



SCHOOL REPORT 2023

BASED ON 2022 DATA

Make yourself at STUARTHOLME



STUARTHOLME SCHOOL

International School of the Sacred Heart

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Acknowledgement of Country

The land that the Stuartholme Community lives and learns on is known as Meanjin and we are visitors on this land, our community of the Sacred Heart. We acknowledge and honour the traditional owners of this land. We pay our respects to the Elders, past and present, whom we admire for their faith in their people and their respect for their traditions. We remember those who have lived, loved and suffered on this country. As a Sacred Heart community, we unite in the spirit of Cor Unum, One Heart and together we celebrate and reflect on the stories of our First Nations people to deepen our understanding of our Australian identity.

Written by the First Nations Students of Stuartholme School, 2021

Introduction

We focus on educating the whole girl,
and ensuring no student will ever be
lost in the crowd.

Stuartholme School is a Catholic Independent Day and Boarding Secondary School catering for girls in Years 7 to 12.

Stuartholme School opened in 1920 with just five students on the roll and, from there has grown to its 2022 enrolment of 687. The school has a proud tradition of educating and empowering women to play an important role in their local and global community. The majority of graduates continue to tertiary studies and professional endeavours.

Established by the Society of the Sacred Heart and inspired by the charism of Saint Madeleine Sophie Barat, Stuartholme School has a global connection through its membership of the Sacred Heart national and international network of schools. At Stuartholme, we are enlivened through our unified vision to progress our foundress's vision through being bold, transformative, purposeful, and intentional, with a great sense of joy. We work together in partnership to embrace the spirit of Saint Madeleine Sophie Barat to achieve great things making a meaningful difference in the lives of all in our community.

Every day students are engaged through dynamic teaching strategies and vibrant learning environments. Stuartholme School is committed to inclusive education and best practice principles of teaching and learning with opportunities for students to strive for personal excellence. Enrichment and extension are available through curriculum differentiation, subject offerings, competitions, and special programs.

Drawing on the legacy of Saint Madeleine Sophie Barat and our wisdom women, our young women are educated to be seriously begun with self-knowledge, energy and purpose. Our students exhibit courage, compassion and confidence to be agents of transformation in their lives and the lives of others.

The School aims to:

- develop and promote a contemporary Catholic learning community;
- develop and deliver a curriculum that responds effectively to the individual needs of students, while challenging them to strive to achieve their personal best;
- educate young women for critical discernment in heart and mind.



ABOUT A Sacred Heart Education

Stuartholme School is an international school of the Sacred Heart. The Society of the Sacred Heart is an international congregation of Catholic religious women, established by Saint Madeleine Sophie Barat in France in 1800. Along with more than 200 Sacred Heart schools in over 40 countries, the educational framework is guided by the Goals of Sacred Heart Education. These Goals articulate the forward-thinking and dynamic educational philosophy of Saint Madeleine Sophie Barat.

Stuartholme School has a strong commitment to each of the Sacred Heart Educational Goals. Every year, the school community reflects and focuses on one goal. We hope that this encourages the students, staff, parents, Alumnae and friends associated with the School to develop a deeper understanding of the Sacred Heart Goals and work towards living them in their everyday lives.

The Five Goals of Sacred Heart Education

1. A personal and active faith in God

It is important to acknowledge the spiritual dimensions in oneself and others. We aim to build a solid foundation holding true to the teachings of Jesus Christ. Stuartholme applies these teachings into our every day school-life, and each student is invited to discern their own personal integrity. The school fosters a sense of community where faith is expressed and supported. Regular opportunities are provided for participation in the Eucharist, prayer, liturgy, retreats and assemblies.

Students may also participate in the Sacramental Program, which prepares them for Confirmation and First Communion.

2. A deep respect for intellectual values

One of the most significant value of Madeleine Sophie Barat is the importance of a lifelong education. Intellectual values encompass more than academic learning, it also includes emotional and spiritual intelligences; as well as kinesthetic, spiritual and visual learning, creativity, collaboration, critical thinking and communication which are foundational to all high order thinking.

Stuartholme School focuses on encouraging each student to understand that learning involves many experiences and hard work within and beyond the classroom.

Our school hosts an extensive and well-rounded curriculum program which each individual is focused upon and is encouraged to personally achieve her full potential.





3. Building community as a Christian value

Our sense of community is greatly treasured by our students, staff, parents and alumnae. We are an inclusive community where everyone's dignity is honoured. Our genuine and authentic relationships affirm individuality and self-belief yet enhance our understanding of interdependence and a highly relational style of education. The Gospel teaching "love one another" is fulfilled in our Sacred Heart expression "come as you are and you are cared for with great love."

Our sense of belonging, our kindness and mutuality is palpable and readily expressed in the many ways we build community.

4. A social awareness that impels to action

Our ambitious social justice programs are where our faith meets our intellect. Teachers and students educate one another to be critical thinkers of unjust social norms and practices. Our students are challenged to develop their competencies of compassion, with an innate understanding justice begins in their everyday relationships and interactions. Compassion requires empathy, a critical awareness and then informed action.

We want our students to step out into the broader community as capable, confident and compassionate leaders who can transform their world – to make a difference.

5. Personal growth in an atmosphere of wise freedom

This goal is unique to the Sacred Heart ethos. The atmosphere of the school provides a nurturing environment that inspires our students to be self-reflective and well-educated, enabling them to grow into their true selves. We do not have a mold nor a stereotype, we respect and empower the individuality of each member of our community. Our school instills in our students the importance of self-belief. At Stuartholme we aim to encourage each person to identify, develop and understand their own distinctive strengths and their own personal integrity.





School Profile

School sector

Catholic Independent Secondary Girls

Address

365 Birdwood Terrace, Toowong Qld 4066

Enrolment

678 (August 2022 Census)

Year levels

Years 7 to 12

Student characteristics

106 Boarders
6 Indigenous Boarders
2 Overseas students
10 Students on Visas
6 Indigenous
114 NCCD Students with Disability (August 2022 Census)

This report represents information on the School and its policies relating to the 2022 school year.





Financial Information

The School's income broken down by funding source is available on the My School website
<http://www.myschool.edu.au>



Social Climate

At the heart of Stuartholme School are our students. We endeavour to provide our students a supportive environment that is built upon positive relationships so that each student can reach their full potential, while contributing to the broader community. We empower every Stuartholme School student to pursue the key attributes required to live out the Sacred Heart goals of challenge, compassion, connection and courage, within the Cor Unum spirit of one heart. We proudly advocate a focus on educating the whole girl, encouraging academic success while balancing the student's wellbeing. Over the past few years, the school has invested a great deal in enabling the girls to be resilient learners and supportive peers, to assist them in meeting the demands of our increasingly complex society. Our Wellbeing Programs are constructed to enhance each student's self-concept, motivation and performance through strong student – teacher relationships, peer relationships and parent involvement.

Stuartholme's curriculum supports students to develop flexibility, resilience, creativity and the ability to continue learning throughout their lives. At its heart a Stuartholme School curriculum enables our students to be the best they can be now and into the future.

PARENT, TEACHER AND Student Satisfaction

Our recent school survey highlighted the remarkable power of a collaborative approach at Stuartholme. It became evident that the involvement of staff, parents, and students is vital in fostering the growth of essential qualities that promote both academic and personal courage in every child. The survey results overwhelmingly demonstrated our community's strong belief in the continued collaboration within the Stuartholme school community to ensure exceptional student achievements. This position solidifies Stuartholme's reputation as a pioneer in girls' education, producing graduates equipped with the necessary skills to excel beyond their school years and make a significant global impact.



DISTINCTIVE Curriculum Offerings

Stuartholme School provides a balanced and well-rounded education that focuses on the needs of the individual by providing both academic and vocational pathways. The school offers a wide range of subjects, including Vocational Education courses, that contribute to the Queensland Curriculum Assessment Authority's (QCAA) Queensland Certificate of Education.

The curriculum in Years 7 to 10 is based on the Australian Curriculum with students in Years 7 and 8 covering the suite of subjects to develop knowledge, skills and understanding for further studies. In Year 9 students continue studying core subjects along with two elective subjects. The key focus for Year 10 is to begin the transition to the Senior school (Years 11 and 12). Students in Year 10 are encouraged to begin specialising in areas they would like to pursue in Years 11 and 12 which assists them in confidently selecting appropriate pathways for their senior years. They study core subjects in addition to three electives.

All students study a Religious Education subject from Year 7 through to Year 12.

Underpinning the curriculum is the development of higher-order thinking skills, based on Kendall and Bloom's Taxonomy, with a particular focus on the understanding and application of cognitive verbs. Along with literacy and numeracy, students are supported to develop critical and creative thinking, communication, collaboration and teamwork, personal and social skills and ICT skills. An important part of the Year 7 to Year 10 program is to encourage and promote proactive, resilient and independent learners.

Subjects offered

- Accounting
- Ancient History
- Biology
- Business
- Chemistry
- Chinese
- Digital Solutions
- Drama
- Economics
- General English
- Literature
- French
- Geography
- Health
- General Mathematics
- Mathematical Methods
- Specialist Mathematics
- Modern History
- Music
- Music Extension
- Music in Practice
- Physical Education
- Physics
- Psychology
- Study of Religion
- Visual Art
- Visual Arts in Practice
- Essential English
- Essential Mathematics
- Fashion
- Religion & Ethics
- Religion, Meaning and Life
- Diploma of Business
- Diploma of Sport Management
- Certificate III in Early Childhood Education
- School-based apprenticeships
- Certificate courses as individually negotiated





Co-Curricular Activities

Stuartholme School's co-curricular activities promote the value of 'learning taking place outside of the classroom' and encourage students to explore opportunities that will enrich their education. The co-curricular program enables students to discover, develop and value their talents, allowing them to grow in self-confidence through many learning experiences. We also believe that the physical and social growth of each student is an integral part of school life. This, coupled with the academic program, enables our students to become women who have integrated their spiritual growth with their intellectual, physical and emotional development.

In the spirit of the philosophy of Sacred Heart education, students are encouraged to balance their co-curricular and mission activities over the school year, taking responsibility for committing fully to each activity and meeting the demands of their academic studies.

The program is not static and the activities offered interest a wide array of our students. In 2022 Stuartholme achieved 1330 sports registrations alongside 173 ensemble performers, 33 debaters and 116 students participating in the various clubs.

In 2022, Stuartholme students achieved a staggering 14 QLD, 33 Regional and 89 District representatives, alongside participation from 560 students and 90 future students.

The school's co-curricular offerings cover a range of areas including music, sports, various clubs, societies and international study tours and exchanges.



Co-Curricular Activities

ACTIVITY – MUSIC
Cello Ensemble
Clarinet Choir
Concert Band
Double Bass Ensemble
Flute Ensemble
Guitar Ensemble
Jazz Band
Joigny String Orchestra
Joigny Voices
Percussion Ensemble
RnB Band
Sinfonietta
Stuartholme Rocks
String Quartet & Chamber Music
Duchesne Voices

ACTIVITY – SPORT
Athletics
Basketball
Core Fitness (S60)
Cross Country
Equestrian
Hockey
Indoor Cricket
Netball
Rowing
Soccer
Swimming – T1 & T4
Tennis – Knowles Cup
Tennis – Alumnae Cup
Touch Football
Volleyball
Water polo – T1 & T4

ACTIVITY – MISSION
Annual Retreat Programs
Justice, Peace and Integrity Advocacy Group
Liturgy Committee
Social Justice Programs
Ponytail Project
Sacred Heart Exchange Program

ACTIVITY – OTHER
Art Club
Debating
Drama Club
Enrichment (High Academic Potential Students)
STEM (Years 7, 8, & 9)
Future Problem Solvers
Robotics
Speech and Drama



Key Student Outcomes

Student Attendance

The average student attendance rate for whole school in 2022 was 92 percent. Daily attendance records are kept. These records are monitored and followed up daily by Leaders of Student Wellbeing.

YEAR LEVELS	AVERAGE ATTENDANCE RATE FOR EACH YEAR LEVEL AS % IN 2022
Year 7	93.27
Year 8	91.90
Year 9	91.47
Year 10	90.71
Year 11	90.80
Year 12	91.56
Overall	92%

Non-Attendance

Stuartholme School has a designated absentee line. A student absence that has not been notified by a parent is followed up with a phone call by a school officer. Any other unexplained absences are recorded in a daily report and followed up by the respective Leader of Student Wellbeing.

The research clearly shows that consistently attending school every single day and aiming to be on time are important.

This is because studies show that young people who have a low rate of absenteeism are more likely to:

- Build excellent habits for life beyond school
- Develop a wider range of skills such as working in teams, problem-solving and meeting expectations and deadlines
- Build great relationships with others to support their learning
- Earn more money, have better job prospects and are generally healthier.

To support parents in managing their daughter's attendance and optimising achievement and wellbeing, the school has developed the Stuartholme School Student Attendance Policy. A copy of the policy is located at:

<https://stuartholme.com/our-school/school-policies/>



Apparent Retention Rates Year 10-12

The Year 10 to 12 Apparent Retention Rate is determined as the number of full-time students in Year 12 in any given year expressed as the percentage of those students who were in Year 10, two years previously (this may be greater than 100%).

YEAR 10		YEAR 12		APPARENT YEAR 10 – 12 RETENTION
Year	Enrolment	Year	Enrolment	
2007	149	2009	148	99.33%
2008	152	2010	154	101.32%
2009	147	2011	142	96.6%
2010	155	2012	142	91.91%
2011	139	2013	142	102.6%
2012	149	2014	143	95.97%
2013	117	2015	119	101.7%
2014	150	2016	153	102.10%
2015	113	2017	111	98.2%
2016	125	2018	128	102.4%
2017	85	2019	87	101.7%
2018	110	2020	102	92.73%
2019	118	2021	117	99.15%
2020	121	2022	119	98.34%



Year 12 Outcomes

The senior curriculum aims to engage each girl in a learning pathway that prepares her for a range of post-schooling options and opportunities. 100 percent of Stuartholme School's 2022 Year 12 students who applied to an Australian Tertiary Admissions Centre, received an offer.

In 2022, Stuartholme School had 119 students in Year 12. All students were domestic students and of these 95 were ATAR eligible. Their results are outlined in the following table.

School & State %	ATAR 95+ (%) School	ATAR 95+ (%) State	ATAR 90+ (%) School	ATAR 90+ (%) State	ATAR 60+ (%) School	ATAR 60+ (%) State
2022	24.66	12.48	42.47	24.74	98.63	83.08

Results above are reflective of students who gave consent for their ATAR to be released to the school.

Number of students awarded a Senior Education Profile	119
Number of students who received an ATAR	95
Number of students awarded one or more VET qualifications	75
Number of students awarded a QCE at the end of Year 12	118
Percentage of ATAR eligible students with ATAR 60.00– 99.95	99
Percentage of students who are completing or completed or were awarded one or more of the following: SAT, QCE, VET Qualification	99
Percentage of QTAC Applicants receiving a tertiary offer	100
Percentage of students who are completing or completed or were awarded one or more of the following: SAT, QCE, VET Qualification	100
Percentage of QTAC Applicants receiving a tertiary offer	100

NAPLAN

The school's NAPLAN results can be accessed via the My School website <http://www.myschool.edu.au>





Staffing Information

Total staff (FTE as per census 2022)

Teaching.....	60.1
Non-Teaching.....	39.6

Staff Composition – full time equivalent (FTE)

Teaching full time.....	49
Teaching part time.....	11.1
Non-Teaching full time.....	24.5
Non-Teaching part time.....	15.1
Indigenous full time.....	0

Teachers with Higher Qualifications

Doctorate or higher.....	3
Masters.....	2





Next Step

2023 Year 12 completers survey

Post-school destinations of Year 12 completers from 2022

Stuartholme School (Toowong)



Queensland
Government

Introduction

This detailed Next Step report belongs to your school and can be used for school planning. It provides information about Year 12 completers' transitions into further education, training and employment approximately six months after completing school.

The results are from the Department of Education's Next Step – Year 12 Completers survey, which attempts to contact all Year 12 completers from state, Catholic or independent schools in Queensland.

Post-school destinations are influenced by the transitioning environment, which can limit the options available to young people. Low response rates may not give an accurate summary of the cohort's destinations.

This report has not been publicly released. It is recommended that schools **do not** publicly release their detailed Next Step report as it may contain sensitive information. A one-page summary report has also been provided, which is suitable for public release.



Find out more

Visit the *Next Step* website www.qld.gov.au/nextstep for more information on the survey, view the statewide report or create a custom report using report builder, which will be updated in October 2023.

Survey response rate



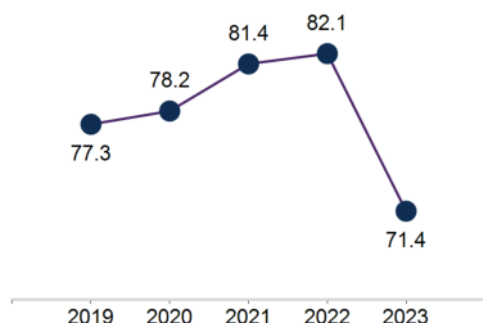
71.4% (85 out of 119 Year 12 completers)



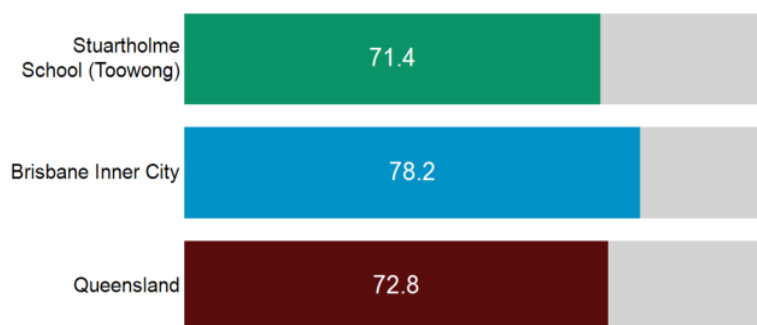
Decreased by 5.9 percentage points since 2019.

Results may not be representative of all Year 12 completers from this school.

Response rate over time



School's response rate compared with SA4 region and state

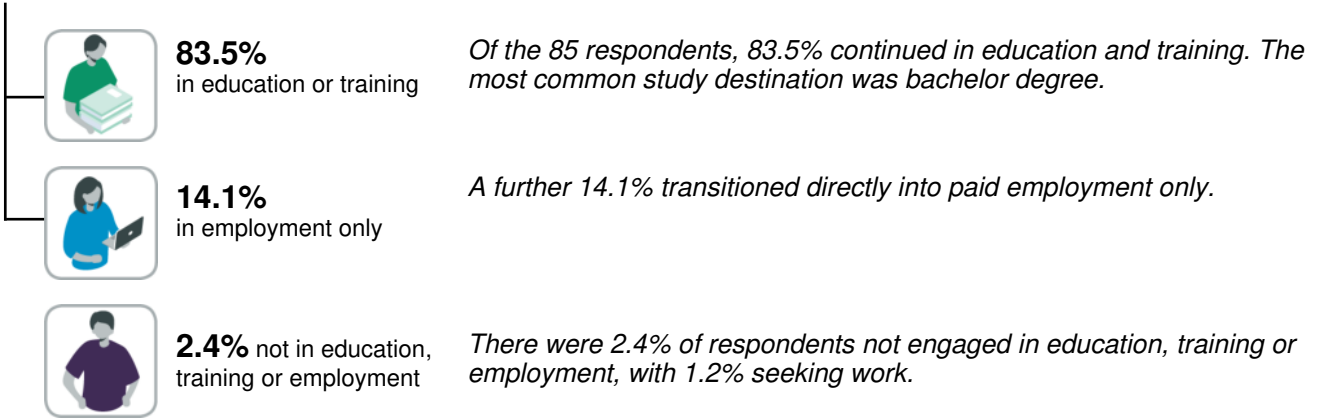


Post-school engagement

Year 12 completers from Stuartholme School (Toowong) have been categorised by their engagement in education and training, or employment. Survey respondents who are both working and studying are included in education and training. Apprentices and trainees are required to undertake a study component to their qualification so are also considered to be in education and training.

Engagement in education, training or employment

97.6% engaged in education, training or employment



Engagement over time



How does your school compare?



Main destination

This section examines the post-school destinations of survey respondents from Stuartholme School (Toowong) in 2023.

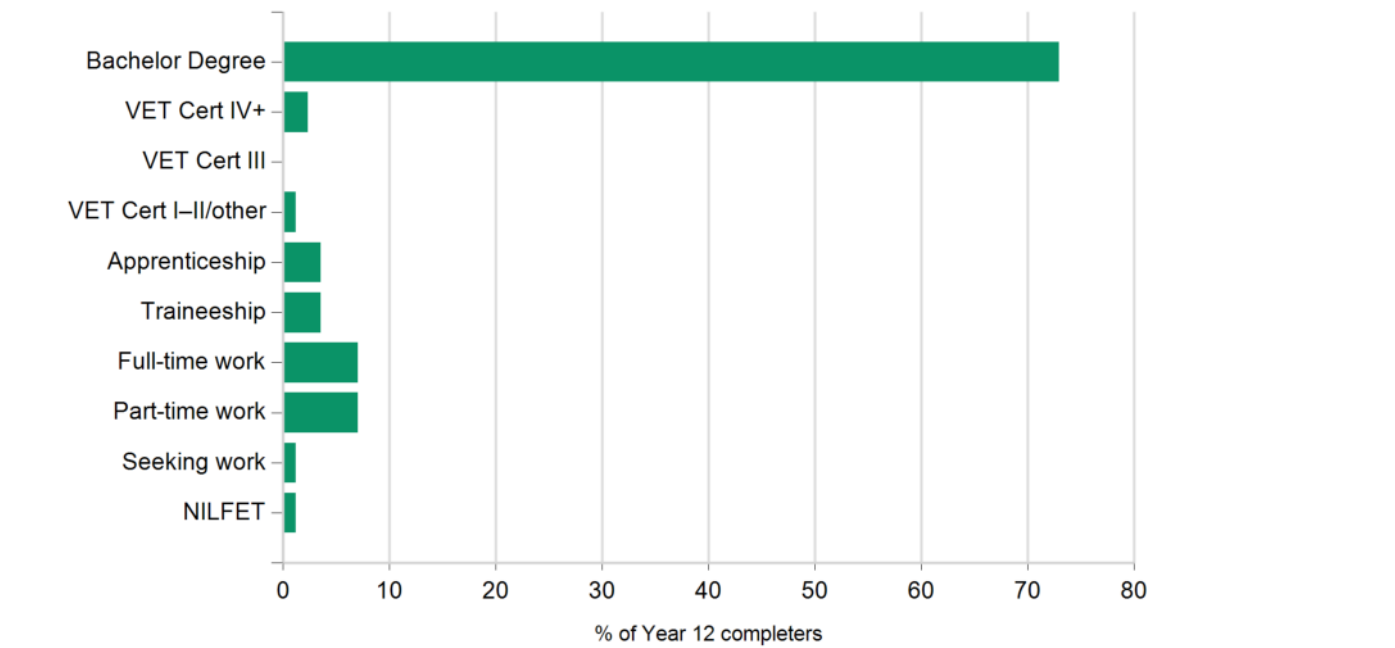
All Year 12 completers were assigned to a main destination. This categorisation system prioritises education-related destinations over other destinations. For example, Year 12 completers who were both studying and working are reported as studying for their main destination (See Appendix 2).

8.2% of respondents deferred a tertiary offer and are reported in their current post-school destination in this report.

Main destination

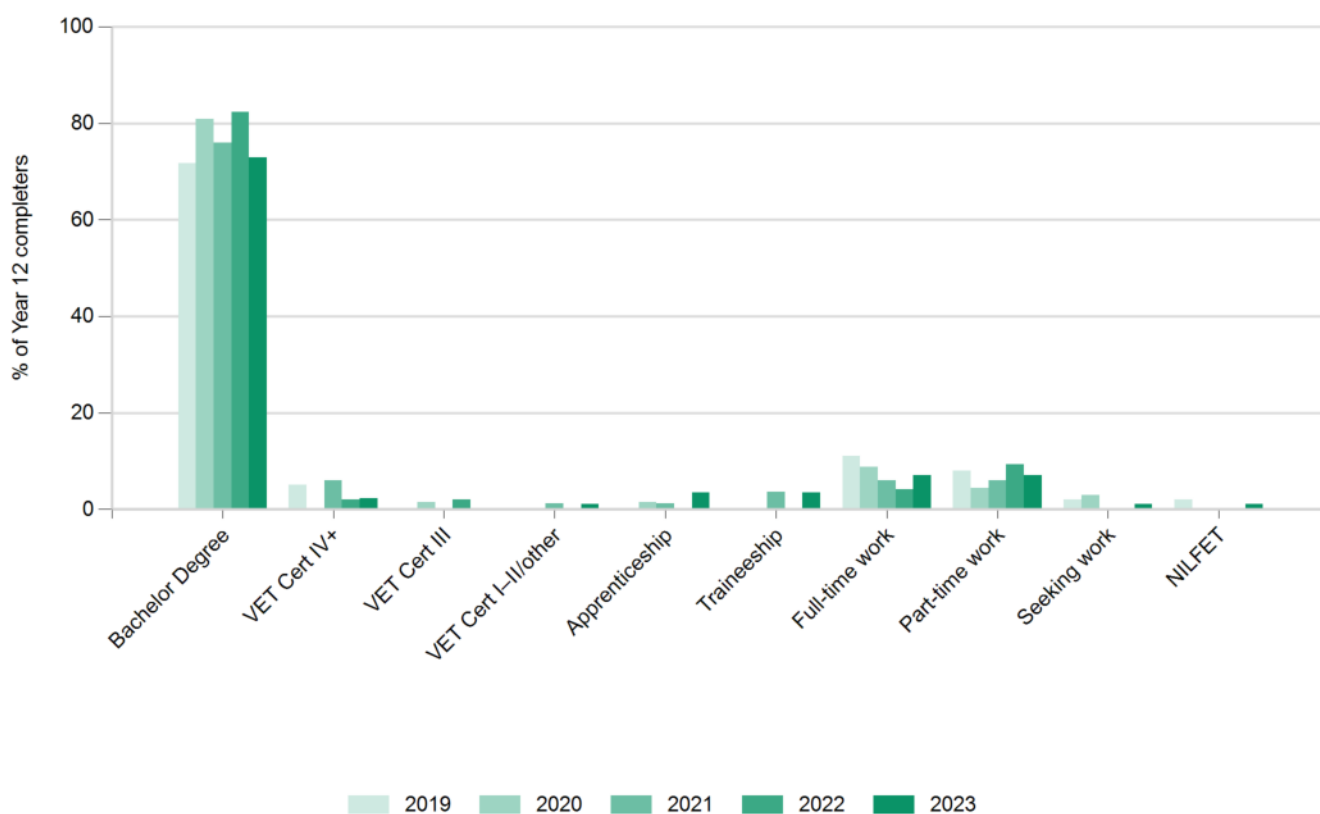
Main destination	Total	
	number	%
Bachelor Degree	62	72.9
VET Certificate IV+	2	2.4
VET Certificate III	0	0.0
VET Certificate I–II/other	1	1.2
Apprenticeship	3	3.5
Traineeship	3	3.5
Full-time employment	6	7.1
Part-time employment	6	7.1
Seeking work	1	1.2
NILFET*	1	1.2
Total	85	100.0

*NILFET: Not in the labour force, education or training.



Main destinations over time

Main destination	2019		2020		2021		2022		2023	
	no.	%	no.	%	no.	%	no.	%	no.	%
Bachelor Degree	71	71.7	55	80.9	63	75.9	79	82.3	62	72.9
VET Certificate IV+	5	5.1	0	0.0	5	6.0	2	2.1	2	2.4
VET Certificate III	0	0.0	1	1.5	0	0.0	2	2.1	0	0.0
VET Certificate I-II/other	0	0.0	0	0.0	1	1.2	0	0.0	1	1.2
Apprenticeship	0	0.0	1	1.5	1	1.2	0	0.0	3	3.5
Traineeship	0	0.0	0	0.0	3	3.6	0	0.0	3	3.5
Full-time employment	11	11.1	6	8.8	5	6.0	4	4.2	6	7.1
Part-time employment	8	8.1	3	4.4	5	6.0	9	9.4	6	7.1
Seeking work	2	2.0	2	2.9	0	0.0	0	0.0	1	1.2
NILFET	2	2.0	0	0.0	0	0.0	0	0.0	1	1.2
Total	99	100.0	68	100.0	83	100.0	96	100.0	85	100.0



Main destinations of subgroups

Main destination for students who completed a VET qualification in school (VETiS)

There were 50 respondents who completed a VETiS.

Main destination	VETiS		non-VETiS		Total	
	number	%	number	%	number	%
Bachelor Degree	30	60.0	32	91.4	62	72.9
VET Certificate IV+	2	4.0	0	0.0	2	2.4
VET Certificate III	0	0.0	0	0.0	0	0.0
VET Certificate I–II/other	0	0.0	1	2.9	1	1.2
Apprenticeship	2	4.0	1	2.9	3	3.5
Traineeship	3	6.0	0	0.0	3	3.5
Full-time employment	6	12.0	0	0.0	6	7.1
Part-time employment	5	10.0	1	2.9	6	7.1
Seeking work	1	2.0	0	0.0	1	1.2
NILFET	1	2.0	0	0.0	1	1.2
<i>Total</i>	<i>50</i>	<i>100.0</i>	<i>35</i>	<i>100.0</i>	<i>85</i>	<i>100.0</i>

Main destination for students who participated in a school-based apprenticeship or traineeship (SAT)

There were 6 respondents who participated in a SAT.

Main destination	SAT	non-SAT	Total	
	number	number	number	%
Bachelor Degree	3	59	62	72.9
VET Certificate IV+	0	2	2	2.4
VET Certificate III	0	0	0	0.0
VET Certificate I–II/other	0	1	1	1.2
Apprenticeship	2	1	3	3.5
Traineeship	0	3	3	3.5
Full-time employment	1	5	6	7.1
Part-time employment	0	6	6	7.1
Seeking work	0	1	1	1.2
NILFET	0	1	1	1.2
<i>Total</i>	<i>6</i>	<i>79</i>	<i>85</i>	<i>100.0</i>

Main destination for students who received an Australian Tertiary Admission Rank (ATAR) or International Baccalaureate Diploma (IBD)

There were 70 respondents who received an ATAR or IBD.

Main destination	ATAR or IBD	Not ATAR or IBD	Total	
	number	number	number	%
Bachelor Degree	56	6	62	72.9
VET Certificate IV+	0	2	2	2.4
VET Certificate III	0	0	0	0.0
VET Certificate I–II/other	1	0	1	1.2
Apprenticeship	0	3	3	3.5
Traineeship	3	0	3	3.5
Full-time employment	5	1	6	7.1
Part-time employment	4	2	6	7.1
Seeking work	0	1	1	1.2
NILFET	1	0	1	1.2
<i>Total</i>	<i>70</i>	<i>15</i>	<i>85</i>	<i>100.0</i>

Main destination for Aboriginal and Torres Strait Islander students

There was one respondent who identified as an Aboriginal and Torres Strait Islander person.

Data withheld for this subgroup to protect the confidentiality of individuals.

Education and training

This section examines the education and training destinations and includes Bachelor Degree, VET Certificate IV+, VET Certificate III, VET Certificate I-II/other, Apprenticeship and Traineeship main destinations.



83.5%

71 out of **85** Year 12 completers from Stuartholme School (Toowong) continued in education or training in 2023.



24.7%

21 Year 12 completers from Stuartholme School (Toowong) were enrolled in a double degree, combining two bachelor degrees into a single course of study.

What are they studying?

Study field (broad) by level of study

Study field*	Bachelor Degree		Other		Total	
	number	%	number	%	number	%
Society And Culture	14	22.6	1	11.1	15	21.1
Health	13	21.0	1	11.1	14	19.7
Management And Commerce	12	19.4	2	22.2	14	19.7
Creative Arts	11	17.7	0	0.0	11	15.5
Engineering And Related Technologies	7	11.3	0	0.0	7	9.9
Natural And Physical Sciences	7	11.3	0	0.0	7	9.9
Education	5	8.1	0	0.0	5	7.0
Food, Hospitality And Personal Services	0	0.0	3	33.3	3	4.2
Information Technology	3	4.8	0	0.0	3	4.2
Agriculture, Environmental And Related Studies	1	1.6	1	11.1	2	2.8
Architecture And Building	2	3.2	0	0.0	2	2.8
Other	0	0.0	1	11.1	1	1.4
<i>Total (students)</i>	<i>** 62</i>	<i>—</i>	<i>9</i>	<i>100.0</i>	<i>** 71</i>	<i>—</i>

Field of study categories based on the *Australian Standard Classification of Education*.

Bachelor Degree includes Bachelor Degree, Bachelor (Honours) Degree, Master Degree and Doctoral Degree, in addition to apprentices and trainees who said they were studying at one of these levels of study.

Other includes Associate Degree, Advanced Diploma, Diploma, VET Certificate levels I - IV and unknown level of study.

*Both Fields of study have been included for 13 students enrolled in a double degree in more than one broad field.

**Total number of students is less than combined total of all study fields.

Study field (narrow) by level of study

Study field*	Bachelor Degree		Other		Total	
	number	%	number	%	number	%
Business and Management	6	9.7	0	0.0	6	8.5
Other Engineering and Related Technologies	6	9.7	0	0.0	6	8.5
Other Health	6	9.7	0	0.0	6	8.5
Law	5	8.1	0	0.0	5	7.0
Nursing	4	6.5	1	11.1	5	7.0
Visual Arts and Crafts	5	8.1	0	0.0	5	7.0
Other Natural and Physical Sciences	4	6.5	0	0.0	4	5.6
Political Science and Policy Studies	4	6.5	0	0.0	4	5.6
Sales and Marketing	2	3.2	2	22.2	4	5.6
Teacher Education	4	6.5	0	0.0	4	5.6
Behavioural Science	3	4.8	0	0.0	3	4.2
Communication and Media Studies	3	4.8	0	0.0	3	4.2
Other Management and Commerce	3	4.8	0	0.0	3	4.2
Personal Services	0	0.0	3	33.3	3	4.2
Agriculture	1	1.6	1	11.1	2	2.8
Architecture and Urban Environment	2	3.2	0	0.0	2	2.8
Building	2	3.2	0	0.0	2	2.8
Economics and Econometrics	2	3.2	0	0.0	2	2.8
Graphic and Design Studies	2	3.2	0	0.0	2	2.8
Justice and Law Enforcement	1	1.6	1	11.1	2	2.8
Mathematical Sciences	2	3.2	0	0.0	2	2.8
Other Information Technology	2	3.2	0	0.0	2	2.8
Rehabilitation Therapies	2	3.2	0	0.0	2	2.8
Accounting	1	1.6	0	0.0	1	1.4
Biological Sciences	1	1.6	0	0.0	1	1.4
Computer Science	1	1.6	0	0.0	1	1.4
Dental Studies	1	1.6	0	0.0	1	1.4
Human Welfare Studies and Services	1	1.6	0	0.0	1	1.4
Language and Literature	1	1.6	0	0.0	1	1.4
Other Education	1	1.6	0	0.0	1	1.4
Other	5	8.1	1	11.1	6	8.5
Total (students)	** 62	—	9	100.0	** 71	—

Field of study categories based on the *Australian Standard Classification of Education*.

Bachelor Degree includes Bachelor Degree, Bachelor (Honours) Degree, Master Degree and Doctoral Degree, in addition to apprentices and trainees who said they were studying at one of these levels of study.

Other includes Associate Degree, Advanced Diploma, Diploma, VET Certificate levels I - IV and unknown level of study.

*Both fields of study have been included for 21 students enrolled in a double degree in more than one narrow field.

**Total number of students is less than combined total of all study fields.

Where are they studying?

Study institution

Institution name	Total	
	number	%
Queensland University of Technology	21	29.6
The University of Queensland	21	29.6
Griffith University	10	14.1
Interstate university	5	7.0
Australian Catholic University	3	4.2
Hair and makeup training	2	2.8
James Cook University	2	2.8
Other institution	2	2.8
Bond University	1	1.4
MEGT	1	1.4
Other private training college	1	1.4
TAFE Queensland Greater Brisbane	1	1.4
University of Southern Queensland	1	1.4
<i>Total</i>	<i>71</i>	<i>100.0</i>

How are they studying?

90.1%
studying at university



91.5%
studying full-time



84.5%
combining study with paid employment



Employment (total)

This section examines the labour market outcomes for Year 12 completers from Stuartholme School (Toowong).



84.7%

72 out of 85 Year 12 completers were in paid employment in 2023. This figure includes 12 who were only working and 60 who were both working and studying.

What jobs are they doing?

Occupation

Occupational unit group	Total	
	number	%
Sales Assistants (General)	23	31.9
Sports Coaches, Instructors and Officials	6	8.3
Cafe Workers	5	6.9
Private Tutors and Teachers	5	6.9
Child Carers	4	5.6
Waiters	4	5.6
Bar Attendants and Baristas	3	4.2
Checkout Operators and Office Cashiers	3	4.2
Receptionists	3	4.2
Education Aides	2	2.8
Hairdressers	2	2.8
Livestock Farm Workers	2	2.8
Animal Attendants and Trainers	1	1.4
Court and Legal Clerks	1	1.4
General Clerks	1	1.4
Kitchenhands	1	1.4
Mixed Production Farm Workers	1	1.4
Other Clerical and Office Support Workers	1	1.4
Other Miscellaneous Labourers	1	1.4
Pharmacy Sales Assistants	1	1.4
Purchasing and Supply Logistics Clerks	1	1.4
Retail Supervisors	1	1.4
Total	72	100.0

Occupation category based on the *Australian and New Zealand Standard Classification of Occupations*.

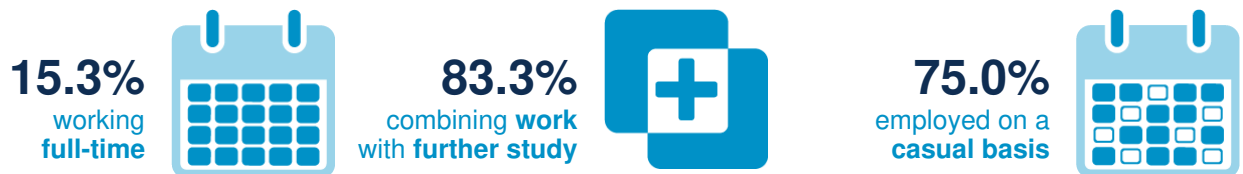
What industry are they working in?

Industry

Industry	Total	
	number	%
Accommodation & Food Services	24	33.3
Retail Trade	15	20.8
Education & Training	9	12.5
Arts & Recreation Services	5	6.9
Other Services	5	6.9
Health Care & Social Assistance	4	5.6
Agriculture, Forestry & Fishing	3	4.2
Construction	1	1.4
Information Media & Telecommunications	1	1.4
Manufacturing	1	1.4
Mining	1	1.4
Professional, Scientific & Technical Services	1	1.4
Rental, Hiring & Real Estate Services	1	1.4
Transport, Postal & Warehousing	1	1.4
Total	72	100.0

Industry categories are based on the *Australian and New Zealand Standard Industrial Classification (ANZSIC)*.

How are they working?



Not in Education, Employment, or Training (NEET)

This section examines the reasons why Year 12 completers from Stuartholme School (Toowong) were not engaged in education, employment or training.



2.4%

2 out of 85 Year 12 completers were not engaged in education, employment or training at the time of the survey.

Why are they not studying?

Main reason for not studying

Main reason	Total
	number
Waiting for course/training to begin	1
Would have to move away from home	1
<i>Total</i>	<i>2</i>

Have they had work since school?



50.0%

1 out of 2 Year 12 completers was not working or studying at the time of the survey, but had paid employment at some time since finishing school.

Main reason for stopping previous job

Main reason	Total
	number
Was only a temporary/seasonal job	1
<i>Total</i>	<i>1</i>

Are they seeking work?



50.0%

1 out of 2 Year 12 completers was not working or studying at the time of the survey, but was seeking work.

Main reason unsuccessful getting a job

Main reason	Total
	number
Transport difficulties	1
<i>Total</i>	<i>1</i>

Why are they not seeking work?



50.0%

1 out of 2 Year 12 completers was not working or studying at the time of the survey and was not seeking work, also known as NILFET.

Main reason not looking for a job

Main reason	Total
	number
Future study commitments	1
<i>Total</i>	<i>1</i>

Where to from here?

0.0%
taking a
gap year



0.0%
deferred a place
at university



50.0%
waiting for work or
study to commence



Appendices

Appendix 1 – Acronyms and initialisms

ATAR	Australian Tertiary Admission Rank
DW	Data withheld
IBD	International Baccalaureate Diploma
NA	Not applicable
NILFET	Not in the labour force, education or training
SAT	School-based apprenticeships and traineeships
TAFE	Technical and further education
VET	Vocational Education and Training

Appendix 2 – Explanatory notes

Main destination

A structured hierarchy of study and labour force destinations for Year 12 completers, who were assigned to categories as follows:

- students were assigned to the relevant higher education or VET category, even if they were also employed
- apprentices and trainees were assigned to their respective category and classified as education and training since their training involves study
- those assigned to a labour force category (employed or seeking work) were not also undertaking study
- those who were not studying and not in the labour force (not employed and not seeking work) were categorised as NILFET.

Main destination categories

Education and training – higher education

Bachelor Degree*	Studying at Bachelor Degree level (including Honours), or higher.
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Education and training – VET categories

VET Certificate IV+*	Studying at Certificate IV, Diploma, Advanced Diploma or Associate Degree level (excluding apprentices and trainees).
VET Certificate III*	Studying at Certificate III level (excluding apprentices and trainees).
VET Certificate I–II/other*	Studying at Certificate I or II level (excluding apprentices and trainees). This category also includes students in an unspecified VET course, other basic course (e.g. short course) and unknown course level.
Apprenticeship*	Employment-based apprenticeship.
Traineeship*	Employment-based traineeship.

Employment only

Full-time employment	Working full-time (35 hours or more per week) and not in an education or training category. This includes people with multiple part-time or casual jobs that total 35 hours or more.
Part-time employment	Working part-time or casual (fewer than 35 hours per week) and not in an education or training category.

Not in education, employment or training (NEET)

Seeking work	Looking for work and not in an education or training category.
NILFET	Not in education or training, not working and not seeking work.

*Some respondents may also be in employment or seeking work.



More information

For more information about terms and categorisations used in this report, view the research method section of the *Next Step* website www.qld.gov.au/nextstep

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