion of 5.8 per cent.

Indigenous status

There were 805 Year 12 graduates who were identified as Aboriginal or Torres Strait Islander, which made up 2.4 per cent of the total cohort. Table 7.3 and Figure 7.3 compare the destinations of Indigenous and non-Indigenous Year 12 graduates. Care should be taken when comparing these findings with those from previous years due to the variation in Indigenous response rates (43.7 per cent in 2005, 59.3 per cent in 2006, 71.6 per cent in 2007 and 64.2 per cent in 2008).

Indigenous Year 12 completers were less likely than their non-Indigenous peers to enrol in a university degree (14.0 per cent compared to 34.9 per cent). While similar proportions of Indigenous and non-Indigenous Year 12 graduates enrolled in campus-based VET overall (13.0 per cent and 11.2 per cent respectively), Indigenous Year 12 graduates were more likely than their non-Indigenous counterparts to enrol in VET Certificate I–II and III courses, and less likely to enrol in VET Certificate IV+. Indigenous Year 12 graduates were more likely to be undertaking a traineeship (9.6 per cent compared to 5.3 per cent), but had a similar rate of transition to apprenticeships. Indigenous Year 12 graduates had a similar rate of transition to full-time employment with no further education or training, but were more likely than their non-Indigenous peers to be working part-time (19.6 per cent compared to 14.6 per cent). Indigenous Year 12 graduates were also more likely to be not studying and seeking work than non-Indigenous Year 12 graduates (14.4 per cent and 5.6 per cent respectively).



Table 7.3 Main destinations of Year 12 completers, by Indigenous status, Queensland 2008

	Non-Indigenous		Indigenous	
	no.	%	no.	%
University (degree)	11 433	34.9	113	14.0
VET Cert IV+	2 034	6.2	34	4.2
VET Cert III	574	1.8	31	3.9
VET Cert I–II/other	1 073	3.3	40	5.0
Apprentice	3 124	9.5	75	9.3
Trainee	1 726	5.3	77	9.6
(Total VET)	(8 531)	(26.0)	(257)	(31.9)
Working full-time	5 705	17.4	133	16.5
Working part-time	4 784	14.6	158	19.6
Seeking work	1 833	5.6	116	14.4
Not studying/not in labour force	477	1.5	28	3.5
Total	32 763	100.0	805	100.0

Figure 7.3 Main destinations of Year 12 completers, by Indigenous status, Queensland 2008

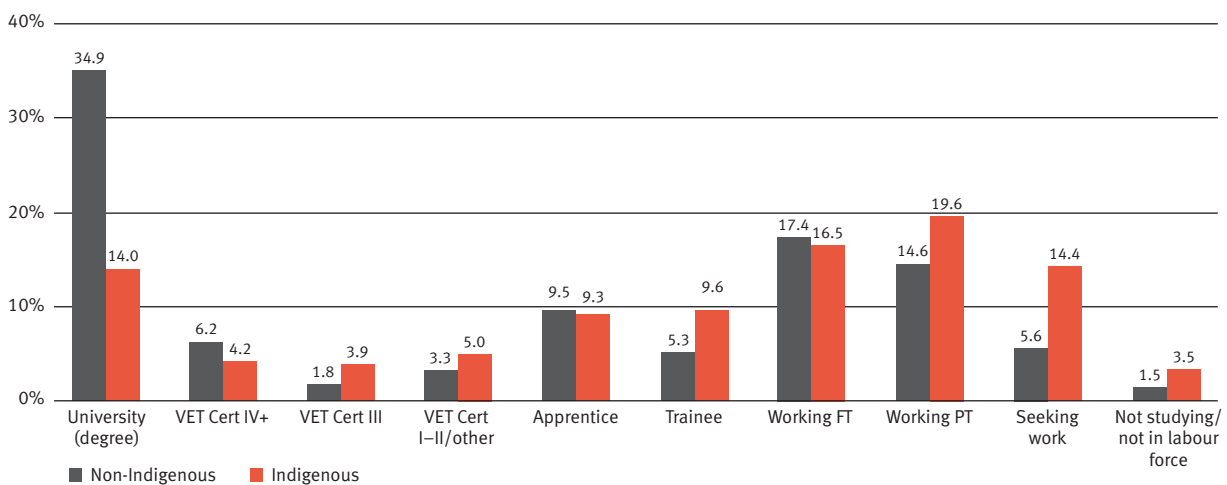




Figure 7.4 reports the main destinations of Indigenous Year 12 completers by sex. Sex differences follow a similar pattern to those observed among the broader Year 12 completer population, with females more likely to enter university degree and other study destinations, while males were more likely to 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. Both male and female Indigenous Year 12 completers had a higher rate of transition to traineeships than their non-Indigenous counterparts (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 university studies, and less likely to enrol in campus-based VET.

Indigenous Year 12 graduates in metropolitan and non-metropolitan regions had similar rates of transition to employment with no further education or training (35.0 per cent and 37.1 per cent respectively), however non-metropolitan Indigenous Year 12 graduates were more likely to be seeking work than those from metropolitan regions (17.3 per cent compared to 10.6 per cent).

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

Figure 7.4 Main destinations of Indigenous Year 12 completers, by sex, Queensland 2008

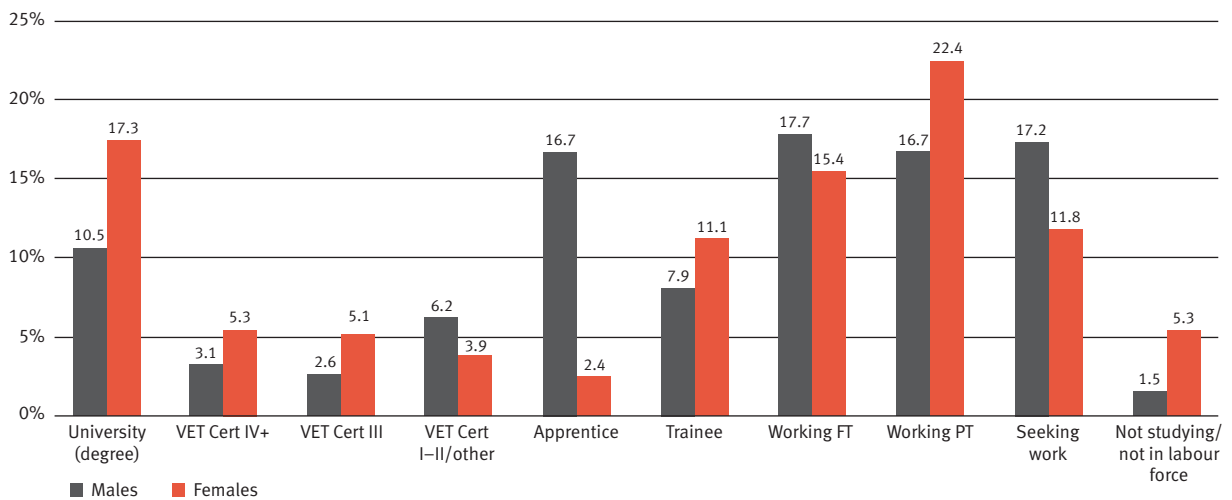
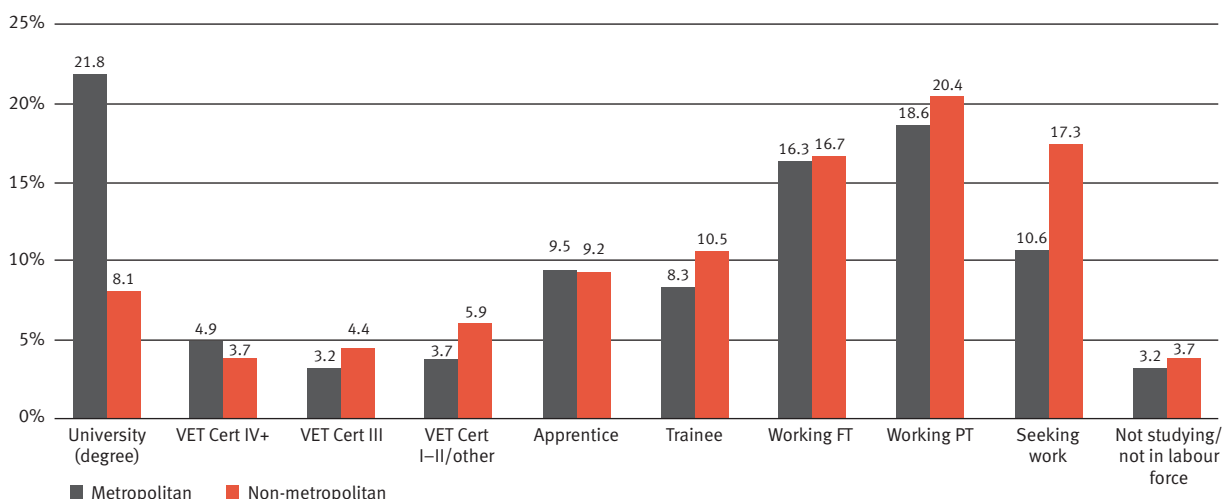


Figure 7.5 Main destinations of Indigenous Year 12 completers, by metropolitan/non-metropolitan location, Queensland 2008



Note: Metropolitan/non-metropolitan location based on address of school attended in 2007.

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).

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 33.3 per cent). They were also more likely to enrol in VET Certificate IV+ courses (11.2 per cent compared to 5.8 per cent), while entry rates to VET Certificate I–II and III were similar for the two groups (6.0 per cent and 5.0 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 Year 12 completers were in Queensland on an international study visa in 2007. As with the LBOTE students, these Year 12 graduates made strong transitions to university degree study (62.0 per cent) and VET Certificate IV+ (13.2 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 (35.2 per cent).



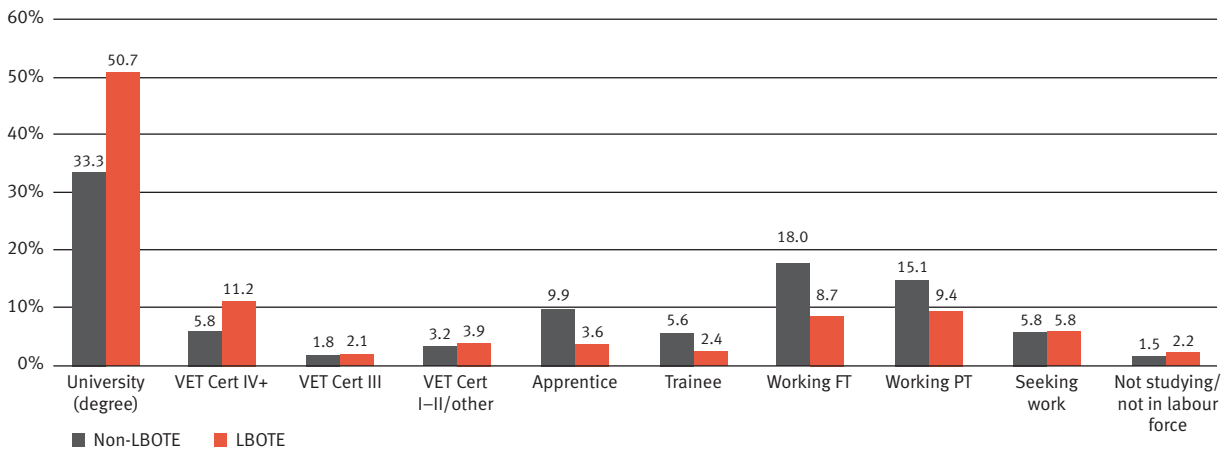
Table 7.4 Main destinations of Year 12 completers, by language background and international visa status, Queensland 2008

		LBOTE		Visa	
		No	Yes	No	Yes
University (degree)	no.	10 546	845	11 391	155
	%	33.3	50.7	34.2	62.0
VET Cert IV+	no.	1 849	186	2 035	33
	%	5.8	11.2	6.1	13.2
VET Cert III	no.	563	35	598	7
	%	1.8	2.1	1.8	2.8
VET Cert I–II/other	no.	1 028	65	1 093	20
	%	3.2	3.9	3.3	8.0
Apprentice	no.	3 137	60	3 197	2
	%	9.9	3.6	9.6	0.8
Trainee	no.	1 762	40	1 802	1
	%	5.6	2.4	5.4	0.4
(Total VET)	no.	(8 339)	(386)	(8 725)	(63)
	%	(26.3)	(23.2)	(26.2)	(25.2)
Working full-time	no.	5 682	145	5 827	11
	%	18.0	8.7	17.5	4.4
Working part-time	no.	4 772	157	4 929	13
	%	15.1	9.4	14.8	5.2
Seeking work	no.	1 850	96	1 946	3
	%	5.8	5.8	5.8	1.2
Not studying/not in labour force	no.	463	37	500	5
	%	1.5	2.2	1.5	2.0
Total	no.	31 652	1 666	33 318	250
	%	100.0	100.0	100.0	100.0

Note: International visa students are excluded from the LBOTE classification



Figure 7.6 Main destinations of Year 12 completers, by language background, Queensland 2008



Socioeconomic status

The Australian Bureau of Statistics' Socio-Economic Indexes for Areas (SEIFA), based on students' home addresses, has been used to analyse the main destinations of Year 12 completers by socioeconomic status. More specifically, the Index of Disadvantage was used for all analysis.

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 51.9 per cent for the lowest SES quartile to 70.8 per cent for 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 (48.3 per cent compared to 23.3 per cent).

Table 7.5 Main destinations of Year 12 completers, by socioeconomic status, Queensland 2008

		Lowest SES quartile	Second lowest SES quartile	Second highest SES quartile	Highest SES quartile
University (degree)	no.	1 928	2 421	3 036	4 005
	%	23.3	29.2	36.7	48.3
VET Cert IV+	no.	435	506	561	538
	%	5.3	6.1	6.8	6.5
VET Cert III	no.	228	145	131	96
	%	2.8	1.8	1.6	1.2
VET Cert I-II/other	no.	322	287	245	235
	%	3.9	3.5	3.0	2.8
Apprentice	no.	821	874	795	673
	%	9.9	10.6	9.6	8.1
Trainee	no.	561	459	445	314
	%	6.8	5.5	5.4	3.8
(Total VET)	no.	(2 367)	(2 271)	(2 177)	(1 856)
	%	(28.6)	(27.4)	(26.3)	(22.4)
Working full-time	no.	1 629	1 600	1 404	1 121
	%	19.7	19.3	17.0	13.5
Working part-time	no.	1 457	1 353	1 141	928
	%	17.6	16.3	13.8	11.2
Seeking work	no.	740	515	413	264
	%	8.9	6.2	5.0	3.2
Not studying/not in labour force	no.	159	118	107	110
	%	1.9	1.4	1.3	1.3
Total	no.	8 280	8 278	8 278	8 284
	%	100.0	100.0	100.0	100.0

Note: Excludes 448 respondents with PO Box addresses for whom socioeconomic status could not be determined.

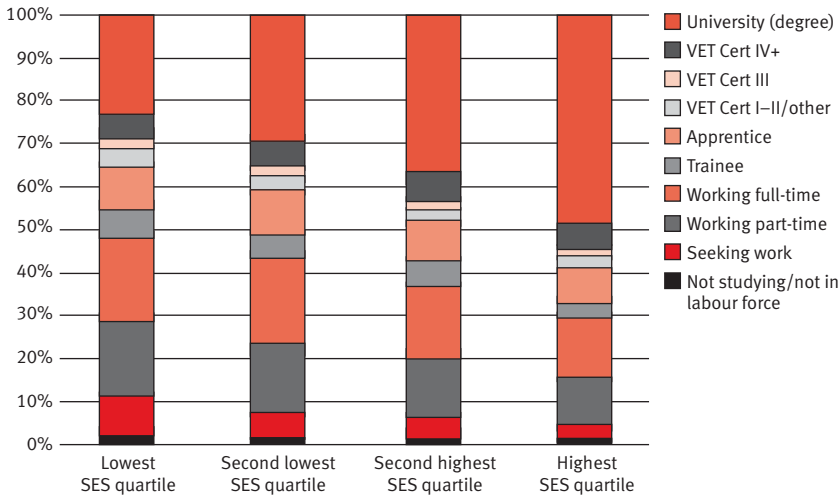
While rates of entry to VET Certificate IV+ were relatively consistent across socioeconomic levels, rates of entry to VET Certificate III and below declined as socioeconomic status increased (6.6 per cent in the lowest SES quartile to 4.0 per cent in the highest SES quartile).

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). Similarly, transition to full-time and part-time work was highest in the most socioeconomically disadvantaged areas (37.3 per cent in the lowest SES quartile compared with 24.7 per cent in the highest SES quartile). Rates of seeking work and non-participation in the labour force followed a similar pattern.



Figure 7.7 Main destinations of Year 12 completers, by socioeconomic status, Queensland 2008

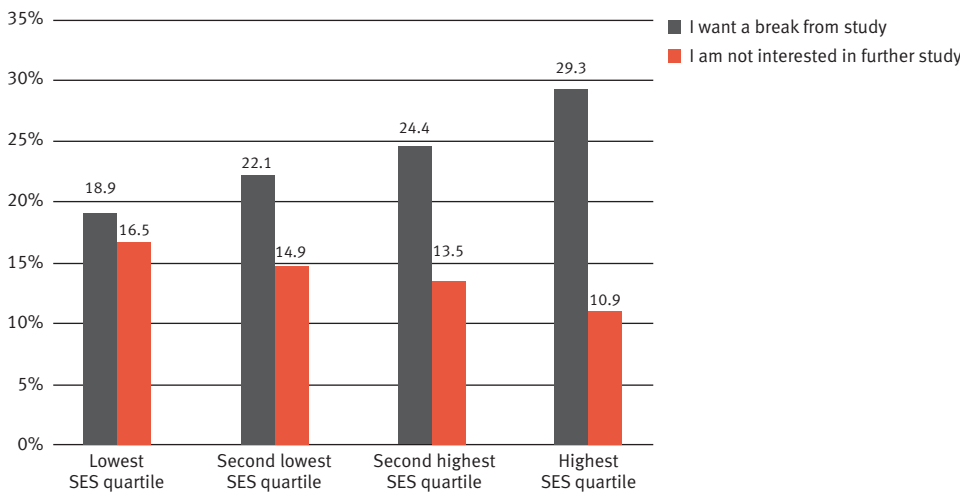


Note: Socioeconomic status is based on residential address.

The main reasons for not continuing with study were analysed by the Year 12 graduates' socioeconomic background. The results showed that, with only a couple of exceptions, socioeconomic status 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 socioeconomic 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 2008



Note: Socioeconomic status is based on residential address.



Age group

At the start of the 2007 school year, the vast majority (33 155 or 98.8 per cent) of Year 12 students were between 16 and 18 years of age. There were 282 students (0.8 per cent) aged 15 years or younger, and a further 128 students (0.4 per cent) who were 19 years of age or older. Table 7.6 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 2008

	15 years of age or younger		16–18 years of age		19 years of age or older	
	no.	%	no.	%	no.	%
University (degree)	148	52.5	11 363	34.3	34	26.6
Campus-based VET	34	12.1	3 714	11.2	38	29.7
Apprentice/trainee	15	5.3	4 976	15.0	10	7.8
Working	62	22.0	10 691	32.2	26	20.3
Seeking work	20	7.1	1 916	5.8	13	10.2
Not studying/not in labour force	3	1.1	495	1.5	7	5.5
Total	282	100.0	33 155	100.0	128	100.0