

# Ipswich State High School



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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 have been further 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 improved slightly in 2007, and communication between school and home has been streamlined with increasing mailouts and the increasing development of email delivery.

### Future outlook

Currently over 300 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 2008:

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]

IT throughout the curriculum is becoming more firmly embedded with the purchase of interactive whiteboards, and the school is progressing towards a full implementation of the School-Wide Positive Behaviour Support program.

# 2007 School Annual Report



Queensland  
Government  
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# Our school at a glance

## School Profile

Total student enrolments for your school – 1088 on Day 8; 1076 at end of semester 1

Year levels offered – 8 to 12

Coeducational or single sex - coeducational

## Curriculum offerings

### Our distinctive curriculum offerings

German and Japanese classes from Year 8 to Year 12

Senior Football Studies

BSB10101 Certificate I in Business

BSB20101 Certificate II in Business

THH11102 Certificate I in Hospitality [Kitchen Operations]

THH11002 Certificate I in Hospitality [Operations]

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 have been purchased for use 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.

# 2007 School Annual Report



Queensland  
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Education Queensland

## Our school at a glance

### 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.
- 2007 School Opinion Survey data indicates that students are satisfied with what they are learning at school [92.2%]; and that they are able to get involved in school activities [92.2%].
  - Parent data for the same questions shows responses of 88.9% and 88.9%.
- The school services a predominantly mid-low socio-economic area, typified by single-parent or blended families with a single or welfare income.
- 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. Parent – teacher reporting evenings occur twice a year for each year level, and these have been increasingly well attended. Written reports are prepared four times a year for each student.

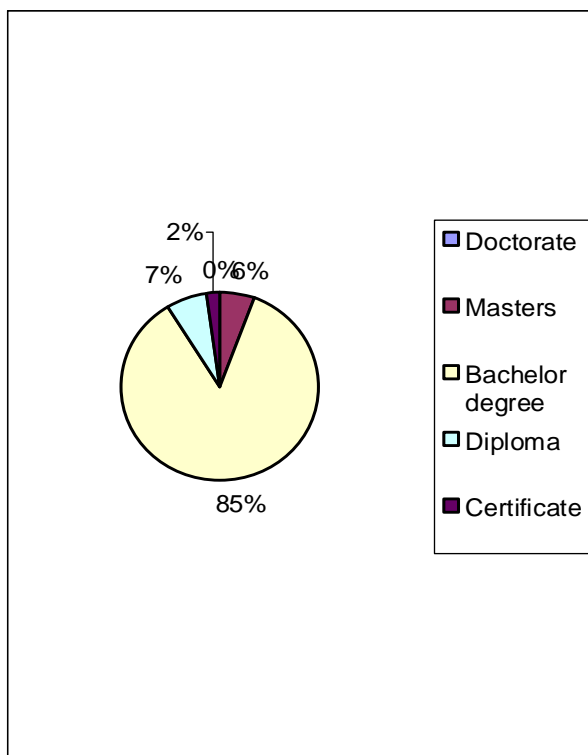
A newsletter is published at least monthly, and generally every three weeks. This is delivered by hand to students, but is mailed home at least once a semester.

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 Pastoral Care 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	Percentage of classroom teachers and school leaders at the school
Doctorate	0
Masters	5.6
Bachelor degree	85.6
Diploma	6.7
Certificate	2.2



### Expenditure on and teacher participation in professional development.

The total funds expended on teacher professional development in 2007 was \$75258 .

The major professional development initiatives are as follows:

**Student Engagement** [Pedagogy; Middle Phase; Literacy and Numeracy; Transition];

**Learning Pathways** [Curriculum options/structure; Career Education; Alternative Pathways; Vocational Education];

**Professional Learning** [Literacy and Numeracy; Assessment and Behaviour; Essential Learnings; Career Education; professional growth]

The involvement of the teaching staff in professional development activities during 2007 was 96 %.

### Average staff attendance

For permanent and temporary staff and school leaders the staff attendance rate was 96% in 2007.

### Proportion of staff retained from the previous school year.

From the end of the 2006 school year, 76% of staff were retained by the school for the entire 2007 school year.

## Performance of our students

### Student attendance

The average attendance rate as a percentage in 2007 was 86%.

### Key outcomes in the senior phase of learning

#### Apparent retention rates Year 8 to Year 12.

Year 12 student enrolment as a percentage of the Year 8 student cohort.	73 %
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#### Outcomes for our Year 12 cohort of 2007

Total number of Senior Certificates awarded	133
Percentage of Overall Position (OP) -eligible students with OP 1-15	42%
Percentage of students awarded Senior Certificates and awarded a Vocational Education and Training (VET) qualification	51%
Percentage of students awarded Senior Certificates with OP-eligibility or awarded a VET qualification	89%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer	100%

### Post-school destination information

At the time of publishing this School Annual Report, the results of the 2007 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 posted to our website by early September.

### Other Key Outcomes

#### Value added

One [1] students achieved OP1 and was also awarded a Vice-Chancellors Scholarship at QUT; several students achieved High Distinctions and Distinctions in UNSW and other academic competitions; over 35% of the student body was recognised with an award for excellence at the Annual Awards Night; students and staff represented Queensland in a number of sporting teams; students achieved Australian representation in Touch Football, Field Archery and Ballroom Dancing; school ensembles achieved medals at Eisteddfods and Band competitions; the school hosted two [2] cultural exchanges with students from Konan and Nerima high schools in Japan.

#### Parent, student and teacher satisfaction with the school

School Opinion Survey data for 2007 indicates 80.6% [students]; 88.9% [parents] and 68.1% [teaching staff]. This last figure can be explained by the high turnover of contract staff during 2007.

# YEAR 12 2007

## 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 Certificate or Certificate of Post-Compulsory School Education in 2007, whether they attended a Government, Catholic or independent school, or a TAFE secondary college. The Office of the Government Statistician conducted the survey between 2 April and 17 May 2008, approximately six months after the young people left school. Responses were predominantly collected via computer-assisted telephone interview 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](http://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 2007.

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 (%)
104	133	78.2

#### 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](http://www.education.qld.gov.au/nextstep)

#### Summary of findings

In 2008, 45.2 per cent of young people who completed their Year 12 at Ipswich State High School in 2007 continued in some recognised form of education and training in the year after they left school.

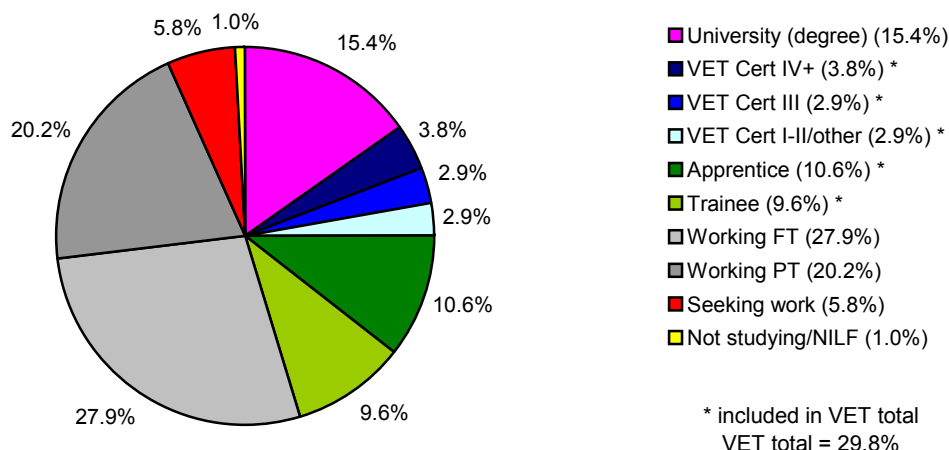
The most common study destination was university (15.4 per cent). The combined VET study destinations accounted for 29.8 per cent of respondents, including 9.6 per cent in campus-based VET programs, with 3.8 per cent of Year 12 completers entering programs at Certificate IV level or higher.

20.2 per cent commenced employment-based training, either as an apprentice (10.6 per cent) or trainee (9.6 per cent).

In addition to the above study destinations, a further 2.9 per cent of respondents from this school deferred a tertiary offer in 2008 (deferrers are shown in Figure 1 in their current destination).

54.8 per cent did not enter post-school education or training, and were either employed (48.1 per cent), seeking work (5.8 per cent) or neither studying nor in the labour force (1.0 per cent).

**Figure 1** Main destinations of Year 12 completers



# 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](http://www.education.qld.gov.au/nextstep)

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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](http://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.

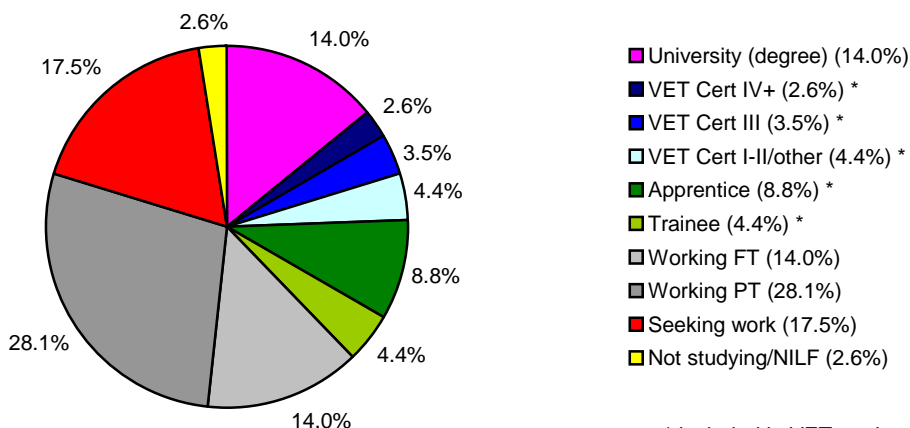
The most common study destination was university (14.0 per cent). The combined VET study destinations accounted for 23.7 per cent of respondents, including 10.5 per cent in campus-based VET programs, with 2.6 per cent of Year 12 completers entering programs at Certificate IV level or higher.

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](http://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**

<b>Number of respondents</b>	<b>Number of students who completed Year 12</b>	<b>Response rate (%)</b>
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**

<b>Higher Education</b>	
University (degree)*	Studying at degree level.
<b>VET categories</b>	
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.
<b>No further education or training</b>	
Working full-time <sup>~</sup>	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 <sup>~</sup>	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

<sup>~</sup>Based on ABS classification

# Main destinations

**Figure 1 Main destinations of Year 12 completers**

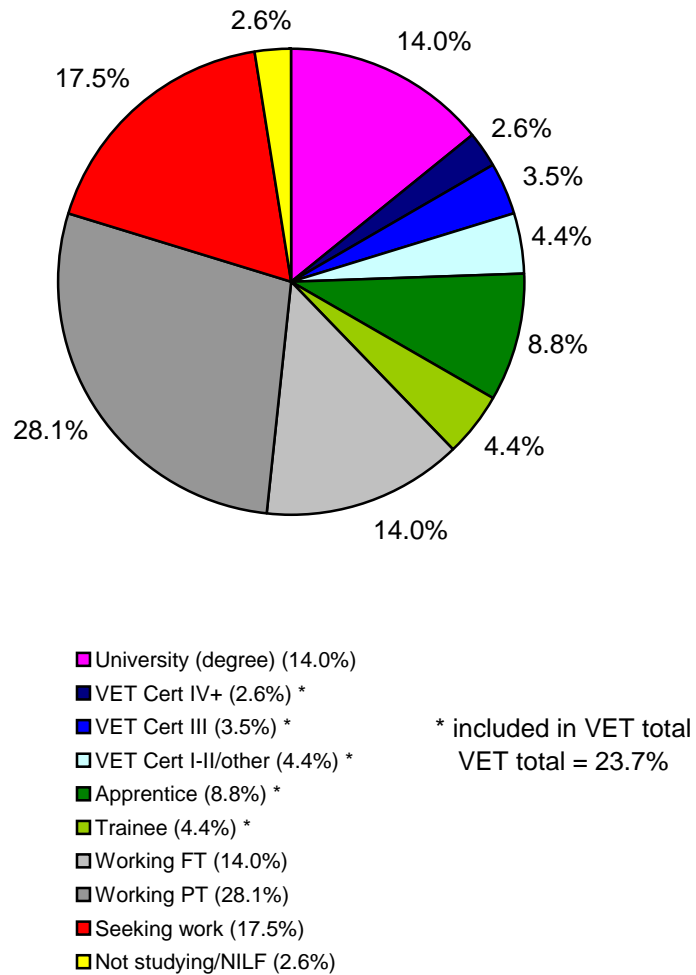


Figure 1 reports the main destinations of Year 12 completers from this school, as defined in Table 2. Please note that students (in university or VET) were assigned to the study categories regardless of their labour force status.

**Figure 2 Main destinations of Year 12 completers, by sex**

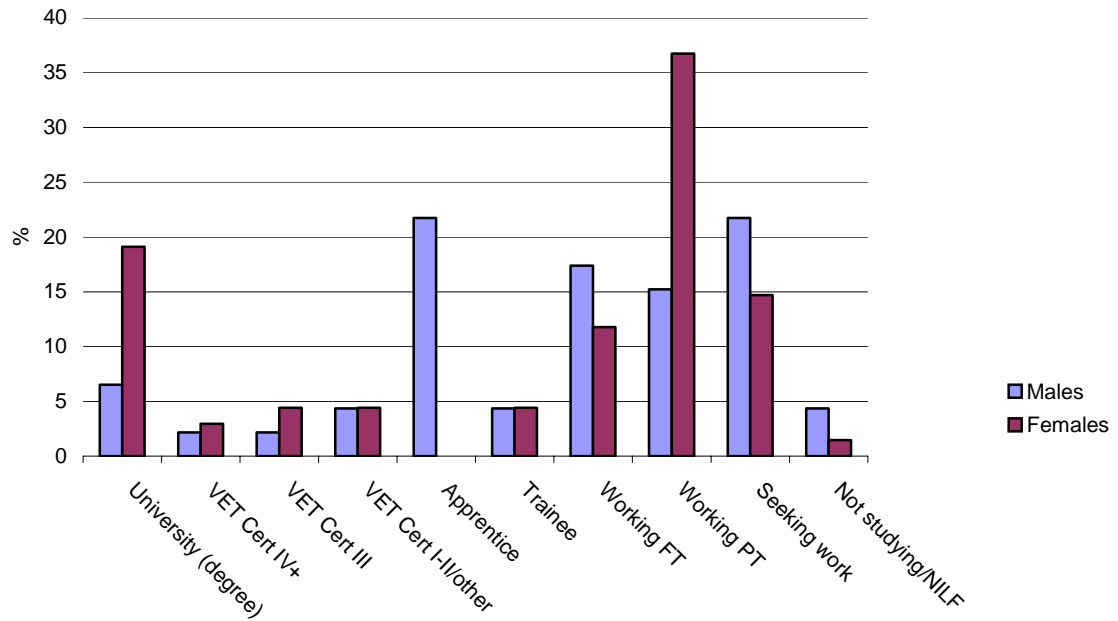


Figure 2 reports the main destinations of male and female Year 12 completers from this school as percentages.

**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**

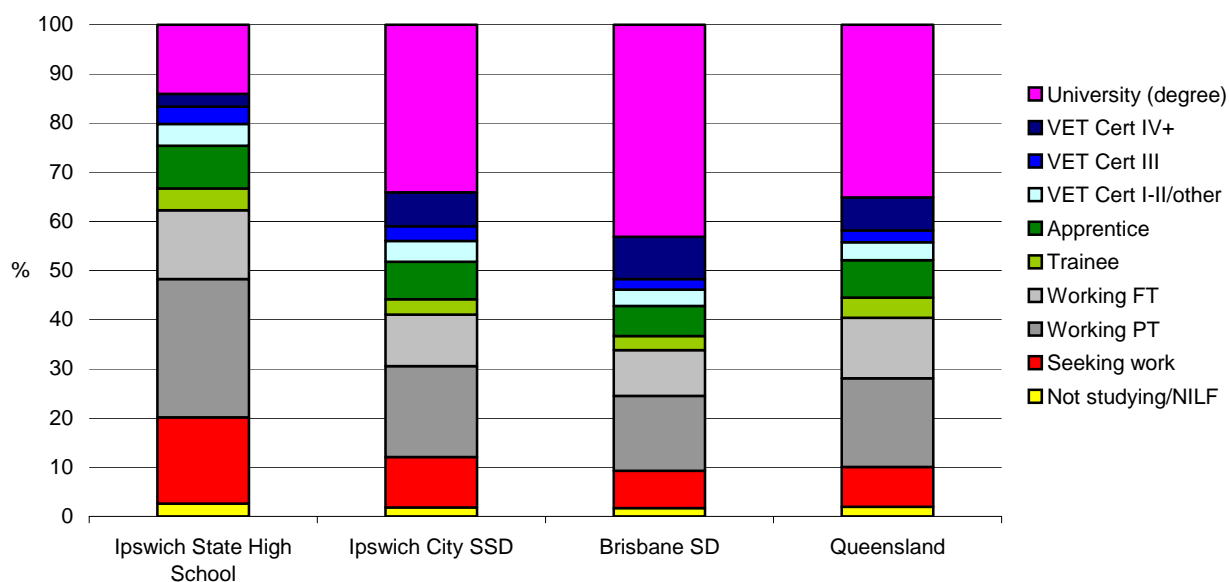


Figure 3 compares the main destinations of all Year 12 completers for Ipswich State High School with those of Ipswich City SSD, Brisbane SD and all schools statewide. Differences may reflect diversity in the types of students attending different schools, regional variation in labour markets and access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

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

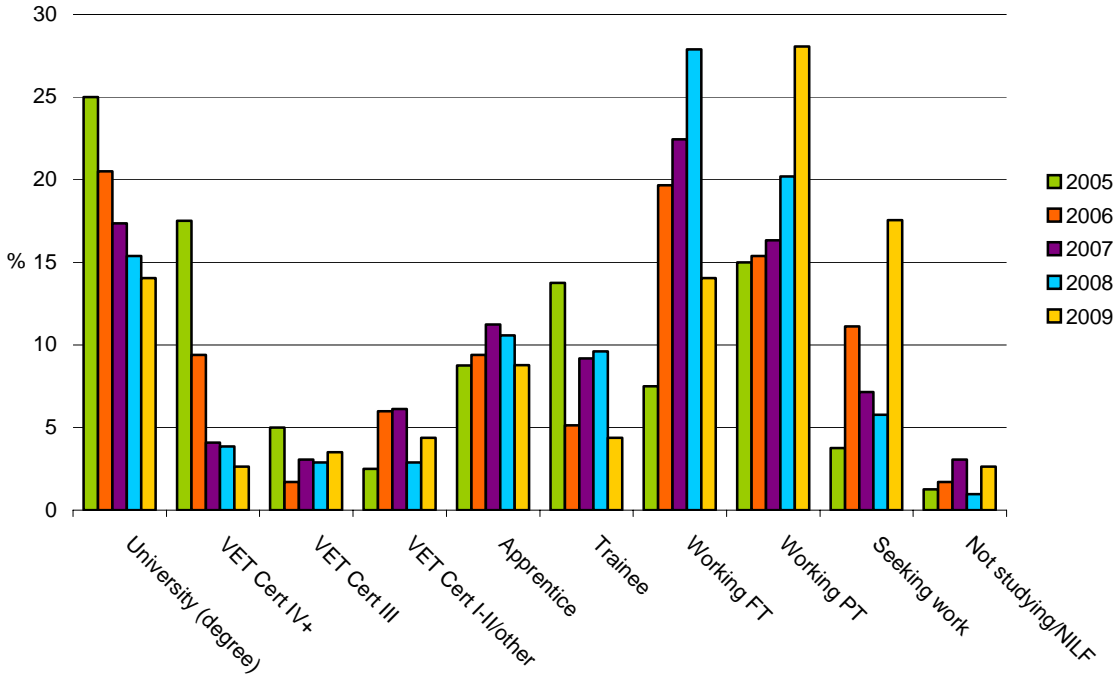


Figure 4 compares the main destinations Year 12 completers from this school against previous years.

# 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
<b>Total</b>	<b>41</b>

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
<b>Total</b>	<b>17</b>	<b>24</b>	<b>41</b>

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)**

<b>Occupational Group</b>	<b>Males no.</b>	<b>Females no.</b>	<b>Total no.</b>
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
<b>Total</b>	<b>32</b>	<b>50</b>	<b>82</b>

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)**

<b><i>Industry Category</i></b>	<b><i>no.</i></b>
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)

<b><i>Destination</i></b>	<b><i>no.</i></b>
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)

<b><i>Destination</i></b>	<b><i>no.</i></b>
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](http://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.