

2019 Year 12 completers survey

Chisholm Catholic College

Introduction

This report is to inform the community about Year 12 completers' transitions into further education, training and employment.

This information is useful for:

- reviewing programs and services, such as subject offerings, career advice and links with employers and tertiary institutions
- reporting to parents through newsletters, annual reports and the school website.

The results are from the Department of Education's *Next Step — Year 12 Completers* survey. The survey is conducted six months after the end of each school year when students will have accepted tertiary education places. Students who completed Year 12 in 2018 at a State, Catholic or Independent school, or TAFE secondary college in Queensland are included.

Post-school destinations are influenced by the transitioning environment, which can limit the options available to young people. Low response rates may not give an accurate summary of the cohort's destinations.



Find out more

For more information on the survey, including regional and statewide reports, visit the *Next Step* website www.qld.gov.au/nextstep. Regional and statewide reports will be available from October 2019.

Survey response rate



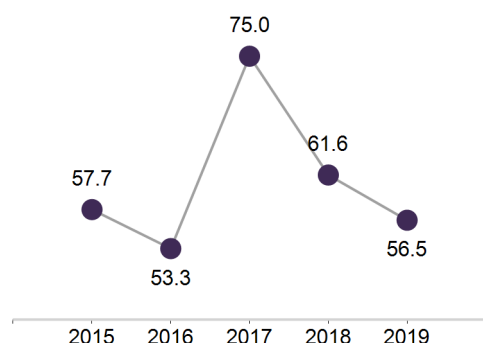
56.5% (83 out of 147 Year 12 completers)



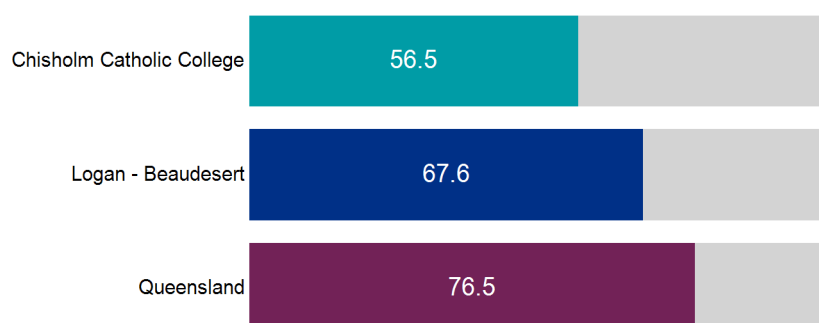
Decreased by 1.2 percentage points since 2015.

Due to the low response rate, care should be taken interpreting these results.

Response rate over time



School's response rate compared with SA4 region and state

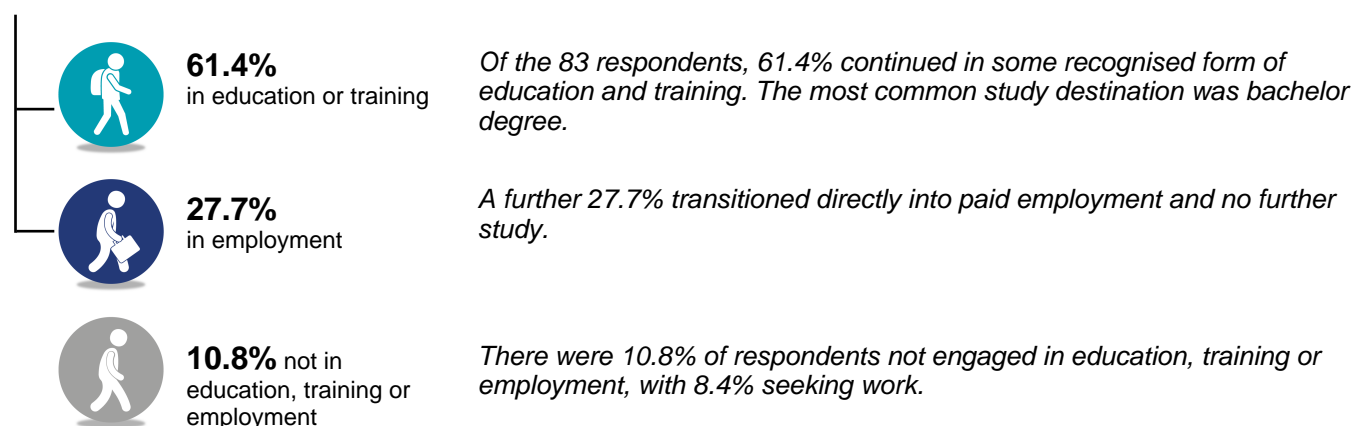


Post-school engagement

Year 12 completers from Chisholm Catholic College have been categorised by their engagement in education and training, or employment. Survey respondents who are both working and studying are included in education and training. Apprentices and trainees are required to undertake a study component to their qualification so are also considered to be in education and training.

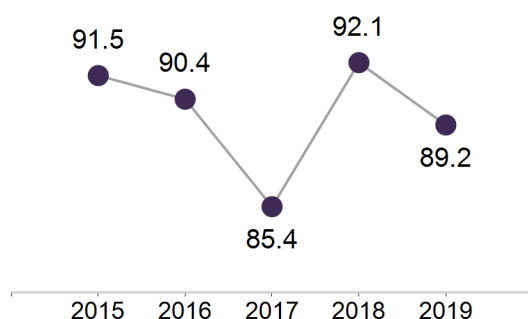
Engagement in education, training or employment

89.2% engaged in education, training or employment

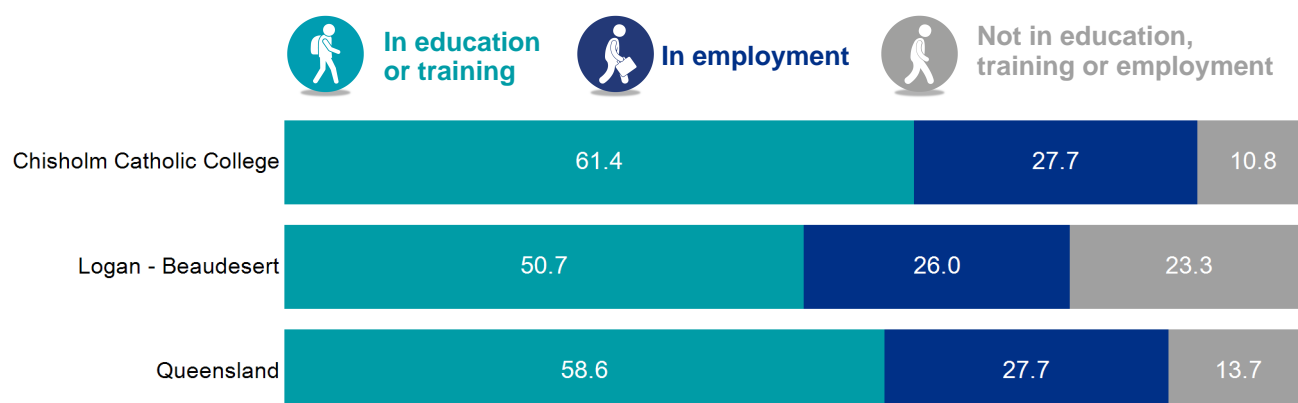


Engagement in education, training or employment over time

Decreased by 2.3 percentage points since 2015



How does your school compare?



Main Destination

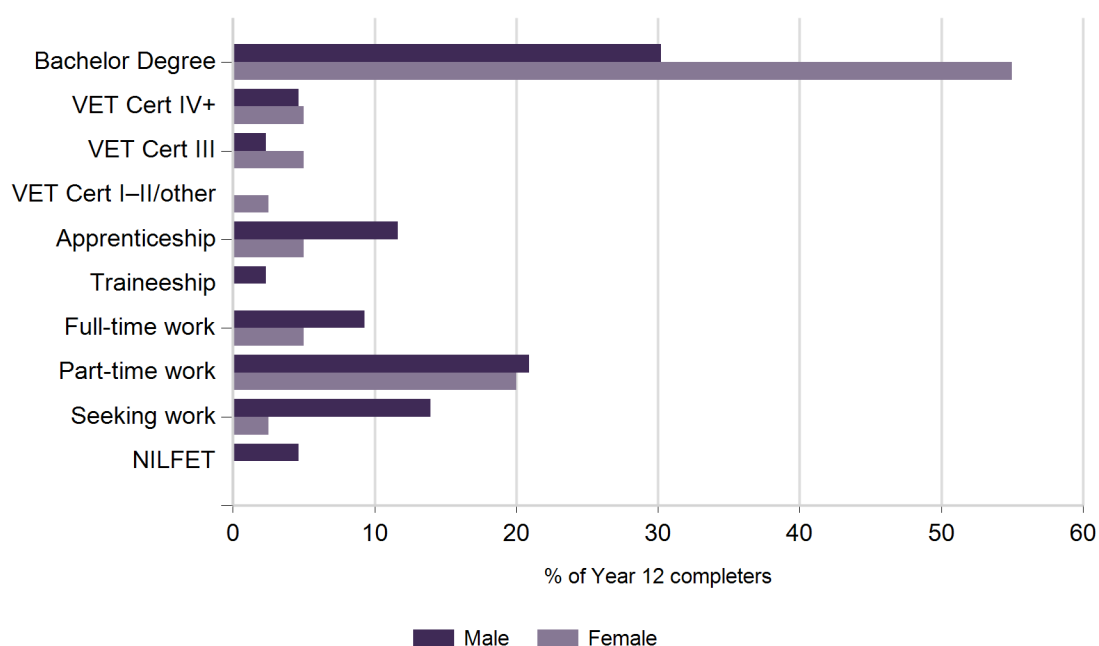
Post-school destinations of survey respondents from Chisholm Catholic College in 2019.

All Year 12 completers were assigned to a main destination. This categorisation system prioritises education-related destinations over other destinations. For example, Year 12 completers who were both studying and working are reported as studying for their main destination.

10.8% of respondents deferred a tertiary offer and are reported in their current post-school destination in this report.

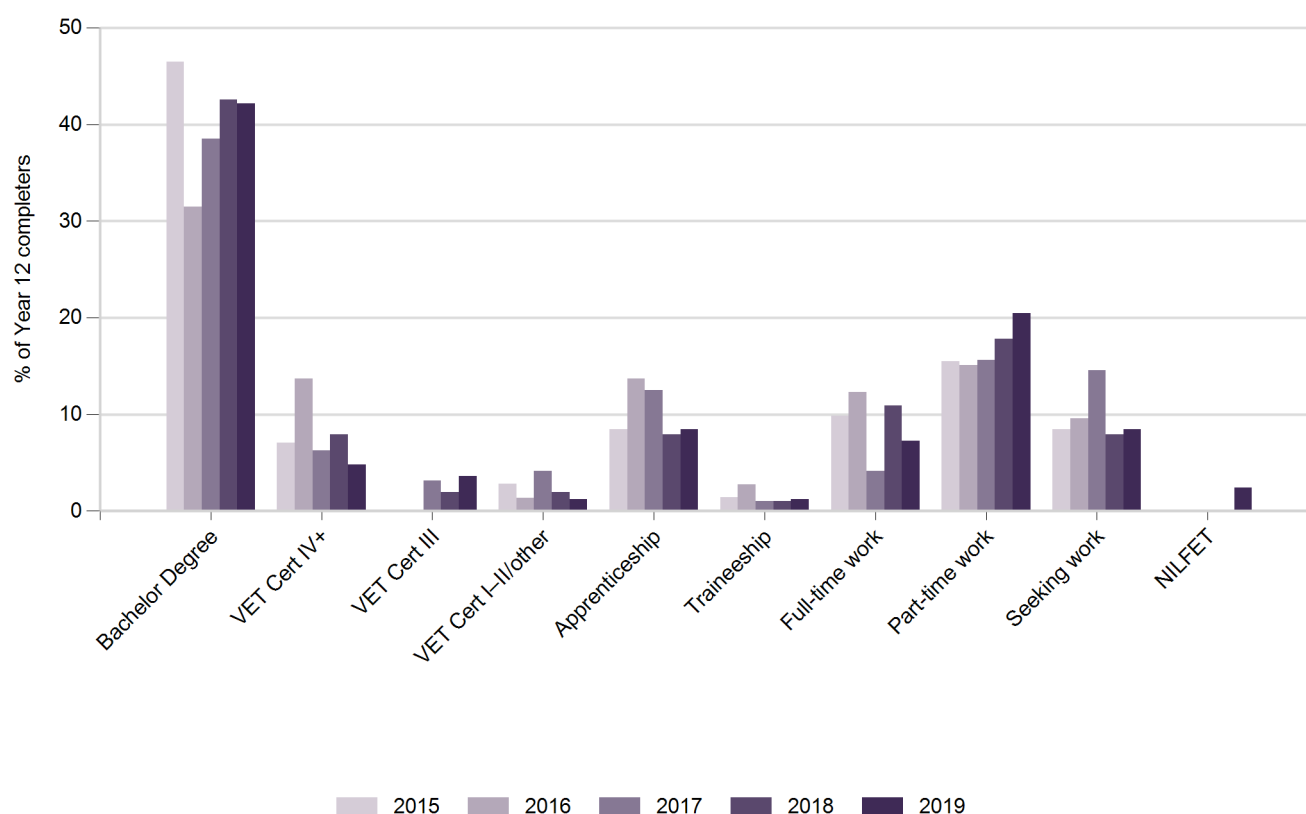
Main Destination by sex

Main Destination	Male		Female		Total	
	number	%	number	%	number	%
Bachelor Degree	13	30.2	22	55.0	35	42.2
VET Certificate IV+	2	4.7	2	5.0	4	4.8
VET Certificate III	1	2.3	2	5.0	3	3.6
VET Certificate I-II/other	0	0.0	1	2.5	1	1.2
Apprenticeship	5	11.6	2	5.0	7	8.4
Traineeship	1	2.3	0	0.0	1	1.2
Full-time employment	4	9.3	2	5.0	6	7.2
Part-time employment	9	20.9	8	20.0	17	20.5
Seeking work	6	14.0	1	2.5	7	8.4
NILFET	2	4.7	0	0.0	2	2.4
<i>Total</i>	<i>43</i>	<i>100.0</i>	<i>40</i>	<i>100.0</i>	<i>83</i>	<i>100.0</i>



Main Destinations over time

Main Destination	2015		2016		2017		2018		2019	
	no.	%	no.	%	no.	%	no.	%	no.	%
Bachelor Degree	33	46.5	23	31.5	37	38.5	43	42.6	35	42.2
VET Certificate IV+	5	7.0	10	13.7	6	6.3	8	7.9	4	4.8
VET Certificate III	0	0.0	0	0.0	3	3.1	2	2.0	3	3.6
VET Certificate I–II/other	2	2.8	1	1.4	4	4.2	2	2.0	1	1.2
Apprenticeship	6	8.5	10	13.7	12	12.5	8	7.9	7	8.4
Traineeship	1	1.4	2	2.7	1	1.0	1	1.0	1	1.2
Full-time employment	7	9.9	9	12.3	4	4.2	11	10.9	6	7.2
Part-time employment	11	15.5	11	15.1	15	15.6	18	17.8	17	20.5
Seeking work	6	8.5	7	9.6	14	14.6	8	7.9	7	8.4
NILFET	0	0.0	0	0.0	0	0.0	0	0.0	2	2.4
Total	71	100.0	73	100.0	96	100.0	101	100.0	83	100.0



Main Destinations of subgroups

Main Destination for students who completed a VET qualification in school (VETiS)

There were 62 respondents who completed a VETiS.

Main Destination	VET		non-VET		Total	
	number	%	number	%	number	%
Bachelor Degree	19	30.6	16	76.2	35	42.2
VET Certificate IV+	3	4.8	1	4.8	4	4.8
VET Certificate III	2	3.2	1	4.8	3	3.6
VET Certificate I–II/other	0	0.0	1	4.8	1	1.2
Apprenticeship	7	11.3	0	0.0	7	8.4
Traineeship	1	1.6	0	0.0	1	1.2
Full-time employment	4	6.5	2	9.5	6	7.2
Part-time employment	17	27.4	0	0.0	17	20.5
Seeking work	7	11.3	0	0.0	7	8.4
NILFET	2	3.2	0	0.0	2	2.4
<i>Total</i>	<i>62</i>	<i>100.0</i>	<i>21</i>	<i>100.0</i>	<i>83</i>	<i>100.0</i>

Main Destination for students who participated in a school-based apprenticeship or traineeship (SAT)

There were 15 respondents who participated in a SAT.

Main Destination	SAT	non-SAT	Total	
	number	number	number	%
Bachelor Degree	6	29	35	42.2
VET Certificate IV+	0	4	4	4.8
VET Certificate III	0	3	3	3.6
VET Certificate I–II/other	0	1	1	1.2
Apprenticeship	1	6	7	8.4
Traineeship	0	1	1	1.2
Full-time employment	1	5	6	7.2
Part-time employment	6	11	17	20.5
Seeking work	1	6	7	8.4
NILFET	0	2	2	2.4
<i>Total</i>	<i>15</i>	<i>68</i>	<i>83</i>	<i>100.0</i>

Main Destination for students who received an OP or IBD

There were 38 respondents who received an OP or IBD.

Main Destination	OP or IBD		Not OP or IBD		Total	
	number	%	number	%	number	%
Bachelor Degree	27	71.1	8	17.8	35	42.2
VET Certificate IV+	1	2.6	3	6.7	4	4.8
VET Certificate III	2	5.3	1	2.2	3	3.6
VET Certificate I–II/other	0	0.0	1	2.2	1	1.2
Apprenticeship	0	0.0	7	15.6	7	8.4
Traineeship	0	0.0	1	2.2	1	1.2
Full-time employment	3	7.9	3	6.7	6	7.2
Part-time employment	2	5.3	15	33.3	17	20.5
Seeking work	2	5.3	5	11.1	7	8.4
NILFET	1	2.6	1	2.2	2	2.4
<i>Total</i>	<i>38</i>	<i>100.0</i>	<i>45</i>	<i>100.0</i>	<i>83</i>	<i>100.0</i>

Main Destination for Aboriginal and Torres Strait Islander students

There was one respondent who identified as Aboriginal and Torres Strait Islander.

Data withheld for this subgroup to protect the confidentiality of individuals.

Education and Training

This section examines the education and training destinations and includes Bachelor Degree, VET Certificate IV+, VET Certificate III, VET Certificate I-II/other, Apprenticeship and Traineeship main destinations.



61.4%

51 out of 83 Year 12 completers from Chisholm Catholic College continued in education or training in 2019.



8.4%

7 Year 12 completers from Chisholm Catholic College were enrolled in a double degree, combining two bachelor degrees into a single course of study.

What are they studying?

Study field (broad) by sex

Study Field*	Male		Female		Total	
	number	%	number	%	number	%
Creative Arts	3	13.6	6	20.7	9	17.6
Health	2	9.1	7	24.1	9	17.6
Society And Culture	2	9.1	6	20.7	8	15.7
Engineering And Related Technologies	7	31.8	0	0.0	7	13.7
Management And Commerce	2	9.1	5	17.2	7	13.7
Natural And Physical Sciences	3	13.6	1	3.4	4	7.8
Education	0	0.0	4	13.8	4	7.8
Information Technology	3	13.6	0	0.0	3	5.9
Food, Hospitality And Personal Services	1	4.5	2	6.9	3	5.9
Agriculture, Environmental And Related Studies	1	4.5	1	3.4	2	3.9
Architecture And Building	1	4.5	0	0.0	1	2.0
Other	1	4.5	0	0.0	1	2.0
<i>Total (students)</i>	<i>**22</i>	—	<i>**29</i>	—	<i>**51</i>	—

Field of study categories based on the *Australian Standard Classification of Education*.

*Both Fields of study have been included for 7 students enrolled in a double degree.

**Total number of students is less than combined total of all study fields.

Study field (broad) by level of study

Study Field*	Bachelor Degree	Other	Total	
	number	number	number	%
Creative Arts	5	4	9	17.6
Health	8	1	9	17.6
Society And Culture	8	0	8	15.7
Engineering And Related Technologies	2	5	7	13.7
Management And Commerce	7	0	7	13.7
Natural And Physical Sciences	4	0	4	7.8
Education	3	1	4	7.8
Information Technology	3	0	3	5.9
Food, Hospitality And Personal Services	0	3	3	5.9
Agriculture, Environmental And Related Studies	0	2	2	3.9
Architecture And Building	1	0	1	2.0
Other	1	0	1	2.0
<i>Total (students)</i>	<i>**35</i>	<i>16</i>	<i>**51</i>	<i>—</i>

Field of study categories based on the *Australian Standard Classification of Education*.

Bachelor Degree includes Bachelor Degree, Bachelor (Honours) Degree, Master Degree and Doctoral Degree, in addition to apprentices and trainees who said they were studying at one of these levels of study.

Other includes Associate Degree, Advanced Diploma, Diploma, VET Certificate levels I - IV and unknown level of study.

*Both Fields of study have been included for 7 students enrolled in a double degree.

**Total number of students is less than combined total of all study fields.

Study field (narrow) by sex

Study Field*	Male		Female		Total	
	number	%	number	%	number	%
Business and Management	1	4.5	4	13.8	5	9.8
Other Health	1	4.5	4	13.8	5	9.8
Electrical and Electronic Engineering and Technology	4	18.2	0	0.0	4	7.8
Communication and Media Studies	2	9.1	2	6.9	4	7.8
Nursing	1	4.5	3	10.3	4	7.8
Teacher Education	0	0.0	4	13.8	4	7.8
Other Society and Culture	2	9.1	1	3.4	3	5.9
Performing Arts	1	4.5	2	6.9	3	5.9
Personal Services	1	4.5	2	6.9	3	5.9
Behavioural Science	0	0.0	3	10.3	3	5.9
Computer Science	2	9.1	0	0.0	2	3.9
Other Engineering and Related Technologies	2	9.1	0	0.0	2	3.9
Agriculture	1	4.5	1	3.4	2	3.9
Justice and Law Enforcement	0	0.0	2	6.9	2	3.9
Automotive Engineering and Technology	1	4.5	0	0.0	1	2.0
Biological Sciences	1	4.5	0	0.0	1	2.0
Building	1	4.5	0	0.0	1	2.0
Chemical Sciences	1	4.5	0	0.0	1	2.0
Mathematical Sciences	1	4.5	0	0.0	1	2.0
Other Information Technology	1	4.5	0	0.0	1	2.0
Other Management and Commerce	1	4.5	0	0.0	1	2.0
Graphic and Design Studies	0	0.0	1	3.4	1	2.0
Other Natural and Physical Sciences	0	0.0	1	3.4	1	2.0
Sales and Marketing	0	0.0	1	3.4	1	2.0
Visual Arts and Crafts	0	0.0	1	3.4	1	2.0
Other	1	4.5	0	0.0	1	2.0
<i>Total (students)</i>	<i>**22</i>	<i>—</i>	<i>**29</i>	<i>—</i>	<i>**51</i>	<i>—</i>

Field of study categories based on the *Australian Standard Classification of Education*.

*Both Fields of study have been included for 7 students enrolled in a double degree.

**Total number of students is less than combined total of all study fields.

Study field (narrow) by level of study

Study Field*	Bachelor Degree	Other	Total	
	number	number	number	%
Business and Management	5	0	5	9.8
Other Health	5	0	5	9.8
Electrical and Electronic Engineering and Technology	0	4	4	7.8
Communication and Media Studies	2	2	4	7.8
Nursing	3	1	4	7.8
Teacher Education	3	1	4	7.8
Other Society and Culture	3	0	3	5.9
Performing Arts	1	2	3	5.9
Personal Services	0	3	3	5.9
Behavioural Science	3	0	3	5.9
Computer Science	2	0	2	3.9
Other Engineering and Related Technologies	2	0	2	3.9
Agriculture	0	2	2	3.9
Justice and Law Enforcement	2	0	2	3.9
Automotive Engineering and Technology	0	1	1	2.0
Biological Sciences	1	0	1	2.0
Building	1	0	1	2.0
Chemical Sciences	1	0	1	2.0
Mathematical Sciences	1	0	1	2.0
Other Information Technology	1	0	1	2.0
Other Management and Commerce	1	0	1	2.0
Graphic and Design Studies	1	0	1	2.0
Other Natural and Physical Sciences	1	0	1	2.0
Sales and Marketing	1	0	1	2.0
Visual Arts and Crafts	1	0	1	2.0
Other	1	0	1	2.0
<i>Total (students)</i>	<i>**35</i>	<i>16</i>	<i>**51</i>	<i>—</i>

Field of study categories based on the *Australian Standard Classification of Education*.

Bachelor Degree includes Bachelor Degree, Bachelor (Honours) Degree, Master Degree and Doctoral Degree, in addition to apprentices and trainees who said they were studying at one of these levels of study.

Other includes Associate Degree, Advanced Diploma, Diploma, VET Certificate levels I - IV and unknown level of study.

*Both Fields of study have been included for 7 students enrolled in a double degree.

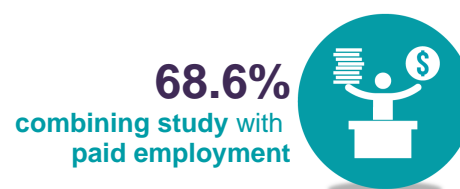
**Total number of students is less than combined total of all study fields.

Where are they studying?

Study institution by sex

Institution Name	Male		Female		Total	
	number	%	number	%	number	%
Griffith University	7	31.8	12	41.4	19	37.3
Queensland University of Technology	2	9.1	6	20.7	8	15.7
TAFE Queensland Greater Brisbane	4	18.2	2	6.9	6	11.8
The University of Queensland	1	4.5	3	10.3	4	7.8
Dance/performing arts	2	9.1	1	3.4	3	5.9
University of Southern Queensland	2	9.1	0	0.0	2	3.9
Hair and makeup training	1	4.5	1	3.4	2	3.9
Other institution	1	4.5	0	0.0	1	2.0
SAE (Qantm College)	1	4.5	0	0.0	1	2.0
TAFE Queensland SkillsTech	1	4.5	0	0.0	1	2.0
Australian Catholic University	0	0.0	1	3.4	1	2.0
Axiom College	0	0.0	1	3.4	1	2.0
Central Queensland University	0	0.0	1	3.4	1	2.0
Other/Unspecified Queensland university	0	0.0	1	3.4	1	2.0
<i>Total</i>	22	100.0	29	100.0	51	100.0

How are they studying?



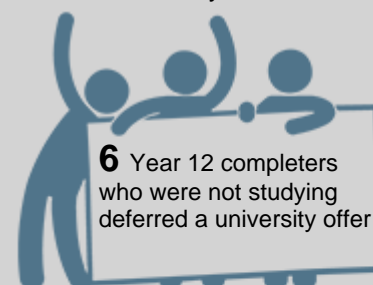
Not in Education or Training

There were **32** respondents not participating in further education or training at the time of the survey.



Main reason for not studying:

- 12** Undecided and considering options
- 4** Wanted a break from study
- 3** Wanted to earn own money
- 3** Looking for work/apprenticeship/traineeship
- 3** Not interested in further study/already finished studying
- 7** Other



Employment

This section examines the labour market outcomes for Year 12 completers from Chisholm Catholic College.



69.9%

58 out of **83** Year 12 completers were in paid employment in 2019. This figure includes **23** who were only working and **35** who were both working and studying.

What jobs are they doing?

Occupation by sex

Occupational unit group	Male		Female		Total	
	number	%	number	%	number	%
Checkout Operators and Office Cashiers	2	7.7	12	37.5	14	24.1
Sales Assistants (General)	4	15.4	4	12.5	8	13.8
Waiters	3	11.5	4	12.5	7	12.1
Other Clerical and Office Support Workers	2	7.7	1	3.1	3	5.2
Airconditioning and Refrigeration Mechanics	2	7.7	0	0.0	2	3.4
Electricians	2	7.7	0	0.0	2	3.4
Kitchenhands	1	3.8	1	3.1	2	3.4
Hairdressers	0	0.0	2	6.3	2	3.4
Bar Attendants and Baristas	1	3.8	0	0.0	1	1.7
Caretakers	1	3.8	0	0.0	1	1.7
Delivery Drivers	1	3.8	0	0.0	1	1.7
Motor Mechanics	1	3.8	0	0.0	1	1.7
Other Miscellaneous Technicians and Trades Workers	1	3.8	0	0.0	1	1.7
Packers	1	3.8	0	0.0	1	1.7
Private Tutors and Teachers	1	3.8	0	0.0	1	1.7
Receptionists	1	3.8	0	0.0	1	1.7
Shelf Fillers	1	3.8	0	0.0	1	1.7
Sports Coaches, Instructors and Officials	1	3.8	0	0.0	1	1.7
Child Carers	0	0.0	1	3.1	1	1.7
Dental Assistants	0	0.0	1	3.1	1	1.7
Garden and Nursery Labourers	0	0.0	1	3.1	1	1.7
Gardeners	0	0.0	1	3.1	1	1.7
ICT Support Technicians	0	0.0	1	3.1	1	1.7
Other Hospitality Workers	0	0.0	1	3.1	1	1.7
Other Miscellaneous Clerical and Administrative Workers	0	0.0	1	3.1	1	1.7
Transport and Despatch Clerks	0	0.0	1	3.1	1	1.7
Total	26	100.0	32	100.0	58	100.0

Occupation category based on the *Australian and New Zealand Standard Classification of Occupations*.

What industry are they working in?

Industry by sex

Industry	Male		Female		Total	
	number	%	number	%	number	%
Accommodation & Food Services	9	34.6	12	37.5	21	36.2
Retail Trade	5	19.2	6	18.8	11	19.0
Construction	3	11.5	1	3.1	4	6.9
Other Services	2	7.7	2	6.3	4	6.9
Arts & Recreation Services	1	3.8	2	6.3	3	5.2
Health Care & Social Assistance	0	0.0	3	9.4	3	5.2
Manufacturing	0	0.0	3	9.4	3	5.2
Education & Training	2	7.7	0	0.0	2	3.4
Public Administration & Safety	2	7.7	0	0.0	2	3.4
Professional, Scientific & Technical Services	1	3.8	1	3.1	2	3.4
Rental, Hiring & Real Estate Services	1	3.8	0	0.0	1	1.7
Agriculture, Forestry & Fishing	0	0.0	1	3.1	1	1.7
Information Media & Telecommunications	0	0.0	1	3.1	1	1.7
<i>Total</i>	<i>26</i>	<i>100.0</i>	<i>32</i>	<i>100.0</i>	<i>58</i>	<i>100.0</i>

Industry categories are based on the *Australian and New Zealand Standard Industrial Classification (ANZSIC)*.

How are they working?

60.3%
combining **work**
with **further study**



20.7%
working
full-time



65.5%
employed on a
casual basis



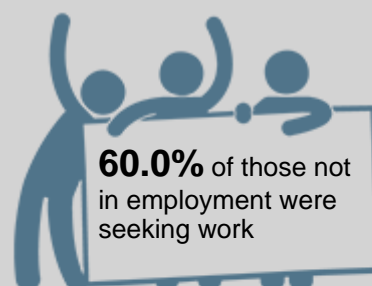
Not in Employment

There were **25** respondents not in paid employment at the time of the survey. This includes **15** who were actively seeking work and **10** who were not seeking work.



Main reason not seeking work:

- 8** Current study commitments
- 2** Other



Appendix

Abbreviations

DW	Data withheld
IBD	International Baccalaureate Diploma
NA	Not applicable
NILFET	Not in the labour force, education or training
OP	Overall Position
SAT	School-based apprenticeships and traineeships
TAFE	Technical and further education
VET	Vocational Education and Training

Explanatory Notes

Main destination

A structured hierarchy of study and labour force destinations for Year 12 completers, who were assigned to categories as follows:

- students were assigned to the relevant Higher Education or VET category, even if they were also employed
- apprentices and trainees were assigned to their respective category and classified as Education and Training since their training involves study
- those assigned to a labour force category (employed or seeking work) were not also undertaking study
- those who were not studying and not in the labour force (not employed and not seeking work) were categorised as NILFET.

Main destination categories

Education and Training – Higher Education

Bachelor Degree*	Studying at Bachelor Degree level (including Honours), or higher.
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Education and Training – VET categories

VET Certificate IV+*	Studying at Certificate IV, Diploma, Advanced Diploma or Associate Degree level (excluding apprentices and trainees).
VET Certificate III*	Studying at Certificate III level (excluding apprentices and trainees).
VET Certificate I–II/other*	Studying at Certificate I or II level (excluding apprentices and trainees). This category also includes students in an unspecified VET course, other basic course (e.g. short course) and unknown course level.
Apprenticeship*	Employment-based apprenticeship.
Traineeship*	Employment-based traineeship.

Labour force

Full-time employment	Working full-time (35 hours or more per week) and not in an education or training category. This includes people with multiple part-time or casual jobs that total 35 hours or more.
Part-time employment	Working part-time or casual (fewer than 35 hours per week) and not in an education or training category.
Seeking work	Looking for work and not in an education or training category.

Not in the Labour Force, Education or Training

NILFET	Not in education or training, not working and not seeking work.
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*Some respondents may also be in the labour force.



More information

For more information about terms and categorisations used in this report, view the Research method section of the *Next Step* website www.qld.gov.au/nextstep