





## 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 provide information on the destinations of students from Special Schools who completed Year 12 in 2016. This is one indicator of the outcomes of schooling.

This information can be used to:

- Review senior schooling programs and services, e.g. subject offerings, career advice, links with employers and/or tertiary institutions
- Contribute to reporting and planning processes.

## Source of information

This report is based on the results of the annual *Next Step* survey for Special Schools. 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.

Since 2015, the *Next Step* survey has included a series of additional questions for students who attended special schools. These questions are designed to provide more meaningful information on the post-school pathways of students who attend special schools.

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, 78.9% of young people who completed Year 12 at Special Schools in 2016 continued in a meaningful post-school pathway in the year after they left school.

22.8% of respondents were undertaking post-school education or training, either in campus-based study (21.8%) or employment-based training (1.1%).

Work was a pathway for 24.6% of respondents, either in open employment (3.2%), supported employment (9.1%), or unpaid or volunteer work (12.3%).

A further 31.6% of respondents were attending a day service.

21.1% did not enter a meaningful post-school pathway and were either seeking work (7.4%) or not in the labour force, education or training (13.7%).

## Response rate for Special Schools

**Table 1: Survey response rate, Special Schools 2017**

Number of respondents	Number of students who completed Year 12	Response rate (%)
285	361	78.9

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

It has not been possible to ascertain how representative these responses are of all Year 12 completers from this group of schools.

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 3.

## Verified disability

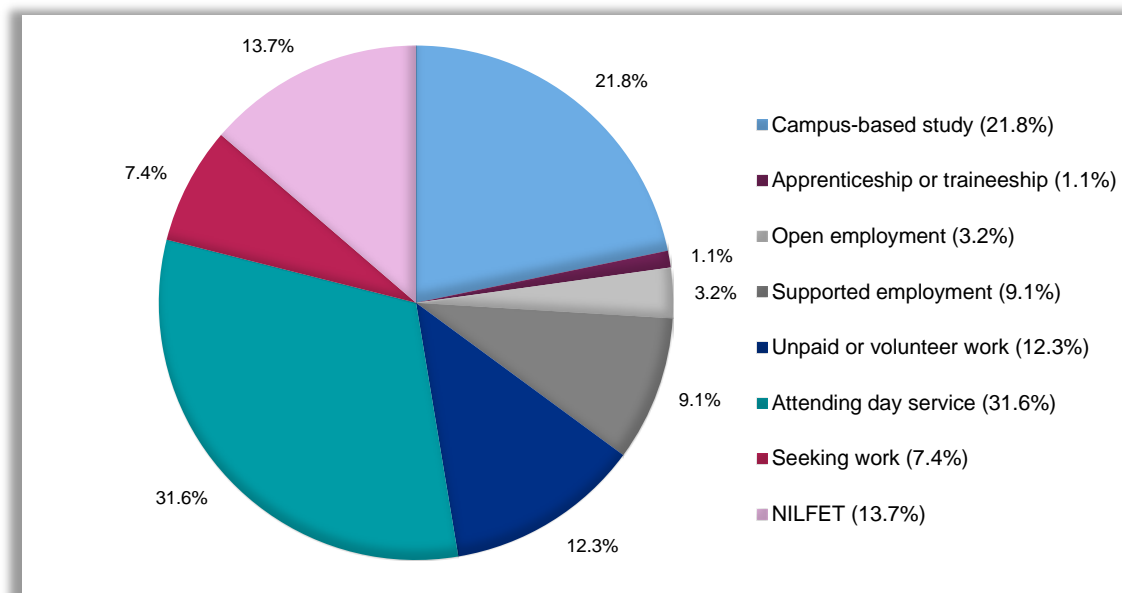
**Table 2: Year 12 completers with a verified disability, by specific impairment area, Special Schools 2017**

Specific impairment area	no.	%
Intellectual Disability	258	90.5
Autism Spectrum Disorder	17	6.0
Physical Impairment	5	1.8
Vision Impairment	1	0.4
Unknown	4	1.4
<b>Total</b>	<b>285</b>	<b>100.0</b>

## Post-school pathway

The post-pathways of Year 12 completers from Special Schools were categorised into eight main pathways. Year 12 completers from Special Schools who were in education, training or employment as well as attending a day service were reported in their education, training or employment pathway. A table defining these pathways is shown in Appendix 2.

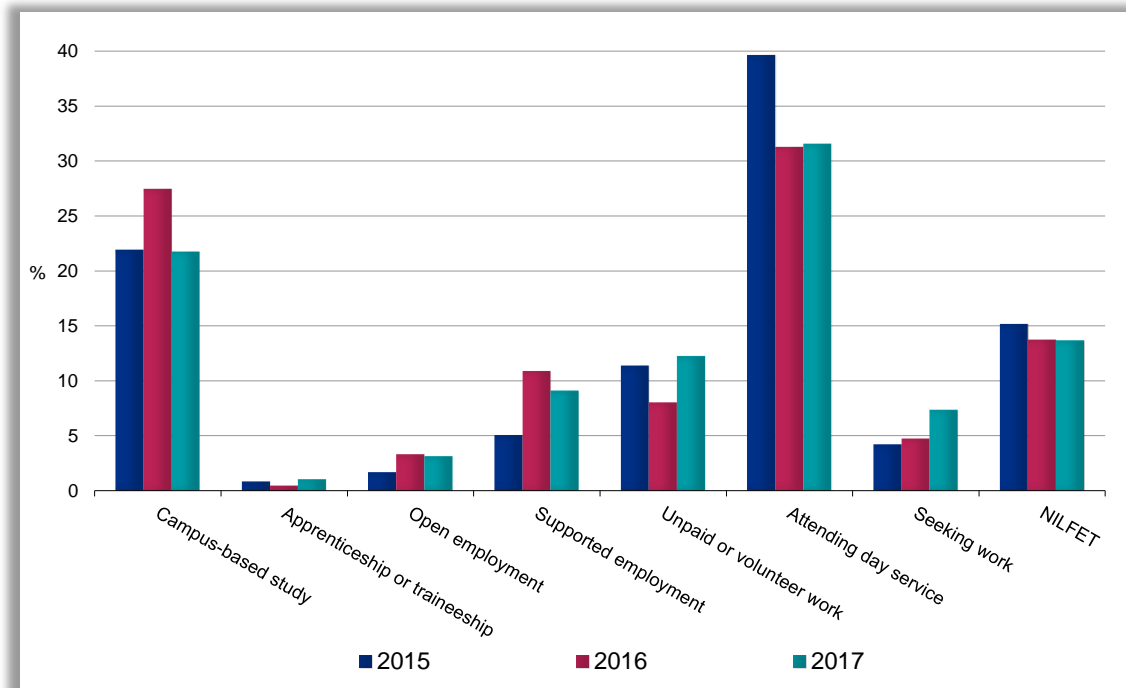
**Figure 1: Post-school pathway of Year 12 completers, Special Schools 2017**



**Table 3: Post-school pathway of Year 12 completers, by sex, Special Schools 2017**

Post-school pathway	SEX				Total	
	Male		Female			
	no.	%	no.	%	no.	%
Education or training						
Campus-based study	43	22.3	19	20.7	62	21.8
Apprenticeship or traineeship	3	1.6	0	0.0	3	1.1
<i>Education or training Total</i>	<i>46</i>	<i>23.8</i>	<i>19</i>	<i>20.7</i>	<i>65</i>	<i>22.8</i>
Work						
Open employment	6	3.1	3	3.3	9	3.2
Supported employment	18	9.3	8	8.7	26	9.1
Unpaid or volunteer work	23	11.9	12	13.0	35	12.3
<i>Work Total</i>	<i>47</i>	<i>24.4</i>	<i>23</i>	<i>25.0</i>	<i>70</i>	<i>24.6</i>
Attending day service	56	29.0	34	37.0	90	31.6
Seeking work	16	8.3	5	5.4	21	7.4
NILFET	28	14.5	11	12.0	39	13.7
<b>Total</b>	<b>193</b>	<b>100.0</b>	<b>92</b>	<b>100.0</b>	<b>285</b>	<b>100.0</b>

**Figure 2: Post-school pathway of Year 12 completers, Special Schools 2015-2017**



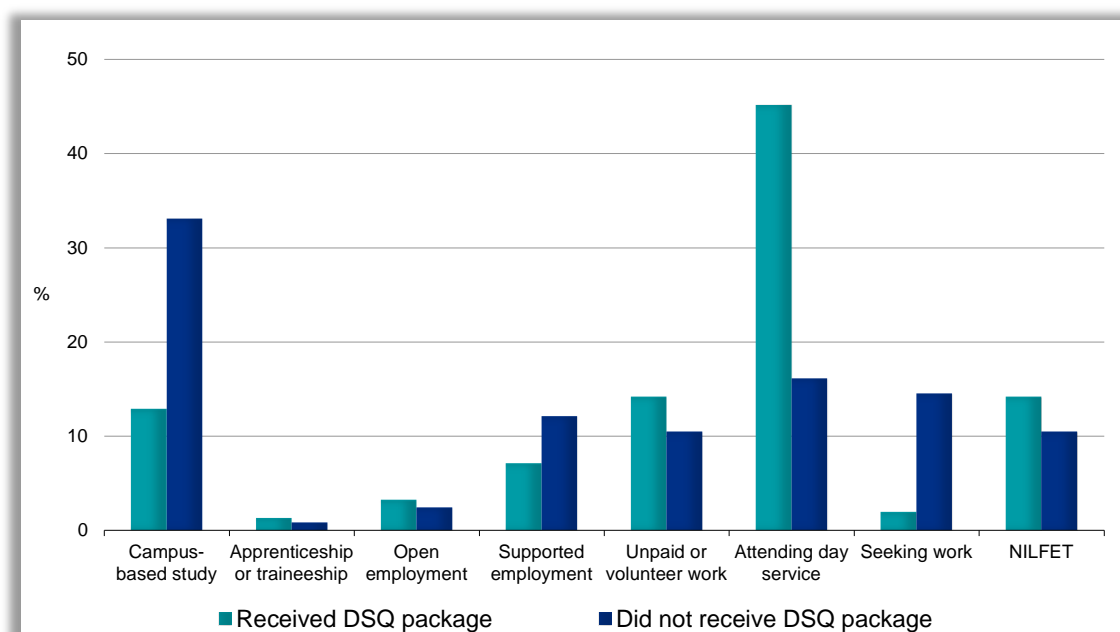


**Table 4: Post-school pathway of Year 12 completers, by whether they received a post-school package from DSQ, Special Schools 2017**

Post-school pathway	RECEIVED DSQ PACKAGE <sup>a</sup>					
	Yes		No <sup>b</sup>		Total	
	no.	%	no.	%	no.	%
Education or training						
Campus-based study	20	12.9	41	33.1	61	21.9
Apprenticeship or traineeship	2	1.3	1	0.8	3	1.1
<i>Education or training Total</i>	22	14.2	42	33.9	64	22.9
Work						
Open employment	5	3.2	3	2.4	8	2.9
Supported employment	11	7.1	15	12.1	26	9.3
Unpaid or volunteer work	22	14.2	13	10.5	35	12.5
<i>Work Total</i>	38	24.5	31	25.0	69	24.7
Attending day service	70	45.2	20	16.1	90	32.3
Seeking work	3	1.9	18	14.5	21	7.5
NILFET	22	14.2	13	10.5	35	12.5
<b>Total</b>	<b>155</b>	<b>100.0</b>	<b>124</b>	<b>100.0</b>	<b>279</b>	<b>100.0</b>

<sup>a</sup> Excludes six Year 12 completers who did not provide any responses to the additional special schools questions.

<sup>b</sup> Includes 25 Year 12 completers who did not know if they received a DSQ package.

**Figure 3: Post-school pathway of Year 12 completers, by whether they received a post-school package from DSQ, Special Schools 2017**

## Day services

**Table 5: Post-school pathway of Year 12 completers, by whether they attended a day service, Special Schools 2017**

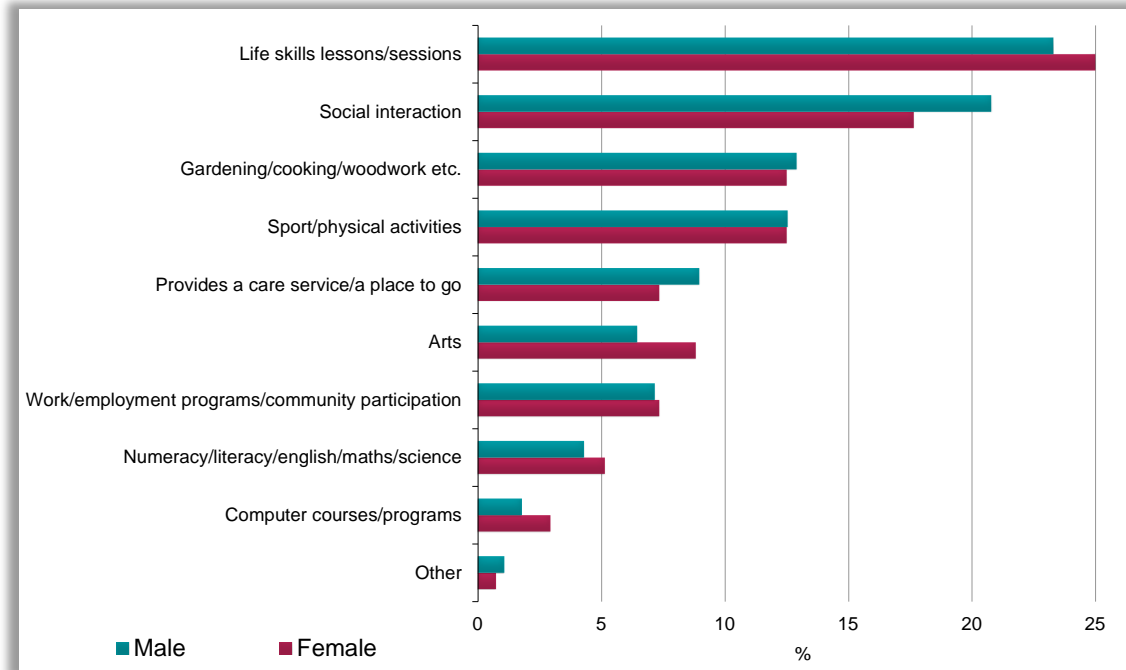
<i>Post-school pathway</i>	ATTENDING DAY SERVICE <sup>a</sup>					
	Yes		No		Total	
	no.	%	no.	%	no.	%
Education or training						
Campus-based study	13	9.7	48	33.1	61	21.9
Apprenticeship or traineeship	0	0.0	3	2.1	3	1.1
<i>Education or training Total</i>	13	9.7	51	35.2	64	22.9
Work						
Open employment	1	0.7	7	4.8	8	2.9
Supported employment	8	6.0	18	12.4	26	9.3
Unpaid or volunteer work	22	16.4	13	9.0	35	12.5
<i>Work Total</i>	31	23.1	38	26.2	69	24.7
Attending day service	90	67.2	0	0.0	90	32.3
Seeking work	0	0.0	21	14.5	21	7.5
NILFET	0	0.0	35	24.1	35	12.5
<b>Total</b>	<b>134</b>	<b>100.0</b>	<b>145</b>	<b>100.0</b>	<b>279</b>	<b>100.0</b>

<sup>a</sup> Excludes six Year 12 completers who did not provide any responses to the additional special schools questions.

**Table 6: Days per week spent at a day service of Year 12 completers, by day service source of funding, Special Schools 2017**

<i>Days per week at day service</i>	DAY SERVICE FUNDING									
	DSQ		Self		DSQ and Self		Other		Total	
	no.	%	no.	%	no.	%	no.	%	no.	%
1	6	6.9	0	0.0	1	4.3	1	6.7	8	6.0
2	15	17.2	2	22.2	3	13.0	2	13.3	22	16.4
3	26	29.9	3	33.3	2	8.7	4	26.7	35	26.1
4	24	27.6	2	22.2	11	47.8	1	6.7	38	28.4
5 or more	16	18.4	2	22.2	6	26.1	7	46.7	31	23.1
<b>Total</b>	<b>87</b>	<b>100.0</b>	<b>9</b>	<b>100.0</b>	<b>23</b>	<b>100.0</b>	<b>15</b>	<b>100.0</b>	<b>134</b>	<b>100.0</b>

**Figure 4: Activities participated in by Year 12 completers who attended a day service, by sex, Special Schools 2017**



As Year 12 completers could have participated in more than one activity at their day service this figure may include multiple responses from each person.

## Education and Training

**Table 7: Post-school institution of Year 12 completers in education or training, Special Schools 2017**

<i>Post-school institution</i>	<i>no.</i>
Secondary school	41
Other private training college	9
TAFE Queensland Brisbane	3
TAFE Queensland East Coast	3
TAFE Queensland SkillsTech	2
TAFE Queensland South West	1
CQUniversity (TAFE program)	1
Interstate TAFE	1
Careers Australia	1
Other institution	3
<b>Total</b>	<b>65</b>

**Table 8: Field of study of Year 12 completers in education or training, by sex, Special Schools 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>
Mixed Field Programs	29	11	40
Food, Hospitality and Personal Services	4	2	6
Education	3	1	4
Natural and Physical Sciences	1	0	1
Information Technology	0	1	1
Health	1	0	1
Management and Commerce	1	0	1
Society and Culture	0	1	1
Creative Arts	0	1	1
Double Field of Study	0	1	1
Other	7	1	8
<b>Total</b>	<b>46</b>	<b>19</b>	<b>65</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.

## Employment

**Table 9: Occupational Sub-Major group of Year 12 completers in employment, by sex, Special Schools 2017**

Occupation - Sub-Major Group <sup>b</sup>	EMPLOYMENT TYPE <sup>a</sup>		
	Open	Supported	Total
	no.	no.	no.
Other Labourers	1	10	11
Sales Assistants and Salespersons	2	5	7
Factory Process Workers	1	5	6
Food Preparation Assistants	2	4	6
Cleaners and Laundry Workers	0	3	3
Hospitality Workers	1	2	3
Sales Support Workers	1	1	2
Food Trades Workers	0	1	1
Health and Welfare Support Workers	0	1	1
Carers and Aides	0	1	1
Storepersons	0	1	1
Farm, Forestry and Garden Workers	0	1	1
<b>Total</b>	<b>8</b>	<b>35</b>	<b>43</b>

<sup>a</sup> Excludes Year 12 completers undertaking unpaid or volunteer work.

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

**Table 10: Industry category of Year 12 completers in employment, by sex, Special Schools 2017**

Industry category <sup>b</sup>	EMPLOYMENT TYPE <sup>a</sup>		
	Open	Supported	Total
	no.	no.	no.
Retail Trade	4	7	11
Health Care and Social Assistance	0	9	9
Accommodation and Food Services	1	5	6
Manufacturing	1	3	4
Other Services	0	3	3
Arts and Recreation Services	1	2	3
Wholesale Trade	1	1	2
Public Administration and Safety	0	2	2
Agriculture, Forestry and Fishing	0	1	1
Administrative and Support Services	0	1	1
Education and Training	0	1	1
<b>Total</b>	<b>8</b>	<b>35</b>	<b>43</b>

<sup>a</sup> Excludes Year 12 completers undertaking unpaid or volunteer work.

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

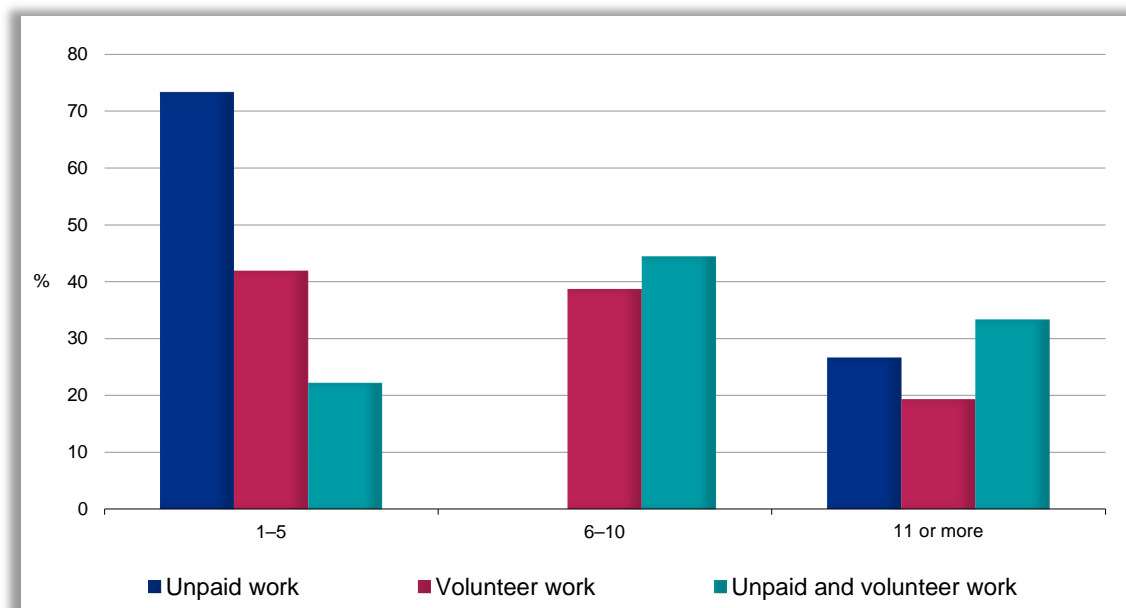
## Unpaid and volunteer work

**Table 11: Participation in unpaid work by Year 12 completers, Special Schools 2017**

<i>Unpaid or volunteer work<sup>a</sup></i>	<i>no.</i>	<i>%</i>
Doing volunteer work	33	11.9
Doing unpaid work	16	5.8
Doing volunteer and unpaid work	9	3.2
Not doing unpaid or volunteer work	220	79.1
<b>Total</b>	<b>278</b>	<b>100.0</b>

<sup>a</sup> Excludes six Year 12 completers who did not provide any responses to the additional special schools questions and one Year 12 completer who did not know if they were participating in unpaid or volunteer work.

**Figure 5: Hours worked per week by Year 12 completers undertaking unpaid work, by type of unpaid work, Special Schools 2017**



## Vocational Education and Training in schools

**Table 12: Post-school pathway of Year 12 completers who obtained a VET qualification, Special Schools 2017**

<i>Post-school pathway</i>	<i>no.</i>
Education or training	
Campus-based study	16
Apprenticeship or traineeship	3
<i>Education or training Total</i>	<i>19</i>
Work	
Open employment	8
Supported employment	18
Unpaid or volunteer work	13
<i>Work Total</i>	<i>39</i>
Attending day service	14
Seeking work	11
NILFET	3
<b>Total</b>	<b>86</b>

## School-based apprenticeships and traineeships

**Table 13: Post-school pathway of Year 12 completers who participated in a SAT, Special Schools 2017**

<i>Post-school pathway</i>	<i>no.</i>
Education or training	
Campus-based study	4
Apprenticeship or traineeship	2
<i>Education or training Total</i>	<i>6</i>
Work	
Open employment	4
Supported employment	3
Unpaid or volunteer work	3
<i>Work Total</i>	<i>10</i>
Attending day service	2
Seeking work	4
NILFET	0
<b>Total</b>	<b>22</b>

## Indigenous students

**Table 14: Post-school pathway of Indigenous Year 12 completers, Special Schools 2017**

<i>Post-school pathway</i>	<i>no.</i>
Education or training	
Campus-based study	3
Apprenticeship or traineeship	0
<i>Education or training Total</i>	<i>3</i>
Work	
Open employment	0
Supported employment	1
Unpaid or volunteer work	2
<i>Work Total</i>	<i>3</i>
Attending day service	7
Seeking work	3
NILFET	6
<b>Total</b>	<b>22</b>

## Socioeconomic status

**Table 15: Main destination of Year 12 completers, by socioeconomic status, Special Schools 2017**

<i>Post-school pathway</i>	<b>SOCIOECONOMIC STATUS<sup>a,b</sup></b>							
	<i>Lowest SES quartile</i>		<i>Second lowest SES quartile</i>		<i>Second highest SES quartile</i>		<i>Highest SES quartile</i>	
	<i>no.</i>	<i>%</i>	<i>no.</i>	<i>%</i>	<i>no.</i>	<i>%</i>	<i>no.</i>	<i>%</i>
Education or training								
Campus-based study	18	18.4	13	23.2	22	31.9	9	15.3
Apprenticeship or traineeship	1	1.0	1	1.8	1	1.4	0	0.0
<i>Education or training Total</i>	<i>19</i>	<i>19.4</i>	<i>14</i>	<i>25.0</i>	<i>23</i>	<i>33.3</i>	<i>9</i>	<i>15.3</i>
Work								
Open employment	4	4.1	1	1.8	0	0.0	3	5.1
Supported employment	11	11.2	5	8.9	7	10.1	3	5.1
Unpaid or volunteer work	10	10.2	8	14.3	9	13.0	8	13.6
<i>Work Total</i>	<i>25</i>	<i>25.5</i>	<i>14</i>	<i>25.0</i>	<i>16</i>	<i>23.2</i>	<i>14</i>	<i>23.7</i>
Attending day service	31	31.6	13	23.2	21	30.4	24	40.7
Seeking work	13	13.3	6	10.7	1	1.4	1	1.7
NILFET	10	10.2	9	16.1	8	11.6	11	18.6
<b>Total</b>	<b>98</b>	<b>100.0</b>	<b>56</b>	<b>100.0</b>	<b>69</b>	<b>100.0</b>	<b>59</b>	<b>100.0</b>

<sup>a</sup> Excludes three respondents for whom socioeconomic status could not be determined.

<sup>b</sup> Socioeconomic status based on the *Socio-Economic Indexes for Areas (SEIFA), Australia, 2011* (ABS cat. no. 2033.0.55.001), based on residential address.



## Appendix 1 – List of schools

**Table A1: Queensland Special Schools with Year 12 completers in 2016**

Aspley Special School	Mount Isa Special School
Beenleigh Special School	Mount Ommaney Special School
Bundaberg Special School	Mudgeeraba Special School
Caboolture Special School	Nambour Special School
Calamvale Special School	Narbethong State Special School
Claremont Special School	Nursery Road State Special School
Clifford Park Special School	Pine Rivers Special School
Currimundi Special School	Red Hill Special School
Currumbin Community Special School	Redcliffe Special School
Darling Point Special School	Redland District Special School
Goodna Special School	Rockhampton North Special School
Hervey Bay Special School	Rockhampton Special School
Ipswich Special School	Rosella Park School
Kuraby Special School	Southport Special School
Logan City Special School	Sunnybank Special School
Mackay District Special School	Townsville Community Learning Centre
Mackenzie State Special School	Western Suburbs State Special School
Maryborough Special School	Woody Point Special School
Mitchelton Special School	

## Appendix 2 – Post-school pathway categorisation

**Table A2: Post-school pathway categorisation**

Education and Training	
<b>Campus-based study<sup>a,b</sup></b>	Studying at Certificate I, II, III, IV, Diploma, Advanced Diploma, Associate Degree or Bachelor Degree level (excluding apprentices and trainees).
<b>Apprenticeship or traineeship<sup>b</sup></b>	Employment-based apprenticeship or traineeship.
Employment	
<b>Open employment<sup>b</sup></b>	Undertaking full or part-time work in a non-supported employment environment and not in an education or training destination.
<b>Supported employment<sup>b</sup></b>	Undertaking full or part-time work in a supported employment environment and not in an education or training category.
<b>Unpaid or volunteer work<sup>b</sup></b>	Undertaking unpaid work—including vocational placements, internships, work experience and trials—or volunteer work.
Attending day service	
<b>Attending day service</b>	Attending a day service one or more days per week and not in an education, training or employment category.
Seeking work or Not in the Labour Force, Education or Training	
<b>Seeking work</b>	Looking for work and not in an education or training destination.
<b>NILFET</b>	Not in education or training, not working and not seeking work.

<sup>a</sup> Some respondents may also be in employment or seeking work.

<sup>b</sup> Some respondents may also be attending a day service.

## Appendix 3 – Fields of study

**Table A3: 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 4 – Industry categories

**Table A4: 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 5 – Acronyms and Abbreviations

**Table A5: Acronyms and Abbreviations**

Acronym or abbreviation	
<b>ABS</b>	Australian Bureau of Statistics
<b>Campus-based study</b>	All study categories excluding apprenticeships and traineeships
<b>Employment-based training</b>	Apprenticeships and traineeships
<b>DSQ</b>	Disability Services Queensland
<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 [Next Step website](#).