



nextstep 2015

A report on the destinations
of Year 12 completers from
2014 in Queensland

Darling Point Special
School



Authors

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Association of Heads of Independent Schools of Australia (Queensland branch)

Catholic Secondary Principals Association of Queensland

Independent Schools Queensland

Queensland Catholic Education Commission

Queensland Curriculum and Assessment Authority

Queensland Government Statistician's Office

Queensland Secondary Principals' Association

Queensland University of Technology

State Schools Division, Department of Education and Training

Training and Skills Division, Department of Education and Training

The *Next Step* team extends sincere thanks to the many thousands of Queensland Year 12 completers who gave up their time to participate in the survey.

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Purpose

The purpose of this report is to inform the school principal and school community of the destinations of students from Darling Point Special School who completed Year 12 in 2014. This is one indicator of the outcomes of schooling.

A school may choose to use this information to:

- Review its senior schooling programs and services, e.g. subject offerings, career advice, links with employers and/or tertiary institutions
- Contribute to its reporting to parents, e.g. through its newsletter, annual reporting documents, website.

This report has been provided to the school and its school system, where this applies. The school may publish this report, if it wishes.

Source of information

This report is based on the results of the annual *Next Step* survey for Darling Point Special School. The *Next Step* survey, undertaken by the Queensland Government, targets all students who completed Year 12 and gained a Senior Statement in 2014, whether they attended a state, Catholic or independent school, or a TAFE secondary college. The Queensland Government Statistician's Office conducted the survey between March and June 2015, approximately six months after the young people left school. Responses were collected via computer-assisted telephone interviewing and an online survey.

The survey results were compiled and reported on by the *Next Step* team, Department of Education and Training.

Care should be taken in publicly using figures of less than three responses or percentages based on less than three responses.

Privacy statement

To protect the privacy of individuals participating in the survey, this report contains summarised information only.

Further information and feedback

Statewide and regional reports from the *Next Step* survey are available on the *Next Step* website at www.education.qld.gov.au/nextstep

Please contact the *Next Step* project team if you would like to provide feedback on the *Next Step* survey, reports or request additional data.

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Summary of findings

In 2015, five young people who completed Year 12 at Darling Point Special School in 2014 continued in some recognised form of education and training in the year after they left school.

These five respondents entered campus-based VET programs at VET Certificate I–II level.

There were no respondents from this school who deferred a tertiary offer in 2015.

Four respondents did not enter post-school education or training, and all were not in the labour force, education or training.

There are a range of differences between and within school, regional and statewide destinations. Care should be taken when interpreting comparative data as the findings may relate to groups of different sizes.

Response rate for Darling Point Special School

Table 1: Survey response rate, Darling Point Special School 2015

Number of respondents	Number of students who completed Year 12	Response rate (%)
9	11	81.8

Table 1 reports the response rate for Darling Point Special School. It expresses the number of respondents from this school, as a percentage of all Year 12 completers who attended Darling Point Special School in 2014.

It has not been possible to ascertain how representative these responses are of all Year 12 completers from Darling Point Special School.

Please note that some survey participants did not provide information for particular survey questions. As a result, the number of responses shown in Table 3 onwards may not reflect the totals reported for the main destinations appearing in Table 2.



Main destination

The pathways of Year 12 completers were categorised into 10 main destinations. Year 12 completers who were both studying and working were reported as studying for their main destination. Please refer to Appendix 1 for more details about each main destination.

Figure 1: Main destination of Year 12 completers, Darling Point Special School 2015

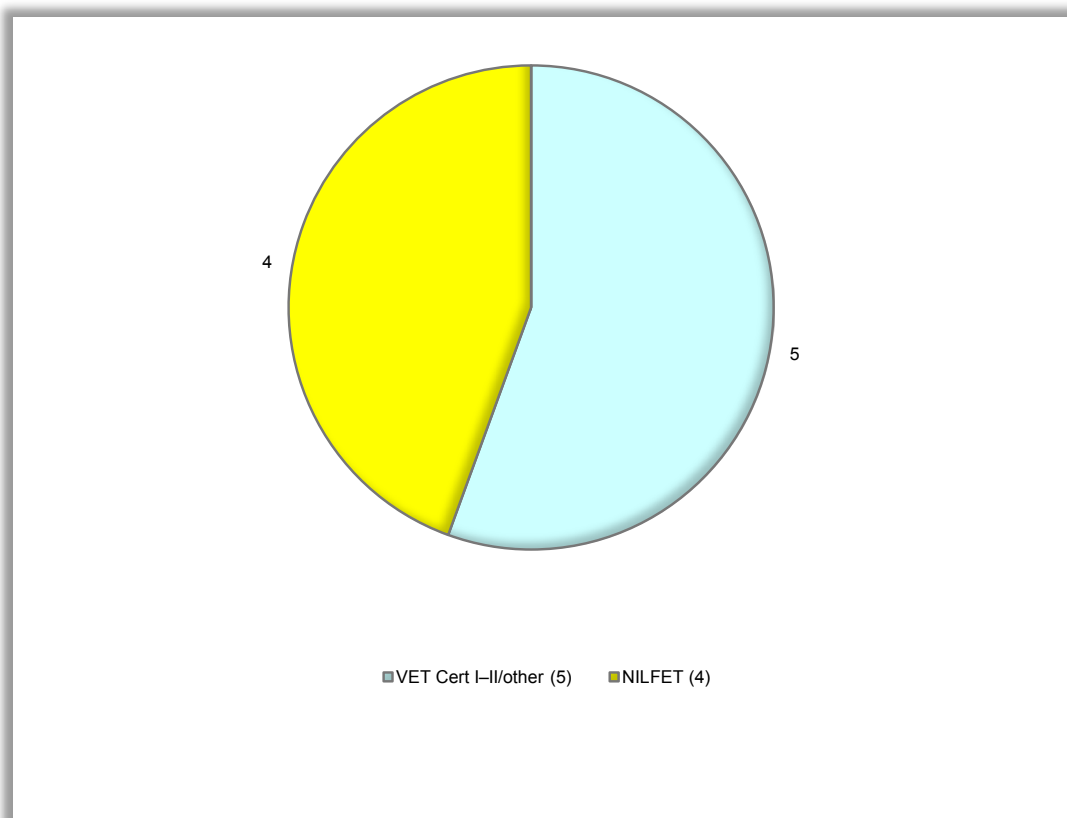


Figure 1 illustrates the main destinations of Year 12 completers from Darling Point Special School.



Figure 2: Main destination of Year 12 completers, by sex, Darling Point Special School 2015

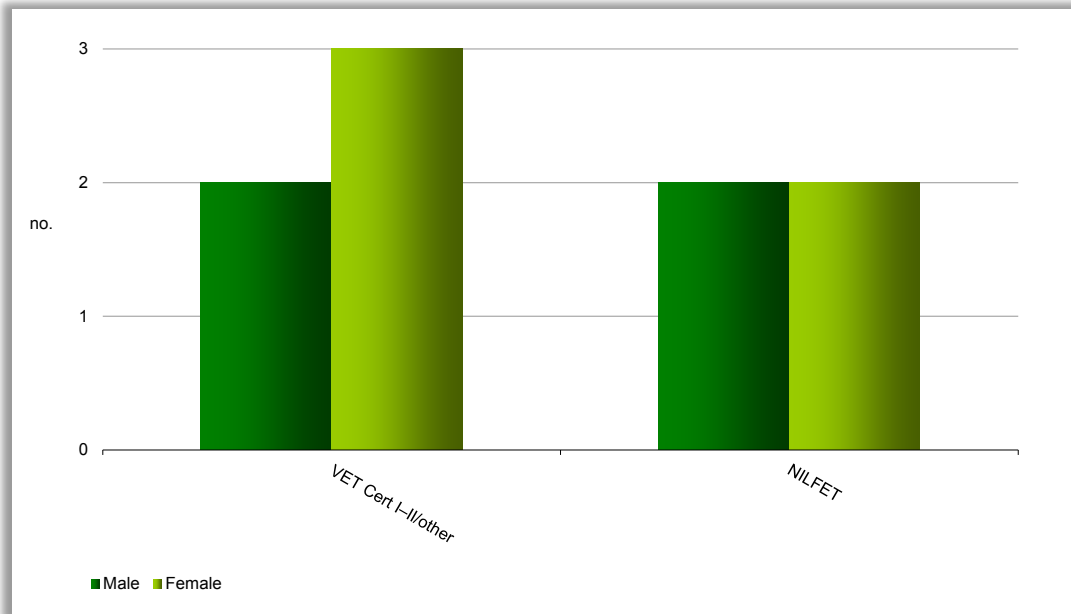


Figure 2 illustrates the main destinations of male and female Year 12 completers from Darling Point Special School.

Table 2: Main destination of Year 12 completers, by sex, Darling Point Special School 2015

<i>Main destination</i>	SEX		<i>Total</i> no.
	<i>Male</i> no.	<i>Female</i> no.	
Bachelor Degree	0	0	0
VET			
VET Cert IV+	0	0	0
VET Cert III	0	0	0
VET Cert I-III/other	2	3	5
Apprenticeship	0	0	0
Traineeship	0	0	0
<i>VET Total</i>	2	3	5
Work			
Full-time employment	0	0	0
Part-time employment	0	0	0
<i>Work Total</i>	0	0	0
Seeking work	0	0	0
NILFET	2	2	4
Total	4	5	9

Table 2 reports the main destinations of Year 12 completers from Darling Point Special School.



Figure 3: Main destination of Year 12 completers, Special Schools and Queensland 2015

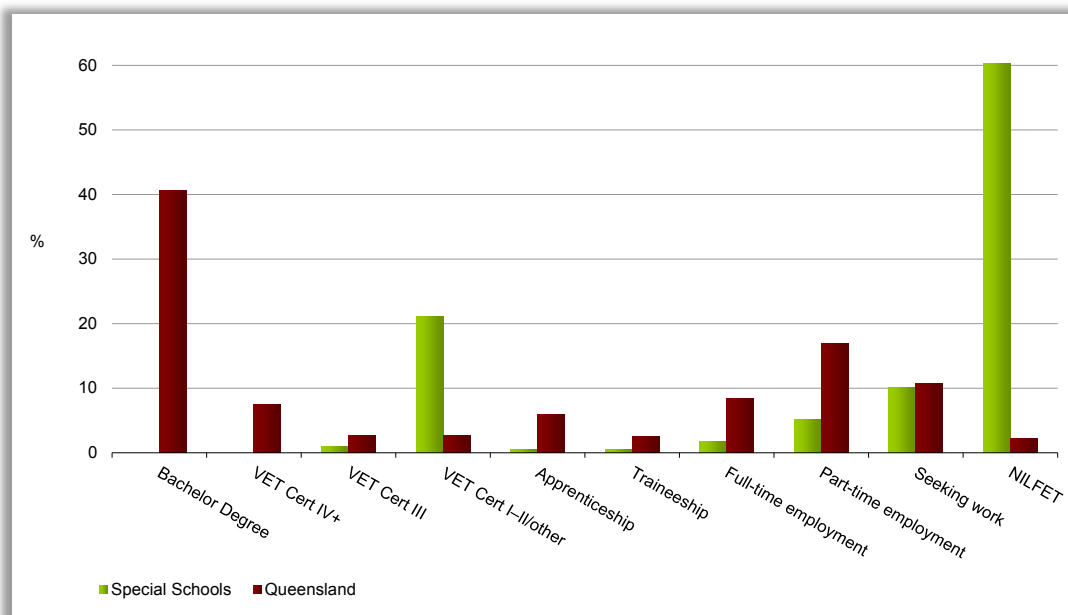


Figure 3 compares the main destinations of Year 12 completers in Special Schools and all schools statewide. Differences may reflect diversity in the types of students attending different schools, regional variation in labour markets and access to university and VET providers.

Figure 4: Main destination of Year 12 completers, Darling Point Special School 2011–2015

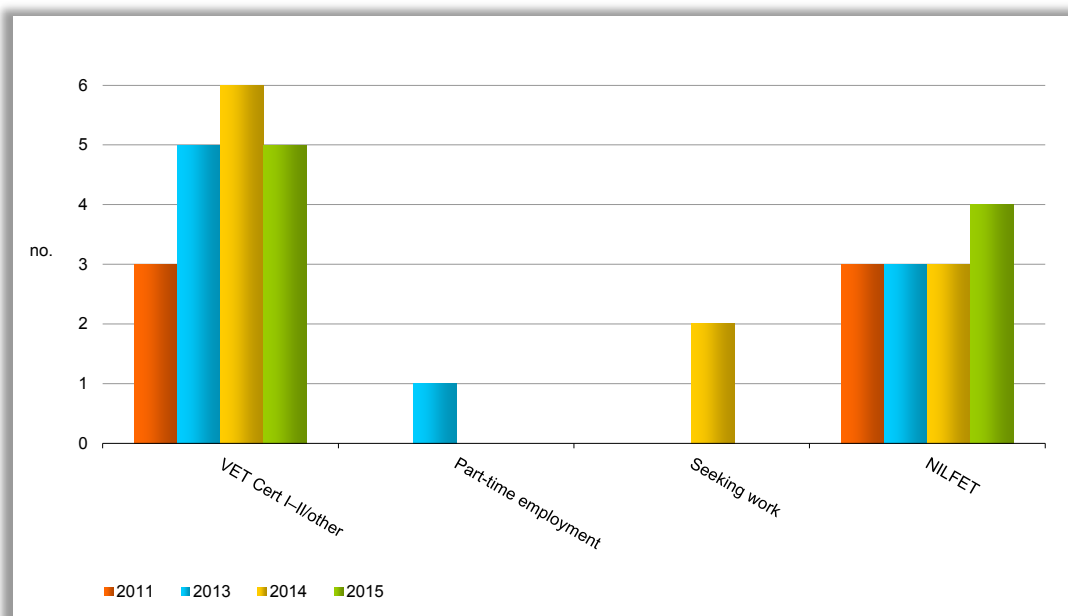


Figure 4 compares the main destinations of Year 12 completers from Darling Point Special School against previous years.



Education and Training

Table 3: Post-school institution of Year 12 completers in education or training, Darling Point Special School 2015

<i>Institution</i>	<i>no.</i>
Secondary school	3
Other	2
Total	5

Table 3 reports the names of the institutions entered by Year 12 completers from Darling Point Special School.

Table 4: Field of study of Year 12 completers in education or training, by sex, Darling Point Special School 2015

<i>Field of study^a</i>	SEX		
	<i>Male</i>	<i>Female</i>	<i>Total</i>
	<i>no.</i>	<i>no.</i>	<i>no.</i>
Mixed Field Programs	2	3	5
Total	2	3	5

^a Field of study based on the *Australian Standard Classification of Education* (ABS cat. no.1272.0). See Appendix 2 for more details.

Table 4 reports the field of study for Year 12 completers from Darling Point Special School who entered a study destination.

Employment

Data reporting the occupational groups of Year 12 completers could not be provided as there were no respondents to these questions from this school.

Data reporting the industry categories of Year 12 completers could not be provided as there were no respondents to these questions from this school.



Vocational Education and Training in schools

Data on this group of Year 12 completers could not be provided for one of the following reasons:

1. There were no respondents who obtained a VET qualification from this school.
2. There were an insufficient number of respondents who obtained a VET qualification to provide information that guarantees individual respondents cannot be identified (as required by privacy legislation).

School-based apprenticeships and traineeships

Data on this group of Year 12 completers could not be provided for one of the following reasons:

1. There were no respondents who participated in a SAT from this school.
2. There were an insufficient number of respondents who participated in a SAT to provide information that guarantees individual respondents cannot be identified (as required by privacy legislation).

Indigenous students

Data on this group of Year 12 completers could not be provided for one of the following reasons:

1. There were no Indigenous respondents from this school.
2. There were an insufficient number of Indigenous respondents to provide information that guarantees individual respondents cannot be identified (as required by privacy legislation).

Not in Study

Table 5: Main reason of Year 12 completers for not studying, by sex, Darling Point Special School 2015

<i>Main reason</i>	SEX		
	<i>Male</i>	<i>Female</i>	<i>Total</i>
	no.	no.	no.
Disability	2	2	4
Total	2	2	4

Table 5 reports the main reasons for not studying given by Year 12 completers from Darling Point Special School who were not in study at the time of the survey.



Figure 5: Main reason of Year 12 completers for not studying, Special Schools and Queensland 2015

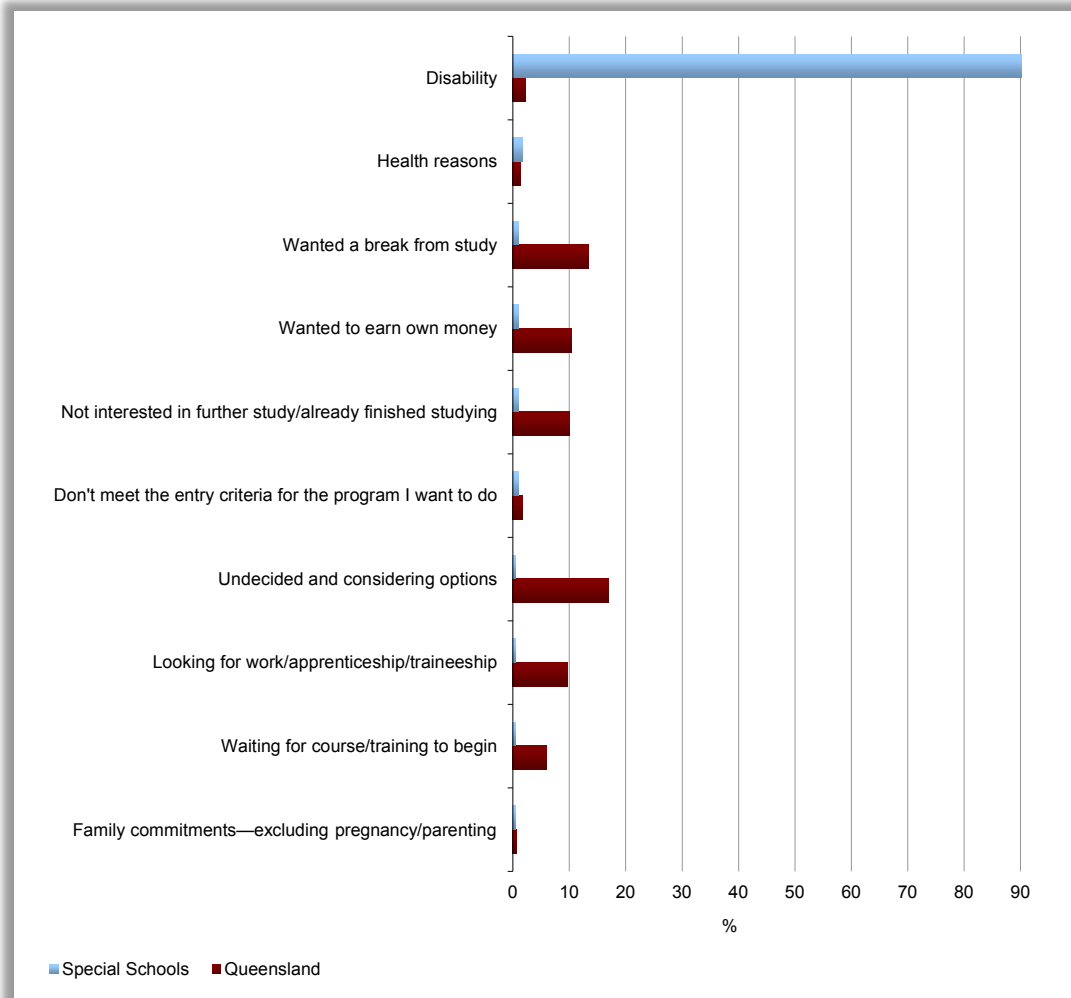


Figure 5 compares the top 10 main reasons for not studying given by Year 12 completers in Special Schools and all schools statewide, who were not in study at the time of the survey.

Not in the labour force, education or training

Table 6: Main reason for not looking for work of Year 12 completers not in the labour force, education or training, Darling Point Special School 2015

Main reason	no.
Disability	4
Total	4

Table 6 reports the main reasons for not looking for work given by all Year 12 school completers from Darling Point Special School who were not in the labour force, education or training at the time of the survey.



Appendix 1 – Main destination categorisation

Table A1: Main destination categorisation

Education and Training – Higher Education	
Bachelor Degree^a	Studying at Bachelor Degree level (including Honours).
Education and Training – VET categories	
VET Cert IV+^a	Studying at Certificate IV, Diploma, Advanced Diploma or Associate Degree level (excluding apprentices and trainees).
VET Cert III^a	Studying at Certificate III level (excluding apprentices and trainees).
VET Cert I–II/other^a	Studying at Certificate I or II level (excluding apprentices and trainees). This category also includes students in an unspecified VET course, or in other basic courses (e.g. short courses) and with an 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 destination. This includes people with 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 destination.
Seeking work	Looking for work and not in an education or training destination.
Not in the Labour Force, Education or Training	
NILFET	Not in education or training, not working and not seeking work.

^a Some respondents may also be in the labour force.



Appendix 2 – Fields of study

Table A2: Fields of study

Field of study ^a	Examples
Natural and Physical Sciences	Science, Applied Science, Laboratory Technology, Biomedical Science, Forensic Science
Information Technology	Information Technology, Network Engineering, Software Design, Web Design
Engineering and Related Technologies	Engineering, Automotive Mechanics, Electro Technology, Refrigeration, Aviation, Electrical Apprenticeship
Architecture and Building	Building, Architecture, Carpentry, Interior Design, Regional and Urban Planning, Surveying
Agriculture, Environmental and Related Studies	Horticulture, Land Management, Environmental Science, Agricultural Science, Marine Studies
Health	Nursing, Sport Science, Occupational Therapy, Medicine, Pharmacy, Fitness, Physiotherapy
Education	Primary Education, Secondary Education, Learning Management, Early Childhood Education
Management and Commerce	Business, Accounting, Business Management, Commerce, Tourism, Real Estate, Marketing
Society and Culture	Law, Arts, Youth Work, Journalism, Social Science, Psychology, Social Work
Creative Arts	Fine Arts, Visual Arts, Music, Multimedia, Graphic Design, Performing Arts, Photography
Food, Hospitality and Personal Services	Hospitality, Hotel Management, Hairdressing, Kitchen Operations, Commercial Cookery
Mixed Field Programs	Adult Tertiary Preparation, Creative Industries, Vocational Skills Development, Bridging Courses
Double Field of Study	University students undertaking double degrees (e.g. Business/Laws)

^a Field of study based on the *Australian Standard Classification of Education* (ABS cat. no.1272.0).



Appendix 3 – Industry categories

Table A3: Industry categories

Industry category ^a	Examples of occupations in this industry
Retail Trade	Sales Assistant, Cashier, Storeperson, Retail Trainee, Shelf Filler, Pharmacy Assistant, Console Operator
Accommodation and Food Services	Waiter, Bartender, Kitchen Hand, Pizza Maker, Apprentice Chef, Fast Food Server, Hotel Receptionist
Construction	Labourer, Apprentice (Carpenter, Tiler, Bricklayer, Painter, Plumber, Plasterer, Roofer), Trades Assistant
Manufacturing	Factory Hand, Apprentice (Joiner, Fitter, Boilermaker, Cabinet Maker), Labourer, Machine Operator
Health Care and Social Assistance	Dental Assistant, Personal Carer, Child Care Assistant, Nanny, Medical Receptionist, Nursing Assistant
Agriculture, Forestry and Fishing	Fruit Picker, Packer, Farm, Station Hand, Nursery Assistant, Market Gardener, Deck Hand
Education and Training	Teacher Aide, Tutor, Swimming Instructor, Music Teacher, Administration Assistant, Sports Coach, Library Assistant
Electricity, Gas, Water and Waste Services	Apprentice (Electrician, Linesman, Plumber, Refrigeration Mechanic), Garbage Truck Driver
Rental, Hiring and Real Estate Services	Sales Trainee, Office Assistant, Trainee Property Manager, Receptionist, Video Store Clerk
Information Media and Telecommunications	Cinema Attendant, Cadet Journalist, Library Assistant, Telecommunications Trainee, Data Entry Clerk
Transport, Postal and Warehousing	Courier, Customs Clerk, Furniture Removalist, Ticket Inspector, Flight Attendant, Mail Sorter, Transport Officer
Financial and Insurance Services	Bank Teller, Administrative Assistant, Accounts Clerk, Loans Processor, Trainee Accountant, Customer Service Operator
Wholesale Trade	Warehouse Clerk, Storeperson, Driver, Packer, Factory Hand, Labourer, Cleaner
Public Administration and Safety	Defence Cadet, Administrative Officer, Soldier, Trainee Firefighter, Police Cadet, Locksmith
Administrative and Support Services	Call Centre Operator, Gardener, Trainee Travel Agent, Cleaner, Office Assistant, Telemarketer
Mining	Apprentice (Fitter, Electrician, Boilermaker), Plant Operator, Drillers Assistant, Laboratory Assistant, Office Assistant
Arts and Recreation Services	Fitness Instructor, Theatre Attendant, Netball Umpire, Theme Park Host, Lifeguard, Museum Attendant
Professional, Scientific and Technical Services	Laboratory Assistant, Trainee Draftsperson, Software Technician, IT Trainee
Other Services	Apprentice (Mechanic, Panel Beater, Hairdresser), Parking Attendant, Trainee Beautician, Photo Lab Assistant

^a Industry categories based on the *Australian and New Zealand Standard Industrial Classification* (ABS cat. no. 1292.0).



Appendix 4 – Statistical Area Level 4 – Queensland, ABS, 2011

Figure A4A: Statistical Area Level 4 – Queensland

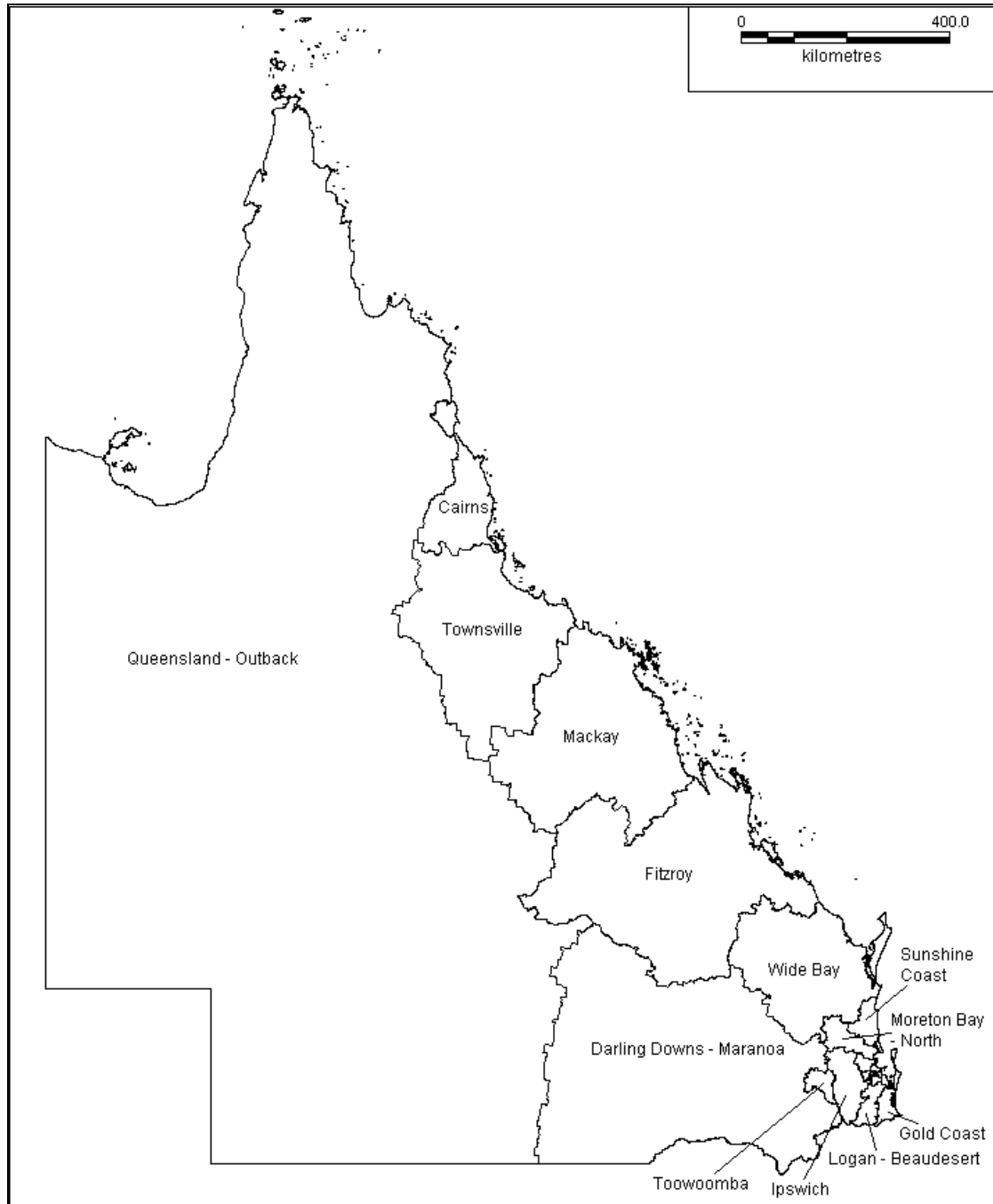
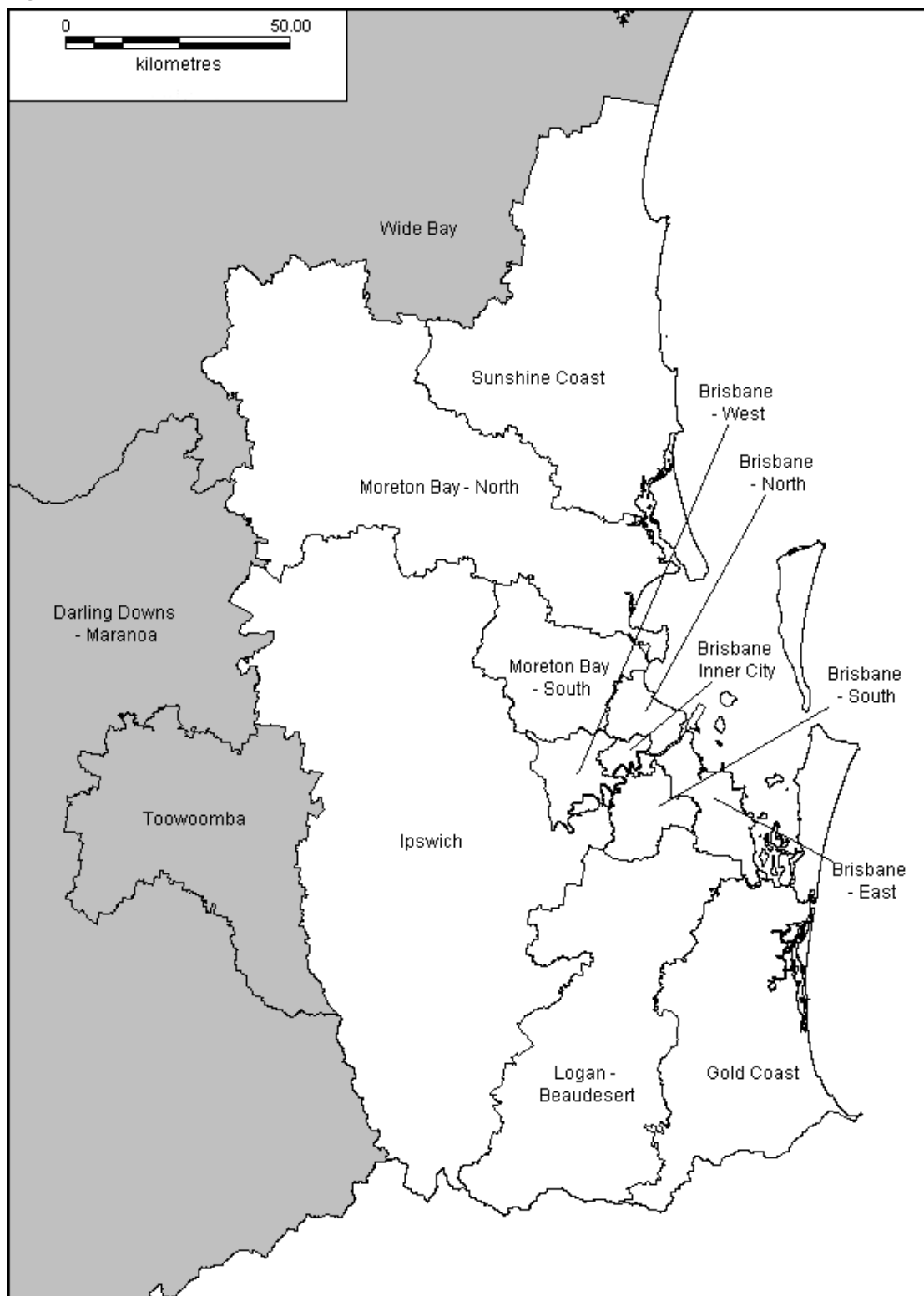




Figure A4B: Statistical Area Level 4 – South East Queensland





Appendix 5 – Acronyms and Abbreviations

Table A5: Acronyms and Abbreviations

Acronym or abbreviation	
ABS	Australian Bureau of Statistics
Campus-based VET	All VET categories excluding Apprentice and Trainee
nfd	Not further defined
NILFET	Not in the labour force, education or training
SAT	School-based Apprenticeship and Traineeship
TAFE	Technical and Further Education
VET	Vocational Education and Training

For further information about terminology used throughout this report, refer to the glossary of the statewide *Next Step* report.