



## Music Industry College Annual Report 2017

(Based on 2016 data)

**School Sector:**

Independent

**School's Address:**

38 Berwick Street, Fortitude Valley Q 4006

**Total Enrolments:**

82

**Year Levels Offered:**

11 and 12

**Co-educational or Single Sex:**

Co-educational

**Characteristics of the Student Body:**

Co-educational – all gender, ethnic, cultural and indigenous backgrounds

**Distinctive Curriculum Offerings:**

Music Industry contextualized curriculum  
Regular speakers relevant to the music industry  
OP & QCE qualifications  
Industry specific extra-curricula activities  
Rehearse, perform and record music

### **Extra-curricular Activities:**

Our students are encouraged to participate in a range of extra-curricula activities that are aimed at preparing them for a music industry career. All extra curricula activities provide hands-on, real world industry experiences.

Activities offered are:-

Live music performances

Online music blog

Recording, production and release of music

Art exhibitions

Zine production

School musical – created, filmed and performed by students

Guitar and pedal building

Audio Club

School trips and excursions

### **Social Climate:**

Music Industry College operates on four central pillars: Trust; Respect; Participation; Community. Through our focus on these pillars students and staff are encouraged to be at their best at all times. Our small numbers combined with the four pillars has seen a community emerge that is focused on both the needs of the individual as well as the greater good for the whole community. It is not uncommon for students to take ownership of issues with the student body before they develop into major problems. Students and staff are proactive in their efforts to build community. Our staffing mix across teaching, administration and student support roles also allows us to respond to student needs and career outcomes.

### **Parental Involvement:**

Parents and caregivers are invited to contribute to the College in a variety of ways including:-

The Fundraising Committee – meetings held on the 2<sup>nd</sup> Tuesday of each month.

Various Showcases, Fundraising ventures and Productions

In class assistance and excursions

## Parent, Teacher and Student Satisfaction with the School

### Satisfaction Data:

The student survey has produced extremely positive results across the board. This is very pleasing and is indicative of the hard work that all members of staff have produced in 2016. Generally speaking the results have stayed around the same since last's year survey:

The following are a few individual question responses that are worth a mention:

Satisfaction Data	Student	Parent
Teacher Quality	93%	93%
Academic Rigour	94%	87%
General Environment	93%	90%
Facilities & Equipment	98%	95%
Student Discipline	76%	96%
Overall Satisfaction	92%	95%

### Contact Person for Further Information:

The title of a school-based contact person for further information on the school and its policies

Brett Wood – Principal

Roslyn Wood – Business Manager

### School Income Broken Down by Funding Source

Please see the My School website <http://www.myschool.edu.au/> for funding breakdown for the financial year 2016.

### Staffing Information

#### Staff Composition, Including Indigenous Staff

##### Executive:-

Brett Wood – Managing Director/Principal/FTV – Fulltime

Roslyn Wood – Managing Director/Business Manager – Part-time

##### Teaching:-

Charlie Thomson – English and Drama - Fulltime

Rohin Power – Maths – Part-time

Charles Dugan – Music - Part-time

James Beavis – English – Part-time

Tom Eggert – Music, Diploma– Part-time

Bianca Hines – Visual Art and Drama – Part-time

Edward Guglielmino – Business – Part-time

Kristin Fergusson – Maths Teacher – Part-time  
 Administration:-  
 Chloe Russell – Student Support Officer – Full-time  
 Georgia Barling – Administration Officer – Part-time  
 Megan Horne – Admin Support Officer – Part-time  
 Cody Wood – Admin Support Officer – Part-time

**Qualifications of all Teachers:**

Qualification	Either detail the number or the percentage of classroom teachers and school leaders at the school who hold this qualification
Doctorate or higher	0
Masters	1
Bachelor Degree	8
Diploma	8
Certificate	5

**Expenditure on and Teacher Participation in Professional Development:**

**a) Teacher Participation in Professional Development**

Description of PD activity	Number of teachers participating in activity
EC16 Conference	2
Melbourne Educational Trip	3
Team Builders	10
Drama Qld State Conference	2
TTA Leadership course	1
Teacher Performance & Development Symposium	2
Teacher Reps – various activities	6
Mentoring (Literary – Book, Graduate Mentoring)	2
QUT Ed Conference	1
Cert IV in Training & Assessment	1
Total number of teachers participating in at least one activity in the program year	10

**b) Expenditure on Professional Development**

Total Number of Teachers	Total expenditure on teacher PD (including wages)	Average expenditure on PD per teacher
10	\$25939.23	\$2593.92
The total funds expended on teacher professional development in 2016 (including Administration)		\$29344.89
The proportion of the teaching staff involved in professional development activities during 2016		100%
The major professional development initiatives were as follows: [details regarding in-kind professional		

development activities undertaken e.g. mentoring or peer learning can be included]

**Average staff attendance for the school, based on unplanned absences of sick and emergency leave periods of up to 5 days:**

Number of Staff	Number of School Days	Total Days Staff Absences	Average Staff Attendance Rate
14	1628.4	69.2	96%

For permanent and temporary classroom teachers and school leaders the average staff attendance rate was 96% in 2016

**Proportion of teaching staff retained from the previous year:**

Number of permanent teaching staff at end of previous year	Number of these staff retained in the following year (the program year)	% retention rate
5	4	80%

From the end of 2015 80% of staff were retained for the entire 2016 school year

## Key Student Outcomes

*[Schools may wish to include comparative data from previous year(s) in this section]*

### Average student attendance rate (%) for the whole school:

Number of possible attendance days = number of school days x number of students in the school

Total number of days absent = addition of all days absent by all students

Total attendance = Number of possible attendance days – Total number of days absent

Number of possible attendance days	Total number of students	Total number of days absent	Total Attendance
14449	86	2118	12331

The average attendance rate for the whole school as a percentage in 2016 was 85.45%

### Average student attendance rate for each year level:

Number of possible attendance days for year level	Total number of students in year level	Total number of days absent by students in year level	Total Attendance
Yr 11 – 7788	44	792	6996
Yr 12 – 7434	42	1326	6108

Year levels	Average attendance rate for each year level as a percentage in 2016
Year Group – Yr 11	89.83%
Year Group – Yr 12	82.16

A description of how non-attendance is managed by the school:

MIC uses Sentral for all student record keeping. Rolls are marked each session (3 per day) students absent from any class will have their absence notified by sms to their approved parent/guardian. These absences are classed as unexplained until they are verified as an explained absence by the parent/guardian.

The Principal receives a weekly printout of all absences for the week and any ongoing unexplained absences are contacted by email with their parents/guardian cc'd. Any students with less than 80% attendance at the end of term are notified that their absence will affect their ability to complete their QCE.

## Year 12 Outcomes:

Outcomes for our Year 12 cohort 2016	
Number of students awarded a Senior Education Profile	40
Number of students awarded a Queensland Certificate of Individual Achievement	0
Number of students who received an Overall Position (OP)	27
Number of students or are completing or completed a School-based Apprenticeship or Traineeship (SAT)	27
Number of students awarded one or more Vocational Education and Training (VET) qualifications	20
Number of students awarded a Queensland Certificate of Education at the end of Year 12	37
Number of students awarded an International Baccalaureate Diploma (IBD)	0
Percentage of Year 12 students who received an OP1-15 or an IBD	67%
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification	95%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving a tertiary offer	74%

### \*\*\*Post-school Destination Information

At the time of publishing this School Annual Report, the results of the 2016 post-school destinations survey, *Next Steps – Student Destination* report for the school was not available. Information about these post-school destinations of our students will be uploaded to the school's website in September after release of the information.

### Other Information of Interest

Schools are encouraged to include any other information that may be of interest to parents and the community.

## Post-school Destination Information

### School Response Rate to the Survey via Next Step 2017

Number of Year 12 students in 2016 (a)	Number of responses received from students (b)	Percentage response rate (b/a x100)
40	36	90%

### Definitions of main destinations (see table below)

### Summary of findings in relation to main destinations of students

School Year 2016	Number of Students in each category	Percentage of Students in each category
University (degree)	10	27.8%
VET total ( Cert IV+ III, I-II, apprenticeship, traineeship)	5	14%
Working full-time	7	19.4%
Working part-time/casual	7	19.4%
Seeking work	4	11.1%
Not studying or in the labour force	3	8.3%
Total Year 12 students	36	100%

Please see below for a copy of the 2017 Next Step full report.





# nextstep 2017

A report on the destinations  
of Year 12 completers from  
2016 in Queensland

Music Industry College







## 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:

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

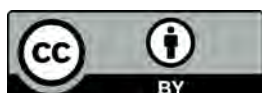
Queensland University of Technology

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.

This research is funded by the Queensland Government.



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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 Music Industry College who completed Year 12 in 2016. 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 results of the annual *Next Step* survey for Music Industry College. 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.

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.

*Next Step* team contact details:  
Phone: (07) 3513 6868  
Email: [nextstep@det.qld.gov.au](mailto:nextstep@det.qld.gov.au)



## Summary of findings

In 2017, 41.7% of young people who completed Year 12 at Music Industry College in 2016 continued in some recognised form of education and training in the year after they left school.

The most common study destination was Bachelor Degree (27.8%). The combined VET study destinations accounted for 13.9% of respondents, including 11.1% in campus-based VET programs, with 2.8% of Year 12 completers entering programs at Certificate IV level or higher.

2.8% commenced employment-based training, all as apprentices.

In addition to the above study destinations, a further 13.9% of respondents from this school deferred a tertiary offer in 2017 (deferrers are included in their current destination).

58.3% did not enter post-school education or training, and were either employed (38.9%), seeking work (11.1%) or not in the labour force, education or training (8.3%).

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 Music Industry College

**Table 1: Survey response rate, Music Industry College 2017**

Number of respondents	Number of students who completed Year 12	Response rate (%)
36	40	90.0

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

It has not been possible to ascertain how representative these responses are of all Year 12 completers from Music Industry College.

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 2.



## Main destination

The pathways of Year 12 completers were categorised into 10 main destinations. Year 12 completers who were both studying and working were reported as studying for their main destination. Please refer to Appendix 1 for more details about each main destination.

**Figure 1: Main destination of Year 12 completers, Music Industry College 2017**

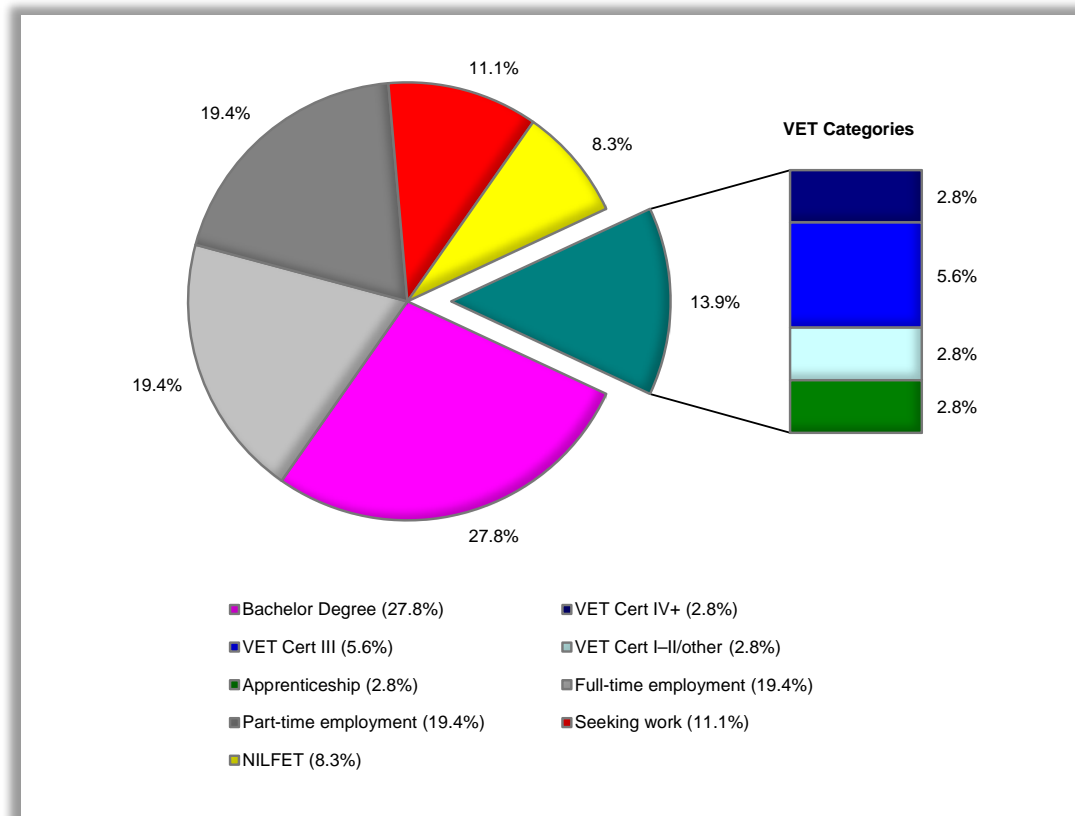


Figure 1 illustrates the main destinations of Year 12 completers from Music Industry College.



**Figure 2: Main destination of Year 12 completers, by sex, Music Industry College 2017**

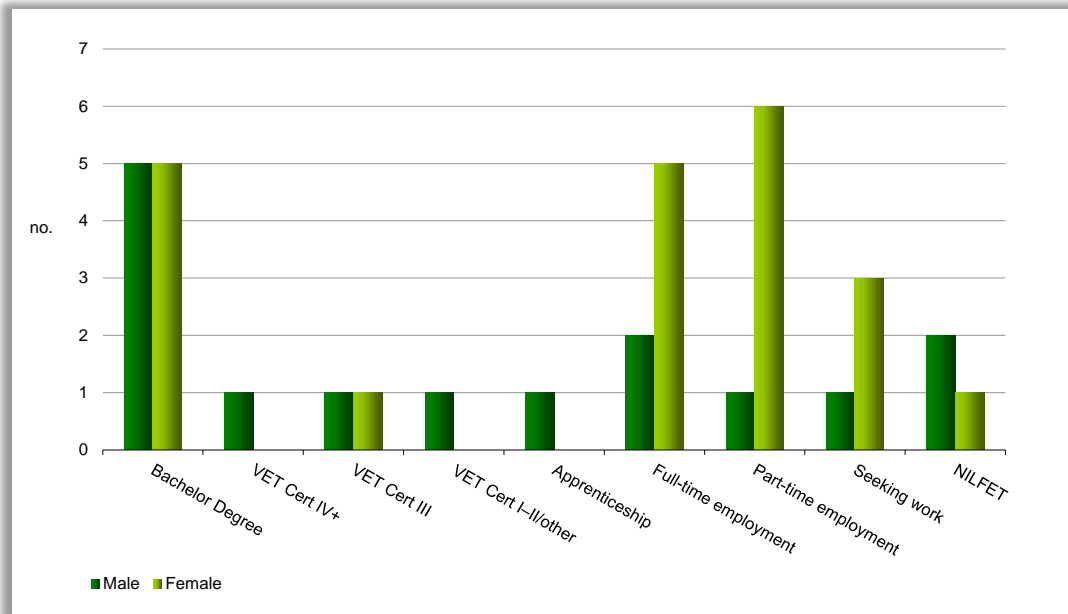


Figure 2 illustrates the main destinations of male and female Year 12 completers from Music Industry College.

**Table 2: Main destination of Year 12 completers, by sex, Music Industry College 2017**

Main destination	SEX		Total	
	Male no.	Female no.	no.	%
Bachelor Degree	5	5	10	27.8
VET				
VET Cert IV+	1	0	1	2.8
VET Cert III	1	1	2	5.6
VET Cert I-II/other	1	0	1	2.8
Apprenticeship	1	0	1	2.8
Traineeship	0	0	0	0.0
<b>VET Total</b>	<b>4</b>	<b>1</b>	<b>5</b>	<b>13.9</b>
Work				
Full-time employment	2	5	7	19.4
Part-time employment	1	6	7	19.4
<b>Work Total</b>	<b>3</b>	<b>11</b>	<b>14</b>	<b>38.9</b>
Seeking work	1	3	4	11.1
NILFET	2	1	3	8.3
<b>Total</b>	<b>15</b>	<b>21</b>	<b>36</b>	<b>100.0</b>

Table 2 reports the main destinations of Year 12 completers from Music Industry College.





**Figure 3: Main destination of Year 12 completers, Music Industry College, Brisbane Inner City and Queensland 2017**

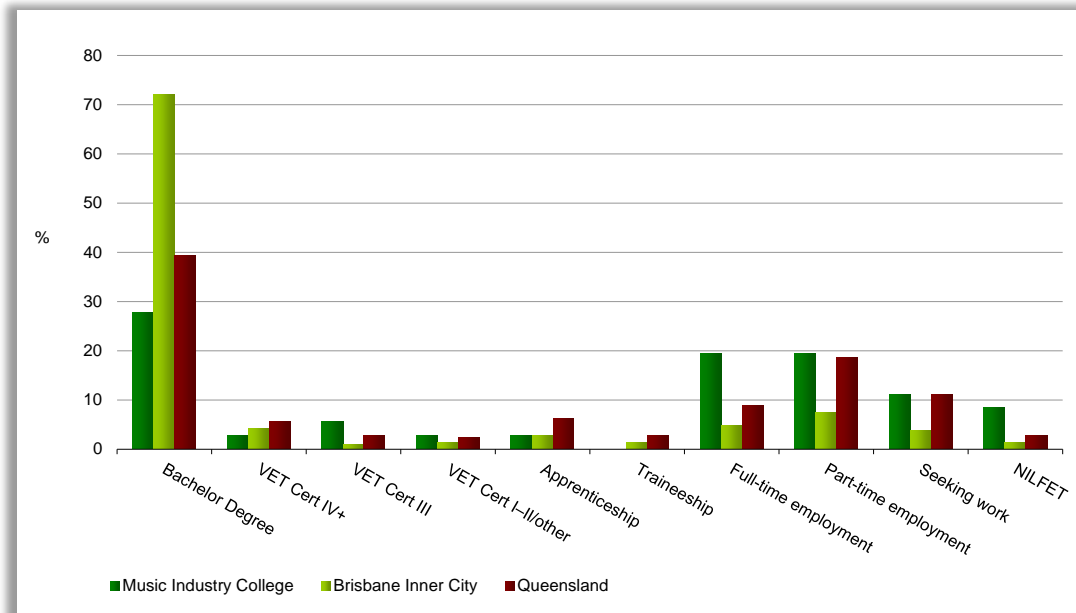


Figure 3 compares the main destinations of Year 12 completers from Music Industry College with those of Brisbane Inner City and all schools statewide. Differences may reflect diversity in the types of students attending different schools, regional variation in labour markets and access to university and VET providers. Regional areas are based on the *Australian Statistical Geography Standard*; the boundaries for these areas are shown in Appendix 4.

**Figure 4: Main destination of Year 12 completers, Music Industry College 2013–2017**

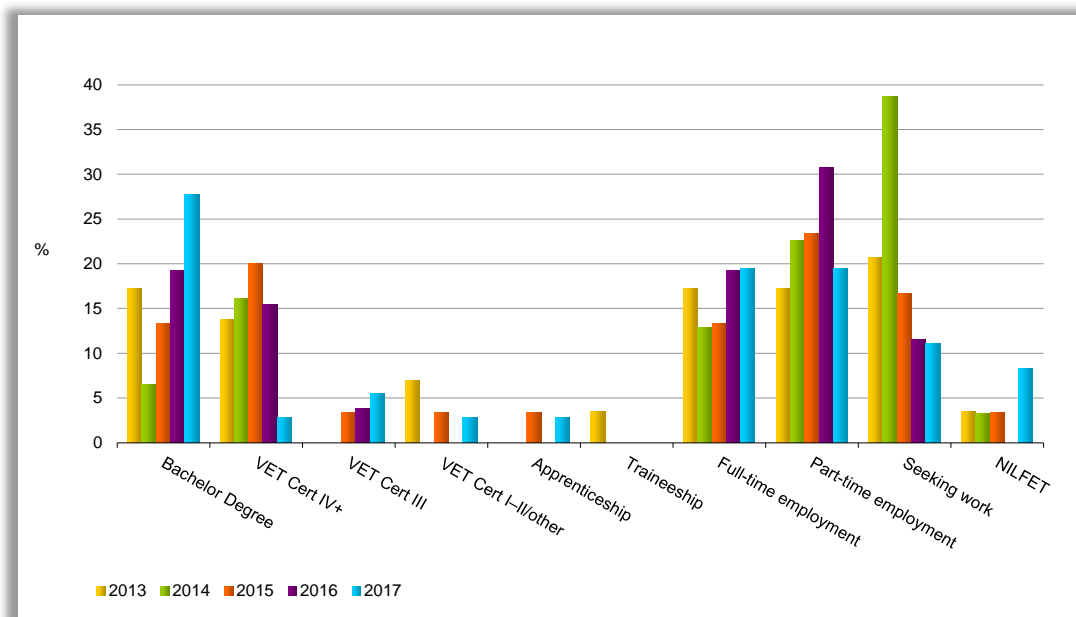


Figure 4 compares the main destinations of Year 12 completers from Music Industry College against previous years.



## Education and Training

**Table 3: Post-school institution of Year 12 completers in education or training, Music Industry College 2017**

<i>Institution</i>	<i>no.</i>
Queensland University of Technology	4
Interstate university	4
TAFE Queensland Brisbane	2
University of Southern Queensland	1
TAFE Queensland Gold Coast	1
Other private training college	1
JMC Academy	1
Griffith University	1
<b>Total</b>	<b>15</b>

Table 3 reports the names of the institutions entered by Year 12 completers from Music Industry College.

**Table 4: Field of study of Year 12 completers in education or training, by sex, Music Industry College 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>
Creative Arts	3	4	7
Information Technology	2	0	2
Architecture and Building	1	0	1
Double field of study	0	1	1
Education	0	1	1
Food, Hospitality and Personal Services	1	0	1
Management and Commerce	1	0	1
Society and Culture	1	0	1
<b>Total</b>	<b>9</b>	<b>6</b>	<b>15</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.

Table 4 reports the field of study for Year 12 completers from Music Industry College who entered a study destination.



## Employment

**Table 5: Occupational Sub-Major group of Year 12 completers in employment, by sex, Music Industry College 2017**

<i>Occupation – Sub-Major group<sup>a</sup></i>	SEX		
	<i>Male</i>	<i>Female</i>	<i>Total</i>
	no.	no.	no.
Sales Assistants and Salespersons	1	8	9
Arts and Media Professionals	1	3	4
Sales Support Workers	2	1	3
Hospitality Workers	0	2	2
Carers and Aides	0	1	1
Clerical and Office Support Workers	0	1	1
Construction Trades Workers	1	0	1
Factory Process Workers	0	1	1
Personal Assistants and Secretaries	1	0	1
Skilled Animal and Horticultural Workers	1	0	1
Sports and Personal Service Workers	1	0	1
<b>Total</b>	<b>8</b>	<b>17</b>	<b>25</b>

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

Table 5 reports the occupations of Year 12 completers from Music Industry College who were employed, including those who were also in study or training.

**Table 6: Industry category of Year 12 completers in employment, by sex, Music Industry College 2017**

<i>Industry category<sup>a</sup></i>	SEX		
	<i>Male</i>	<i>Female</i>	<i>Total</i>
	no.	no.	no.
Accommodation and Food Services	4	6	10
Retail Trade	0	6	6
Arts and Recreation Services	1	2	3
Rental, Hiring and Real Estate Services	1	1	2
Construction	1	0	1
Education and Training	0	1	1
Information Media and Telecommunications	1	0	1
Other Services	0	1	1
<b>Total</b>	<b>8</b>	<b>17</b>	<b>25</b>

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

Table 6 reports the industries entered by Year 12 completers from Music Industry College who were employed, including those who were also in study or training.



## Vocational Education and Training in schools

**Table 7: Main destination of Year 12 completers who obtained a VET qualification, Music Industry College 2017**

<i>Main destination</i>	<i>no.</i>
Bachelor Degree	6
VET	
VET Cert IV+	0
VET Cert III	1
VET Cert I–II/other	0
Apprenticeship	0
Traineeship	0
<i>VET Total</i>	<i>1</i>
Work	
Full-time employment	3
Part-time employment	4
<i>Work Total</i>	<i>7</i>
Seeking work	1
NILFET	3
<b>Total</b>	<b>18</b>

Table 7 reports the main destinations of Year 12 completers from Music Industry College who obtained a Vocational Education and Training qualification while at school.

## School-based apprenticeships and traineeships

**Table 8: Main destination of Year 12 completers who participated in a SAT, Music Industry College 2017**

<i>Main destination</i>	<i>no.</i>
Bachelor Degree	1
VET Cert III	1
Full-time employment	2
Part-time employment	2
Seeking work	1
<b>Total</b>	<b>7</b>

Table 8 reports the main destinations of Year 12 completers from Music Industry College who participated in a school-based apprenticeship or traineeship.

## Indigenous students

Data on this group of Year 12 completers could not be provided for one of the following reasons:

1. There were no Indigenous respondents from this school.
2. There were an insufficient number of Indigenous respondents to provide information that guarantees individual respondents cannot be identified (as required by privacy legislation).



## Not in Study

**Table 9: Main reason of Year 12 completers for not studying, by sex, Music Industry College 2017**

<i>Main reason</i>	SEX		
	<i>Male</i>	<i>Female</i>	<i>Total</i>
	no.	no.	no.
Wanted a break from study	0	5	5
Wanted to earn own money	2	2	4
Not interested in further study/already finished studying	0	3	3
Undecided and considering options	2	1	3
Don't feel ready for study at the moment	0	2	2
Don't meet the entry criteria for the program I want to do	1	0	1
Looking for work/apprenticeship/traineeship	0	1	1
Waiting for course/training to begin	1	0	1
Work commitments	0	1	1
<b>Total</b>	<b>6</b>	<b>15</b>	<b>21</b>

Table 9 reports the main reasons for not studying given by Year 12 completers from Music Industry College who were not in study at the time of the survey.



**Figure 5: Main reason of Year 12 completers for not studying, Music Industry College, Brisbane Inner City and Queensland 2017**

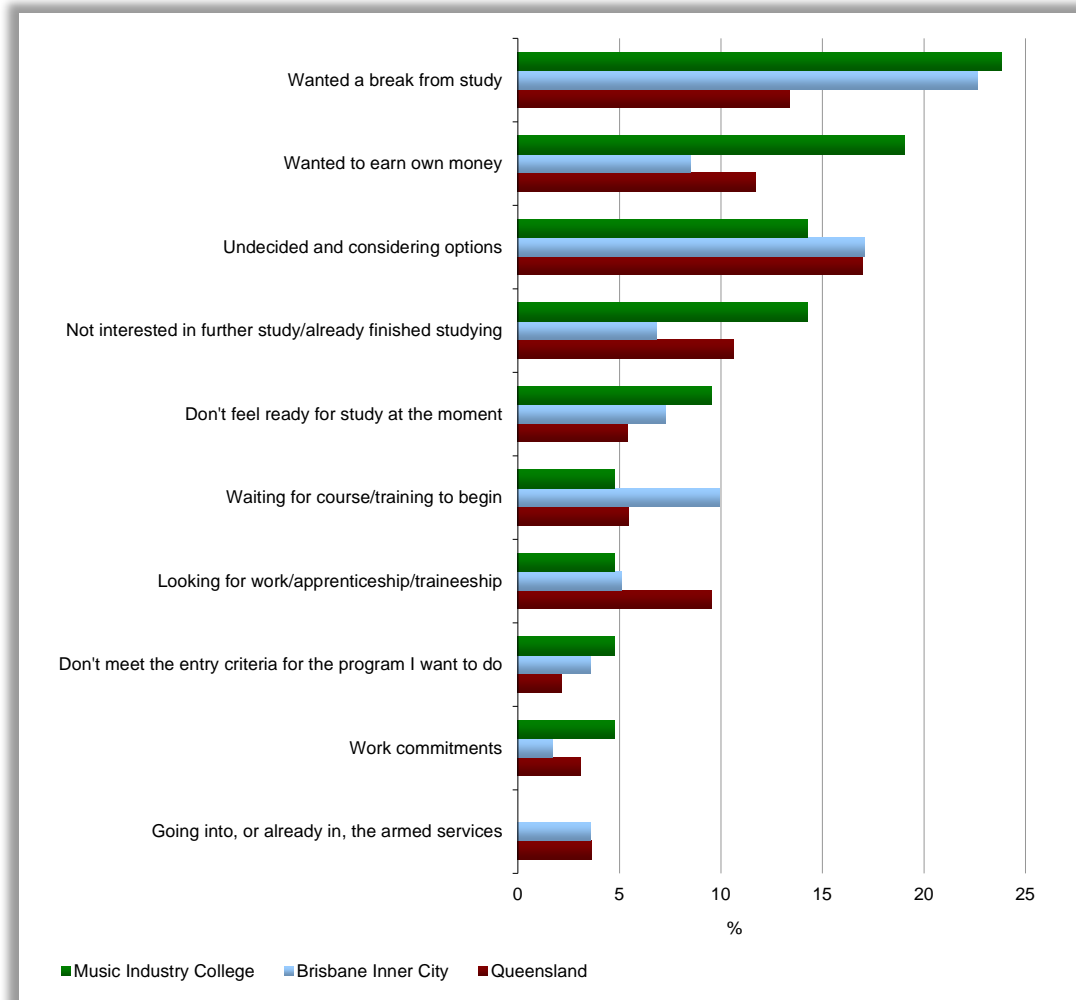


Figure 5 compares the main reasons for not studying given by Year 12 completers from Music Industry College with those of Brisbane Inner City and all schools statewide, who were not in study at the time of the survey.

### Not in the labour force, education or training

**Table 10: Main reason for not looking for work of Year 12 completers not in the labour force, education or training, Music Industry College 2017**

Main reason	no.
Accepted a job that will start at a later date	1
Other	2
<b>Total</b>	<b>3</b>

Table 10 reports the main reasons for not looking for work given by all Year 12 school completers from Music Industry College who were not in the labour force, education or training at the time of the survey.



## Appendix 1 – Main destination categorisation

**Table A1: Main destination categorisation**

Education and Training – Higher Education	
<b>Bachelor Degree<sup>a</sup></b>	Studying at Bachelor Degree level (including Honours).
Education and Training – VET categories	
<b>VET Cert IV+<sup>a</sup></b>	Studying at Certificate IV, Diploma, Advanced Diploma or Associate Degree level (excluding apprentices and trainees).
<b>VET Cert III<sup>a</sup></b>	Studying at Certificate III level (excluding apprentices and trainees).
<b>VET Cert I-II/other<sup>a</sup></b>	Studying at Certificate I or II level (excluding apprentices and trainees). This category also includes students in an unspecified VET course, or in other basic courses (e.g. short courses) and with an unknown course level.
<b>Apprenticeship</b>	Employment-based apprenticeship.
<b>Traineeship</b>	Employment-based traineeship.
Labour Force	
<b>Full-time employment</b>	Working full-time (35 hours or more per week) and not in an education or training destination. This includes people with part-time or casual jobs that total 35 hours or more.
<b>Part-time employment</b>	Working part-time or casual (fewer than 35 hours per week) and not in an education or training destination.
<b>Seeking work</b>	Looking for work and not in an education or training destination.
Not in the Labour Force, Education or Training	
<b>NILFET</b>	Not in education or training, not working and not seeking work.

<sup>a</sup> Some respondents may also be in the labour force.



## Appendix 2 – Fields of study

**Table A2: 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 3 – Industry categories

**Table A3: Industry categories**

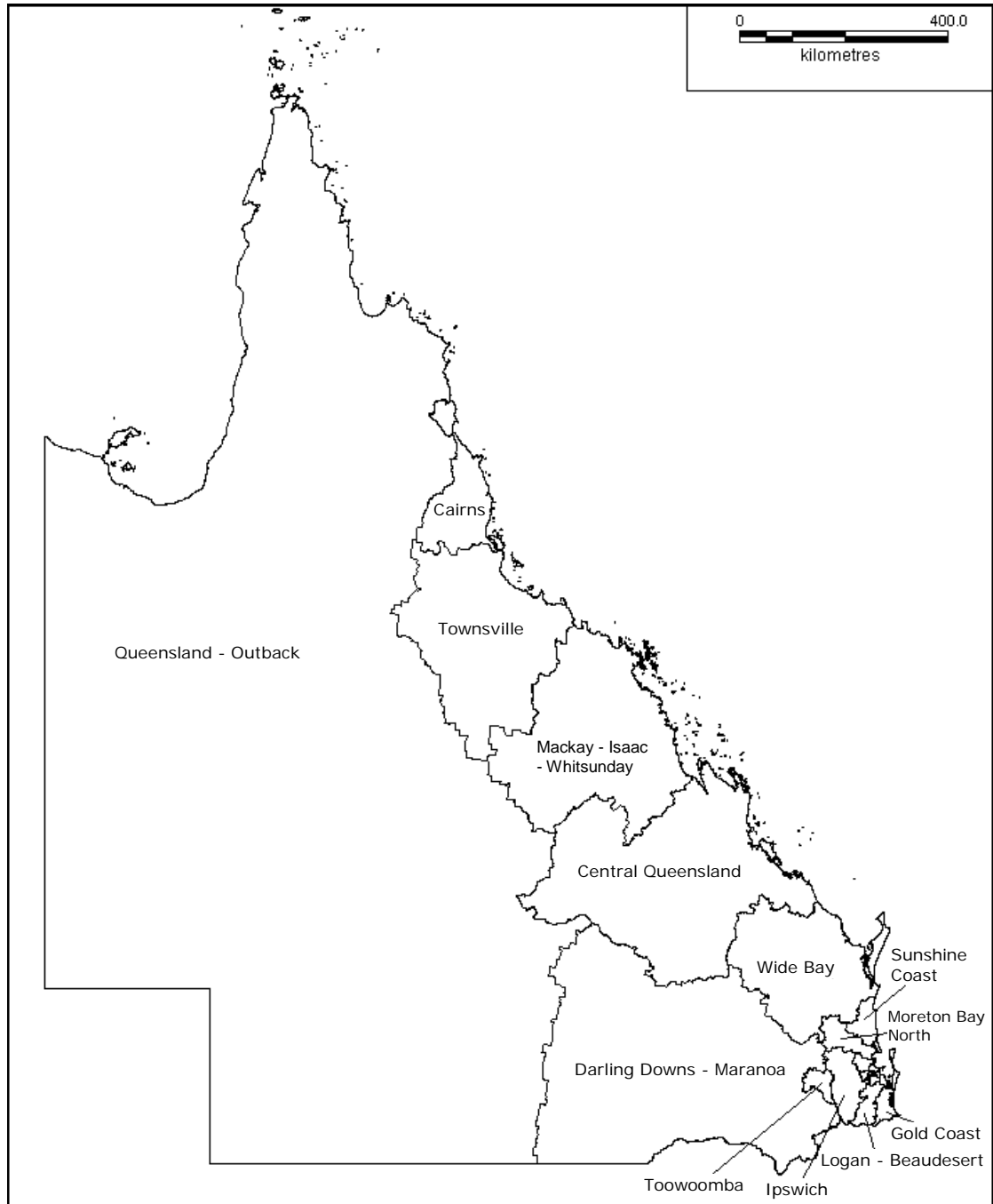
Industry category <sup>a</sup>	Examples of occupations in this industry
<b>Retail Trade</b>	Sales Assistant, Cashier, Storeperson, Retail Trainee, Shelf Filler, Pharmacy Assistant, Console Operator
<b>Accommodation and Food Services</b>	Waiter, Bartender, Kitchen Hand, Pizza Maker, Apprentice Chef, Fast 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).



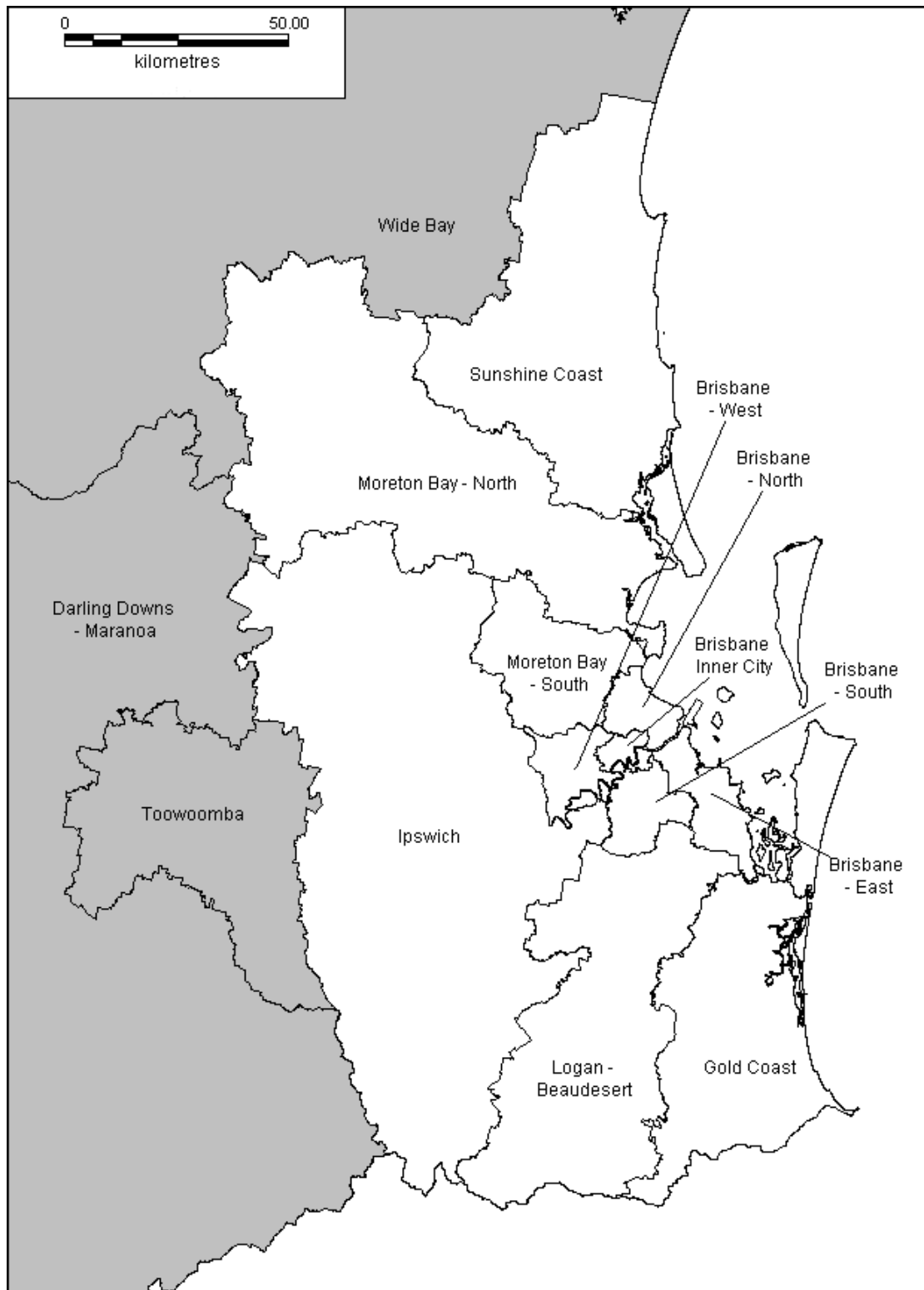
## Appendix 4 – Statistical Area Level 4 – Queensland, ABS, 2016

Figure A4A: Statistical Area Level 4 – Queensland





**Figure A4B: Statistical Area Level 4 – South East Queensland**





## Appendix 5 – Acronyms and Abbreviations

**Table A5: Acronyms and Abbreviations**

Acronym or abbreviation	
<b>ABS</b>	Australian Bureau of Statistics
<b>Campus-based VET</b>	All VET categories excluding Apprenticeships and Traineeships
<b>nfd</b>	Not further defined
<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 glossary of the statewide *Next Step* report.

# NEXT STEP 2017 DESTINATIONS OF 2016 YEAR 12s Music Industry College



## Introduction

This page presents a summary of results of the annual *Next Step* survey for Music Industry College. 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 online and via computer-assisted telephone interviewing.

Statewide and regional reports from the 2017 *Next Step* survey will be available on the *Next Step* website from September 2017 at [www.education.qld.gov.au/nextstep](http://www.education.qld.gov.au/nextstep).

## Response rate for Music Industry College

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

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

**Table 1: Survey response rate, Music Industry College 2017**

Number of respondents	Number of students who completed Year 12	Response rate (%)
36	40	90.0

## Definitions of main destinations

The pathways of Year 12 completers were categorised into ten main destinations. Year 12 completers 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 2017, 41.7% of young people who completed Year 12 at Music Industry College in 2016 continued in some recognised form of education and training in the year after they left school.

The most common study destination was Bachelor Degree (27.8%). The combined VET study destinations accounted for 13.9% of respondents, including 11.1% in campus-based VET programs, with 2.8% of Year 12 completers entering programs at Certificate IV level or higher.

2.8% commenced employment-based training, all as apprentices.

In addition to the above study destinations, a further 13.9% of respondents from this school deferred a tertiary offer in 2017 (deferrers are included in their current destination).

58.3% did not enter post-school education or training, and were either employed (38.9%), seeking work (11.1%) or not in the labour force, education or training (8.3%).

**Figure 1: Main destination of Year 12 completers, Music Industry College 2017**

