



Chapter 6 Reasons for not continuing in study

While the great majority of Year 12 completers seek to build on their schooling through further study or training, many do not. The reasons for this are complex and reflect the diversity of groups who today finish school. Given the pressures of study while at school and the uncertainties surrounding the next steps that young people take on leaving school, the expectation that all will continue in education or training directly upon leaving school needs to be tempered. Indeed, in the present study, almost one in three Year 12 graduates (32.5 per cent) did not continue into further education or training (see Table 6.1 below). This includes young people who have been

offered a tertiary place and deferred it. This survey did not collect data on deferments, which are recorded by the Queensland Tertiary Admissions Centre (QTAC) in its Statistical Reports.

Almost half of the graduates who did not enter further study or training (44.9 per cent) were working full-time and a further one in three (37.2 per cent) were working in part-time/casual jobs. As discussed in Chapter 4, female respondents were somewhat more likely than males to be working in part-time/casual jobs, and slightly less likely to be seeking work.

Table 6.1 Number of Year 12 completers not in study, by sex, Queensland 2005 (as proportion of total sample)

	Females		Males		Total	
	Number	Per cent	Number	Per cent	Number	Per cent
Working full-time	1857	14.5	1675	15.5	3532	14.9
Working part-time/casual	1540	12.0	1056	9.8	2596	11.0
Seeking work	510	4.0	585	5.4	1095	4.6
Not in the labour force	233	1.8	251	2.3	484	2.0
Total	4140	32.3	3567	33.0	7707	32.5

‘ During my time in Cambodia I have come to realise some things about life that cannot be taught in text books...., I now realise this having listened to those around me who have experienced a lot in their lives ’

*Managing a guest house in Cambodia,
from Gold Coast*

The influences given by respondents for not being in study are shown in Figure 6.1.² Respondents were also asked to indicate the single most important influence upon their decision not to be in study or training and these data are shown in Table 6.2. The data in both the

figure and the table indicate that the key reason why students do not continue in study is because they want ‘time out’ to think about what they want to do, or have a break from study. This perception of timeliness or readiness accounts for the majority of responses.

The second most important reason for taking a break from study relates to economic and financial impediments. Many graduates are concerned with the cost of studying, and some are working in order to finance future study.

The third group of reasons is related to accessibility to study, reflecting concerns about work commitments, physical access, transport, family commitments and perceived academic barriers.

Sex differences

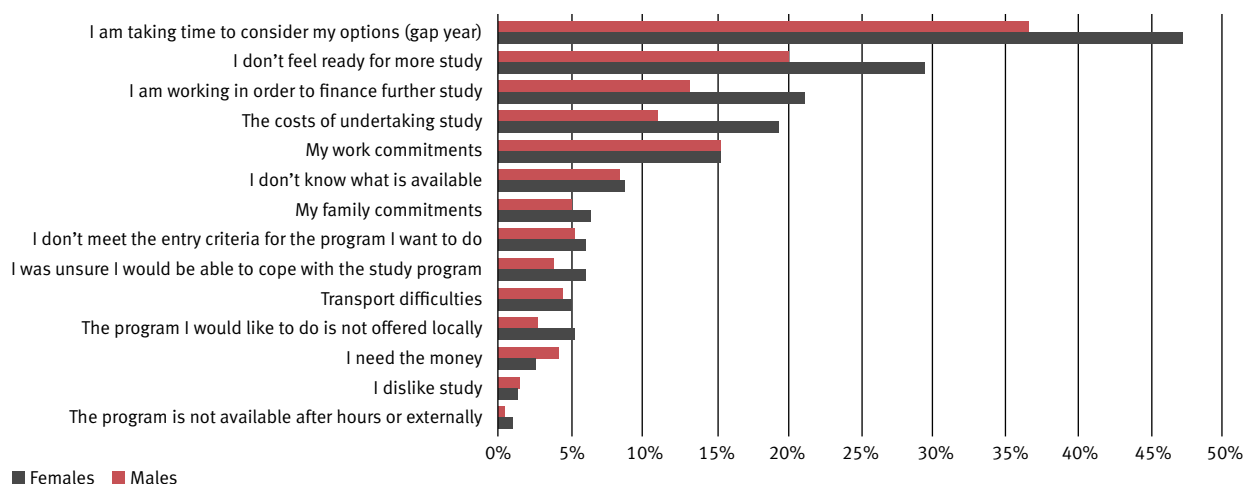
Figure 6.1 suggests substantial sex differences in the reasons given for not studying, although females were more likely than males to cite more than one reason for not being in study and therefore all responses seem higher for females. When allowed multiple reasons females were more likely than males to cite time to consider options, readiness for more study, and costs.

The data in Table 6.2 blur this strong distinction, indicating that both males and females are about equally likely to see ‘considering options’ and ‘don’t feel ready’ as the most important reasons.

² Figure 6.1 shows two additional influences (‘I dislike study’ and ‘I need the money’) derived from students’ written entries in the ‘Other please specify’ category.



Figure 6.1 Reasons of Year 12 completers for decision not to study, by sex, Queensland 2005



Note: This table includes multiple answers from each person.

Table 6.2 Main reason of Year 12 completers for not studying, by sex, Queensland 2005

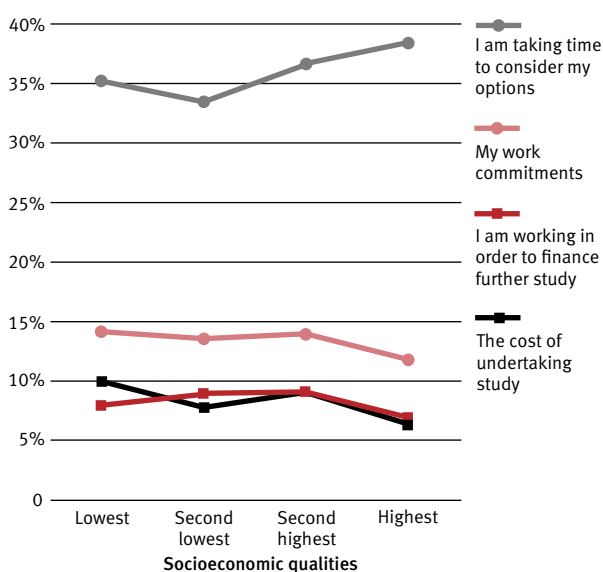
Main Reason	Female %	Male %	Total %
I am taking time to consider my options (gap year)	40.8	39.5	40.3
I don't feel ready for more study	20.4	18.3	19.5
My work commitments	8.6	11.4	9.7
I am working in order to finance further study	8.0	7.8	7.9
The costs of undertaking study	7.9	7.1	7.6
I don't meet the entry criteria for the program I want to do	3.4	4.1	3.7
My family commitments	3.4	3.1	3.3
Transport difficulties	2.0	2.8	2.3
I was unsure I would be able to cope with the study program	1.9	2.0	2.0
I don't know what is available	1.8	2.4	1.9
The program I would like to do is not offered locally	1.7	1.4	1.5
The program is not available after hours or externally	0.2	0.2	0.2
Total	100.1	100.1	100

Socioeconomic influences

Some of the reasons for not continuing with study were related to graduates' socioeconomic background. These are shown in Figure 6.2 at right. Reporting of the need to take a 'gap year' tends to rise as socio-economic status (SES) rises, while economic imperatives tend to fall in importance as socioeconomic status rises, showing a correlation between these influences and SES which is statistically significant. Graduates from the highest socioeconomic quartile were the least likely to be working to finance further study, and the least likely to have work commitments that interfered with their ability to undertake further study. Conversely, graduates from the lowest socioeconomic quartile were almost twice as likely as those from the highest socioeconomic quartile to cite cost as the main barrier to undertaking study, reflecting the heavier financial burden of further study on Year 12 completers from poorer backgrounds.

Barriers associated with accessibility to study, failure to get into the course of choice, and family commitments were not found to be associated with socioeconomic level.

Figure 6.2 Main influence of Year 12 completers on decision not to study, by socioeconomic status, Queensland 2005





Chapter 7 Regional differences in post-school destinations

Metropolitan/non-metropolitan differences

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

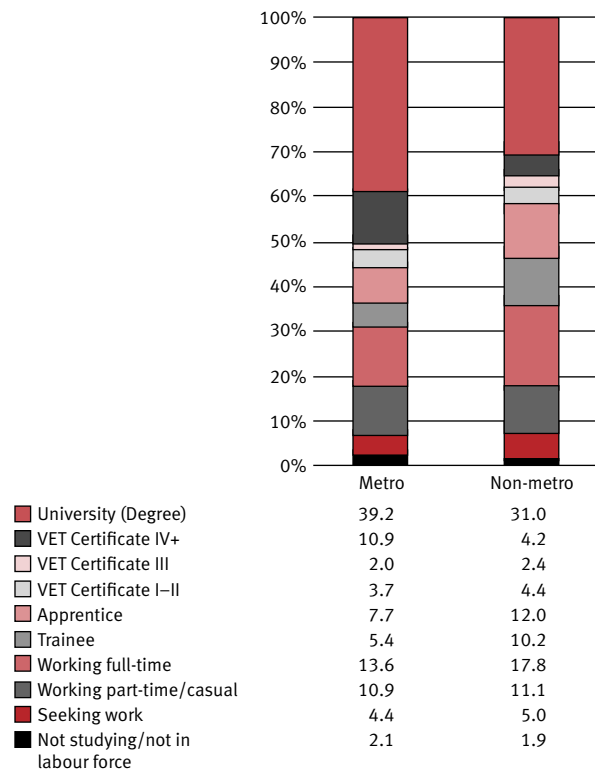
As discussed in previous chapters, about two-thirds (67.5 per cent) of the young people who completed their Year 12 continued in some recognised form of education and training in the year after they left school. The most likely destination was university (36.6 per cent), followed by campus-based VET programs (14.9 per cent), with the majority of VET students entering VET programs at Certificate IV level or higher (8.8 per cent). Almost one in six respondents (16.0 per cent) commenced employment-based training, either as an apprentice (9.1 per cent) or trainee (6.9 per cent).

Figure 7.1 shows substantial differences in the further education and training destinations of metropolitan and non-metropolitan graduates. Rates of transition to further education or training are slightly higher in metropolitan regions (68.9 per cent compared to 64.2 per cent). While transition to university and higher level VET is much stronger in metropolitan regions (50.1 per cent compared to 35.2 per cent), this is counterbalanced by higher rates of transition to lower level VET, apprenticeships and traineeships in country areas (29.0 per cent compared to 18.8 per cent).

These differences reflect differences between metropolitan and country regions in terms of access to higher education and VET providers. The stronger transition to apprenticeships and traineeships in country areas may also reflect good opportunities for employment-based training in these regions, and, in the case of higher apprenticeship numbers, more positive perceptions of vocational (trades) occupations than occur among city dwellers.

Graduates in country areas are slightly more likely to be working and not studying (28.7 per cent compared to 24.5 per cent) in either full-time or part-time/casual employment. There are no differences between metropolitan and country regions in the rate of unemployment or non-participation in work or study.

Figure 7.1 Destinations of Year 12 completers, by metropolitan/non-metropolitan location*, Queensland 2005



*Students allocated on the basis of the location of the school attended in 2004.

MCEETYA zone differences

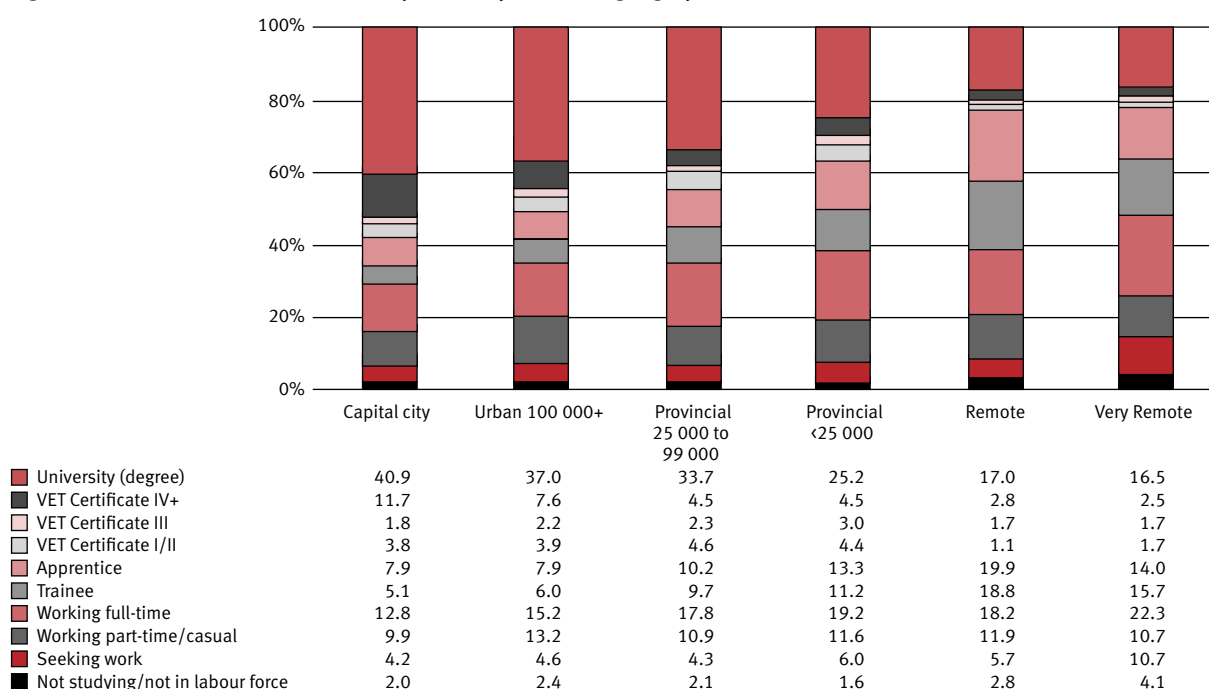
The data were also analysed by the MCEETYA geographical locations, which allocate students on the basis of school attended to categories based on remoteness and size of conurbation.

Using this analysis, Figure 7.2 shows that transitions to university and VET (other than apprenticeships and traineeships) as the environment becomes less urbanised (i.e. smaller in population and more remote). Students from the capital city of Brisbane are the most likely to enter university and VET while those in the most remote areas are the least likely to do so.

By way of contrast, rates of transition to apprenticeships and traineeships tend to rise as the environment becomes less urbanised, with students from remote and very remote areas having the highest rates of transition to these destinations. Rates of direct entry to the labour force with no further education or training also rise as the environment becomes less urban. This is particularly true for rates of unemployment and full-time work, both of which rise with remoteness.



Figure 7.2 Destinations of Year 12 completers, by MCEETYA geographical location, Queensland 2005



Analysis was also conducted on the basis of Statistical Divisions (SD) in non-metropolitan Queensland and Statistical Sub-Divisions in the Statistical Divisions of Brisbane and Moreton. The boundaries for these divisions in metropolitan and non-metropolitan Queensland are shown in Figures A4A and A4B in the Appendix. Tables 7.1 and 7.2 detail the destinations of Year 12 graduates in each region, and Figures 7.3 and 7.4 show these data separately for the greater metropolitan area and non-metropolitan regions.

Strong regional patterns are evident both within the greater metropolitan area and across non-metropolitan Queensland.

In the greater metropolitan area, the transition to university is strongest in inner suburban Brisbane, and lowest in outer suburban Moreton. Higher rates of transfer to VET and employment-based training tend to counterbalance lower rates of transition to university in most regions, except for the Sunshine Coast and Moreton, where direct entry to the workforce is stronger.

Table 7.1 Destinations of Year 12 completers, by region (greater metropolitan area), Queensland 2005

		Uni	VET IV+	VET Cert III	VET Cert I-II	Appr	Trainee	FT work	PT/Cas work	Seeking work	Not in study/NILF	Total
BRISBANE STATISTICAL DIVISIONS												
Brisbane City	No.	3367	853	98	230	458	274	761	571	218	125	6955
	%	48.4	12.3	1.4	3.3	6.6	3.9	10.9	8.2	3.1	1.8	100.0
Gold Coast City Part A	No.	116	48	9	15	37	16	60	40	15	4	360
	%	32.2	13.3	2.5	4.2	10.3	4.4	16.7	11.1	4.2	1.1	100.0
Caboolture Shire Part A	No.	156	59	12	24	66	57	116	86	41	12	629
	%	24.8	9.4	1.9	3.8	10.5	9.1	18.4	13.7	6.5	1.9	100.0
Ipswich City (part in BSD)	No.	287	100	17	43	82	44	106	105	51	20	855
	%	33.6	11.7	2.0	5.0	9.6	5.1	12.4	12.3	6.0	2.3	100.0
Logan City *	No.	266	117	27	48	115	73	175	139	87	28	1075
	%	24.7	10.9	2.5	4.5	10.7	6.8	16.3	12.9	8.1	2.6	100.0
Pine Rivers Shire	No.	133	55	11	15	52	38	86	63	24	11	488
	%	27.3	11.3	2.3	3.1	10.7	7.8	17.6	12.9	4.9	2.3	100.0
Redcliffe City	No.	151	56	11	13	35	34	52	57	21	15	445
	%	33.9	12.6	2.5	2.9	7.9	7.6	11.7	12.8	4.7	3.4	100.0
Redland Shire	No.	287	73	18	44	58	45	116	85	35	15	776
	%	37.9	9.4	2.3	5.7	7.5	5.8	14.9	11.0	4.5	1.9	100.0

* Includes 12 respondents from Beaudesert Shire Part A



Table 7.1 Destinations of Year 12 completers, by region (greater metropolitan area), Queensland 2005

		Uni	VET IV+	VET Cert III	VET Cert I-II	Appr	Trainee	FT work	PT/Cas work	Seeking work	Not in study/NILF	Total
MORETON STATISTICAL DIVISIONS												
Gold Coast City Part B	No.	807	220	45	77	163	128	302	259	88	54	2153
	%	37.7	10.3	2.1	3.6	7.6	6.0	14.1	12.1	4.1	2.5	100.0
Sunshine Coast	No.	477	99	35	45	85	76	226	222	61	29	1355
	%	35.2	7.3	2.6	3.3	6.3	5.6	16.7	16.4	4.5	2.1	100.0
Moreton SD Balance	No.	198	52	31	42	84	73	172	118	67	20	857
	%	23.1	6.1	3.6	4.9	9.8	8.5	20.1	13.8	7.8	2.3	100.0
Total	No.	6245	1732	314	596	1235	858	2172	1745	708	333	15 938
	%	39.0	10.8	2.0	3.7	7.7	5.4	13.6	10.9	4.4	2.1	100.0

There are wide variations among non-metropolitan regions in rates of transfer to university, on-campus VET, apprenticeships and traineeships. The highest rates of transfer to university in the country occur in the Northern Statistical Division, while Wide Bay-Burnett shows strong transfer to on-campus VET. Transfer to apprenticeships is

highest in the North West, and also very high in Mackay. In the Central West, employment-based training is high, and dominated by traineeships. Direct entry to the workforce is a strong feature of the South West (which also has the lowest unemployment) and Central West (which has the highest rate of unemployment).

Table 7.2 Destinations of Year 12 completers, by region (non-metropolitan Queensland), Queensland 2005

		Uni	VET IV+	VET Cert III	VET Cert I-II	Appr	Trainee	FT work	PT/Cas work	Seeking work	Not in study/NILF	Total
NON-METROPOLITAN QUEENSLAND STATISTICAL DIVISIONS												
Wide Bay-Burnett	No.	432	87	55	81	128	158	223	182	79	20	1445
	%	29.9	6.0	3.8	5.6	8.9	10.9	15.4	12.6	5.5	1.4	100.0
Darling Downs	No.	493	76	28	54	157	144	325	145	63	33	1518
	%	32.5	5.0	1.8	3.6	10.3	9.5	21.4	9.6	4.2	2.2	100.0
South West	No.	21	1	1	1	12	11	25	9	1	4	86
	%	24.4	1.2	1.2	1.2	14.0	12.8	29.1	10.5	1.2	4.7	100.0
Fitzroy	No.	366	44	28	50	158	135	200	145	48	20	1194
	%	30.7	3.7	2.3	4.2	13.2	11.3	16.8	12.1	4.0	1.7	100.0
Central West	No.	9	1	1	0	3	10	10	6	3	1	44
	%	20.5	2.3	2.3	0	6.8	22.7	22.7	13.6	6.8	2.3	100.0
Mackay	No.	205	21	14	39	134	102	134	90	47	14	800
	%	25.6	2.6	1.8	4.9	16.8	12.8	16.8	11.3	5.9	1.8	100.0
Northern	No.	440	43	26	59	143	90	179	128	62	22	1192
	%	36.9	3.6	2.2	4.9	12.0	7.6	15.0	10.7	5.2	1.8	100.0
Far North	No.	333	39	24	44	142	92	213	116	66	29	1 098
	%	30.3	3.6	2.2	4.0	12.9	8.4	19.4	10.6	6.0	2.6	100.0
North West	No.	16	1	3	1	15	16	21	6	5	2	86
	%	18.6	1.2	3.5	1.2	17.4	18.6	24.4	7.0	5.8	2.3	100.0
Total	No.	2315	313	180	329	892	758	1330	827	374	145	7463
	%	31.0	4.2	2.4	4.4	12.0	10.2	17.8	11.1	5.0	1.9	100.0



Figure 7.3 Destinations of Year 12 completers, by metropolitan Queensland region, Queensland 2005

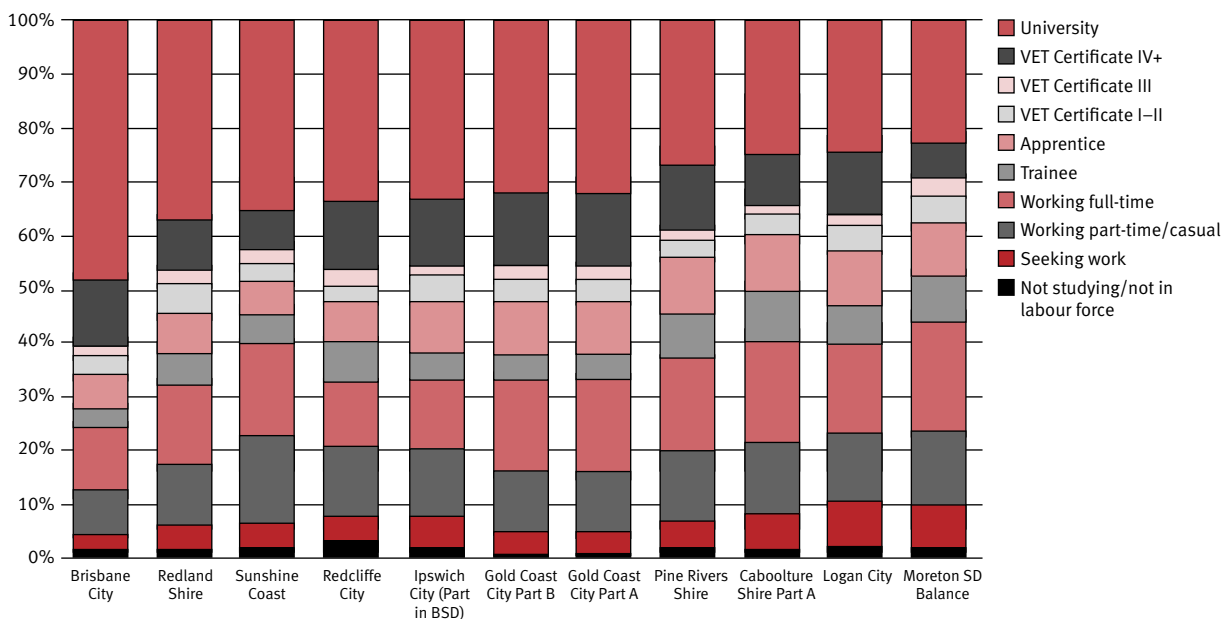
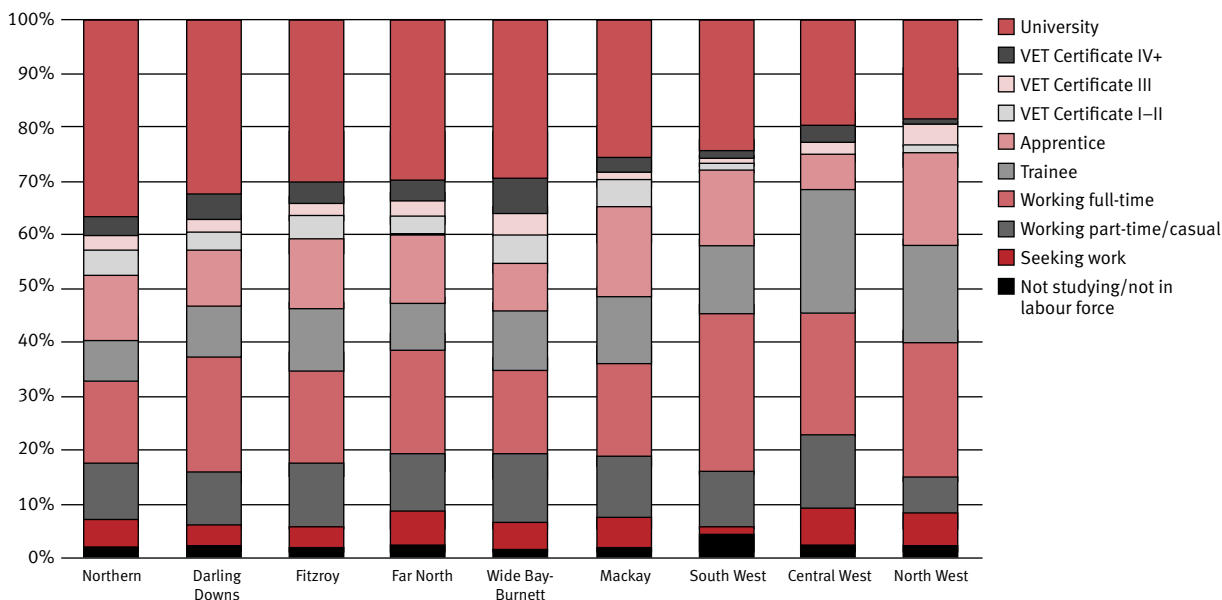


Figure 7.4 Destinations of Year 12 completers, by non-metropolitan Queensland region, Queensland 2005



Note: caution should be exercised in interpreting data for Central West Region (N=44)



Reasons for not being in study or training – regional differences

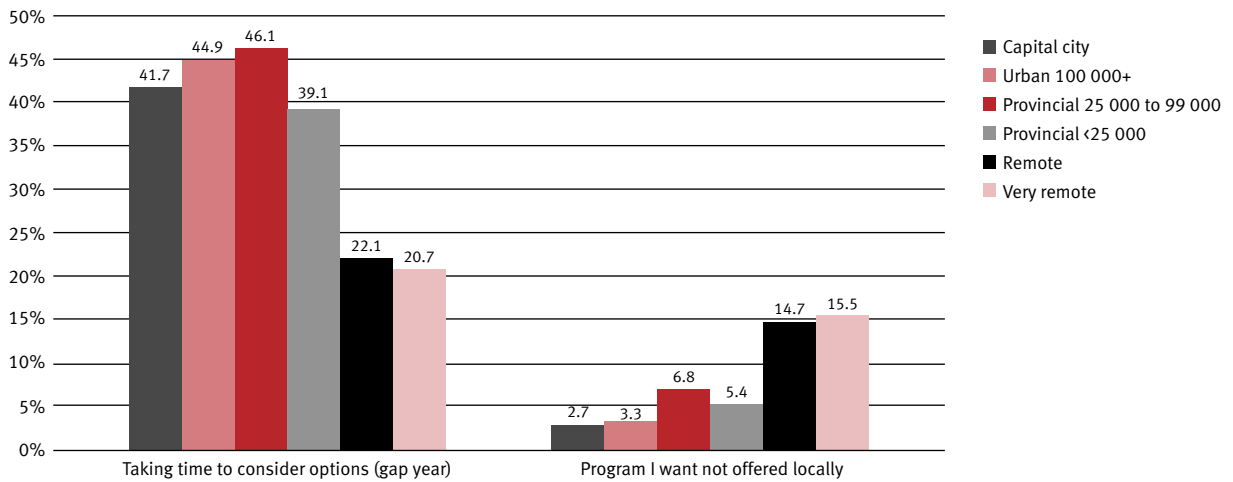
The data on reasons for not being in study or training were analysed by region but few clear patterns emerged. Two trends are however worthy of comment, and these are shown in Figure 7.5.

The left-hand side of Figure 7.5 suggests that the further Year 12 completers live from major metropolitan areas, the less likely they are to take a gap year. These data

suggest that while the practice of taking a gap year is well established in metropolitan and provincial cities (where Year 12 completers are also more likely to migrate to tertiary studies), it is less common in remote and very remote areas.

The right-hand side of Figure 7.5 demonstrates that lack of access to further education and training is a stronger disincentive to further study and training for those in remote areas than for those in provincial centres and urban locations.

Figure 7.5 Reasons of Year 12 completers for not being in study or training, by regional differences, Queensland 2005



‘ After five years of boarding school 1000 kilometres away, working for my parents gives me a chance to get to know them again. ’

Jillaroo, Central West Queensland

Chapter 8 Destinations of Year 12 completers by sub-groups



This chapter examines the destinations of Year 12 completers according to the following attributes: Year 12 status, language background, Indigenous status, Visa status, Year 12 strand (VET and non-VET), School Sector, and Socioeconomic status.

Information by sex and by geographic location is provided in the earlier chapters.

Destinations by Year 12 Status

How well young people achieve in secondary school has a large bearing on whether they continue in education and training, and what form that education and training takes. For those who enter the workforce, achievement also influences their employment status. Table 8.1 reports the destinations of students according to the type of study undertaken in Year 12.

As would be expected, university was the main destination of those eligible for an OP, accounting for

about half of these Year 12 graduates (49.0 per cent). OP-eligible graduates who opted for on-campus VET entered higher level courses at about twice the rate as for lower level courses. Only one in nine OP-eligible Year 12 graduates entered employment-based training (10.6 per cent). Those who elected to join the workforce were more likely to be in full-time employment than in part-time/casual jobs (12.7 per cent compared to 9.3 per cent).

The relatively vulnerable position of those who achieved the CPCSE is evident in Table 8.1. Although CPCSE graduates made strong transitions to VET Certificates at AQF Levels I-II (25.0 per cent), some of these (10 of the 63 respondents) were in programs designed for young persons with a disability. Furthermore, a similar proportion were neither studying nor employed (25.8 per cent) and a large proportion were seeking work (16.3 per cent). CPCSE graduates who were working were much more likely to be working in part-time/casual jobs (14.7 per cent) than full-time jobs (6.3 per cent).

Table 8.1 Main destinations of Year 12 completers, by Senior Certificate characteristics, Queensland 2005

Main destination		CPCSE	Senior Certificate	OP-eligible	
				No	Yes
University (degree)	No.	3	8561	89	8472
	%	1.2	36.7	1.4	49.2
VET Certificate IV+	No.	6	2043	429	1616
	%	2.4	8.8	6.9	9.4
VET Certificate III	No.	7	493	229	265
	%	2.8	2.1	3.7	1.5
VET Certificate I-II*	No.	63	893	368	557
	%	25.0	3.8	6.0	3.2
Apprentice	No.	6	2129	1272	857
	%	2.4	9.1	20.6	5.0
Trainee	No.	8	1614	648	968
	%	3.2	6.9	10.5	5.6
Working Full-time	No.	16	3501	1303	2200
	%	6.3	15.0	21.1	12.8
Working Part-time/Casual	No.	37	2560	962	1610
	%	14.7	11.0	15.6	9.3
Seeking work	No.	41	1072	642	440
	%	16.3	4.6	10.4	2.6
Not studying/not in labour force	No.	65	431	239	239
	%	25.8	1.9	3.9	1.4
Total	No.	252	23 387	6181	17 224
	%	100.0	100.0	100.0	100.0

* Includes respondents in programs designed for young persons with a disability



Destinations by language background and visa status

Table 8.2 shows the destinations of Year 12 completers according to their language background (English or non-English) and Visa status. Figure 8.1 compares the destinations of graduates from English-speaking backgrounds and language backgrounds other than English (LBOTE).

LBOTE graduates demonstrated higher rates of transition to university than other respondents (49.5 per cent compared to 36.0 per cent). They were also more likely to enrol in higher level VET courses (15.9 per cent compared to 8.4 per cent), while entry rates to lower level VET (Certificates I, II and III) were similar for the two groups (6.6 per cent and 6.0 per cent respectively).

Conversely, LBOTE graduates were much less likely to enter the workforce, or begin an apprenticeship or traineeship. While these comparisons are broad and do not discriminate between students of different non-English language backgrounds, they are consistent with other evidence of the high academic aspirations of migrant families and their children.

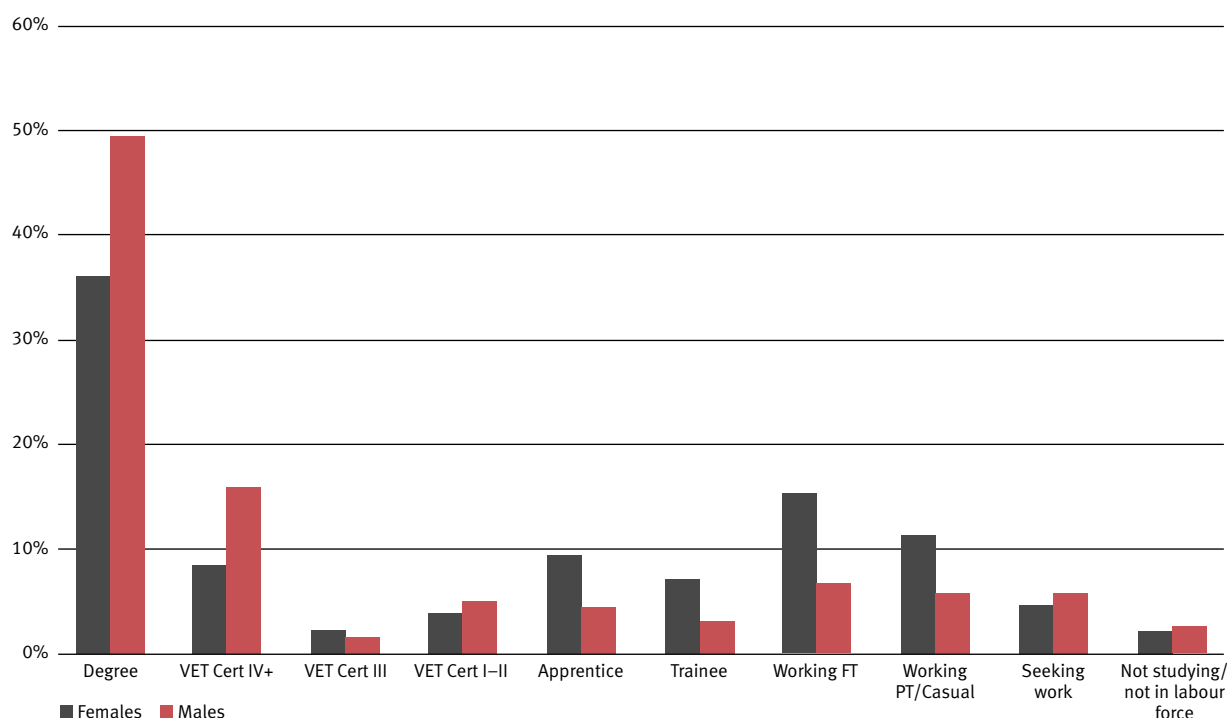
A small number of students studying in Australia on a study visa was included in the sample. Similarly to the LBOTE students, these graduates made strong transitions to university (68.1 per cent) and higher level VET (17.8 per cent), suggesting their strong academic motivation. However, caution is needed in forming conclusions about the destinations of these students because of the small numbers involved and the low response rate.

Table 8.2 Main destinations of Year 12 completers, by Language Background and Visa Status, Queensland 2005

Main destination		LBOTE		Visa	
		No	Yes	No	Yes
University (degree)	No.	8095	465	8469	92
	%	36.0	49.5	36.4	68.1
VET Certificate IV+	No.	1896	149	2021	24
	%	8.4	15.9	8.7	17.8
VET Certificate III	No.	479	15	488	6
	%	2.1	1.6	2.1	4.4
VET Certificate I-II	No.	878	47	919	6
	%	3.9	5.0	3.9	4.4
Apprentice	No.	2089	40	2128	1
	%	9.3	4.3	9.1	0.7
Trainee	No.	1587	29	1616	0
	%	7.1	3.1	6.9	0.0
Working Full-time	No.	3440	63	3501	2
	%	15.3	6.7	15.0	1.5
Working Part-time/Casual	No.	2518	54	2571	1
	%	11.2	5.8	11.0	0.7
Seeking work	No.	1028	54	1082	0
	%	4.6	5.7	4.6	0.0
Not studying/not in labour force	No.	454	23	565	3
	%	2.0	2.4	2.4	2.2
Total	No.	22 555	941	23 270	135
	%	100.0	100.0	100.0	100.0



Figure 8.1 Main destinations of Year 12 completers, by Language Background, Queensland 2005



Destinations by Indigenous status

The sample included 507 respondents (or 2.1 per cent of the sample) who identified as Aboriginal or Torres Strait Islander, as can be seen in Table 8.3 at right. Figure 8.2 compares the destinations of Indigenous and non-Indigenous respondents.

Indigenous Year 12 completers were much less likely than their non-Indigenous peers to enrol at university (15.0 per cent compared to 37.1 per cent). While similar proportions of Indigenous and non-Indigenous graduates enrolled in on-campus VET (15.8 per cent and 14.8 per cent respectively), Indigenous graduates were more likely than their non-Indigenous counterparts to enrol in lower level courses, and less likely to enrol in higher level VET. They were however much more likely to be contracted as an apprentice or trainee (23.2 per cent compared to 15.9 per cent) and somewhat more likely to be employed (29.4 per cent compared to 25.8 per cent). Indigenous graduates were also much more likely to be seeking work (12.2 per cent compared to 4.5 per cent).

Table 8.3 Main destinations of Year 12 completers, by Indigenous Status, Queensland 2005

Main destination		Non-Indigenous	Indigenous
University (degree)	No.	8485	76
	%	37.1	15.0
VET Certificate IV+	No.	2014	31
	%	8.8	6.1
VET Certificate III	No.	481	13
	%	2.1	2.6
VET Certificate I-II	No.	889	36
	%	3.9	7.1
Apprentice	No.	2074	55
	%	9.1	10.8
Trainee	No.	1553	63
	%	6.8	12.4
Working Full-time	No.	3420	83
	%	14.9	16.4
Working Part-time/Casual	No.	2506	66
	%	10.9	12.9
Seeking work	No.	1020	62
	%	4.4	12.2
Not studying/not in labour force	No.	456	22
	%	2.0	4.3
Total	No.	22 898	507
	%	100.0	100.0

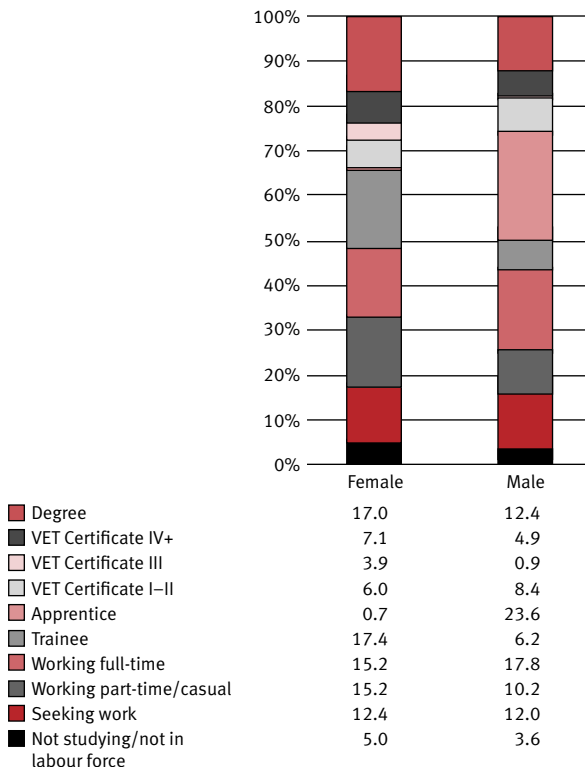


Figure 8.2 Main destinations of Year 12 completers, by Indigenous Status, Queensland 2005



Figure 8.3 below reports the main destinations of Indigenous Year 12 completers by sex. Gender differences follow a similar pattern to those observed amongst the broader school leaver population, with females more likely to enter university and other study destinations, while males are more likely to enter apprenticeships. Compared with the broader population, transition to study destinations is lower for both sex groups and the rate of seeking work is higher. Male Indigenous students, however, have a much higher rate of transition to apprenticeships than do non-Indigenous males.

Figure 8.3 Main destinations of Indigenous Year 12 completers, by sex, Queensland 2005



Destinations by Year 12 strand (VET and non-VET)

Table 8.4 compares the outcomes of VET and non-VET Year 12 graduates, and also discriminates between those who completed a VET qualification and those who undertook a school-based apprenticeship or traineeship in which part-time study was combined with part-time paid employment. Figure 8.4 compares Year 12 VET and non-VET graduates.

About three in 10 Year 12 graduates overall left secondary school with a VET qualification (31.0 per cent), while a small number of Year 12 graduates (3.0 per cent) undertook school-based apprenticeships.

Graduates with a VET qualification were much less likely to enrol in university (19.9 per cent compared to 44.2 per cent of the non-VET cohort). However, they tended to balance lower levels of transition to university with much higher rates of transition to employment-based training (25.1 per cent compared to 11.9 per cent) and similar rates of transition to campus-based VET (15.9 per cent compared to 14.3 per cent). They were however more likely to cease education and training and enter employment (31.0 per cent compared to 23.7 per cent).

School-based apprentices were much more likely to undertake apprenticeships and traineeships after leaving school than other graduates (34.4 per cent compared to 15.4 per cent). They also experienced slightly lower unemployment rates than other graduates (3.4 per cent compared to 4.7 per cent), which suggests that school-based apprenticeships provide an effective platform for making the transition to employment.

“ I am really thankful for my high school studies as they have prepared me for life outside of school...well almost, I wish I was a bit more prepared for the big world...as it is really big! ”

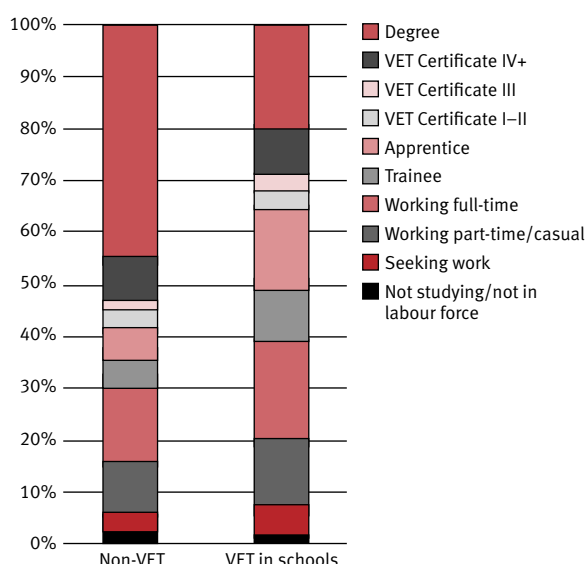
Year 12 student, 2004



Table 8.4 Main destinations of Year 12 completers, by Year 12 strand (VET and non-VET) and school-based apprentices, Queensland 2005

Main destination		VET Qualification		School-based apprentice or trainee (SAT)	
		No	Yes	No	Yes
University (degree)	No.	7100	1461	8438	123
	%	44.2	19.9	37.2	17.5
VET Certificate IV+	No.	1408	637	1988	57
	%	8.8	8.7	8.8	8.1
VET Certificate III	No.	278	216	478	16
	%	1.7	2.9	2.1	2.3
VET Certificate I-II	No.	608	317	911	14
	%	3.8	4.3	4.0	2.0
Apprentice	No.	1006	1123	1977	152
	%	6.3	15.3	8.7	21.6
Trainee	No.	895	721	1526	90
	%	5.6	9.8	6.7	12.8
Working Full-time	No.	2152	1351	3371	132
	%	13.4	18.4	14.8	18.8
Working Part-time/Casual	No.	1649	923	2483	89
	%	10.3	12.6	10.9	12.7
Seeking work	No.	629	453	1058	24
	%	3.9	6.2	4.7	3.4
Not studying/not in labour force	No.	344	134	560	8
	%	2.1	1.8	2.5	1.1
Total	No.	16 069	7336	22 702	703
	%	100.0	100.0	100.0	100.0

Figure 8.4 Main destinations of Year 12 completers, by Year 12 strand (VET and non-VET), Queensland 2005



Socioeconomic status and student destinations

The socioeconomic status of respondents in this study (based on Census collection district values of students' home addresses) is strongly associated with their post-school destinations, as illustrated in Table 8.6 and Figure 8.5.

Transition to any form of post-school education and training was strongly associated with socioeconomic status, increasing consistently from 62.3 per cent for the lowest SES quartile to 75.6 per cent to the highest SES quartile. Transition to university exhibited the sharpest social trend. Graduates from the highest socioeconomic quartile were more than one and a half times as likely as those from the lowest socioeconomic quartile to enter university (49.0 per cent compared to 30.0 per cent). While rates of entry to higher level VET were relatively consistent across socioeconomic levels, rates of entry to lower level VET declined as socioeconomic status increased. The proportion of students who entered employment-based training increased with declining socioeconomic status, but graduates from lower socioeconomic status homes were unable to compensate for lower rates of entry to university with higher rates of entry to VET or employment-based training.



These data demonstrate marked social inequalities in education and training destinations. While socioeconomic status has a strong impact on achievement (and therefore access to higher education), financial and cultural factors also contribute. These

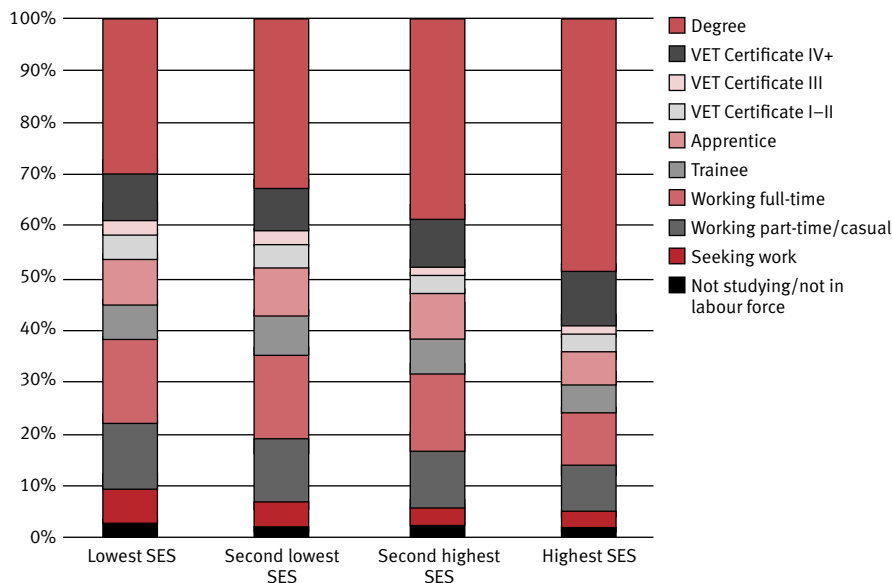
include the need to find work, and the cost of higher education, as discussed in Chapter 6. Figure 6.2 earlier in this report indicated that young people's reasons for not studying also varied by SES.

Table 8.5 Main destinations of Year 12 completers, by socioeconomic status, Queensland 2005

Main destination		Lowest SES quartile	Second lowest SES quartile	Second highest SES quartile	Highest SES quartile
University (degree)	No.	1300	1423	1672	2116
	%	30.0	32.7	38.5	49.0
VET Certificate IV+	No.	401	352	402	441
	%	9.2	8.1	9.2	10.2
VET Certificate III	No.	116	98	89	64
	%	2.7	2.3	2.0	1.5
VET Certificate I-II	No.	197	187	148	151
	%	4.5	4.3	3.4	3.5
Apprentice	No.	394	423	389	286
	%	9.1	9.8	8.9	6.6
Trainee	No.	295	331	269	207
	%	6.8	7.6	6.2	4.8
Working Full-time	No.	680	692	664	453
	%	15.7	16.0	15.3	10.5
Working Part-time/Casual	No.	569	528	472	388
	%	13.1	12.2	10.9	9.0
Seeking work	No.	288	211	159	136
	%	6.6	4.9	3.7	3.1
Not studying/not in labour force	No.	99	86	84	78
	%	2.3	2.0	1.9	1.8
Total	No.	4339	4331	4384	4320
	%	100.0	100.0	100.0	100.0

Note: Another 6276 responses were unable to have their SES coded, using collectors' district data.

Figure 8.5 Main destinations of Year 12 completers, by socioeconomic quartile, Queensland 2005





Destinations by OP eligibility and VET qualification

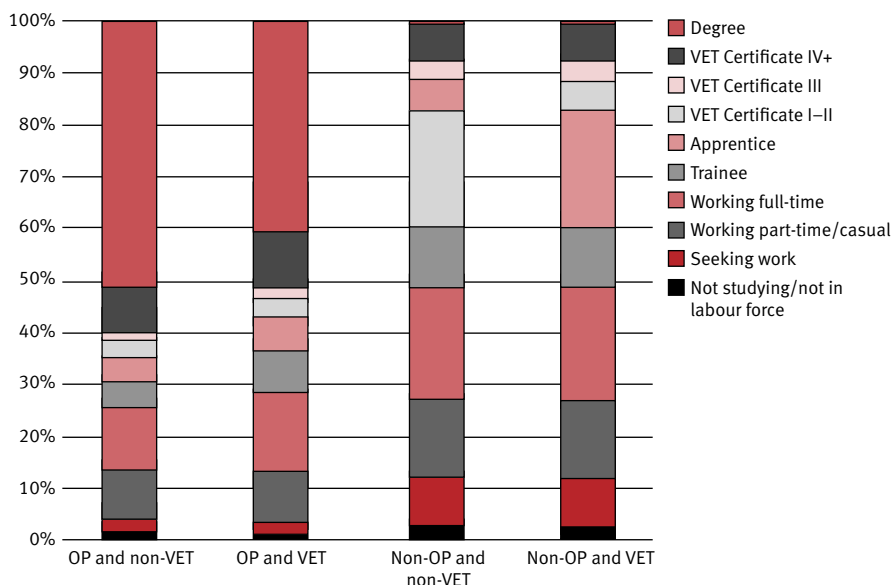
Overall Positions, or OPs, provide a statewide rank order of students based on students' achievement in Authority subjects studied for the Queensland Senior Certificate. To receive an OP, students must study a certain number of Authority subjects, complete Year 12 as a full-time student and sit for the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

Figure 8.6 below shows destinations according to OP eligibility and VET qualification. The first two columns compare the destinations of OP-eligible students with and without VET qualifications. As expected, university was the main destination of OP-eligible graduates, with OP/non-VET graduates transferring to university in higher numbers than OP/VET graduates (52.8 per cent compared to 41.7 per cent). OP/VET graduates balanced lower university entry rates with higher enrolment in apprenticeships and traineeships (15.2 per cent compared to 9.4 per cent) and slightly higher rates of transfer to on-campus VET (15.9 per cent compared to 13.8 per cent).

Marked differences were evident in the destinations of OP-eligible graduates and non-OP-eligible graduates. The most striking difference between these two groups was the strong transfer of non-OP graduates to employment and employment-based training. Among non-OP graduates, transfer to apprenticeships was particularly strong, especially for VET graduates (23.0 per cent compared to 16.6 per cent for non-VET graduates).

Non-OP graduates were more likely than OP-eligible graduates to enter the workforce without further education or training, and they were also more likely to be seeking work. Non-OP/non-VET graduates were particularly vulnerable, with an unemployment rate of 12.3 per cent, almost three times the average for the entire sample (4.6 per cent). Rates of transfer to traineeships and campus-based VET were slightly higher for non-OP graduates but did not balance the very low rates of transfer to university.

Figure 8.6 Main destinations of Year 12 completers, by OP eligibility and VET qualification, Queensland 2005



Destinations by age group

Table 8.6 shows the sample according to age group, and identifies students who were either older or younger than the typical Year 12 age cohort. Figure 8.7 below shows destinations according to these age groups, and allows

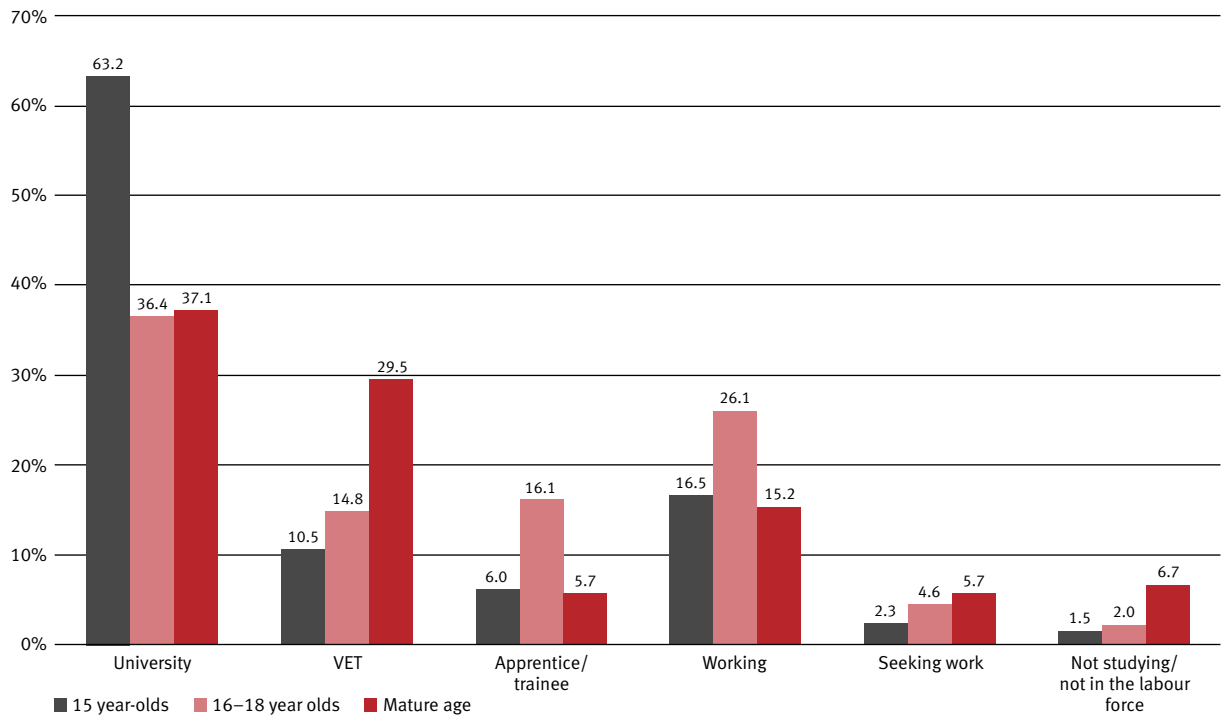
comparison of the destinations of younger Year 12 graduates and mature age Year 12 graduates with those of the majority age cohort group. Given the small numbers in the mature age and 15-year-old categories, their destinations are reported only at a summary level.

Table 8.6 Categorisation of age groups, Queensland 2005

Age group	Description	Number	Per cent
15 year olds	15 years of age at the start of the 2004 school year	133	0.6
16-18 year olds	All other students	23 167	99.0
Mature age	Graduates who were 19 years of age or more on the first day of the 2004 school year	105	0.4
Total		23 405	99.9



Figure 8.7 Destinations of Year 12 completers, by age group, Queensland 2005



The very young Year 12 graduates were much more likely than other graduates to enrol in university, which suggests that these include gifted and talented students who have been accelerated through secondary education. Mature age graduates appear to be more likely than the other graduates to move into VET.