

Next Step Year 12 Completers

Next Step

2024 Year 12 completers survey

Post-school destinations of Year 12 completers from 2023

Assisi Catholic College (Upper Coomera)



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.

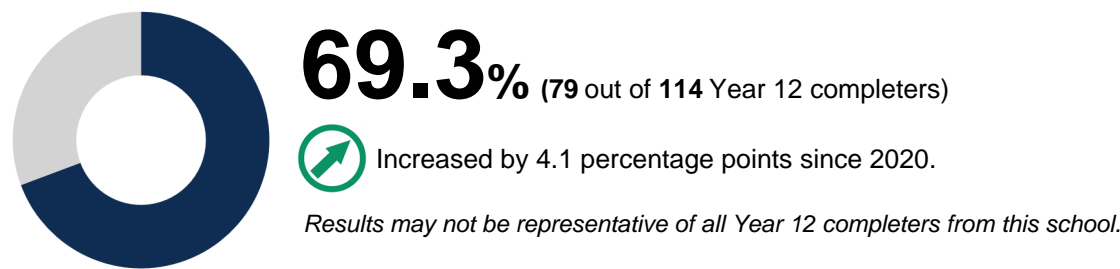
This report has not been publicly released. It is recommended that schools **do not** publicly release their detailed Next Step report as it may contain sensitive information. A one-page summary report has also been provided, which is suitable for public release.



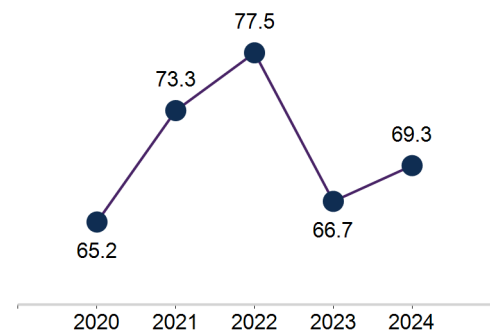
Find out more

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.

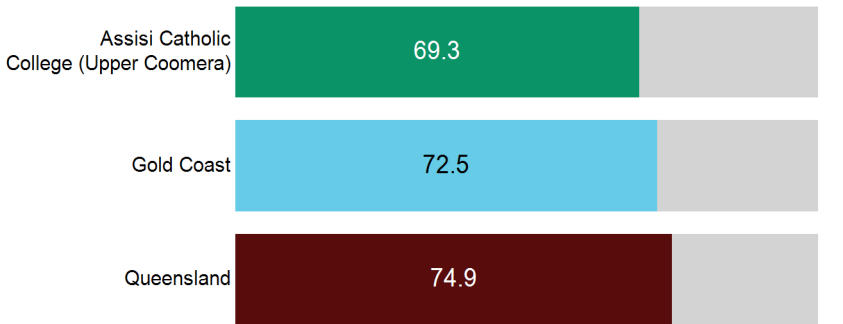
Survey response rate



Response rate over time



School's response rate compared with SA4 region and state

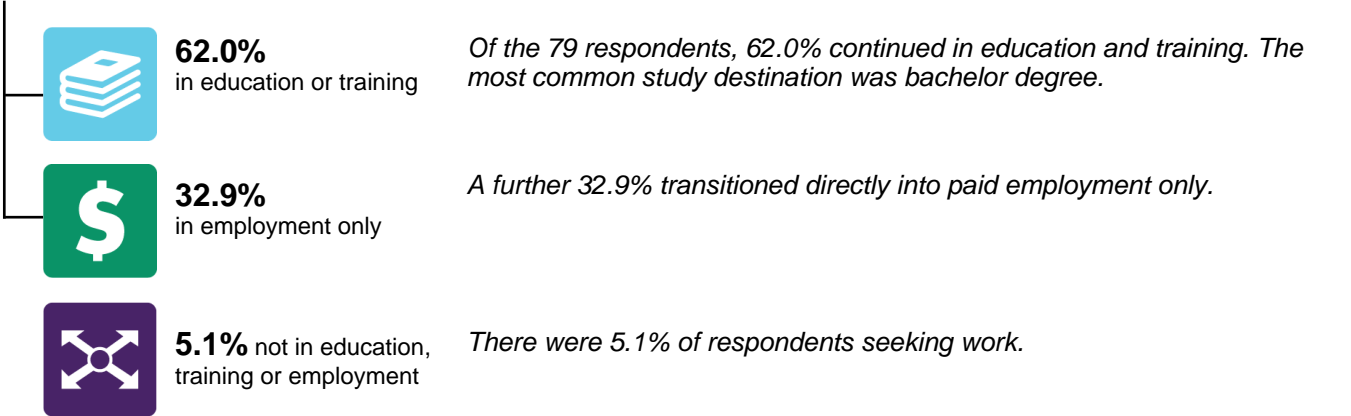


Post-school engagement

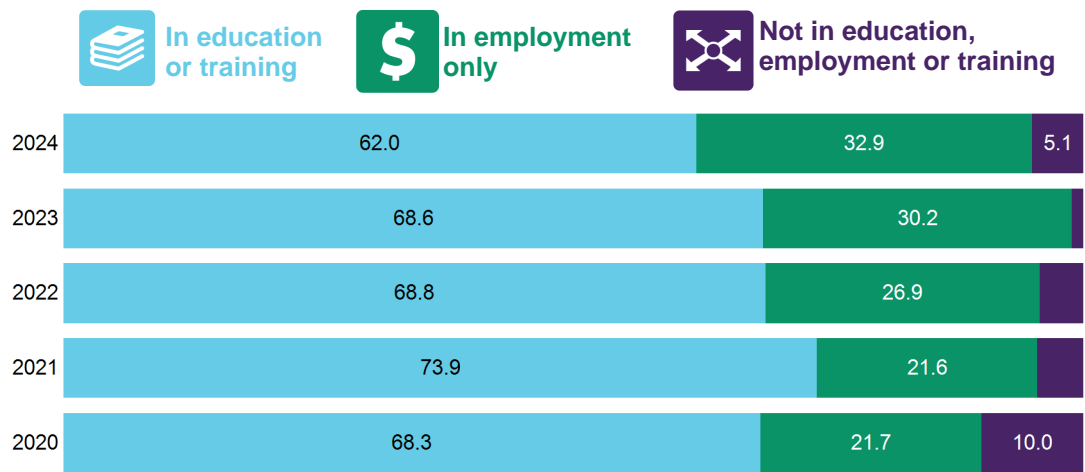
Year 12 completers from Assisi Catholic College (Upper Coomera) have been categorised by their engagement in education and training, or employment. Survey respondents who are both working and studying are included in education and training. Apprentices and trainees are required to undertake a study component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

Engagement in education, training or employment

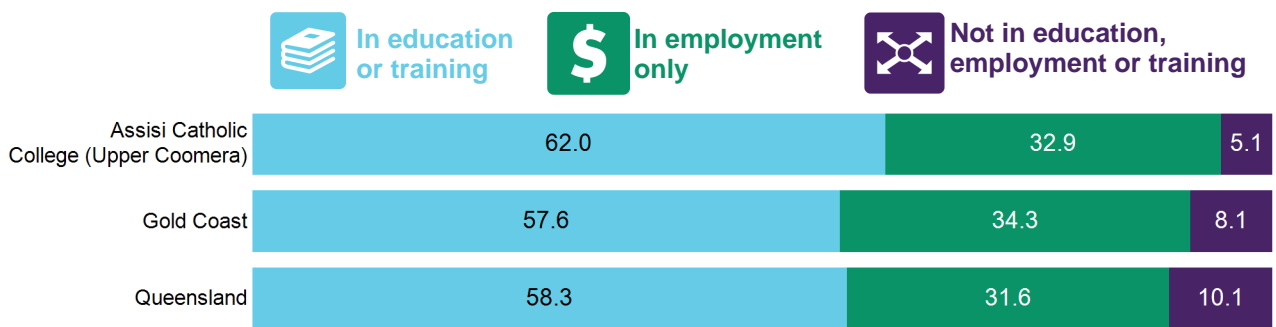
94.9% engaged in education, training or employment



Engagement over time



How does your school compare?



Main destination

This section examines the post-school destinations of survey respondents from Assisi Catholic College (Upper Coomera) in 2024.

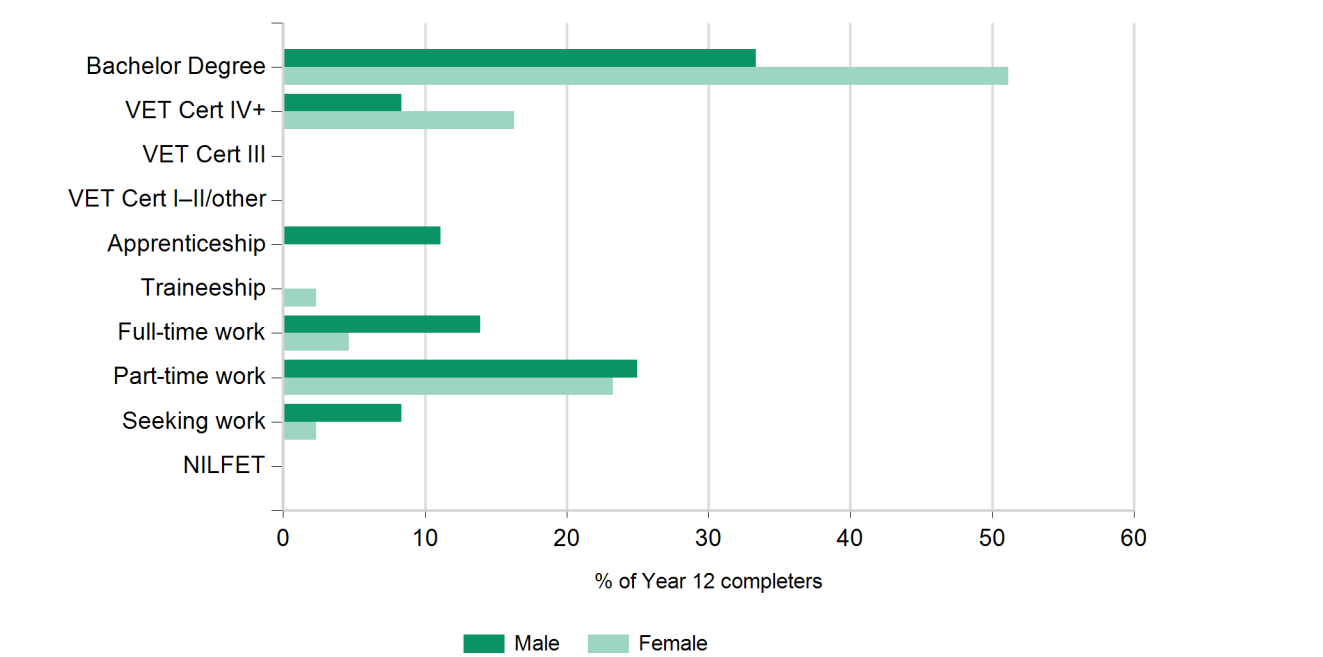
All Year 12 completers were assigned to a main destination. This categorisation system prioritises education-related destinations over other destinations. For example, Year 12 completers who were both studying and working are reported as studying for their main destination (see Appendix 2).

6.3% of respondents deferred a tertiary offer and are reported in their current post-school destination in this report.

Main destination by gender

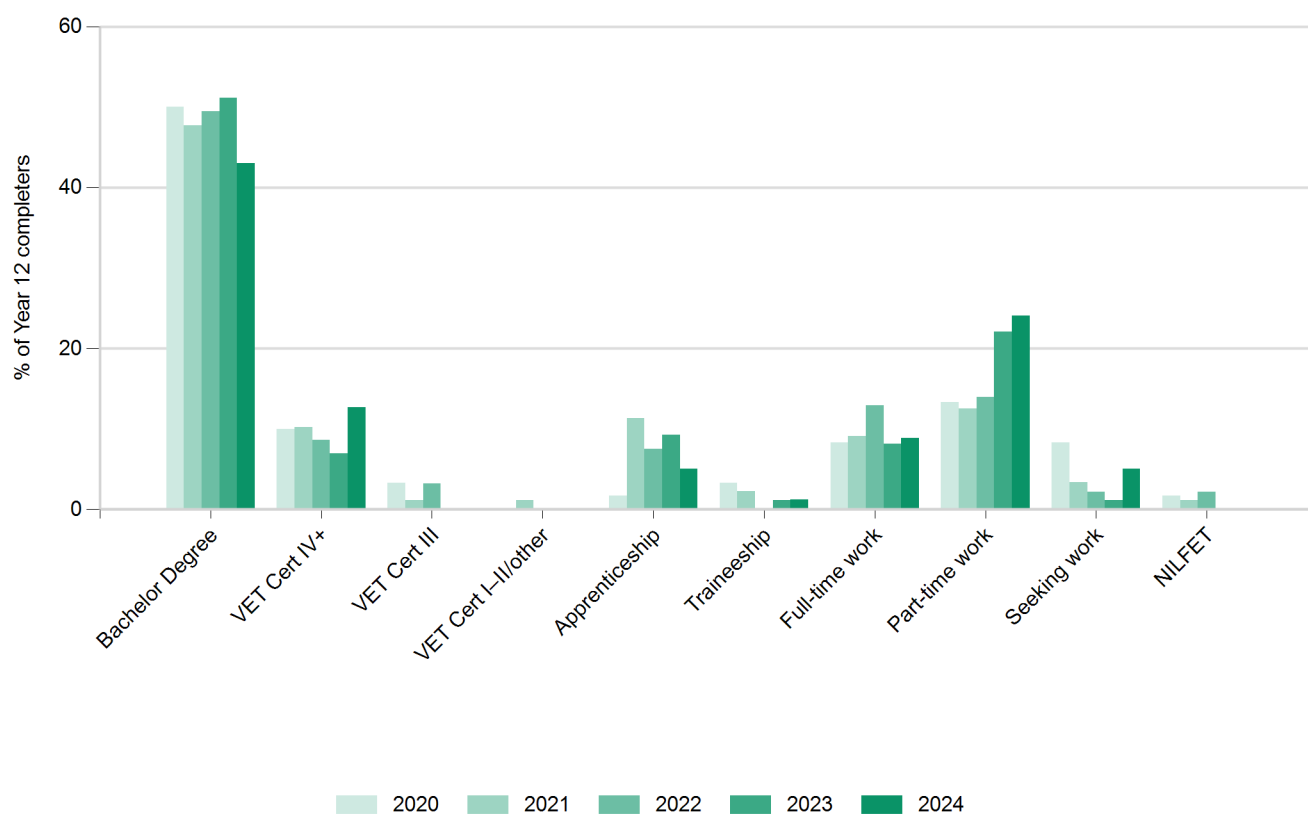
Main destination	Male		Female		Total	
	number	%	number	%	number	%
Bachelor Degree	12	33.3	22	51.2	34	43.0
VET Certificate IV+	3	8.3	7	16.3	10	12.7
VET Certificate III	0	0.0	0	0.0	0	0.0
VET Certificate I–II/other	0	0.0	0	0.0	0	0.0
Apprenticeship	4	11.1	0	0.0	4	5.1
Traineeship	0	0.0	1	2.3	1	1.3
Full-time employment	5	13.9	2	4.7	7	8.9
Part-time employment	9	25.0	10	23.3	19	24.1
Seeking work	3	8.3	1	2.3	4	5.1
NILFET*	0	0.0	0	0.0	0	0.0
Total	36	100.0	43	100.0	79	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	30	50.0	42	47.7	46	49.5	44	51.2	34	43.0
VET Certificate IV+	6	10.0	9	10.2	8	8.6	6	7.0	10	12.7
VET Certificate III	2	3.3	1	1.1	3	3.2	0	0.0	0	0.0
VET Certificate I–II/other	0	0.0	1	1.1	0	0.0	0	0.0	0	0.0
Apprenticeship	1	1.7	10	11.4	7	7.5	8	9.3	4	5.1
Traineeship	2	3.3	2	2.3	0	0.0	1	1.2	1	1.3
Full-time employment	5	8.3	8	9.1	12	12.9	7	8.1	7	8.9
Part-time employment	8	13.3	11	12.5	13	14.0	19	22.1	19	24.1
Seeking work	5	8.3	3	3.4	2	2.2	1	1.2	4	5.1
NILFET	1	1.7	1	1.1	2	2.2	0	0.0	0	0.0
Total	60	100.0	88	100.0	93	100.0	86	100.0	79	100.0



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	24	77.4	34	43.0
VET Certificate IV+	9	18.8	1	3.2	10	12.7
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	4	8.3	0	0.0	4	5.1
Traineeship	1	2.1	0	0.0	1	1.3
Full-time employment	4	8.3	3	9.7	7	8.9
Part-time employment	17	35.4	2	6.5	19	24.1
Seeking work	3	6.3	1	3.2	4	5.1
NILFET	0	0.0	0	0.0	0	0.0
Total	48	100.0	31	100.0	79	100.0

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

There was one respondent who participated in a SAT.

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

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

There were 54 respondents who received an ATAR or IBD.

Main destination	ATAR or IBD		Not ATAR or IBD		Total	
	number	%	number	%	number	%
Bachelor Degree	34	63.0	0	0.0	34	43.0
VET Certificate IV+	4	7.4	6	24.0	10	12.7
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	4	16.0	4	5.1
Traineeship	0	0.0	1	4.0	1	1.3
Full-time employment	4	7.4	3	12.0	7	8.9
Part-time employment	10	18.5	9	36.0	19	24.1
Seeking work	2	3.7	2	8.0	4	5.1
NILFET	0	0.0	0	0.0	0	0.0
Total	54	100.0	25	100.0	79	100.0

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.



62.0%

49 out of 79 Year 12 completers from Assisi Catholic College (Upper Coomera) continued in education or training in 2024.



6.3%

5 Year 12 completers from Assisi Catholic College (Upper Coomera) 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	%
Health	3	9	12	24.5
Management And Commerce	7	2	9	18.4
Engineering And Related Technologies	5	2	7	14.3
Society And Culture	1	6	7	14.3
Natural And Physical Sciences	1	3	4	8.2
Information Technology	3	0	3	6.1
Education	1	2	3	6.1
Creative Arts	0	3	3	6.1
Food, Hospitality And Personal Services	0	3	3	6.1
Agriculture, Environmental And Related Studies	0	1	1	2.0
Architecture And Building	0	1	1	2.0
Total (students)	** 19	** 30	** 49	—

Field of study categories based on the *Australian Standard Classification of Education*.
*Both fields of study have been included for 4 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	%
Health	12	35.3	0	0.0	12	24.5
Management And Commerce	7	20.6	2	13.3	9	18.4
Engineering And Related Technologies	3	8.8	4	26.7	7	14.3
Society And Culture	4	11.8	3	20.0	7	14.3
Natural And Physical Sciences	4	11.8	0	0.0	4	8.2
Information Technology	2	5.9	1	6.7	3	6.1
Education	3	8.8	0	0.0	3	6.1
Creative Arts	1	2.9	2	13.3	3	6.1
Food, Hospitality And Personal Services	0	0.0	3	20.0	3	6.1
Agriculture, Environmental And Related Studies	1	2.9	0	0.0	1	2.0
Architecture And Building	1	2.9	0	0.0	1	2.0
Total (students)	** 34	—	15	100.0	** 49	—

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 4 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	%
Nursing	0	8	8	16.3
Sales and Marketing	4	1	5	10.2
Business and Management	3	1	4	8.2
Other Health	3	1	4	8.2
Electrical and Electronic Engineering and Technology	2	1	3	6.1
Other Natural and Physical Sciences	1	2	3	6.1
Behavioural Science	0	3	3	6.1
Computer Science	2	0	2	4.1
Other Information Technology	2	0	2	4.1
Other Engineering and Related Technologies	1	1	2	4.1
Performing Arts	0	2	2	4.1
Personal Services	0	2	2	4.1
Teacher Education	0	2	2	4.1
Automotive Engineering and Technology	1	0	1	2.0
Justice and Law Enforcement	1	0	1	2.0
Manufacturing Engineering and Technology	1	0	1	2.0
Other Education	1	0	1	2.0
Architecture and Urban Environment	0	1	1	2.0
Earth Sciences	0	1	1	2.0
Environmental Studies	0	1	1	2.0
Food and Hospitality	0	1	1	2.0
Language and Literature	0	1	1	2.0
Other Creative Arts	0	1	1	2.0
Other Society and Culture	0	1	1	2.0
Studies in Human Society	0	1	1	2.0
Total (students)	** 19	** 30	** 49	—

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 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	%
Nursing	8	23.5	0	0.0	8	16.3
Sales and Marketing	4	11.8	1	6.7	5	10.2
Business and Management	3	8.8	1	6.7	4	8.2
Other Health	4	11.8	0	0.0	4	8.2
Electrical and Electronic Engineering and Technology	1	2.9	2	13.3	3	6.1
Other Natural and Physical Sciences	3	8.8	0	0.0	3	6.1
Behavioural Science	2	5.9	1	6.7	3	6.1
Computer Science	2	5.9	0	0.0	2	4.1
Other Information Technology	1	2.9	1	6.7	2	4.1
Other Engineering and Related Technologies	2	5.9	0	0.0	2	4.1
Performing Arts	0	0.0	2	13.3	2	4.1
Personal Services	0	0.0	2	13.3	2	4.1
Teacher Education	2	5.9	0	0.0	2	4.1
Automotive Engineering and Technology	0	0.0	1	6.7	1	2.0
Justice and Law Enforcement	0	0.0	1	6.7	1	2.0
Manufacturing Engineering and Technology	0	0.0	1	6.7	1	2.0
Other Education	1	2.9	0	0.0	1	2.0
Architecture and Urban Environment	1	2.9	0	0.0	1	2.0
Earth Sciences	1	2.9	0	0.0	1	2.0
Environmental Studies	1	2.9	0	0.0	1	2.0
Food and Hospitality	0	0.0	1	6.7	1	2.0
Language and Literature	1	2.9	0	0.0	1	2.0
Other Creative Arts	1	2.9	0	0.0	1	2.0
Other Society and Culture	1	2.9	0	0.0	1	2.0
Studies in Human Society	0	0.0	1	6.7	1	2.0
Total (students)	** 34	—	15	100.0	** 49	—

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 narrow field.

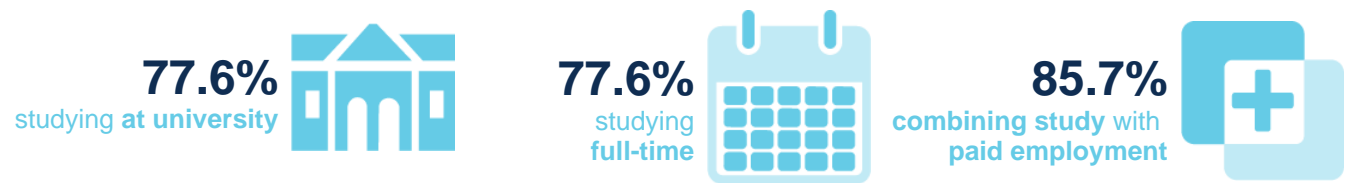
**Total number of students is less than combined total of all study fields.

Where are they studying?

Study institution by gender

Institution name	Male	Female	Total	
	number	number	number	%
Griffith University	8	17	25	51.0
Southern Cross University	3	2	5	10.2
TAFE Queensland Gold Coast	3	0	3	6.1
The University of Queensland	2	1	3	6.1
Interstate university	1	2	3	6.1
Other private training college	1	2	3	6.1
Hair and makeup training	0	2	2	4.1
Queensland University of Technology	0	2	2	4.1
Busy At Work	1	0	1	2.0
Fast-food restaurant	0	1	1	2.0
TAFE Queensland Greater Brisbane	0	1	1	2.0
Total	19	30	49	100.0

How are they studying?



Employment (total)

This section examines the labour market outcomes for Year 12 completers from Assisi Catholic College (Upper Coomera).



86.1%

68 out of 79 Year 12 completers were in paid employment in 2024. This figure includes 26 who were only working and 42 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)	2	7.1	13	32.5	15	22.1
Kitchenhands	2	7.1	3	7.5	5	7.4
Bar Attendants and Baristas	0	0.0	4	10.0	4	5.9
Checkout Operators and Office Cashiers	0	0.0	4	10.0	4	5.9
Other Machine Operators	3	10.7	0	0.0	3	4.4
Shelf Fillers	2	7.1	1	2.5	3	4.4
Sports Coaches, Instructors and Officials	1	3.6	2	5.0	3	4.4
Other Clerical and Office Support Workers	0	0.0	3	7.5	3	4.4
Other Miscellaneous Labourers	2	7.1	0	0.0	2	2.9
Storepersons	2	7.1	0	0.0	2	2.9
Retail Managers	1	3.6	1	2.5	2	2.9
Private Tutors and Teachers	0	0.0	2	5.0	2	2.9
Waiters	0	0.0	2	5.0	2	2.9
Airconditioning and Refrigeration Mechanics	1	3.6	0	0.0	1	1.5
Cabinet and Furniture Makers	1	3.6	0	0.0	1	1.5
Commercial Cleaners	1	3.6	0	0.0	1	1.5
Delivery Drivers	1	3.6	0	0.0	1	1.5
Electricians	1	3.6	0	0.0	1	1.5
Fast Food Cooks	1	3.6	0	0.0	1	1.5
ICT Support Technicians	1	3.6	0	0.0	1	1.5
Motor Mechanics	1	3.6	0	0.0	1	1.5
Music Professionals	1	3.6	0	0.0	1	1.5
Packers	1	3.6	0	0.0	1	1.5
Plumbers	1	3.6	0	0.0	1	1.5
Real Estate Sales Agents	1	3.6	0	0.0	1	1.5
Truck Drivers	1	3.6	0	0.0	1	1.5
Actors, Dancers and Other Entertainers	0	0.0	1	2.5	1	1.5
Other	0	0.0	4	10.0	4	5.9
Total	28	100.0	40	100.0	68	100.0

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

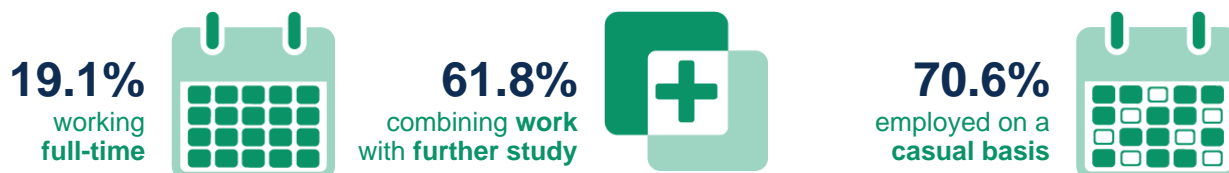
What industry are they working in?

Industry by gender

Industry	Male		Female		Total	
	number	%	number	%	number	%
Accommodation & Food Services	4	14.3	15	37.5	19	27.9
Retail Trade	5	17.9	13	32.5	18	26.5
Arts & Recreation Services	6	21.4	5	12.5	11	16.2
Construction	4	14.3	0	0.0	4	5.9
Education & Training	1	3.6	3	7.5	4	5.9
Other Services	2	7.1	0	0.0	2	2.9
Transport, Postal & Warehousing	2	7.1	0	0.0	2	2.9
Professional, Scientific & Technical Services	1	3.6	1	2.5	2	2.9
Information Media & Telecommunications	1	3.6	0	0.0	1	1.5
Manufacturing	1	3.6	0	0.0	1	1.5
Rental, Hiring & Real Estate Services	1	3.6	0	0.0	1	1.5
Financial & Insurance Services	0	0.0	1	2.5	1	1.5
Health Care & Social Assistance	0	0.0	1	2.5	1	1.5
Other	0	0.0	1	2.5	1	1.5
Total	28	100.0	40	100.0	68	100.0

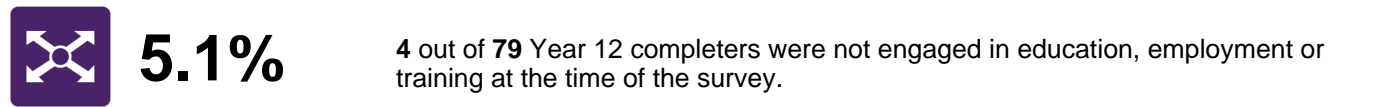
Industry categories are based on the *Australian and New Zealand Standard Industrial Classification (ANZSIC)*.

How are they working?



Not in Education, Employment, or Training (NEET)

This section examines the reasons why Year 12 completers from Assisi Catholic College (Upper Coomera) were not engaged in education, employment or training.

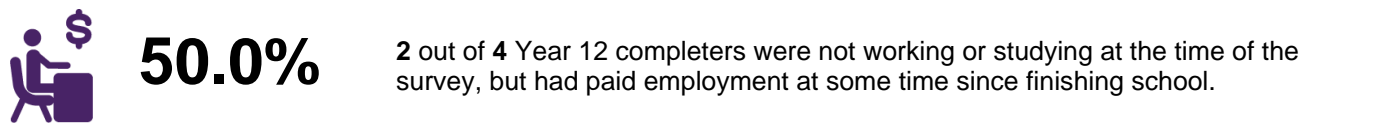


Why are they not studying?

Main reason for not studying

Main reason	Total
	number
Wanted a break from study	2
Don't feel ready for study at the moment	1
Looking for work/apprenticeship/traineeship	1
Total	4

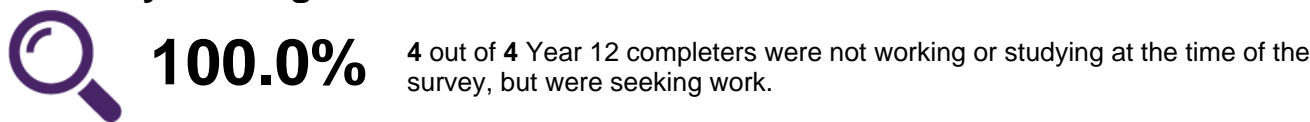
Have they had work since school?



Main reason for stopping previous job

Main reason	Total
	number
Moved to another location	1
Travel/overseas	1
Total	2

Are they seeking work?



Main reason unsuccessful getting a job

Main reason	Total
	number
Health reasons	1
Not enough or appropriate skills or training	1
Only just started looking for job	1
Recent or future relocation/travel	1
Total	4

Where to from here?



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.
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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.

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