



# The nextstep Survey 2005

on the destinations of  
Year 12 school leavers

## Regional Report

Darling Downs



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## Acronyms and Abbreviations

ABS	Australian Bureau of Statistics
AQF	Australian Qualifications Framework
CATI	Computer Assisted Telephone Interviewing
CPCSE	Certificate of Post-Compulsory School Education
ETRF	Education and Training Reforms for the Future
FP	Field Position
FT	Full-time
LBOTE	Language Background Other Than English (this term is now used nationally in preference to NESB)
MCEETYA	Ministerial Council on Education, Employment, Training and Youth Affairs
NILF	Not In the Labour Force
OESR	Office of Economic and Statistical Research
OGS	Office of the Government Statistician
OP	Overall Position (indicator of academic performance ranking used for university entrance)
PT	Part-time
QCE	Queensland Certificate of Education
QSA	Queensland Studies Authority
SAT	School-based apprenticeship and traineeship
SD	Statistical division
SES	Socio-economic status
SSD	Statistical sub-division
TAFE	Technical and Further Education
VET	Vocational Education and Training

## **AIMS OF THE PROJECT**

The objectives of the Next Step survey were to collect information on the post-school destinations of Year 12 students in Queensland in order to assist:

- Parents and the wider public to know the achievements of students and to appreciate the range of options available to students
- Schools to review and plan their services for students, especially in the senior years of schooling
- School systems to review their education policies as they affect the transition from school to further study and employment
- Training bodies, universities, business and industry, local government and regional planners to plan their services.

## **METHODOLOGY**

The Next Step Destination Survey 2005 was conducted by the Office of the Government Statistician (OGS) on behalf of the Department of Education and the Arts. Data were analysed and written up for this report by the Centre for Post-compulsory Education and Lifelong Learning at the University of Melbourne.

The survey targeted 39 458 students who completed Year 12 in Queensland in 2004. Young people were surveyed five months after completing Year 12. On completion of the survey, a total of 23 650 completed surveys were received, representing a response rate of 59.9%. Of the responses, 11 010 were completed by returned mail, 1 286 through the website, and 11 354 by telephone.

Regional reports are based on statistical divisions and subdivisions used by the Australian Bureau of Statistics.

The response rate for this region was 60.0 per cent.

Students were allocated to this region on the basis of the location of the school they attended in 2004. This data is shown in the Appendix (Table AA).

## **MAIN FINDINGS FOR THE CITY OF DARLING DOWNS (1 518 respondents)**

Destinations (table 2)

- 62.7 per cent of young people who completed their Year 12 in Darling Downs in 2004 continued in some recognised form of education and training in the year after they left school.
- The most likely destination was university (32.5 per cent).
- 19.8 per cent commenced employment-based training, either as an apprentice (10.3 per cent) or trainee (9.5 per cent).
- 10.4 per cent commenced campus-based VET programs, including 5.0 per cent of respondents entering programs at Certificate IV level or higher.
- The vast majority of university and higher level VET students were studying full-time (97.4 per cent and 81.3 per cent respectively).
- About two-thirds of VET Certificate III students (67.9 per cent) and 55.8 per cent of Certificate I-II students were studying full-time.
- 37.4 per cent did not enter post-school education or training, and were either employed (31.0 per cent), looking for work (4.2 per cent) or neither in the labour force nor studying (2.2 per cent).

#### Sex differences in education and training destinations (table 2)

- Females were more likely than males to enter university (36.5 per cent compared with 27.8 per cent of males), and females were more likely to enrol in campus-based VET programs (13.1 per cent compared with 7.2 per cent).
- Males were more likely than females to commence an apprenticeship (20.2 per cent compared with 2.0 per cent) whereas females were more likely to commence a traineeship (12.1 per cent compared with 6.4 per cent).
- Females and males were approximately equally likely to be in employment, in either full-time or part-time/casual jobs.

#### Studying and working (table 3)

- Approximately half of the university students (45.8 per cent) and 37.3 per cent of the higher level VET students combined study with part-time/casual employment.
- Respondents who were not in study were more likely to be in full-time jobs than in part-time/casual employment (57.4 per cent and 25.6 per cent respectively).

#### Field of study (table 5)

- Two fields of study - Management and Commerce and Society and Culture - accounted for over one-third of student destinations (37.4 per cent) while Natural and Physical Sciences, Education, and Engineering and Related Technologies accounted for a further 32.6 per cent of enrolments.
- Females were much more likely than males to enter study in Society and Culture, Education and Health and more likely than males to enter study in Management and Commerce and Food, Hospitality and Personal Services.
- Males significantly outnumbered females in Engineering and Related Technologies, Information Technology and Architecture and Building courses.

#### Earning

- Including apprentices and trainees, 41.2 per cent of the respondents were full-time workers. (table 2)
- Among respondents not in education or training, females were much more likely than males to be working in part-time/casual jobs (31.2 per cent compared with 19.4 per cent). (table 6)
- The survey also showed high proportions of respondents working in just two industry areas – Retail Trade and Hospitality. Between them, these two categories accounted for 48.7 per cent of school completers. (table 8)

#### Reasons for not continuing in study (tables 9, 10)

- This survey indicates that the main reasons why young people do not continue in study are because they are taking time to consider their options (42.9 per cent) or they do not feel ready (20.0 per cent)
- Working in order to finance future study and work commitments were the next most important reasons (10.2 per cent and 7.2 per cent).
- Darling Downs respondents were slightly more likely to nominate reasons associated with taking a gap year than were respondents statewide.

#### Destinations by Year 12 studies (table 11)

- 34.5 per cent of Year 12 graduates left secondary school with a VET qualification, while a small number of Year 12 graduates (4.3 per cent) were school-based apprentices.
- Graduates with a VET qualification were much less likely to enrol in university (19.9 per cent compared with 39.1 per cent of the non-VET cohort). However they tended

to balance lower levels of transition to university with much higher rates of transition to employment-based training (28.6 per cent compared with 15.1 per cent).

- Graduates with a VET qualification were more likely to enter employment with no further education and training (33.9 per cent compared with 29.4 per cent).
- School-based apprentices were much more likely to undertake apprenticeships and traineeships than other graduates (43.0 per cent compared with 18.8 per cent).

#### Destinations by Indigenous Status (table 12)

- Indigenous Year 12 completers were much less likely than their non-Indigenous peers to enrol at university (21.1 per cent compared with 32.8 per cent).
- Indigenous graduates, however, were much more likely than non-Indigenous graduates to enrol in on-campus VET (18.4 per cent and 10.2 per cent respectively).
- Indigenous students were also less likely to enter employment with no further education or training (21.1 per cent compared with 31.3 per cent).

#### Destinations by Socioeconomic status (table 13)

- The rate of transition to university tends to rise as socioeconomic status (SES) rises.

#### Differences from State patterns (figure 2)

- A lower rate of transfer than the state average was evident for university entrance and higher level VET.
- A higher rate of transfer than the state average was evident for transfer to traineeships, and for direct entry to the workforce.
- The three most common occupational categories in Darling Downs - sales assistants, food handlers, clerks/secretaries – were the same as those in Queensland as a whole. However, gardeners, farmers and animal workers were a proportionally larger group in Darling Downs than statewide (8.6 per cent compared with 2.9 per cent) (table 7).
- Year 12 completers in Darling Downs were slightly less likely to be working in the two industry categories of Retail Trade and Hospitality than their counterparts elsewhere (48.7 per cent compared with 61.1 per cent) (table 8).

# REGIONAL REPORT

## DARLING DOWNS

### Main destinations

All respondents were categorised into their main destination, be it study or work, as outlined in Table 1. Students (in university or VET) were assigned to the study categories regardless of their labour force status.

**Table 1**                    **Categorisations used to determine Main Destination**

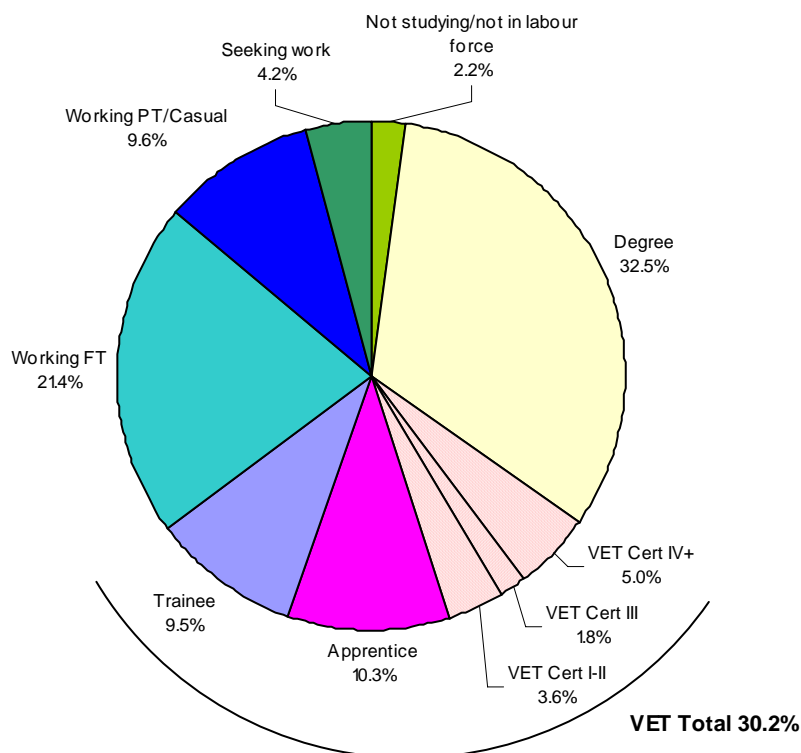
<i>Higher Education</i>	
University (degree)	Respondents studying at degree level. N.B. Some are also in the labour market
<i>VET categories</i>	
VET Cert IV+	Respondents studying Certificate IV, Diploma or Advanced Diploma (excluding apprentices and trainees). N.B. Some are also in the labour market. This category is referred to as higher level VET in the report.
VET Cert III	Respondents studying Certificate III (excluding apprentices and trainees). N.B. Some are also in the labour market.
VET Cert I-II	Respondents studying Certificate I or II (excluding apprentices and trainees). This category also includes 274 respondents in an “unspecified” VET certificate and 358 with an unknown course level. N.B. Some are also in the labour market. This category is referred to as lower level VET in the report.
Apprentice	Working and in employment-based apprenticeship.
Trainee	Working and in employment-based traineeship.
<i>No further education and training</i>	
Working full-time	Working full-time (35 hours or more) and not in a study or training destination. This includes people with part-time jobs that total 35 hours or more.
Working part-time/casual	Working part-time or casual (fewer than 35 hours) and not in a study or training destination.
Seeking work	Looking for work and not in a study or training destination (Unemployed in the Australian Bureau of Statistics classification).
Not studying and not in the labour force	Not in study or training, not working and not looking for work.

**Table 2 Main destinations of Year 12 completers by sex, Darling Downs, 2005**

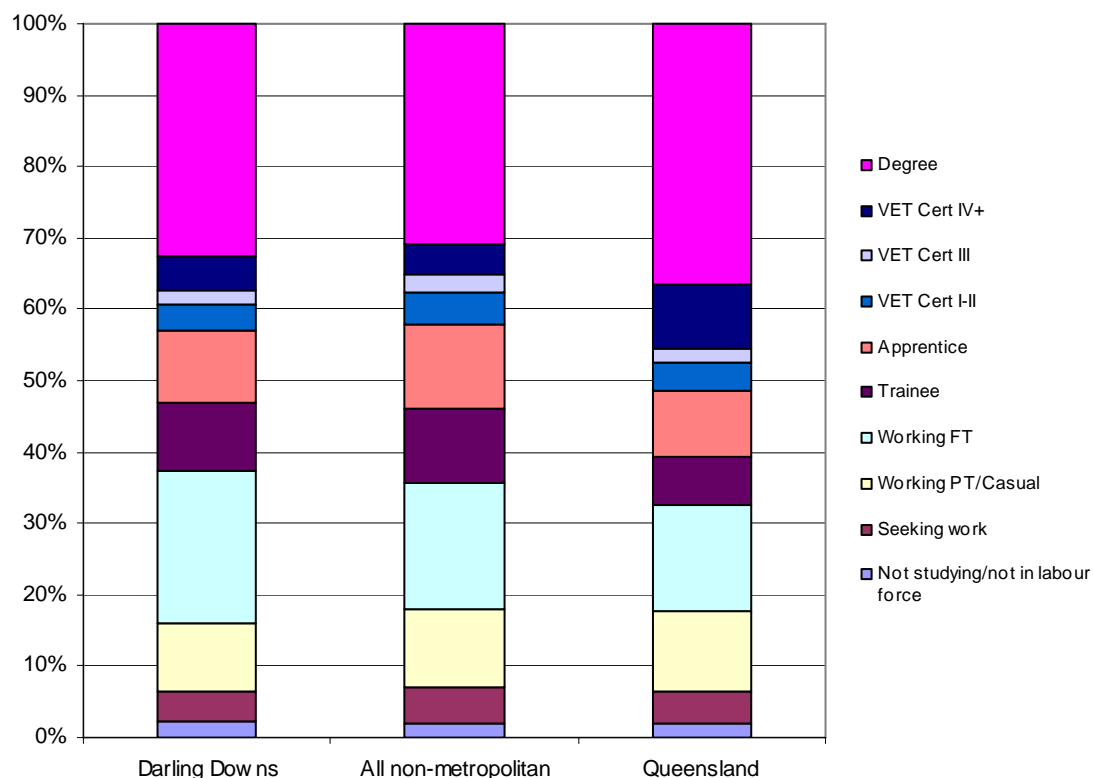
<i>Destination</i>	<i>Males</i>		<i>Females</i>		<i>Total</i>	
	<i>No.</i>	<i>Per cent</i>	<i>No.</i>	<i>Per cent</i>	<i>No.</i>	<i>Per cent</i>
University (degree)	194	27.8	299	36.5	493	32.5
VET Cert IV+	24	3.4	52	6.3	76	5.0
VET Cert III*	3	0.4	25	3.1	28	1.8
VET Cert I-II*	24	3.4	30	3.7	54	3.6
Apprentice	141	20.2	16	2.0	157	10.3
Trainee	45	6.4	99	12.1	144	9.5
<i>(VET Total)</i>	<b>237</b>	<b>33.8</b>	<b>222</b>	<b>27.2</b>	<b>459</b>	<b>30.2</b>
Working full-time	167	23.9	158	19.3	325	21.4
Working part-time/casual	52	7.4	93	11.4	145	9.6
Seeking work	29	4.1	34	4.2	63	4.2
Not studying/ not in the labour force	20	2.9	13	1.6	33	2.2
<b>Total</b>	<b>699</b>	<b>100.0</b>	<b>819</b>	<b>100.0</b>	<b>1 518</b>	<b>100.0</b>

\* Students not in apprenticeships or traineeships

**Figure 1 Main destinations of Year 12 completers, Darling Downs, 2005**



**Figure 2 Main destinations of Year 12 completers, Darling Downs, All Non-metropolitan and Queensland, 2005**



## Study and work

**Table 3 Study and labour force destinations of Year 12 completers, Darling Downs, 2005**

<i>Employment Destination</i>		<i>Uni Degree</i>	<i>VET Cert IV+</i>	<i>VET Cert III</i>	<i>VET Cert I-II</i>	<i>Unknown study</i>	<i>No study</i>	<i>TOTAL</i>
Full-time work	<i>No.</i>	21	11	5	1	9	325	372
	<i>%</i>	4.3	13.3	5.8	3.2	3.5	57.4	24.5
PT/Casual work	<i>No.</i>	226	31	13	5	8	145	428
	<i>%</i>	45.8	37.3	15.1	16.1	3.1	25.6	28.2
Apprentice	<i>No.</i>	0	1	24	1	131	0	157
	<i>%</i>	0.0	1.2	27.9	3.2	50.6	0.0	10.3
Trainee	<i>No.</i>	7	6	34	16	88	0	151
	<i>%</i>	1.4	7.2	39.5	51.6	34.0	0.0	9.9
Seeking work	<i>No.</i>	115	17	5	7	10	63	217
	<i>%</i>	23.3	20.5	5.8	22.6	3.9	11.1	14.3
Not working/not seeking work	<i>No.</i>	124	17	5	1	13	33	193
	<i>%</i>	25.2	20.5	5.8	3.2	5.0	5.8	12.7
<b>TOTAL</b>	<b><i>No.</i></b>	<b>493</b>	<b>83</b>	<b>86</b>	<b>31</b>	<b>259</b>	<b>566</b>	<b>1 518</b>
	<b><i>%</i></b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>

## Post-schooling Institutions entered

**Table 4** Post-school institutions of Year 12 completers, Darling Downs, 2005

<i>Institution</i>	<i>Number</i>	<i>Per cent</i>
University of Southern Queensland	246	25.8
The University of Queensland	121	12.7
Southern Queensland Institute of TAFE	97	10.2
Queensland University of Technology	52	5.5
Griffith University	38	4.0
James Cook University	10	1.1
Southbank Institute of TAFE	10	1.1
Central Queensland University	8	0.8
University of the Sunshine Coast	6	0.6
Australian College of Natural Medicine	4	0.4
Bond University	3	0.3
Qantm College	3	0.3
Moreton Institute of TAFE	2	0.2
Yeronga Institute of TAFE	2	0.2
Tropical North Institute of TAFE	2	0.2
Cooloola Sunshine Institute of TAFE	1	0.1
The Bremer Institute of TAFE	1	0.1
Gold Coast Institute of TAFE	1	0.1
Other Queensland TAFEs	44	4.6
Other Private Training Colleges	31	3.3
Interstate Universities	4	0.4
Other/unknown	266	27.9
<b>Total</b>	<b>952</b>	<b>100.0</b>

Note: Other/unknown category includes apprentices and trainees who did not specify study location.

## Field of study

**Table 5 Post-school field of study of Year 12 completers by sex, Darling Downs, 2005**

<i>Post-School Field of Study</i>	<i>Males</i>	<i>Females</i>	<i>Total</i>
	%	%	%
Management & Commerce	18.8	23.1	21.5
Society & Culture	10.2	19.3	15.9
Natural & Physical Sciences	12.5	13.0	12.8
Education	7.0	12.5	10.4
Engineering & Related Technologies	23.0	1.2	9.4
Health	5.1	11.6	9.1
Creative Arts	5.9	7.3	6.8
Food, Hospitality & Personal Services	1.6	4.5	3.4
Architecture & Building	5.9	1.4	3.1
Mixed Field Programmes	2.3	3.1	2.8
Agriculture, Environmental & Related Studies	3.5	2.1	2.6
Information Technology	4.3	0.9	2.2
<b>Total</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>

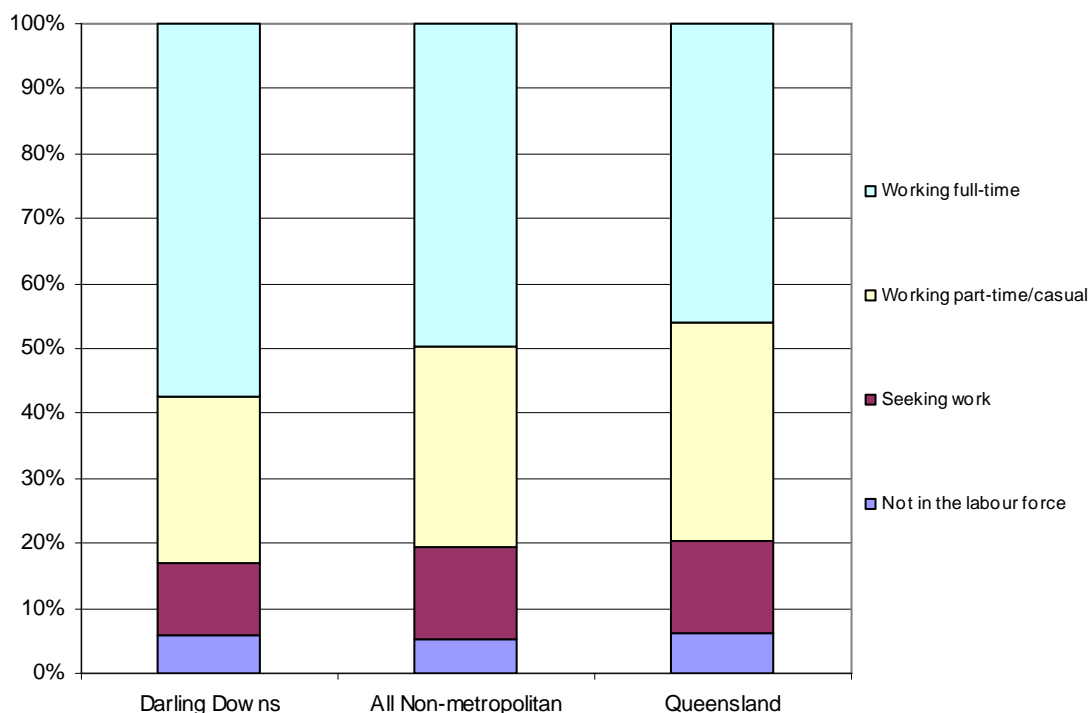
Note: This table uses the Australian Bureau of Statistics' Standard Classification of Education. Further information on which courses are in which fields is available at <http://www.ausstats.abs.gov.au/> under publication 1272.0

## Employment Destinations

**Table 6 Employment destinations of Year 12 school completers not in education or training, Darling Downs, 2005**

<i>Employment Destination</i>	<i>Males</i>		<i>Females</i>		<i>Total</i>	
	<i>No.</i>	<i>Per cent</i>	<i>No.</i>	<i>Per cent</i>	<i>No.</i>	<i>Per cent</i>
Working full-time	167	62.3	158	53.0	325	57.4
Working part-time/casual	52	19.4	93	31.2	145	25.6
Seeking work	29	10.8	34	11.4	63	11.1
Not studying/not in labour force	20	7.5	13	4.4	33	5.8
<b>Total</b>	<b>268</b>	<b>100.0</b>	<b>298</b>	<b>100.0</b>	<b>566</b>	<b>100.0</b>

**Figure 3 Employment destinations of Year 12 completers not in education or training, Darling Downs, All Non-metropolitan and Queensland, 2005**



**Table 7 Occupational categories of all working respondents, Darling Downs and Queensland, 2005**

<i>Occupational Category</i>	<i>Darling Downs Number</i>	<i>Darling Downs Per cent</i>	<i>Qld Per cent</i>
Sales Assistants	263	23.8	30.3
Food Handlers	158	14.3	16.9
Clerks, Receptionists & Secretaries	117	10.6	9.7
Waiters	56	5.1	6.5
Building & Construction Skilled Workers	88	8.0	6.2
Storepersons	40	3.6	4.5
Child Care & Education-Related Workers	41	3.7	3.4
Health, Fitness, Hair & Beauty Workers	19	1.7	3.0
Gardeners, Farmers & Animal Workers	95	8.6	2.9
Automotive Workers	49	4.4	2.6
Labourers	39	3.5	2.2
Electrical & Electronics Trades	18	1.6	2.1
Factory and Machine Workers	23	2.1	1.7
Engineering & Science Related	23	2.1	1.3
Cleaners	11	1.0	1.2
Marketing & Sales Representatives	6	0.5	1.0
Other (fewer than 1% of respondents statewide)	57	5.2	4.5
<b>Total</b>	<b>1 103</b>	<b>100.0</b>	<b>100.0</b>

**Table 8 Industry categories of all working Year 12 completers, Darling Downs and Queensland, 2005**

<i>Industry Category</i>	<i>Darling Downs Number</i>	<i>Darling Downs Per cent</i>	<i>Qld Per cent</i>
Retail trade	275	27.3	35.0
Hospitality (Accommodation, cafes, restaurants)	216	21.4	26.1
Construction	93	9.2	7.1
Manufacturing	48	4.8	4.1
Health and Community Services	40	4.0	3.8
Personal and Other Services	30	3.0	3.3
Agriculture, Forestry and Fishing	109	10.8	2.9
Education	32	3.2	2.5
Government Administration and Defence	41	4.1	2.5
Property and Business Services	17	1.7	2.3
Cultural and Recreational Services	16	1.6	2.0
Electricity, Gas and Water Supply	18	1.8	2.0
Transport and Storage	23	2.3	1.8
Finance and Insurance	24	2.4	1.6
Wholesale Trade	9	0.9	1.2
Other (fewer than 1% of respondents statewide)	16	1.6	1.8
<b>Total</b>	<b>1007</b>	<b>100.0</b>	<b>100.0</b>

## Not in Study

**Table 9 Main reason of Year 12 completers for not studying by sex, Darling Downs, 2005**

<i>Main Reason</i>	<i>Males</i>		<i>Females</i>		<i>Total</i>	
	<i>No.</i>	<i>Per cent</i>	<i>No.</i>	<i>Per cent</i>	<i>No.</i>	<i>Per cent</i>
I am taking time to consider my options (gap year)	81	47.6	91	39.4	172	42.9
I don't feel ready for more study	26	15.3	54	23.4	80	20.0
I am working in order to finance further study	17	10.0	24	10.4	41	10.2
My work commitments	11	6.5	18	7.8	29	7.2
The costs of undertaking study	9	5.3	12	5.2	21	5.2
My family commitments	4	2.4	9	3.9	13	3.2
I don't meet the entry criteria for the program I want to do	7	4.1	5	2.2	12	3.0
The program I would like to do is not offered locally	4	2.4	8	3.5	12	3.0
I was unsure I would be able to cope with the study program	5	2.9	3	1.3	8	2.0
Transport difficulties	3	1.8	3	1.3	6	1.5
I don't know what is available	3	1.8	3	1.3	6	1.5
The program is not available after hours or externally	0	0.0	1	0.4	1	0.2
<b>Total</b>	<b>170</b>	<b>100.0</b>	<b>231</b>	<b>100.0</b>	<b>401</b>	<b>100.0</b>

**Table 10 Main reason for not studying (per cent), Darling Downs, All Non-metropolitan and Queensland, 2005**

<i>Main reason</i>	<i>Darling Downs</i>	<i>All Non-metro</i>	<i>Queensland</i>
I am taking time to consider my options (gap year)	42.9	33.4	40.3
I don't feel ready for more study	20.0	18.9	19.6
My work commitments	7.2	14.4	9.8
I am working in order to finance further study	10.2	8.4	7.9
The costs of undertaking study	5.2	7.7	7.6
I don't meet the entry criteria for the program I want to do	3.0	4.2	3.7
My family commitments	3.2	4.3	3.2
Transport difficulties	1.5	1.8	2.3
I was unsure I would be able to cope with the study program	2.0	2.4	1.9
I don't know what is available	1.5	2.0	2.0
The program I would like to do is not offered locally	3.0	2.4	1.5
The program is not available after hours or externally	0.2	0.2	0.2
<b>Total</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>

## Destinations by Year 12 Studies

**Table 11** Main destinations of Year 12 completers by VET qualification, School-based apprentice or trainee (SAT) and CPCSE, Darling Downs, 2005

<i>Destination</i>		<i>VET Qualification</i>		<i>School-based apprentice or trainee (SAT)</i>		<i>CPCSE</i>
		<i>No</i>	<i>Yes</i>	<i>No</i>	<i>Yes</i>	<i>Yes</i>
University (degree)	<i>No.</i>	389	104	486	7	0
	<i>%</i>	39.1	19.9	33.4	10.8	
VET Certificate IV+	<i>No.</i>	54	22	75	1	0
	<i>%</i>	5.4	4.2	5.2	1.5	
VET Certificate III	<i>No.</i>	12	16	25	3	0
	<i>%</i>	1.2	3.1	1.7	4.6	
VET Certificate I-II	<i>No.</i>	38	16	54	0	3
	<i>%</i>	3.8	3.1	3.7	0.0	
Apprentice	<i>No.</i>	70	87	138	19	0
	<i>%</i>	7.0	16.6	9.5	29.2	
Trainee	<i>No.</i>	81	63	135	9	2
	<i>%</i>	8.1	12.0	9.3	13.8	
Working FT	<i>No.</i>	199	126	306	19	0
	<i>%</i>	20.0	24.1	21.1	29.2	
Working PT Casual	<i>No.</i>	94	51	138	7	1
	<i>%</i>	9.4	9.8	9.5	10.8	
Seeking work	<i>No.</i>	36	27	63	0	1
	<i>%</i>	3.6	5.2	4.3	0.0	
Not studying/not in labour force	<i>No.</i>	22	11	33	0	2
	<i>%</i>	2.2	2.1	2.3	0.0	
<b>Total</b>	<b><i>No.</i></b>	<b>995</b>	<b>523</b>	<b>1 453</b>	<b>65</b>	<b>9</b>
	<b><i>%</i></b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	

## Destinations by Indigenous status

**Table 12** Main destinations of Year 12 completers by Indigenous Status, Darling Downs, 2005

<i>Destination</i>		<i>Non-Indigenous</i>	<i>Indigenous</i>
University (degree)	No.	485	8
	%	32.8	21.1
VET Certificate IV+	No.	72	4
	%	4.9	10.5
VET Certificate III	No.	27	1
	%	1.8	2.6
VET Certificate I-II	No.	52	2
	%	3.5	5.3
Apprentice	No.	152	5
	%	10.3	13.2
Trainee	No.	138	6
	%	9.3	15.8
Working FT	No.	319	6
	%	21.6	15.8
Working PT Casual	No.	143	2
	%	9.7	5.3
Seeking work	No.	60	3
	%	4.1	7.9
Not studying/not in labour force	No.	32	1
	%	2.2	2.6
<b>Total</b>	<b>No.</b>	<b>1 480</b>	<b>38</b>
	<b>%</b>	<b>100.0</b>	<b>100.0</b>

## Destinations by Socioeconomic status

**Table 13** Main destinations of Year 12 completers by socioeconomic quartile, Darling Downs, 2005

<i>Destination</i>		<i>Lowest SES</i>	<i>Second lowest SES</i>	<i>Second highest SES</i>	<i>Highest SES</i>
University (degree)	<i>No.</i>	87	62	56	73
	<i>%</i>	30.0	30.0	34.8	40.8
VET Certificate IV+	<i>No.</i>	10	7	12	8
	<i>%</i>	3.4	3.4	7.5	4.5
VET Certificate III	<i>No.</i>	7	6	3	2
	<i>%</i>	2.4	2.9	1.9	1.1
VET Certificate I-II	<i>No.</i>	13	9	7	7
	<i>%</i>	4.5	4.3	4.3	3.9
Apprentice	<i>No.</i>	34	18	15	11
	<i>%</i>	11.7	8.7	9.3	6.1
Trainee	<i>No.</i>	23	23	8	12
	<i>%</i>	7.9	11.1	5.0	6.7
Working FT	<i>No.</i>	61	46	33	33
	<i>%</i>	21.0	22.2	20.5	18.4
Working PT Casual	<i>No.</i>	31	24	18	20
	<i>%</i>	10.7	11.6	11.2	11.2
Seeking work	<i>No.</i>	17	10	4	7
	<i>%</i>	5.9	4.8	2.5	3.9
Not studying/not in labour force	<i>No.</i>	7	2	5	6
	<i>%</i>	2.4	1.0	3.1	3.4
<b>Total</b>	<b><i>No.</i></b>	<b>290</b>	<b>207</b>	<b>161</b>	<b>179</b>
	<b><i>%</i></b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>

# Appendix

**Table AA Schools attended in 2004 by Year 12 completers, Darling Downs**

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Assumption College	St Joseph's College, Toowoomba
Centenary Heights State High School	St Joseph's School, Stanthorpe
Chinchilla State High School	St Mary's College, Dalby
Christian Outreach College, Toowoomba	St Mary's College, Toowoomba
Clifton State High School	St Saviour's College
Concordia College	St Ursula's College, Toowoomba
Dalby Christian School	Stanthorpe State High School
Dalby State High School	Tara Shire State College
Downlands Sacred Heart College	The Glennie School
Fairholme College	The School of Total Education
Goondiwindi State High School	The Scots PGC College
Harristown State High School	Toowoomba Grammar School
Miles State High School	Toowoomba State High School
Oakey State High School	Warwick State High School
Pittsworth State High School	

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