



## ***Next Step***

### **2020 Year 12 completers survey**

Post-school destinations of Year 12 completers from 2019

## **St Teresa's Catholic College**



**Queensland  
Government**

## 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 2019 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

Visit the *Next Step* website [www.qld.gov.au/nextstep](http://www.qld.gov.au/nextstep) for more information on the survey, view the statewide report or create a custom report using report builder, which will be updated in November 2020.

## Survey response rate



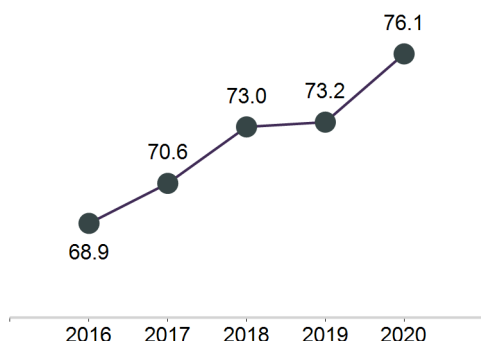
**76.1%** (86 out of 113 Year 12 completers)



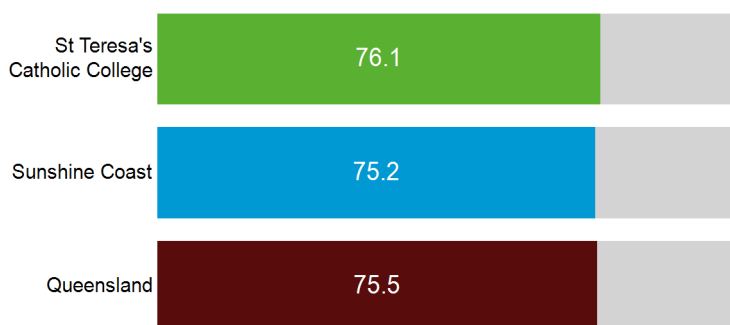
Increased by 7.2 percentage points since 2016.

*Results may not be representative of all Year 12 completers from this school.*

### Response rate over time



### School's response rate compared with SA4 region and state

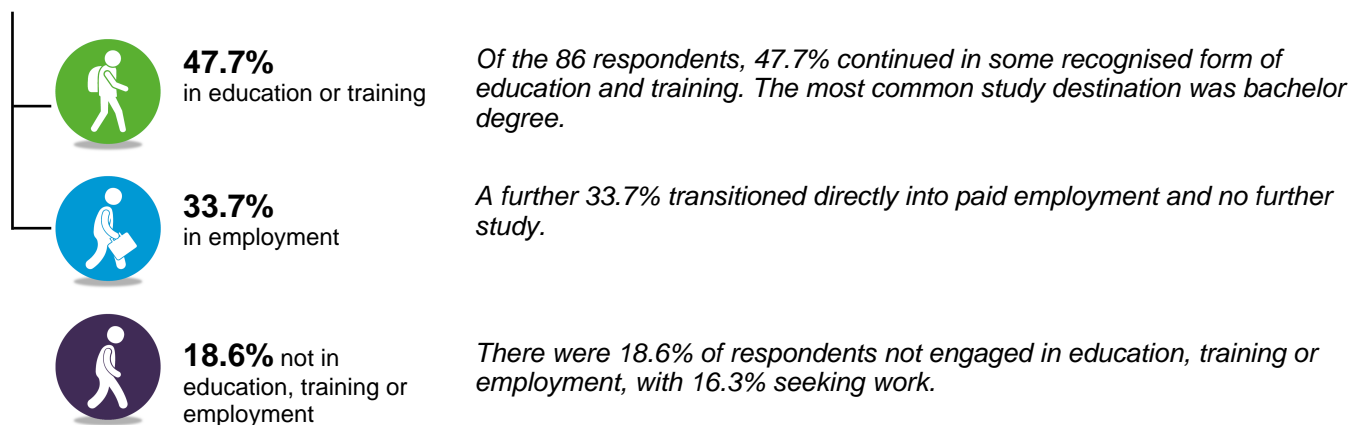


## Post-school engagement

Year 12 completers from St Teresa's 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.

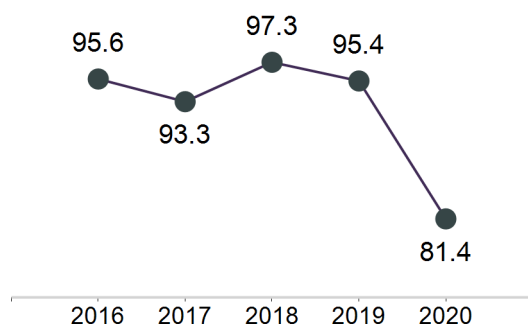
### Engagement in education, training or employment

**81.4%** engaged in education, training or employment

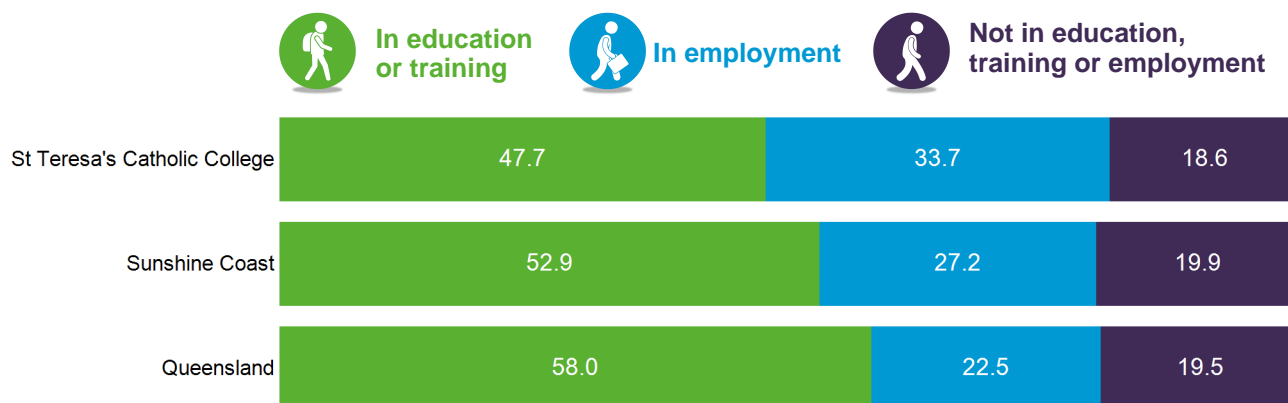


### Engagement in education, training or employment over time

Decreased by 14.2 percentage points since 2016



### How does your school compare?



## Main destination

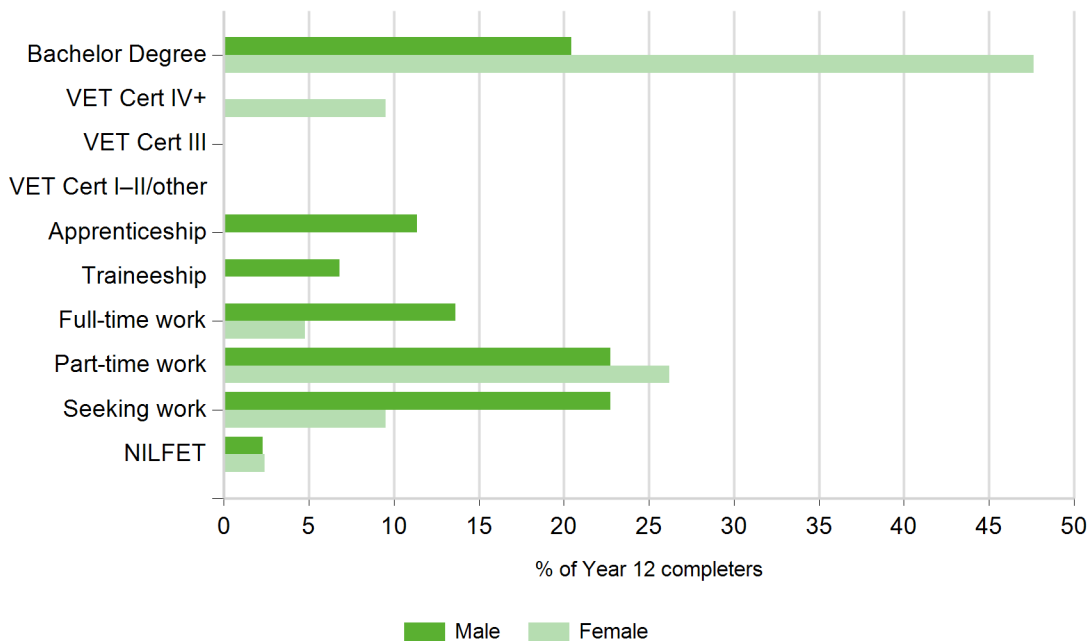
Post-school destinations of survey respondents from St Teresa's Catholic College in 2020.

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.

22.1% of respondents deferred a tertiary offer and are reported in their current post-school destination in this report.

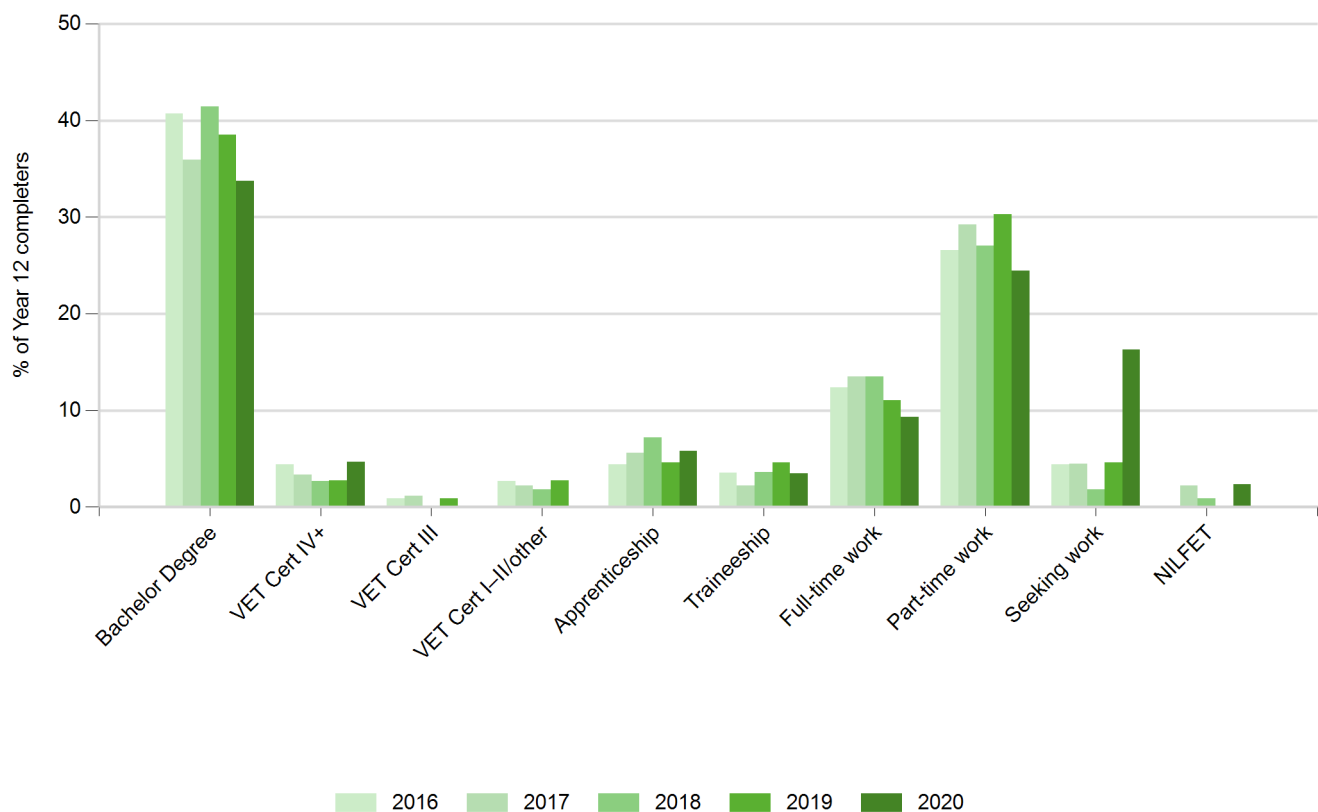
### Main destination by sex

Main destination	Male		Female		Total	
	number	%	number	%	number	%
Bachelor Degree	9	20.5	20	47.6	29	33.7
VET Certificate IV+	0	0.0	4	9.5	4	4.7
VET Certificate III	0	0.0	0	0.0	0	0.0
VET Certificate I-II/other	0	0.0	0	0.0	0	0.0
Apprenticeship	5	11.4	0	0.0	5	5.8
Traineeship	3	6.8	0	0.0	3	3.5
Full-time employment	6	13.6	2	4.8	8	9.3
Part-time employment	10	22.7	11	26.2	21	24.4
Seeking work	10	22.7	4	9.5	14	16.3
NILFET	1	2.3	1	2.4	2	2.3
<b>Total</b>	<b>44</b>	<b>100.0</b>	<b>42</b>	<b>100.0</b>	<b>86</b>	<b>100.0</b>



## Main destinations over time

Main destination	2016		2017		2018		2019		2020	
	no.	%	no.	%	no.	%	no.	%	no.	%
Bachelor Degree	46	40.7	32	36.0	46	41.4	42	38.5	29	33.7
VET Certificate IV+	5	4.4	3	3.4	3	2.7	3	2.8	4	4.7
VET Certificate III	1	0.9	1	1.1	0	0.0	1	0.9	0	0.0
VET Certificate I–II/other	3	2.7	2	2.2	2	1.8	3	2.8	0	0.0
Apprenticeship	5	4.4	5	5.6	8	7.2	5	4.6	5	5.8
Traineeship	4	3.5	2	2.2	4	3.6	5	4.6	3	3.5
Full-time employment	14	12.4	12	13.5	15	13.5	12	11.0	8	9.3
Part-time employment	30	26.5	26	29.2	30	27.0	33	30.3	21	24.4
Seeking work	5	4.4	4	4.5	2	1.8	5	4.6	14	16.3
NILFET	0	0.0	2	2.2	1	0.9	0	0.0	2	2.3
<b>Total</b>	<b>113</b>	<b>100.0</b>	<b>89</b>	<b>100.0</b>	<b>111</b>	<b>100.0</b>	<b>109</b>	<b>100.0</b>	<b>86</b>	<b>100.0</b>



## Main destinations of subgroups

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

There were 48 respondents who completed a VETiS.

Main destination	VETiS		non-VETiS		Total	
	number	%	number	%	number	%
Bachelor Degree	10	20.8	19	50.0	29	33.7
VET Certificate IV+	2	4.2	2	5.3	4	4.7
VET Certificate III	0	0.0	0	0.0	0	0.0
VET Certificate I–II/other	0	0.0	0	0.0	0	0.0
Apprenticeship	5	10.4	0	0.0	5	5.8
Traineeship	2	4.2	1	2.6	3	3.5
Full-time employment	6	12.5	2	5.3	8	9.3
Part-time employment	10	20.8	11	28.9	21	24.4
Seeking work	12	25.0	2	5.3	14	16.3
NILFET	1	2.1	1	2.6	2	2.3
<i>Total</i>	<i>48</i>	<i>100.0</i>	<i>38</i>	<i>100.0</i>	<i>86</i>	<i>100.0</i>

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

There were 5 respondents who participated in a SAT.

Main destination	SAT	non-SAT	Total	
	number	number	number	%
Bachelor Degree	1	28	29	33.7
VET Certificate IV+	0	4	4	4.7
VET Certificate III	0	0	0	0.0
VET Certificate I–II/other	0	0	0	0.0
Apprenticeship	2	3	5	5.8
Traineeship	1	2	3	3.5
Full-time employment	0	8	8	9.3
Part-time employment	0	21	21	24.4
Seeking work	1	13	14	16.3
NILFET	0	2	2	2.3
<i>Total</i>	<i>5</i>	<i>81</i>	<i>86</i>	<i>100.0</i>

### Main destination for students who received an Overall Position (OP) or International Baccalaureate Diploma (IBD)

There were 57 respondents who received an OP or IBD.

Main destination	OP or IBD		Not OP or IBD		Total	
	number	%	number	%	number	%
Bachelor Degree	27	47.4	2	6.9	29	33.7
VET Certificate IV+	3	5.3	1	3.4	4	4.7
VET Certificate III	0	0.0	0	0.0	0	0.0
VET Certificate I–II/other	0	0.0	0	0.0	0	0.0
Apprenticeship	0	0.0	5	17.2	5	5.8
Traineeship	2	3.5	1	3.4	3	3.5
Full-time employment	5	8.8	3	10.3	8	9.3
Part-time employment	16	28.1	5	17.2	21	24.4
Seeking work	3	5.3	11	37.9	14	16.3
NILFET	1	1.8	1	3.4	2	2.3
<i>Total</i>	<i>57</i>	<i>100.0</i>	<i>29</i>	<i>100.0</i>	<i>86</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.



# 47.7%

**41** out of **86** Year 12 completers from St Teresa's Catholic College continued in education or training in 2020.



# 14.0%

**12** Year 12 completers from St Teresa's 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	%
Society and Culture	0	12	12	29.3
Engineering and Related Technologies	7	0	7	17.1
Education	1	6	7	17.1
Health	2	3	5	12.2
Creative Arts	1	4	5	12.2
Architecture and Building	3	1	4	9.8
Management and Commerce	2	2	4	9.8
Information Technology	0	1	1	2.4
Natural and Physical Sciences	0	1	1	2.4
Other	1	0	1	2.4
<b>Total (students)</b>	<b>17</b>	<b>** 24</b>	<b>** 41</b>	<b>—</b>

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

\*Both fields of study have been included for 6 students enrolled in a double degree in more than one broad field.

\*\*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	%
Society and Culture	11	1	12	29.3
Engineering and Related Technologies	4	3	7	17.1
Education	7	0	7	17.1
Health	4	1	5	12.2
Creative Arts	3	2	5	12.2
Architecture and Building	1	3	4	9.8
Management and Commerce	3	1	4	9.8
Information Technology	1	0	1	2.4
Natural and Physical Sciences	1	0	1	2.4
Other	0	1	1	2.4
<b>Total (students)</b>	<b>** 29</b>	<b>12</b>	<b>** 41</b>	<b>—</b>

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 6 students enrolled in a double degree in more than one broad field.

\*\*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	%
Teacher Education	1	5	6	14.6
Political Science and Policy Studies	0	5	5	12.2
Business and Management	2	2	4	9.8
Mechanical and Industrial Engineering and Technology	3	0	3	7.3
Behavioural Science	0	3	3	7.3
Nursing	0	3	3	7.3
Building	2	0	2	4.9
Manufacturing Engineering and Technology	2	0	2	4.9
Other Engineering and Related Technologies	2	0	2	4.9
Other Health	2	0	2	4.9
Architecture and Urban Environment	1	1	2	4.9
Communication and Media Studies	1	1	2	4.9
Language and Literature	0	2	2	4.9
Visual Arts and Crafts	0	2	2	4.9
Electrical and Electronic Engineering and Technology	1	0	1	2.4
Computer Science	0	1	1	2.4
Human Welfare Studies and Services	0	1	1	2.4
Justice and Law Enforcement	0	1	1	2.4
Law	0	1	1	2.4
Other Education	0	1	1	2.4
Other Natural and Physical Sciences	0	1	1	2.4
Other Society and Culture	0	1	1	2.4
Performing Arts	0	1	1	2.4
Philosophy and Religious Studies	0	1	1	2.4
Sales and Marketing	0	1	1	2.4
Other	1	0	1	2.4
<b>Total (students)</b>	<b>** 17</b>	<b>** 24</b>	<b>** 41</b>	<b>—</b>

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

\*Both fields of study have been included for 11 students enrolled in a double degree in more than one narrow field.

\*\*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	%
Teacher Education	6	0	6	14.6
Political Science and Policy Studies	5	0	5	12.2
Business and Management	3	1	4	9.8
Mechanical and Industrial Engineering and Technology	2	1	3	7.3
Behavioural Science	3	0	3	7.3
Nursing	2	1	3	7.3
Building	0	2	2	4.9
Manufacturing Engineering and Technology	1	1	2	4.9
Other Engineering and Related Technologies	1	1	2	4.9
Other Health	2	0	2	4.9
Architecture and Urban Environment	1	1	2	4.9
Communication and Media Studies	1	1	2	4.9
Language and Literature	2	0	2	4.9
Visual Arts and Crafts	2	0	2	4.9
Electrical and Electronic Engineering and Technology	1	0	1	2.4
Computer Science	1	0	1	2.4
Human Welfare Studies and Services	1	0	1	2.4
Justice and Law Enforcement	0	1	1	2.4
Law	1	0	1	2.4
Other Education	1	0	1	2.4
Other Natural and Physical Sciences	1	0	1	2.4
Other Society and Culture	1	0	1	2.4
Performing Arts	0	1	1	2.4
Philosophy and Religious Studies	1	0	1	2.4
Sales and Marketing	1	0	1	2.4
Other	0	1	1	2.4
<b>Total (students)</b>	<b>** 29</b>	<b>12</b>	<b>** 41</b>	<b>—</b>

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 11 students enrolled in a double degree in more than one narrow field.

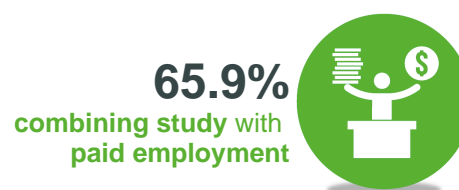
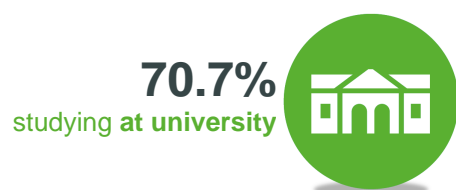
\*\*Total number of students is less than combined total of all study fields.

## Where are they studying?

### Study institution by sex

Institution name	Male	Female	Total	
	number	number	number	%
University of the Sunshine Coast	6	11	17	41.5
Queensland University of Technology	2	4	6	14.6
Other private training college	3	1	4	9.8
The University of Queensland	0	4	4	9.8
TAFE Queensland Sunshine Coast	0	3	3	7.3
Blue Dog Training	2	0	2	4.9
Other institution	2	0	2	4.9
Other/Unspecified Queensland TAFE	1	0	1	2.4
Other/Unspecified Queensland university	1	0	1	2.4
Australian Catholic University	0	1	1	2.4
<b>Total</b>	<b>17</b>	<b>24</b>	<b>41</b>	<b>100.0</b>

## How are they studying?



## Not in education or training

There were **45** respondents not participating in further education or training at the time of the survey.



### Main reason for not studying:

- 13** Wanted a break from study
- 9** Undecided and considering options
- 4** Looking for work/apprenticeship/traineeship
- 3** Wanted to earn own money
- 16** Other



## Employment

This section examines the labour market outcomes for Year 12 completers from St Teresa's Catholic College.



# 65.1%

56 out of 86 Year 12 completers were in paid employment in 2020. This figure includes 29 who were only working and 27 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	7.4	9	31.0	11	19.6
Sales Assistants (General)	1	3.7	9	31.0	10	17.9
Kitchenhands	4	14.8	0	0.0	4	7.1
Waiters	1	3.7	3	10.3	4	7.1
Bar Attendants and Baristas	0	0.0	4	13.8	4	7.1
Carpenters and Joiners	2	7.4	0	0.0	2	3.6
Other Clerical and Office Support Workers	2	7.4	0	0.0	2	3.6
Airconditioning and Refrigeration Mechanics	1	3.7	0	0.0	1	1.8
Building and Plumbing Labourers	1	3.7	0	0.0	1	1.8
Cabinetmakers	1	3.7	0	0.0	1	1.8
Civil Engineering Professionals	1	3.7	0	0.0	1	1.8
Defence Force Members - Other Ranks	1	3.7	0	0.0	1	1.8
Electronics Trades Workers	1	3.7	0	0.0	1	1.8
Garden and Nursery Labourers	1	3.7	0	0.0	1	1.8
Gardeners	1	3.7	0	0.0	1	1.8
ICT Support Technicians	1	3.7	0	0.0	1	1.8
Mechanical Engineering Draftspersons and Technicians	1	3.7	0	0.0	1	1.8
Motor Mechanics	1	3.7	0	0.0	1	1.8
Plumbers	1	3.7	0	0.0	1	1.8
Retail Supervisors	1	3.7	0	0.0	1	1.8
Sportspersons	1	3.7	0	0.0	1	1.8
Beauty Therapists	0	0.0	1	3.4	1	1.8
Cooks	0	0.0	1	3.4	1	1.8
Education Aides	0	0.0	1	3.4	1	1.8
Fast Food Cooks	0	0.0	1	3.4	1	1.8
Other	1	3.7	0	0.0	1	1.8
<b>Total</b>	<b>27</b>	<b>100.0</b>	<b>29</b>	<b>100.0</b>	<b>56</b>	<b>100.0</b>

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	5	18.5	14	48.3	19	33.9
Retail Trade	4	14.8	12	41.4	16	28.6
Construction	7	25.9	0	0.0	7	12.5
Education & Training	2	7.4	1	3.4	3	5.4
Manufacturing	2	7.4	1	3.4	3	5.4
Public Administration & Safety	2	7.4	0	0.0	2	3.6
Other Services	1	3.7	1	3.4	2	3.6
Electricity, Gas, Water and Waste Services	1	3.7	0	0.0	1	1.8
Rental, Hiring & Real Estate Services	1	3.7	0	0.0	1	1.8
Transport, Postal & Warehousing	1	3.7	0	0.0	1	1.8
Other	1	3.7	0	0.0	1	1.8
<b>Total</b>	<b>27</b>	<b>100.0</b>	<b>29</b>	<b>100.0</b>	<b>56</b>	<b>100.0</b>

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

## How are they working?

**48.2%**  
combining work  
with further study



**26.8%**  
working  
full-time



**75.0%**  
employed on a  
casual basis



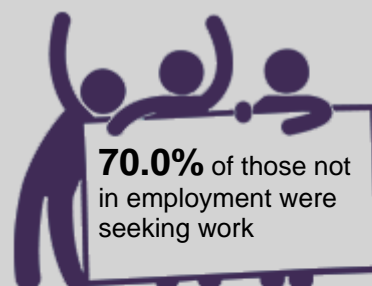
## Not in employment

There were **30** respondents not in paid employment at the time of the survey. This includes **21** who were actively seeking work and **9** who were not seeking work.



### Main reason not seeking work:

- 4** Coronavirus (COVID-19)
- 4** Current study commitments
- 1** Other



## Appendices

### Appendix 1 – Acronyms and initialisms

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

### Appendix 2 – 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.
------------------	---

##### 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.
--------	---

\*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](http://www.qld.gov.au/nextstep)