

Next Step Year 12 Completers

Next Step

2024 Year 12 completers survey

Post-school destinations of Year 12 completers from 2023

Aquinas College (Ashmore)



Queensland
Government

Introduction

This detailed Next Step report belongs to your school and can be used for school planning. It provides information about Year 12 completers' transitions into further education, training and employment approximately six months after completing school.

The results are from the Department of Education's Next Step – Year 12 Completers survey, which attempts to contact all Year 12 completers from state, Catholic or independent schools in Queensland.

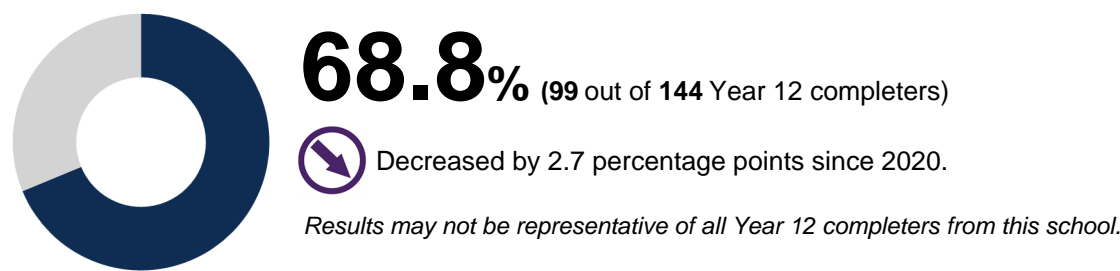
Post-school destinations are influenced by the transitioning environment, which can limit the options available to young people. Low response rates may not give an accurate summary of the cohort's destinations.

This report has not been publicly released. It is recommended that schools **do not** publicly release their detailed Next Step report as it may contain sensitive information. A one-page summary report has also been provided, which is suitable for public release.

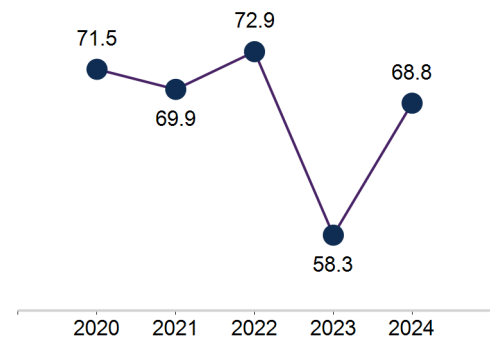


Find out more
Visit the *Next Step* website www.qld.gov.au/nextstep for more information on the survey, view the statewide report or create a custom report using report builder, which will be updated in October 2024.

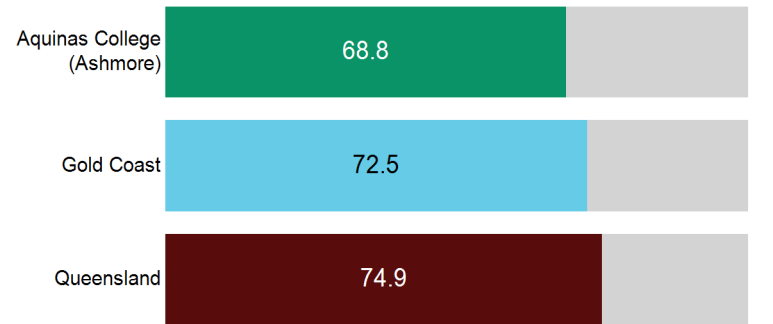
Survey response rate



Response rate over time



School's response rate compared with SA4 region and state

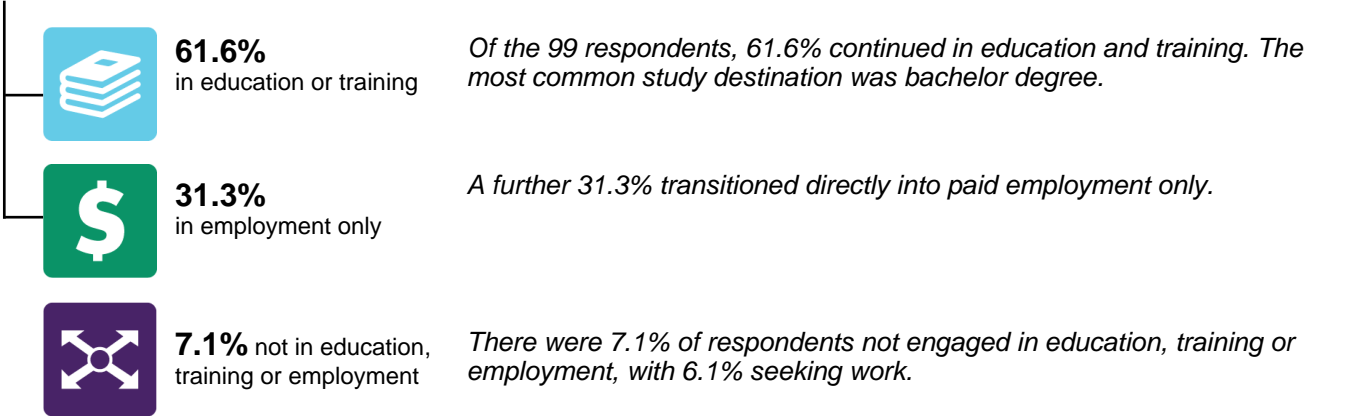


Post-school engagement

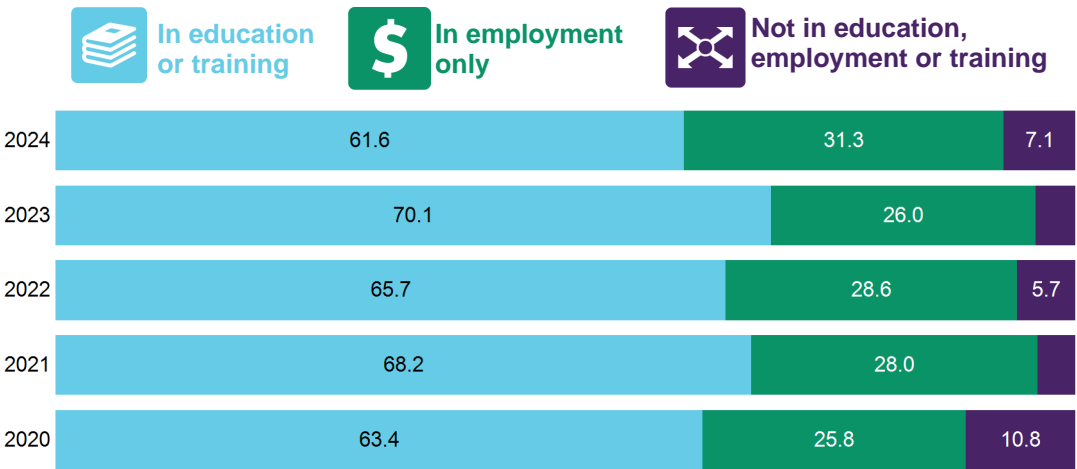
Year 12 completers from Aquinas College (Ashmore) have been categorised by their engagement in education and training, or employment. Survey respondents who are both working and studying are included in education and training. Apprentices and trainees are required to undertake a study component to their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

Engagement in education, training or employment

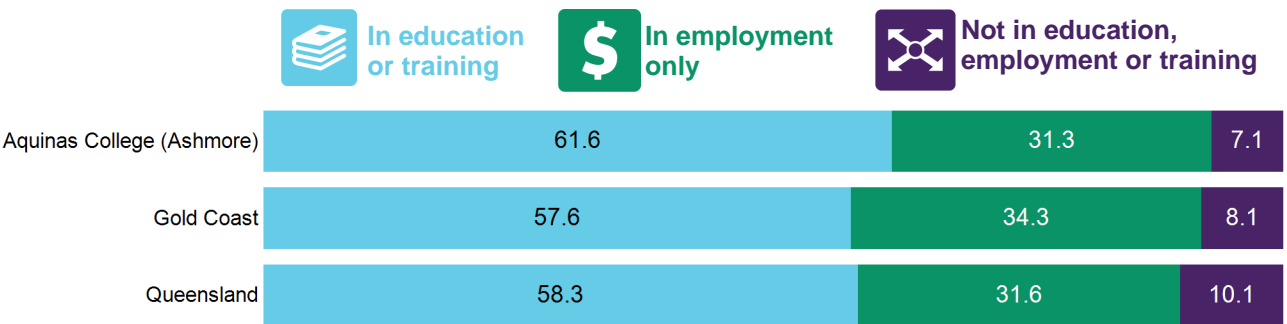
92.9% engaged in education, training or employment



Engagement over time



How does your school compare?



Main destination

This section examines the post-school destinations of survey respondents from Aquinas College (Ashmore) in 2024.

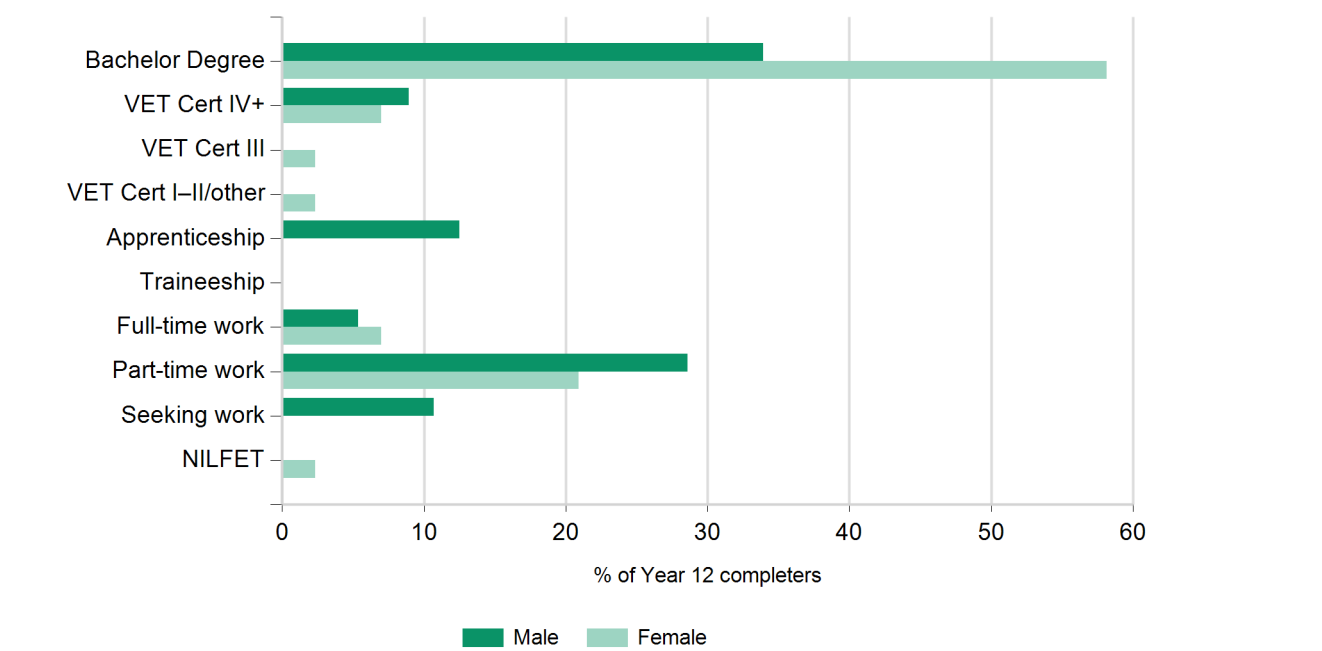
All Year 12 completers were assigned to a main destination. This categorisation system prioritises education-related destinations over other destinations. For example, Year 12 completers who were both studying and working are reported as studying for their main destination (see Appendix 2).

7.1% of respondents deferred a tertiary offer and are reported in their current post-school destination in this report.

Main destination by gender

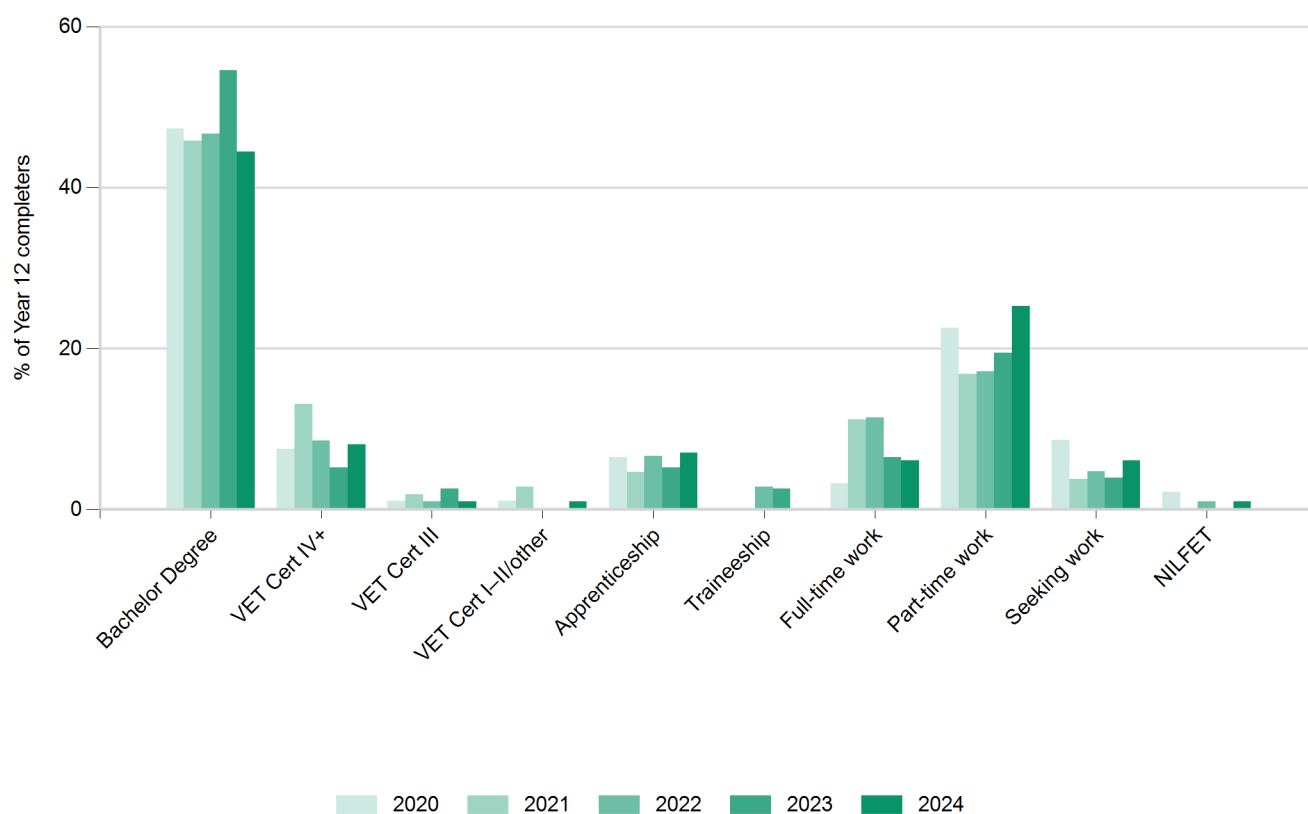
| Main destination | Male | | Female | | Total | |
|----------------------------|--------|-------|--------|-------|--------|-------|
| | number | % | number | % | number | % |
| Bachelor Degree | 19 | 33.9 | 25 | 58.1 | 44 | 44.4 |
| VET Certificate IV+ | 5 | 8.9 | 3 | 7.0 | 8 | 8.1 |
| VET Certificate III | 0 | 0.0 | 1 | 2.3 | 1 | 1.0 |
| VET Certificate I–II/other | 0 | 0.0 | 1 | 2.3 | 1 | 1.0 |
| Apprenticeship | 7 | 12.5 | 0 | 0.0 | 7 | 7.1 |
| Traineeship | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| Full-time employment | 3 | 5.4 | 3 | 7.0 | 6 | 6.1 |
| Part-time employment | 16 | 28.6 | 9 | 20.9 | 25 | 25.3 |
| Seeking work | 6 | 10.7 | 0 | 0.0 | 6 | 6.1 |
| NILFET* | 0 | 0.0 | 1 | 2.3 | 1 | 1.0 |
| Total | 56 | 100.0 | 43 | 100.0 | 99 | 100.0 |

*NILFET: Not in the labour force, education or training.



Main destinations over time

| Main destination | 2020 | | 2021 | | 2022 | | 2023 | | 2024 | |
|----------------------------|-----------|--------------|------------|--------------|------------|--------------|-----------|--------------|-----------|--------------|
| | no. | % | no. | % | no. | % | no. | % | no. | % |
| Bachelor Degree | 44 | 47.3 | 49 | 45.8 | 49 | 46.7 | 42 | 54.5 | 44 | 44.4 |
| VET Certificate IV+ | 7 | 7.5 | 14 | 13.1 | 9 | 8.6 | 4 | 5.2 | 8 | 8.1 |
| VET Certificate III | 1 | 1.1 | 2 | 1.9 | 1 | 1.0 | 2 | 2.6 | 1 | 1.0 |
| VET Certificate I–II/other | 1 | 1.1 | 3 | 2.8 | 0 | 0.0 | 0 | 0.0 | 1 | 1.0 |
| Apprenticeship | 6 | 6.5 | 5 | 4.7 | 7 | 6.7 | 4 | 5.2 | 7 | 7.1 |
| Traineeship | 0 | 0.0 | 0 | 0.0 | 3 | 2.9 | 2 | 2.6 | 0 | 0.0 |
| Full-time employment | 3 | 3.2 | 12 | 11.2 | 12 | 11.4 | 5 | 6.5 | 6 | 6.1 |
| Part-time employment | 21 | 22.6 | 18 | 16.8 | 18 | 17.1 | 15 | 19.5 | 25 | 25.3 |
| Seeking work | 8 | 8.6 | 4 | 3.7 | 5 | 4.8 | 3 | 3.9 | 6 | 6.1 |
| NILFET | 2 | 2.2 | 0 | 0.0 | 1 | 1.0 | 0 | 0.0 | 1 | 1.0 |
| Total | 93 | 100.0 | 107 | 100.0 | 105 | 100.0 | 77 | 100.0 | 99 | 100.0 |



Main destinations of subgroups

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

There were 91 respondents who completed a VETiS.

| Main destination | VETiS | non-VETiS | Total | |
|----------------------------|-----------|-----------|-----------|--------------|
| | number | number | number | % |
| Bachelor Degree | 40 | 4 | 44 | 44.4 |
| VET Certificate IV+ | 7 | 1 | 8 | 8.1 |
| VET Certificate III | 1 | 0 | 1 | 1.0 |
| VET Certificate I–II/other | 1 | 0 | 1 | 1.0 |
| Apprenticeship | 6 | 1 | 7 | 7.1 |
| Traineeship | 0 | 0 | 0 | 0.0 |
| Full-time employment | 6 | 0 | 6 | 6.1 |
| Part-time employment | 23 | 2 | 25 | 25.3 |
| Seeking work | 6 | 0 | 6 | 6.1 |
| NILFET | 1 | 0 | 1 | 1.0 |
| <i>Total</i> | <i>91</i> | <i>8</i> | <i>99</i> | <i>100.0</i> |

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

There were 17 respondents who participated in a SAT.

| Main destination | SAT | non-SAT | Total | |
|----------------------------|-----------|-----------|-----------|--------------|
| | number | number | number | % |
| Bachelor Degree | 2 | 42 | 44 | 44.4 |
| VET Certificate IV+ | 1 | 7 | 8 | 8.1 |
| VET Certificate III | 0 | 1 | 1 | 1.0 |
| VET Certificate I–II/other | 0 | 1 | 1 | 1.0 |
| Apprenticeship | 3 | 4 | 7 | 7.1 |
| Traineeship | 0 | 0 | 0 | 0.0 |
| Full-time employment | 3 | 3 | 6 | 6.1 |
| Part-time employment | 8 | 17 | 25 | 25.3 |
| Seeking work | 0 | 6 | 6 | 6.1 |
| NILFET | 0 | 1 | 1 | 1.0 |
| <i>Total</i> | <i>17</i> | <i>82</i> | <i>99</i> | <i>100.0</i> |

Main destination for students who received an Australian Tertiary Admission Rank (ATAR) or International Baccalaureate Diploma (IBD)

There were 49 respondents who received an ATAR or IBD.

| Main destination | ATAR or IBD | | Not ATAR or IBD | | Total | |
|----------------------------|-------------|--------------|-----------------|--------------|-----------|--------------|
| | number | % | number | % | number | % |
| Bachelor Degree | 32 | 65.3 | 12 | 24.0 | 44 | 44.4 |
| VET Certificate IV+ | 2 | 4.1 | 6 | 12.0 | 8 | 8.1 |
| VET Certificate III | 1 | 2.0 | 0 | 0.0 | 1 | 1.0 |
| VET Certificate I–II/other | 0 | 0.0 | 1 | 2.0 | 1 | 1.0 |
| Apprenticeship | 1 | 2.0 | 6 | 12.0 | 7 | 7.1 |
| Traineeship | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| Full-time employment | 1 | 2.0 | 5 | 10.0 | 6 | 6.1 |
| Part-time employment | 10 | 20.4 | 15 | 30.0 | 25 | 25.3 |
| Seeking work | 1 | 2.0 | 5 | 10.0 | 6 | 6.1 |
| NILFET | 1 | 2.0 | 0 | 0.0 | 1 | 1.0 |
| <i>Total</i> | <i>49</i> | <i>100.0</i> | <i>50</i> | <i>100.0</i> | <i>99</i> | <i>100.0</i> |

Main destination for Aboriginal students and Torres Strait Islander students

There were 2 respondents who identified as Aboriginal peoples and Torres Strait Islander peoples.

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.



61.6%

61 out of 99 Year 12 completers from Aquinas College (Ashmore) continued in education or training in 2024.



10.1%

10 Year 12 completers from Aquinas College (Ashmore) were enrolled in a double degree, combining two bachelor degrees into a single course of study.

What are they studying?

Study field (broad) by gender

| Study field* | Male | | Female | | Total | |
|--|--------|-------|--------|------|--------|------|
| | number | % | number | % | number | % |
| Society And Culture | 2 | 6.5 | 10 | 33.3 | 12 | 19.7 |
| Architecture And Building | 10 | 32.3 | 1 | 3.3 | 11 | 18.0 |
| Health | 2 | 6.5 | 9 | 30.0 | 11 | 18.0 |
| Engineering And Related Technologies | 5 | 16.1 | 3 | 10.0 | 8 | 13.1 |
| Natural And Physical Sciences | 2 | 6.5 | 4 | 13.3 | 6 | 9.8 |
| Education | 4 | 12.9 | 1 | 3.3 | 5 | 8.2 |
| Creative Arts | 3 | 9.7 | 2 | 6.7 | 5 | 8.2 |
| Management And Commerce | 2 | 6.5 | 3 | 10.0 | 5 | 8.2 |
| Information Technology | 1 | 3.2 | 0 | 0.0 | 1 | 1.6 |
| Agriculture, Environmental And Related Studies | 0 | 0.0 | 1 | 3.3 | 1 | 1.6 |
| Other | 0 | 0.0 | 1 | 3.3 | 1 | 1.6 |
| Total (students) | 31 | 100.0 | ** 30 | — | ** 61 | — |

Field of study categories based on the *Australian Standard Classification of Education*.
*Both fields of study have been included for 5 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 | 12 | 27.3 | 0 | 0.0 | 12 | 19.7 |
| Architecture And Building | 5 | 11.4 | 6 | 35.3 | 11 | 18.0 |
| Health | 7 | 15.9 | 4 | 23.5 | 11 | 18.0 |
| Engineering And Related Technologies | 5 | 11.4 | 3 | 17.6 | 8 | 13.1 |
| Natural And Physical Sciences | 6 | 13.6 | 0 | 0.0 | 6 | 9.8 |
| Education | 5 | 11.4 | 0 | 0.0 | 5 | 8.2 |
| Creative Arts | 4 | 9.1 | 1 | 5.9 | 5 | 8.2 |
| Management And Commerce | 5 | 11.4 | 0 | 0.0 | 5 | 8.2 |
| Information Technology | 0 | 0.0 | 1 | 5.9 | 1 | 1.6 |
| Agriculture, Environmental And Related Studies | 0 | 0.0 | 1 | 5.9 | 1 | 1.6 |
| Other | 0 | 0.0 | 1 | 5.9 | 1 | 1.6 |
| Total (students) | ** 44 | — | 17 | 100.0 | ** 61 | — |

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 5 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 gender

| Study field* | Male | | Female | | Total | |
|--|-----------|--------------|--------------|----------|--------------|----------|
| | number | % | number | % | number | % |
| Architecture and Urban Environment | 7 | 22.6 | 1 | 3.3 | 8 | 13.1 |
| Law | 1 | 3.2 | 6 | 20.0 | 7 | 11.5 |
| Other Health | 2 | 6.5 | 4 | 13.3 | 6 | 9.8 |
| Other Education | 4 | 12.9 | 0 | 0.0 | 4 | 6.6 |
| Business and Management | 2 | 6.5 | 2 | 6.7 | 4 | 6.6 |
| Other Society and Culture | 1 | 3.2 | 3 | 10.0 | 4 | 6.6 |
| Nursing | 0 | 0.0 | 4 | 13.3 | 4 | 6.6 |
| Building | 3 | 9.7 | 0 | 0.0 | 3 | 4.9 |
| Communication and Media Studies | 2 | 6.5 | 1 | 3.3 | 3 | 4.9 |
| Electrical and Electronic Engineering and Technology | 2 | 6.5 | 1 | 3.3 | 3 | 4.9 |
| Other Natural and Physical Sciences | 1 | 3.2 | 2 | 6.7 | 3 | 4.9 |
| Behavioural Science | 0 | 0.0 | 3 | 10.0 | 3 | 4.9 |
| Mechanical and Industrial Engineering and Technology | 2 | 6.5 | 0 | 0.0 | 2 | 3.3 |
| Political Science and Policy Studies | 0 | 0.0 | 2 | 6.7 | 2 | 3.3 |
| Chemical Sciences | 1 | 3.2 | 0 | 0.0 | 1 | 1.6 |
| Other Information Technology | 1 | 3.2 | 0 | 0.0 | 1 | 1.6 |
| Performing Arts | 1 | 3.2 | 0 | 0.0 | 1 | 1.6 |
| Process and Resources Engineering | 1 | 3.2 | 0 | 0.0 | 1 | 1.6 |
| Aerospace Engineering and Technology | 0 | 0.0 | 1 | 3.3 | 1 | 1.6 |
| Agriculture | 0 | 0.0 | 1 | 3.3 | 1 | 1.6 |
| Biological Sciences | 0 | 0.0 | 1 | 3.3 | 1 | 1.6 |
| Civil Engineering | 0 | 0.0 | 1 | 3.3 | 1 | 1.6 |
| Other Engineering and Related Technologies | 0 | 0.0 | 1 | 3.3 | 1 | 1.6 |
| Other Management and Commerce | 0 | 0.0 | 1 | 3.3 | 1 | 1.6 |
| Physics and Astronomy | 0 | 0.0 | 1 | 3.3 | 1 | 1.6 |
| Rehabilitation Therapies | 0 | 0.0 | 1 | 3.3 | 1 | 1.6 |
| Teacher Education | 0 | 0.0 | 1 | 3.3 | 1 | 1.6 |
| Visual Arts and Crafts | 0 | 0.0 | 1 | 3.3 | 1 | 1.6 |
| Other | 0 | 0.0 | 1 | 3.3 | 1 | 1.6 |
| Total (students) | 31 | 100.0 | ** 30 | — | ** 61 | — |

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

*Both fields of study have been included for 10 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 | % |
| Architecture and Urban Environment | 5 | 11.4 | 3 | 17.6 | 8 | 13.1 |
| Law | 7 | 15.9 | 0 | 0.0 | 7 | 11.5 |
| Other Health | 4 | 9.1 | 2 | 11.8 | 6 | 9.8 |
| Other Education | 4 | 9.1 | 0 | 0.0 | 4 | 6.6 |
| Business and Management | 4 | 9.1 | 0 | 0.0 | 4 | 6.6 |
| Other Society and Culture | 4 | 9.1 | 0 | 0.0 | 4 | 6.6 |
| Nursing | 2 | 4.5 | 2 | 11.8 | 4 | 6.6 |
| Building | 0 | 0.0 | 3 | 17.6 | 3 | 4.9 |
| Communication and Media Studies | 2 | 4.5 | 1 | 5.9 | 3 | 4.9 |
| Electrical and Electronic Engineering and Technology | 1 | 2.3 | 2 | 11.8 | 3 | 4.9 |
| Other Natural and Physical Sciences | 3 | 6.8 | 0 | 0.0 | 3 | 4.9 |
| Behavioural Science | 3 | 6.8 | 0 | 0.0 | 3 | 4.9 |
| Mechanical and Industrial Engineering and Technology | 1 | 2.3 | 1 | 5.9 | 2 | 3.3 |
| Political Science and Policy Studies | 2 | 4.5 | 0 | 0.0 | 2 | 3.3 |
| Chemical Sciences | 1 | 2.3 | 0 | 0.0 | 1 | 1.6 |
| Other Information Technology | 0 | 0.0 | 1 | 5.9 | 1 | 1.6 |
| Performing Arts | 1 | 2.3 | 0 | 0.0 | 1 | 1.6 |
| Process and Resources Engineering | 1 | 2.3 | 0 | 0.0 | 1 | 1.6 |
| Aerospace Engineering and Technology | 1 | 2.3 | 0 | 0.0 | 1 | 1.6 |
| Agriculture | 0 | 0.0 | 1 | 5.9 | 1 | 1.6 |
| Biological Sciences | 1 | 2.3 | 0 | 0.0 | 1 | 1.6 |
| Civil Engineering | 1 | 2.3 | 0 | 0.0 | 1 | 1.6 |
| Other Engineering and Related Technologies | 1 | 2.3 | 0 | 0.0 | 1 | 1.6 |
| Other Management and Commerce | 1 | 2.3 | 0 | 0.0 | 1 | 1.6 |
| Physics and Astronomy | 1 | 2.3 | 0 | 0.0 | 1 | 1.6 |
| Rehabilitation Therapies | 1 | 2.3 | 0 | 0.0 | 1 | 1.6 |
| Teacher Education | 1 | 2.3 | 0 | 0.0 | 1 | 1.6 |
| Visual Arts and Crafts | 1 | 2.3 | 0 | 0.0 | 1 | 1.6 |
| Other | 0 | 0.0 | 1 | 5.9 | 1 | 1.6 |
| Total (students) | ** 44 | — | 17 | 100.0 | ** 61 | — |

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

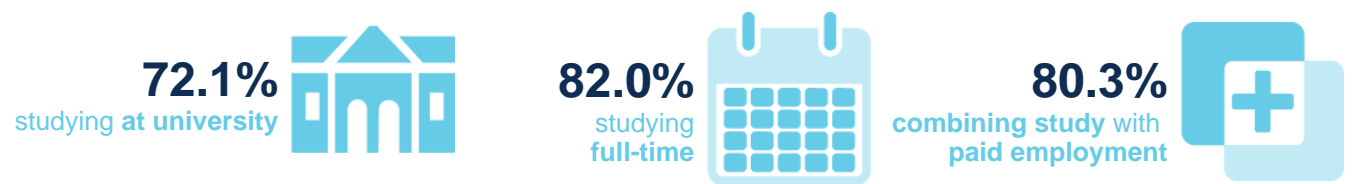
**Total number of students is less than combined total of all study fields.

Where are they studying?

Study institution by gender

| Institution name | Male | | Female | | Total | |
|--|--------|-------|--------|-------|--------|-------|
| | number | % | number | % | number | % |
| Griffith University | 14 | 45.2 | 19 | 63.3 | 33 | 54.1 |
| TAFE Queensland Gold Coast | 7 | 22.6 | 3 | 10.0 | 10 | 16.4 |
| The University of Queensland | 2 | 6.5 | 2 | 6.7 | 4 | 6.6 |
| Southern Cross University | 1 | 3.2 | 2 | 6.7 | 3 | 4.9 |
| Other private training college | 2 | 6.5 | 0 | 0.0 | 2 | 3.3 |
| Bond University | 1 | 3.2 | 1 | 3.3 | 2 | 3.3 |
| Central Queensland University (TAFE program) | 1 | 3.2 | 0 | 0.0 | 1 | 1.6 |
| Interstate university | 1 | 3.2 | 0 | 0.0 | 1 | 1.6 |
| JMC Academy | 1 | 3.2 | 0 | 0.0 | 1 | 1.6 |
| TAFE Queensland North Queensland | 1 | 3.2 | 0 | 0.0 | 1 | 1.6 |
| Interstate TAFE | 0 | 0.0 | 1 | 3.3 | 1 | 1.6 |
| Other institution | 0 | 0.0 | 1 | 3.3 | 1 | 1.6 |
| Queensland University of Technology | 0 | 0.0 | 1 | 3.3 | 1 | 1.6 |
| Total | 31 | 100.0 | 30 | 100.0 | 61 | 100.0 |

How are they studying?



Employment (total)

This section examines the labour market outcomes for Year 12 completers from Aquinas College (Ashmore).



80.8%

80 out of **99** Year 12 completers were in paid employment in 2024. This figure includes **31** who were only working and **49** who were both working and studying.

What jobs are they doing?

Occupation by gender

| Occupational unit group | Male | | Female | | Total | |
|---|-----------|--------------|-----------|--------------|-----------|--------------|
| | number | % | number | % | number | % |
| Sales Assistants (General) | 10 | 22.7 | 12 | 33.3 | 22 | 27.5 |
| Checkout Operators and Office Cashiers | 4 | 9.1 | 4 | 11.1 | 8 | 10.0 |
| Waiters | 2 | 4.5 | 4 | 11.1 | 6 | 7.5 |
| Shelf Fillers | 3 | 6.8 | 1 | 2.8 | 4 | 5.0 |
| Bar Attendants and Baristas | 2 | 4.5 | 1 | 2.8 | 3 | 3.8 |
| Car Detailers | 2 | 4.5 | 0 | 0.0 | 2 | 2.5 |
| Concreters | 2 | 4.5 | 0 | 0.0 | 2 | 2.5 |
| Electricians | 2 | 4.5 | 0 | 0.0 | 2 | 2.5 |
| Kitchenhands | 1 | 2.3 | 1 | 2.8 | 2 | 2.5 |
| Other Clerical and Office Support Workers | 1 | 2.3 | 1 | 2.8 | 2 | 2.5 |
| Child Carers | 0 | 0.0 | 2 | 5.6 | 2 | 2.5 |
| Other Hospitality Workers | 0 | 0.0 | 2 | 5.6 | 2 | 2.5 |
| Building and Plumbing Labourers | 1 | 2.3 | 0 | 0.0 | 1 | 1.3 |
| Cafe Workers | 1 | 2.3 | 0 | 0.0 | 1 | 1.3 |
| Education Aides | 1 | 2.3 | 0 | 0.0 | 1 | 1.3 |
| Fast Food Cooks | 1 | 2.3 | 0 | 0.0 | 1 | 1.3 |
| Human Resource Clerks | 1 | 2.3 | 0 | 0.0 | 1 | 1.3 |
| Metal Fitters and Machinists | 1 | 2.3 | 0 | 0.0 | 1 | 1.3 |
| Other Miscellaneous Labourers | 1 | 2.3 | 0 | 0.0 | 1 | 1.3 |
| Other Sales Support Workers | 1 | 2.3 | 0 | 0.0 | 1 | 1.3 |
| Packers | 1 | 2.3 | 0 | 0.0 | 1 | 1.3 |
| Painters | 1 | 2.3 | 0 | 0.0 | 1 | 1.3 |
| Plumbers | 1 | 2.3 | 0 | 0.0 | 1 | 1.3 |
| Private Tutors and Teachers | 1 | 2.3 | 0 | 0.0 | 1 | 1.3 |
| Retail Managers | 1 | 2.3 | 0 | 0.0 | 1 | 1.3 |
| Sales Representatives | 1 | 2.3 | 0 | 0.0 | 1 | 1.3 |
| Security Officers and Guards | 1 | 2.3 | 0 | 0.0 | 1 | 1.3 |
| Other | 0 | 0.0 | 8 | 22.2 | 8 | 10.0 |
| Total | 44 | 100.0 | 36 | 100.0 | 80 | 100.0 |

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

What industry are they working in?

Industry by gender

| Industry | Male | | Female | | Total | |
|---|--------|-------|--------|-------|--------|-------|
| | number | % | number | % | number | % |
| Retail Trade | 13 | 29.5 | 14 | 38.9 | 27 | 33.8 |
| Accommodation & Food Services | 14 | 31.8 | 12 | 33.3 | 26 | 32.5 |
| Construction | 7 | 15.9 | 0 | 0.0 | 7 | 8.8 |
| Other Services | 4 | 9.1 | 0 | 0.0 | 4 | 5.0 |
| Education & Training | 2 | 4.5 | 2 | 5.6 | 4 | 5.0 |
| Professional, Scientific & Technical Services | 0 | 0.0 | 4 | 11.1 | 4 | 5.0 |
| Arts & Recreation Services | 1 | 2.3 | 2 | 5.6 | 3 | 3.8 |
| Health Care & Social Assistance | 0 | 0.0 | 2 | 5.6 | 2 | 2.5 |
| Administrative & Support Services | 1 | 2.3 | 0 | 0.0 | 1 | 1.3 |
| Public Administration & Safety | 1 | 2.3 | 0 | 0.0 | 1 | 1.3 |
| Wholesale Trade | 1 | 2.3 | 0 | 0.0 | 1 | 1.3 |
| Total | 44 | 100.0 | 36 | 100.0 | 80 | 100.0 |

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

How are they working?

17.5%
working
full-time



61.3%
combining work
with further study

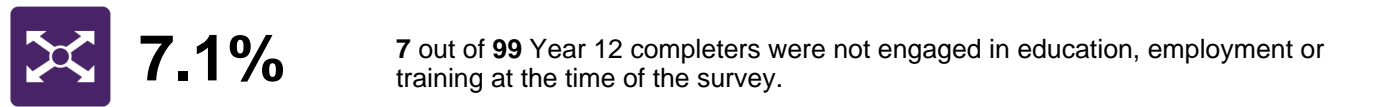


71.3%
employed on a
casual basis



Not in Education, Employment, or Training (NEET)

This section examines the reasons why Year 12 completers from Aquinas College (Ashmore) were not engaged in education, employment or training.

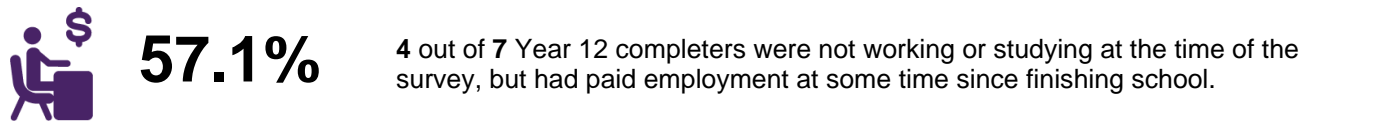


Why are they not studying?

Main reason for not studying

| Main reason | Total |
|-----------------------------------|--------|
| | number |
| Undecided and considering options | 4 |
| Wanted a break from study | 2 |
| Wanted to earn own money | 1 |
| Total | 7 |

Have they had work since school?



Main reason for stopping previous job

| Main reason | Total |
|----------------------------|--------|
| | number |
| Not satisfied with the job | 3 |
| Travel/overseas | 1 |
| Total | 4 |

Are they seeking work?



85.7%

6 out of 7 Year 12 completers were not working or studying at the time of the survey, but were seeking work.

Main reason unsuccessful getting a job

| Main reason | Total |
|-----------------------------------|--------|
| | number |
| Not enough jobs available | 2 |
| Only just started looking for job | 1 |
| Transport difficulties | 1 |
| Family commitments | 1 |
| Other | 1 |
| Total | 6 |

Why are they not seeking work?



14.3%

1 out of 7 Year 12 completers was not working or studying at the time of the survey and was not seeking work, also known as NILFET.

Main reason not looking for a job

| Main reason | Total |
|-------------|--------|
| | number |
| Travel | 1 |
| Total | 1 |

Where to from here?

85.7%
taking a
gap year



28.6%
deferred a place
at university



0.0%
waiting for work or
study to commence



Appendices

Appendix 1 – Acronyms and initialisms

| | |
|--------|--|
| ATAR | Australian Tertiary Admission Rank |
| DW | Data withheld |
| IBD | International Baccalaureate Diploma |
| NA | Not applicable |
| NILFET | Not in the labour force, education or training |
| 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. |

Employment only

| | |
|----------------------|--|
| 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. |

Not in education, employment or training (NEET)

| | |
|--------------|---|
| Seeking work | Looking for work and not in an education or training category. |
| NILFET | Not in education or training, not working and not seeking work. |

*Some respondents may also be in employment or seeking work.



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