



# nextstep 2017

A report on the destinations  
of Year 12 completers from  
2016 in Queensland

Heights College



Queensland  
Government





## Authors

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## Acknowledgments

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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

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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 Heights College who completed Year 12 in 2016. 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 Heights College. The *Next Step* survey, undertaken by the Queensland Government, targets all students who completed Year 12 and gained a Senior Statement in 2016, 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 2017, 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](http://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 2017, 54.3% of young people who completed Year 12 at Heights College in 2016 continued in some recognised form of education and training in the year after they left school.

The most common study destination was Bachelor Degree (37.0%). The combined VET study destinations accounted for 17.4% of respondents, including 8.7% in campus-based VET programs, with 2.2% of Year 12 completers entering programs at Certificate IV level or higher.

8.7% commenced employment-based training, either as an apprentice (6.5%) or trainee (2.2%).

In addition to the above study destinations, a further 4.3% of respondents from this school deferred a tertiary offer in 2017 (deferrers are included in their current destination).

45.7% did not enter post-school education or training, and were either employed (39.1%), seeking work (4.3%) or not in the labour force, education or training (2.2%).

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 Heights College

**Table 1: Survey response rate, Heights College 2017**

Number of respondents	Number of students who completed Year 12	Response rate (%)
46	56	82.1

Table 1 reports the response rate for Heights College. It expresses the number of respondents from this school, as a percentage of all Year 12 completers who attended Heights College in 2016.

It has not been possible to ascertain how representative these responses are of all Year 12 completers from Heights College.

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, Heights College 2017**

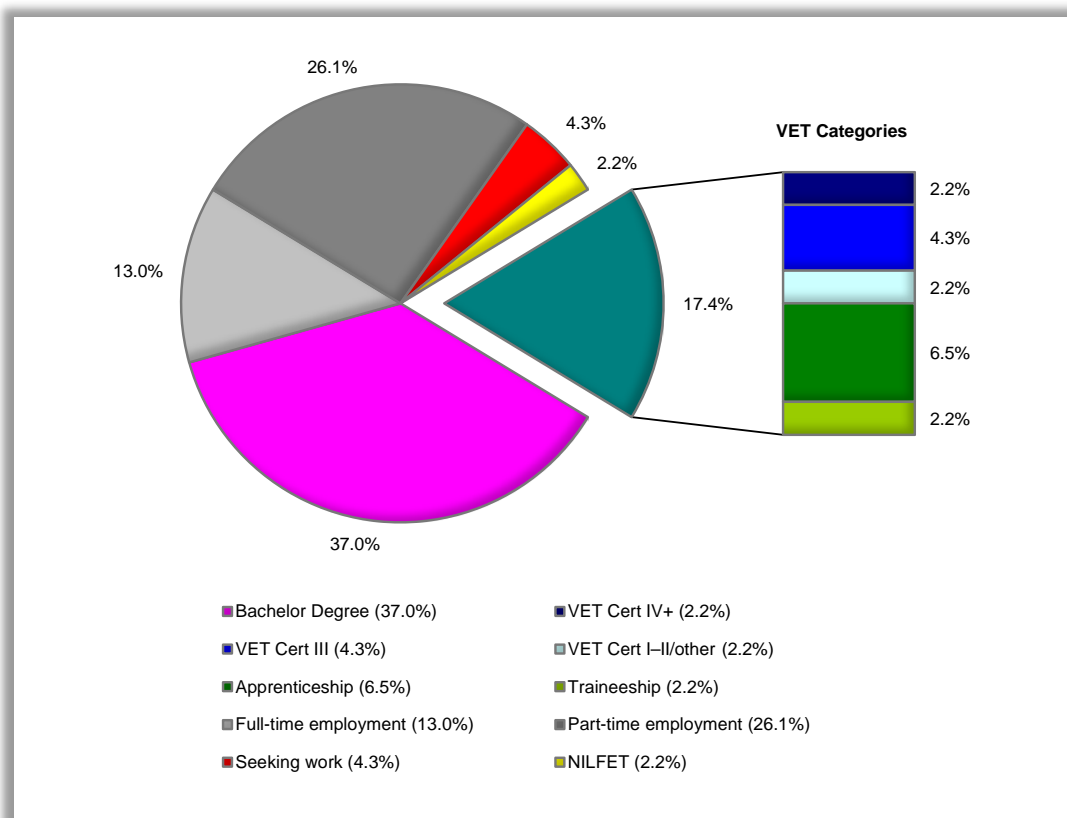


Figure 1 illustrates the main destinations of Year 12 completers from Heights College.



**Figure 2: Main destination of Year 12 completers, by sex, Heights College 2017**

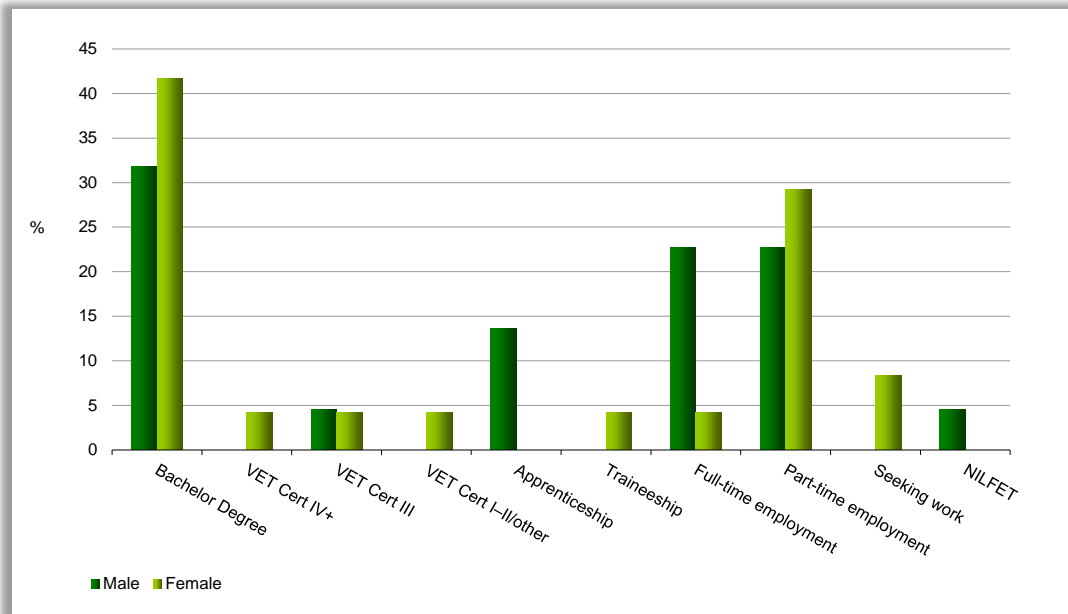


Figure 2 illustrates the main destinations of male and female Year 12 completers from Heights College.

**Table 2: Main destination of Year 12 completers, by sex, Heights College 2017**

Main destination	SEX					
	Male		Female		Total	
	no.	%	no.	%	no.	%
Bachelor Degree	7	31.8	10	41.7	17	37.0
VET						
VET Cert IV+	0	0.0	1	4.2	1	2.2
VET Cert III	1	4.5	1	4.2	2	4.3
VET Cert I-II/other	0	0.0	1	4.2	1	2.2
Apprenticeship	3	13.6	0	0.0	3	6.5
Traineeship	0	0.0	1	4.2	1	2.2
VET Total	4	18.2	4	16.7	8	17.4
Work						
Full-time employment	5	22.7	1	4.2	6	13.0
Part-time employment	5	22.7	7	29.2	12	26.1
Work Total	10	45.5	8	33.3	18	39.1
Seeking work	0	0.0	2	8.3	2	4.3
NILFET	1	4.5	0	0.0	1	2.2
<b>Total</b>	<b>22</b>	<b>100.0</b>	<b>24</b>	<b>100.0</b>	<b>46</b>	<b>100.0</b>

Table 2 reports the main destinations of Year 12 completers from Heights College.





**Figure 3: Main destination of Year 12 completers, Heights College, Central Queensland and Queensland 2017**

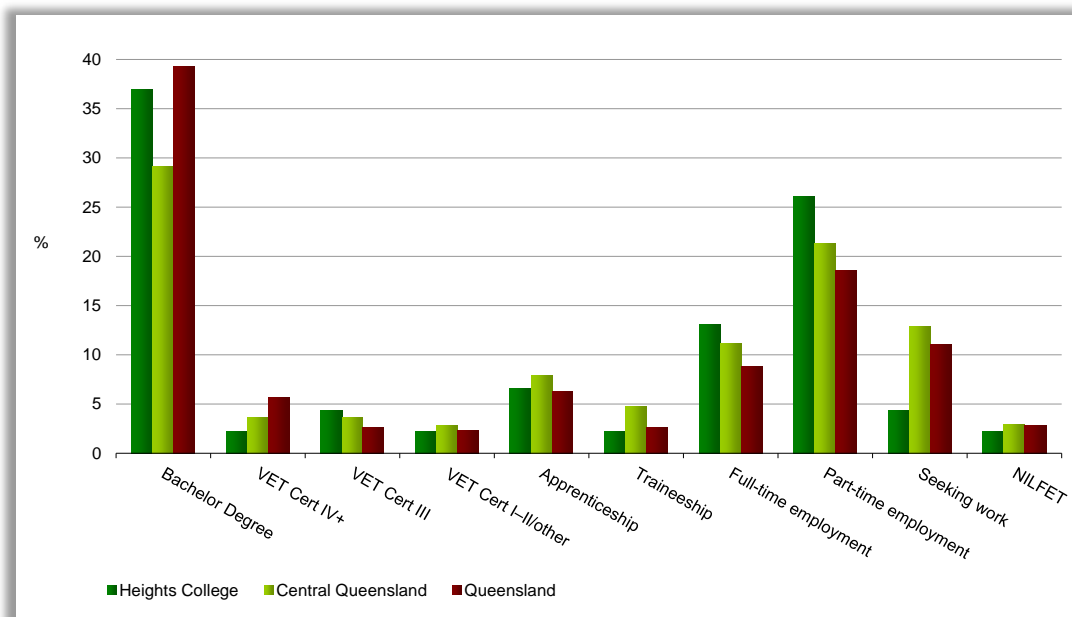


Figure 3 compares the main destinations of Year 12 completers from Heights College with those of Central Queensland and all schools statewide. Differences may reflect diversity in the types of students attending different schools, regional variation in labour markets and access to university and VET providers. Regional areas are based on the *Australian Statistical Geography Standard*; the boundaries for these areas are shown in Appendix 4.

**Figure 4: Main destination of Year 12 completers, Heights College 2013–2017**

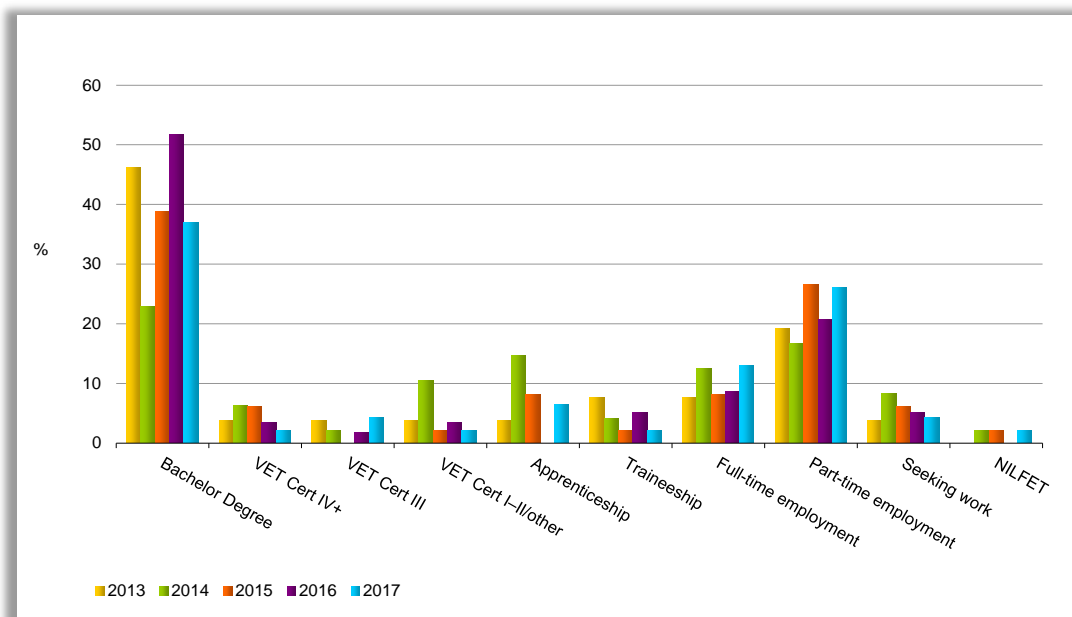


Figure 4 compares the main destinations of Year 12 completers from Heights College against previous years.



## Education and Training

**Table 3: Post-school institution of Year 12 completers in education or training, Heights College 2017**

<i>Institution</i>	<i>no.</i>
Queensland University of Technology	6
Other private training college	5
Central Queensland University	5
The University of Queensland	2
Griffith University	2
Central Queensland University (TAFE program)	2
Traxion Training	1
James Cook University	1
Dance/performing arts (e.g. Harvest Rain Theatre Company)	1
<b>Total</b>	<b>25</b>

Table 3 reports the names of the institutions entered by Year 12 completers from Heights College.

**Table 4: Field of study of Year 12 completers in education or training, by sex, Heights College 2017**

<i>Field of study<sup>a</sup></i>	<b>SEX</b>		
	<i>Male</i>	<i>Female</i>	<i>Total</i>
	<i>no.</i>	<i>no.</i>	<i>no.</i>
Health	3	2	5
Society and Culture	1	3	4
Engineering and Related Technologies	2	1	3
Management and Commerce	0	3	3
Double field of study	1	1	2
Food, Hospitality and Personal Services	2	0	2
Agriculture, Environmental and Related Studies	1	0	1
Architecture and Building	1	0	1
Creative Arts	0	1	1
Education	0	1	1
Information Technology	0	1	1
Natural and Physical Sciences	0	1	1
<b>Total</b>	<b>11</b>	<b>14</b>	<b>25</b>

<sup>a</sup> 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 Heights College who entered a study destination.



## Employment

**Table 5: Occupational Sub-Major group of Year 12 completers in employment, by sex, Heights College 2017**

<i>Occupation – Sub-Major group<sup>a</sup></i>	SEX		
	<i>Male</i>	<i>Female</i>	<i>Total</i>
	no.	no.	no.
Sales Assistants and Salespersons	3	2	5
Sales Support Workers	2	2	4
Electrotechnology and Telecommunications Trades Workers	3	0	3
Food Preparation Assistants	1	2	3
Food Trades Workers	3	0	3
Hospitality Workers	0	3	3
Carers and Aides	0	2	2
Education Professionals	1	1	2
Business, Human Resource and Marketing Professionals	0	1	1
Cleaners and Laundry Workers	0	1	1
Clerical and Office Support Workers	1	0	1
Farm, Forestry and Garden Workers	1	0	1
Legal, Social and Welfare Professionals	1	0	1
Other Clerical and Administrative Workers	0	1	1
Other Labourers	1	0	1
<b>Total</b>	<b>17</b>	<b>15</b>	<b>32</b>

<sup>a</sup> Occupational groups based on the *Australian and New Zealand Standard Classification of Occupations* (ABS cat. no. 1220.0).

Table 5 reports the occupations of Year 12 completers from Heights College who were employed, including those who were also in study or training.



**Table 6: Industry category of Year 12 completers in employment, by sex, Heights College 2017**

<i>Industry category<sup>a</sup></i>	SEX		
	<i>Male</i>	<i>Female</i>	<i>Total</i>
	no.	no.	no.
Accommodation and Food Services	3	7	10
Retail Trade	5	4	9
Education and Training	1	2	3
Construction	2	0	2
Health Care and Social Assistance	1	1	2
Agriculture, Forestry and Fishing	1	0	1
Arts and Recreation Services	1	0	1
Information Media and Telecommunications	1	0	1
Manufacturing	1	0	1
Professional, Scientific and Technical Services	0	1	1
Transport, Postal and Warehousing	1	0	1
<b>Total</b>	<b>17</b>	<b>15</b>	<b>32</b>

<sup>a</sup> Industry categories based on the *Australian and New Zealand Standard Industrial Classification* (ABS cat. no. 1292.0). See Appendix 3 for more details.

Table 6 reports the industries entered by Year 12 completers from Heights College who were employed, including those who were also in study or training.



## Vocational Education and Training in schools

**Table 7: Main destination of Year 12 completers who obtained a VET qualification, Heights College 2017**

<b>Main destination</b>	<b>no.</b>
Bachelor Degree	6
VET	
VET Cert IV+	0
VET Cert III	1
VET Cert I–II/other	1
Apprenticeship	0
Traineeship	1
<i>VET Total</i>	<b>3</b>
Work	
Full-time employment	3
Part-time employment	6
<i>Work Total</i>	<b>9</b>
Seeking work	0
NILFET	0
<b>Total</b>	<b>18</b>

Table 7 reports the main destinations of Year 12 completers from Heights College who obtained a Vocational Education and Training qualification while at school.

## School-based apprenticeships and traineeships

**Table 8: Main destination of Year 12 completers who participated in a SAT, Heights College 2017**

<b>Main destination</b>	<b>no.</b>
Apprenticeship	3
Full-time employment	1
Part-time employment	2
<b>Total</b>	<b>6</b>

Table 8 reports the main destinations of Year 12 completers from Heights College who participated in a school-based apprenticeship or traineeship.

## 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 9: Main reason of Year 12 completers for not studying, by sex, Heights College 2017**

<i>Main reason</i>	<b>SEX</b>		
	<i>Male</i>	<i>Female</i>	<i>Total</i>
	<b>no.</b>	<b>no.</b>	<b>no.</b>
Undecided and considering options	3	3	6
Wanted a break from study	2	2	4
Looking for work/apprenticeship/traineeship	1	1	2
Working in order to finance further study	1	1	2
Don't feel ready for study at the moment	0	1	1
Don't meet the entry criteria for the program I want to do	1	0	1
Not interested in further study/already finished studying	1	0	1
Waiting for course/training to begin	1	0	1
Wanted to earn own money	0	1	1
Work commitments	1	0	1
Would have to move away from home	0	1	1
<b>Total</b>	<b>11</b>	<b>10</b>	<b>21</b>

Table 9 reports the main reasons for not studying given by Year 12 completers from Heights College who were not in study at the time of the survey.



**Figure 5: Main reason of Year 12 completers for not studying, Heights College, Central Queensland and Queensland 2017**

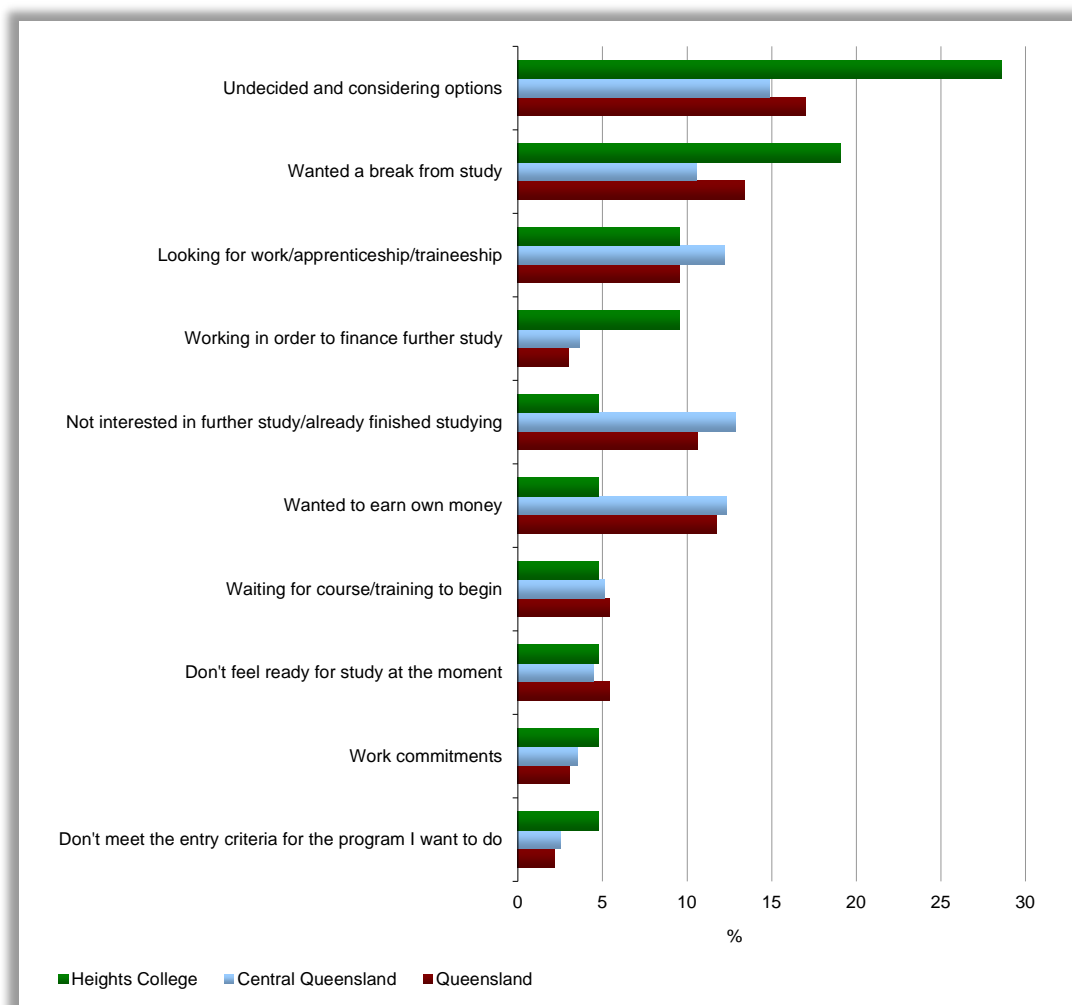


Figure 5 compares the top 10 main reasons for not studying given by Year 12 completers from Heights College with those of Central Queensland and all schools statewide, who were not in study at the time of the survey.

### Not in the labour force, education or training

Data reporting the main reason for not looking for work of Year 12 completers who were not in the labour force, education or training at the time of the survey could not be provided for one of the following reasons:

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



## Appendix 1 – Main destination categorisation

**Table A1: Main destination categorisation**

Education and Training – Higher Education	
<b>Bachelor Degree<sup>a</sup></b>	Studying at Bachelor Degree level (including Honours).
Education and Training – VET categories	
<b>VET Cert IV+<sup>a</sup></b>	Studying at Certificate IV, Diploma, Advanced Diploma or Associate Degree level (excluding apprentices and trainees).
<b>VET Cert III<sup>a</sup></b>	Studying at Certificate III level (excluding apprentices and trainees).
<b>VET Cert I-II/other<sup>a</sup></b>	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.
<b>Apprenticeship</b>	Employment-based apprenticeship.
<b>Traineeship</b>	Employment-based traineeship.
Labour Force	
<b>Full-time employment</b>	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.
<b>Part-time employment</b>	Working part-time or casual (fewer than 35 hours per week) and not in an education or training destination.
<b>Seeking work</b>	Looking for work and not in an education or training destination.
Not in the Labour Force, Education or Training	
<b>NILFET</b>	Not in education or training, not working and not seeking work.

<sup>a</sup> Some respondents may also be in the labour force.





## Appendix 2 – Fields of study

**Table A2: Fields of study**

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

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

<sup>a</sup> 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, 2016

Figure A4A: Statistical Area Level 4 – Queensland

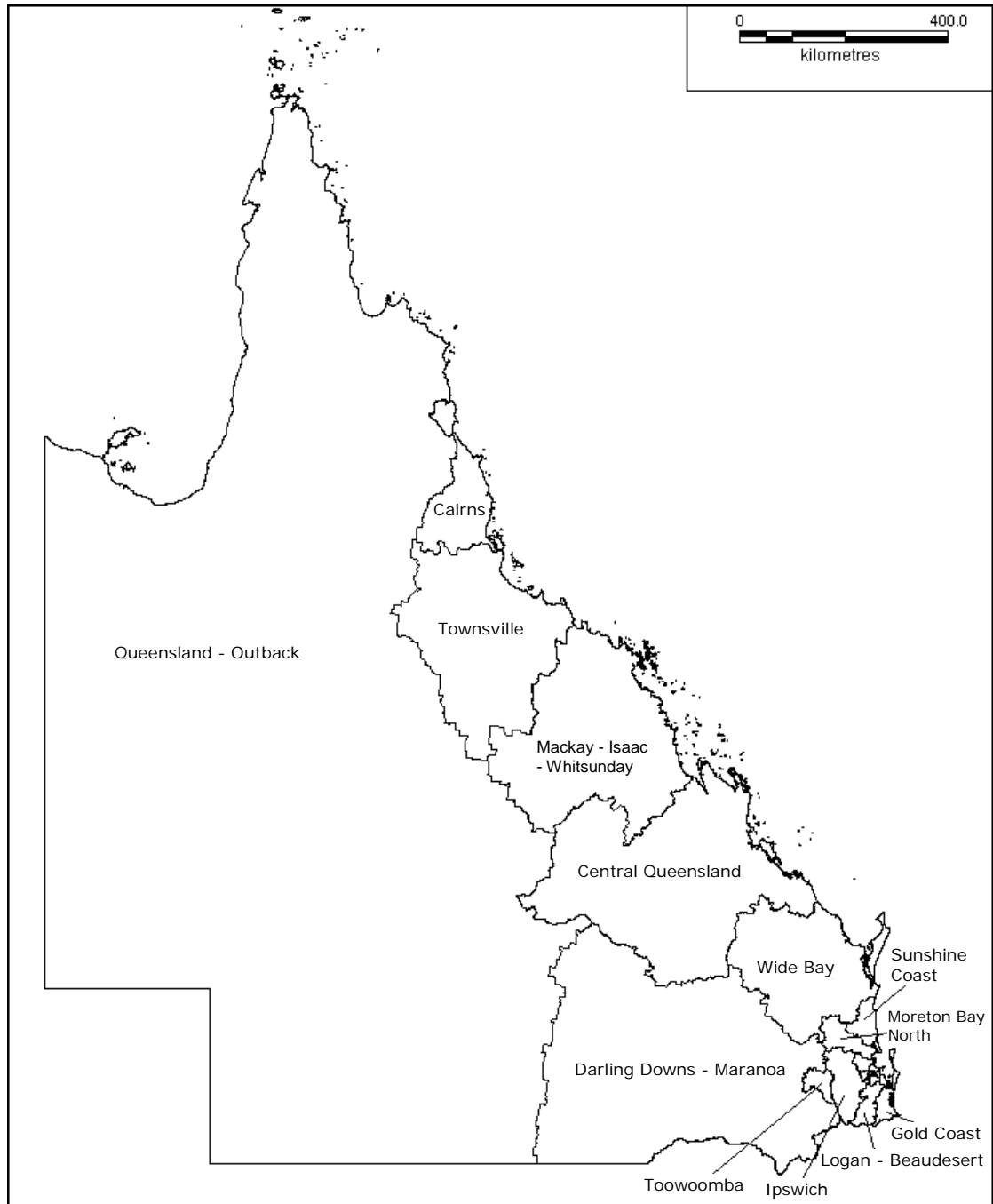
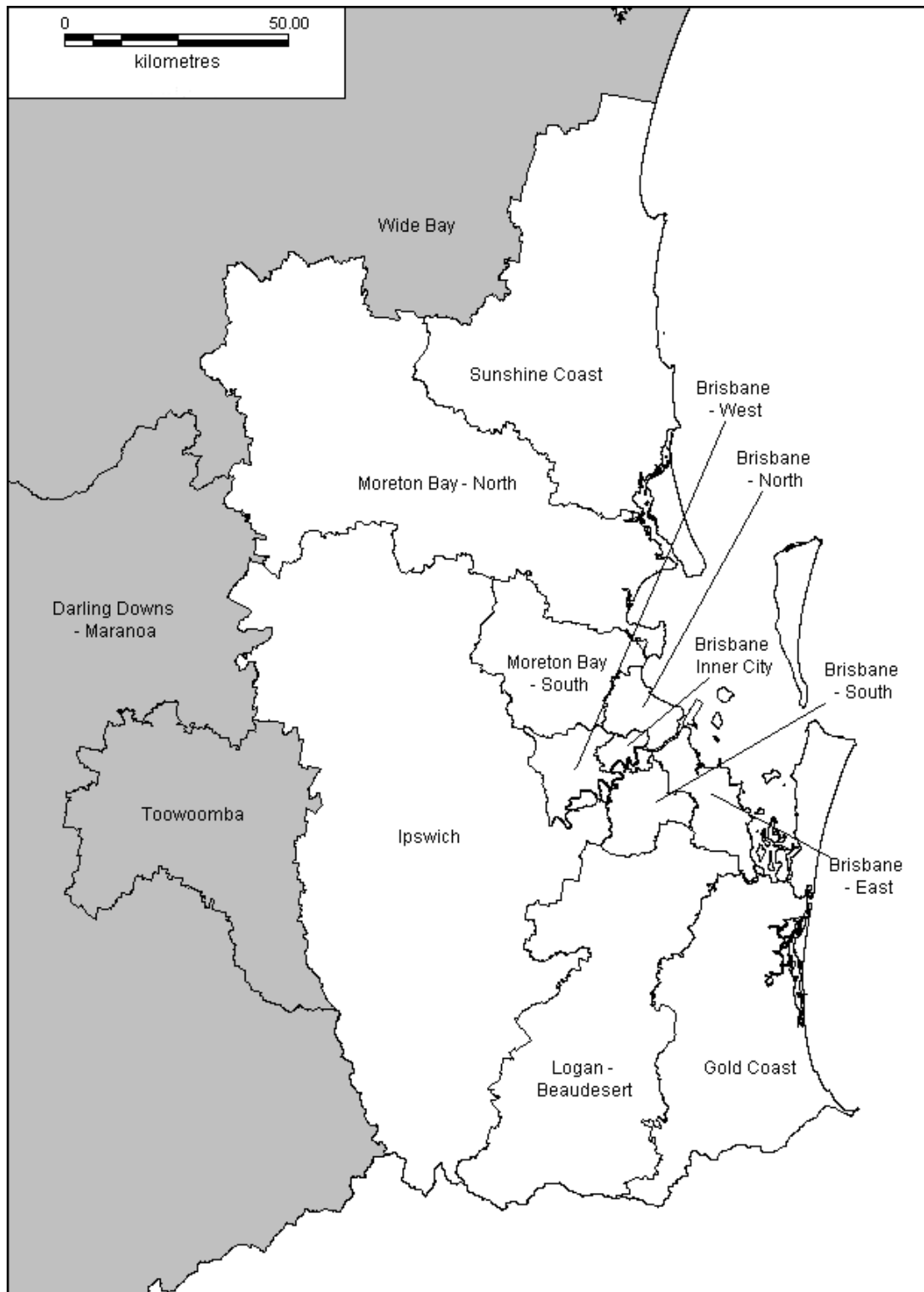




Figure A4B: Statistical Area Level 4 – South East Queensland





## Appendix 5 – Acronyms and Abbreviations

**Table A5: Acronyms and Abbreviations**

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

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