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Principal's foreword

Introduction

Ipswich State High School continues to service a growing community, encouraging all students to be the best they can be. Partnerships with industry engage students in real-life experiences, and senior students [Years 10 – 12] are encouraged to consider a multiple pathway through their final years of schooling. Some continue to study a traditional academic program; others undertake school-based traineeships; several work part-time and study as part of a flexible arrangement; and a few are supported through wholly alternative arrangements.

The Education [General Provisions] Act 2006 which raised the school leaving age and introduced the concept of a "compulsory participation" phase has allowed the Ipswich State High School to construct and deliver meaningful and individual learning plans for its students. The school is supported in this regard by access to both a Youth Pathways worker and a Youth Support Coordinator.

ICTs continue to be embedded into and across the curriculum, and the school teaching staff remains fully engaged with the Computers for Teachers [C4T] program. Student and parent perceptions of the school's curriculum continued to improve in 2008, and communication between school and home has been streamlined with increasing mailouts and the development of email delivery including an e-newsletter.

The school remains at the forefront of education delivery with expansion of campuses to include a retail Hair and Beauty Salon in Ipswich with services provided wholly by our school students undertaking Certificate III courses.

Future outlook

Currently over 200 students are supported in programs which involve a non-traditional, non-five-day-a-week approach to their schooling. In addition to streamlining the OP Pathway through senior academic subjects, we are currently working on the expansion of vocational and enterprise programs.

The following additional courses have been accredited for delivery at the Ipswich High School from the start of 2009:

- 30627QLD – Certificate II in Workplace Practices
- BSB20107 – Certificate II in Business
- ICA10105 – Certificate I in Information Technology
- SIT10207 – Certificate I in Hospitality

- SIT10307 – Certificate I in Hospitality (Kitchen Operations)
- SIT20207 – Certificate II in Hospitality
- WRH20106 – Certificate II in Hairdressing
- WRH30106 – Certificate III in Hairdressing
- WRB20304 – certificate II in Retail Cosmetic Services
- WRB30104 – Certificate III in Beauty Services

The study of Japanese is a compulsory element of the Year 8 curriculum, and we are progressing towards the creation of a Japanese Language Immersion program and the study of Certificate courses in Applied Languages

Our school at a glance

School Profile

Total student enrolments for this school: 1144 at Day 8, 2009

Year levels offered: Years 8 - 12

Coeducational

Curriculum offerings

Our distinctive curriculum offerings

39150QLD to 39155QLD inclusive - Courses in Vocational Literacy, Preliminary to Level 5

39160QLD to 39165QLD inclusive - Courses in Vocational Numeracy, Preliminary to Level 5

39170QLD and 39171QLD – Courses in Pre-Training Assessment, Vocational Literacy and Numeracy

39180QLD and 39181QLD – Courses in Vocational literacy and Numeracy

80737ACT – Certificate II in Access 10 [Year 10 Alternative]

Japanese classes from Year 8 to Year 12

Football Studies from Year 8

Elite Volley ball program

CHC10102 Certificate I in Work Preparation [Community Services]

30626QLD Certificate I in Work Education

30625QLD Certificate I in Work Readiness

Career education program Years 8 – 12

Three Year Senior [Year 10 – 12]

Extensive work education program throughout Year 11

Specialised Transition program for all local year 7 students, with additional specific developmental program for students in Special Education units/classes

Alternative programs for students at risk.

Extra curricula activities

Creative and Performing Arts

Debating, Public speaking

Inter-school sports – summer and winter competitions in local District and Regional competitions

Camps in Years 8, 10 and 12

Leadership and mentoring activities across all years

Tutoring

Albatross Swimming Club, in school pool

How computers are used to assist learning

Thanks to the C4T program, and extensive financial commitment by the school and the P&C, every teaching block has access to at least one fixed and one portable data projector. The school has a wireless operating environment, and appropriate student use of mobile technology [digital cameras, phone cameras. MP3 and i-pod devices] is encouraged.

Mobile towers of ten [10] laptop computers are used within the Art, Music and LOTE departments in order to relieve the pressure on computer labs. Computer pods of up to six [6] machines have been established in all faculties, and further reallocation of resources has increased student access in the Resource Centre. An additional 208 computers

Our school at a glance

will be provided by the Federal Government later this year and this will allow the creation of two more computer labs as well as increasing access in general classrooms across the school.

Social climate

- Each student is assigned to a Care, Support and Information [CSI] pastoral class on enrolment. These CSI classes are based on a House system, and remain in place throughout the student's enrolment at ISHS.
- 2008 School Opinion Survey data indicates that students are satisfied with what they are learning at school [91.7%]; and that they are able to get involved in school activities [90%].
- Parent data for the same questions shows responses of 100% and 100%.
- In addition, 100% of parent respondents believe that the school is preparing their child for the future, that the school is developing their child's social skills and are satisfied both with what their child is learning and the usefulness of what they learn at Ipswich State High school.
- Parents report that their child is happy to attend this school [100%], and that their child is safe here [94.7%]. Similarly, all parents report that they the school staff is approachable, and that they have opportunities to participate in the life of the school, including in decision-making.
- The school services a predominantly mid-low socio-economic area, typified by single-parent [26.5% students] or blended families with a single income. 22.5% students come from welfare dependent families.
- A number of alternate programs exist for those students at risk of not completing the compulsory and/or the post-compulsory phases of schooling. These include enrolment of students in TAFE courses and Work Readiness programs, part-time and graduated enrolment strategies and other school-based personal development programs.

Involving parents in their child's education.

The P&C meets every month on the third Tuesday at 6.30pm and all parents and members of the community are most welcome. Face to face parent – teacher reporting evenings occur twice a year for each year level, and these are increasingly well attended. Written reports are prepared four times a year for each student.

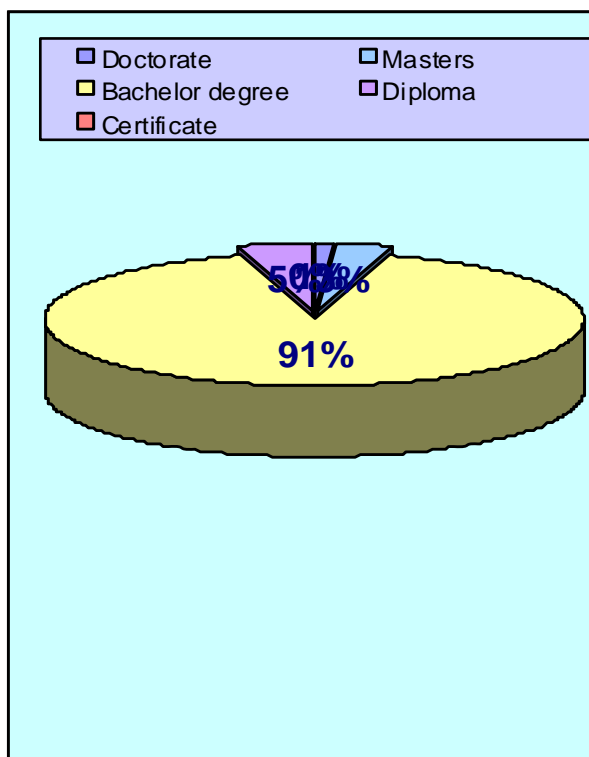
An e- newsletter is published fortnightly. This is available in hard copy for those families without email.

Staff email addresses are available on the school's web page, and increasingly, parent and some student communication is being delivered in this way. Parents are encouraged to make appointments to visit the school to discuss their child's progress at any time, and members of the Student support Services [Triple S] team [HODs, Year Coordinators, Guidance Officers, Youth Workers, Chaplains and Deputy Principals] are happy to meet with them when available.

Our staff profile

Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	1
Masters	3
Bachelor degree	80
Diploma	4
Certificate	0



Expenditure on and teacher participation in professional development.

The total funds expended on teacher professional development in 2008 was \$86,183.

The major professional development initiatives are as follows:

Student Engagement – currently including Pedagogy, Middle Phase of Learning [QCAR], Literacy and Numeracy and Transition

Learning Pathways – currently including curriculum options/timetable structure, Career Education years 8 – 12, Alternative Education Pathways, Industry Partnerships, VET, SATs

Professional Learning – currently including specific school focuses of Literacy and Numeracy, School-Wide Positive Behaviour Support [SWPBS], OneSchool/OnePortal, ICTs, Communities of Thinking and Career Education and areas of personal growth as well as DETA mandated focus areas such as QCAR, QCE and Smart Moves.

The involvement of the teaching staff in professional development activities during 2008 was 88%.

Average staff attendance

For permanent and temporary staff and school leaders the staff attendance rate was 95.2% in 2008.

Proportion of staff retained from the previous school year.

From the end of the 2007 school year, 88% of staff were retained by the school for the entire 2008 school year.

Performance of our students

Student attendance

The average attendance rate as a percentage in 2008 was 83%.

Key outcomes

National Assessment Program – Literacy and Numeracy (NAPLAN) results - our reading, writing, spelling, grammar and punctuation, and numeracy results for the Year 9.

Domain	Measures	Yr 9
Reading	Average score for the school	507
	Average score for Queensland	568.2
	For the school the percentage of students at or above the national minimum standard.	2008 74 %
Writing	Average score for the school	449
	Average score for Queensland	555.3
	For the school the percentage of students at or above the national minimum standard.	2008 51 %
Spelling	Average score for the school	535
	Average score for Queensland	567.8
	For the school the percentage of students at or above the national minimum standard.	2008 74 %
Grammar and Punctuation	Average score for the school	522
	Average score for Queensland	563.2
	For the school the percentage of students at or above the national minimum standard.	2008 68 %
Numeracy	Average score for the school	498
	Average score for Queensland	570.7
	For the school the percentage of students at or above the national minimum standard.	2008 72 %

Apparent retention rates Year 10 to Year 12.

Year 12 student enrolment as a percentage of the Year 10 student cohort.

74 %

Outcomes for our Year 12 cohort of 2008

Performance of our students

Number of students awarded a Senior Statement.	155
Number of students awarded a Queensland Certificate Individual Achievement (QCIA).	0
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	61
Number of students awarded an International Baccalaureate Diploma (IBD).	0
Number of students awarded one or more Vocational Education and Training (VET) qualifications.	109
Number of students who are completing or completed a School-based Apprenticeship or Traineeship (SAT).	18
Number of students receiving an Overall Position (OP).	59
Percentage of OP/ IBD eligible students with OP 1-15 or an IBD.	46%
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification.	83 %
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving a tertiary offer.	85 %

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2008 Year 12 post-school destinations survey, Next Step – Student Destination Report for the school were not available. Information about these post-school destinations of our students will be incorporated into this Report in September.

Value added

Two [2] students achieved OP1 and both were also awarded Scholarships at their chosen universities; several students achieved High Distinctions and Distinctions in UNSW and other academic competitions; over 25% of the student body was recognised with an award for academic excellence at the Annual Awards Night; students and staff represented Queensland in a number of sporting teams; school ensembles achieved medals at Eisteddfods and Band competitions; the school hosted a cultural exchange with students from Nerima high schools in Japan, and engaged in its biennial tour of Japan during the September holidays.

Parent, student and teacher satisfaction with the school

School Opinion Survey data for 2007 indicates 85% [students]; 100% [parents] and 85.6% [all staff].

Many strategies are used by our school to provide appropriate consequences for unacceptable student behaviour. The use of School Disciplinary Absences - suspensions, exclusions and cancellations of enrolment - are consequences used after consideration has been given to all other responses.

The Principal must be reasonably satisfied that grounds exist under the [Education \(General Provisions\) Act 2006](#) outlined in sections 284, 289 and 316 prior to making the decision to suspend, recommend exclusion or cancel the enrolment of a student.

For further information on suspensions, exclusions and cancellations of enrolment, refer to the policy [SMS-PR-021: Safe, Supportive and Disciplined School Environment](#).

The data are provided in terms of aggregate counts of incidents recorded by the school. The data do not represent the outcomes of any related appeal decisions.

Student Counts	2006	2007	2008	2009
Full-time Enrolment*	1011	1046	1086	1156

Disciplinary Absences	Reporting Period			
	2006 Full Year	2007 Full Year	2008 Full Year	2009 Semester 1
Short Suspensions - 1 to 5 days	361	369	252	220
Long Suspensions - 6 to 20 days	32	72	70	67
Exclusions	0	6	<5	0
Cancellations of Enrolment	<5	<5	0	<5

* The enrolment figures are counts of full-time students. 2006 - 2008 enrolment data are sourced from August (Census) Corporate Data Downloads, and 2009 enrolment data are sourced from the February Corporate Data Download.

YEAR 12 2008

STUDENT DESTINATIONS

Ipswich State High School



Introduction

This report is based on the findings of the Queensland Government *Next Step* survey, which targeted all students who completed Year 12 and gained a Senior Statement in 2008, whether they attended a Government, Catholic or independent school, or a TAFE secondary college. The Office of the Government Statistician conducted the survey between 30 March and 6 May 2009, approximately six months after the young people left school. Responses were predominantly collected via computer-assisted telephone interviewing with a paper-based survey collected from a small number of students for whom telephone details were not available.

The statewide and regional reports of the *Next Step* survey can be located at the *Next Step* website at www.education.qld.gov.au/nextstep

Response rate for Ipswich State High School

Table 1 below reports the response rate for Ipswich State High School. It expresses the number of respondents from this school, as a percentage of all Year 12 completers attending Ipswich State High School in 2008.

It has not been possible to ascertain how representative these responses are of all students at this school.

Table 1 Survey response rate

Number of respondents	Number of students who completed Year 12	Response rate (%)
114	155	73.5

Definitions of main destinations

The pathways of Year 12 completers were categorised into ten main destinations. Respondents who were both studying and working were reported as studying for their main destination. A table defining these categories can be found in the statewide report at www.education.qld.gov.au/nextstep

Summary of findings

In 2009, 37.7 per cent of young people who completed their Year 12 at Ipswich State High School in 2008 continued in some recognised form of education and training in the year after they left school.

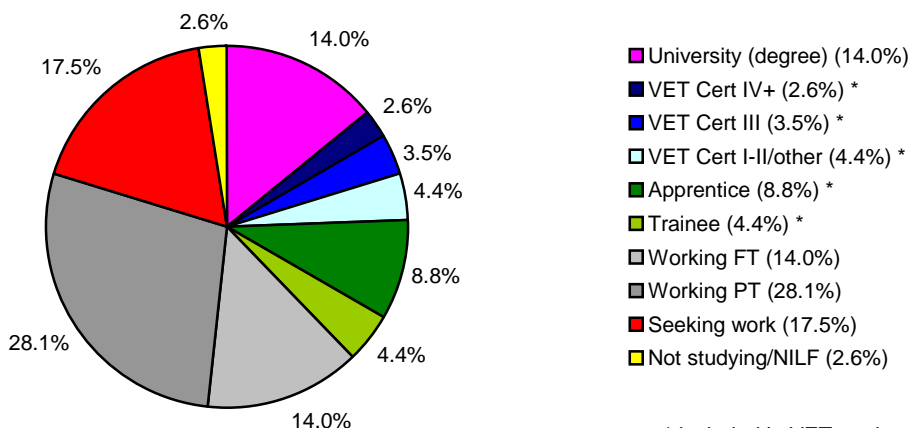
The most common study destination was university (14.0 per cent). The combined VET study destinations accounted for 23.7 per cent of respondents, including 10.5 per cent in campus-based VET programs, with 2.6 per cent of Year 12 completers entering programs at Certificate IV level or higher.

13.2 per cent commenced employment-based training, either as an apprentice (8.8 per cent) or trainee (4.4 per cent).

In addition to the above study destinations, a further 4.4 per cent of respondents from this school deferred a tertiary offer in 2009 (deferrers are shown in Figure 1 in their current destination).

62.3 per cent did not enter post-school education or training, and were either employed (42.1 per cent), seeking work (17.5 per cent) or neither studying nor in the labour force (2.6 per cent).

Figure 1 Main destinations of Year 12 completers



* included in VET total
VET total = 23.7%

clever • skilled • creative



nextstep

2009

A report on the
destinations of Year 12
completers from 2008
in Queensland

Ipswich State High
School



Authors

The *Next Step* team, Department of Education and Training

Acknowledgments

The *Next Step* team gratefully acknowledges the assistance of the members of the *Next Step* survey reference group and the organisations they represent:

Independent Schools Queensland

Queensland Catholic Education Commission

Education Queensland

Queensland Studies Authority

Queensland University of Technology

Queensland Secondary Principals' Association

Association of Principals of Catholic Secondary Schools of Queensland

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

Department of Education and Training

Office of the Government Statistician

The *Next Step* team extends sincere thanks to the many thousands of Queensland Year 12 graduates who gave up their time to complete surveys and participate in telephone interviews.

This research is funded by the Queensland Government.

Acronyms and Abbreviations

ABS	Australian Bureau of Statistics
FT	Full-time
NILF	Not in the labour force
PT	Part-time
SD	Statistical Division
SSD	Statistical Sub-division
TAFE	Technical and Further Education
VET	Vocational Education and Training

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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 this school who completed Year 12 in 2008. 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 findings of the Queensland Government *Next Step* survey, which targeted all students who completed Year 12 and gained a Senior Statement in 2008, whether they attended a Government, Catholic or independent school, or a TAFE secondary college. The Office of the Government Statistician conducted the survey between 30 March and 6 May 2009, approximately six months after the young people left school. Responses were predominantly collected via computer-assisted telephone interviewing with a paper-based survey collected from a small number of students for whom telephone details were not available.

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 3 responses or percentages based on less than 3 responses.

Privacy statement

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

Further information on the survey is available at www.education.qld.gov.au/nextstep. This website includes the statewide and regional reports on the survey findings.

Summary of findings

In 2009, 37.7 per cent of young people who completed their Year 12 at Ipswich State High School in 2008 continued in some recognised form of education and training in the year after they left school.

The most common study destination was university (14.0 per cent). The combined VET study destinations accounted for 23.7 per cent of respondents, including 10.5 per cent in campus-based VET programs, with 2.6 per cent of Year 12 completers entering programs at Certificate IV level or higher.

13.2 per cent commenced employment-based training, either as an apprentice (8.8 per cent) or trainee (4.4 per cent).

In addition to the above study destinations, a further 4.4 per cent of respondents from this school deferred a tertiary offer in 2009 (deferrers are shown in Figure 1 in their current destination).

62.3 per cent did not enter post-school education or training, and were either employed (42.1 per cent), seeking work (17.5 per cent) or neither studying nor in the labour force (2.6 per cent).

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 this school

Table 1 Survey Response Rate

Number of respondents	Number of students who completed Year 12	Response rate (%)
114	155	73.5

Table 1 reports the response rate for Ipswich State High School. It expresses the number of respondents from this school, as a percentage of all Year 12 completers attending Ipswich State High School in 2008.

It has not been possible to ascertain how representative these responses are of all students at this 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 4 onwards may not reflect the totals reported for the main destinations appearing in Table 3.

Definitions of main destinations

All respondents were categorised into their main destination, be it study or work, as outlined in Table 2. Students (in university or VET) were assigned to the study categories regardless of their labour force status.

Table 2 Main Destination Categorisations, Next Step 2009

Higher Education	
University (degree)*	Studying at degree level.
VET categories	
VET Cert IV+*	Studying Certificate IV, Diploma or Advanced Diploma (excluding apprentices and trainees).
VET Cert III*	Studying Certificate III (excluding apprentices and trainees).
VET Cert I-II/other*	Studying Certificate I or II (excluding apprentices and trainees). This category also includes students in an "unspecified" VET course, or in other basic courses (e.g. Year 12, bridging course, etc.) and with an unknown course level.
Apprentice	Working and in employment-based apprenticeship.
Trainee	Working and in employment-based traineeship.
No further education or training	
Working full-time [~]	Working full-time (35 hours or more per week) and not in a study or training destination. This includes people with part-time or casual jobs that total 35 hours or more.
Working part-time [~]	Working part-time or casual (fewer than 35 hours per week) and not in a study or training destination.
Seeking work	Looking for work and not in a study or training destination
Not studying and not in the labour force	Not in study or training, not working and not looking for work.

*Some students also in the labour market

[~]Based on ABS classification

Main destinations

Figure 1 Main destinations of Year 12 completers

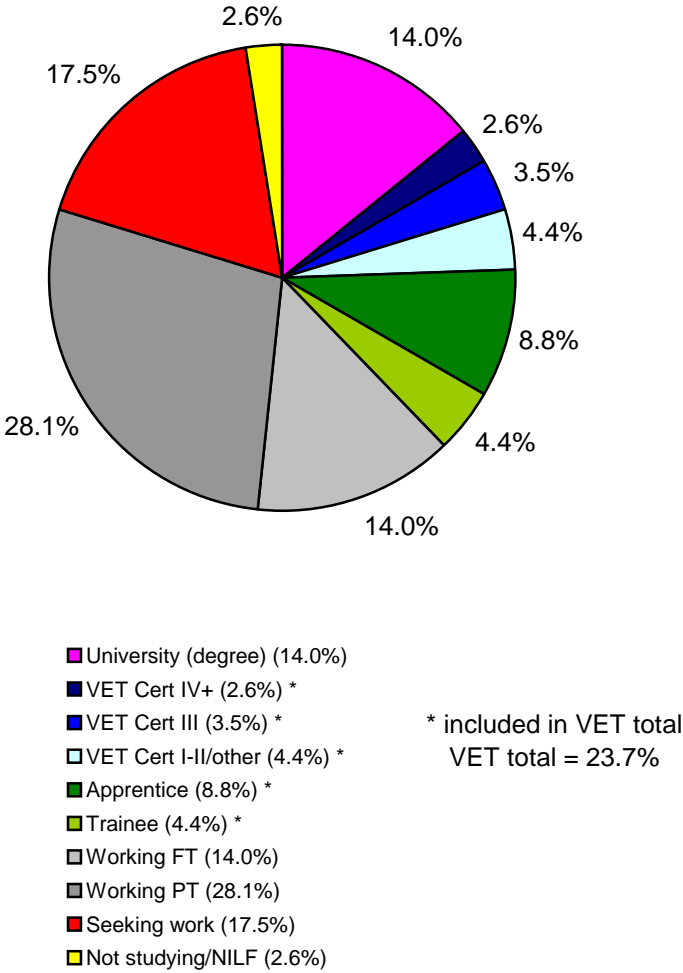


Figure 1 reports the main destinations of Year 12 completers from this school, as defined in Table 2. Please note that students (in university or VET) were assigned to the study categories regardless of their labour force status.

Figure 2 Main destinations of Year 12 completers, by sex

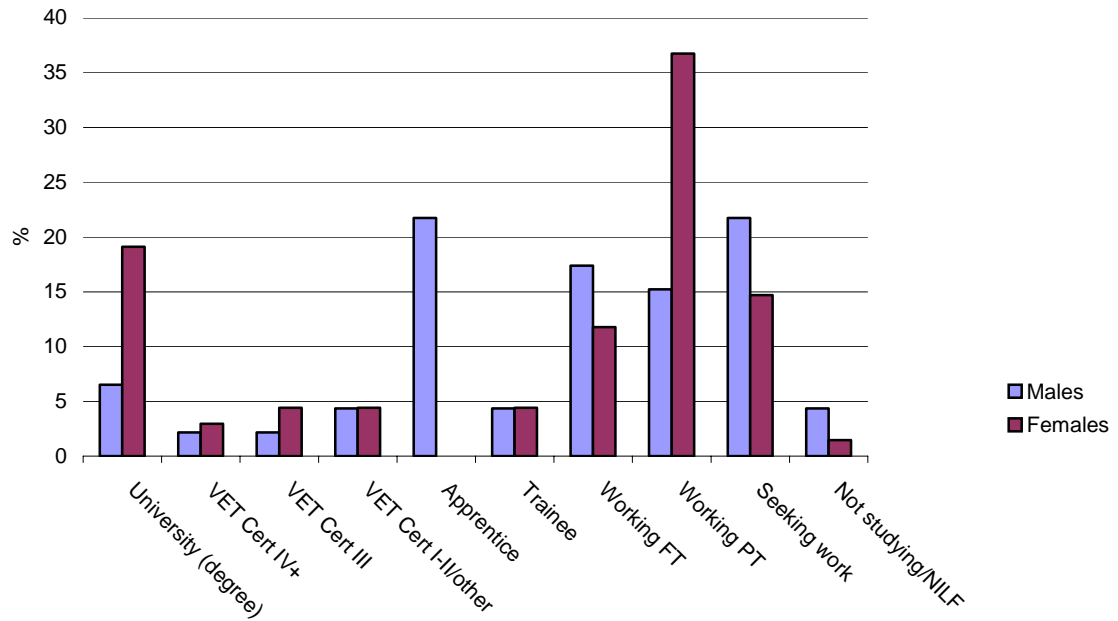


Figure 2 reports the main destinations of male and female Year 12 completers from this school as percentages.

Table 3 Main destinations of Year 12 completers, by sex

<i>Destination</i>	<i>Males</i>		<i>Females</i>		<i>Total</i>	
	<i>no.</i>	<i>%</i>	<i>no.</i>	<i>%</i>	<i>no.</i>	<i>%</i>
University (degree)	3	6.5	13	19.1	16	14.0
VET Cert IV+ *	1	2.2	2	2.9	3	2.6
VET Cert III *	1	2.2	3	4.4	4	3.5
VET Cert I-II/other *	2	4.3	3	4.4	5	4.4
Apprentice *	10	21.7	0	0.0	10	8.8
Trainee *	2	4.3	3	4.4	5	4.4
Working FT	8	17.4	8	11.8	16	14.0
Working PT	7	15.2	25	36.8	32	28.1
Seeking work	10	21.7	10	14.7	20	17.5
Not studying/NILF	2	4.3	1	1.5	3	2.6
<i>Total VET</i>	<i>16</i>	<i>34.8</i>	<i>11</i>	<i>16.2</i>	<i>27</i>	<i>23.7</i>
<i>Total</i>	<i>46</i>	<i>100.0</i>	<i>68</i>	<i>100.0</i>	<i>114</i>	<i>100.0</i>

* Included in Total VET

Table 3 reports the main destinations of Year 12 completers from this school as numbers and percentages.

Figure 3 Main destinations of Year 12 completers for Ipswich State High School, Ipswich City SSD, Brisbane SD and Queensland

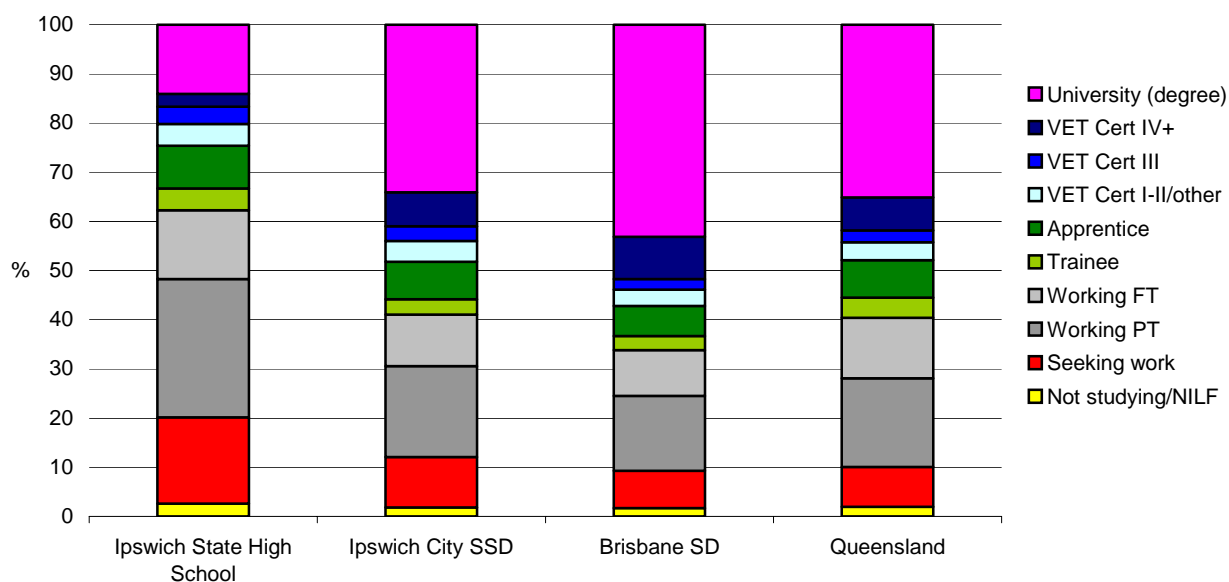


Figure 3 compares the main destinations of all Year 12 completers for Ipswich State High School with those of Ipswich City SSD, Brisbane SD and all schools statewide. Differences may reflect diversity in the types of students attending different schools, regional variation in labour markets and access to university and VET providers.

Figure 4 Comparison over time of main destinations of Year 12 completers for Ipswich State High School

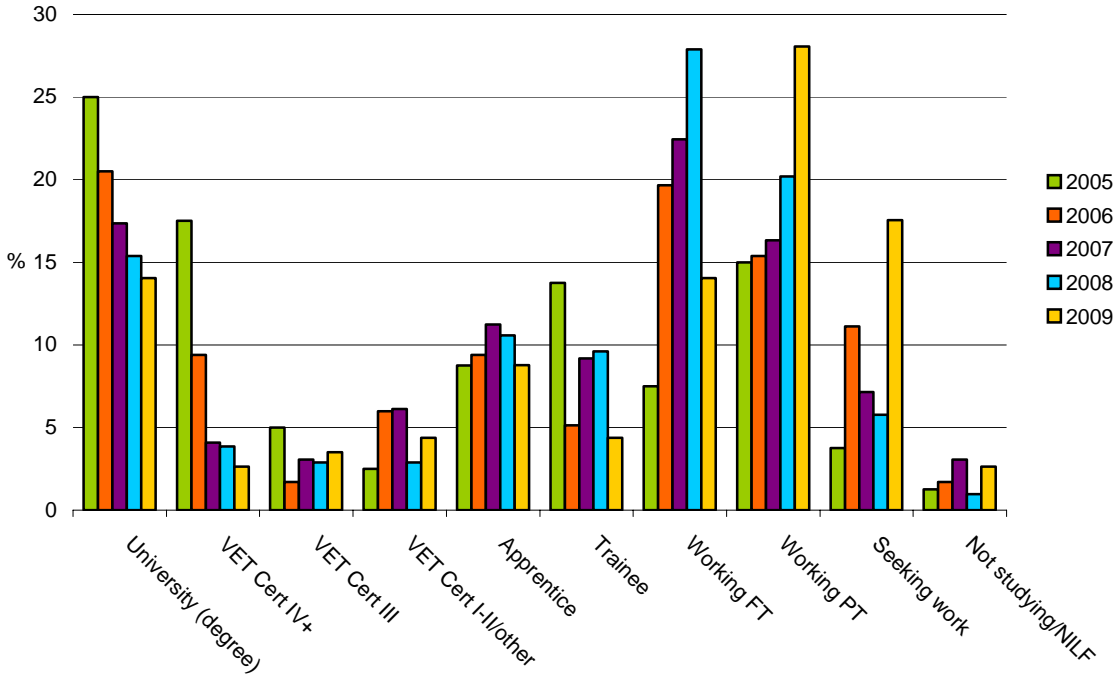


Figure 4 compares the main destinations Year 12 completers from this school against previous years.

Learning

Table 4 Post-school institutions of Year 12 completers (numbers)

<i>Institution</i>	<i>no.</i>
The Bremer Institute of TAFE	9
University of Queensland	6
Southbank Institute of TAFE	4
Queensland University of Technology	4
University of Southern Queensland	3
Private Training Colleges	3
Skills Tech Australia	2
Secondary Schools	1
Other Queensland TAFEs	1
Metropolitan South Institute of TAFE	1
Interstate Universities	1
Griffith University	1
Other	5
Total	41

Table 4 reports the names of the institutions entered by Year 12 completers from this school.

Table 5 Field of study of Year 12 completers, by sex (numbers)

<i>Field of Study</i>	<i>Males no.</i>	<i>Females no.</i>	<i>Total no.</i>
Management & Commerce	2	7	9
Engineering & Related Technologies	7	1	8
Architecture & Building	3	2	5
Education	1	3	4
Health	1	2	3
Mixed Field Programs	2	1	3
Creative Arts	0	2	2
Food, Hospitality & Personal Services	0	2	2
Society & Culture	0	2	2
Agriculture, Environmental & Related Studies	0	1	1
Double Field of Study	1	0	1
Natural & Physical Sciences	0	1	1
Total	17	24	41

Note: This table uses the Australian Bureau of Statistics' Standard Classification of Education. Further information on which courses are in which fields is available at <http://www.ausstats.abs.gov.au/> under publication 1272.0

Table 5 reports field of study for Year 12 completers from this school who entered a study destination and provided field of study information.

Earning

Table 6 Occupational groups of all Year 12 completers in employment, by sex (numbers)

Occupational Group	Males no.	Females no.	Total no.
Sales Assistants	4	28	32
Food Handlers	4	9	13
Automotive Workers	5	0	5
Waiters	2	3	5
Building & Construction Skilled Workers	4	0	4
Clerks, Receptionists & Secretaries	1	3	4
Labourers	4	0	4
Food, Hospitality & Tourism	2	1	3
Storepersons	1	2	3
Accounting, Finance & Management	1	1	2
Government & Defence	1	1	2
Child Care & Education-related Workers	0	1	1
Drivers & Transport	1	0	1
Electrical & Electronics Trades	1	0	1
Factory & Machine Workers	1	0	1
Health, Fitness, Hair & Beauty Workers	0	1	1
Total	32	50	82

Table 6 reports the occupations of all Year 12 completers from this school who were in employment, and who provided information on the nature of their job (including those who were also in study or training).

Table 7 Industry categories of all Year 12 completers in employment (numbers)

<i>Industry Category</i>	<i>no.</i>
Retail Trade	38
Accommodation & Food Services	22
Manufacturing	5
Construction	5
Health Care & Social Assistance	3
Public Administration & Safety	2
Arts & Recreation Services	2
Transport, Postal & Warehousing	1
Financial & Insurance Services	1
Electricity, Gas, Water & Waste Services	1
Education & Training	1
Agriculture, Forestry & Fishing	1
Total	82

Table 7 reports the industries entered by all Year 12 completers from this school who were working and who provided industry category information (including those who were also in study or training).

VET in Schools students

Table 8 Main destinations of Year 12 completers who achieved a VET qualification (numbers)

<i>Destination</i>	<i>no.</i>
University (degree)	6
VET Cert IV+	3
VET Cert III	4
VET Cert I-II/other	5
Apprentice	8
Trainee	5
Working FT	10
Working PT	27
Seeking work	14
Not studying/NILF	3
Total	85

Table 8 reports the main destinations of Year 12 completers from this school who achieved a VET in Schools qualification.

Indigenous students

Table 9 Main destinations of Indigenous Year 12 completers (numbers)

<i>Destination</i>	<i>no.</i>
University (degree)	2
VET Cert I-II/other	1
Working FT	3
Working PT	1
Seeking work	2
Total	9

Table 9 reports the main destinations of Indigenous Year 12 completers from this school.

Not in Study

Table 10 Main reason of Year 12 completers for not studying, by sex (numbers)

<i>Main Reason</i>	<i>Males no.</i>	<i>Females no.</i>	<i>Total no.</i>
I am undecided and considering options	5	10	15
I am waiting for the course/training to begin	2	9	11
I want a break from study	3	8	11
I am not interested in further study	3	4	7
I am working to finance further study	2	5	7
The course fees and other costs are a barrier	4	3	7
I don't feel ready for more study	3	1	4
I don't meet the entry criteria for the program	2	1	3
Health reasons	1	1	2
I am going into the armed services	1	0	1
I have already finished studying	1	0	1
My work commitments	0	1	1
Other	0	1	1
Total	27	44	71

Table 10 reports the main reason for not studying given by Year 12 completers from this school who were not in study or training at the time of the survey.

Not Studying and Not in the Labour Force

Table 11 Main reason for not looking for work of Year 12 completers not studying and not in the labour force, by sex (numbers)

<i>Main Reason</i>	<i>Males no.</i>	<i>Females no.</i>	<i>Total no.</i>
Health reasons	1	1	2
My study commitments	1	0	1
Total	2	1	3

Table 11 reports the main reason for not looking for work given by all Year 12 school completers from this school who were neither in study or training nor in the labour force at the time of the survey.

Further information and feedback

Statewide and Regional reports will be available on the departmental website in September 2009 at www.education.qld.gov.au/nextstep

For queries on this school's data or to request additional data, contact the *Next Step* project team at the Department of Education and Training on 3237 9827.