

Chapter 6

Regional differences in post-school destinations



This chapter outlines regional differences in the main destinations of Year 12 graduates and provides a comparison of South-East Queensland and Regional Queensland, followed by an analysis of MCEECDYA zones and ABS Statistical Divisions.

South-East Queensland/Regional Queensland differences

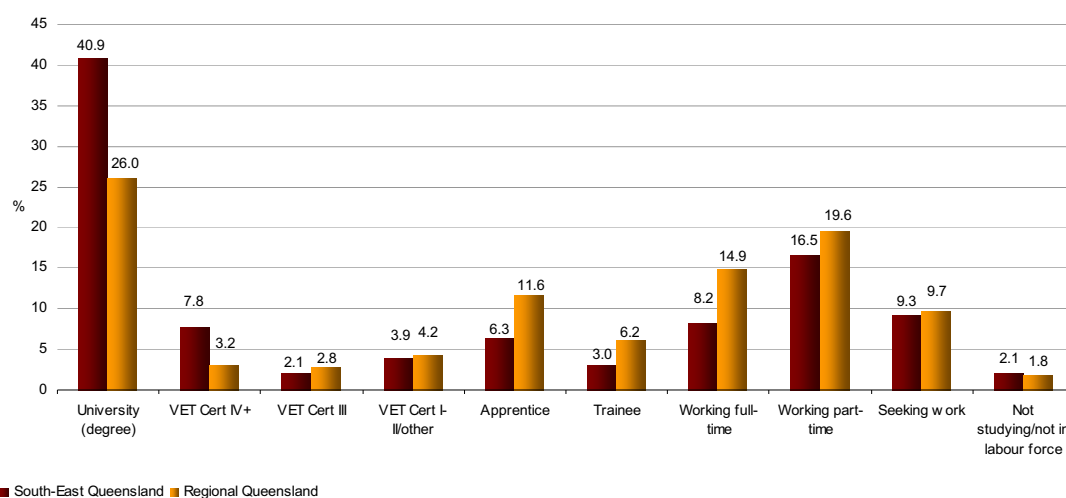
The South-East Queensland area is defined as schools in the Statistical Divisions of Brisbane, Gold Coast, Sunshine Coast and West Moreton, while Regional Queensland encompasses the remainder of the state. See Appendix 2: Figure A2B for a further explanation of the regional areas.

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 (63.9 per cent) than in Regional Queensland (54.0 per cent). In particular, transition to university and VET Certificate IV+ was higher in South-East Queensland (48.6 per cent compared to 29.1 per cent), while transition to apprenticeships and traineeships was higher in Regional Queensland (17.8 per cent) than in South-East Queensland (9.3 per cent).

Year 12 graduates from Regional Queensland were more likely to have a main destination of full-time employment (14.9 per cent compared to 8.2 per cent). They were also more likely to have a main destination of part-time employment (19.6 per cent compared to 16.5 per cent).

Non-participation in the labour force or study was similar for both South-East Queensland and Regional Queensland Year 12 graduates (2.1 per cent and 1.8 per cent respectively).

Figure 6.1: Main destinations of Year 12 completers, by South-East Queensland/Regional Queensland, Queensland 2010



Note: South-East Queensland/Regional Queensland location based on address of school attended in 2009.

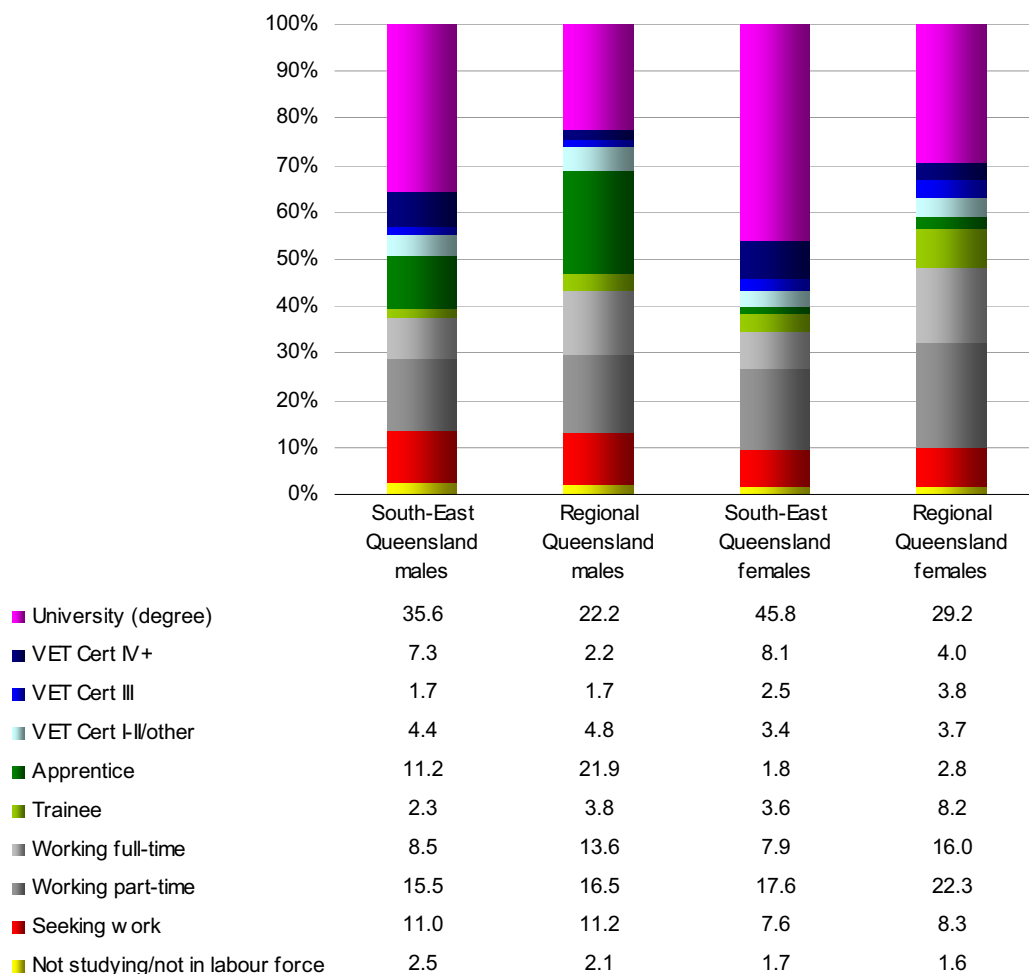


Figure 6.2 compares the main destinations of Year 12 graduates from South-East Queensland and those from Regional Queensland by sex. These results show that the patterns that were evident overall were also present for males and females. For example, rates of transition to university and VET Certificate IV+ were higher for both South-East Queensland males and South-East Queensland females than their peers from Regional Queensland (42.9 per cent compared to 24.4 per cent for males, and 54.0 per cent compared to 33.2 per cent for females).

However, the data does reveal that the regional difference in transition to apprenticeships was almost entirely attributable to males (21.9 per cent for those from Regional Queensland compared to 11.2 per cent for South-East Queensland), while female transitions to apprenticeships were similar across these regions (2.8 per cent and 1.8 per cent respectively).

The transition to the workforce was more common in Regional Queensland for both females and males. Almost four in ten (38.3 per cent) females and three in ten (30.1 per cent) males from Regional Queensland were in the workforce, compared to one in four (25.4 per cent) females and one in four (24.0 per cent) males from South-East Queensland.

Figure 6.2: Main destinations of Year 12 completers, by South-East Queensland/Regional Queensland, by sex, Queensland 2010



Note: South-East Queensland/Regional Queensland location based on address of school attended in 2009.

MCEECDYA zone differences

The main destinations of Year 12 graduates were also analysed by the MCEECDYA geographical locations. Students are allocated on the basis of the school they attended to categories based on remoteness and population of the location.

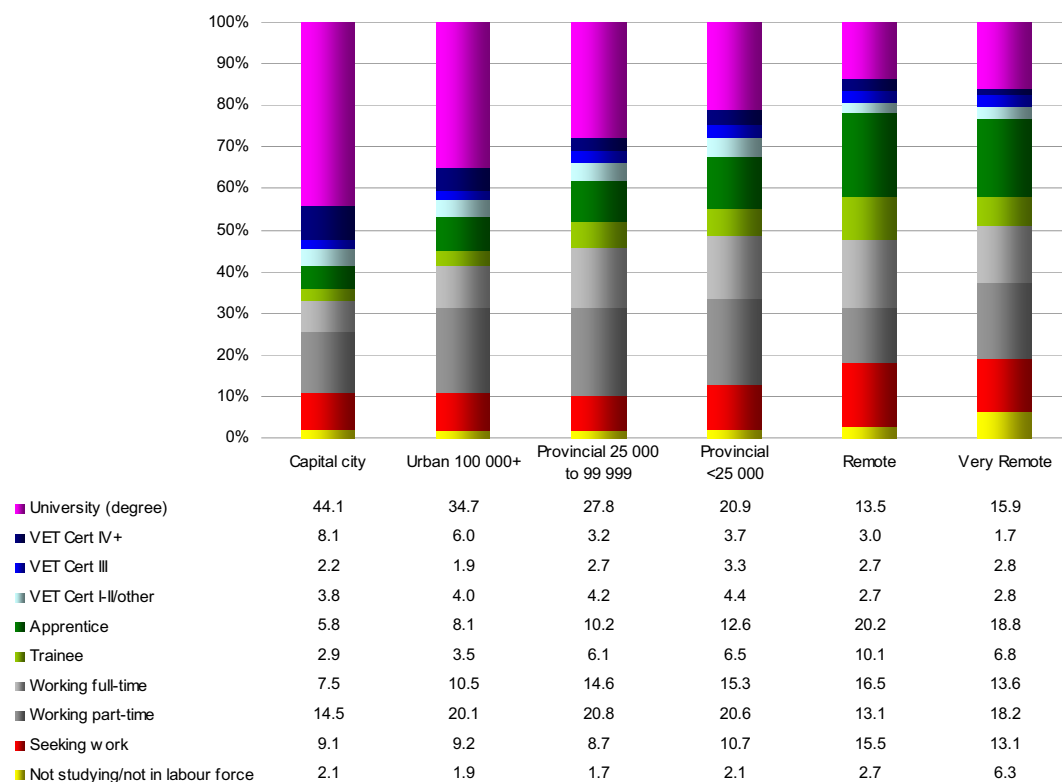
Using this analysis, Figure 6.3 shows that transitions to university and campus-based VET are less likely as locations are less urbanised (i.e. smaller in population and more remote). That is, students from the capital city of Brisbane were more likely than those in remote areas to enter university and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

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 MCEECDYA geographical location, Queensland 2010



Note: MCEECDYA geographical locations are based on address of school attended in 2009.

ABS Statistical Divisions

Analysis was also conducted at the Statistical Division level, based on the Australian Bureau of Statistics' Australian Standard Geographical Classification (2009), 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 (43.8 per cent and 38.4 per cent respectively), and lowest in West Moreton and Wide Bay–Burnett (21.1 per cent and 22.2 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 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 (24.0 per cent) and Fitzroy–Central West (21.4 per cent).

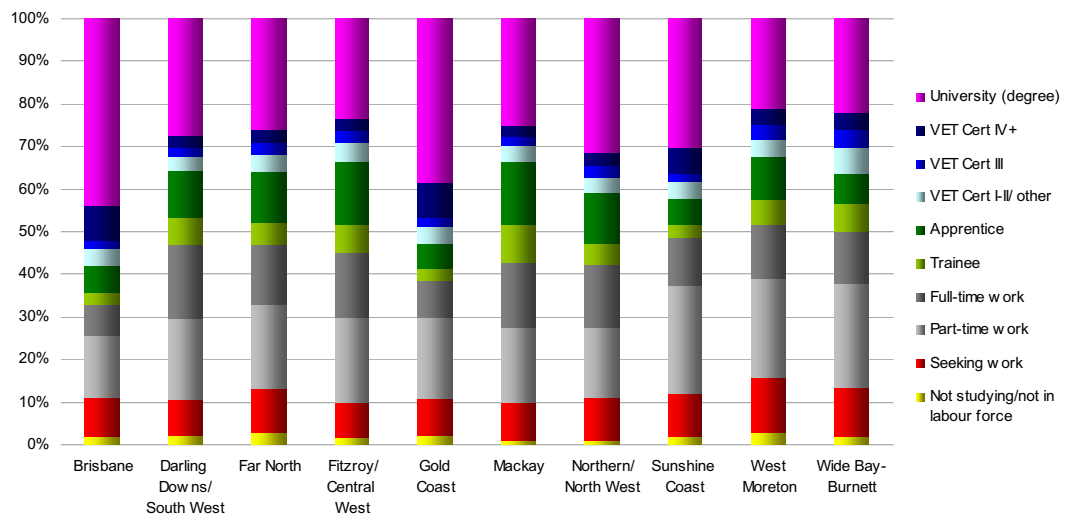
The overall rate of entry to post-school education and training ranged from 48.4 per cent in West Moreton to 67.0 per cent in Brisbane. Transition to full-time work with no further education or training was highest in Darling Downs–South West (17.5 per cent), and lowest in Brisbane and Gold Coast (7.5 per cent and 8.7 per cent respectively). The proportion of Year 12 completers entering part-time work ranged from 14.4 per cent in Brisbane to 25.1 per cent for the Sunshine Coast, while the proportion seeking work varied from 8.3 per cent in Darling Downs–South West and Fitzroy–Central West, to 12.8 per cent in West Moreton.

Table 6.1: Main destinations of Year 12 completers, by ABS Statistical Divisions, Queensland 2010

		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.	7 752	1 431	378	674	1 109	510	1 321	2 554	1 603	364	17 696
	%	43.8	8.1	2.1	3.8	6.3	2.9	7.5	14.4	9.1	2.1	100.0
Darling Downs– South West	no.	657	65	54	79	264	147	420	456	200	54	2 396
	%	27.4	2.7	2.3	3.3	11.0	6.1	17.5	19.0	8.3	2.3	100.0
Far North	no.	494	56	56	75	221	98	271	369	198	54	1 892
	%	26.1	3.0	3.0	4.0	11.7	5.2	14.3	19.5	10.5	2.9	100.0
Fitzroy– Central West	no.	453	60	50	90	287	129	292	393	161	29	1 944
	%	23.3	3.1	2.6	4.6	14.8	6.6	15.0	20.2	8.3	1.5	100.0
Gold Coast	no.	1 458	316	70	150	226	110	331	718	330	83	3 792
	%	38.4	8.3	1.8	4.0	6.0	2.9	8.7	18.9	8.7	2.2	100.0
Mackay	no.	310	33	25	49	187	112	188	221	109	14	1 248
	%	24.8	2.6	2.0	3.9	15.0	9.0	15.1	17.7	8.7	1.1	100.0
Northern– North West	no.	661	73	54	77	253	102	311	347	217	23	2 118
	%	31.2	3.4	2.5	3.6	11.9	4.8	14.7	16.4	10.2	1.1	100.0
Sunshine Coast	no.	810	158	51	105	165	84	298	671	275	54	2 671
	%	30.3	5.9	1.9	3.9	6.2	3.1	11.2	25.1	10.3	2.0	100.0
West Moreton	no.	158	26	28	30	76	44	92	177	96	21	748
	%	21.1	3.5	3.7	4.0	10.2	5.9	12.3	23.7	12.8	2.8	100.0
Wide Bay– Burnett	no.	473	83	92	126	152	137	264	517	248	41	2 133
	%	22.2	3.9	4.3	5.9	7.1	6.4	12.4	24.2	11.6	1.9	100.0
Total	no.	13 226	2 301	858	1 455	2 940	1 473	3 788	6 423	3 437	737	36 638
	%	36.1	6.3	2.3	4.0	8.0	4.0	10.3	17.5	9.4	2.0	100.0

Note: Region based on address of school attended in 2009.

Figure 6.4: Main destinations of Year 12 completers, by Statistical Divisions, Queensland 2010



Note: Region based on address of school attended in 2009.





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.

It should be noted that the decisions made by Year 12 completers while still at school will heavily impact on their options and interests for post-school destinations. For example, those who undertook a VET qualification or participated in a SAT may have done so with the intention of making a transition to a trade or employment pathway after completing Year 12, while those who decide to undertake an OP or an IBD stream would be more inclined to pursue an academic pathway.

This point should be kept in mind when interpreting the findings within this chapter.

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

Year 12 status

Table 7.1 reports the main destinations of Year 12 graduates according to the certificate achieved in Year 12.

Overall Position/International Baccalaureate Diploma

Over six in ten (61.1 per cent) respondents to the survey were awarded an OP or an IBD. Of these:

- university degree study accounted for over half (55.9 per cent)
- VET Certificate IV+ level courses were more common (5.4 per cent) than VET Certificate I–II/other and VET Certificate III level courses (2.9 per cent and 1.2 per cent respectively)
- one in twenty entered employment-based training (5.5 per cent)
- those who elected to join the workforce without further study were more likely to be in part-time employment (14.1 per cent) than full-time employment (8.7 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 (22.3 per cent compared to 17.5 per cent)
- full-time or part-time work (12.9 per cent and 23.0 per cent respectively).

Queensland Certificate of Education

Eight in ten (80.5 per cent) respondents to the survey received a QCE. Of these:

- almost two-thirds (65.3 per cent) made a transition into further education and training



- four in ten (43.1 per cent) entered university
- 10.8 per cent entered campus-based VET
- 11.4 per cent entered employment-based training (apprenticeship or traineeship)
- those who were working and not in education or training were more likely to be working in part-time jobs (16.4 per cent) than in full-time jobs (10.1 per cent).

Of the respondents to the survey who were not awarded a QCE (19.5 per cent), over four in ten made a transition to further education and training (41.9 per cent). This included:

- 6.9 per cent entered a university degree
- 8.0 per cent entered a VET Certificate IV+
- 14.9 per cent entered employment-based training (apprenticeships or traineeships).

This group were more likely to work part-time than those who were awarded a QCE (22.3 per cent compared to 16.4 per cent). They were also nearly three times as likely to be seeking work (19.9 per cent compared to 6.8 per cent).

Queensland Certificate of Individual Achievement

The QCIA is intended for students with impairment or difficulties in learning that are not primarily due to socioeconomic, cultural or linguistic factors.

It should be noted that these young people will have noticeably different destinations to those of the larger group of Year 12 completers due to their impairment or learning difficulty, and therefore comparisons should not be made between the two groups.

Of the Year 12 completers receiving a QCIA (only 1.0 per cent of all Year 12 completers):

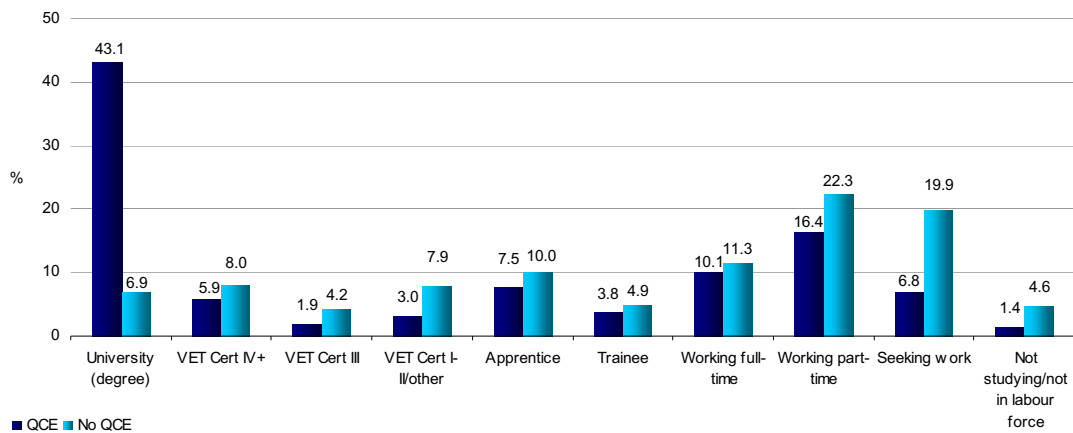
- almost three in ten (28.6 per cent) made a transition to VET Certificate I–II and other courses
- one in four (24.7 per cent) were neither studying nor in the labour force
- 23.1 per cent were seeking work
- those who were working and not in education or training were three times as likely to be working in part-time jobs (11.0 per cent) as full-time jobs (3.1 per cent).



Table 7.1: Main destinations of Year 12 completers, by Year 12 status, Queensland 2010

		QCE			OP/IBD awarded	
		QCIA	No	Yes	No	Yes
University (degree)	no.	0	494	12 732	704	12 522
	%	0.0	6.9	43.1	4.9	55.9
VET Cert IV+	no.	3	567	1 734	1 084	1 217
	%	0.8	8.0	5.9	7.6	5.4
VET Cert III	no.	9	301	557	596	262
	%	2.4	4.2	1.9	4.2	1.2
VET Cert I–II/other	no.	109	564	891	815	640
	%	28.6	7.9	3.0	5.7	2.9
Apprentice	no.	8	713	2 227	2 422	518
	%	2.1	10.0	7.5	17.0	2.3
Trainee	no.	16	346	1 127	752	721
	%	4.2	4.9	3.8	5.3	3.2
Total VET	no.	145	2 491	6 536	5 669	3 358
	%	38.1	34.9	22.1	39.8	15.0
Working full-time	no.	12	805	2 983	1 841	1 947
	%	3.1	11.3	10.1	12.9	8.7
Working part-time	no.	42	1 592	4 831	3 273	3 150
	%	11.0	22.3	16.4	23.0	14.1
Seeking work	no.	88	1 419	2 018	2 299	1 138
	%	23.1	19.9	6.8	16.2	5.1
Not studying/not in labour force	no.	94	329	408	448	289
	%	24.7	4.6	1.4	3.1	1.3
Total	no.	381	7 130	29 508	14 234	22 404
	%	100.0	100.0	100.0	100.0	100.0

Figure 7.1: Main destinations of Year 12 completers, by QCE/no QCE, Queensland 2010



OP/IBD by main destination 2006–2010

Figure 7.2 shows a five-year time series of the main destinations of Year 12 completers who were awarded an OP or an IBD, from 2006 to 2010.

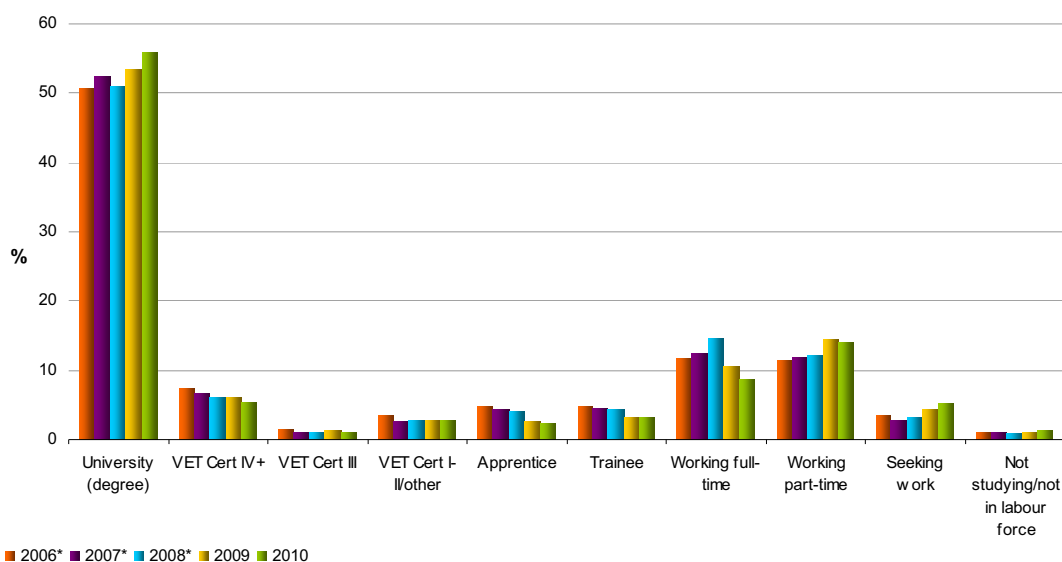
A comparison of the 2010 results with those from previous years reveals that the main destinations of Year 12 completers awarded an OP or IBD were similar over the five years, particularly with VET pathways. However, there are some trends worth noting.



The proportion of Year 12 completers awarded an OP or an IBD who entered university has increased from 50.8 per cent in 2008 to 55.9 per cent in 2010, while full-time work has decreased over the same period (14.7 per cent in 2008 to 8.7 per cent in 2010).

Six months after leaving school, Year 12 completers from 2009 awarded an OP or IBD were less likely to commence a VET Certificate IV+, an apprenticeship, a traineeship or full-time work, and were more likely to enter university or to be seeking work than in any of the previous years.

Figure 7.2: Main destinations of OP/IBD Year 12 completers, Queensland 2006–2010



* Does not include Year 12 completers who were awarded an IBD.

Year 12 strand (VET and non-VET)

Table 7.2 compares the outcomes of Year 12 graduates who graduated with 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 7.3 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 (54.3 per cent), while more than one in eight Year 12 graduates (13.3 per cent) undertook a school-based apprenticeship or traineeship.

- Year 12 graduates with a VET qualification were less likely to enrol in a university degree than those without a VET qualification (23.3 per cent compared to 51.3 per cent) and were more likely to enter campus-based VET (14.6 per cent compared to 10.2 per cent)
- Graduates with a VET qualification had higher rates of transition to employment-based training (16.1 per cent compared to 7.2 per cent) and were also more likely to enter paid employment with no further education or training (32.6 per cent compared to 22.2 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 as other Year 12 graduates (37.7 per cent compared to 8.1 per cent).

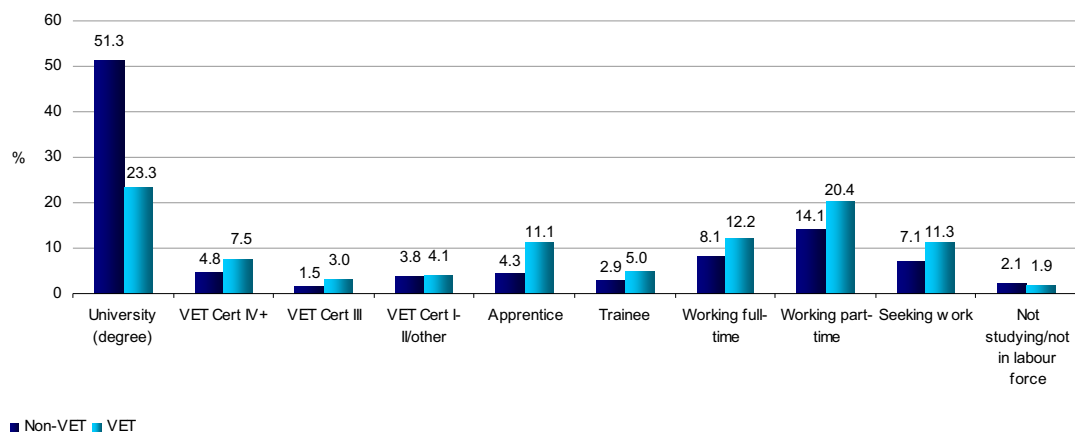


- School-based apprentices and trainees were also more likely to be working full-time (12.8 per cent compared to 10.0 per cent) and less likely to be seeking work and not studying and not in the labour force than other Year 12 graduates (9.4 per cent compared to 11.7 per cent).

Table 7.2: Main destinations of Year 12 completers, by Year 12 strand (VET and non-VET) and SATs, Queensland 2010

		VET qualification		SAT	
		No	Yes	No	Yes
University (degree)	<i>no.</i>	8 582	4 644	12 575	651
	%	51.3	23.3	39.6	13.4
VET Cert IV+	<i>no.</i>	804	1 497	2 059	242
	%	4.8	7.5	6.5	5.0
VET Cert III	<i>no.</i>	256	602	736	122
	%	1.5	3.0	2.3	2.5
VET Cert I–II/other	<i>no.</i>	642	813	1 331	124
	%	3.8	4.1	4.2	2.6
Apprentice	<i>no.</i>	721	2 219	1 492	1 448
	%	4.3	11.1	4.7	29.8
Trainee	<i>no.</i>	478	995	1 087	386
	%	2.9	5.0	3.4	7.9
Total VET	<i>no.</i>	2 901	6 126	6 705	2 322
	%	17.3	30.8	21.1	47.8
Working full-time	<i>no.</i>	1 356	2 432	3 166	622
	%	8.1	12.2	10.0	12.8
Working part-time	<i>no.</i>	2 356	4 067	5 615	808
	%	14.1	20.4	17.7	16.6
Seeking work	<i>no.</i>	1 181	2 256	3 033	404
	%	7.1	11.3	9.5	8.3
Not studying/not in labour force	<i>no.</i>	352	385	682	55
	%	2.1	1.9	2.1	1.1
Total	<i>no.</i>	16 728	19 910	31 776	4 862
	%	100.0	100.0	100.0	100.0

Figure 7.3: Main destinations of Year 12 completers, by Year 12 strand (VET and non-VET), Queensland 2010





VET by main destination 2006–2010

Figure 7.4 shows a five-year time series of the main destinations of Year 12 completers who were awarded a VET qualification, from 2006 to 2010.

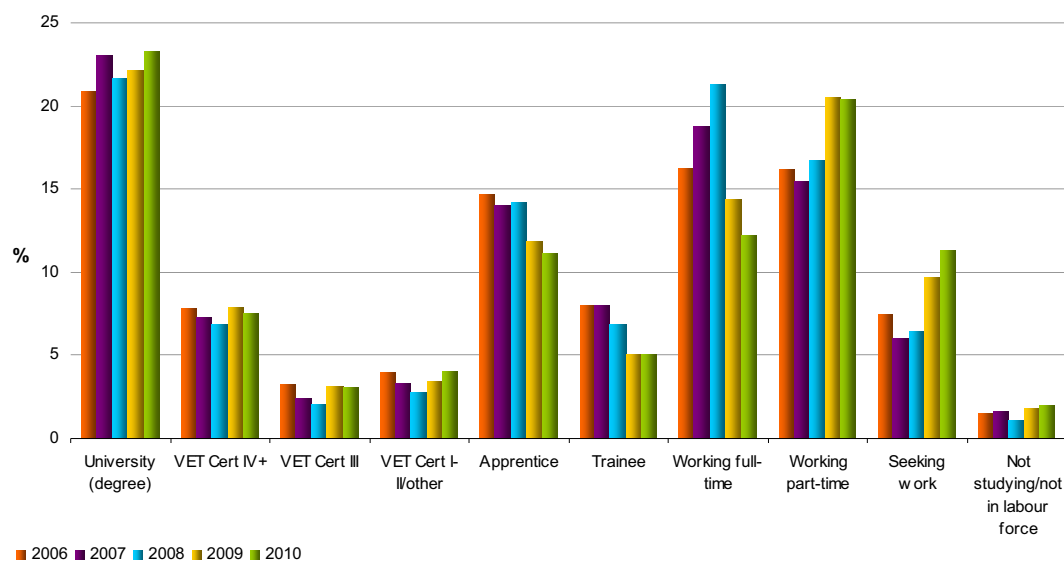
A comparison of the 2010 results with those from previous years reveals that the main destinations of Year 12 completers awarded a VET qualification were similar over the five years. However, there are some trends worth noting.

For example, the proportion of Year 12 completers awarded a VET qualification who entered university has increased from 20.8 per cent in 2006 to 23.3 per cent in 2010, while full-time work has decreased over the past two years (21.3 per cent in 2008, 14.4 per cent in 2009 and 12.2 per cent in 2010).

Six months after leaving school, Year 12 completers from 2009 who were awarded a VET qualification were less likely to commence an apprenticeship or full-time work, and more likely to undertake a university degree, to be seeking work, or to be not studying and not in the labour force than in any of the previous years.

Although these Year 12 completers were awarded a VET qualification, one in three (33.7 per cent) continued to be either working part-time, seeking work or not studying and not in the labour force. Almost one in four (23.3 per cent) continued on a university degree pathway.

Figure 7.4: Main destinations of VET Year 12 completers, Queensland 2006–2010



SAT by main destination 2006–2010

Figure 7.5 shows a five-year time series of the main destinations of Year 12 completers who participated in a SAT, from 2006 to 2010.

A comparison of the 2010 results with those from previous years reveals that the main destinations of Year 12 completers who participated in a SAT were similar over the five years.

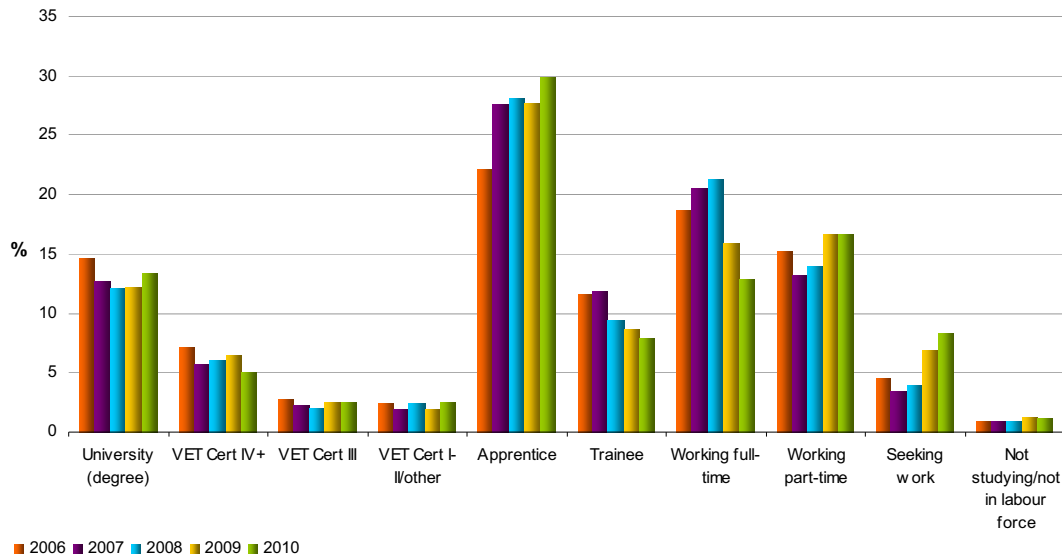
Six months after leaving school, Year 12 completers from 2009 who participated in a SAT were less likely to commence VET Certificate IV+, a traineeship or full-time work, and more likely to undertake a VET Certificate I–II/other or an apprenticeship, or to be seeking work than in any of the previous years.



Although these Year 12 completers participated in SAT, over one in four (26.1 per cent) continued to be either working part-time, seeking work or not studying and not in the labour force. Over one in eight (13.4 per cent) continued on a university degree pathway.

Figure 7.5 shows that those Year 12 completers who participated in a SAT have maintained a high rate of transition to apprenticeships after completing Year 12.

Figure 7.5: Main destinations of SAT Year 12 completers, Queensland 2006–2010



OP/IBD awarded and VET qualification

Figure 7.6 shows destinations according to whether an OP/IBD was awarded and a 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 (61.6 per cent compared to 47.2 per cent).

OP/IBD and VET graduates balanced lower university entry rates with higher transition to apprenticeships and traineeships (7.2 per cent compared to 4.4 per cent), while the rate of transfer to campus-based VET was higher for those with a VET qualification (11.5 per cent compared to 8.1 per cent).

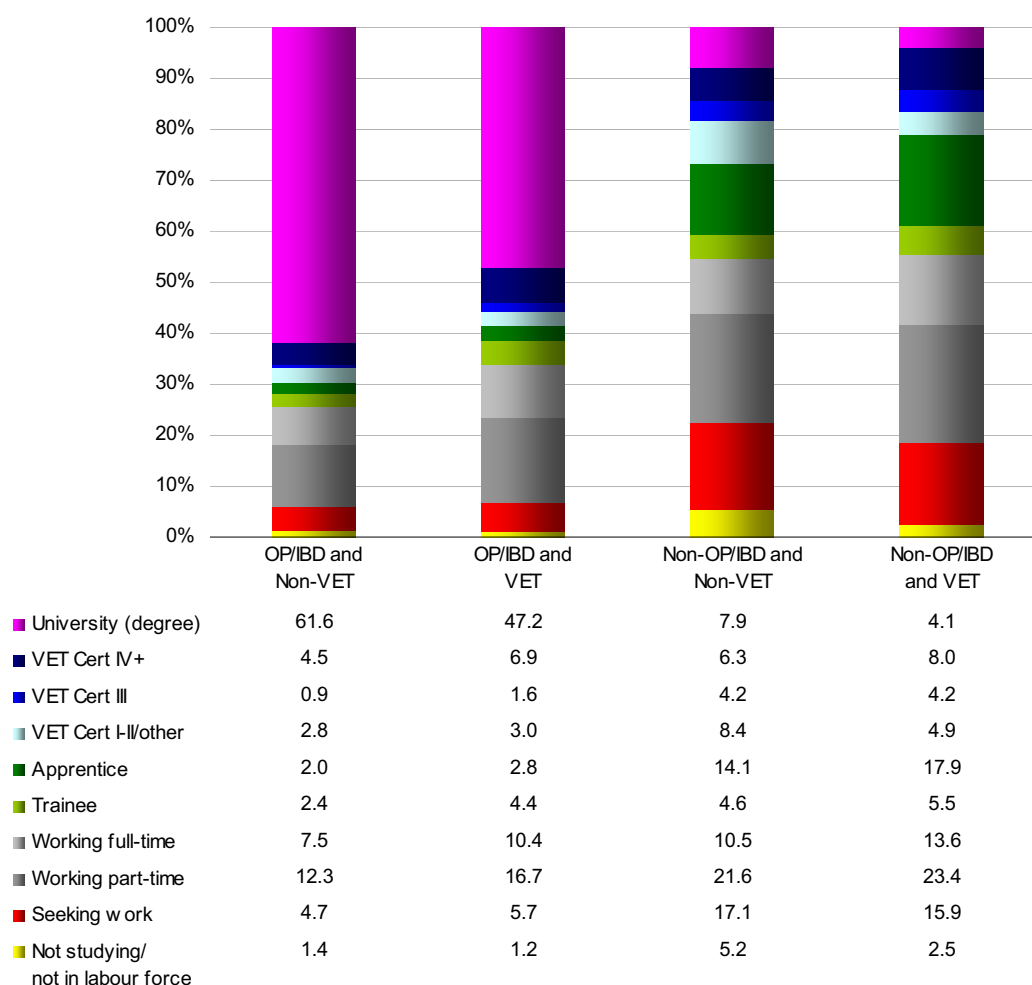
Marked differences were evident in the destinations of OP/IBD graduates and non-OP/IBD graduates. The most apparent difference between these two groups was:

- the large proportion of non-OP/IBD graduates entering employment and employment-based training
- among non-OP/IBD graduates, high rates of transfer to apprenticeships, especially for those with a VET qualification (17.9 per cent) compared to non-VET graduates (14.1 per cent up from 8.7 in 2009)
- higher rates of transfer to traineeships and campus-based VET for non-OP/IBD graduates, although overall this group was less likely than OP/IBD graduates to enter post-school education or training

- higher likelihood of non-OP/IBD graduates entering the workforce without further education or training, or to be seeking work. This was particularly evident for non-OP/IBD and non-VET graduates, of whom 17.1 per cent were not studying and seeking work, which is nearly twice the overall proportion of 9.4 per cent.



Figure 7.6: Main destinations of Year 12 completers, by OP/IBD awarded and VET qualification, Queensland 2010



Indigenous status

Of the respondents to the survey, 1037 Year 12 graduates were identified as Aboriginal or Torres Strait Islander, which made up 2.8 per cent of the total respondents. Table 7.3 and Figure 7.7 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 (59.3 per cent in 2006, 71.6 per cent in 2007, 64.2 per cent in 2008, 61.5 per cent in 2009 and 60.4 per cent in 2010).

Indigenous Year 12 completers were less likely than their non-Indigenous peers to enrol in a university degree (14.9 per cent compared to 36.7 per cent). While similar proportions of Indigenous and non-Indigenous Year 12 graduates enrolled in campus-based VET overall (13.2 per cent and 12.6 per cent respectively),



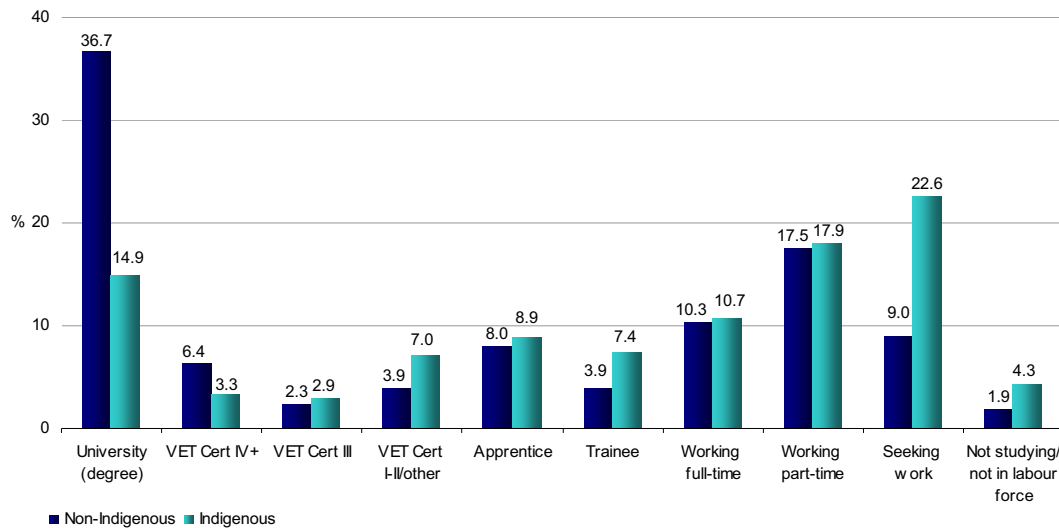
Indigenous Year 12 graduates were more likely than their non-Indigenous counterparts to enrol in VET Certificate I–II courses and less likely to enrol in VET Certificate IV+ courses. Indigenous Year 12 graduates were more likely to be undertaking a traineeship (7.4 per cent compared to 3.9 per cent) and equally likely to be in an apprenticeship (8.9 per cent compared to 8.0 per cent).

Indigenous Year 12 graduates had a similar rate of transition to employment with no further education or training. Indigenous Year 12 graduates were twice as likely to be not studying and seeking work as non-Indigenous Year 12 graduates (22.6 per cent and 9.0 per cent respectively).

Table 7.3: Main destinations of Year 12 completers, by Indigenous status, Queensland 2010

Destination	Non-Indigenous		Indigenous	
	no.	%	no.	%
University (degree)	13 071	36.7	155	14.9
VET Cert IV+	2 267	6.4	34	3.3
VET Cert III	828	2.3	30	2.9
VET Cert I-II/other	1 382	3.9	73	7.0
Apprentice	2 848	8.0	92	8.9
Trainee	1 396	3.9	77	7.4
Total VET	8 721	24.5	306	29.5
Working full-time	3 677	10.3	111	10.7
Working part-time	6 237	17.5	186	17.9
Seeking work	3 203	9.0	234	22.6
Not studying/not in labour force	692	1.9	45	4.3
Total	35 601	100.0	1 037	100.0

Figure 7.7: Main destinations of Year 12 completers, by Indigenous status, Queensland 2010





Indigenous by main destination 2006–2010

Figure 7.8 shows a five-year time series of the main destinations of Indigenous Year 12 completers from 2006 to 2010.

A comparison of the 2010 results with those from previous years reveals that the main destinations of Indigenous Year 12 completers were broadly similar over the five years. However, there are some trends worth noting.

For example, the proportion of Indigenous Year 12 completers undertaking a university degree has increased over the past four years, from 12.6 per cent in 2007 to 14.9 per cent in 2010. Traineeships have decreased from 11.8 per cent in 2006 to 7.4 per cent in 2010, although there is a small increase from 6.5 per cent in 2009.

Six months after leaving school, Indigenous Year 12 completers from 2009 were less likely to commence a VET Certificate IV+, an apprenticeship or full-time work, and more likely to commence a VET Certificate I–II/other or to be seeking work than in any of the previous years.

Figure 7.8: Main destinations of Indigenous Year 12 completers, Queensland 2006–2010

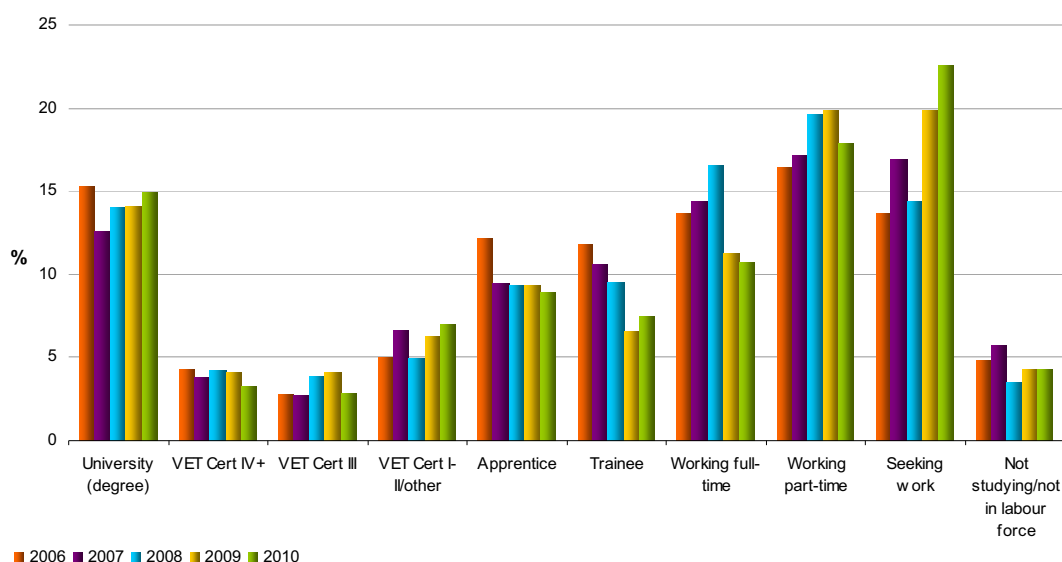
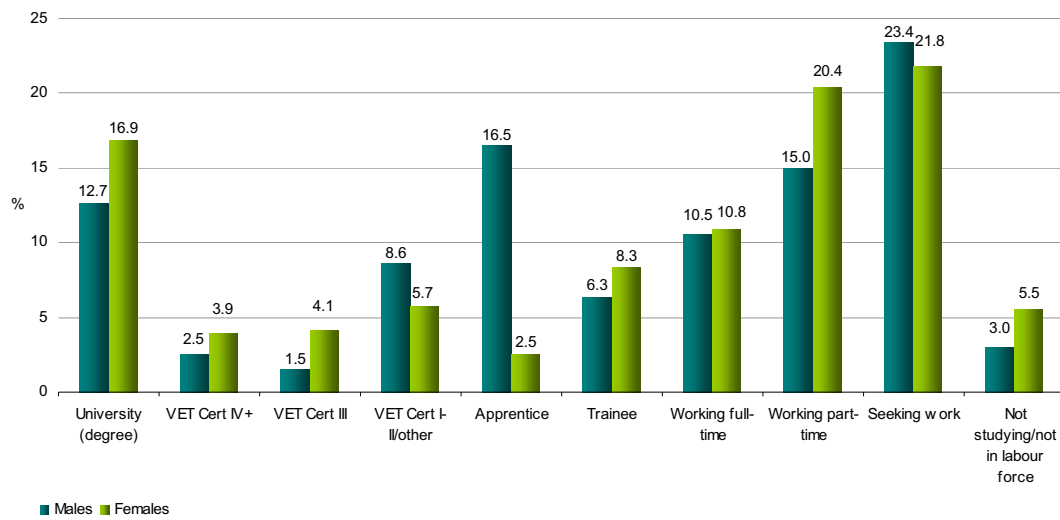


Figure 7.9 reports the main destinations of Indigenous Year 12 completers by sex. Sex differences follow a similar pattern to those observed among the broader Year 12 completer population, with females more likely to enter university degree and other study destinations, while males were more likely to 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 7.9: Main destinations of Indigenous Year 12 completers, by sex, Queensland 2010

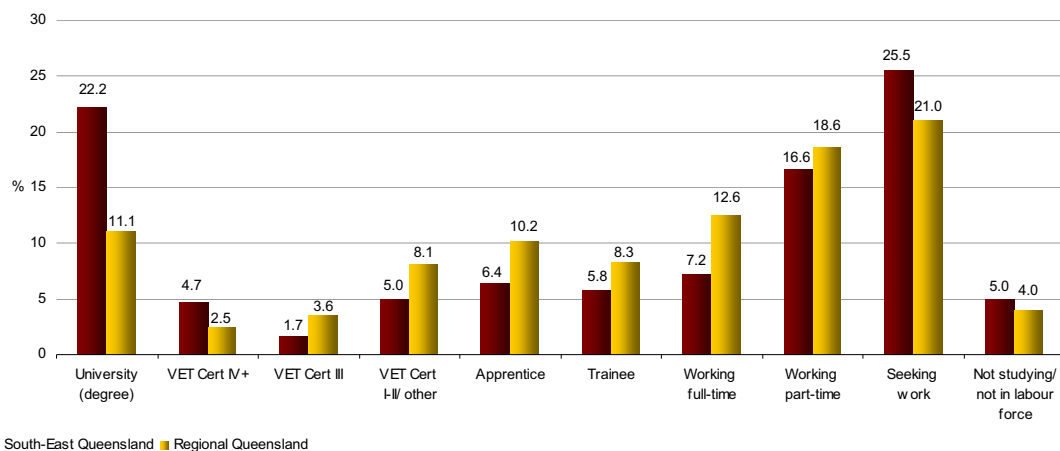


Geographical differences were also evident in the post-school destinations of Indigenous Year 12 completers (see Figure 7.10). Indigenous Year 12 graduates attending schools in South-East Queensland were more likely to make a transition to university studies.

Indigenous Year 12 graduates in South-East Queensland were less likely than those from Regional Queensland to make a transition to employment with no further education or training (23.8 per cent and 31.2 per cent respectively). However, Indigenous Year 12 graduates from Regional Queensland were less likely to be seeking work than those from South-East Queensland (21.0 per cent compared to 25.5 per cent).

Indigenous Year 12 graduates from Regional Queensland were more likely than those from South-East Queensland to enter into apprenticeships (10.2 per cent compared to 6.4 per cent) and traineeships (8.3 per cent compared to 5.8 per cent) respectively.

Figure 7.10: Main destinations of Indigenous Year 12 completers, by South-East Queensland/Regional Queensland, Queensland 2010



Note: South-East Queensland/Regional Queensland location based on address of school attended in 2009.

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 7.11 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 (49.0 per cent compared to 35.1 per cent). They were also more likely to enrol in campus-based VET courses (18.8 per cent compared to 12.2 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 international study visas in 2009. As was the case for the LBOTE students, these Year 12 graduates made strong transitions to university degree study (62.9 per cent) and VET Certificate IV+ courses (11.4 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 (41.1 per cent).



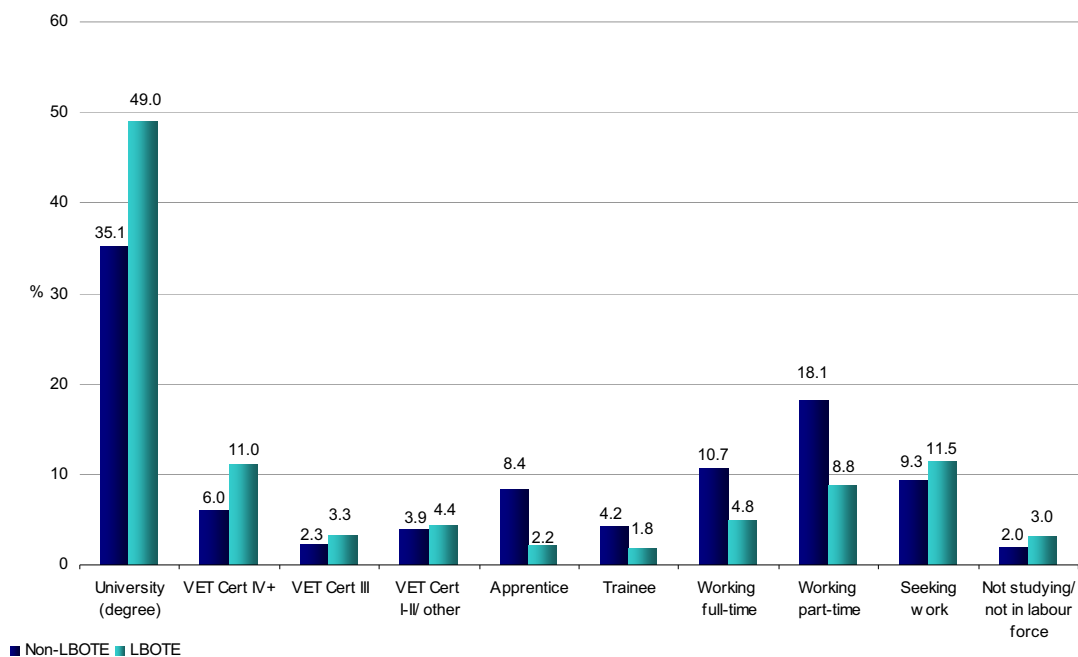


Table 7.4: Main destinations of Year 12 completers, by language background and international visa status, Queensland 2010

		LBOTE		Visa	
		No	Yes	No	Yes
University (degree)	<i>no.</i>	12 115	852	12 967	259
	%	35.1	49.0	35.8	62.9
VET Cert IV+	<i>no.</i>	2 062	192	2 254	47
	%	6.0	11.0	6.2	11.4
VET Cert III	<i>no.</i>	791	58	849	9
	%	2.3	3.3	2.3	2.2
VET Cert I-II/other	<i>no.</i>	1 356	76	1 432	23
	%	3.9	4.4	4.0	5.6
Apprentice	<i>no.</i>	2 898	38	2 936	4
	%	8.4	2.2	8.1	1.0
Trainee	<i>no.</i>	1 438	32	1 470	3
	%	4.2	1.8	4.1	0.7
Total VET	<i>no.</i>	8 545	396	8 941	86
	%	24.8	22.8	24.7	20.9
Working full-time	<i>no.</i>	3 690	84	3 774	14
	%	10.7	4.8	10.4	3.4
Working part-time	<i>no.</i>	6 240	153	6 393	30
	%	18.1	8.8	17.6	7.3
Seeking work	<i>no.</i>	3 224	200	3 424	13
	%	9.3	11.5	9.5	3.2
Not studying/not in labour force	<i>no.</i>	674	53	727	10
	%	2.0	3.0	2.0	2.4
Total	<i>no.</i>	34 488	1 738	36 226	412
	%	100.0	100.0	100.0	100.0

Note: International visa students are excluded from the LBOTE classification

Figure 7.11: Main destinations of Year 12 completers, by language background, Queensland 2010



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 (SES), based on the home address of the students. More specifically, the Index of Relative Socio-economic Disadvantage was used for all analyses.

This analysis has found the SES of Year 12 completers is strongly associated with their post-school destinations, as illustrated in Table 7.5 and Figure 7.12.

Transition to post-school education and training overall was strongly associated with socioeconomic status, increasing consistently from 51.1 per cent for the lowest SES quartile to 71.7 per cent for the highest SES quartile. Transition to university degree study exhibited the strongest social trend. Year 12 graduates from the highest socioeconomic quartile were twice as likely as those from the lowest socioeconomic quartile to enter university (51.5 per cent compared to 24.1 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 SES increased (7.9 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 SES (with the exception of apprenticeships in the lowest SES quartile). Similarly, transition to full-time and part-time work without further study was highest in the most socioeconomically disadvantaged areas (32.1 per cent in the lowest SES quartile compared to 20.8 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 2010

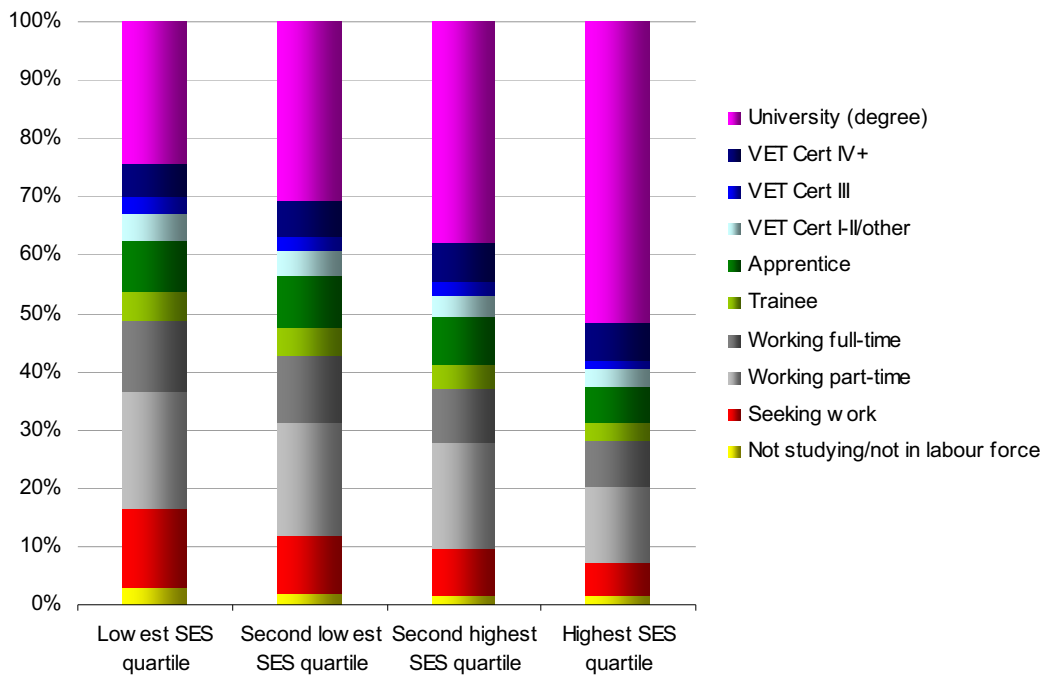
		Lowest SES quartile	Second lowest SES quartile	Second highest SES quartile	Highest SES quartile
University (degree)	<i>no.</i>	2 185	2 762	3 420	4 660
	%	24.1	30.5	37.8	51.5
VET Cert IV+	<i>no.</i>	509	571	602	595
	%	5.6	6.3	6.6	6.6
VET Cert III	<i>no.</i>	280	228	210	131
	%	3.1	2.5	2.3	1.4
VET Cert I-III/other	<i>no.</i>	438	382	350	256
	%	4.8	4.2	3.9	2.8
Apprentice	<i>no.</i>	782	816	730	598
	%	8.6	9.0	8.1	6.6
Trainee	<i>no.</i>	434	418	361	253
	%	4.8	4.6	4.0	2.8
Total VET	<i>no.</i>	2 443	2 415	2 253	1 833
	%	27.0	26.7	24.9	20.2
Working full-time	<i>no.</i>	1 113	1 045	867	712
	%	12.3	11.5	9.6	7.9
Working part-time	<i>no.</i>	1 794	1 767	1 633	1 173
	%	19.8	19.5	18.0	13.0
Seeking work	<i>no.</i>	1 250	898	731	532
	%	13.8	9.9	8.1	5.9
Not studying/not in labour force	<i>no.</i>	267	171	151	143
	%	2.9	1.9	1.7	1.6
Total	<i>no.</i>	9 052	9 058	9 055	9 053
	%	100.0	100.0	100.0	100.0

Note: Excludes 420 respondents for whom socioeconomic status could not be determined.





Figure 7.12: Main destinations of Year 12 completers, by socioeconomic status, Queensland 2010



Note: Socioeconomic status is based on residential address.

Low SES by main destination 2006–2010

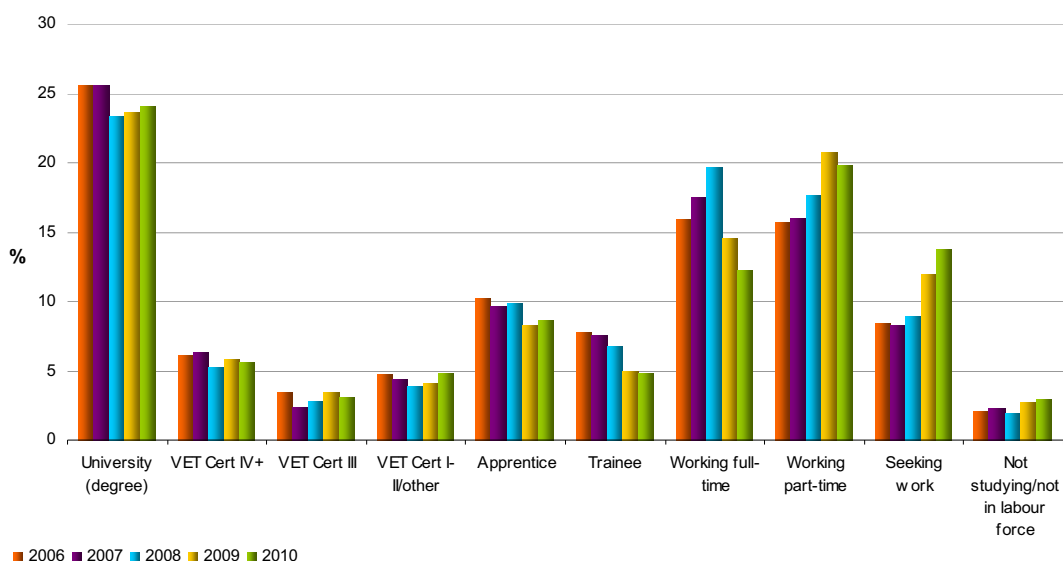
Figure 7.13 shows a five-year time series of the main destinations of low SES Year 12 completers from 2006 to 2010.

A comparison of the 2010 results with those from previous years reveals that the main destinations of low SES Year 12 completers were similar over the five years.

However, some patterns emerged. Six months after leaving school, low SES Year 12 completers from 2009 were less likely to commence a traineeship or full-time work, and more likely to commence a VET Certificate I–II/other, to be seeking work, or not studying and to be not in the labour force than in any of the previous years.



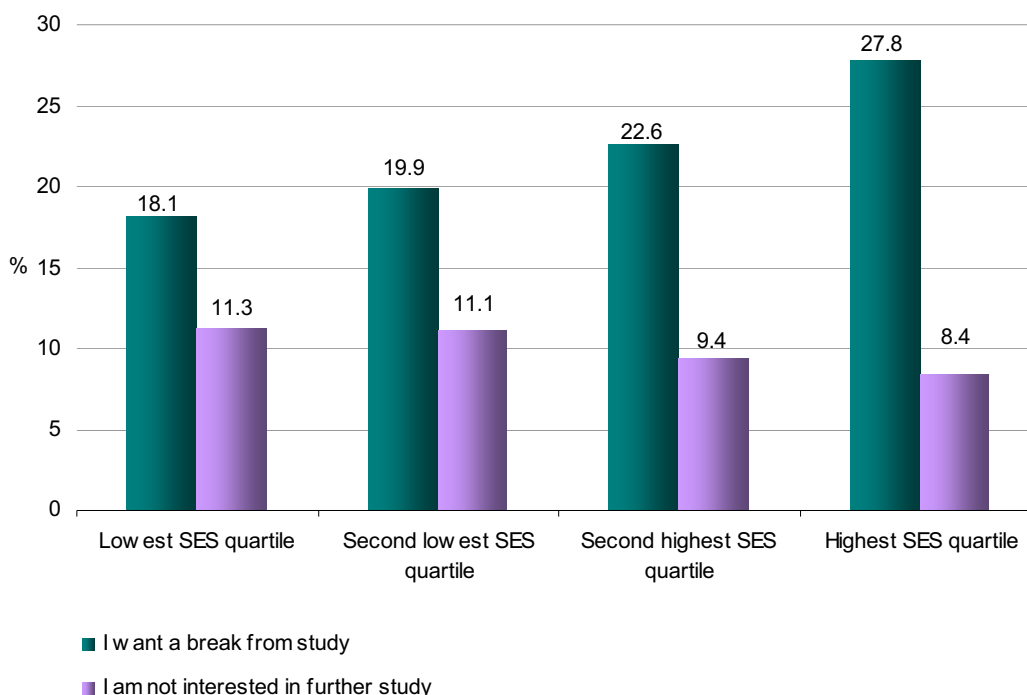
Figure 7.13: Main destinations of low SES Year 12 completers, Queensland 2006–2010



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

Figure 7.14 shows the desire to take a break from study tended to rise as SES rose, while Year 12 graduates from the highest SES quartile were the least likely to be not interested in further study.

Figure 7.14: Main reason of Year 12 completers for not studying, by socioeconomic status, Queensland 2010



Note: Socioeconomic status is based on residential address.



Age group

At the start of the 2009 school year, the vast majority (36 211 or 98.8 per cent) of Year 12 students were between 16 and 18 years of age. There were 327 students (0.9 per cent) aged 15 years or younger, and a further 100 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 2010

	15 years of age or younger		16-18 years of age		19 years of age or older	
	no.	%	no.	%	no.	%
University (degree)	161	49.2	13 027	36.0	38	38.0
Campus-based VET	34	10.4	4 554	12.6	26	26.0
Apprentice/trainee	26	8.0	4 381	12.1	6	6.0
Working	74	22.6	10 121	28.0	16	16.0
Seeking work	21	6.4	3 404	9.4	12	12.0
Not studying/not in labour force	11	3.4	724	2.0	2	2.0
Total	327	100.0	36 211	100.0	100	100.0