

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 South-East Queensland and Regional Queensland, followed by analysis of Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA) geographical locations and ABS Statistical Divisions.

South-East Queensland/Regional Queensland differences

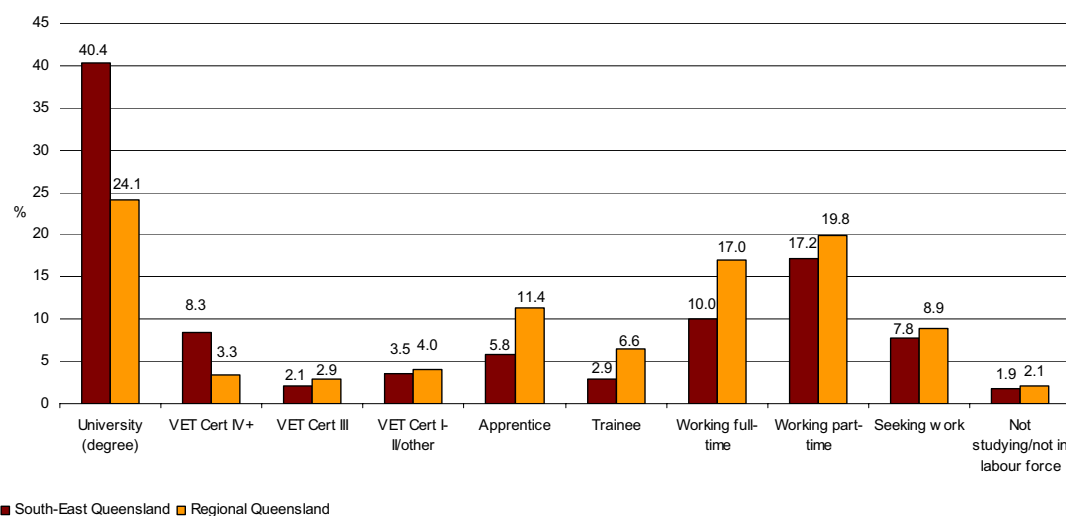
The South-East Queensland area is defined as schools in the Statistical Divisions of Brisbane, Gold Coast, Sunshine Coast and West Moreton, while Regional Queensland encompasses the remainder of the state. See Appendix 2: Figure A2B for a further explanation of the regional areas.

Figure 6.1 compares the main destinations of Year 12 graduates from South-East Queensland with those from Regional Queensland. The rate of transition to further education and training was higher in South-East Queensland (63.1 per cent) than in Regional Queensland (52.2 per cent). In particular, transition to university and VET Certificate IV+ was higher in South-East Queensland (48.7 per cent compared to 27.4 per cent), while transition to apprenticeships and traineeships was higher from Regional Queensland (17.9 per cent) compared to South-East Queensland (8.8 per cent).

Year 12 graduates from Regional Queensland were more likely to have a main destination of full-time employment (17.0 per cent compared to 10.0 per cent). They were also more likely to have a main destination of part-time employment (19.8 per cent compared to 17.2 per cent).

Non-participation in the labour force or study was similar for both South-East Queensland and Regional Queensland Year 12 graduates (1.9 per cent and 2.1 per cent respectively).

Figure 6.1 Main destinations of Year 12 completers, by South-East Queensland/Regional Queensland, Queensland 2009



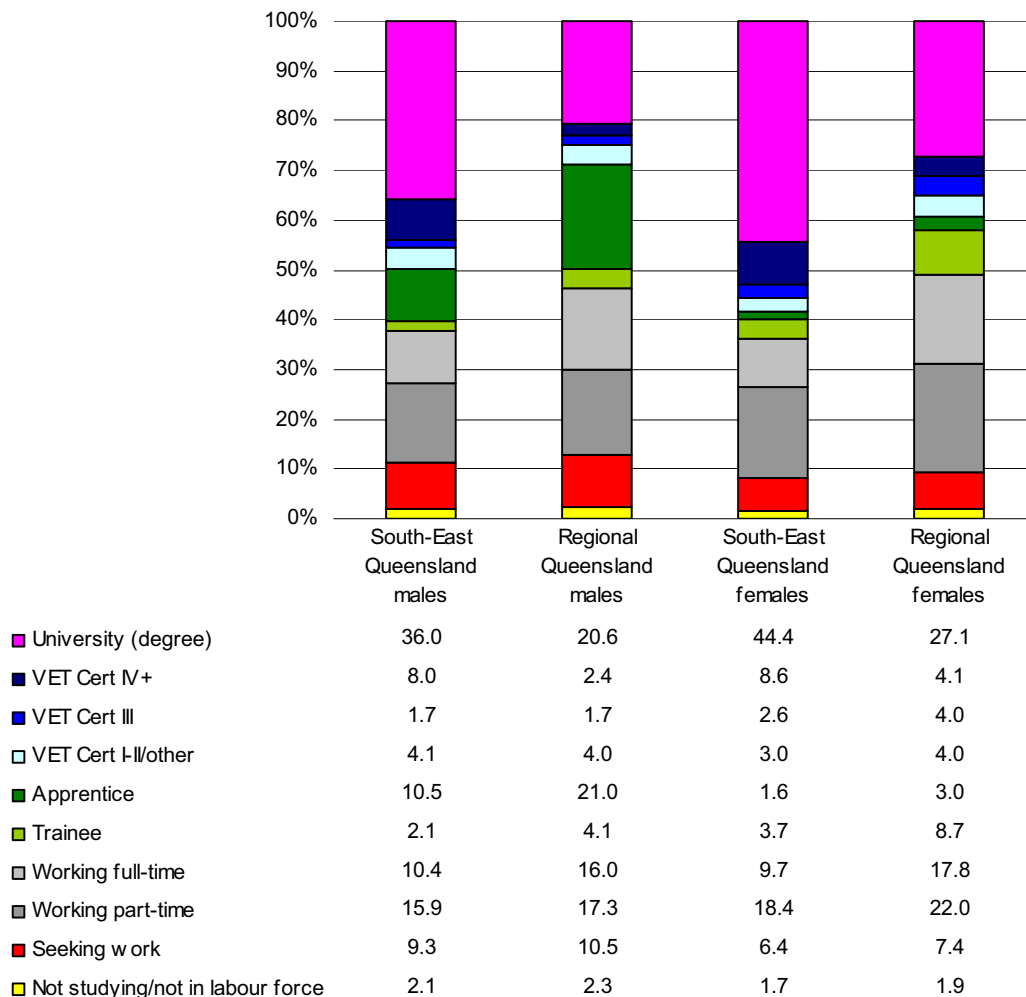
Note: South-East Queensland/Regional Queensland location based on address of school attended in 2008.



Figure 6.2 compares the main destinations of Year 12 graduates from South-East Queensland and those from Regional Queensland 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 South-East Queensland males and South-East Queensland females than their peers from Regional Queensland (44.0 per cent compared to 23.0 per cent for males, and 53.0 per cent compared to 31.2 per cent for females).

However, the data does reveal that the regional difference in transition to apprenticeships was almost entirely attributable to males (21.0 per cent for those from Regional Queensland compared to 10.5 per cent for South-East Queensland), while female transitions to apprenticeships were similar across these regions (3.0 per cent and 1.6 per cent respectively).

Figure 6.2 Main destinations of Year 12 completers, by South-East Queensland/Regional Queensland, by sex, Queensland 2009



Note: South-East Queensland/Regional Queensland location based on address of school attended in 2008.

MCEETYA zone differences



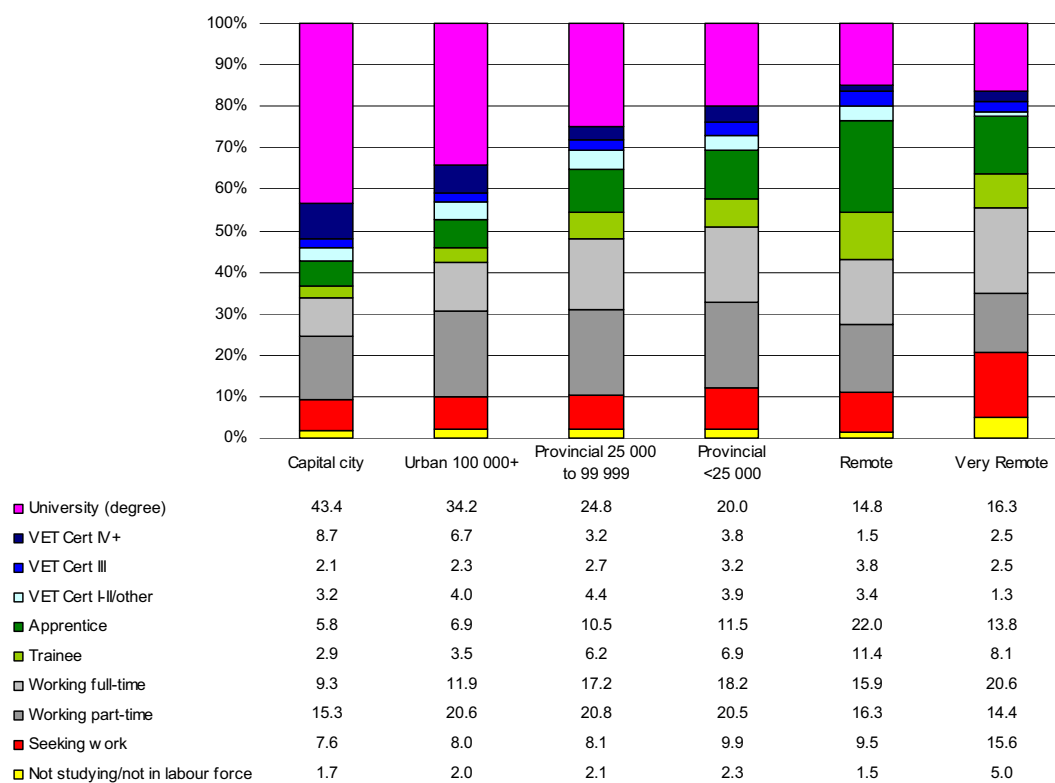
The main destinations of Year 12 graduates were also analysed by the MCEETYA geographical locations, which allocate students on the basis of school attended to categories based on remoteness and population of the location.

Using this analysis, Figure 6.3 shows that transitions to university and campus-based VET become less likely as the location becomes 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 were seeking work or who were not studying and not in the labour force was also highest in the very remote areas.

Figure 6.3 Main destinations of Year 12 completers, by MCEETYA geographical location, Queensland 2009



Note: MCEETYA geographical location based on address of school attended in 2008.

ABS Statistical Divisions

Analysis was also conducted at the Statistical Division level, based on the Australian Bureau of Statistics' Australian Standard Geographical Classification (2008), with some of the smaller Statistical Divisions combined. The boundaries for these divisions in South-East Queensland and Regional 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 (43.1 per cent and 38.0 per cent respectively), and lowest in West Moreton and Wide Bay–Burnett (20.6 per cent and 20.7 per cent respectively). The five regions with the highest rates of transfer to campus-based VET were the four South-East Queensland regions of Brisbane, Gold Coast, Sunshine Coast and West Moreton as well as Wide Bay–Burnett. However, these same regions (with the exception of West Moreton) 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 (24.4 per cent) and Fitzroy–Central West (20.1 per cent).

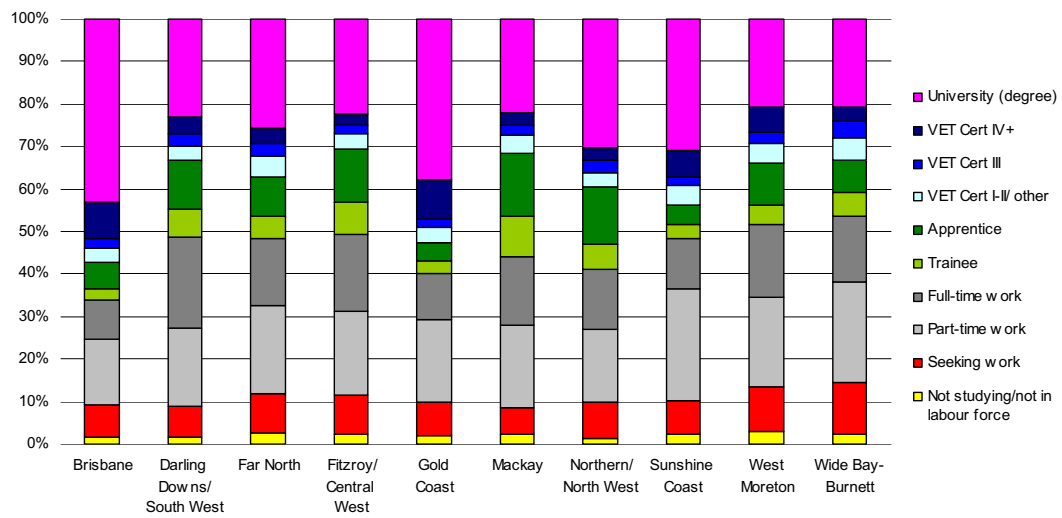
The overall rate of entry to post-school education and training ranged from 46.3 per cent in Wide Bay–Burnett to 66.2 per cent in Brisbane. Transition to full-time work with no further education or training was highest in Darling Downs–South West (21.5 per cent), and lowest in Brisbane and Gold Coast (9.3 per cent and 10.8 per cent respectively). The proportion of Year 12 completers entering part-time work ranged from 15.2 per cent in Brisbane to 26.1 per cent for the Sunshine Coast, while the proportion seeking work varied from 6.3 per cent in Mackay to 12.0 per cent in Wide Bay–Burnett.

Table 6.1 Main destinations of Year 12 completers, by ABS geography, Queensland 2009

		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.	7 256	1 452	362	554	1 032	481	1 562	2 561	1 277	290	16 827
	%	43.1	8.6	2.2	3.3	6.1	2.9	9.3	15.2	7.6	1.7	100.0
Darling Downs– South West	no.	525	89	69	70	267	148	489	420	160	39	2 276
	%	23.1	3.9	3.0	3.1	11.7	6.5	21.5	18.5	7.0	1.7	100.0
Far North	no.	450	63	54	85	165	91	274	367	164	44	1 757
	%	25.6	3.6	3.1	4.8	9.4	5.2	15.6	20.9	9.3	2.5	100.0
Fitzroy– Central West	no.	415	44	37	68	232	140	335	364	168	44	1 847
	%	22.5	2.4	2.0	3.7	12.6	7.6	18.1	19.7	9.1	2.4	100.0
Gold Coast	no.	1 357	325	75	125	153	104	387	692	280	75	3 573
	%	38.0	9.1	2.1	3.5	4.3	2.9	10.8	19.4	7.8	2.1	100.0
Mackay	no.	274	40	27	55	184	121	200	245	79	27	1 252
	%	21.9	3.2	2.2	4.4	14.7	9.7	16.0	19.6	6.3	2.2	100.0
Northern– North West	no.	619	66	60	65	276	124	290	348	178	28	2 054
	%	30.1	3.2	2.9	3.2	13.4	6.0	14.1	16.9	8.7	1.4	100.0
Sunshine Coast	no.	795	155	49	120	122	79	307	667	209	55	2 558
	%	31.1	6.1	1.9	4.7	4.8	3.1	12.0	26.1	8.2	2.2	100.0
West Moreton	no.	143	41	19	31	69	33	118	146	74	20	694
	%	20.6	5.9	2.7	4.5	9.9	4.8	17.0	21.0	10.7	2.9	100.0
Wide Bay– Burnett	no.	427	72	80	108	155	113	324	487	248	50	2 064
	%	20.7	3.5	3.9	5.2	7.5	5.5	15.7	23.6	12.0	2.4	100.0
Total	no.	12 261	2 347	832	1 281	2 655	1 434	4 286	6 297	2 837	672	34 902
	%	35.1	6.7	2.4	3.7	7.6	4.1	12.3	18.0	8.1	1.9	100.0

Note: Region based on address of school attended in 2008.

Figure 6.4 Main destinations of Year 12 completers, by region, Queensland 2009



Note: Region based on address of school attended in 2008.





Chapter 7

Main destinations of Year 12 completers by subgroups

This chapter examines the main destinations of Year 12 completers according to Year 12 status, Year 12 strand (VET and non-VET), OP/IBD awarded 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 certificate achieved in Year 12.

As would be expected, university degree study was the main destination of those awarded an OP (Overall Position — indicator of academic performance ranking used for university entrance) or an IBD (International Baccalaureate Diploma), accounting for over half of these Year 12 graduates (53.6 per cent). OP/IBD 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/IBD Year 12 graduates entered employment-based training (5.9 per cent). Those who elected to join the workforce without further study were more likely to be in part-time employment (14.5 per cent) than full-time employment (10.5 per cent).

The survey showed that transition into the workforce was a common pathway for those not awarded an OP or an IBD. This group was more likely to enter employment-based training than to enrol in campus-based VET courses (21.7 per cent compared to 17.4 per cent). In addition, almost four in ten entered full-time or part-time work (15.3 per cent and 24.1 per cent respectively).

Over three-quarters (78.1 per cent) of respondents to the survey received a Queensland Certificate of Education (QCE). Almost two-thirds (64.7 per cent) of QCE graduates made a transition into further education and training. Four in ten entered university (43.2 per cent), while an additional 11.0 per cent entered campus-based VET and a further 10.5 per cent entered employment-based training (apprenticeship or traineeship). QCE graduates who were working and not in education or training were more likely to be working in part-time jobs (16.6 per cent) than in full-time jobs (12.2 per cent).

Figure 7.1 shows that, of the respondents to the survey who were not awarded a QCE (21.9 per cent), over four in ten made a transition to further education and training. This included 6.4 per cent entering a university degree, with a further 8.2 per cent entering a VET Certificate IV+ and 16.2 per cent entering employment-based training (apprenticeships or traineeships). This group were more likely to work part-time than those who were awarded a QCE (23.3 per cent compared to 16.6 per cent). They were also three times as likely to be seeking work (17.9 per cent compared to 5.4 per cent).

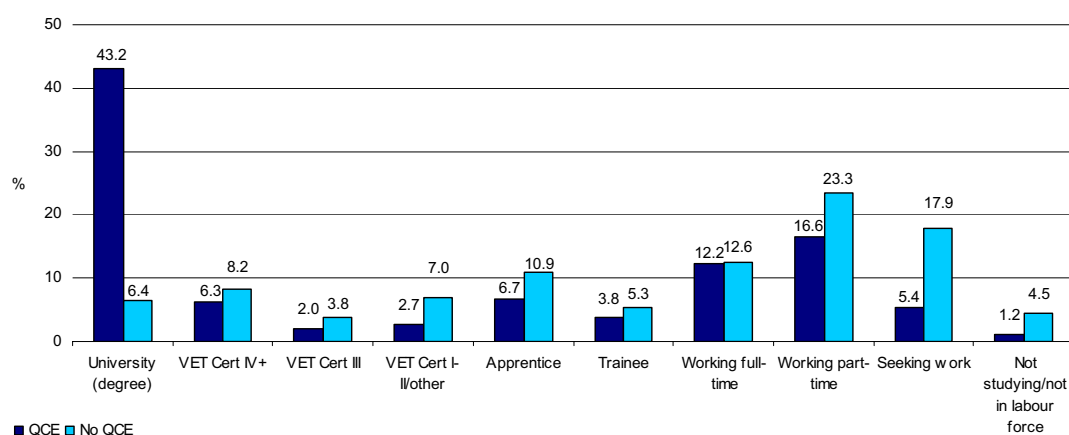
The Queensland Certificate of Individual Achievement (QCIA) is intended for students with an impairment or difficulties in learning that are not primarily due to socioeconomic, cultural or linguistic factors. QCIA graduates made strong transitions to VET Certificate I-II and other courses (25.7 per cent). A high proportion were neither studying nor in the labour force (26.4 per cent) and a further 21.0 per cent were seeking work. QCIA graduates who were working and not in education or training were twice as likely to be working in part-time jobs (11.6 per cent) as full-time jobs (5.7 per cent).



Table 7.1 Main destinations of Year 12 completers, by Year 12 status, Queensland 2009

Destination		QCIA	QCE		OP/IBD awarded	
			No	Yes	No	Yes
University (degree)	no.	3	493	11 768	484	11 777
	%	0.7	6.4	43.2	3.7	53.6
VET Cert IV+	no.	7	629	1 718	1 033	1 314
	%	1.7	8.2	6.3	8.0	6.0
VET Cert III	no.	9	289	543	549	283
	%	2.2	3.8	2.0	4.2	1.3
VET Cert I-II/other	no.	104	534	747	671	610
	%	25.7	7.0	2.7	5.2	2.8
Apprentice	no.	6	832	1 823	2 083	572
	%	1.5	10.9	6.7	16.1	2.6
Trainee	no.	14	408	1 026	716	718
	%	3.5	5.3	3.8	5.5	3.3
(Total VET)	no.	(140)	(2 692)	(5 857)	(5 052)	(3 497)
	%	(34.6)	(35.2)	(21.5)	(39.1)	(15.9)
Working full-time	no.	23	962	3 324	1 982	2 304
	%	5.7	12.6	12.2	15.3	10.5
Working part-time	no.	47	1 786	4 511	3 113	3 184
	%	11.6	23.3	16.6	24.1	14.5
Seeking work	no.	85	1 372	1 465	1 882	955
	%	21.0	17.9	5.4	14.6	4.3
Not studying/not in labour force	no.	107	346	326	412	260
	%	26.4	4.5	1.2	3.2	1.2
Total	no.	405	7 651	27 251	12 925	21 977
	%	100.0	100.0	100.0	100.0	100.0

Figure 7.1 Main destinations of Year 12 completers, by QCE/no QCE, Queensland 2009





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 7.2 compares the main destinations of Year 12 VET and non-VET graduates.

More than half of the Year 12 completers graduated with a VET qualification (50.1 per cent), while more than one in eight Year 12 graduates (12.9 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 (22.2 per cent compared to 48.2 per cent). However, they were more likely to enter campus-based VET (14.5 per cent compared to 11.0 per cent), and had higher rates of transition to employment-based training (16.9 per cent compared to 6.5 per cent). Year 12 graduates with a VET qualification were also more likely to enter paid employment with no further education or training (34.9 per cent compared to 25.7 per cent of the non-VET cohort).

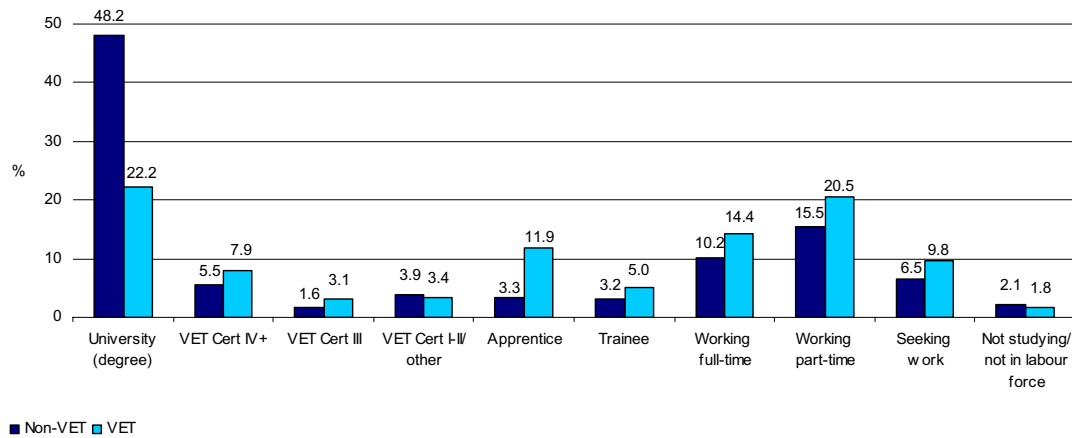
School-based apprentices and trainees were four times as likely to undertake apprenticeships and traineeships after leaving school than other Year 12 graduates (36.3 per cent compared to 8.1 per cent). They were also more likely to be working full-time (15.9 per cent compared to 11.7 per cent) and less likely to be seeking work than other Year 12 graduates (6.9 per cent compared to 8.3 per cent).

Table 7.2 Main destinations of Year 12 completers, by Year 12 strand (VET and non-VET) and school-based apprentices, Queensland 2009

Destination		VET Qualification		School-based apprentice or trainee (SAT)	
		No	Yes	No	Yes
University (degree)	<i>no.</i>	8 386	3 875	11 713	548
	%	48.2	22.2	38.5	12.2
VET Cert IV+	<i>no.</i>	959	1 388	2 061	286
	%	5.5	7.9	6.8	6.4
VET Cert III	<i>no.</i>	284	548	717	115
	%	1.6	3.1	2.4	2.6
VET Cert I–II/other	<i>no.</i>	681	600	1 198	83
	%	3.9	3.4	3.9	1.8
Apprentice	<i>no.</i>	578	2 077	1 412	1 243
	%	3.3	11.9	4.6	27.7
Trainee	<i>no.</i>	554	880	1 045	389
	%	3.2	5.0	3.4	8.7
(Total VET)	<i>no.</i>	(3 056)	(5 493)	(6 433)	(2 116)
	%	(17.5)	(31.4)	(21.2)	(47.1)
Working full-time	<i>no.</i>	1 773	2 513	3 572	714
	%	10.2	14.4	11.7	15.9
Working part-time	<i>no.</i>	2 707	3 590	5 548	749
	%	15.5	20.5	18.2	16.7
Seeking work	<i>no.</i>	1 131	1 706	2 527	310
	%	6.5	9.8	8.3	6.9
Not studying/not in labour force	<i>no.</i>	361	311	616	56
	%	2.1	1.8	2.0	1.2
Total	<i>no.</i>	17 414	17 488	30 409	4 493
	%	100.0	100.0	100.0	100.0



Figure 7.2 Main destinations of Year 12 completers, by Year 12 strand (VET and non-VET), Queensland 2009



OP/IBD awarded and VET qualification

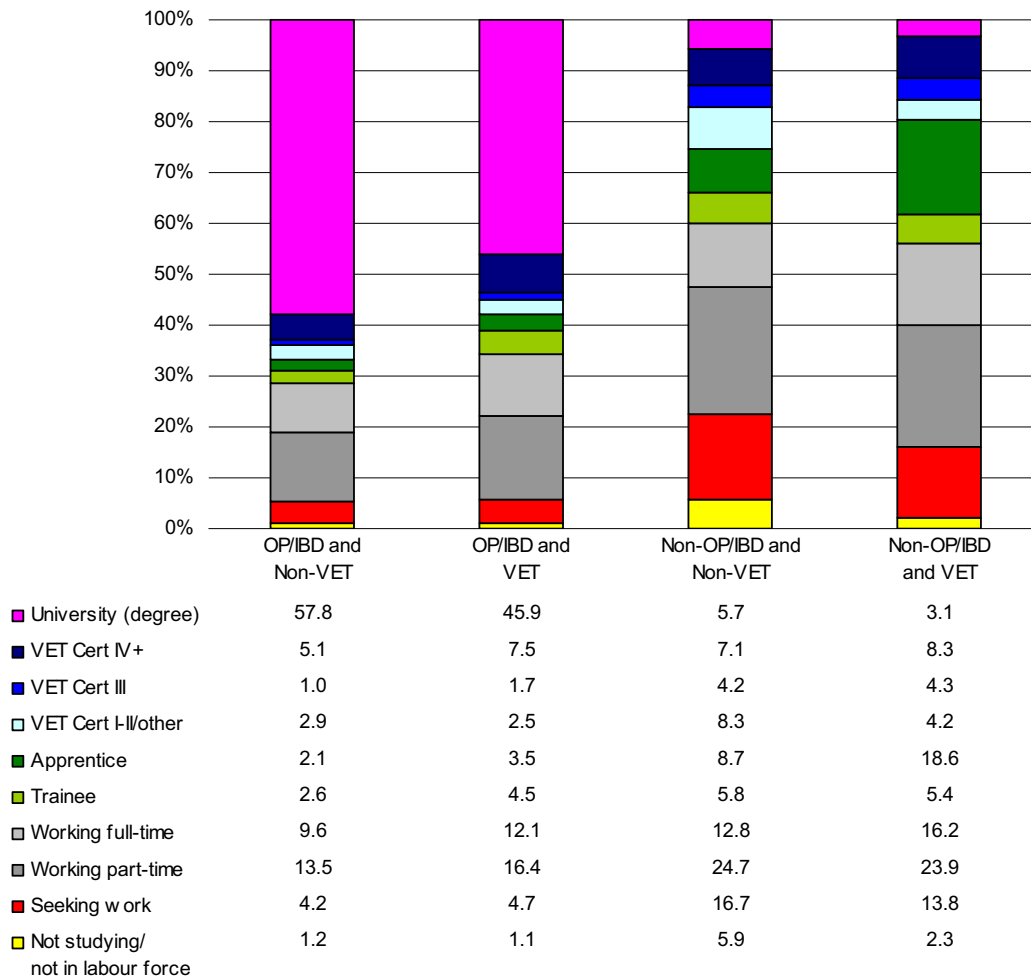
Figure 7.3 shows destinations according to OP/IBD awarded and VET qualification. The first two columns compare the destinations of OP/IBD students with and without VET qualifications. As expected, university degree study was the main destination of OP/IBD graduates, with OP/IBD and non-VET graduates more likely to enter a university degree than OP/IBD and VET graduates (57.8 per cent compared to 45.9 per cent). OP/IBD and VET graduates balanced lower university entry rates with higher transition to apprenticeships and traineeships (8.0 per cent compared to 4.7 per cent), while the rate of transfer to campus-based VET was higher for those with a VET qualification (11.7 per cent compared to 9.1 per cent).

Marked differences were evident in the destinations of OP/IBD graduates and non-OP/IBD graduates. The most apparent difference between these two groups was the large proportion of non-OP/IBD graduates entering employment and employment-based training. Among non-OP/IBD graduates, transfer to apprenticeships was high, especially for those with a VET qualification (18.6 per cent) compared to non-VET graduates (8.7 per cent). Rates of transfer to traineeships and campus-based VET were also higher for non-OP/IBD graduates, but overall this group was less likely than OP/IBD graduates to enter post-school education or training.

Non-OP/IBD graduates were more likely than OP/IBD 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/IBD and non-VET graduates, of whom 16.7 per cent were not studying and seeking work, which is more than twice the overall proportion of 8.1 per cent.



Figure 7.3 Main destinations of Year 12 completers, by OP/IBD awarded and VET qualification, Queensland 2009



Indigenous status

There were 949 Year 12 graduates who were identified as Aboriginal or Torres Strait Islander, which made up 2.7 per cent of the total cohort. Table 7.3 and Figure 7.4 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, 64.2 per cent in 2008, and 61.5 in 2009).

Indigenous Year 12 completers were less likely than their non-Indigenous peers to enrol in a university degree (14.1 per cent compared to 35.7 per cent). While similar proportions of Indigenous and non-Indigenous Year 12 graduates enrolled in campus-based VET overall (14.5 per cent and 12.7 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+ courses. Indigenous Year 12 graduates were more likely to be undertaking a traineeship (6.5 per cent compared to 4.0 per cent) and equally likely to be in an apprenticeship (9.4 per cent compared to 7.6 per cent). Indigenous Year 12 graduates had a similar rate of transition to full-time and part-time employment with no further education or training. Indigenous Year 12 graduates were twice as

likely to be not studying and seeking work than non-Indigenous Year 12 graduates (19.9 per cent and 7.8 per cent respectively).



Table 7.3 Main destinations of Year 12 completers, by Indigenous status, Queensland 2009

Destination	Non-Indigenous		Indigenous	
	no.	%	no.	%
University (degree)	12 127	35.7	134	14.1
VET Cert IV+	2 308	6.8	39	4.1
VET Cert III	793	2.3	39	4.1
VET Cert I-II/other	1 221	3.6	60	6.3
Apprentice	2 566	7.6	89	9.4
Trainee	1 372	4.0	62	6.5
(Total VET)	(8 260)	(24.3)	(289)	(30.5)
Working full-time	4 179	12.3	107	11.3
Working part-time	6 108	18.0	189	19.9
Seeking work	2 648	7.8	189	19.9
Not studying/not in labour force	631	1.9	41	4.3
Total	33 953	100.0	949	100.0

Figure 7.4 Main destinations of Year 12 completers, by Indigenous status, Queensland 2009

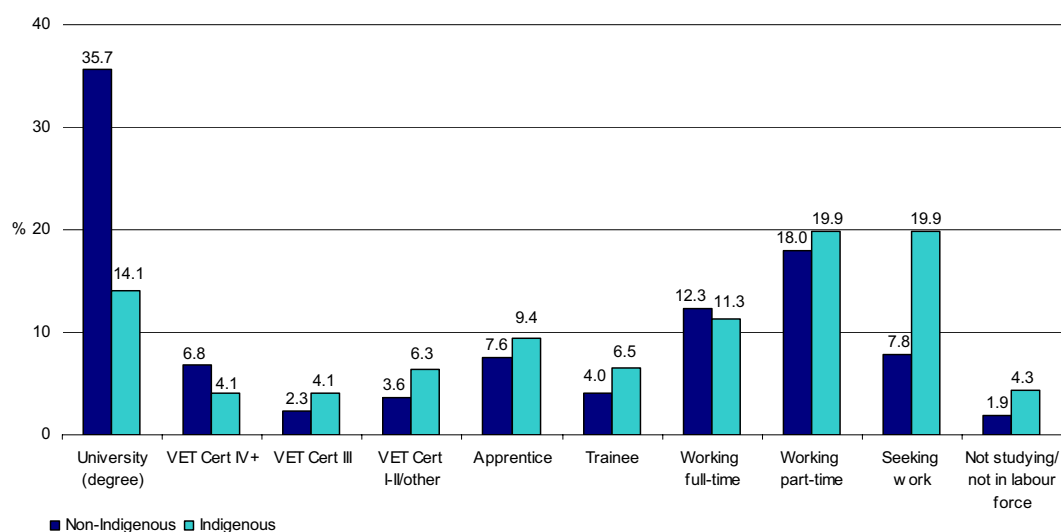
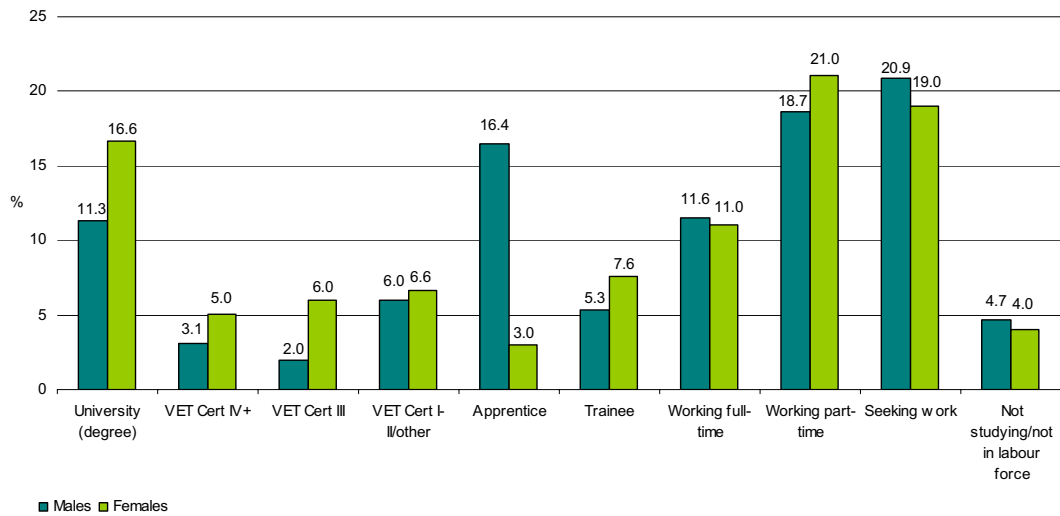


Figure 7.5 reports the main destinations of Indigenous Year 12 completers by sex. Sex differences follow a similar pattern to those observed among the broader Year 12 completer population, with females more likely to enter university degree and other study destinations, while males were more likely to 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 apprenticeships and traineeships than their non-Indigenous counterparts (see Table 2.2).



Figure 7.5 Main destinations of Indigenous Year 12 completers, by sex, Queensland 2009

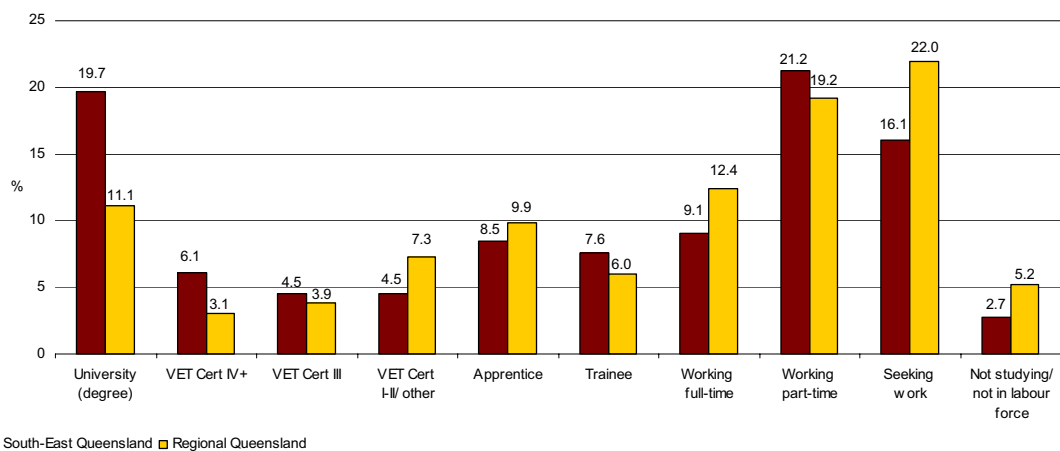


Geographical differences were also evident in the post-school destinations of Indigenous Year 12 completers (see Figure 7.6). Indigenous Year 12 graduates attending schools in South-East Queensland were more likely to make a transition to university studies.

Indigenous Year 12 graduates in South-East Queensland and those from Regional Queensland had similar rates of transition to employment with no further education or training (30.3 per cent and 31.7 per cent respectively). However, those Indigenous Year 12 graduates from Regional Queensland were more likely to be seeking work than those from South-East Queensland (22.0 per cent compared to 16.1 per cent).

Indigenous Year 12 graduates from Regional Queensland were just as likely as those from South-East Queensland to enter into apprenticeships (9.9 per cent compared to 8.5 per cent), and traineeships (6.0 per cent compared to 7.6 per cent) respectively.

Figure 7.6 Main destinations of Indigenous Year 12 completers, by South-East Queensland/Regional Queensland, Queensland 2009



Note: South-East Queensland/Regional Queensland location based on address of school attended in 2008.

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 7.7 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 (49.3 per cent compared to 34.3 per cent). They were also more likely to enrol in campus-based VET courses (18.8 per cent compared to 12.4 per cent).

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 2008. Similar to the LBOTE students, these Year 12 graduates made strong transitions to university degree study (55.9 per cent) and VET Certificate IV+ courses (15.4 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 (32.1 per cent).

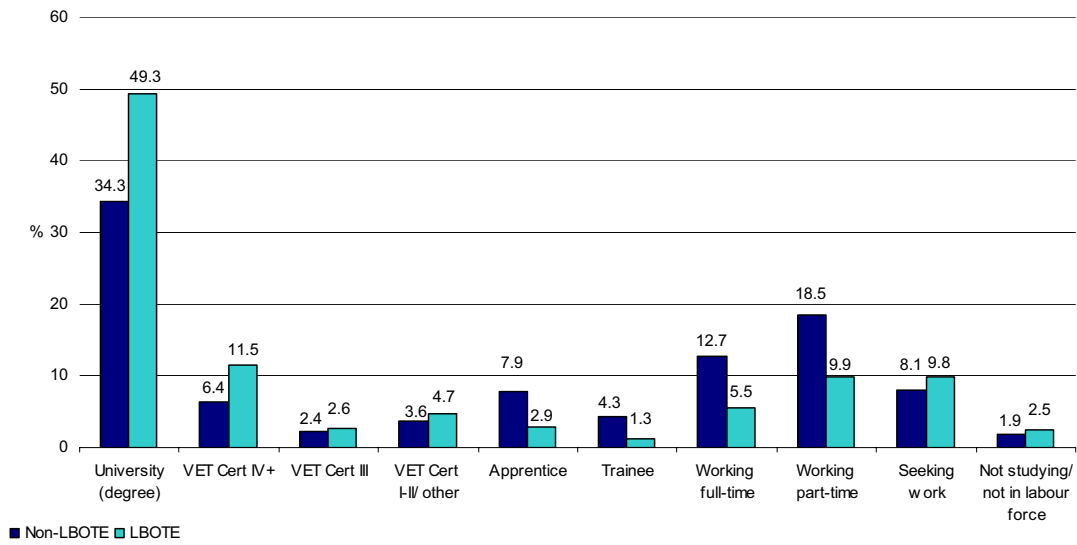
Table 7.4 Main destinations of Year 12 completers, by language background and international visa status, Queensland 2009

Destination		LBOTE		Visa	
		No	Yes	No	Yes
University (degree)	<i>no.</i>	11 315	790	12 105	156
	%	34.3	49.3	35.0	55.9
VET Cert IV+	<i>no.</i>	2 120	184	2 304	43
	%	6.4	11.5	6.7	15.4
VET Cert III	<i>no.</i>	776	42	818	14
	%	2.4	2.6	2.4	5.0
VET Cert I-II/other	<i>no.</i>	1 190	75	1 265	16
	%	3.6	4.7	3.7	5.7
Apprentice	<i>no.</i>	2 604	47	2 651	4
	%	7.9	2.9	7.7	1.4
Trainee	<i>no.</i>	1 408	21	1 429	5
	%	4.3	1.3	4.1	1.8
(Total VET)	<i>no.</i>	(8 098)	(369)	(8 467)	(82)
	%	(24.5)	(23.0)	(24.5)	(29.4)
Working full-time	<i>no.</i>	4 187	89	4 276	10
	%	12.7	5.5	12.4	3.6
Working part-time	<i>no.</i>	6 123	159	6 282	15
	%	18.5	9.9	18.1	5.4
Seeking work	<i>no.</i>	2 670	157	2 827	10
	%	8.1	9.8	8.2	3.6
Not studying/not in labour force	<i>no.</i>	626	40	666	6
	%	1.9	2.5	1.9	2.2
Total	<i>no.</i>	33 019	1 604	34 623	279
	%	100.0	100.0	100.0	100.0

Note: International visa students are excluded from the LBOTE classification



Figure 7.7 Main destinations of Year 12 completers, by language background, Queensland 2009



Socioeconomic status

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

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 7.8.

Transition to post-school education and training overall was strongly associated with socioeconomic status, increasing consistently from 50.1 per cent for the lowest SES quartile to 70.3 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 (50.3 per cent compared to 23.6 per cent). 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 (7.5 per cent in the lowest SES quartile to 4.3 per cent in the highest SES quartile).

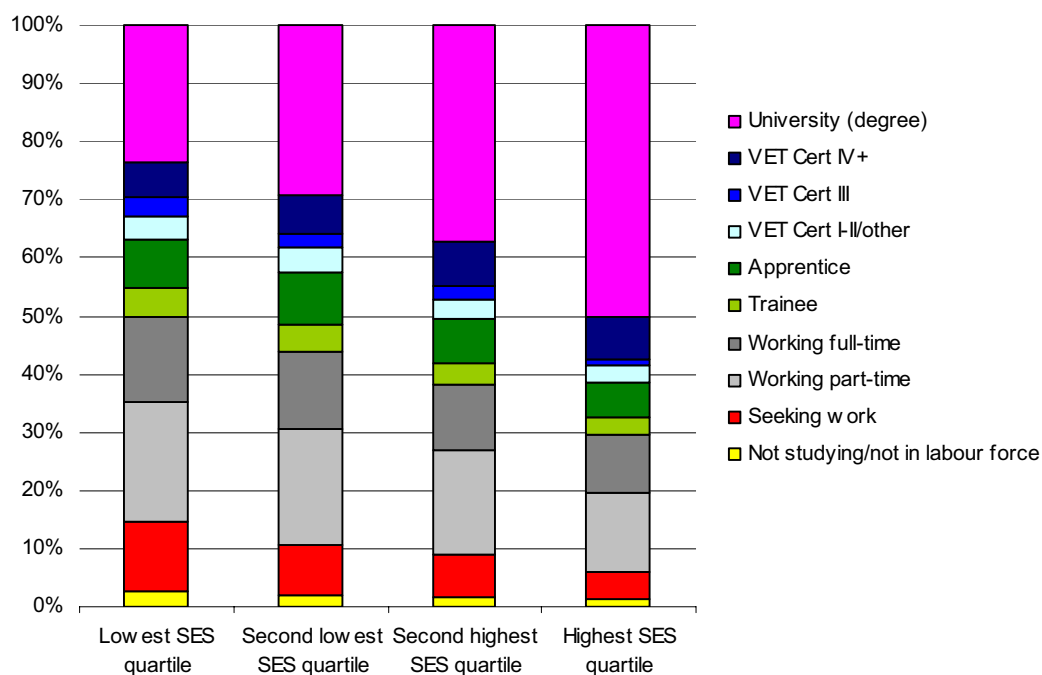
The proportion of Year 12 graduates who entered employment-based training tended to increase with declining socioeconomic status (with the exception of apprenticeships in the lowest SES quartile). Similarly, transition to full-time and part-time work was highest in the most socioeconomically disadvantaged areas (35.3 per cent in the lowest SES quartile compared with 23.7 per cent in the highest SES quartile). Rates of seeking work and non-participation in the labour force followed a similar pattern.

Table 7.5 Main destinations of Year 12 completers, by socioeconomic status, Queensland 2009

Destination		Lowest SES quartile	Second lowest SES quartile	Second highest SES quartile	Highest SES quartile
University (degree)	<i>no.</i>	2 047	2 530	3 238	4 355
	%	23.6	29.2	37.3	50.3
VET Cert IV+	<i>no.</i>	502	574	651	613
	%	5.8	6.6	7.5	7.1
VET Cert III	<i>no.</i>	299	212	203	110
	%	3.5	2.4	2.3	1.3
VET Cert I–II/other	<i>no.</i>	352	365	295	262
	%	4.1	4.2	3.4	3.0
Apprentice	<i>no.</i>	713	787	647	491
	%	8.2	9.1	7.5	5.7
Trainee	<i>no.</i>	431	385	345	260
	%	5.0	4.4	4.0	3.0
(Total VET)	<i>no.</i>	(2 297)	(2 323)	(2 141)	(1 736)
	%	(26.5)	(26.8)	(24.7)	(20.0)
Working full-time	<i>no.</i>	1 258	1 157	968	865
	%	14.5	13.4	11.1	10.0
Working part-time	<i>no.</i>	1 803	1 738	1 543	1 185
	%	20.8	20.1	17.8	13.7
Seeking work	<i>no.</i>	1 031	741	639	413
	%	11.9	8.6	7.4	4.8
Not studying/not in labour force	<i>no.</i>	230	168	153	112
	%	2.7	1.9	1.8	1.3
Total	<i>no.</i>	8 666	8 657	8 682	8 666
	%	100.0	100.0	100.0	100.0

Note: Excludes 231 respondents with PO box addresses for whom socioeconomic status could not be determined.

Figure 7.8 Main destinations of Year 12 completers, by socioeconomic status, Queensland 2009



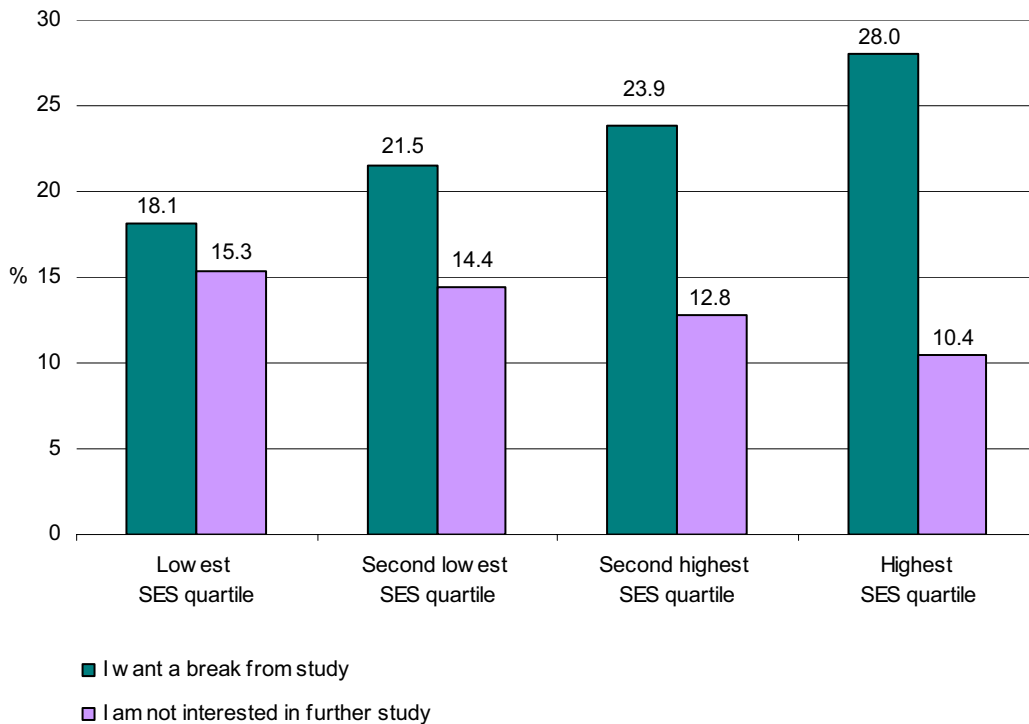
Note: Socioeconomic status is based on residential address.



The main reasons for not continuing with study were also broken out by the Year 12 graduates' socioeconomic background. The results showed that with only two exceptions, socioeconomic status had little influence on the main reason given.

Figure 7.9 shows the desire to take a break from study (e.g. to travel) tended 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 7.9 Main reason of Year 12 completers for not studying, by socioeconomic status, Queensland 2009



Note: Socioeconomic status is based on residential address.

Age group

At the start of the 2008 school year, the vast majority (34 507 or 98.9 per cent) of Year 12 students were between 16 and 18 years of age. There were 272 students (0.8 per cent) aged 15 years or younger, and a further 121 students (0.3 per cent) who were 19 years 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 Year 12 graduates 15 years or younger were more likely than other Year 12 graduates to enrol in a university degree, while Year 12 graduates 19 years or older appeared 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 2009

Destination	15 years of age or younger		16-18 years of age		19 years of age or older	
	no.	%	no.	%	no.	%
University (degree)	154	56.6	12 067	35.0	39	32.2
Campus-based VET	31	11.4	4 391	12.7	38	31.4
Apprentice/Trainee	15	5.5	4 071	11.8	3	2.5
Working	53	19.5	10 511	30.5	19	15.7
Seeking work	11	4.0	2 810	8.1	15	12.4
Not studying/not in labour force	8	2.9	657	1.9	7	5.8
Total	272	100.0	34 507	100.0	121	100.0

