Next Step
Year 12 Completers

Next Step

2024 Year 12 completers survey

Post-school destinations of Year 12 completers from 2023

Chisholm Catholic College (Cornubia)

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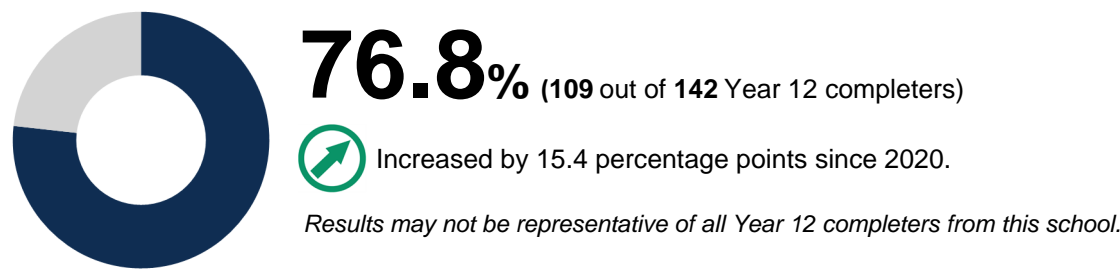
Post-school destinations are influenced by the transitioning environment, which can limit the options available to young people. Low response rates may not give an accurate summary of the cohort's destinations.

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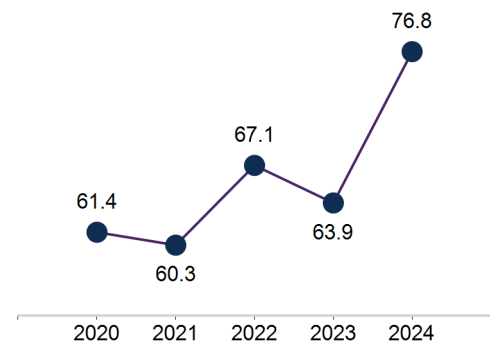
Find out more
Visit the *Next Step* website www.qld.gov.au/nextstep for more information on the survey, view the statewide report or create a custom report using report builder, which will be updated in October 2024.
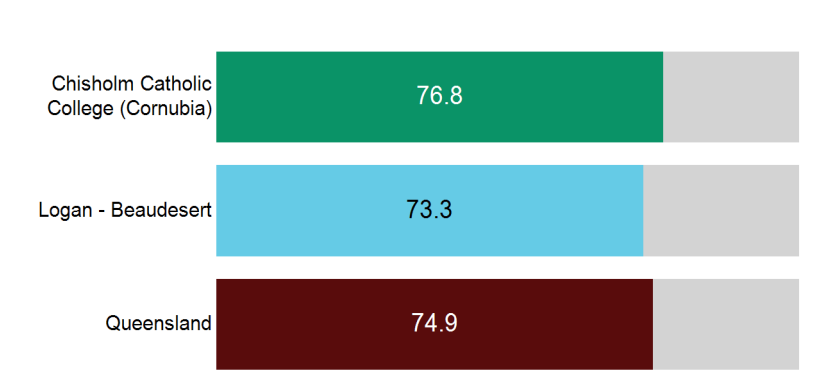
Survey response rate

76.8% (109 out of 142 Year 12 completers)

Increased by 15.4 percentage points since 2020.

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

Response rate over time

Year	2020	2021	2022	2023	2024
Rate	61.4	60.3	67.1	63.9	76.8

School's response rate compared with SA4 region and state

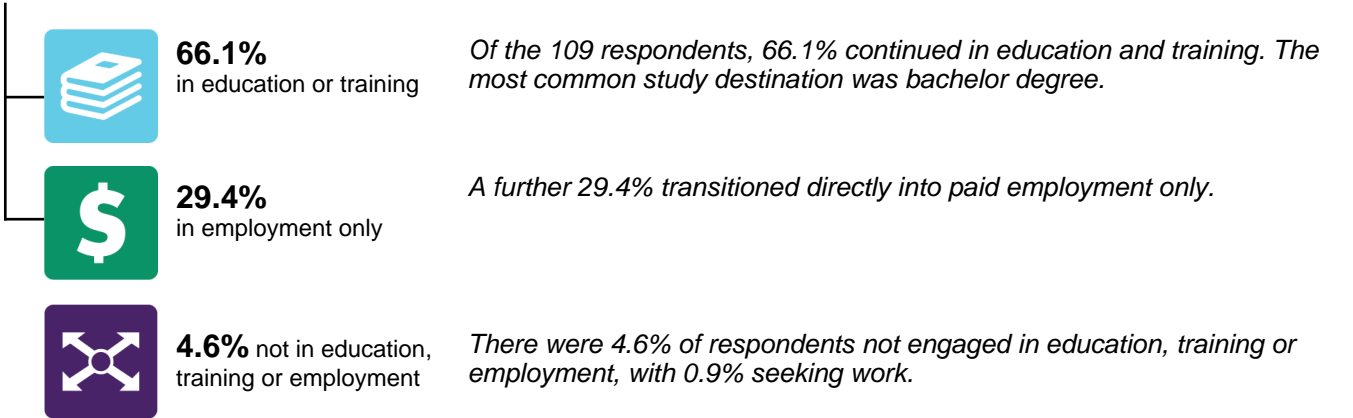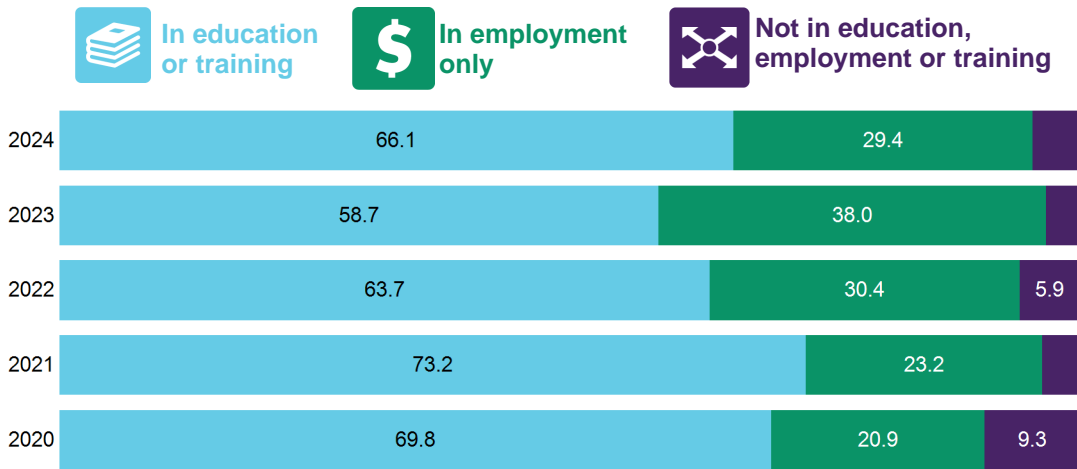|	
Chisholm Catholic College (Cornubia)	76.8
Logan - Beaudesert	73.3
Queensland	74.9

Post-school engagement

Year 12 completers from Chisholm Catholic College (Cornubia) 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.
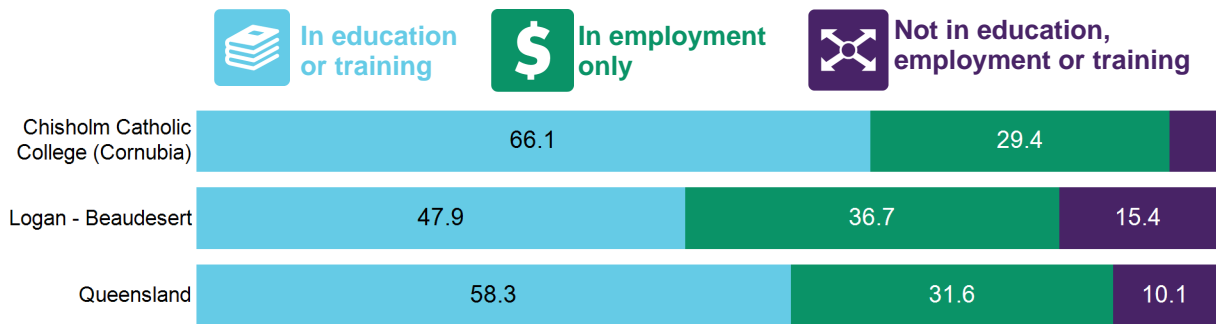
Engagement in education, training or employment

95.4% engaged in education, training or employment

66.1% in education or training

Of the 109 respondents, 66.1% continued in education and training. The most common study destination was bachelor degree.

29.4% in employment only

A further 29.4% transitioned directly into paid employment only.

4.6% not in education, training or employment

There were 4.6% of respondents not engaged in education, training or employment, with 0.9% seeking work.

Engagement over time

	In education or training	In employment only	Not in education, employment or training
2024	66.1	29.4	
2023	58.7	38.0	
2022	63.7	30.4	5.9
2021	73.2	23.2	
2020	69.8	20.9	9.3

How does your school compare?

	In education or training	In employment only	Not in education, employment or training
Chisholm Catholic College (Cornubia)	66.1	29.4	
Logan - Beaudesert	47.9	36.7	15.4
Queensland	58.3	31.6	10.1

Main destination

This section examines the post-school destinations of survey respondents from Chisholm Catholic College (Cornubia) in 2024.
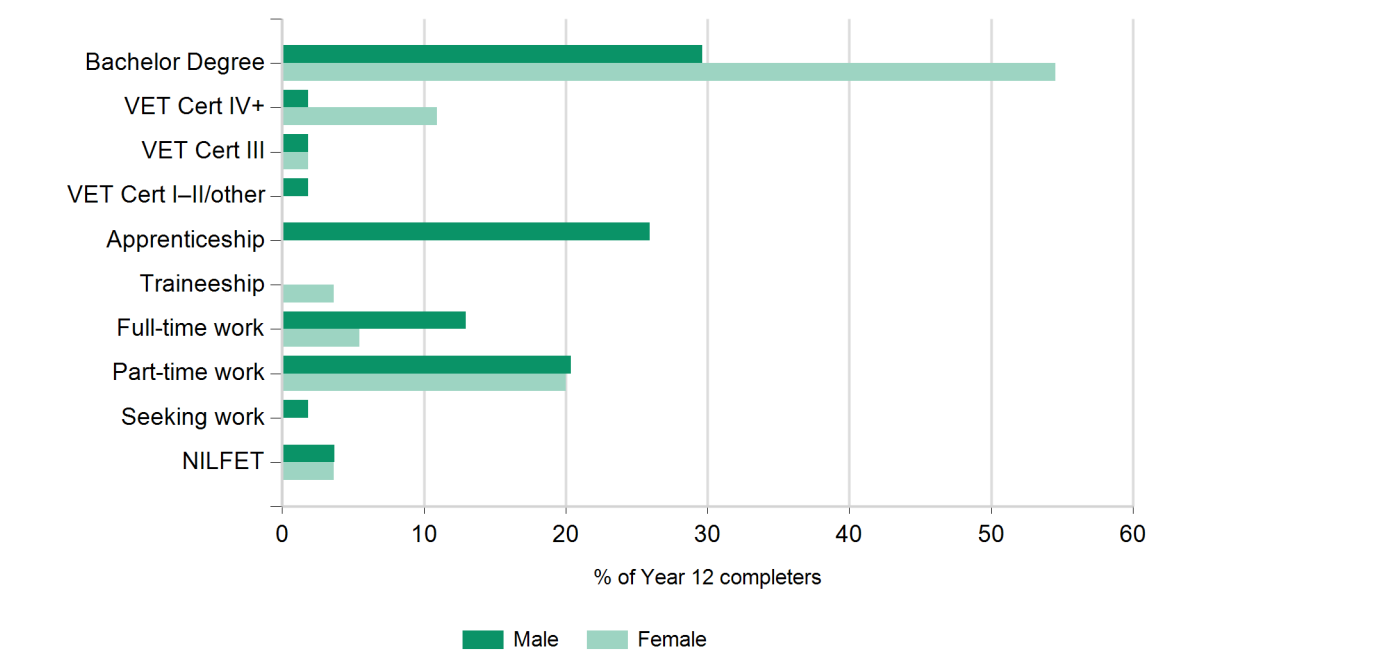
All Year 12 completers were assigned to a main destination. This categorisation system prioritises education-related destinations over other destinations. For example, Year 12 completers who were both studying and working are reported as studying for their main destination (see Appendix 2).

5.5% of respondents deferred a tertiary offer and are reported in their current post-school destination in this report.
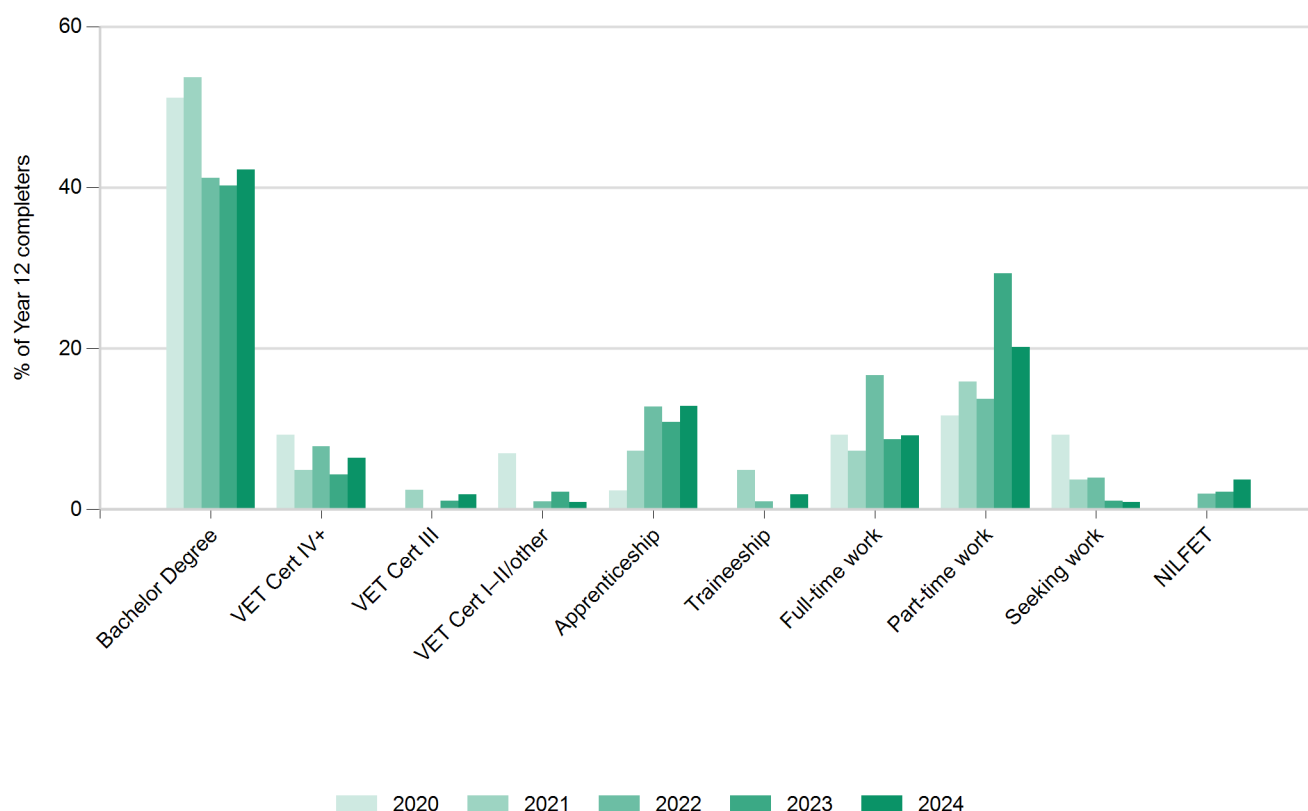
Main destination by gender

Main destination	Male		Female		Total	
	number	%	number	%	number	%
Bachelor Degree	16	29.6	30	54.5	46	42.2
VET Certificate IV+	1	1.9	6	10.9	7	6.4
VET Certificate III	1	1.9	1	1.8	2	1.8
VET Certificate I–II/other	1	1.9	0	0.0	1	0.9
Apprenticeship	14	25.9	0	0.0	14	12.8
Traineeship	0	0.0	2	3.6	2	1.8
Full-time employment	7	13.0	3	5.5	10	9.2
Part-time employment	11	20.4	11	20.0	22	20.2
Seeking work	1	1.9	0	0.0	1	0.9
NILFET*	2	3.7	2	3.6	4	3.7
Total	54	100.0	55	100.0	109	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	22	51.2	44	53.7	42	41.2	37	40.2	46	42.2
VET Certificate IV+	4	9.3	4	4.9	8	7.8	4	4.3	7	6.4
VET Certificate III	0	0.0	2	2.4	0	0.0	1	1.1	2	1.8
VET Certificate I–II/other	3	7.0	0	0.0	1	1.0	2	2.2	1	0.9
Apprenticeship	1	2.3	6	7.3	13	12.7	10	10.9	14	12.8
Traineeship	0	0.0	4	4.9	1	1.0	0	0.0	2	1.8
Full-time employment	4	9.3	6	7.3	17	16.7	8	8.7	10	9.2
Part-time employment	5	11.6	13	15.9	14	13.7	27	29.3	22	20.2
Seeking work	4	9.3	3	3.7	4	3.9	1	1.1	1	0.9
NILFET	0	0.0	0	0.0	2	2.0	2	2.2	4	3.7
Total	*43*	*100.0*	*82*	*100.0*	*102*	*100.0*	*92*	*100.0*	*109*	*100.0*

Main destinations of subgroups

Main destination for students who completed a VET qualification in school (VETiS)
There were 79 respondents who completed a VETiS.

Main destination	VETiS		non-VETiS		Total	
	number	%	number	%	number	%
Bachelor Degree	30	38.0	16	53.3	46	42.2
VET Certificate IV+	4	5.1	3	10.0	7	6.4
VET Certificate III	1	1.3	1	3.3	2	1.8
VET Certificate I–II/other	0	0.0	1	3.3	1	0.9
Apprenticeship	12	15.2	2	6.7	14	12.8
Traineeship	1	1.3	1	3.3	2	1.8
Full-time employment	8	10.1	2	6.7	10	9.2
Part-time employment	19	24.1	3	10.0	22	20.2
Seeking work	1	1.3	0	0.0	1	0.9
NILFET	3	3.8	1	3.3	4	3.7
Total	*79*	*100.0*	*30*	*100.0*	*109*	*100.0*

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	40	46	42.2
VET Certificate IV+	1	6	7	6.4
VET Certificate III	0	2	2	1.8
VET Certificate I–II/other	0	1	1	0.9
Apprenticeship	2	12	14	12.8
Traineeship	1	1	2	1.8
Full-time employment	3	7	10	9.2
Part-time employment	2	20	22	20.2
Seeking work	0	1	1	0.9
NILFET	0	4	4	3.7
Total	*15*	*94*	*109*	*100.0*

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

There were 66 respondents who received an ATAR or IBD.

Main destination	ATAR or IBD		Not ATAR or IBD		Total	
	number	%	number	%	number	%
Bachelor Degree	44	66.7	2	4.7	46	42.2
VET Certificate IV+	6	9.1	1	2.3	7	6.4
VET Certificate III	0	0.0	2	4.7	2	1.8
VET Certificate I–II/other	1	1.5	0	0.0	1	0.9
Apprenticeship	3	4.5	11	25.6	14	12.8
Traineeship	1	1.5	1	2.3	2	1.8
Full-time employment	5	7.6	5	11.6	10	9.2
Part-time employment	4	6.1	18	41.9	22	20.2
Seeking work	0	0.0	1	2.3	1	0.9
NILFET	2	3.0	2	4.7	4	3.7
Total	*66*	*100.0*	*43*	*100.0*	*109*	*100.0*

Main destination for Aboriginal students and Torres Strait Islander students

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

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.

66.1% **72** out of **109** Year 12 completers from Chisholm Catholic College (Cornubia) continued in education or training in 2024.

13.8% **15** Year 12 completers from Chisholm Catholic College (Cornubia) 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 number	Male %	Female number	Female %	Total number	Total %
Engineering And Related Technologies	15	45.5	2	5.1	17	23.6
Health	3	9.1	13	33.3	16	22.2
Society And Culture	2	6.1	11	28.2	13	18.1
Architecture And Building	7	21.2	1	2.6	8	11.1
Management And Commerce	3	9.1	4	10.3	7	9.7
Information Technology	5	15.2	0	0.0	5	6.9
Education	1	3.0	4	10.3	5	6.9
Natural And Physical Sciences	2	6.1	2	5.1	4	5.6
Creative Arts	0	0.0	3	7.7	3	4.2
Food, Hospitality And Personal Services	0	0.0	3	7.7	3	4.2
Agriculture, Environmental And Related Studies	0	0.0	1	2.6	1	1.4
Other	1	3.0	0	0.0	1	1.4
Total (students)	** 33	—	** 39	—	** 72	—

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 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	%
Engineering And Related Technologies	9	19.6	8	30.8	17	23.6
Health	14	30.4	2	7.7	16	22.2
Society And Culture	11	23.9	2	7.7	13	18.1
Architecture And Building	1	2.2	7	26.9	8	11.1
Management And Commerce	6	13.0	1	3.8	7	9.7
Information Technology	5	10.9	0	0.0	5	6.9
Education	3	6.5	2	7.7	5	6.9
Natural And Physical Sciences	4	8.7	0	0.0	4	5.6
Creative Arts	3	6.5	0	0.0	3	4.2
Food, Hospitality And Personal Services	0	0.0	3	11.5	3	4.2
Agriculture, Environmental And Related Studies	1	2.2	0	0.0	1	1.4
Other	0	0.0	1	3.8	1	1.4
Total (students)	** 46	—	26	100.0	** 72	—

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 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	0.0	10	25.6	10	13.9
Building	6	18.2	0	0.0	6	8.3
Electrical and Electronic Engineering and Technology	6	18.2	0	0.0	6	8.3
Other Engineering and Related Technologies	3	9.1	2	5.1	5	6.9
Law	0	0.0	5	12.8	5	6.9
Computer Science	4	12.1	0	0.0	4	5.6
Sales and Marketing	3	9.1	1	2.6	4	5.6
Teacher Education	0	0.0	4	10.3	4	5.6
Manufacturing Engineering and Technology	3	9.1	0	0.0	3	4.2
Other Health	2	6.1	1	2.6	3	4.2
Other Society and Culture	1	3.0	2	5.1	3	4.2
Rehabilitation Therapies	1	3.0	2	5.1	3	4.2
Behavioural Science	0	0.0	3	7.7	3	4.2
Chemical Sciences	2	6.1	0	0.0	2	2.8
Mechanical and Industrial Engineering and Technology	2	6.1	0	0.0	2	2.8
Architecture and Urban Environment	1	3.0	1	2.6	2	2.8
Human Welfare Studies and Services	1	3.0	1	2.6	2	2.8
Business and Management	0	0.0	2	5.1	2	2.8
Communication and Media Studies	0	0.0	2	5.1	2	2.8
Other Natural and Physical Sciences	0	0.0	2	5.1	2	2.8
Personal Services	0	0.0	2	5.1	2	2.8
Aerospace Engineering and Technology	1	3.0	0	0.0	1	1.4
Other Education	1	3.0	0	0.0	1	1.4
Other Information Technology	1	3.0	0	0.0	1	1.4
Banking, Finance and Related Fields	0	0.0	1	2.6	1	1.4
Environmental Studies	0	0.0	1	2.6	1	1.4
Food and Hospitality	0	0.0	1	2.6	1	1.4
Justice and Law Enforcement	0	0.0	1	2.6	1	1.4
Medical Studies	0	0.0	1	2.6	1	1.4
Other Creative Arts	0	0.0	1	2.6	1	1.4
Other	1	3.0	1	2.6	2	2.8
Total (students)	** 33	—	** 39	—	** 72	—

Field of study categories based on the *Australian Standard Classification of Education*.
*Both fields of study have been included for 14 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	17.4	2	7.7	10	13.9
Building	0	0.0	6	23.1	6	8.3
Electrical and Electronic Engineering and Technology	1	2.2	5	19.2	6	8.3
Other Engineering and Related Technologies	4	8.7	1	3.8	5	6.9
Law	5	10.9	0	0.0	5	6.9
Computer Science	4	8.7	0	0.0	4	5.6
Sales and Marketing	3	6.5	1	3.8	4	5.6
Teacher Education	2	4.3	2	7.7	4	5.6
Manufacturing Engineering and Technology	2	4.3	1	3.8	3	4.2
Other Health	3	6.5	0	0.0	3	4.2
Other Society and Culture	3	6.5	0	0.0	3	4.2
Rehabilitation Therapies	3	6.5	0	0.0	3	4.2
Behavioural Science	3	6.5	0	0.0	3	4.2
Chemical Sciences	2	4.3	0	0.0	2	2.8
Mechanical and Industrial Engineering and Technology	1	2.2	1	3.8	2	2.8
Architecture and Urban Environment	1	2.2	1	3.8	2	2.8
Human Welfare Studies and Services	1	2.2	1	3.8	2	2.8
Business and Management	2	4.3	0	0.0	2	2.8
Communication and Media Studies	2	4.3	0	0.0	2	2.8
Other Natural and Physical Sciences	2	4.3	0	0.0	2	2.8
Personal Services	0	0.0	2	7.7	2	2.8
Aerospace Engineering and Technology	1	2.2	0	0.0	1	1.4
Other Education	1	2.2	0	0.0	1	1.4
Other Information Technology	1	2.2	0	0.0	1	1.4
Banking, Finance and Related Fields	1	2.2	0	0.0	1	1.4
Environmental Studies	1	2.2	0	0.0	1	1.4
Food and Hospitality	0	0.0	1	3.8	1	1.4
Justice and Law Enforcement	0	0.0	1	3.8	1	1.4
Medical Studies	1	2.2	0	0.0	1	1.4
Other Creative Arts	1	2.2	0	0.0	1	1.4
Other	1	2.2	1	3.8	2	2.8
Total (students)	** 46	—	26	100.0	** 72	—

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 14 students enrolled in a double degree in more than one narrow field.
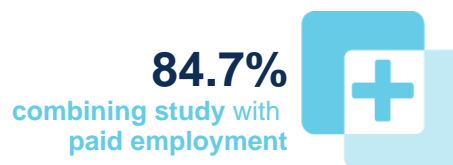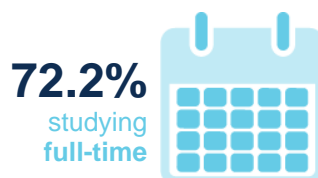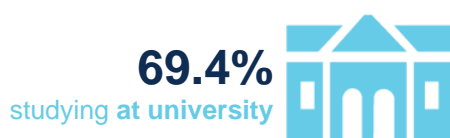**Total number of students is less than combined total of all study fields.

Where are they studying?

Study institution by gender

Institution name	Male number	Male %	Female number	Female %	Total number	Total %
Griffith University	8	24.2	19	48.7	27	37.5
Queensland University of Technology	8	24.2	4	10.3	12	16.7
TAFE Queensland Greater Brisbane	3	9.1	2	5.1	5	6.9
Australian Catholic University	0	0.0	5	12.8	5	6.9
TAFE Queensland SkillsTech	4	12.1	0	0.0	4	5.6
Other private training college	3	9.1	1	2.6	4	5.6
The University of Queensland	1	3.0	3	7.7	4	5.6
Other institution	3	9.1	0	0.0	3	4.2
MEGT	2	6.1	0	0.0	2	2.8
Busy At Work	1	3.0	0	0.0	1	1.4
Fast-food restaurant	0	0.0	1	2.6	1	1.4
Hair and makeup training	0	0.0	1	2.6	1	1.4
Interstate university	0	0.0	1	2.6	1	1.4
Southern Cross University	0	0.0	1	2.6	1	1.4
Training & Assessment Mentor	0	0.0	1	2.6	1	1.4
Total	33	100.0	39	100.0	72	100.0

How are they studying?

69.4% studying **at university**

72.2% studying **full-time**

84.7% **combining study** with **paid employment**

Employment (total)

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

$ 85.3%   **93** out of **109** Year 12 completers were in paid employment in 2024. This figure includes **32** who were only working and **61** who were both working and studying.

What jobs are they doing?

Occupation by gender

Occupational unit group	Male number	Male %	Female number	Female %	Total number	Total %
Sales Assistants (General)	6	13.3	12	25.0	18	19.4
Checkout Operators and Office Cashiers	1	2.2	5	10.4	6	6.5
Carpenters and Joiners	5	11.1	0	0.0	5	5.4
Electricians	4	8.9	0	0.0	4	4.3
Fast Food Cooks	4	8.9	0	0.0	4	4.3
Shelf Fillers	4	8.9	0	0.0	4	4.3
Kitchenhands	2	4.4	2	4.2	4	4.3
Retail Managers	1	2.2	3	6.3	4	4.3
Delivery Drivers	3	6.7	0	0.0	3	3.2
Other Hospitality Workers	1	2.2	2	4.2	3	3.2
Building and Plumbing Labourers	2	4.4	0	0.0	2	2.2
Packers	1	2.2	1	2.1	2	2.2
Child Carers	0	0.0	2	4.2	2	2.2
Dental Assistants	0	0.0	2	4.2	2	2.2
Nursing Support and Personal Care Workers	0	0.0	2	4.2	2	2.2
Other Clerical and Office Support Workers	0	0.0	2	4.2	2	2.2
Pharmacy Sales Assistants	0	0.0	2	4.2	2	2.2
Receptionists	0	0.0	2	4.2	2	2.2
Waiters	0	0.0	2	4.2	2	2.2
Airconditioning and Refrigeration Mechanics	1	2.2	0	0.0	1	1.1
Cabinet and Furniture Makers	1	2.2	0	0.0	1	1.1
Clay, Concrete, Glass and Stone Processing Machine Operators	1	2.2	0	0.0	1	1.1
Defence Force Members - Other Ranks	1	2.2	0	0.0	1	1.1
Freight and Furniture Handlers	1	2.2	0	0.0	1	1.1
Landscape Gardeners and Irrigation Technicians	1	2.2	0	0.0	1	1.1
Other Miscellaneous Labourers	1	2.2	0	0.0	1	1.1
Plumbers	1	2.2	0	0.0	1	1.1
Other	3	6.7	9	18.8	12	12.9
Total	*45*	*100.0*	*48*	*100.0*	*93*	*100.0*

Occupation category based on the *Australian and New Zealand Standard Classification of Occupations*.
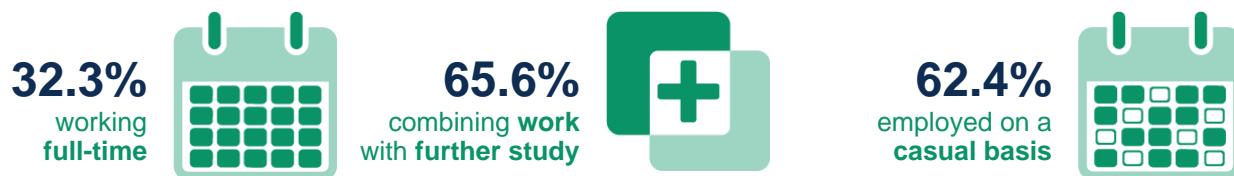
What industry are they working in?

Industry by gender

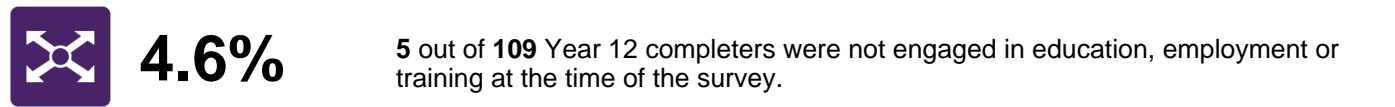| Industry	Male		Female		Total	
	number	%	number	%	number	%
Retail Trade	10	22.2	16	33.3	26	28.0
Accommodation & Food Services	10	22.2	13	27.1	23	24.7
Construction	15	33.3	0	0.0	15	16.1
Health Care & Social Assistance	1	2.2	7	14.6	8	8.6
Manufacturing	2	4.4	3	6.3	5	5.4
Transport, Postal & Warehousing	3	6.7	0	0.0	3	3.2
Other Services	1	2.2	2	4.2	3	3.2
Professional, Scientific & Technical Services	1	2.2	1	2.1	2	2.2
Public Administration & Safety	1	2.2	1	2.1	2	2.2
Arts & Recreation Services	0	0.0	2	4.2	2	2.2
Agriculture, Forestry & Fishing	1	2.2	0	0.0	1	1.1
Administrative & Support Services	0	0.0	1	2.1	1	1.1
Education & Training	0	0.0	1	2.1	1	1.1
Wholesale Trade	0	0.0	1	2.1	1	1.1
Total	*45*	*100.0*	*48*	*100.0*	*93*	*100.0*

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

How are they working?

32.3% working **full-time**

65.6% combining **work** with **further study**

62.4% employed on a **casual basis**

Not in Education, Employment, or Training (NEET)

This section examines the reasons why Year 12 completers from Chisholm Catholic College (Cornubia) were not engaged in education, employment or training.
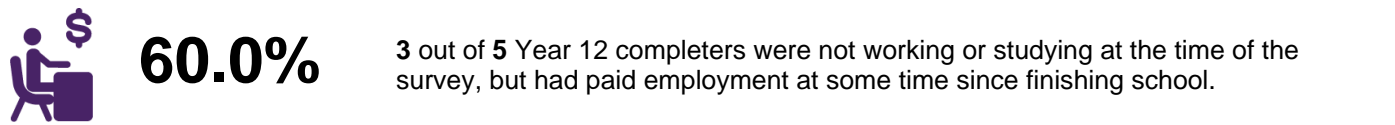
4.6% **5** out of **109** Year 12 completers were not engaged in education, employment or training at the time of the survey.

Why are they not studying?

Main reason for not studying

Main reason	Total
	number
Don't feel ready for study at the moment	1
Going into, or already in, the armed services	1
Health reasons	1
Not interested in further study/already finished studying	1
Waiting for course/training to begin	1
Total	*5*

Have they had work since school?

60.0% **3** out of **5** Year 12 completers were not working or studying at the time of the survey, but had paid employment at some time since finishing school.

Main reason for stopping previous job

Main reason	Total
	number
Health reasons	2
Other	1
Total	*3*

Are they seeking work?

20.0% **1** out of **5** Year 12 completers was not working or studying at the time of the survey, but was seeking work.

Main reason unsuccessful getting a job

Main reason	Total
	number
Not enough job experience	1
Total	*1*

Why are they not seeking work?

80.0% **4** out of **5** Year 12 completers were not working or studying at the time of the survey and were not seeking work, also known as NILFET.

Main reason not looking for a job

Main reason	Total
	number
Accepted a job that will start at a later date	2
Don't feel ready for paid work	1
Health reasons	1
Total	*4*

Where to from here?

40.0% taking a **gap year**

0.0% **deferred** a place at university

40.0% **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