

## Briefing Note

Assistant Director-General, State Schools – Operations  
Department of Education

### Action required: For Approval

#### Action required by: 1 February 2018

Approval is requested to allow the creation of the survey in early February, prior to the peak period of project team activity during term 1 in the lead up the National Day of Action against Bullying and Violence 16 March 2018

### SUBJECT: 2018 NATIONAL DAY OF ACTION AGAINST BULLYING AND VIOLENCE – SCHOOL (NDA) SURVEY

That the Assistant Director-General, State Schools – Operations:

- sign the WebSurvey Approval Form provided at **Attachment 1** (17/656988) to approve the annual school survey for the National Day of Action against Bullying and Violence being rebuilt in the Department's WebSurvey system.

#### Key issues

1. The Queensland Department of Education manages and delivers the National Day of Action against Bullying and Violence (NDA) across Australia on behalf of all states and territories.
2. School engagement and opinion about the NDA has been evaluated each year since 2013 with an invitation sent to registered NDA schools to complete an online survey.
3. The NDA project team uses the annual survey results to ensure materials and campaign approaches effectively meet the needs of schools, and to plan for future years.
4. This survey has been conducted in previous years through the SurveyMonkey® account owned by Community Engagement and Partnership (CEP) Branch. The account was discontinued in June 2017.
5. Future NDA school surveys will be conducted using the Department's new survey platform using the same suite of questions as previous years.

#### Implications

6. Building the annual NDA survey on the Department's WebSurvey System platform requires that approval for the established questions is obtained again. The WebSurvey Approval Form for signing is provided in **Attachment 1** (17/656988).
7. The survey questions being moved from SurveyMonkey® are provided in the **Attachment 2** (18/000841). Changes to survey questions have been kept to a minimum each year to allow comparisons over time.
8. Approval at this time will allow the survey to be built before the intensive NDA campaign period and while project team capacity is available.
9. Additional survey questions may be developed in March 2018 to capture new products and any emerging issues. Approval for additional questions specific to 2018 will be sought at that time.

#### Background

10. The Department's WebSurvey system is a free secure platform to conduct online web-based surveys and data collections. The WebSurvey system complies with National

Privacy Principles, the Queensland Information Privacy Act (2009) and the department's information security obligations.

11. Upon registration for the NDA, schools complete a form agreeing to be contacted by the NDA project team and that selected information will be shared with their jurisdiction's education department and the Education Minister's Office within each state and territory.
12. SSSC project team members have completed the required training in this system. The 2018 NDA survey will be administered by these trained SSSC project staff.
13. In previous years, when the survey was delivered through CEP's SurveyMonkey® account, the annual NDA school survey was endorsed by the Safe and Supportive School Communities (SSSC) Working Group and approved by the Chair for release, as per the Terms of Reference for the group.
14. The SSSC Working Group includes representatives from the Commonwealth and all states and territories, as well as national Catholic and independent schooling representatives.

#### Right to information

15. I am of the view that the contents or attachments contained in this brief **are suitable** for publication.

Released under RTI Act by DE

**Recommendation**

That the Assistant Director-General, State Schools – Operations:

- sign the WebSurvey Approval Form provided at **Attachment 1** (17/656988) to approve the annual school survey for the National Day of Action against Bullying and Violence being rebuilt in the Department's WebSurvey system.

NOTED / APPROVED / NOT APPROVED


**HAYLEY STEVENSON**

**Assistant Director-General, State Schools – Operations  
Department of Education**

15/1/18

**Assistant Director-General's comments**

--

Action Officer  
Maresce Constance  
Senior Project Officer  
Behaviour  
State Schools – Operations  
Tel: 3846 5932

Endorsed by:  
Regina Walsh  
Manager  
Behaviour  
State Schools – Operations  
Tel: 3513 5931  
Date: 04/01/18

Endorsed by:  
Andrea Hoppner  
Director  
Behaviour  
State Schools – Operations  
Tel: 3513 5953  
Date: 08/01/18



# WebSurvey Approval Form

Completion of this form is required for:

**High risk level surveys:** e.g. strategic, high profile or sensitive surveys; **OR**

**Large survey populations:** e.g. all schools, all regions or entire year levels across Queensland.

Further information on the process for using the WebSurvey System is available at:

<https://oneportal.deta.qld.gov.au/ResourceCentre/Applications/Pages/WebSurveySystem.aspx>

## 1 Details of the survey/collection

<b>Survey/collection title</b> (as it will appear on the survey)	2018 National Day of Action against Bullying and Violence school survey
<b>Survey/collection description</b>	Optional national school satisfaction survey
<b>Target audience</b> (e.g. all state secondary school principals; Year 12 students)	All school nationally that registered for the 218 National Day of Action against Bullying and Violence.
<b>Data collection category</b>	<input checked="" type="checkbox"/> <b>Survey</b> —Seeks <i>opinion</i> information such as "How satisfied are you with...". <input type="checkbox"/> <b>Collection</b> —Seeks <i>factual</i> information such as "How many hours..."
<b>Distribution method</b>	<input type="checkbox"/> <b>Passcode</b> —A single URL is distributed to pre-selected participants via an invitation email which contains unique login and password details. Reminder emails can be sent to participants who have not completed the survey/collection. <input type="checkbox"/> <b>Email</b> —A unique URL is distributed to each pre-selected participant via an invitation email. Reminder emails can be sent to participants who have not completed the survey/collection. <input checked="" type="checkbox"/> <b>Open participation</b> —A single URL is generated that can be made available on a website or distributed by email. Participants can respond multiple times to this survey/collection.
<b>Occurrence</b>	<input type="checkbox"/> <b>One-off</b> —A survey/collection to be administered once only (e.g. project evaluation). <input type="checkbox"/> <b>Ongoing</b> —A survey/collection that remains open for an extended period of time (e.g. collecting student feedback throughout the year). <input checked="" type="checkbox"/> <b>Recurring</b> —A survey/collection that is repeated annually, or throughout the year (e.g. staff exit survey).
<b>Open date (estimated)</b>	<b>NOTE:</b> Surveys/collections that include school based participants are subject to availability as per the <i>Schedule of Collections</i> . It is the responsibility of the business unit to ensure there are no conflicts with other school based surveys/collections or major activities.) 23/03/2018
<b>Close date (estimated)</b>	27/04/2018
<b>Consultation with PMR</b> (name of PMR contact and any other relevant details regarding the consultation process)	Roy Soliman



## 2 Details of the business unit staff member who is trained in the WebSurvey System and will be administering this survey/collection

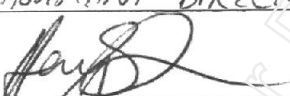
Name	Cynthia Hocken
WebSurvey System User Id	Bnwwe0
Business unit	Safe and Supportive School Communities Behaviour team

## 3 Approval

Approval requirements depend on whether the survey/collection includes school based participants.

- If school based participants **are not** included: **Director (or equivalent)**. [skip section 4]
- If school based participants **are** included, and they are located at:
  - a) a single school: **Principal**; [skip section 4]
  - b) a single region: **Regional Director**; [skip section 4]
  - c) multiple regions: **Assistant Director-General (ADG) (or equivalent) AND ADG State Schools – Operations**. [section 4 is required]

☒ I approve this survey/collection being undertaken, and note that the content may change during the quality assurance process and that the timing is dependent on the availability of the WebSurvey System and staff.

Name	HAYLEY STEVENSON
Position	A/ASSISTANT DIRECTOR - GENERAL, STATE SCHOOLS - OPERATIONS
Signature	 Date 15/1/18

## 4 Approval by the ADG State Schools – Operations (if required)

**TRIM users**—locate approved form via TRIM to **Assistant Director-General State Schools – Operations (State Schools Division)**.

**Non-TRIM users**—email approved form to [websurvey@dete.qld.gov.au](mailto:websurvey@dete.qld.gov.au).

## 5 Submitting approved WebSurvey Approval Forms to PMR

**TRIM users**—locate approved form via TRIM to "Pending Location Web Survey System".

**Non-TRIM users**—email approved form to [websurvey@dete.qld.gov.au](mailto:websurvey@dete.qld.gov.au).

TRIM reference: 17/655984

## NDA annual school survey questions

Thank you for agreeing to take part in this short survey about the 2018 National Day of Action against Bullying and Violence (NDA).

1. When have you participated in the National Day of Action (NDA)? (select all that apply)

- 2018
- 2017
- 2016
- 2015
- 2014
- 2013
- 2012
- 2011

2. How did you find out about registering for the NDA? (select all that apply)

- Email direct from Bullying. No Way!
- Communication from your department/sector
- Bullying. No Way! website
- NDA newsletter forwarded from someone
- Invitation or brochure
- Colleagues/friend/family (word of mouth)
- Media (radio, television, print)
- Social media (Facebook, Twitter)
- Other (please specify)

3. How useful were the NDA downloadable materials? **(only complete for materials you downloaded/printed)**. Please note. The next question will ask you about materials ordered and posted to you.

*Very useful Useful Not very useful Not at all useful*

- The NDA School logo (Proud to be an NDA school)
- Community posters (ie Our school is proud to Take a Stand Together)
- Student ambassador posters (quotes from real students)
- 2018 Make your own posters
- Certificate of participation for students
- Stationery (graphics, letterhead, postcards)
- Make your own Bunting
- Make your own Badges
- The Allen Adventure postcards
- Coloured or black and white letters to spell out Take a Stand Together
- Bullying. No Way! T-shirt transfers
- Tips for parents (poster, pocket cards, letter)
- Printable page of Student tips (pocket cards)

Do you have any other suggestions for downloadable materials?

*Comment*

4. How useful were the printed NDA pocket cards sent to you?

*Very useful Useful Not very useful Not at all useful Did not order any*

- Student pocket cards
- Tips for parents  
(Parent pocket cards)

Comments

TRIM: 18/000841

## NDA annual school survey questions

5. Were the quantities available sufficient for your school?

*Yes No Unsure*

6. Would your school be happy to purchase printed resources, such as pocket cards, at minimal cost at any time?

*Yes No Unsure*

7. How useful were the wristbands you ordered?

*Very useful Useful Not very useful Not at all useful Did not order any matrix*

8. Would your school order wristbands, at a minimal cost, if they were available all year round?

*Yes No Unsure*

9. NDA Campaign Toolkit for Schools.

Did you use this toolkit?

*Yes No*

10. How useful was this campaign toolkit in planning your NDA activities?

*Very useful Useful Not very useful Not at all useful*

Comments

11. Did your school participate in the Imagine activity this year?

*Yes No*

12. How effective was the activity with students in promoting anti-bullying messages?

*Very useful Useful Not very useful Not at all useful*

Comments

13. Which NDA activities did your school hold for the NDA? (select all that apply)

- Assembly with school presentation
- Principal's address
- Student performance or events
- Online or virtual classroom sessions
- School community events (morning teas etc)
- Student engagement in policy or practice related to bullying
- Teaching and learning activities and lessons
- Guest speaker/performer at school
- Local media event
- Competition
- Wearing the Take a Stand Together wristbands
- Pledges/pledge walls
- Free dress day/theme day/accessory with uniform
- School surveys
- Artwork creation (murals, posters, bunting)
- Other (please specify)

14. When did you undertake NDA activities at your school?

- On the NDA (16 March 2018)
- During the week leading up to the NDA
- Both in the lead up to and on the day

TRIM: 18/000841



## NDA annual school survey questions

- After the NDA
- Other (please specify)

15. How long did your school dedicate to NDA activities?

- Half a day
- Whole day
- Events throughout the week
- Other (please specify)

16. For your school, how effective was the NDA for: (leave blank if not applicable)

*Very effective Effective Not very effective Not at all effective*

- Promoting your school's anti-bullying messages
- Engaging the whole school community
- Promoting safe and active bystander behaviour
- Enabling ongoing anti-bullying activities
- Enabling teachers to include anti-bullying activities in teaching and learning
- Engaging teacher aides and other staff to support anti-bullying messages
- Creating opportunities for further development of anti-bullying strategies.

17. Did your school use any of the new resources to support teaching and learning? If yes, did they help to achieve the learning outcomes?

*Yes No*

*Achieved learning outcomes Did not achieve learning outcomes Did not know about this resource*

- Approval for any additional questions for new resources will be sought in March 2018
- 'Bullying is NEVER OK!' animation
- 'Bullying is NEVER OK!' classroom discussion starter (supporting teacher materials)
- 'Our special super power' animation
- 'Our special super power' animation classroom discussion starter (supporting teacher materials)
- Empowering Seniors (activities for Year 10 to Year 12)
- Allen solves a problem (resource for children 3 to 8 years old)

Comments

18. What resources do you think you might use again? Tick all that apply.

- Approval for any additional questions for new resources will be sought in March 2018
- 'Bullying is NEVER OK!' animation
- 'Bullying is NEVER OK!' supporting teacher materials
- 'Our special superpower' animation
- 'Our special superpower' classroom discussion starters
- Empowering Seniors
- Allen solves a problem

19. Did your school use any other Bullying. No Way! Stand Together lesson plans? If yes, did they help to achieve the learning outcomes?

*Yes No*

*Achieved learning outcomes Did not achieve learning outcomes Did not know about this resource*

- Talking about bullying classroom discussion starter
- Being reasonable and ethical online lesson plans
- Ideas for a safe and supportive school community lesson plans
- Perspectives on Bullying activity for senior students

## NDA annual school survey questions

- The Allen Adventure lesson plans for early childhood
- Active bystanders lesson plans

Comments

20. Do you think the resources your school used were effective in spreading anti-bullying messages?

*Yes No Somewhat*

21. What focus areas and/or additional resources would you suggest for future teaching and learning activities with students?

Comment

22. Did you access the Bullying. No Way! website? [www.bullyingnoway.gov.au](http://www.bullyingnoway.gov.au)

*Yes No*

Comments

23. How useful was the information you accessed from the Bullying. No Way! website?

*Very useful Useful Not very useful Not at all useful*

Comments

24. Overall, how satisfied were you with the NDA in engaging the school community and promoting your school's anti-bullying messages?

*Very satisfied Satisfied Somewhat dissatisfied Very dissatisfied*

Comments

25. How important do you think the NDA is in reducing bullying in your school?

*Very important Important Not very important Not at all important*

Comments

26. Is the NDA part of your school's annual plan and/or linked to school policy?

*Yes No*

27. How important was involving your whole school community in the NDA?

*Very important Important Not very important Not at all important*

28. In what ways did you engage the whole school community? (select all that apply)

- Invite community members to events (whole school assembly, morning tea, BBQs)
- Invite local media to events
- Parent information sessions/workshops
- Artwork/poster display, etc
- Other (please specify)

29. How did you invite the wider community to participate in the NDA at your school?

- Communication through the school newsletter or website
- Communication through social media
- Invitation to community members to events (whole school assembly, morning tea, BBQ)
- Template letter of invitation to local media to events (from BNW website)
- Newsletter samples (from email newsletters)
- Did not involve wider community
- Other (please specify)

30. What were the best aspects of the NDA for your school? (optional)

TRIM: 18/000841

## NDA annual school survey questions

Comments

31. What suggestions do you have for the 2019 NDA? (optional)

Comments

32. Are you willing to share your details for a case study about your school's NDA activities?

Yes No

33. Please provide your details (school name, your name, email and/or phone). We will be in contact to discuss your involvement.

Comments

34. In which state/territory is your school?

- ACT
- NSW
- NT
- QLD
- SA
- TAS
- VIC
- WA

35. What is the size of your school?

- Less than 500 students
- 500 to 1000 students
- Over 1000 students

36. What is your school type?

- Primary school
- Secondary school
- Primary and secondary school (all year levels)
- Other (please specify)

37. Which sector does your school belong to?

- Government
- Catholic
- Independent



## Briefing Note

The Honourable Grace MP  
Minister for Education and  
Minister for Industrial Relations

**Action required: For Approval**

**Action required by: 26 February 2018**

**Routine** – *Next Step* survey is scheduled to commence in March 2018.

**SUBJECT: APPROVAL OF CORRESPONDENCE TO ENCOURAGE PARTICIPATION IN THE 2018 NEXT STEP SURVEY**

### Summary of key objectives

- To seek the Minister's approval for:
  - correspondence to 2017 Year 12 completers and to school principals encouraging participation in the *Next Step* survey (**Attachments 1 and 2**); and
  - use of the Minister's electronic signature by the Queensland Government Statistician's Office (QGSO), who will coordinate the printing and mailing of the letters.

### Key issues

1. The *Next Step* survey of the post-school destinations of Year 12 completers is conducted annually by the QGSO on behalf of the Department of Education (DoE). The survey identifies the initial study and work destinations of students who have completed Year 12 or equivalent in Queensland in the previous year.
2. Results of the survey are published on DoE's website at [www.education.qld.gov.au/nextstep/nextstep.html](http://www.education.qld.gov.au/nextstep/nextstep.html) and individual school reports are provided to principals.
3. Maintaining high participation rates in the survey (80% in 2017) is important to ensure the reliability/validity of information obtained from the survey to further understand student transitions to employment and further education.

#### *Letter from Minister to Year 12 completers*

4. The *Next Step* reference group, which includes representatives from the Queensland Catholic Education Commission (QCEC) and Independent Schools Queensland (ISQ), has endorsed a letter to be sent to all 2017 Year 12 completers advising the *Next Step* survey has commenced.
5. The letter, which is sent on behalf of the Minister by the QGSO (**Attachment 1**), provides instructions for completing the survey online and informs participants they may be contacted by telephone if an online survey is not received.
6. The letter also promotes an incentive to help maximise participation. Students responding online are offered a chance to win one of 15 iPad Pros and students responding by telephone are offered a chance to win one of five iPad Pros.
7. Following approval of this briefing note, the Ministerial and Executive Services Unit will provide the Minister's signature to the QGSO, who will coordinate the printing and mailing of the letters with an external printer.

#### *Email from Minister to principals*

8. The *Next Step* reference group has also endorsed an email to school principals seeking their assistance in promoting the survey to help maximise participation (**Attachment 2**).

9. The email will be sent on behalf of the Minister from the *Next Step* mailbox coordinated by the Strategy and Performance Branch of DoE.
10. QCEC and ISQ have been informed the email will be sent directly to principals for non-state schools and that copies of this correspondence will be provided to *Next Step* reference group representatives.

#### **Implications**

11. The cost of printing and distributing the letters is included in the scheduled costs to undertake the survey fieldwork with QGSO, during which participants complete the survey online or are contacted by the QGSO.
12. The survey fieldwork is scheduled to begin in March, cannot commence until the Minister's letter advising participants about the survey has been sent.

#### **Background**

13. The annual *Next Step* survey began in 2005 and is undertaken each year. It identifies the initial study and work destinations of students who have just completed Year 12 or equivalent in Queensland. The Queensland Curriculum and Assessment Authority provides the contact details of last year's students to the QGSO.
14. In 2017, the survey was completed by over 40,000 Year 12 completers, representing 80.2% of the targeted group.
15. To maximise the usefulness of the *Next Step* data at the state, regional and school level, it is important to maintain the high level of participation for the 2018 survey.

#### **Right to information**

16. I am of the view that the contents or attachments contained in this brief **are suitable** for publication.


**Recommendation**

That the Minister:

- **approve** the correspondence to Year 12 completers from 2017 and to school principals encouraging participation in the *Next Step* survey (**Attachments 1 and 2**); and
- **approve** use of the Minister's electronic signature by the Government Statistician who will coordinate the distribution of letters to Year 12 completers.

NOTED

APPROVED/NOT APPROVED

  
**SHARON DURHAM**  
 Chief of Staff  
 Office of the Hon Grace Grace MP  
 Minister for Education and  
 Minister for Industrial Relations

  
**GRACE GRACE MP**  
 Minister for Education and  
 Minister for Industrial Relations

**Minister's comments**

Action Officer: Damien Killin Director Strategy and Performance	Endorsed by: Chris Kinsella Executive Director Performance Monitoring and Reporting	Endorsed by: Robyn Albury A/Assistant Director-General Strategy and Performance	Endorsed by: Lesley Robinson A/Deputy Director-General Policy, Performance and Planning	Endorsed by: Annette Whitehead A/Director-General
Tel: 3513 6863	Tel: 3513 6844 Mob: <b>s.47(3)(b) -</b> Date: 08/02/2018	Tel: 3513 6909 Mob: <b>s.47(3)(b) -</b> Date: 12/02/2018	Tel: 3034 4773 Mob: <b>s.47(3)(b) -</b> Date: 13/02/2018	Tel: 3034 4752 Mob: <b>s.47(3)(b) -</b> Date: 15/02/2018





Minister for Education and  
Minister for Industrial Relations

1 William Street Brisbane 4000  
PO Box 15033 City East  
Queensland 4002 Australia  
Telephone +61 7 3719 7110  
Email: [education@ministerial.qld.gov.au](mailto:education@ministerial.qld.gov.au)  
Email: [industrialrelations@ministerial.qld.gov.au](mailto:industrialrelations@ministerial.qld.gov.au)  
Survey technical difficulties: 1800 068 587

<frameid>  
<given.names> <surname>  
or Parent/Guardian  
<address.l1>  
< address.l2> <state> <postcode>

Dear <given.names> <surname>

Congratulations on completing Year 12 in 2017. This is a significant milestone and you should be proud of your achievement.

I am writing to invite you to take part in *Next Step*, a short statewide Government survey of all students who completed Year 12 in Queensland.

The survey collects information about what young people are doing the year after leaving school and helps schools across Queensland to better prepare future students for study and employment.

**It's easy to participate now – 5 minutes online is all it takes**

Enter the unique URL below into the address bar of your web browser to begin your secure survey. Alternatively, you can scan the QR code<sup>a</sup> at the bottom of this page.

**Unique URL: «url1»**

**Password: «password»**

Your response will be kept strictly confidential and is protected by the *Statistical Returns Act 1896*.

Over the coming weeks, our friendly interviewers may contact you and offer you the option of completing the survey over the phone if you have not already done so online.

If you are unable to complete the survey yourself, someone else may complete the survey for you. This may be a family member or another household member who knows about your study and employment since school.

### Win an Apple iPad Pro

Everyone who completes the survey will go into the draw to win one of 20 Apple iPad Pros. There are 15 chances to win if you complete the survey online and five chances if you complete by telephone<sup>b</sup>.

More information about *Next Step* is available at [www.education.qld.gov.au/nextstep/](http://www.education.qld.gov.au/nextstep/) or on 1800 068 587 (toll free). Last year, more than 40,000 young people participated in *Next Step* ensuring it was a great success. Thank you in advance for taking part in this year's survey.

I wish you every success in the future.

Yours sincerely

GRACE GRACE MP  
Minister for Education and  
Minister for Industrial Relations

Ref: 18/29167

<sup>a</sup> QR code readers are free to download online or through your mobile's app store

<sup>b</sup> Visit <http://www.education.qld.gov.au/nextstep/> for terms and conditions.

Email message to principals of schools with Year 12 completers in 2017

From: *Next Step* team on behalf of the Minister for Education

THE FOLLOWING MESSAGE IS SENT ON BEHALF OF THE MINISTER FOR EDUCATION

Dear Principal

*Next Step* is a statewide post-school destination survey of all students who completed Year 12 last year in Queensland.

Insights gained from *Next Step* assists schools to review and plan their services for students, and school system personnel to evaluate education policies as they affect the transition from school to further study and employment.

I would like to thank you for your support in helping to ensure the success of *Next Step* in previous years. This year's survey of 2017 Year 12 completers will commence in March 2018 and I seek your support in once again promoting participation in the survey.

Some suggested text that you might consider incorporating in a school newsletter or other publication to inform parents and siblings of former students in your school community about the survey is included below.

Further information about *Next Step* is available at [www.education.qld.gov.au/nextstep/](http://www.education.qld.gov.au/nextstep/). To provide feedback, I invite you to contact Mr Andrew Wilson, Principal Statistical Officer, Department of Education, by email at [nextstep@det.qld.gov.au](mailto:nextstep@det.qld.gov.au) or on telephone 3513 6868.

Thank you for your ongoing support of this important study.

Yours sincerely

**GRACE GRACE MP**  
**Minister for Education and**  
**Minister for Industrial Relations**

Ref: 18/28692

Enc

## SUGGESTED NEWSLETTER TEXT

### **2018 *Next Step* survey**

The Queensland Government is conducting its annual statewide survey of all students who completed Year 12 in 2017. The *Next Step* survey is a brief, confidential survey that gains a comprehensive picture of the employment, study and life choices made by Queensland school completers in the year after they finish Year 12.

Between March and June, all our students who completed Year 12 last year can expect to receive instructions to complete a web-based survey or a telephone call from the Queensland Government Statistician's Office. Please encourage them to take part. If their contact details have changed, please assist the interviewer with their updated details or forward the survey to their new address so they can participate.

Thank you for your support of the *Next Step* survey in 2018.

Further information on Next Step is available online at [www.education.qld.gov.au/nextstep/](http://www.education.qld.gov.au/nextstep/) or on toll free telephone 1800 068 587.

Released under RTI Act by DOE



## Briefing Note

A/Assistant Director-General  
Strategy and Performance  
Department of Education

**Action required: For Approval**

**Action required by: 5 March 2018**

**Routine** – Approval required to allow the Queensland Government Statistician's Office (QGSO) to commence fieldwork for the 2018 *Next Step* Survey.

**SUBJECT: 2018 NEXT STEP SURVEY - SCHEDULE 10 TO THE MEMORANDUM OF UNDERSTANDING WITH QUEENSLAND TREASURY (GOVERNMENT STATISTICIAN)**

### Summary of key objectives

To seek the A/Assistant Director-General, Strategy and Performance (A/ADG, SP):

- approval of Schedule 10 to the Memorandum of Understanding (MoU) with the Queensland Government Statistician's Office (QGSO); and
- signature on two copies of the schedule (**Attachment 1**) to enable QGSO to commence fieldwork for the 2018 *Next Step* survey.

### Key issues

1. The QGSO have provided Schedule 10 to the MoU to conduct the 2018 *Next Step* survey on behalf of SP. This Schedule forms part of the MoU (Ref: 16/21033) for provision of statistical services between the QGSO and SP.
2. Fieldwork for the 2018 survey is planned for early March to late June, commencing with the mailing of letters to survey participants (Ref: 18/28679).
3. The QGSO have estimated the 2018 *Next Step* project cost will be \$637,300 (excluding GST). This is an increase of \$5,900 from the estimated project cost provided for the 2017 survey. The higher project cost is due to an additional 600 Year 12 graduates in scope for the 2018 survey. The 'cost per survey participant' figure is the same as last year.
4. The estimate includes project cost contingencies, as it is not possible to accurately predict interviewer productivity and the way in which people will respond to surveys in a given year. Any savings made will be noted by SP through a reduction in the final invoice. For example, the final cost of the 2017 survey was \$86,000 below the estimate.
5. SP and QGSO continue to pursue cost reduction strategies by encouraging increased participation in the online survey rather than via Computer Assisted Telephone Interviewing (CATI). This includes:
  - providing more time and reminders to complete the survey online before the CATI commences; and
  - the use of incentives to encourage online survey participation.

### Implications

6. [Sch. 3\(7\)](#)

7. Project costs for the 2017 *Next Step* survey are available from cost centres 2001295 and 2000641.

8. Data from the *Next Step* survey is provided to schools with Year 12 completers to meet their annual reporting requirements. DoE similarly reports data from the survey as a key performance indicator in DoE's annual report. *Next Step* survey data is also provided to the Australian Curriculum, Assessment and Reporting Authority for inclusion on the MySchool website.
9. Delays in commencing the QGSO fieldwork may impact departmental reporting timelines. Specifically, the *Annual Reporting Policy for all Queensland Schools* requires schools to include their Year 12 *Next Step* survey data in their annual report by 30 September each year.

#### **Background**

10. The annual *Next Step* survey began in 2005 and identifies the initial study and work destinations of students who completed Year 12 or equivalent in Queensland in the previous year.
11. The 2018 survey will attempt to contact almost 52,000 Year 12 completers from 2017, with a target response rate of 80%.
12. The *Next Step* suite of post-school destination surveys provide Australia's most comprehensive source of post-school destination information from which to inform policy and practice.

#### **Right to information**

13. I am of the view that the contents or attachments contained in this brief **are suitable** for publication.

Released under RTI Act 2009

**Recommendation**

That the A/Assistant Director-General:

- **approve** and **sign** two copies of Schedule 10 of the MoU (**Attachment 1**) to conduct the 2018 *Next Step* survey.

**APPROVED/ NOT APPROVED**



**ROBYN ALBURY**  
A/Assistant Director-General  
Strategy and Performance  
Department of Education

2612118

**A/Assistant Director-General's comments**

Action Officer:  
Andrew Wilson  
A/Principal  
Statistical Officer  
Corporate Surveys

Endorsed by:  
Damien Killin  
Director  
Collections and  
Reporting – Early  
Years and Surveys

Endorsed by:  
Chris Kinsella  
Executive Director  
Performance  
Monitoring and  
Reporting

Tel: 3513 6868

Tel: 3513 6863

Mob: s.47(3)(b) - (c)

Date: 13/02/2018

Tel: 3513 6844

Mob: s.47(3)(b) - (c)

Date: 20/02/2018



QUEENSLAND TREASURY

Schedule 10

---

FINAL VERSION  
12/02/2018



Queensland Government Statistician's Office

## Quality Management System

The Queensland Government Statistician's Office (QGSO), Queensland Treasury, complies with the requirements of AS/NZS ISO 9001:2008 Quality Management Systems.

The certification covers the Quality Management System for survey and research services, including the design, development and provision of processes to collect, collate, interpret, analyse and disseminate high quality primary and secondary statistical information.

QGSO ensures project and client needs are met through adherence to AS/NZS ISO 9001:2008 Quality Management Systems for all project work undertaken.



### Certificate No: QEC7208

Issued: 29 June 2017

Originally Certified: 11 June 1997

Expires: 12 September 2018

Current Certification: 26 June 2017

## Security, privacy and confidentiality

QGSO is committed to quality and integrity of data, and maintains high level security procedures and arrangements to maintain confidentiality of data at all times for all clients. Through our governing legislation, the *Statistical Returns Act 1896*, we have substantial powers to ensure confidentiality of data.

QGSO maintains a robust information security environment and ensures that the information it retains for the purpose of a Schedule 10 is protected by such security measures as are reasonable in the circumstances against loss, unauthorised access, use, modification or disclosure, and against any other misuse, in accordance with Queensland Government Information Standard 18 – Information Security: 2010 (IS18), *Right to Information Act 2009* and *Information Privacy Act 2009*.

This Schedule 10 has been security classified as IN-CONFIDENCE by QGSO using the Queensland Government information security classification framework (QGISC), meaning it is for the exclusive use of the Department of Education and QGSO only, cannot be released to the public and that restrictions apply to its use.

For further information regarding the QGISC see <https://www.qgso.qld.gov.au/documents/information-security-classification-framework-qgiscf>.

## Contact details

Contact person: Michael Cole  
Queensland Government Statistician's Office, Queensland Treasury  
PO Box 15037, City East QLD 4002 Australia  
Telephone: 07 3035 6833  
[michael.cole@treasury.qld.gov.au](mailto:michael.cole@treasury.qld.gov.au)  
[www.qgso.qld.gov.au](http://www.qgso.qld.gov.au)

## Disclaimer

All data and information in this document are believed to be accurate and have come from sources believed to be reliable. However, QGSO, Queensland Treasury, does not guarantee or represent that the data and information are accurate, up to date or complete, and disclaims liability for all claims, losses, damages or costs of whatever nature and howsoever occurring, arising as a result of relying on the data and information, regardless of the form of action, whether in contract, tort (including negligence), breach of statutory duty or otherwise.

© The State of Queensland (Queensland Treasury) unpublished information

Queensland Government Statistician's Office

This Schedule is part of the Memorandum of Understanding (MoU) for the provision of statistical services between the Queensland Government Statistician's Office (QGSO) and Strategy and Performance (SP), Department of Education (DoE). The Schedule defines in detail the Outputs for the Next Step Destination Survey 2018 and the way their development will be managed and performed.

## Next Step Destination Survey 2018

### INTRODUCTION

The Next Step Destination Survey 2018 is an annual survey of every student who completed Year 12 (Queensland Certificate of Education or Queensland Certificate of Individual Achievement) in 2017 in Queensland government and non-government schools. The purpose of the survey is to gather information on the employment, study or other status of each person at the time of the survey.

### OBJECTIVES

The primary objective of the Next Step Destination Survey 2018 is to collect information on the post-school destinations of Year 12 students in Queensland. This information will be used to assist:

- 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
- parents and the wider public to know the achievements of schools and to appreciate the range of options available to students and
- training bodies, universities, business and industry, local government and regional planners to plan their services.

### SCHEDULE 10 COMMENCEMENT DATE

The Schedule 10 project will commence once the agreement has been signed by both SP and QGSO.

### SCOPE

The Next Step Destination Survey 2018 will seek data from every student who completed Year 12 (Queensland Certificate of Education or Queensland Certificate of Individual Achievement) in 2017 in Queensland. This includes students at government and non-government schools, TAFE and secondary colleges, international students and special school graduates. To target the desired population more precisely, the survey will not include:

- students who leave school before completing Year 12
- home schoolers.

The survey will collect data on students:

- study details
- reasons if not studying
- workforce status
- employment status.



Queensland Government Statistician's Office

## AGREED INPUTS

The Material to be supplied for the project, their conditions of use, recommended attribution and delivery timelines are as follows:

Material	Licensed use, including permissions and restrictions	Recommended attribution	Supplied by
<p><u>Survey Questionnaire</u></p> <p>The survey questionnaire is expected to be similar to the previous year's questionnaire.</p>	<p><u>Information security classification</u><sup>1</sup> UNCLASSIFIED</p> <p><u>Intellectual Property Rights</u>: © The State of Queensland (Department of Education) 2018</p> <p><u>Custodian</u>: SP, DoE. QGSO is given access to the Survey Questionnaire for the purposes of this project.</p> <p><u>Information Privacy and Right to Information</u>: With regards to the Survey Questionnaire, applications concerning the <i>Information Privacy Act 2009</i> or <i>Right to Information Act 2009</i> should be directed to SP</p>	<p><i>Department of Education, Next Step Destination Survey 2018, Survey Questionnaire</i></p>	<p>SP, DoE, by early February 2018</p>
<p><u>Next Step Frame</u></p> <p>The frame is to include all in-scope students based on the target population description in this document under the section called 'Scope'. The frame will contain contact information and other auxiliary variables as negotiated with SP and QCAA.</p>	<p><u>Information security classification</u>: IN-CONFIDENCE</p> <p><u>Intellectual Property Rights</u>: © The State of Queensland (Queensland Curriculum and Assessment Authority) <i>unpublished information</i></p> <p><u>Custodian</u>: QCAA. QGSO is given access to the Next Step Frame for the purposes of this project.</p> <p><u>Legislative provisions</u>: QGSO is given access to the Next Step Frame under the provisions of the <i>Statistical Returns Act (Section 4 (6))</i> and the <i>Education (Queensland Curriculum and Assessment Authority) Act 2014</i></p> <p><u>Information Privacy and Right to Information</u>: With regards to the Next Step Frame, applications concerning the <i>Information Privacy Act</i> or <i>Right to Information Act</i> should be directed to the QCAA.</p>	<p><i>Queensland Curriculum and Assessment Authority, Next Step Destination Survey 2018, Next Step Frame</i></p>	<p>QCAA, February 2018</p>

<sup>1</sup> Information on the Queensland Government information security classification framework is available at <https://www.qgso.qld.gov.au/documents/information-security-classification-framework-qgscf>

## Queensland Government Statistician's Office

Material	Licensed use, including permissions and restrictions	Recommended attribution	Supplied by
Access deferred due to	<p><u>Information security classification:</u> IN-CONFIDENCE</p> <p><u>Intellectual Property Rights:</u> © The State of Queensland (Department of Education) <i>unpublished information</i></p> <p><u>Custodian:</u> SP, DoE. QGSO is given access to the Additional Contact List for the purposes of this project.</p> <p><u>Legislative provisions:</u> QGSO is given access to the Additional Contact List under the provisions of the Statistical Returns Act (Section 4 (6)).</p> <p><u>Information Privacy and Right to Information:</u> With regards to the Additional Contact List, applications concerning the Information Privacy Act should be directed to QGSO and applications concerning the Right to Information Act should be directed to SP</p>	Department of Education, Next Step Destination Survey 2018, Additional Contact List	SP, DoE, by early February 2018

Queensland Government Statistician's Office

## AGREED OUTPUTS

The information collected from survey respondents by QGSO enables the agreed outputs to be produced. Therefore, with regards to survey respondent information, applications concerning the Information Privacy Act and the Right to Information Act should be directed to QGSO. The agreed outputs, their conditions of use, recommended attribution and delivery timelines are as follows:

Agreed Outputs	Licensed use, including permissions and restrictions	Recommended attribution	Supplied by
<p><u>Survey Review</u></p> <p>The survey review contains:</p> <ul style="list-style-type: none"> <li>• response rates including an analysis by subgroups</li> <li>• number of interviews completed by proxy</li> <li>• average length of interview</li> <li>• assessment of data quality</li> <li>• recommendations or issues to consider when conducting future surveys</li> </ul>	<p><u>Information security classification:</u> PUBLIC</p> <p><u>Intellectual Property Rights:</u> © The State of Queensland (Queensland Treasury) 2018</p> <p><u>Custodian:</u> SP, DoE</p> <p><u>Information Privacy and Right to Information:</u> With regards to the Survey Review, applications concerning the Information Privacy Act should be directed to QGSO and applications concerning the Right to Information Act should be directed to SP</p>	<p>Queensland Government Statistician's Office, Queensland Treasury, Next Step Destination Survey 2018, Survey Review</p>	<p>QGSO, July 2018</p>
<p><u>De-identified Unit Record File (DURF)</u></p> <p>A DURF excludes information that explicitly identifies a respondent and its provision is subject to:</p> <p>a) individual recipient(s) from SP, DoE signing the Conditions of Disclosure form, guaranteeing protection and maintenance of data confidentiality, and</p> <p>b) the discretion of the Queensland Government Statistician.</p> <p>The DURF will be provided to DoE in both SPSS and csv format.</p>	<p><u>Information security classification:</u> IN-CONFIDENCE</p> <p>This product is NOT suitable for Open Data</p> <p><u>Intellectual Property Rights:</u> © The State of Queensland (Queensland Treasury) unpublished information</p> <p><u>Custodian:</u> QGSO. SP, DoE is given access according to the provisions of the Conditions of Disclosure</p> <p><u>Legislative provisions:</u> individual recipient(s) from SP, DoE are given access to the DURF under the provisions of the Statistical Returns Act (Section 7).</p> <p><u>Information Privacy and Right to Information:</u> With regards to the DURF, applications concerning the Information Privacy Act and Right to Information Act should be directed to QGSO.</p>	<p>Queensland Government Statistician's Office, Queensland Treasury, Next Step Destination Survey 2018, De-identified Unit Record File</p>	<p>QGSO, July 2018</p>



## Queensland Government Statistician's Office

Agreed Outputs	Licensed use, including permissions and restrictions	Recommended attribution	Supplied by
<p><u>Output Tables</u></p> <p>An Excel spreadsheet will be provided containing one way unweighted frequency tables for every question included on the questionnaire.</p>	<p><u>Information security classification:</u> UNCLASSIFIED</p> <p><u>Intellectual Property Rights:</u> © The State of Queensland (Queensland Treasury) 2018</p> <p><u>Custodian:</u> SP, DoE</p> <p><u>Information Privacy and Right to Information:</u> With regards to the Output Tables, applications concerning the Information Privacy Act should be directed to QGSO and applications concerning the Right to Information Act should be directed to SP.</p>	<p>Queensland Government Statistician's Office, Queensland Treasury, Next Step Destination Survey 2018, Output Tables</p>	<p>QGSO, July 2018</p>
<p><u>Response Rates</u></p> <p>An Excel spreadsheet will be provided containing response rates by:</p> <ul style="list-style-type: none"> <li>School by sex</li> <li>School by Indigenous status</li> </ul> <p>Its provision is subject to:</p> <p>a) individual recipient(s) from SP, DoE signing the Conditions of Disclosure form, guaranteeing protection and maintenance of data confidentiality, and</p> <p>b) the discretion of the Queensland Government Statistician.</p>	<p><u>Information security classification:</u> IN-CONFIDENCE</p> <p>This product is NOT suitable for Open Data</p> <p><u>Intellectual Property Rights:</u> © The State of Queensland (Queensland Treasury) unpublished information</p> <p><u>Custodian:</u> QGSO. SP, DoE is given access according to the provisions of the Conditions of Disclosure.</p> <p><u>Legislative provisions:</u> individual recipient(s) from SP, DoE are given access to the Response Rates under the provisions of the Statistical Returns Act (Section 7).</p> <p><u>Information Privacy and Right to Information:</u> With regards to the Response Rates, applications concerning the Information Privacy Act should be directed to QGSO and applications concerning the Right to Information Act should be directed to SP.</p>	<p>Queensland Government Statistician's Office, Queensland Treasury, Next Step Destination Survey 2018, Response Rates</p>	<p>QGSO, July 2018</p>

## Queensland Government Statistician's Office

Agreed Outputs	Licensed use, including permissions and restrictions	Recommended attribution	Supplied by
<p><u>De-identified Open Text Responses</u></p> <p>Comments relating to students completing double degrees will be provided to DoE.</p> <p>Its provision is subject to:</p> <p>a) individual recipient(s) from SP, DoE signing the Conditions of Disclosure form, guaranteeing protection and maintenance of data confidentiality, and</p> <p>b) the discretion of the Queensland Government Statistician.</p>	<p><u>Information security classification:</u> IN-CONFIDENCE</p> <p>This product is NOT suitable for Open Data.</p> <p><u>Intellectual Property Rights:</u> © The State of Queensland (Queensland Treasury) unpublished information</p> <p><u>Custodian:</u> QGSO. SP, DoE is given access according to the provisions of the Conditions of Disclosure.</p> <p><u>Legislative provisions:</u> individual recipient(s) from SP, DoE are given access to the De-identified Open Text Responses under the provisions of the Statistical Returns Act (Section 7).</p> <p><u>Information Privacy and Right to Information:</u> With regards to the De-identified Open Text Responses, applications concerning the Information Privacy Act and the Right to Information Act should be directed to QGSO.</p>	<p>Queensland Government Statistician's Office, Queensland Treasury, Next Step Destination Survey 2018, De-identified Open Text Responses</p>	<p>QGSO, July 2018</p>

Queensland Government Statistician's Office

## TIMELINE

This timetable is indicative and is based on project assumptions and information provided to QGSO by SP.

QGSO role and Deliverables	Completion Date/Period
Liaise with QCAA to receive a file of Year 12 completers in Queensland from 2017.	Early February 2018
Liaise with SP to receive a file containing the additional contact list.	Early February 2018
Provide technical advice to SP on questionnaire design.	Early February 2018
Finalise database of student telephone numbers, perform supplementary searches for those on the frame without telephone numbers.	End February 2018
Attend Reference Group Meetings.	From March 2018
Co-ordinate mail-out by external agency of letter to year 12 graduates. Letters will have enclosed a web link to the survey with a user name and password. Emails and SMS reminders will also be sent to students with valid email addresses and mobile phone numbers.	Mid March 2018
Survey fieldwork.	Mid March to Mid June 2018
List of incentive winners forwarded to SP.	Late June 2018
Provide outputs to SP.	July 2018
Conduct the evaluation and review of the project.	August 2018



Queensland Government Statistician's Office

**COSTS**

The total project cost for the survey is \$ 701,030 (10% GST inclusive). This price is based on the methodology and specifications previously outlined and is valid for 30 days from the date of this Schedule.

Item	Total \$
Staff costs <sup>2</sup>	s.47(3)(b)
Survey operation costs <sup>3</sup>	
<b>Sub-total</b>	<b>637,300</b>
Plus 10% GST	63,730
<b>TOTAL</b>	<b>701,030</b>

Any subsequent collaborative work (greater than one person-day) on other projects or projects that derive from this survey may be costed separately at the discretion of QGSO. The terms and conditions of any subsequent collaborative work will be the subject of a separate agreement.

**PAYMENT SCHEDULE**

For the Next Step Destination Survey 2018, payments will occur as follows:

40%	On completion of the preparatory stage (printing of the pre-approach letters and freecall number operational).
60%	On delivery of the final outputs to SP.

For delivery of the agreed services, invoicing will occur at the end of the month in which the service was provided.

**INVOICE CONTACT OFFICER**

Invoices will be mailed as per the payment schedule to:

Andrew Wilson  
Strategy and Performance  
Department of Education  
Andrew.WILSON@det.qld.gov.au

**VARIATION TO MEMORANDUM OF UNDERSTANDING**

Due to a change in QGSO staff and positions, a variation has been made to section 14.2 of the MoU regarding the staff members from QGSO to be contacted in the case of a dispute. The updated contact details are as follows:

- 14.2 QGSO: Mr Todd Sansness, Assistant Government Statistician (Statistical Collection, Integration and Analysis), QGSO, Queensland Treasury, Level 22, 1 William Street, Brisbane Queensland 4000.

<sup>2</sup> Staff costs include activities such as project management, survey operations management, data processing, and preparation of agreed outputs

<sup>3</sup> Survey operation costs include interviewer and telephone costs and stationery, printing and postage costs

## Queensland Government Statistician's Office

Changes in staff and positions at QGSO also mean that a variation has been made to section 20.3 of the MoU regarding addresses for notices. The updated contact details are as follows:

## 20.3 QGSO:

**Delivery by hand:** Mr Todd Sansness, Assistant Government Statistician (Statistical Collection, Integration and Analysis), Level 22, 1 William Street, Brisbane Queensland 4000.

**Postal:** Mr Todd Sansness, Assistant Government Statistician (Statistical Collection, Integration and Analysis), Queensland Government Statistician's Office, Queensland Treasury, PO Box 15037 CITY EAST QLD 4002

**Email:** [Todd.Sansness@treasury.qld.gov.au](mailto:Todd.Sansness@treasury.qld.gov.au)

## APPROVAL OF SCHEDULE

By signing this Schedule, QGSO undertakes to make available resources to complete the specified deliverables within the proposed timelines, and to complete these deliverables, except where due to unforeseen or otherwise agreed variations to the project timeline.

By signing this Schedule, SP acknowledges and endorses the tasks and deliverables to be completed by QGSO and SP within the proposed timelines, and notes the scope of the work to be undertaken. For resourcing allocation reasons, any additional work required of QGSO in relation to this project will be subject to a separate schedule negotiated between SP and QGSO.

The Schedule commencement date (i.e. the date on which the Schedule starts) is the date on which the second party signs.

## Signatures

signature



Date: 26/2/18

**Name:** Robyn Albury  
**Position:** A/Assistant Director-General, Strategy and Performance  
**Organisation:** Department of Education

s.47(3)(b) - Contrary to Public Interest

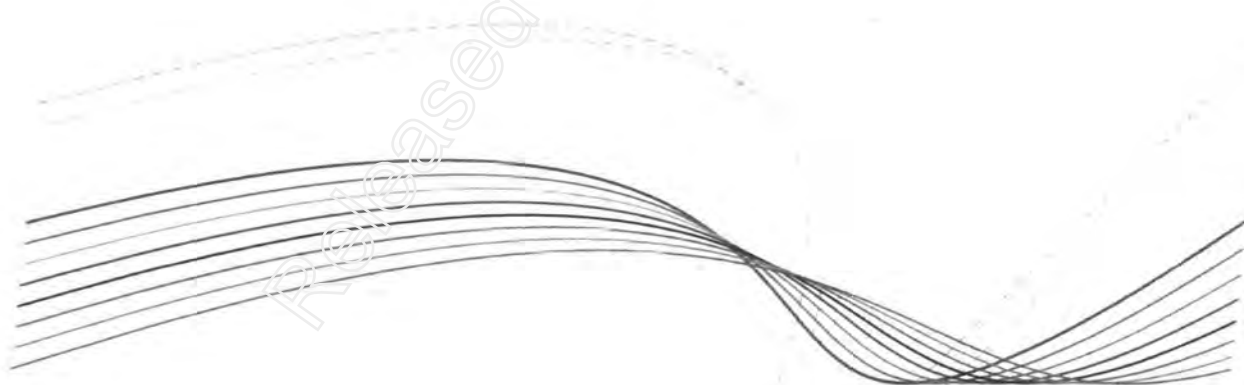


signature

Date: 27-2-18

**Name:** Antony Skinner  
**Position:** Queensland Government Statistician  
**Organisation:** Queensland Government Statistician's Office  
 Economics and Fiscal Coordination  
 Queensland Treasury

Released under RTI Act by DOE





## Briefing Note

Executive Director, Performance Monitoring and Reporting  
Strategy & Performance  
Department of Education

**Action required: For Approval**

**Action required by: 6 March 2018**

**Routine** – Approval required to allow the Queensland Government Statistician's Office (QGSO) to commence fieldwork for the 2018 Next Step Longitudinal Survey.

**SUBJECT: 2018 NEXT STEP LONGITUDINAL SURVEY – SCHEDULE 11 TO THE MEMORANDUM OF UNDERSTANDING WITH QUEENSLAND TREASURY (GOVERNMENT STATISTICIAN)**

### Summary of key objectives

To seek the Executive Director's, Strategy and Performance (SP):

- approval of Schedule 11 to the Memorandum of Understanding (MoU) with the Queensland Government Statistician's Office (QGSO); and
- signature on two copies of the schedule (**Attachment 1**) to enable QGSO to commence fieldwork for the 2018 *Next Step* Longitudinal Survey.

### Key issues

1. The QGSO have provided Schedule 11 to the MoU to conduct the eighth and final wave of the *Next Step* Longitudinal Survey (Post-ETRF) on behalf of SP. This Schedule forms part of the MoU (TRIM 16/21033) for provision of statistical services between the QGSO and SP.
2. Fieldwork for the eighth wave, during which participants are contacted by the QGSO to complete the survey, is planned to be undertaken in March.
3. A letter, thanking participants for their participation over the eight years of the study will be sent to the 2018 respondents after the interviewing for the final wave is completed.
4. The QGSO have estimated the project cost for the final wave will be \$168,600 (excluding GST), which includes the cost of printing and distributing the letters. This is an increase of \$5,200 from the project cost in 2017.

### Implications

5. Project costs for the 2018 *Next Step* Longitudinal Survey are available from the allocated destination survey budget (Cost centre 2000641).
6. [Sch. 3\(7\)](#)

### Background

7. The *Next Step* longitudinal study is annually tracking, through to the age of 24, two cohorts of young people who completed Year 12 at government and non-government schools in Queensland.
8. The first cohort comprises a sample of young people (13,175) who completed Year 12 in 2005 and participated in the 2006 *Next Step* survey. This group were recruited before the introduction of the Education and Training Reforms for the Future (ETRF) and are

referred to as the Next Step Longitudinal study pre-ETRF cohort. Annual tracking of this cohort was completed in 2013.

9. A sample of young people (12,676) who completed Year 12 in 2010 and participated in the 2011 *Next Step* survey form the second cohort. This group were recruited after the ETRF were implemented and are referred to as the Next Step Longitudinal study post-ETRF cohort. 2018 is the final survey year for this cohort.
10. There are currently no plans for the annual tracking of a third cohort.

#### Right to information

11. I am of the view that the contents or attachments contained in this brief **are suitable** for publication.

Released under RTI Act by DOE

**Recommendation**

That the Executive Director **approve** and **sign** two copies of Schedule 11 of the MOU (**Attachment 1**) for the QGSO to conduct the seventh wave of the *Next Step* Longitudinal Survey in 2018.

**APPROVED/ NOT APPROVED**

**Chris Kinsella**  
Executive Director, Strategy and Performance  
Department of Education and Training

613118

**Executive Director's comments**

--

Action Officer  
Andrew Wilson  
A/Principal Statistical Officer  
Corporate Surveys  
Tel: 351 36868

Endorsed by:  
Damien Killin  
Director  
Strategy and Performance  
Tel: 351 36863  
Mob: s.47(3)(b) - ( )  
Date:



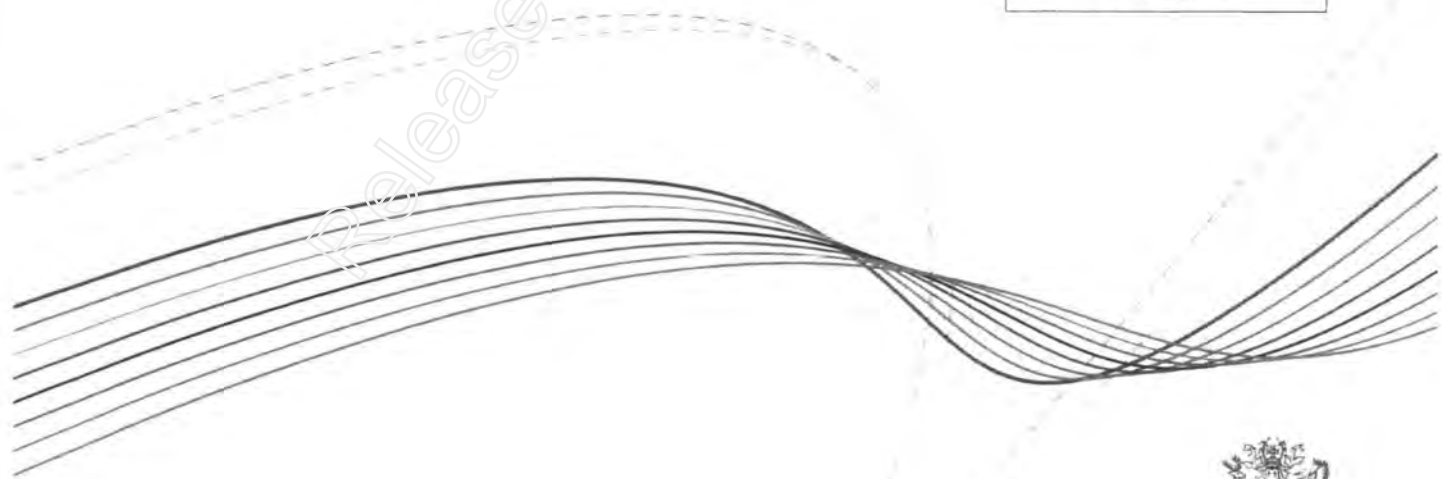
QUEENSLAND TREASURY

Schedule 11

---

for the provision of the Next Step Longitudinal Survey (Post-Education  
and Training Reforms for the Future Cohort) 2018

FINAL VERSION  
27/02/2018



Queensland Government Statistician's Office

## Quality Management System

The Queensland Government Statistician's Office (QGSO), Queensland Treasury, complies with the requirements of AS/NZS ISO 9001:2008 Quality Management Systems.

The certification covers the Quality Management System for survey and research services, including the design, development and provision of processes to collect, collate, interpret, analyse and disseminate high quality primary and secondary statistical information.

QGSO ensures project and client needs are met through adherence to AS/NZS ISO 9001:2008 Quality Management Systems for all project work undertaken.



Quality  
ISO 9001  
SAI GLOBAL

### Certificate No: QEC7208

Issued: 29 June 2017      Originally Certified: 11 June 1997

Expires: 12 September 2018      Current Certification: 26 June 2017

## Security, privacy and confidentiality

QGSO is committed to quality and integrity of data, and maintains high level security procedures and arrangements to maintain confidentiality of data at all times for all clients. Through our governing legislation, the *Statistical Returns Act 1896*, we have substantial powers to ensure confidentiality of data.

QGSO maintains a robust information security environment and ensures that the information it retains for the purpose of Schedule 11 is protected by such security measures as are reasonable in the circumstances against loss, unauthorised access, use, modification or disclosure, and against any other misuse, in accordance with Queensland Government Information Standard 18 – Information Security: 2010 (IS18), *Right to Information Act 2009* and *Information Privacy Act 2009*.

This Schedule 11 has been security classified as IN-CONFIDENCE by QGSO using the Queensland Government information security classification framework (QGISCf), meaning it is for the exclusive use of the Department of Education and QGSO only, cannot be released to the public and that restrictions apply to its use.

For further information regarding the QGISCf see <https://www.qgcio.qld.gov.au/documents/information-security-classification-framework-qgiscf>.

## Contact details

Contact person: Michael Cole  
Queensland Government Statistician's Office, Queensland Treasury  
PO Box 15037, City East QLD 4002 Australia  
Telephone: 3035 6833  
[govstat@treasury.qld.gov.au](mailto:govstat@treasury.qld.gov.au)  
[www.qgso.qld.gov.au](http://www.qgso.qld.gov.au)

## Disclaimer

All data and information in this document are believed to be accurate and have come from sources believed to be reliable. However, QGSO, Queensland Treasury, does not guarantee or represent that the data and information are accurate, up to date or complete, and disclaims liability for all claims, losses, damages or costs of whatever nature and howsoever occurring, arising as a result of relying on the data and information, regardless of the form of action, whether in contract, tort (including negligence), breach of statutory duty or otherwise.

© The State of Queensland (Queensland Treasury) unpublished information

Schedule 11 of MoU between the Department of Education and the Queensland Government Statistician's Office to conduct the *Next Step Longitudinal Survey (Post-Education and Training Reforms for the Future Cohort) 2018*

IN-CONFIDENCE

2

Queensland Government Statistician's Office

This Schedule is part of the Memorandum of Understanding (MoU) for the provision of statistical services between the Queensland Government Statistician's Office (QGSO) and Strategy and Performance (SP), Department of Education (DoE). The Schedule outlines QGSO's methodology, project costs, timeframes and agreed inputs and outputs for the Next Step Longitudinal Survey (Post-Education and Training Reforms for the Future (ETRF) Cohort) 2018.

## Next Step Longitudinal Survey (Post-ETRF Cohort) 2018

### OBJECTIVES

The objective of the Next Step Longitudinal Survey (Post-ETRF Cohort) 2018 is to follow up selected respondents to the 2011 Next Step Destination Survey, updating their contact details and seeking current destination information. These students completed Year 12 in 2010. This eighth and final wave of data for the Next Step Longitudinal Survey (Post-ETRF Cohort) 2018 will support longitudinal analysis of the post school employment and educational pathways of young persons in Queensland.

### SCHEDULE 11 COMMENCEMENT DATE

The Schedule 11 project will commence once the agreement has been signed by both SP and QGSO

### SCOPE

The Next Step Longitudinal Survey (Post-ETRF Cohort) 2018 will follow up selected respondents to the Next Step Survey 2011 who:

- participated in the seventh wave of this survey (in 2017) and did not expressly refuse to be contacted for an eighth interview in 2018
- could not be contacted to participate in the seventh wave of this survey (in 2017), but whose previous contact disposition indicated the possibility of making contact in 2018 was sufficiently high to allow inclusion, excluding those respondents who also could not be contacted to participate in the 2016 survey.

The survey will collect data on students:

- study details
- reasons if not studying
- workforce status
- employment status.

### METHODOLOGY

QGSO will conduct the survey by Computer Assisted Telephone Interviewing (CATI). Interviewers assigned to this project will undergo a detailed briefing session conducted by the field manager and a member of the project team. The briefing will include background information about the survey and specific instructions relating to the questionnaire, sample and target of the survey.

QGSO will carry out daily monitoring and/or observations for this survey while in the field to validate the accuracy of the data collected and to ensure that all requirements of this Schedule and assumptions are being met. Productivity will be closely monitored as part of our field quality control system.

Up to a maximum of six attempts will be made to contact each participant. The telephone follow-up will permit proxies to complete a survey on behalf of the 2010 Year 12 student. Allowable proxies will include parents, siblings and other household members able to respond on behalf of the student.

QGSO will send out pre-approach SMS to all potential respondents to alert them to the upcoming survey. Pre-approach communication is known to increase co-operation rates.

Schedule 11 of MoU between the Department of Education and the Queensland Government Statistician's Office to conduct the Next Step Longitudinal Survey (Post-Education and Training Reforms for the Future Cohort) 2018

IN-CONFIDENCE



## Queensland Government Statistician's Office

Survey responses will be collected by QGSO under authority of the *Statistical Returns Act 1896*. This Act prohibits the unauthorised disclosure of identifying information relating to an individual or organisation.

Logistic multiple regression will be used to examine factors associated with response. Completed interviews will be assigned weights so that, in aggregate, marginal totals of weights match totals for the population of all Year 12 graduates who responded in the 2011 survey, across variables found to be associated with response. Of particular importance for reporting purposes is the participant's main destination as indicated in the 2011 Next Step Survey. This, along with other variables sourced from the 2011 Next Step Survey that are found to be associated with non-response, will be used to generate weights.

## PROJECT MANAGEMENT

QGSO uses the Queensland Government project management methodology and will appoint a project team comprising statisticians, survey experts, project managers and operational staff responsible for providing clear and comprehensive data, analysis and reporting.

### Project Organisation

Contact details	QGSO	SP
Project Board	Todd Sansness Michael Cole	Damien Killin Adam Horsten
Project Manager	Charles Shing	Andrew Wilson

QGSO will keep SP informed of the progress of the project and will consult with the SP Project Manager regarding any issues which arise which may impact the project assumptions, agreed outputs, project costs, and timelines. QGSO will also promptly advise SP of other issues that emerge which may impact on the achievement of the research objectives.

## ASSUMPTIONS

The following assumptions have been used in the development of costs and timelines for this agreement. QGSO reserves the right to renegotiate project costs and timelines in the event of changes to these assumptions:

- survey will be conducted by CATI
- target response rate of comparable to previous years
- the in-scope population will consist of all students completing Year 12 in 2010 who agreed during the seventh survey wave (2017) to be contacted for an eighth interview, and selected students who were unable to be contacted in 2017 but agreed to be contacted for a further interview in 2016.
- starting sample of approximately 8,100
- attempt to achieve approximately 6,400 completes
- questionnaire provided by SP (minimal changes expected)
- pre-approach SMS will be sent to target sample with known mobile phone numbers
- based on average interview length of 6.6 minutes per interview
- CATI updates to be provided to SP during interviewing at least two times per week
- open ended comments to be coded by QGSO
- thank you letter for survey participants to be printed and sent by external agency

Queensland Government Statistician's Office

## AGREED INPUTS

The inputs to be supplied for the project, their conditions of use, recommended attribution and delivery timelines are as follows:

Agreed Inputs	Authorising environment	Recommended attribution	Supplied by
<u>Survey Questionnaire</u>	<p><u>Information security classification</u><sup>1</sup> UNCLASSIFIED</p> <p><u>Intellectual Property Rights:</u> © The State of Queensland (Department of Education) 2018</p> <p><u>Custodian:</u> SP, DoE. QGSO is given access to the Survey Questionnaire for the purposes of this project.</p> <p><u>Information Privacy and Right to Information:</u> In regard to this input, applications concerning the <i>Information Privacy Act 2009</i> or <i>Right to Information Act 2009</i> should be directed to SP, DOE.</p>	<i>Department of Education, Next Step Longitudinal Survey (Post-ETRF Cohort) 2018, Survey Questionnaire</i>	SP, DoE, February 2018
<p><u>Survey Frame</u></p> <p>Next Step (Post-ETRF Cohort) Longitudinal Frame 2018</p> <p>This frame includes names, information and responses (from students who completed year 12 in 2010) to questions from the 2011, 2012, 2013, 2014, 2015, 2016 and 2017 surveys as required.</p>	<p><u>Information security classification:</u> IN-CONFIDENCE</p> <p><u>Intellectual Property Rights:</u> © The State of Queensland (Queensland Treasury) unpublished information</p> <p><u>Custodian:</u> QGSO</p> <p><u>Information Privacy and Right to Information:</u> In regard to this input, applications concerning the <i>Information Privacy Act</i> or <i>Right to Information Act</i> should be directed to QGSO.</p>	<i>QGSO, Queensland Treasury, Next Step (Post-ETRF Cohort), Longitudinal Frame 2018</i>	QGSO, February 2018
<p><u>Thank You Letter</u></p> <p>Thank you letter to be delivered under ministerial letterhead and signature to participants in the eight-year longitudinal survey</p>	<p><u>Information security classification</u> PUBLIC</p> <p><u>Custodian:</u> SP, DoE.</p> <p><u>Information Privacy and Right to Information:</u> In regard to this input, applications concerning the <i>Information Privacy Act</i> or <i>Right to Information Act</i> should be directed to DoE.</p>	<i>Department of Education, Next Step Longitudinal Survey (Post-ETRF Cohort) 2018, Thank you letter</i>	SP, DoE, March 2018

<sup>1</sup> Information on the Queensland Government information security classification framework is available at: <https://www.qgcio.qld.gov.au/documents/information-security-classification-framework-qgisct>

Schedule 11 of MoU between the Department of Education and the Queensland Government Statistician's Office to conduct the *Next Step Longitudinal Survey (Post-Education and Training Reforms for the Future Cohort) 2018*

IN-CONFIDENCE

5



Queensland Government Statistician's Office

## AGREED OUTPUTS

The information collected from survey participants by QGSO enables the agreed outputs to be produced. Therefore, in regard to survey participant information, applications concerning the Information Privacy Act and the Right to Information Act should be directed to QGSO. The agreed project outputs, their conditions of use, recommended attribution and delivery timelines are as follows:

Agreed Outputs	Authorising environment	Recommended attribution	Supplied by
<p><u>Survey Review</u></p> <p>The Survey Review contains:</p> <ul style="list-style-type: none"> <li>• response rates, including an analysis by subgroups, and cooperation rates</li> <li>• number of interviews completed by proxy</li> <li>• average length of interview</li> <li>• assessment of data quality</li> <li>• details of the weighting procedure, including benchmarks</li> <li>• recommendations or issues to consider when conducting future surveys</li> <li>• lookup tables of 2018 relative standard errors and confidence intervals for all students completing Year 12 in 2010 and for Indigenous students completing Year 12 in 2010.</li> </ul>	<p><u>Information security classification:</u> UNCLASSIFIED</p> <p><u>Intellectual Property Rights:</u> © The State of Queensland (Queensland Treasury) 2018</p> <p><u>Custodian:</u> SP, DoE</p> <p><u>Information Privacy and Right to Information:</u> In regard to this output, applications concerning the Information Privacy Act should be directed to QGSO and applications concerning the Right to Information Act should be directed to SP, DoE.</p>	<p>Queensland Government Statistician's Office, Queensland Treasury, Next Step Longitudinal Survey (Post-ETRF Cohort) 2018, Survey Review</p>	<p>QGSO, June 2018</p>
<p><u>Output Tables</u></p> <p>An Excel spreadsheet will be provided containing one way unweighted frequency tables for every question included on the questionnaire.</p>	<p><u>Information security classification:</u> UNCLASSIFIED</p> <p><u>Intellectual Property Rights:</u> © The State of Queensland (Queensland Treasury) 2018</p> <p><u>Custodian:</u> SP, DoE</p> <p><u>Information Privacy and Right to Information:</u> With regards to the Output Tables, applications concerning the Information Privacy Act should be directed to QGSO and applications concerning the Right to Information Act should be directed to SP.</p>	<p>Queensland Government Statistician's Office, Queensland Treasury, Next Step Longitudinal Survey (Post-ETRF Cohort) 2018, Output Tables</p>	<p>QGSO, June 2018</p>

Schedule 11 of MoU between the Department of Education and the Queensland Government Statistician's Office to conduct the Next Step Longitudinal Survey (Post-Education and Training Reforms for the Future Cohort) 2018

IN-CONFIDENCE

6



## Queensland Government Statistician's Office

Agreed Outputs	Authorising environment	Recommended attribution	Supplied by
<p><u>De-identified Unit Record File (DURF)</u></p> <p>A DURF excludes information that explicitly identifies a respondent and its provision is subject to:</p> <p>a) individual recipient(s) from SP, DOE signing the Conditions of Disclosure form, guaranteeing protection and maintenance of data confidentiality,</p> <p>b) the discretion of the Queensland Government Statistician.</p>	<p><u>Information security classification:</u> IN-CONFIDENCE</p> <p>This product is NOT suitable for Open Data.</p> <p><u>Intellectual Property Rights:</u> © The State of Queensland (Queensland Treasury) unpublished information</p> <p><u>Custodian:</u> QGSO. SP, DOE is given access according to the provisions of the Conditions of Disclosure</p> <p><u>Legislative provisions:</u> Individual recipient(s) from SP, DOE are given access to the De-identified Unit Record File under the provisions of the Statistical Returns Act (Section 7).</p> <p><u>Information Privacy and Right to Information:</u> In regard to this output, applications concerning the Information Privacy Act or Right to Information Act should be directed to QGSO.</p>	<p>Queensland Government Statistician's Office, Queensland Treasury, Next Step Longitudinal Survey (Post-ETRF Cohort) 2018, De-identified Unit Record File</p>	<p>QGSO, June 2018</p>

## TIMELINE

This project timeline is indicative and based on project assumptions, and is contingent on finalisation of the survey questionnaire before end February 2018.

Task (responsibility)	Completion period
Prepare survey frame	Early February 2018
Provide technical advice to SP on questionnaire design	Early February 2018
Conduct CATI survey	March 2018
Code open-ended responses	End March 2018
Clean data and prepare data file for transfer	April–June 2018
Provide outputs to SP	June 2018
Deliver thank you letters to longitudinal participants	June 2018
Conduct the evaluation and review of the project	June 2018

Schedule 11 of MoU between the Department of Education and the Queensland Government Statistician's Office to conduct the Next Step Longitudinal Survey (Post-Education and Training Reforms for the Future Cohort) 2018

IN-CONFIDENCE

7

Queensland Government Statistician's Office

**COSTS**

The total project cost for the survey is \$185,460 (10% GST inclusive). This price is based on the methodology and specifications previously outlined and is valid for 30 days from the date of this schedule. Any variations to the project assumptions or agreed outputs in this schedule may result in QGSO re-calculating the project costs under a new schedule or a variation to this schedule.

Item	Total \$
Staff costs <sup>2</sup>	s.47(3)(b) -
Survey operation costs <sup>3</sup>	
<b>Sub-total</b>	<b>\$168,600</b>
Plus 10% GST	\$16,860
<b>TOTAL</b>	<b>\$185,460</b>

Any subsequent collaborative work (greater than one person-day) on other projects or projects that derive from this survey may be costed separately at the discretion of QGSO. The terms and conditions of any subsequent collaborative work will be the subject of a separate agreement.

**PAYMENT SCHEDULE**

For the Next Step Longitudinal Survey (Post-ETRF Cohort) 2018, payments will occur as follows:

50%	On completion of the CATI data collection.
50%	On completion of the project <sup>4</sup> .

For delivery of the agreed services, invoicing will occur at the end of the month in which the service was provided.

**INVOICE CONTACT OFFICER**

Invoices will be emailed as per the payment schedule to:

Andrew Wilson  
 Strategy and Performance  
 Department of Education  
 Andrew.WILSON@det.qld.gov.au

<sup>2</sup> Staff costs include activities such as project management, survey operations management, data processing, and preparation of agreed outputs

<sup>3</sup> Survey operation costs include interviewer and telephone costs

<sup>4</sup> The project is complete upon delivery of the final Agreed Outputs to SP

Schedule 11 of MoU between the Department of Education and the Queensland Government Statistician's Office to conduct the Next Step Longitudinal Survey (Post-Education and Training Reforms for the Future Cohort) 2018

IN-CONFIDENCE

8

Queensland Government Statistician's Office

## VARIATION TO MEMORANDUM OF UNDERSTANDING

Due to a change in QGSO staff and positions, a variation has been made to section 14.2 of the MoU regarding the staff members from QGSO to be contacted in the case of a dispute. The updated contact details are as follows:

14.2 QGSO: Mr Todd Sansness, Assistant Government Statistician (Statistical Collection, Integration and Analysis), QGSO, Queensland Treasury, Level 22, 1 William Street, Brisbane Queensland 4000.

Changes in staff and positions at QGSO also mean that a variation has been made to section 20.3 of the MoU regarding addresses for notices. The updated contact details are as follows:

20.3 QGSO:

Delivery by hand:	Mr Todd Sansness, Assistant Government Statistician (Statistical Collection, Integration and Analysis), Level 22, 1 William Street, Brisbane Queensland 4000.
Postal:	Mr Todd Sansness, Assistant Government Statistician (Statistical Collection, Integration and Analysis), Queensland Government Statistician's Office, Queensland Treasury, PO Box 15037 CITY EAST QLD 4002
Email	<a href="mailto:Todd.Sansness@treasury.qld.gov.au">Todd.Sansness@treasury.qld.gov.au</a>



Queensland Government Statistician's Office

## APPROVAL OF PROJECT AGREEMENT/SCHEDULE

By signing this Schedule, QGSO undertakes to make available resources to complete the specified deliverables within the proposed timelines, and to complete these deliverables, except where due to unforeseen or otherwise agreed variations to the project timeline.

By signing this Schedule, SP acknowledges and endorses the tasks and deliverables to be completed by QGSO and SP, and notes the scope of the work to be undertaken. For resourcing allocation reasons, any additional work required of QGSO in relation to this project will be subject to a separate Schedule negotiated between SP and QGSO.

## Signatures

signature



Date:

6.3.2018

Name:

Position:

Organisation:

Christopher Kinsella  
Executive Director  
Department of Education

signature

Date:

Name:

Position:

Organisation:

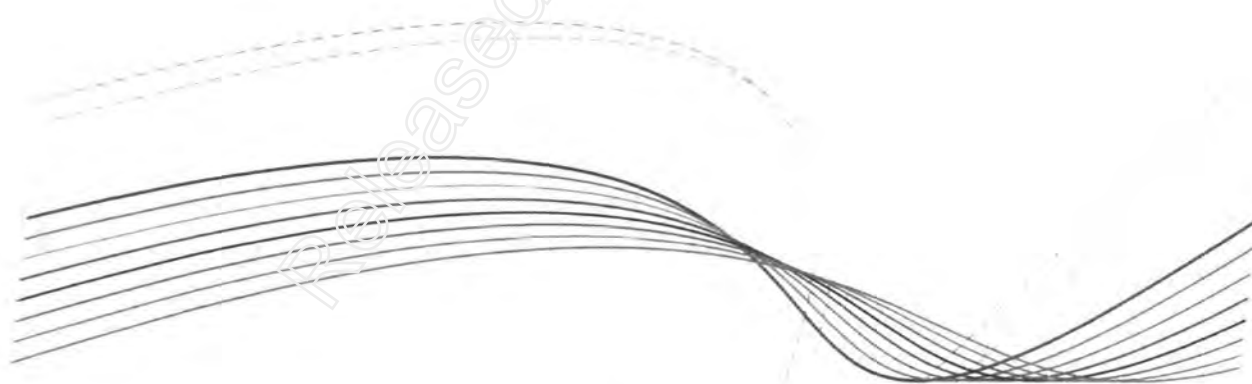
Antony Skinner  
Queensland Government Statistician  
Queensland Government Statistician's Office  
Economics and Fiscal Coordination  
Queensland Treasury

Schedule 11 of MoU between the Department of Education and the Queensland Government Statistician's Office to conduct the Next Step Longitudinal Survey (Post-Education and Training Reforms for the Future Cohort) 2018

IN-CONFIDENCE

10

Released under RTI Act by DoE



## Briefing Note

The Honourable Grace MP  
Minister for Education and  
Minister for Industrial Relations

**Action required: For Approval**

**Action required by: 10 August 2018**

**Routine** — Approval to support non-urgent correspondence.

**SUBJECT: THANK YOU LETTER FOR NEXT STEP LONGITUDINAL STUDY PARTICIPANTS**

### Summary of key objectives

- To seek the Minister's approval for:
  - sending thank you letters to Next Step Longitudinal study participants (**Attachment 1**); and
  - use of the Minister's electronic signature by the Queensland Government Statistician's Office (QGSO), who will coordinate the printing and mailing of the letters.

### Key issues

1. The letter will be sent to the 5920 Year 12 completers from 2010 who have been surveyed each year in the *Next Step* Longitudinal study and thanks them for their participation.
2. The QGSO will manage the distribution of the letters as part of their role to coordinate data collection for the study.
3. Data from the final year of the study will be analysed and released later this year.

### Financial implications

4. The cost of printing and distributing the letters is built into the project costs covered by the Memorandum of Understanding (schedule 11) with QGSO.

### Background

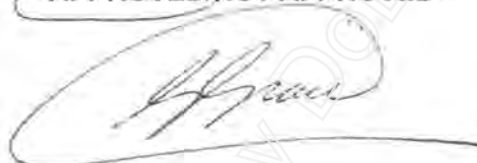
5. The *Next Step* Year 12 Completers survey is a destination survey of every Queensland student who completed Year 12 in the previous year. It gathers information on each person's employment, study or other status approximately six months after leaving school.
6. QGSO conducts the fieldwork for the *Next Step* suite of surveys.
7. As part of the survey of 2010 Year 12 Completers, a sample of 12,677 respondents agreed to participate in a *Next Step* Longitudinal Study.
8. In 2018, 5920 people, nearly 50% of the original sample, responded to the eighth and final year of the longitudinal study.
9. The *Next Step* suite of post-school destination surveys provide Australia's most comprehensive source of post-school destination information from which to inform policy and practice.



**Recommendation**

That the Minister:

- approves correspondence (**Attachment 1**) thanking Year 12 completers from 2010 who have participated in eight years of the *Next Step* Longitudinal study; and
- approves the use of the Minister's electronic signature by the Queensland Government Statistician's Office who will coordinate the printing and mailing of the letters.

**NOTED****APPROVED/NOT APPROVED**


**SHARON DURHAM**  
 Chief of Staff  
 Office of the Hon Grace Grace MP  
 Minister for Education and  
 Minister for Industrial Relations

**GRACE GRACE MP**  
 Minister for Education and  
 Minister for Industrial Relations

/ /

28.7.18

**Minister's comments**

Action Officer Adam Horsten Principal Statistical Officer - Surveys Tel: 3513 6868	Endorsed by: Damien Killin Director Collections and Reporting - Early Years and Surveys Tel: 3513 6863 Date: 07/05/2018	Endorsed by: Leon Schwerin A/Executive Director Performance Monitoring and Reporting Tel: 3513 6844 Mob: 04 47(3)(h) - Contrary to Public Interest Date: 17/06/2018	Endorsed by: Lesley Robinson Assistant Director- General - Strategy and Performance Tel: 3513 6909 Date: 18/06/2018	Endorsed by: Annette Whitehead Deputy Director-General - Policy, Performance and Planning Tel: 3034 4773 Date: 03/07/2018
Endorsed by: Tony Cook Director-General Department of Education Tel: 3034 4752 Date: 05/07/2018				



Minister for Education and  
Minister for Industrial Relations

1 William Street Brisbane 4000  
PO Box 15033 City East  
Queensland 4002 Australia  
Telephone +61 7 3719 7110  
Email: [education@ministerial.qld.gov.au](mailto:education@ministerial.qld.gov.au)  
Email: [industrialrelations@ministerial.qld.gov.au](mailto:industrialrelations@ministerial.qld.gov.au)

<firstname> <surname>  
<street>  
<suburb> <state> <postcode>

Dear <Name>

Your ongoing participation in the Department of Education's *Next Step Longitudinal Study* is helping us to better understand the choices of young people who complete Year 12.

You are one of more than 10,700 young people who completed Year 12 in 2010 who agreed to take part in this study over the last eight years. I want to extend a special thank you to you however, as you have participated in every stage of this study all the way through to its completion.

Your participation was important and has helped us to better understand the pathways you have taken so that we can more effectively promote the range of employment, study and life choices available to young people. The information from the study also helps schools, training organisations, universities, businesses, industry and government to support future school leavers. For instance, this survey found that by 2017, more than 62.9% of you were in full-time or part-time work and 28.9% in a range of further study options.

If you would like to know more about the findings from the *Next Step Longitudinal Study*, please visit the *Next Step* website at [www.education.qld.gov.au/nextstep/](http://www.education.qld.gov.au/nextstep/).

Thank you once again for your participation in this important study. I wish you every success for the future in your chosen pathway.

Yours sincerely

**GRACE GRACE MP**  
Minister for Education and  
Minister for Industrial Relations

Ref: 18/290928

## Briefing Note

The Honourable Grace Grace MP  
Minister for Education and  
Minister for Industrial Relations

**Action required: For Approval**

**Action required by: 31 May 2018**

**Routine** – Early School Leavers survey scheduled to commence in July 2018.

**SUBJECT: APPROVAL OF PRE-APPROACH CORRESPONDENCE FOR THE  
EARLY SCHOOL LEAVERS SURVEY**

### Summary of key objectives

- To seek the Minister's approval for:
  - correspondence to 2017 early school leavers and to school principals encouraging participation in the *Early School Leavers* survey (**Attachments 1 and 2**); and
  - the use of the Minister's electronic signature by the Queensland Government Statistician's Office (QGSO), who will coordinate the printing and mailing of the letters.

### Key issues

1. The *Early School Leavers* survey of the post-school destinations of early school leavers is conducted annually by the QGSO on behalf of the Department of Education (DoE). The survey identifies the initial study and work destinations of students who have left school prior to completing Year 12 in the previous year.
2. Results of the survey are published on DoE's website at [www.education.qld.gov.au/nextstep/index.html](http://www.education.qld.gov.au/nextstep/index.html).

#### *Ministerial letter to early school leavers*

3. The Next Step Reference Group includes representatives from DoE, the Queensland Catholic Education Commission and Independent Schools Queensland. The Reference Group has again endorsed the invitation letter from the Minister (**Attachment 1**) to advise all Queensland early school leavers of the commencement of the annual survey.
4. The letter, sent on behalf of the Minister by the QGSO, provides instructions for completing the survey online and informs participants they may be contacted by telephone if an online survey is not received.
5. Following approval of this briefing note, the Ministerial and Executive Services Unit will provide the Minister's signature to the QGSO, who will coordinate the printing and mailing of the letters with an external printer.

#### *Ministerial email to principals*

6. The Next Step Reference Group has endorsed sending an email to principals of all Queensland schools that had early school leavers in 2017 before commencing the survey (**Attachment 2**).
7. The email will be sent on behalf of the Minister from the Next Step mailbox coordinated by the Strategy and Performance Branch.



**Implications**

8. The cost of printing and distributing the letters is included in the scheduled costs to undertake the survey with QGSO.
9. The survey fieldwork is scheduled to begin in July and cannot commence until the Minister's letter advising participants about the survey has been sent.

**Background**

10. The survey is a destination survey of young people who in 2017 left Queensland schools in Years 10, 11 or before completing Year 12. The survey gathers information on each person's employment, study and life choices after leaving school.
11. QGSO has conducted the fieldwork for the survey on behalf of DoE since 2006.
12. The Queensland Curriculum and Assessment Authority (QCAA) will provide contact details of early school leavers in order to conduct the survey. Schools supply this information as part of normal data exchange processes and QCAA and DoE supplements these details using enrolment information.
13. As in previous years, the 2018 survey will be conducted predominantly by telephone interview. In addition, all students will receive a letter inviting them to participate in the web-based version of the survey using a unique internet address and password.
14. The 2018 survey will attempt to contact approximately 11,000 early school leavers from 2017.
15. The independent and catholic school sectors support the survey, through membership of the Next Step Reference Group, which has representation from all school sectors and helps to guide the survey's management.
16. The Next Step suite of post-school destination surveys provide Australia's most comprehensive source of post-school destination information to inform policy and practice.

Released under  
the  
Official  
Information  
Act

**Recommendation**

That the Minister:

- **approve** the invitation letter to early school leavers from 2017 and email to school principals encouraging participation in the upcoming 2018 Early School Leavers survey (**Attachments 1 and 2**); and
- **approve** the use of the Minister's electronic signature on the invitation letter by the Queensland Government Statistician's Office, to coordinate the printing and mailing of the letters (**Attachment 1**).

**NOTED****APPROVED/NOT APPROVED**

*Sharon Durham*  
**SHARON DURHAM**  
 Chief of Staff  
 Office of the Hon Grace Grace MP  
 Minister for Education and  
 Minister for Industrial Relations

*Grace Grace*  
**GRACE GRACE MP**  
 Minister for Education and  
 Minister for Industrial Relations

**Minister's comments**

Action Officer:  
 Damien Killin  
 Director  
 Strategy and  
 Performance

Tel: 3513 6863

Endorsed by:  
 Chris Kinsella  
 Executive Director  
 Performance  
 Monitoring and  
 Reporting

Tel: 3513 6844

Mob: [47\(3\)\(b\) - Contrary to Public Interest](#)

Date: 11/05/2018

Endorsed by:  
 Lesley Robinson  
 Assistant  
 Director-General  
 Strategy and  
 Performance

Tel: 3513 6909

Date: 15/05/2018

Endorsed by:  
 Annette Whitehead  
 Deputy  
 Director-General  
 Policy, Performance  
 and Planning

Tel: 3034 4773

Date: 16/05/2018

Endorsed by:  
 Tony Cook  
 Director-General  
 Department of  
 Education

Tel: 3034 4752

Mob: 235 /2018



Minister for Education and  
Minister for Industrial Relations

1 William Street Brisbane 4000  
PO Box 15033 City East  
Queensland 4002 Australia  
Telephone +61 7 3719 7110  
Email: [education@ministerial.qld.gov.au](mailto:education@ministerial.qld.gov.au)  
Email: [industrialrelations@ministerial.qld.gov.au](mailto:industrialrelations@ministerial.qld.gov.au)  
Survey technical difficulties: 1800 068 587

<frameid>  
<given.names> <surname>  
OR PARENT/GUARDIAN  
<address.l1>  
<address.l2> <state> <postcode>

Dear <given.names> <surname>

I invite you to take part in the Next Step Early School Leavers survey, a short statewide Government survey of all students who left school before completing Year 12 in Queensland.

The Queensland Government is committed to ensuring school leavers have viable pathways for a successful journey through education. To do more to help young people transition effectively into training and employment, we need to better understand what is happening after leaving school.

The survey collects information about what young people are doing the year after leaving school and helps schools across Queensland to better prepare future students for study and employment.

**It's easy to participate now – 5 minutes online is all it takes**

Enter the unique URL below into the address bar of your web browser to begin your secure survey. Alternatively, you can scan the QR code<sup>a</sup> at the bottom of this page.

**Unique URL: «url1»**

**Password: «password»**

Your response will be kept strictly confidential and is protected by the *Statistical Returns Act 1896*.

Over the coming weeks, interviewers from the Queensland Government Statistician's Office may contact you and offer you the option of completing the survey over the phone if you have not already done so online.

If you are unable to complete the survey, someone else may complete the survey for you. This may be a family member or another household member who knows about your study and employment since school.

If you have received this letter and are still attending school, please advise the Early School Leavers survey team on toll free telephone 1800 068 587 or email [nextstep@qed.qld.gov.au](mailto:nextstep@qed.qld.gov.au) to have your name removed from the survey.

More information on the Early School Leavers survey is available on 1800 068 587 (toll free) or online at [www.education.qld.gov.au/nextstep/](http://www.education.qld.gov.au/nextstep/).

Thank you in advance for your participation in the survey. I wish you every success in the future.

Yours sincerely

**GRACE GRACE MP**  
**Minister for Education and**  
**Minister for Industrial Relations**

Ref: 18/220813

<sup>a</sup> QR code readers are free to download online or through your mobile's app store.

<sup>b</sup> Visit <http://www.education.qld.gov.au/nextstep/> for terms and conditions.



Email message to principals of schools with early school leavers in 2017

From: Next Step team on behalf of the Minister for Education

---

THE FOLLOWING MESSAGE IS EMAILED ON BEHALF OF THE MINISTER FOR EDUCATION

Dear Principal

The Next Step - Early School Leavers survey is a statewide destination survey of all students who left school in Years 10, 11 and before completing Year 12 during the previous year.

Information from the survey helps schools to understand the pathways young people follow after leaving school and support student transitions into study or employment.

I would like to thank you for your support in helping to ensure the success of the Early School Leavers survey in previous years. This year's survey of early school leavers in 2017 will commence in August 2018 and your support once again in promoting participation in the survey is greatly appreciated.

I seek your assistance to inform parents and siblings of former students in your school community about the survey and encourage early school leavers from last year to participate. Some suggested text that you might consider incorporating in a school newsletter or other publication is attached.

For further information or to provide feedback about the Early School Leavers survey, I invite you to contact Mr Adam Horsten, Principal Statistical Officer, Department of Education, by email at [nextstep@qed.qld.gov.au](mailto:nextstep@qed.qld.gov.au) or on (07) 3513 6868.

Thank you for your ongoing support for this important study.

Yours sincerely

**GRACE GRACE MP**  
**Minister for Education and**  
**Minister for Industrial Relations**

Ref: 18/220837

## SUGGESTED NEWSLETTER TEXT

### **2018 Next Step - Early School Leavers survey**

The Queensland Government is conducting its annual statewide survey of Year 10, 11 and 12 students who in 2017 left school without obtaining Year 12 certification. The Early School Leavers survey is a short, confidential survey that collects information about what young people are doing the year after leaving school.

Between August and September, students who left school early in 2017 can expect to receive an invitation to complete a web-based survey or a telephone call from the Queensland Government Statistician's Office to complete the survey. Please encourage them to take part.

For more information, visit [www.qld.gov.au/nextstep/](http://www.qld.gov.au/nextstep/) or telephone toll free on 1800 068 587.

Released under RTI Act by DP

## Briefing Note

Deputy Director-General, State Schools  
Department of Education

**Action required: For Noting**

**Action required by: N/A**

**Routine** – Results of the 2017 Early School Leavers survey for state schools

### SUBJECT: 2017 *EARLY SCHOOL LEAVERS SURVEY* REPORT FOR STATE SCHOOLS

#### Summary of key objectives

- To provide the Deputy Director-General with the 2017 *Early School Leavers* survey report for state schools.

#### Key issues

- The report (**Attachment 1**) documents the results of the annual statewide survey on the initial study and work destinations of students who left Queensland state schools in Years 10, 11 or prior to completing Year 12 during 2016.
- Key points include:
  - 58.1% (5079) of the early school leavers from state schools responded to the 2017 survey.
  - The most common main reason for leaving school was 'To get a job/apprenticeship' (21.7%). This was closely followed by 'Did not like school' (18.6%).
  - Of those responding, 64.5% of early school leavers were in education, training or employment – this continues a steady decline from 69.6% in 2010.
  - Those choosing to leave school early to get a job/apprenticeship, continue to experience good outcomes, with 86.4% engaged in education, training or employment; this also compares favourably with outcomes for Year 12 completers (82.0% engaged).
  - Although showing a marginal proportional decline, the 2017 survey indicates VET programs continue to offer important post-school options, with almost one third of early school leavers engaged in training.
  - 31.1% of early school leavers were in full time or part time employment – an increase of 0.8 percentage points on the 2016 results.
  - The proportion of early school leavers considered not in the labour force, employment or training (NILFET) also increased by 0.2 percentage points in 2017.



## Main destination of early school leavers from state schools, Queensland 2016 and 2017

Destination	2016 Early School Leavers survey	2017 Early School Leavers survey
<b>In education or training</b>	<b>34.8%</b>	<b>33.3%</b>
Undertaking Bachelor degree or higher programs	0.6%	0.6%
Completing campus-based VET programs	16.3%	14.4%
In an apprenticeship or traineeship	16.0%	16.7%
Continuing secondary study at TAFE or a private training college	1.9%	1.7%
<b>In employment</b>	<b>30.3%</b>	<b>31.1%</b>
In full-time employment	13.2%	13.5%
In part-time employment	17.0%	17.6%
<b>Seeking work, or not in the labour force, or not participating in education or training</b>	<b>34.9%</b>	<b>35.5%</b>
Seeking work	23.5%	23.9%
Not in Labour Force, Education or Training (NILFET)	11.4%	11.6%

## Engagement of Early Leavers by main reason for leaving school (Top 5)

Main reason for leaving school	Engaged	Not Engaged	Total	% Engaged
To get a job/apprenticeship	953	150	1103	86.4%
Did not like school	613	330	943	65.0%
Health reasons	301	278	579	52.0%
Behaviour of other students disrupted my study	258	165	423	61.0%
Asked to leave by school	201	210	411	48.9%
<b>All Early Leavers</b>	<b>3275</b>	<b>1804</b>	<b>5079</b>	<b>64.5%</b>

## Implications

- No implications are expected given the state schools report is intended for internal analysis only.

## Background

- Each year the Department conducts a suite of *Next Step* post-school destination surveys. The suite includes the *Year 12 Completers* and *Early School Leavers* surveys, and the *Year 12 Completers* and *Early School Leavers* Longitudinal studies.
- The 2017 *Early School Leavers* survey report, which includes results for students from all education sectors, will be publicly released on 29 June 2018 via the Department of Education's website at [www.education.qld.gov.au/nextstep/](http://www.education.qld.gov.au/nextstep/).
- 2017 was the eleventh year of the survey. The Queensland Government Statistician's Office contacted participants on behalf of the Department between July and August.
- The 2017 *Early School Leavers* survey attempted to contact 9,700 early school leavers from 2016 achieving a response rate of 55.4% (5376).
- The survey response rate allows for a broad range of statements to be made about the destinations of early school leavers. Care should be taken when undertaking detailed analysis due to the unknown characteristics of non-responding early school leavers.
- The *Next Step* suite of post-school destination surveys provide Australia's most comprehensive source of post-school destination information from which to inform policy and practice.

**Recommendation**

That the Deputy Director-General, State Schools:

- note the 2017 *Early School Leavers* survey report for state schools.

NOTED / APPROVED / NOT APPROVED



PATREA WALTON

Deputy Director-General, State Schools  
Department of Education

9.17.18

Deputy Director-General's comments

*Buying 6 MO. DE prior to release plus  
holding time need to be prepared.*

Action Officer  
Damien Killin  
Director  
Strategy & Performance

Endorsed by  
Leon Schwerin  
A/ED  
Strategy & Performance

Endorsed by  
Lesley Robinson  
ADG  
Strategy & Performance

Endorsed by  
Stacie Hannscl  
A/ADG  
State Schools – Performance

Ph: 3513 6843

Ph: 3513 6844

Ph: 3513 6909

Ph: 3513 5813

Mob: s.47(3)(b) - Contrary to Public Interest

Date: 06/06/2018

Date: 17/06/2018

Date: 18/06/2018

Date: 05/07/2018

### Post-school destinations of early school leavers



**Queensland**  
Government



## 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

Training and Skills Division, Department of Education

The *Next Step* team extends its sincere thanks to the many young Queenslanders who gave up their time to participate in the *Early School Leavers* survey.

This research is funded by the Queensland Government.



This work is licensed under an  
Australian Creative Commons Attribution licence  
<http://creativecommons.org/licenses/by/3.0/au/>

© State of Queensland (2018)

# Contents

<b>Acknowledgments .....</b>	<b>i</b>
<b>Introduction .....</b>	<b>1</b>
Aims of the project .....	1
Survey methodology .....	1
Break in time-series .....	2
Terminology .....	2
Effects of rounding .....	2
Data editing .....	2
Privacy statement .....	2
Further information and feedback .....	2
Response rate .....	3
Main reason for leaving school .....	3
<b>Findings .....</b>	<b>4</b>
Main destination .....	4
Engagement .....	6
Education and training .....	7
Employment .....	9
Reasons for not studying or seeking work .....	11
Indigenous students .....	12
Socioeconomic status .....	13
Main destination by region .....	14
<b>Appendices .....</b>	<b>17</b>
Appendix 1 – State schools with early school leavers in 2016 .....	17
Appendix 2 – Main destination categorisation .....	20
Appendix 3 – Fields of study .....	21
Appendix 4 – Industry categories .....	22
Appendix 5 – Glossary .....	23
Appendix 6 – Queensland Department of Education Regions .....	25

# Introduction

## Aims of the project

The *Next Step Early School Leavers* survey is an annual statewide survey on the destinations of students who left Queensland schools in Years 10, 11 or early in Year 12 during 2016. The survey results show the initial study and work destinations of young people after leaving school.

The objectives of the survey are to inform understanding of:

- the degree to which 'early school leaving' is occurring in schools
- the 'early school leaving' behaviours across Years 10, 11 and 12
- the options taken by students leaving school before completion of Year 12
- the potential policy responses as they affect the transition from school to further study and employment for students, especially in the senior years of schooling.

The survey follows the destinations of students who left state, Catholic, independent schools and TAFE secondary colleges, and who did not continue secondary studies at a state or non-state school.

## Survey methodology

The 2017 *Early School Leavers* survey was conducted by the Department of Education (DoE) through the Queensland Government Statistician's Office (QGSO), in accordance with the provisions of the *Statistical Returns Act 1896* (Qld).

The survey targeted students who exited schools in Queensland during 2016. More specifically, it targeted students who left in Years 10, 11, or early in Year 12 and who did not continue secondary studies at a state or non-state school. The survey was conducted between July and August 2017.

For the purpose of the survey, early school leavers were identified through administrative records maintained by the QCAA and supplemented by departmental enrolment

records. This list of early school leavers was then provided to the QGSO.

To more closely represent the group of students that is of interest in a policy context, young people in the following categories were removed from the list before it was provided to the QGSO:

- students whose records indicated they had moved interstate or overseas
- early school leavers who had returned to a secondary school at the time of the survey
- students over the age of 18 on 1 January 2017.

Responses were predominantly collected via computer-assisted telephone interviewing (CATI). All students were also offered the opportunity to complete an online survey. Students for whom telephone details were not available were invited to participate in the survey online or by calling the QGSO. The average time to complete a CATI interview for the survey was five and a half minutes.

Prior to the survey, all identified early school leavers with a usable address were sent a letter from the Minister for Education advising them of the survey.

At the close of the survey, all non-responding students for whom telephone numbers were available had received six attempts at contact.

A total of 5376 completed surveys were received. Of these, 4952 were collected by CATI and 424 via a web survey (7.9 per cent of all responses). The overall response rate was 55.4 per cent.

The first question of the survey asked young people if they had returned to secondary school. Those who indicated that they had returned to secondary school took no further part in the survey.



## Break in time-series

The *Early School Leavers* survey has included early school leavers from non-state schools since 2011. The inclusion of these early school leavers and the changed methodology for constructing the survey frame has resulted in a break in the series of *Early School Leavers* surveys.

## Terminology

The group of young people who left Queensland schools in Years 10, 11, or early in Year 12 in 2016, and responded to the survey, are referred to as early school leavers throughout this report.

## Effects of rounding

Percentages in this report have been rounded to one decimal point and so discrepancies may occur between the sum of component items and their totals.

## Data editing

Data editing was performed throughout data entry and after the survey closed. Examples of data editing include checking the data for invalid entries (e.g. entries which were out of range), as well as checking the accuracy of data which was manually entered.

## Privacy statement

To protect the privacy of individuals participating in the survey, this report contains summarised information only.

## Further information and feedback

More information about the *Next Step* suite of surveys including statewide and regional reports are available on the *Next Step* website at

[www.education.qld.gov.au/nexisrep](http://www.education.qld.gov.au/nexisrep)

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* project team contact details:

Phone: (07) 3513 6868

Email: [nexstep@qed.qld.gov.au](mailto:nexstep@qed.qld.gov.au)

## Response rate

Table 1 reports the response rate for State schools. It expresses the number of respondents from this sector, as a percentage of young people who were identified as being in-scope for the 2017 *Early School Leavers* survey who attended State schools in 2016.

**Table 1: Survey response rate, State schools 2017**

Number of respondents	Number of in-scope young people	Response rate (%)
5 079	8 741	58.1

## Main reason for leaving school

**Table 2: Main reason for leaving school of early school leavers, by sex, State schools 2017**

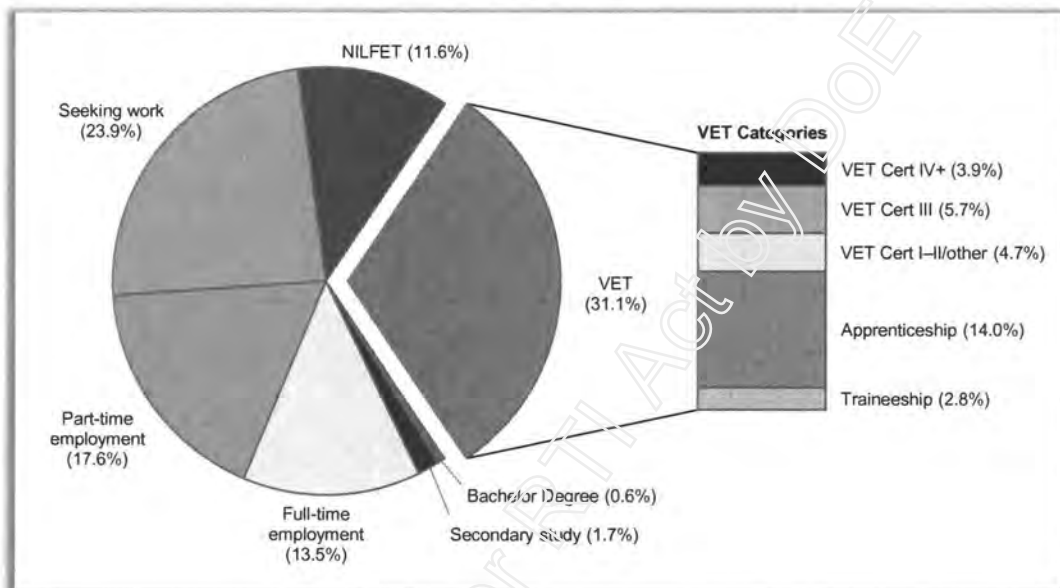
Main reason	SEX				Total	
	Male		Female			
	no.	%	no.	%	no.	%
To get a job/apprenticeship	850	27.2	253	12.9	1 103	21.7
Did not like school	601	19.2	342	17.5	943	18.6
Health reasons	246	7.9	333	17.0	579	11.4
Behaviour of other students disrupted my study	148	4.7	275	14.1	423	8.3
Asked to leave by school	325	10.4	86	4.4	411	8.1
Difficult academically	259	8.3	104	5.3	363	7.1
Study options did not meet my needs	209	6.7	139	7.1	348	6.9
Did not like the way the school was managed	90	2.9	54	2.8	144	2.8
Did not like the teaching staff	84	2.7	42	2.1	126	2.5
Moved away/to a new area	53	1.7	68	3.5	121	2.4
Disability	74	2.4	25	1.3	99	1.9
Family commitments - excluding pregnancy/parenting own child	31	1.0	38	1.9	69	1.4
Pregnancy	0	0.0	64	3.3	64	1.3
Felt I would have access to better resources	16	0.5	17	0.9	33	0.6
Family commitments - parenting own child	7	0.2	10	0.5	17	0.3
Parents made me leave school	10	0.3	4	0.2	14	0.3
Previous school only goes to Year 10	5	0.2	2	0.1	7	0.1
Only studying a couple of subjects	4	0.1	2	0.1	6	0.1
More flexible hours	1	0.0	3	0.2	4	0.1
Other	110	3.5	95	4.9	205	4.0
Total	3 123	100.0	1 956	100.0	5 079	100.0

## Findings

### Main destination

The pathways of early school leavers were categorised into 11 main destinations. Early school leavers who were both studying and working were reported as studying for their main destination. Please refer to Appendix 2 for more details about each main destination.

**Figure 1: Main destination of early school leavers, State schools 2017**

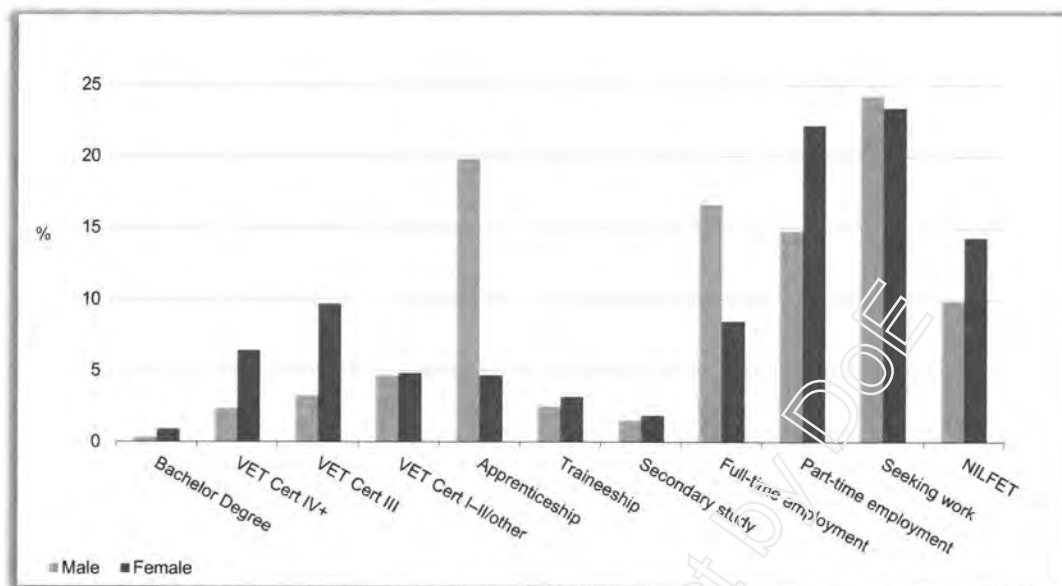


**Table 3: Main destination of early school leavers, by sex, State schools 2017**

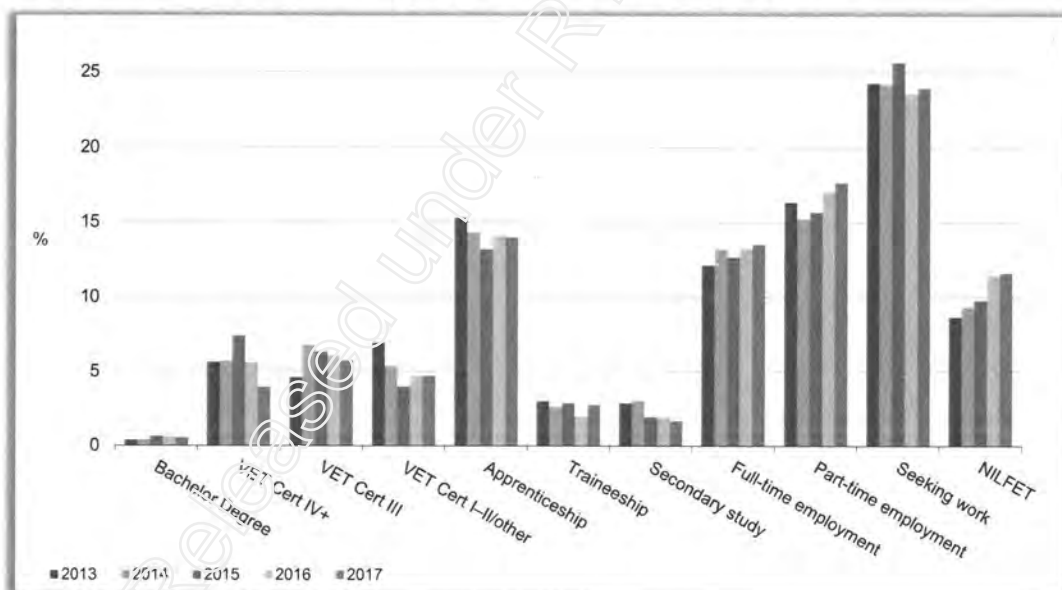
Main destination	Male		Female		Total	
	no.	%	no.	%	no.	%
Bachelor Degree	10	0.3	18	0.9	28	0.6
VET						
VET Cert IV+	74	2.4	126	6.4	200	3.9
VET Cert III	101	3.2	190	9.7	291	5.7
VET Cert I-II/other	145	4.6	94	4.8	239	4.7
Apprenticeship	619	19.8	91	4.7	710	14.0
Traineeship	78	2.5	62	3.2	140	2.8
VET Total	1 017	32.6	563	28.8	1 580	31.1
Secondary study	48	1.5	37	1.9	85	1.7
Work						
Full-time employment	520	16.7	166	8.5	686	13.5
Part-time employment	462	14.8	434	22.2	896	17.6
Work Total	982	31.4	600	30.7	1 582	31.1
Seeking work	757	24.2	458	23.4	1 215	23.9
NILFET	309	9.9	280	14.3	589	11.6
<b>Total</b>	<b>3 123</b>	<b>100.0</b>	<b>1 956</b>	<b>100.0</b>	<b>5 079</b>	<b>100.0</b>



**Figure 2: Main destination of early school leavers, by sex, State schools 2017**



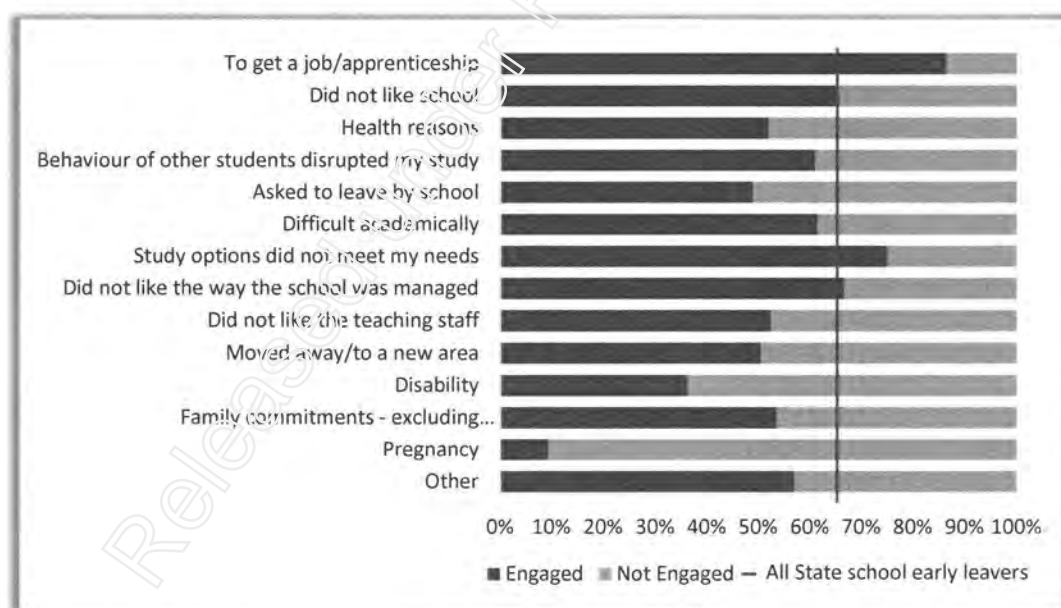
**Figure 3: Main destination of early school leavers, State schools 2013–2017**



## Engagement

**Table 4: Engagement in education, training or employment, by main reason left school, State schools 2017**

Main reason	Engagement in education, training or employment				
	Engaged		Not Engaged		Total
	no.	%	no.	%	no.
To get a job/apprenticeship	953	86.4	150	13.6	1 103
Did not like school	613	65.0	330	35.0	943
Health reasons	301	52.0	278	48.0	579
Behaviour of other students disrupted my study	258	61.0	165	39.0	423
Asked to leave by school	201	48.9	210	51.1	411
Difficult academically	223	61.4	140	38.6	363
Study options did not meet my needs	261	75.0	87	25.0	348
Did not like the way the school was managed	96	66.7	48	33.3	144
Did not like the teaching staff	66	52.4	60	47.6	126
Moved away/to a new area	61	50.4	60	49.6	121
Disability	36	36.4	63	63.6	99
Family commitments - excluding pregnancy/parenting own child	37	53.6	32	46.4	69
Pregnancy	6	9.4	58	90.6	64
Other	163	57.0	123	43.0	286
<b>Total</b>	<b>3 275</b>	<b>64</b>	<b>1 804</b>	<b>36</b>	<b>5 079</b>

**Figure 4: Engagement in education, training or employment, by main reason left school, State schools 2017**

## Education and training

Table 5: Field of study of early school leavers in education or training, by sex, State schools 2017

Field of study <sup>a</sup>	SEX					
	Male		Female		Total	
	no.	%	no.	%	no.	%
Engineering and Related Technologies	306	28.5	14	2.3	320	18.9
Architecture and Building	303	28.2	9	1.5	312	18.4
Food, Hospitality and Personal Services	125	11.6	178	28.8	303	17.9
Mixed Field Programs	81	7.5	60	9.7	141	8.3
Society and Culture	36	3.3	93	15.0	129	7.6
Management and Commerce	54	5.0	72	11.7	126	7.4
Health	23	2.1	68	11.0	91	5.4
Agriculture, Environmental and Related Studies	42	3.9	24	3.9	66	3.9
Creative Arts	30	2.8	24	3.9	54	3.2
Education	2	0.2	39	6.3	41	2.4
Information Technology	35	3.3	2	0.3	37	2.2
Natural and Physical Sciences	5	0.5	7	1.1	12	0.7
Other	33	3.1	28	4.5	61	3.6
<b>Total</b>	<b>1 075</b>	<b>100.0</b>	<b>618</b>	<b>100.0</b>	<b>1 693</b>	<b>100.0</b>

<sup>a</sup> Field of study categories based on the *Australian Standard Classification of Education* (ABS cat. no. 1272.0).

See Appendix 3 for more details.



**Table 6: Post-school institution of early school leavers in education or training, State schools 2017**

Post-school institution	no.	%
Other private training college	312	18.4
TAFE Queensland Brisbane	166	9.8
TAFE Queensland East Coast	109	6.4
TAFE Queensland South West	84	5.0
CQUniversity (TAFE program)	82	4.8
TAFE Queensland SkillsTech	79	4.7
TAFE Queensland Gold Coast	73	4.3
Other/Unspecified Queensland TAFE	70	4.1
TAFE Queensland North	67	4.0
Hair and makeup training (e.g. National Academy of Beauty)	44	2.6
Interstate TAFE	42	2.5
Busy At Work	23	1.7
Blue Dog Training	26	1.5
Fast-food restaurant (e.g. McDonalds)	26	1.5
University of the Sunshine Coast	20	1.2
Motor Trades Association	20	1.2
Open Colleges	19	1.1
MEGT	17	1.0
Australian Industry Trade College	16	0.9
Griffith University	9	0.5
James Cook University	9	0.5
Aurora Training Institute	9	0.5
Interstate university	8	0.5
Training & Assessment Mentor	8	0.5
CQUniversity	7	0.4
Fitness training (e.g. Australian Institute of Fitness)	7	0.4
Axiom College	7	0.4
The University of Queensland	6	0.4
Armed Forces	6	0.4
Dance/performing arts (e.g. Harvest Rain Theatre Company)	6	0.4
Other/Unspecified Queensland university	4	0.2
Careers Australia	4	0.2
University of Southern Queensland	3	0.2
Stratigix Training Group	3	0.2
Queensland University of Technology	2	0.1
Evocca College	2	0.1
Gold Training	2	0.1
The Learning Collaborative	2	0.1
Ascent Training Solutions	1	0.1
EDB Training Group	1	0.1
Other institution	287	17.0
<b>Total</b>	<b>1 693</b>	<b>100</b>

## Employment

Table 7: Work destination of early school leavers in employment, by sex, State schools 2017

Work destination	SEX					
	Male		Female		Total	
	no.	%	no.	%	no.	%
Apprenticeship	619	34.9	91	9.9	710	26.3
Traineeship	78	4.4	62	6.7	140	5.2
Full-time employment	546	30.7	194	21.1	740	27.5
Part-time employment	533	30.0	572	62.2	1 105	41.0
Total	1 776	100.0	919	100.0	2 695	100.0

Table 8: Industry category of early school leavers in employment, by sex, State schools 2017

Industry category*	SEX				Total	
	Male		Female			
	no.	%	no.	%	no.	%
Accommodation and Food Services	238	13.4	387	42.1	625	23.2
Construction	549	30.9	21	2.3	570	21.2
Retail Trade	195	11.0	200	21.8	395	14.7
Other Services	175	9.9	91	9.9	266	9.9
Manufacturing	220	12.4	33	3.6	253	9.4
Agriculture, Forestry and Fishing	135	7.6	24	2.6	159	5.9
Health Care and Social Assistance	14	0.8	61	6.6	75	2.8
Transport, Postal and Warehousing	51	2.9	4	0.4	55	2.0
Arts and Recreation Services	33	1.9	22	2.4	55	2.0
Administrative and Support Services	29	1.6	20	2.2	49	1.8
Professional, Scientific and Technical Services	34	1.9	9	1.0	43	1.6
Public Administration and Safety	31	1.7	6	0.7	37	1.4
Mining	18	1.0	5	0.5	23	0.9
Information Media and Telecommunications	17	1.0	3	0.3	20	0.7
Rental, Hiring and Real Estate services	3	0.2	13	1.4	16	0.6
Wholesale Trade	13	0.7	1	0.1	14	0.5
Education and Training	4	0.2	9	1.0	13	0.5
Electricity, Gas, Water and Waste Services	7	0.4	1	0.1	8	0.3
Financial and Insurance Services	2	0.1	4	0.4	6	0.2
Other	8	0.5	5	0.5	13	0.5
Total	1 776	100.0	919	100.0	2 695	100.0

\* Industry categories based on the Australian and New Zealand Standard Industrial Classification (ABS cat. no. 1292.0). See Appendix 4 for more details.

**Table 9: Occupational Minor group of early school leavers in employment, by sex, State schools 2017**

Occupation – Minor group <sup>a</sup>	SEX					
	Male		Female		Total	
	no.	%	no.	%	no.	%
Checkout Operators and Office Cashiers	82	4.6	216	23.5	298	11.1
Sales Assistants and Salespersons	89	5.0	151	16.4	240	8.9
Construction and Mining Labourers	166	9.3	6	0.7	172	6.4
Food Trades Workers	112	6.3	42	4.6	154	5.7
Hospitality Workers	33	1.9	119	12.9	152	5.6
Food Preparation Assistants	86	4.8	63	6.9	149	5.5
Farm, Forestry and Garden Workers	127	7.2	17	1.8	144	5.3
Bricklayers, and Carpenters and Joiners	135	7.6	0	0.0	135	5.0
Automotive Electricians and Mechanics	99	5.6	5	0.7	105	3.9
Miscellaneous Labourers	84	4.7	10	1.1	94	3.5
Fabrication Engineering Trades Workers	72	4.1	0	0.0	72	2.7
Hairdressers	9	0.5	58	6.3	67	2.5
Cleaners and Laundry Workers	46	2.5	21	2.3	67	2.5
Glaziers, Plasterers and Tilers	63	3.5	1	0.1	64	2.4
Miscellaneous Factory Process Workers	45	2.5	6	0.7	51	1.9
Floor Finishers and Painting Trades Workers	45	2.5	3	0.3	48	1.8
Electricians	44	2.5	3	0.3	47	1.7
Mechanical Engineering Trades Workers	46	2.6	0	0.0	46	1.7
Plumbers	40	2.3	0	0.0	40	1.5
Horticultural Trades Workers	30	1.7	5	0.5	35	1.3
Child Carers	3	0.2	32	3.5	35	1.3
Food Process Workers	27	1.5	7	0.8	34	1.3
Wood Trades Workers	29	1.6	1	0.1	30	1.1
Freight Handlers and Shelf Fillers	25	1.4	5	0.5	30	1.1
Clerical and Office Support Workers	4	0.2	24	2.6	28	1.0
Receptionists	4	0.2	19	2.1	23	0.9
Panelbeaters, and Vehicle Body Builders, Trimmers and Painters	18	1.0	0	0.0	18	0.7
Storepersons	14	0.8	3	0.3	17	0.6
Mobile Plant Operators	15	0.8	1	0.1	16	0.6
Personal Carers and Assistants	2	0.1	13	1.4	15	0.6
Defence Force Members, Fire Fighters and Police	14	0.8	1	0.1	15	0.6
Retail Managers	8	0.5	6	0.7	14	0.5
ICT and Telecommunications Technicians	14	0.8	0	0.0	14	0.5
Personal Service and Travel Workers	2	0.1	12	1.3	14	0.5
Machine Operators	13	0.7	1	0.1	14	0.5
Electronics and Telecommunications Trades Workers	13	0.7	0	0.0	13	0.5
Packers and Product Assemblers	8	0.5	5	0.5	13	0.5
Delivery Drivers	11	0.6	1	0.1	12	0.4
Sports and Fitness Workers	8	0.5	3	0.3	11	0.4
Animal Attendants and Trainers, and Shearers	2	0.1	8	0.9	10	0.4
Miscellaneous Technicians and Trades Workers	9	0.5	1	0.1	10	0.4
Arts Professionals	4	0.2	4	0.4	8	0.3
Call or Contact Centre Information Clerks	5	0.3	3	0.3	8	0.3
Other	71	4.0	42	4.6	113	4.2
<b>Total</b>	<b>1 776</b>	<b>100.0</b>	<b>919</b>	<b>100.0</b>	<b>2 695</b>	<b>100.0</b>

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



## Reasons for not studying or seeking work

**Table 10: Main reason for not studying of early school leavers not in education or training, by sex, State schools 2017**

Main reason	SEX		SEX		Total	
	Male		Female		Total	
	no.	%	no.	%	no.	%
Not interested in further study/already finished studying	476	23.2	198	14.8	674	19.9
Undecided and considering options	230	11.2	201	15.0	431	12.7
Looking for work/apprenticeship/traineeship	291	14.2	88	6.6	379	11.2
have work commitments	259	12.6	108	8.1	367	10.8
Waiting for course/training to begin	128	6.3	132	9.9	260	7.7
Health reasons	124	6.1	114	8.5	238	7.0
Don't feel ready for study at the moment	106	5.2	81	6.1	187	5.5
Find the course fees and other costs are a barrier	53	2.6	85	6.4	138	4.1
Wanted to earn own money	82	4.0	52	3.9	134	4.0
Disability	65	3.2	20	1.5	85	2.5
Family commitments - parenting own child	2	0.1	79	5.9	81	2.4
Don't meet the entry criteria for the program I want to do	29	1.4	27	2.0	56	1.7
Wanted a break from study	35	1.7	20	1.5	55	1.6
Going into, or already in, the armed services	31	1.5	6	0.4	37	1.1
Would have to move away from home	24	1.2	9	0.7	33	1.0
Pregnancy	0	0.0	33	2.5	33	1.0
Family commitments - excluding pregnancy/parenting own child	17	0.8	12	0.9	29	0.9
Working in order to finance further study	7	0.3	15	1.1	22	0.6
Sports commitments	6	0.3	0	0.0	6	0.2
Waiting to qualify for independent Youth Allowance	4	0.2	0	0.0	4	0.1
Other	79	3.9	58	4.3	137	4.0
<b>Total</b>	<b>2 048</b>	<b>100.0</b>	<b>1 338</b>	<b>100.0</b>	<b>3 386</b>	<b>100.0</b>

**Table 11: Main reason for not looking for work of early school leavers not in the labour force, education or training, by sex, State schools 2017**

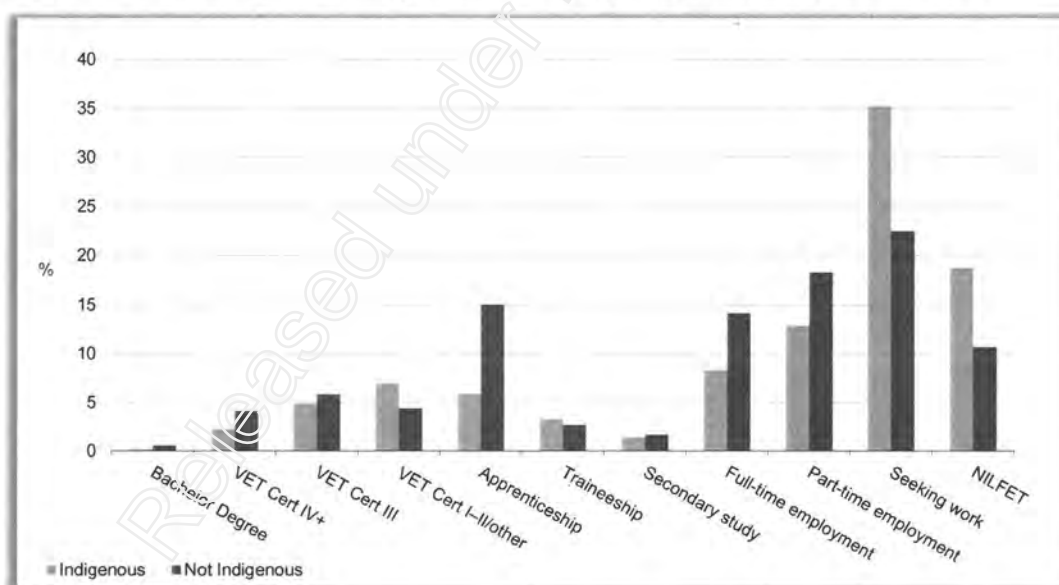
Main reason	SEX		SEX		Total	
	Male		Female		Total	
	no.	%	no.	%	no.	%
Health reasons	93	30.9	64	23.6	157	27.4
Family commitments - parenting own child	2	0.7	72	26.6	74	12.9
Don't wish to work	41	13.6	14	5.2	55	9.6
Disability	39	13.0	15	5.5	54	9.4
Future study commitments	25	8.3	28	10.3	53	9.3
Don't feel ready for paid employment	19	6.3	11	4.1	30	5.2
Pregnancy	0	0.0	30	11.1	30	5.2
Accepted a job that will start at a later date	18	6.0	6	2.2	24	4.2
Family commitments - excluding pregnancy/parenting own child	9	3.0	9	3.3	18	3.1
Transport difficulties	13	4.3	2	0.7	15	2.6
Have been unsuccessful finding a job	2	0.7	5	1.8	7	1.2
No financial need to undertake paid employment	3	1.0	2	0.7	5	0.9
Travel	3	1.0	1	0.4	4	0.7
Sports commitments	2	0.7	0	0.0	2	0.3
Other	32	10.6	12	4.4	44	7.7
<b>Total</b>	<b>301</b>	<b>100.0</b>	<b>271</b>	<b>100.0</b>	<b>572</b>	<b>100.0</b>

## Indigenous students

Table 12: Main destination of early school leavers, by Indigenous status, State schools 2017

Main destination	INDIGENOUS STATUS					
	Indigenous		Non-Indigenous		Total	
	no.	%	no.	%	no.	%
Bachelor Degree	1	0.2	27	0.6	28	0.6
VET						
VET Cert IV+	13	2.3	187	4.2	200	3.9
VET Cert III	28	4.9	263	5.8	291	5.7
VET Cert I-II/other	40	6.9	199	4.4	239	4.7
Apprenticeship	34	5.9	676	15.0	710	14.0
Traineeship	19	3.3	121	2.7	140	2.8
VET Total	134	23.3	1 446	32.1	1 580	31.1
Secondary study	8	1.4	77	1.7	85	1.7
Work						
Full-time employment	48	8.3	638	14.2	686	13.5
Part-time employment	74	12.8	822	18.3	896	17.6
Work Total	122	21.2	1 460	32.4	1 582	31.1
Seeking work	203	35.2	1 012	22.5	1 215	23.9
NILFET	108	18.8	481	10.7	589	11.6
Total	576	100.0	4 503	100.0	5 079	100.0

Figure 5: Main destination of early school leavers, by Indigenous status, State schools 2017

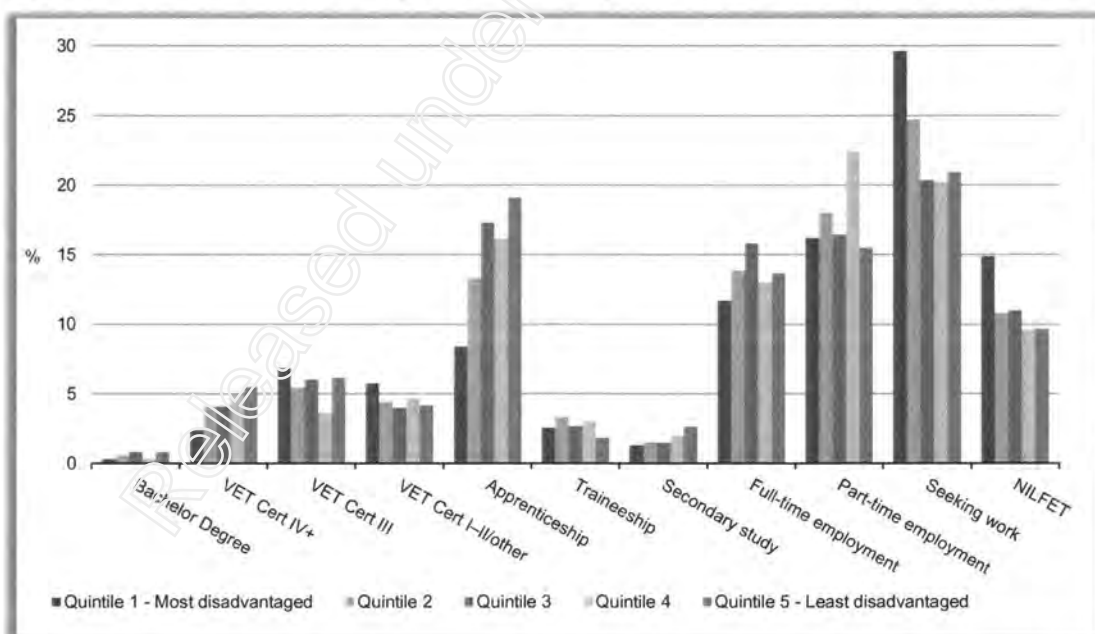


## Socioeconomic status

Table 13: Main destination of early school leavers, by socioeconomic status, State schools 2017

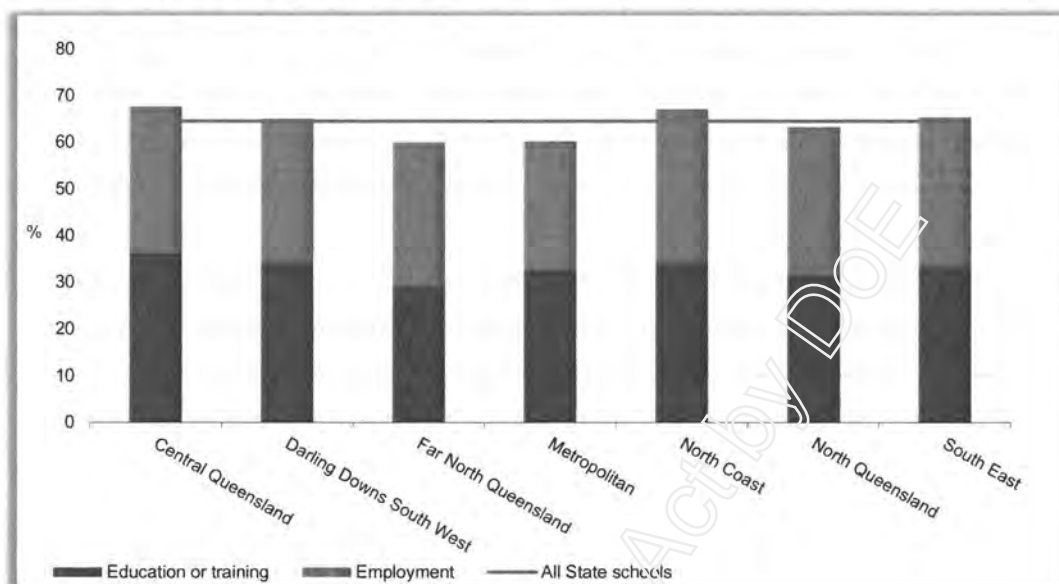
Main destination	SOCIOECONOMIC STATUS									
	Quintile 1 - Most disadvantaged		Quintile 2		Quintile 3		Quintile 4		Quintile 5 - Least disadvantaged	
	no.	%	no.	%	no.	%	no.	%	no.	%
Bachelor Degree	4	0.3	7	0.6	9	0.8	3	0.4	5	0.8
VET										
VET Cert IV+	33	2.4	48	4.1	44	4.1	42	4.9	33	5.5
VET Cert III	94	6.9	64	5.4	65	6.0	31	3.6	37	6.2
VET Cert I-II/other	79	5.8	52	4.4	43	4.0	40	4.7	25	4.2
Apprentice	115	8.4	156	13.3	186	17.3	138	16.1	115	19.1
Trainee	35	2.6	39	3.3	29	2.7	26	3.0	11	1.8
VET Total	356	26.0	359	30.5	367	34.1	277	32.4	221	36.8
Secondary study	18	1.3	18	1.5	16	1.5	17	2.0	16	2.7
Work										
Full-time employment	160	11.7	163	13.8	170	15.8	111	13.0	82	13.6
Part-time employment	222	16.2	212	18.0	177	16.4	192	22.5	93	15.5
Work Total	382	27.9	375	31.9	347	32.2	303	35.4	175	29.1
Seeking work	406	29.6	291	24.7	219	20.4	173	20.2	126	21.0
NILFET	204	14.9	127	10.8	118	11.0	82	9.6	58	9.7
<b>Total</b>	<b>1 370</b>	<b>100.0</b>	<b>1 177</b>	<b>100.0</b>	<b>1 976</b>	<b>100.0</b>	<b>855</b>	<b>100.0</b>	<b>601</b>	<b>100.0</b>

Figure 6: Main destination of early school leavers, by socioeconomic status, State schools 2017





## Main destination by region

**Figure 7: Proportion of early school leavers in post-school education, training or employment, by region, State schools 2017****Bachelor Degree and Secondary study****Table 14: Main destination (Bachelor Degree and Secondary study) of early school leavers, by region, State schools 2017**

Region	MAIN DESTINATION				Total
	Bachelor degree		Secondary study		
	no.	% <sup>a</sup>	no.	% <sup>a</sup>	
Central Queensland	4	0.7	3	0.6	544
Darling Downs South West	1	0.2	3	0.6	523
Far North Queensland	0	0.0	1	0.3	388
Metropolitan	8	0.8	23	2.4	952
North Coast	10	0.7	28	2.1	1 338
North Queensland	0	0.0	10	2.9	345
South East	5	0.5	17	1.7	989
Total	28	0.6	85	1.7	5 079

<sup>a</sup> Percentages based on proportion within region.

**Campus-based VET****Table 15: Main destination (Campus-based VET) of early school leavers, by region, State schools 2017**

Region	MAIN DESTINATION						Total
	VET Cert IV+		VET Cert III		VET Cert I-II /other		
	no.	% <sup>a</sup>	no.	% <sup>a</sup>	no.	% <sup>a</sup>	
Central Queensland	12	2.2	26	4.8	25	4.6	544
Darling Downs South West	13	2.5	40	7.6	29	5.5	523
Far North Queensland	13	3.4	22	5.7	18	4.6	388
Metropolitan	56	5.9	53	5.6	47	4.9	952
North Coast	51	3.8	84	6.3	64	4.8	1 338
North Queensland	10	2.9	15	4.3	20	5.8	345
South East	45	4.6	51	5.2	36	3.6	989
Total	200	3.9	291	5.7	239	4.7	5 079

<sup>a</sup> Percentages based on proportion within region.**Employment-based VET****Table 16: Main destination (Employment-based VET) of early school leavers, by region, State schools 2017**

Region	MAIN DESTINATION				Total
	Apprenticeship		Traineeship		
	no.	% <sup>a</sup>	no.	% <sup>a</sup>	
Central Queensland	95	17.5	32	5.9	544
Darling Downs South West	76	14.5	17	3.3	523
Far North Queensland	54	13.9	4	1.0	388
Metropolitan	100	10.5	24	2.5	952
North Coast	168	14.1	33	2.5	1 338
North Queensland	44	12.8	9	2.6	345
South East	153	15.5	21	2.1	989
Total	710	14.0	140	2.8	5 079

<sup>a</sup> Percentages based on proportion within region.

*Employment with no further education or training***Table 17: Main destination (Work) of early school leavers, by region, State schools 2017**

Region	MAIN DESTINATION				
	Full-time employment		Part-time employment		Total
	no.	% <sup>a</sup>	no.	% <sup>a</sup>	no.
Central Queensland	87	16.0	84	15.4	544
Darling Downs South West	84	16.1	77	14.7	523
Far North Queensland	49	12.6	71	18.3	388
Metropolitan	92	9.7	170	17.9	952
North Coast	178	13.3	262	19.6	1 338
North Queensland	57	16.5	53	15.4	345
South East	139	14.1	179	18.1	989
Total	686	13.5	896	17.6	5 079

<sup>a</sup> Percentages based on proportion within region.*Seeking work and Not in the labour force, education or training***Table 18: Main destination (Seeking work and NILFET) of early school leavers, by region, State schools 2017**

Region	MAIN DESTINATION				Total
	Seeking work		NILFET		
	no.	% <sup>a</sup>	no.	% <sup>a</sup>	
Central Queensland	115	21.1	61	11.2	544
Darling Downs South West	135	25.8	48	9.2	523
Far North Queensland	100	25.8	56	14.4	388
Metropolitan	242	25.4	137	14.4	952
North Coast	303	22.6	137	10.2	1 338
North Queensland	82	23.8	45	13.0	345
South East	238	24.1	105	10.6	989
Total	1 215	23.9	589	11.6	5 079

<sup>a</sup> Percentages based on proportion within region.



## Appendices

### Appendix 1 – State schools with early school leavers in 2016

Albany Creek State High School	Calen District State College
Aldridge State High School	Caloundra State High School
Alexandra Hills State High School	Capalaba State College
Alora P-10 State School	Capella State High School
Aspley State High School	Capricornia (Emerald Campus) School of Distance Education
Atherton State High School	Cavendish Road State High School
Aviation High	Centenary Heights State High School
Ayr State High School	Centenary State High School
Babinda State School	Chancellor State College
Balmoral State High School	Charleville School of Distance Education
Barcardine Prep-12 State School	Charleville State High School
Barrett Adolescent Centre Special School	Charters Towers School of Distance Education
Beauesert State High School	Charters Towers State High School
Beenleigh State High School	Chinchilla State High School
Beerwah State High School	Clermont State High School
Benowa State High School	Cleveland District State High School
Bentley Park College	Cleveland Education and Training Centre
Biloela State High School	Clifton State High School
Blackall State School	Cloncurry State School P-12
Blackwater State High School	Clontarf Beach State High School
Boonah State High School	Collinsville State High School
Bowen State High School	Cooktown State School
Bracken Ridge State High School	Coolum State High School
Bray Park State High School	Coombah State High School
Bremer State High School	Coorparoo Secondary College
Bribie Island State High School	Corinda State High School
Brisbane Bayside State College	Craigslea State High School
Brisbane School of Distance Education	Crow's Nest State School
Brisbane State High School	Cunnamulla P-12 State School
Brisbane Youth Education and Training Centre	Currimundi Special School
Browns Plains State High School	Curumbin Community Special School
Bundaberg North State High School	Dakabin State High School
Bundaberg State High School	Dalby State High School
Bundamba State Secondary College	Darling Point Special School
Burdekin School	Deception Bay State High School
Burnett State College	Dysart State High School
Burnside State High School	Eagleby Learning Centre - Centre for Continuing Secondary Education
Bwgcolman Community School	Earnshaw State College
Caboolture Special School	Elanora State High School
Caboolture State High School	Emerald State High School
Cairns School of Distance Education	Everton Park State High School
Cairns State High School	Ferry Grove State High School
Calamvale Community College	Flagstone State Community College

## Appendix 2 – 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.
Education and Training – Secondary studies	
<b>Secondary study<sup>a</sup></b>	Studying Years 10, 11 or 12 at a non-secondary school (for example a TAFE or private training college).
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 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 3 – 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

<sup>a</sup> Field of study categories based on the *Australian Standard Classification of Education* (ABS cat. no. 1272.0).



## Appendix 4 – 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, Lineman, Plumber, Refrigeration Mechanic), Garbage Truck Driver
<b>Rental, Hiring and Real Estate Services</b>	Sales Trainee, Office Assistant, Trainee Property Manager, Receptionist, Video Store Clerk
<b>Information Media and Telecommunications</b>	Cinema Attendant, Cadet Journalist, Library Assistant, Telecommunications Trainee, Data Entry Clerk
<b>Transport, Postal and Warehousing</b>	Courier, Customs Clerk, Furniture Removalist, Ticket Inspector, Flight Attendant, Mail Sorter, Transport Officer
<b>Financial and Insurance Services</b>	Bank Teller, Administrative Assistant, Accounts Clerk, Loans Processor, Trainee Accountant, Customer Service Operator
<b>Wholesale Trade</b>	Warehouse Clerk, Storeperson, Driver, Packer, Factory Hand, Labourer, Cleaner
<b>Public Administration and Safety</b>	Defence Cadet, Administrative Officer, Soldier, Trainee Firefighter, Police Cadet, Locksmith
<b>Administrative and Support Services</b>	Call Centre Operator, Gardener, Trainee Travel Agent, Cleaner, Office Assistant, Telemarketer
<b>Mining</b>	Apprentice (Fitter, Electrician, Boilermaker), Plant Operator, Drillers Assistant, Laboratory Assistant, Office Assistant
<b>Arts and Recreation Services</b>	Fitness Instructor, Theatre Attendant, Netball Umpire, Theme Park Host, Lifeguard, Museum Attendant
<b>Professional, Scientific and Technical Services</b>	Laboratory Assistant, Trainee Draftsperson, Software Technician, IT Trainee
<b>Other Services</b>	Apprentice (Mechanic, Panel Beater, Hairdresser), Parking Attendant, Trainee Beautician, Photo Lab Assistant

<sup>a</sup> Industry categories based on the Australian and New Zealand Standard Industrial Classification (ABS cat. no. 1292.0).

## Appendix 5 – Glossary

ABS	Australian Bureau of Statistics—the central statistical authority for the Australian Government. The ABS provides the official national source of statistics for use by the government and the community.
ANZSCO	Australian and New Zealand Standard Classification of Occupations—a hierarchical occupation classification which is used in the collection and dissemination of official statistics. ANZSCO assigns individuals to an occupation based on the set of tasks that they perform for an employer.
ANZSIC	Australian and New Zealand Standard Industrial Classification—a hierarchical industry classification which is used in the collection and dissemination of official statistics. ANZSIC assigns businesses to an industry based on their predominant activities.
Apprenticeship	A legally-binding training arrangement between an employer and an apprentice that combines structured training with paid employment. Apprenticeships usually take four years to complete, with training taking place both at the workplace and with a training organisation.
ASCED	Australian Standard Classification of Education—a classification, defined by the ABS, which is used in the collection and dissemination of official statistics. ASCED comprises two component classifications, Level of Education and Field of Education.
ASGS	Australian Statistical Geography Standard—a hierarchical geographical classification, defined by the ABS, which is used in the collection and dissemination of official statistics. The ASGS provides a common framework of statistical geography and thereby enables the production of statistics which are comparable and can be spatially integrated.
Campus-based study	Refers to Bachelor Degree and Campus-based VET study; including study undertaken externally or online.
Campus-based VET	VET courses where the study or training is predominantly undertaken at a study institution such as a TAFE. Included in this category are VET certificate levels I–IV, diplomas, advanced diplomas and associate degrees.
CATI	Computer-assisted telephone interviewing — a type of telephone interviewing in which the interviewer keys answers to questions as they are received onto a data entry keyboard.
DoE	Department of Education
Employment-based VET	VET courses where the study or training is undertaken in conjunction with an apprenticeship or traineeship.
Full-time employment	The ABS definition of an employed person who usually works 35 hours or more a week (in all jobs).
Indigenous	Refers to people who identify themselves as being of Aboriginal and/or Torres Strait Islander origin.
Labour force	Refers to people who are either working or looking for work.
Main destination	A structured grouping of young people which outlines their main study and labour market destinations. Young people were grouped as follows: <ul style="list-style-type: none"> <li>• students were assigned to the education categories regardless of their labour force status</li> <li>• apprentices and trainees were assigned to their respective training categories</li> <li>• those grouped in a labour market destination (employed or seeking work) were not in education or training</li> <li>• those who were not in the labour force, education or training.</li> </ul>



nfd	Not further defined.
NILF	Not in the labour force—refers to people who are not working and not looking for work.
NILFET	Not in the labour force, education or training—refers to people who are not working, not looking for work and not undertaking any education or training.
Permanent work	Permanent workers are employed on an ongoing basis until the employer or employee ends the employment relationship by providing the required period of notice.
Part-time employment	The ABS definition of an employed person who usually works less than 35 hours a week (in all jobs).
QCAA	Queensland Curriculum and Assessment Authority—formerly the Queensland Studies Authority. A statutory body of the Queensland Government that provides Kindergarten to Year 12 syllabuses, guidelines, assessment, reporting, testing, accreditation and certification services for Queensland schools.
QGSO	Queensland Government Statistician's Office—the Queensland Government's statistical agency, which regularly conducts surveys with individuals, households and businesses to collect official statistics about issues of interest to government and to people in Queensland.
SEIFA	Socio-Economic Indexes for Areas—a group of four indexes, developed by the ABS, as a way of assessing socioeconomic status across the population. SEIFA enables areas in Australia to be ranked according to four different indexes. One of these is the Index of Relative Socio-Economic Disadvantage (IRSED), which provides a method of determining and comparing levels of social and economic disadvantage in given areas at a given point in time.
SES	Socioeconomic status—a relative position in the community determined by occupation, income and amount of education.
TAFE	Technical and further education — a publicly funded post-secondary organisation that provides a range of technical and vocational education and training courses and other programs.
Traineeship	A structured training and paid employment arrangement that involves a contract between the employer and the trainee. Traineeships vary in length from 12 months to three years.
VET	Vocational education and training — post-compulsory education and training, excluding degree and higher level programs delivered by further education institutions, which provide people with occupational or work-related knowledge and skills. VET also includes programs which provide the basis for subsequent vocational programs.



## Appendix 6 – Queensland Department of Education Regions



## Briefing Note

Assistant Director-General  
Strategy and Performance  
Department of Education

**Action required: For Approval with Correspondence**

**Action required by: 29 June 2018**

**Routine** – Approval by 29 June ensures the 2017 *Early School Leavers* sector reports can be distributed to sectors upon the public release of the state report.

### SUBJECT: 2017 EARLY SCHOOL LEAVERS - DISTRIBUTION OF SECTOR REPORTS

#### Summary of key objectives

To seek the Assistant Director-General's approval of

- email correspondence (**Attachment 1**) to sector Executive Directors; and
- the 2017 *Early School Leavers* sector reports (**Attachments 2 and 3**).

#### Key issues

1. The 2017 *Early School Leavers* state report provides state-wide summary results for students from all education sectors. It is scheduled for public release (HPE RM 18/264830) on 29 June 2018 via the Department of Education's website at [www.education.qld.gov.au/nextstep/](http://www.education.qld.gov.au/nextstep/).
2. The 2017 *Early School Leavers* sector report for state schools has been provided to DDG–State Schools (HPE RM 18/260996).
3. Sector specific reports have also been prepared for distribution to Catholic and Independent schools sectors (**Attachments 2 and 3**).
4. Emails will be used to distribute to Catholic and Independent sector Executive Directors, a copy of the relevant sector report after the release of the state-wide report.
5. Each email will include a carbon copy (CC) to the relevant sector representative from the *Next Step* Reference Group.
6. The emails will be sent from the *Next Step* mailbox and will be coordinated by the Surveys team.

#### Implications

7. No implications are expected given the sector reports are intended for internal sector analysis only.

#### Background

8. Each year the Department conducts a suite of post-school destination surveys. The suite includes the *Year 12 Completers* and *Early School Leavers* surveys, and the *Year 12 Completers* and *Early School Leavers* Longitudinal studies.
9. 2017 was the eleventh year of the survey. The Queensland Government Statistician's Office contacted participants on behalf of the Department between July and August.
10. The survey response rate allows for a broad range of statements to be made about the destinations of early school leavers. Care should be taken when undertaking detailed analysis due to the unknown characteristics of non-responding early school leavers.

11. The *Next Step* suite of post-school destination surveys provide Australia's most comprehensive source of post-school destination information from which to inform policy and practice.

### Recommendation

That the Assistant Director-General provide approval for:

- email correspondence (**Attachment 1**) to sector Executive Directors; and
- the 2017 *Early School Leavers* sector reports (**Attachments 2 and 3**).

**APPROVED/ ~~NOT APPROVED~~**

*Lesley Robinson*

**LESLEY ROBINSON**  
Assistant Director-General  
Strategy & Performance  
Department of Education

19 16 2018

### Assistant Director-General's comments

Action Officer  
Adam Horsten  
Principal Statistical Officer  
Performance Monitoring and Reporting

Tel: 351 36868

Endorsed by  
Damien Killin  
Director  
Performance Monitoring and Reporting

Tel: 351 36843

Mob: **s 47(3)(b) - Contrary to Public Interest**

Date: 07 / 06 / 2018

Endorsed by  
Leon Schwerin  
A/Executive Director  
Performance Monitoring and Reporting

Tel: 351 36844

Date: 17/06/18



Email messages to non-state sector Executive Directors for the 2017 Early School Leavers sector reports

Sent to: David Robertson – Executive Director ISQ  
Cc: Deidre Thian - ISQ Next Step Reference group representative

---

From: Next Step team on behalf of the Assistant Director-General, Strategy and Performance

To: s.47(3)(b) - Contrary to Public Interest  
Cc: office@isq.qld.edu.au

Subject: 2017 Early School Leavers survey - Independent schools report

---

Dear David

I am pleased to provide you with the 2017 *Early School Leavers* sector report for Independent schools.

The report provides information about the education, training and employment choices of young Queenslanders who left school prior to completing Year 12 at an Independent school in 2016.

The statewide report from the 2017 *Early School Leavers* survey is available on the *Next Step* website at [www.qld.gov.au/earllyschoollleavers](http://www.qld.gov.au/earllyschoollleavers).

2017 was the seventh year that the *Early School Leavers* survey has included students from the three school sectors. I would like to take this opportunity to thank you for your continued support of this important survey that assists with school and sector planning, especially for senior student services.

If you have any questions about the *Early School Leavers* survey, I invite you to contact the *Next Step* team by email at [nextstep@ged.qld.gov.au](mailto:nextstep@ged.qld.gov.au) or on telephone (07) 3513 6868.

Yours sincerely,



**Lesley Robinson**  
**Assistant Director-General**  
Strategy and Performance  
Department of Education

P: 07 351 36909 | E: [lesley.robinson@ged.qld.gov.au](mailto:lesley.robinson@ged.qld.gov.au)  
Level 20 | Education House | 30 Mary Street | Brisbane QLD 4000  
PO Box 15033 | City East QLD 4002

Please consider the environment before printing this email.

Ref: 18/261697

Enc

Sent to: Dr Lee-Anne Perry AM – Executive Director QCEC  
Cc: Marie Previte - QCEC Next Step Reference group representative

---

From: Next Step team on behalf of the Assistant Director-General, Strategy and Performance

To: [director@qcec.catholic.edu.au](mailto:director@qcec.catholic.edu.au)

Cc: [s.47\(3\)\(b\) - Contrary to Public](#)

Subject: 2017 Early School Leavers survey - Catholic schools report

---

Dear Lee-Anne

I am pleased to provide you with the 2017 *Early School Leavers* sector report for Catholic schools.

The report provides information about the education, training and employment choices of young Queenslanders who left school prior to completing Year 12 at a Catholic school in 2016.

The statewide report from the 2017 *Early School Leavers* survey is available on the *Next Step* website at [www.qld.gov.au/earlyschoollleavers](http://www.qld.gov.au/earlyschoollleavers).

2017 was the seventh year that the *Early School Leavers* survey has included students from the three school sectors. I would like to take this opportunity to thank you for your continued support of this important survey that assists with school and sector planning, especially for senior student services.

If you have any questions about the *Early School Leavers* survey, I invite you to contact the *Next Step* team by email at [nextstep@qed.qld.gov.au](mailto:nextstep@qed.qld.gov.au) or on telephone (07) 3513 6868.

Yours sincerely,



**Queensland**  
Government

**Lesley Robinson**  
**Assistant Director-General**  
Strategy and Performance  
Department of Education

P: 07 351 36909 | E: [lesley.robinson@qed.qld.gov.au](mailto:lesley.robinson@qed.qld.gov.au)  
Level 20 | Education House | 30 Mary Street | Brisbane QLD 4000  
PO Box 15033 | City East QLD 4002

Please consider the environment before printing this email.

Ref: 18/261697

Enc

# Independent Schools

## 2017



## 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

Training and Skills Division, Department of Education

The *Next Step* team extends its sincere thanks to the many young Queenslanders who gave up their time to participate in the *Early School Leavers* survey.

This research is funded by the Queensland Government.



This work is licensed under an  
Australian Creative Commons Attribution licence  
<http://creativecommons.org/licenses/by/3.0/au/>

© State of Queensland (2018)

# Contents

<b>Acknowledgments .....</b>	<b>i</b>
<b>Introduction .....</b>	<b>1</b>
Aims of the project .....	1
Survey methodology .....	1
Break in time-series .....	2
Terminology .....	2
Effects of rounding .....	2
Data editing .....	2
Privacy statement .....	2
Further information and feedback .....	2
Response rate .....	3
Main reason for leaving school .....	3
<b>Findings .....</b>	<b>4</b>
Main destination .....	4
Education and training .....	6
Employment .....	7
Reasons for not studying or seeking work .....	9
Indigenous students .....	10
Socioeconomic status .....	11
<b>Appendices .....</b>	<b>12</b>
Appendix 1 – Independent schools with early school leavers in 2016 .....	12
Appendix 2 – Main destination categorisation .....	13
Appendix 3 – Fields of study .....	14
Appendix 4 – Industry categories .....	15
Appendix 5 – Glossary .....	16

# Introduction

## Aims of the project

The *Next Step Early School Leavers* survey is an annual statewide survey on the destinations of students who left Queensland schools in Years 10, 11 or early in Year 12 during 2016. The survey results show the initial study and work destinations of young people after leaving school.

The objectives of the survey are to inform understanding of:

- the degree to which 'early school leaving' is occurring in schools
- the 'early school leaving' behaviours across Years 10, 11 and 12
- the options taken by students leaving school before completion of Year 12
- the potential policy responses as they affect the transition from school to further study and employment for students, especially in the senior years of schooling.

The survey follows the destinations of students who left state, Catholic, independent schools and TAFE secondary colleges, and who did not continue secondary studies at a state or non-state school.

## Survey methodology

The 2017 *Early School Leavers* survey was conducted by the Department of Education (DoE) through the Queensland Government Statistician's Office (QGSO), in accordance with the provisions of the *Statistical Returns Act 1896* (Qld).

The survey targeted students who exited schools in Queensland during 2016. More specifically, it targeted students who left in Years 10, 11, or early in Year 12 and who did not continue secondary studies at a state or non-state school. The survey was conducted between July and August 2017.

For the purpose of the survey, early school leavers were identified through administrative records maintained by the QCAA and supplemented by departmental enrolment records. This list of early school leavers was then provided to the QGSO.

To more closely represent the group of students that is of interest in a policy context, young people in the following categories were removed from the list before it was provided to the QGSO:

- students whose records indicated they had moved interstate or overseas
- early school leavers who had returned to a secondary school at the time of the survey
- students over the age of 18 on 1 January 2017.

Responses were predominantly collected via computer-assisted telephone interviewing (CATI). All students were also offered the opportunity to complete an online survey. Students for whom telephone details were not available were invited to participate in the survey online or by calling the QGSO. The average time to complete a CATI interview for the survey was five and a half minutes.

Prior to the survey, all identified early school leavers with a usable address were sent a letter from the Minister for Education advising them of the survey.

At the close of the survey, all non-responding students for whom telephone numbers were available had received six attempts at contact.

A total of 5376 completed surveys were received. Of these, 4952 were collected by CATI and 424 via a web survey (7.9 per cent of all responses). The overall response rate was 55.4 per cent.

The first question of the survey asked young people if they had returned to secondary school. Those who indicated that they had returned to secondary school took no further part in the survey.



## Break in time-series

The *Early School Leavers* survey has included early school leavers from non-state schools since 2011. The inclusion of these early school leavers and the changed methodology for constructing the survey frame has resulted in a break in the series of *Early School Leavers* surveys.

## Terminology

The group of young people who left Queensland schools in Years 10, 11, or early in Year 12 in 2016, and responded to the survey, are referred to as early school leavers throughout this report.

## Effects of rounding

Percentages in this report have been rounded to one decimal point and so discrepancies may occur between the sum of component items and their totals.

## Data editing

Data editing was performed throughout data entry and after the survey closed. Examples of data editing include checking the data for invalid entries (e.g. entries which were out of range), as well as checking the accuracy of data which was manually entered.

## Privacy statement

To protect the privacy of individuals participating in the survey, this report contains summarised information only.

## Further information and feedback

More information about the *Next Step* suite of surveys including statewide and regional reports 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* project team contact details:

Phone: (07) 3513 8868

Email: [nextstep@qed.qld.gov.au](mailto:nextstep@qed.qld.gov.au)

## Response rate

Table 1 reports the response rate for Independent schools. It expresses the number of respondents from this sector, as a percentage of young people who were identified as being in-scope for the 2017 *Early School Leavers* survey who attended Independent schools in 2016.

**Table 1: Survey response rate, Independent schools 2017**

Number of respondents	Number of in-scope young people	Response rate (%)
192	575	33.4

## Main reason for leaving school

**Table 2: Main reason for leaving school of early school leavers, by sex, Independent schools 2017**

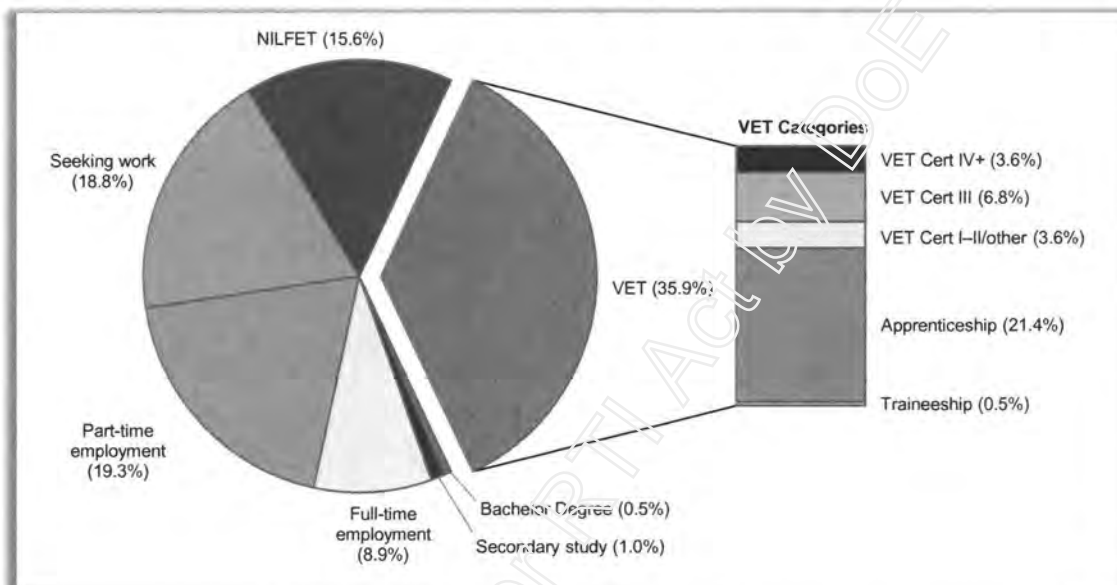
Main reason	SEX				Total	
	Male		Female			
	no.	%	no.	%	no.	%
To get a job/apprenticeship	48	40.7	8	10.8	56	29.2
Health reasons	14	11.9	20	27.0	34	17.7
Did not like school	20	16.9	8	10.8	28	14.6
Study options did not meet my needs	6	5.1	7	9.5	13	6.8
Behaviour of other students disrupted my study	5	4.2	5	6.8	10	5.2
Asked to leave by school	7	5.9	2	2.7	9	4.7
Difficult academically	5	4.2	3	4.1	8	4.2
Moved away/to a new area	2	1.7	3	4.1	5	2.6
Family commitments - excluding pregnancy/parenting own child	2	1.7	3	4.1	5	2.6
Felt I would have access to better resources	2	1.7	2	2.7	4	2.1
Disability	2	1.7	1	1.4	3	1.6
Pregnancy	0	0.0	3	4.1	3	1.6
Did not like the way the school was managed	1	0.8	1	1.4	2	1.0
Did not like the teaching staff	1	0.8	0	0.0	1	0.5
Other	3	2.5	8	10.8	11	5.7
Total	118	100.0	74	100.0	192	100.0

## Findings

### Main destination

The pathways of early school leavers were categorised into 11 main destinations. Early school leavers who were both studying and working were reported as studying for their main destination. Please refer to Appendix 2 for more details about each main destination.

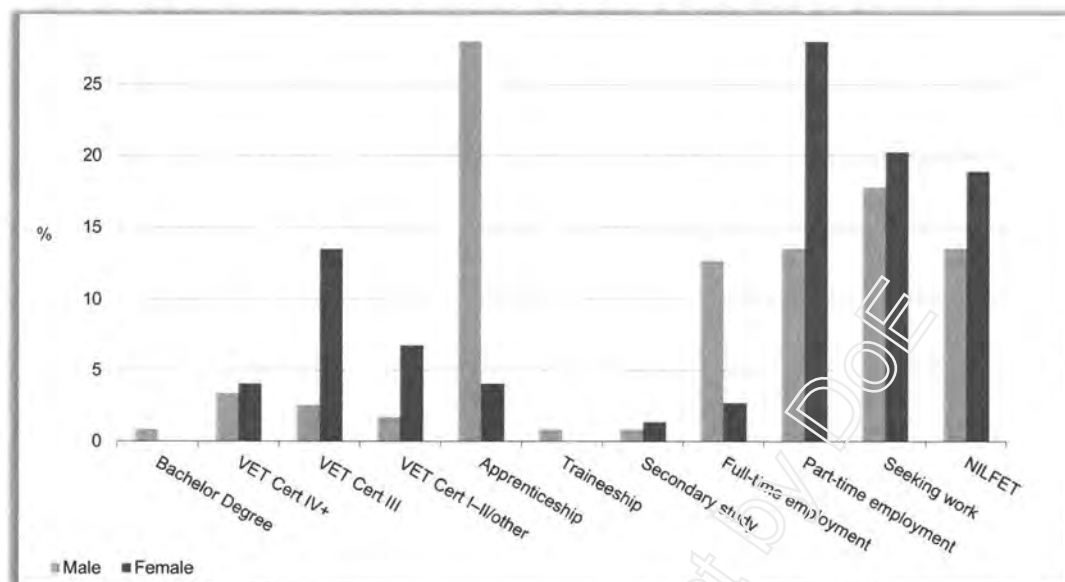
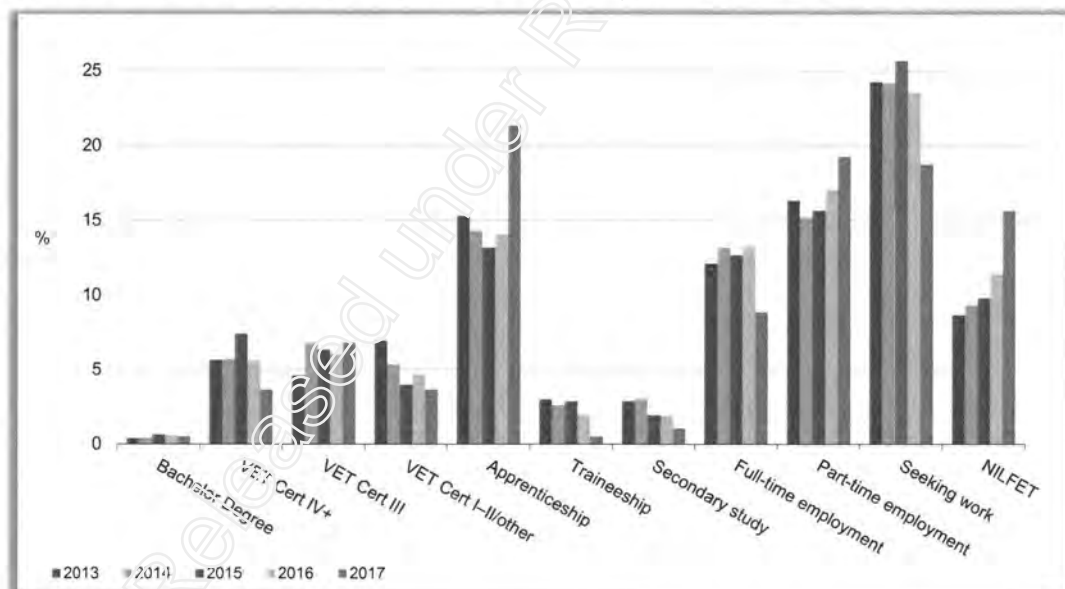
**Figure 1: Main destination of early school leavers, Independent schools 2017**



**Table 3: Main destination of early school leavers, by sex, Independent schools 2017**

Main destination	Male		Female		Total	
	no.	%	no.	%	no.	%
Bachelor Degree	1	0.8	0	0.0	1	0.5
VET						
VET Cert IV+	4	3.4	3	4.1	7	3.6
VET Cert III	3	2.5	10	13.5	13	6.8
VET Cert I-II/other	2	1.7	5	6.8	7	3.6
Apprenticeship	38	32.2	3	4.1	41	21.4
Traineeship	1	0.8	0	0.0	1	0.5
VET Total	48	40.7	21	28.4	69	35.9
Secondary study	1	0.8	1	1.4	2	1.0
Work						
Full-time employment	15	12.7	2	2.7	17	8.9
Part-time employment	16	13.6	21	28.4	37	19.3
Work Total	31	26.3	23	31.1	54	28.1
Seeking work	21	17.8	15	20.3	36	18.8
NILFET	16	13.6	14	18.9	30	15.6
<b>Total</b>	<b>118</b>	<b>100.0</b>	<b>74</b>	<b>100.0</b>	<b>192</b>	<b>100.0</b>



**Figure 2: Main destination of early school leavers, by sex, Independent schools 2017****Figure 3: Main destination of early school leavers, independent schools 2013–2017**

## Education and training

**Table 4: Field of study of early school leavers in education or training, by sex, Independent schools 2017**

Field of study <sup>a</sup>	SEX					
	Male		Female		Total	
	no.	%	no.	%	no.	%
Architecture and Building	20	40.0	0	0.0	20	27.8
Engineering and Related Technologies	17	34.0	1	4.5	18	25.0
Food, Hospitality and Personal Services	2	4.0	6	27.3	8	11.1
Health	2	4.0	3	13.6	5	6.9
Management and Commerce	2	4.0	2	9.1	4	5.6
Society and Culture	1	2.0	3	13.6	4	5.6
Creative Arts	1	2.0	2	9.1	3	4.2
Mixed Field Programs	2	4.0	1	4.5	3	4.2
Natural and Physical Sciences	0	0.0	2	9.1	2	2.8
Information Technology	2	4.0	0	0.0	2	2.8
Agriculture, Environmental and Related Studies	1	2.0	1	4.5	2	2.8
Education	0	0.0	1	4.5	1	1.4
<b>Total</b>	<b>50</b>	<b>100.0</b>	<b>22</b>	<b>100.0</b>	<b>72</b>	<b>100.0</b>

<sup>a</sup> Field of study categories based on the *Australian Standard Classification of Education* (ABS cat. no. 1272.0). See Appendix 3 for more details.

**Table 5: Post-school institution of early school leavers in education or training, Independent schools 2017**

Post-school institution	no.	%
Other institution	13	18.1
TAFE Queensland Gold Coast	11	15.3
TAFE Queensland Brisbane	10	13.9
Other private training college	8	11.1
TAFE Queensland SkillsTech	6	8.3
TAFE Queensland North	5	6.9
Other/Unspecified Queensland TAFE	4	5.6
CQUniversity (TAFE program)	3	4.2
TAFE Queensland South West	2	2.8
Dance/performing arts (e.g. Harvest Rain Theatre Company)	2	2.8
Griffith University	1	1.4
James Cook University	1	1.4
TAFE Queensland East Coast	1	1.4
Careers Australia	1	1.4
Open Colleges	1	1.4
Fitness training (e.g. Australian Institute of Fitness)	1	1.4
Hair and makeup training (e.g. National Academy of Beauty)	1	1.4
Stratigix Training Group	1	1.4
<b>Total</b>	<b>72</b>	<b>100</b>

## Employment

**Table 6: Work destination of early school leavers in employment, by sex, Independent schools 2017**

Work destination	SEX					
	Male		Female		Total	
	no.	%	no.	%	no.	%
Apprenticeship	38	51.4	3	8.3	41	37.3
Traineeship	1	1.4	0	0.0	1	0.9
Full-time employment	16	21.6	4	11.1	20	18.2
Part-time employment	19	25.7	29	80.6	48	43.6
<b>Total</b>	<b>74</b>	<b>100.0</b>	<b>36</b>	<b>100.0</b>	<b>110</b>	<b>100.0</b>

**Table 7: Industry category of early school leavers in employment, by sex, Independent schools 2017**

Industry category <sup>a</sup>	SEX					
	Male		Female		Total	
	no.	%	no.	%	no.	%
Construction	31	41.9	1	2.8	32	29.1
Accommodation and Food Services	10	13.5	10	27.8	20	18.2
Retail Trade	3	4.1	11	30.6	14	12.7
Other Services	7	9.5	6	16.7	13	11.8
Agriculture, Forestry and Fishing	7	9.5	1	2.8	8	7.3
Manufacturing	6	8.1	0	0.0	6	5.5
Administrative and Support Services	1	1.4	3	8.3	4	3.6
Public Administration and Safety	3	4.1	0	0.0	3	2.7
Arts and Recreation Services	3	4.1	0	0.0	3	2.7
Professional, Scientific and Technical Services	1	1.4	1	2.8	2	1.8
Health Care and Social Assistance	1	1.4	1	2.8	2	1.8
Information Media and Telecommunications	0	0.0	1	2.8	1	0.9
Education and Training	0	0.0	1	2.8	1	0.9
Don't know	1	1.4	0	0.0	1	0.9
<b>Total</b>	<b>74</b>	<b>100.0</b>	<b>36</b>	<b>100.0</b>	<b>110</b>	<b>100.0</b>

<sup>a</sup> Industry categories based on the Australian and New Zealand Standard Industrial Classification (ABS cat. no. 1292.0). See Appendix 4 for more details.



**Table 8: Occupational Minor group of early school leavers in employment, by sex, Independent schools 2017**

Occupation – Minor group <sup>a</sup>	SEX					
	Male		Female		Total	
	no.	%	no.	%	no.	%
Sales Assistants and Salespersons	3	4.1	9	25.0	12	10.9
Checkout Operators and Office Cashiers	3	4.1	4	11.1	7	6.4
Food Preparation Assistants	4	5.4	3	8.3	7	6.4
Automotive Electricians and Mechanics	6	8.1	0	0.0	6	5.5
Bricklayers, and Carpenters and Joiners	6	8.1	0	0.0	6	5.5
Hospitality Workers	1	1.4	5	13.9	6	5.5
Construction and Mining Labourers	6	8.1	0	0.0	6	5.5
Plumbers	5	6.8	0	0.0	5	4.5
Electricians	5	6.8	0	0.0	5	4.5
Mechanical Engineering Trades Workers	3	4.1	1	2.8	4	3.6
Glaziers, Plasterers and Tilers	4	5.4	0	0.0	4	3.6
Hairdressers	1	1.4	3	8.3	4	3.6
Cleaners and Laundry Workers	1	1.4	3	8.3	4	3.6
Farm, Forestry and Garden Workers	4	5.4	0	0.0	4	3.6
Electronics and Telecommunications Trades Workers	3	4.1	0	0.0	3	2.7
Wood Trades Workers	3	4.1	0	0.0	3	2.7
Fabrication Engineering Trades Workers	2	2.7	0	0.0	2	1.8
Floor Finishers and Painting Trades Workers	2	2.7	0	0.0	2	1.8
Food Trades Workers	2	2.7	0	0.0	2	1.8
Personal Service and Travel Workers	0	0.0	2	5.6	2	1.8
Sports and Fitness Workers	1	1.4	1	2.8	2	1.8
Clerical and Office Support Workers	1	1.4	1	2.8	2	1.8
Storepersons	1	1.4	1	2.8	2	1.8
ICT Network and Support Professionals	1	1.4	0	0.0	1	0.9
Animal Attendants and Trainers, and Shearers	1	1.4	0	0.0	1	0.9
Horticultural Trades Workers	1	1.4	0	0.0	1	0.9
Miscellaneous Technicians and Trades Workers	1	1.4	0	0.0	1	0.9
Child Carers	0	0.0	1	2.8	1	0.9
Personal Assistants and Secretaries	0	0.0	1	2.8	1	0.9
General Clerks	0	0.0	1	2.8	1	0.9
Insurance Agents and Sales Representatives	1	1.4	0	0.0	1	0.9
Delivery Drivers	1	1.4	0	0.0	1	0.9
Don't know	1	1.4	0	0.0	1	0.9
<b>Total</b>	<b>74</b>	<b>100.0</b>	<b>36</b>	<b>100.0</b>	<b>110</b>	<b>100.0</b>

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

## Reasons for not studying or seeking work

**Table 9: Main reason for not studying of early school leavers not in education or training, by sex, Independent schools 2017**

Main reason	SEX					
	Male		Female		Total	
	no.	%	no.	%	no.	%
Undecided and considering options	8	11.8	12	23.1	20	16.7
Not interested in further study/already finished studying	9	13.2	5	9.6	14	11.7
Health reasons	7	10.3	6	11.5	13	10.8
Waiting for course/training to begin	6	8.8	6	11.5	12	10.0
have work commitments	8	11.8	4	7.7	12	10.0
Looking for work/apprenticeship/traineeship	11	16.2	0	0.0	11	9.2
Find the course fees and other costs are a barrier	2	2.9	5	9.6	7	5.8
Don't feel ready for study at the moment	4	5.9	1	1.9	5	4.2
Wanted to earn own money	5	7.4	0	0.0	5	4.2
Family commitments - parenting own child	0	0.0	5	9.6	5	4.2
Family commitments - excluding pregnancy/parenting own child	2	2.9	2	3.8	4	3.3
Wanted a break from study	1	1.5	1	1.9	2	1.7
Would have to move away from home	1	1.5	0	0.0	1	0.8
Don't meet the entry criteria for the program I want to do	0	0.0	1	1.9	1	0.8
Sports commitments	0	0.0	1	1.9	1	0.8
Other	4	5.9	3	5.8	7	5.8
<b>Total</b>	<b>53</b>	<b>100.0</b>	<b>52</b>	<b>100.0</b>	<b>120</b>	<b>100.0</b>

**Table 10: Main reason for not looking for work of early school leavers not in the labour force, education or training, by sex, Independent schools 2017**

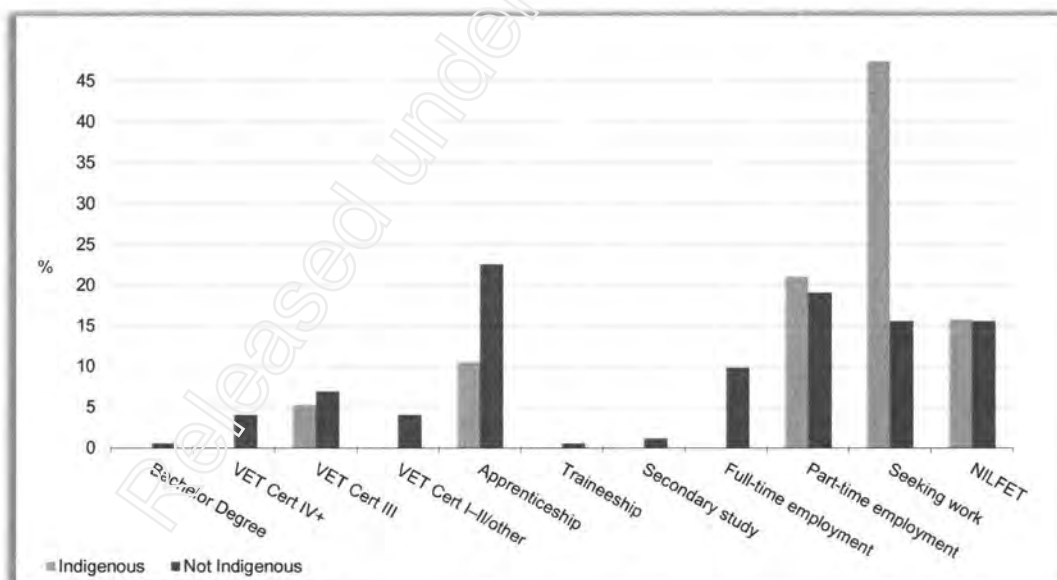
Main reason	SEX					
	Male		Female		Total	
	no.	%	no.	%	no.	%
Health reasons	6	37.5	3	23.1	9	31.0
Future study commitments	2	12.5	3	23.1	5	17.2
Family commitments - parenting own child	0	0.0	4	30.8	4	13.8
Don't wish to work	2	12.5	1	7.7	3	10.3
Family commitments - excluding pregnancy/parenting own child	2	12.5	1	7.7	3	10.3
Travel	1	6.3	0	0.0	1	3.4
Accepted a job that will start at a later date	1	6.3	0	0.0	1	3.4
Don't feel ready for paid employment	1	6.3	0	0.0	1	3.4
Other	1	6.3	1	7.7	2	6.9
<b>Total</b>	<b>16</b>	<b>100.0</b>	<b>13</b>	<b>100.0</b>	<b>29</b>	<b>100.0</b>

## Indigenous students

Table 11: Main destination of early school leavers, by Indigenous status, Independent schools 2017

Main destination	INDIGENOUS STATUS				Total	
	Indigenous		Non-Indigenous			
	no.	%	no.	%	no.	%
Bachelor Degree	0	0.0	1	0.6	1	0.5
VET						
VET Cert IV+	0	0.0	7	4.0	7	3.6
VET Cert III	1	5.3	12	6.9	13	6.8
VET Cert I-II/other	0	0.0	7	4.0	7	3.6
Apprenticeship	2	10.5	39	22.5	41	21.4
Traineeship	0	0.0	1	0.6	1	0.5
VET Total	3	15.8	66	38.2	69	35.9
Secondary study	0	0.0	2	1.2	2	1.0
Work						
Full-time employment	0	0.0	17	9.6	17	8.9
Part-time employment	4	21.1	33	19.1	37	19.3
Work Total	4	21.1	50	28.9	54	28.1
Seeking work	9	47.4	27	15.6	36	18.8
NILFET	3	15.8	27	15.6	30	15.6
Total	19	100.0	173	100.0	192	100.0

Figure 4: Main destination of early school leavers, by Indigenous status, Independent schools 2017

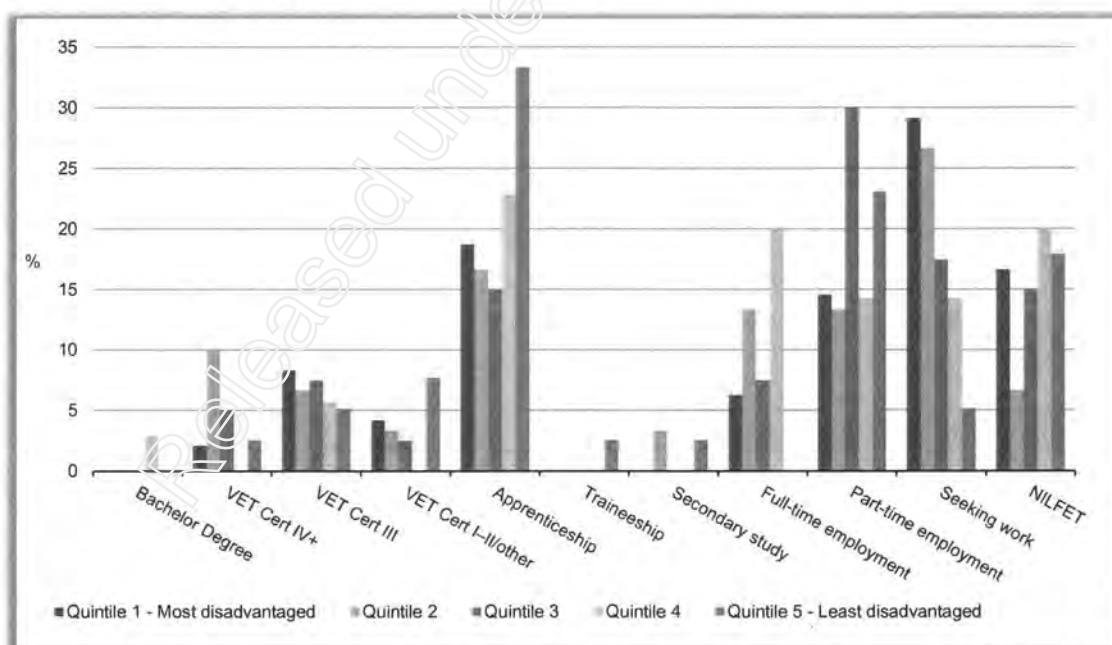




## Socioeconomic status

**Table 12: Main destination of early school leavers, by socioeconomic status, Independent schools 2017**

Main destination	SOCIOECONOMIC STATUS									
	Quintile 1 - Most disadvantaged		Quintile 2		Quintile 3		Quintile 4		Quintile 5 - Least disadvantaged	
	no.	%	no.	%	no.	%	no.	%	no.	%
Bachelor Degree	0	0.0	0	0.0	0	0.0	1	2.9	0	0.0
VET										
VET Cert IV+	1	2.1	3	10.0	2	5.0	0	0.0	1	2.6
VET Cert III	4	8.3	2	6.7	3	7.5	2	5.7	2	5.1
VET Cert I-II/other	2	4.2	1	3.3	1	2.5	0	0.0	3	7.7
Apprentice	9	18.8	5	16.7	6	15.0	8	22.9	13	33.3
Trainee	0	0.0	0	0.0	0	0.0	0	0.0	1	2.6
VET Total	16	33.3	11	36.7	12	30.0	10	28.6	20	51.3
Secondary study	0	0.0	1	3.3	0	0.0	0	0.0	1	2.6
Work										
Full-time employment	3	6.3	4	13.3	3	7.5	7	20.0	0	0.0
Part-time employment	7	14.6	4	13.3	12	30.0	5	14.3	9	23.1
Work Total	10	20.8	8	26.7	15	37.5	12	34.3	9	23.1
Seeking work	14	29.2	8	26.7	7	17.5	5	14.3	2	5.1
NILFET	8	16.7	2	6.7	6	15.0	7	20.0	7	17.9
<b>Total</b>	<b>48</b>	<b>100.0</b>	<b>30</b>	<b>100.0</b>	<b>40</b>	<b>100.0</b>	<b>35</b>	<b>100.0</b>	<b>39</b>	<b>100.0</b>

**Figure 5: Main destination of early school leavers, by socioeconomic status, Independent schools 2017**

## Appendices

### Appendix 1 – Independent schools with early school leavers in 2016

s.47(3)(b) - Contrary to Public Interest

Released under RTI Act by DOE

## Appendix 2 – 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.
Education and Training – Secondary studies	
<b>Secondary study<sup>a</sup></b>	Studying Years 10, 11 or 12 at a non-secondary school (for example a TAFE or private training college).
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 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 3 – 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

<sup>a</sup> Field of study categories based on the *Australian Standard Classification of Education* (ABS cat. no. 1272.0).

## Appendix 4 – Industry categories

Industry category*	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

\* Industry categories based on the Australian and New Zealand Standard Industrial Classification (ABS cat. no. 1292.0).

## Appendix 5 – Glossary

ABS	Australian Bureau of Statistics—the central statistical authority for the Australian Government. The ABS provides the official national source of statistics for use by the government and the community.
ANZSCO	Australian and New Zealand Standard Classification of Occupations—a hierarchical occupation classification which is used in the collection and dissemination of official statistics. ANZSCO assigns individuals to an occupation based on the set of tasks that they perform for an employer.
ANZSIC	Australian and New Zealand Standard Industrial Classification—a hierarchical industry classification which is used in the collection and dissemination of official statistics. ANZSIC assigns businesses to an industry based on their predominant activities.
Apprenticeship	A legally-binding training arrangement between an employer and an apprentice that combines structured training with paid employment. Apprenticeships usually take four years to complete, with training taking place both at the workplace and with a training organisation.
ASCED	Australian Standard Classification of Education—a classification, defined by the ABS, which is used in the collection and dissemination of official statistics. ASCED comprises two component classifications, Level of Education and Field of Education.
ASGS	Australian Statistical Geography Standard—a hierarchical geographical classification, defined by the ABS, which is used in the collection and dissemination of official statistics. The ASGS provides a common framework of statistical geography and thereby enables the production of statistics which are comparable and can be spatially integrated.
Campus-based study	Refers to Bachelor Degree and Campus-based VET study; including study undertaken externally or online.
Campus-based VET	VET courses where the study or training is predominantly undertaken at a study institution such as a TAFE. Included in this category are VET certificate levels I–IV, diplomas, advanced diplomas and associate degrees.
CATI	Computer-assisted telephone interviewing — a type of telephone interviewing in which the interviewer keys answers to questions as they are received onto a data entry keyboard.
DoE	Department of Education
Employment-based VET	VET courses where the study or training is undertaken in conjunction with an apprenticeship or traineeship.
Full-time employment	The ABS definition of an employed person who usually works 35 hours or more a week (in all jobs).
Indigenous	Refers to people who identify themselves as being of Aboriginal and/or Torres Strait Islander origin.
Labour force	Refers to people who are either working or looking for work.
Main destination	A structured grouping of young people which outlines their main study and labour market destinations. Young people were grouped as follows: <ul style="list-style-type: none"> <li>• students were assigned to the education categories regardless of their labour force status</li> <li>• apprentices and trainees were assigned to their respective training categories</li> <li>• those grouped in a labour market destination (employed or seeking work) were not in education or training</li> <li>• those who were not in the labour force, education or training.</li> </ul>



nfd	Not further defined.
NILF	Not in the labour force—refers to people who are not working and not looking for work.
NILFET	Not in the labour force, education or training—refers to people who are not working, not looking for work and not undertaking any education or training.
Permanent work	Permanent workers are employed on an ongoing basis until the employer or employee ends the employment relationship by providing the required period of notice.
Part-time employment	The ABS definition of an employed person who usually works less than 35 hours a week (in all jobs).
QCAA	Queensland Curriculum and Assessment Authority—formerly the Queensland Studies Authority. A statutory body of the Queensland Government that provides Kindergarten to Year 12 syllabuses, guidelines, assessment, reporting, testing, accreditation and certification services for Queensland schools.
QGSO	Queensland Government Statistician's Office—the Queensland Government's statistical agency, which regularly conducts surveys with individuals, households and businesses to collect official statistics about issues of interest to government and to people in Queensland.
SEIFA	Socio-Economic Indexes for Areas—a group of four indexes, developed by the ABS, as a way of assessing socioeconomic status across the population. SEIFA enable areas in Australia to be ranked according to four different indexes. One of these is the Index of Relative Socio-Economic Disadvantage (IRSED), which provides a method of determining and comparing levels of social and economic disadvantage in given areas at a given point in time.
SES	Socioeconomic status—a relative position in the community determined by occupation, income and amount of education.
TAFE	Technical and further education — a publicly funded post-secondary organisation that provides a range of technical and vocational education and training courses and other programs.
Traineeship	A structured training and paid employment arrangement that involves a contract between the employer and the trainee. Traineeships vary in length from 12 months to three years.
VET	Vocational education and training — post-compulsory education and training, excluding degree and higher level programs delivered by further education institutions, which provide people with occupational or work-related knowledge and skills. VET also includes programs which provide the basis for subsequent vocational programs.

# Catholic Schools 2017

## 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

Training and Skills Division, Department of Education

The *Next Step* team extends its sincere thanks to the many young Queenslanders who gave up their time to participate in the *Early School Leavers* survey.

This research is funded by the Queensland Government.



This work is licensed under an  
Australian Creative Commons Attribution licence  
<http://creativecommons.org/licenses/by/3.0/au/>

© State of Queensland (2018)



# Contents

<b>Acknowledgments .....</b>	<b>i</b>
<b>Introduction .....</b>	<b>1</b>
Aims of the project .....	1
Survey methodology .....	1
Break in time-series .....	2
Terminology .....	2
Effects of rounding .....	2
Data editing .....	2
Privacy statement .....	2
Further information and feedback .....	2
Response rate .....	3
Main reason for leaving school .....	3
<b>Findings .....</b>	<b>4</b>
Main destination .....	4
Education and training .....	6
Employment .....	7
Reasons for not studying or seeking work .....	9
Indigenous students .....	10
Socioeconomic status .....	11
<b>Appendices .....</b>	<b>12</b>
Appendix 1 – Catholic schools with early school leavers in 2016 .....	12
Appendix 2 – Main destination categorisation .....	13
Appendix 3 – Fields of study .....	14
Appendix 4 – Industry categories .....	15
Appendix 5 – Glossary .....	16

# Introduction

## Aims of the project

The *Next Step Early School Leavers* survey is an annual statewide survey on the destinations of students who left Queensland schools in Years 10, 11 or early in Year 12 during 2016. The survey results show the initial study and work destinations of young people after leaving school.

The objectives of the survey are to inform understanding of:

- the degree to which 'early school leaving' is occurring in schools
- the 'early school leaving' behaviours across Years 10, 11 and 12
- the options taken by students leaving school before completion of Year 12
- the potential policy responses as they affect the transition from school to further study and employment for students, especially in the senior years of schooling.

The survey follows the destinations of students who left state, Catholic, independent schools and TAFE secondary colleges, and who did not continue secondary studies at a state or non-state school.

## Survey methodology

The 2017 *Early School Leavers* survey was conducted by the Department of Education (DoE) through the Queensland Government Statistician's Office (QGSO), in accordance with the provisions of the *Statistical Returns Act 1896* (Qld).

The survey targeted students who exited schools in Queensland during 2016. More specifically, it targeted students who left in Years 10, 11, or early in Year 12 and who did not continue secondary studies at a state or non-state school. The survey was conducted between July and August 2017.

For the purpose of the survey, early school leavers were identified through administrative records maintained by the QCAA and supplemented by departmental enrolment

records. This list of early school leavers was then provided to the QGSO.

To more closely represent the group of students that is of interest in a policy context, young people in the following categories were removed from the list before it was provided to the QGSO:

- students whose records indicated they had moved interstate or overseas
- early school leavers who had returned to a secondary school at the time of the survey
- students over the age of 18 on 1 January 2017.

Responses were predominantly collected via computer-assisted telephone interviewing (CATI). All students were also offered the opportunity to complete an online survey. Students for whom telephone details were not available were invited to participate in the survey online or by calling the QGSO. The average time to complete a CATI interview for the survey was five and a half minutes.

Prior to the survey, all identified early school leavers with a usable address were sent a letter from the Minister for Education advising them of the survey.

At the close of the survey, all non-responding students for whom telephone numbers were available had received six attempts at contact.

A total of 5376 completed surveys were received. Of these, 4952 were collected by CATI and 424 via a web survey (7.9 per cent of all responses). The overall response rate was 55.4 per cent.

The first question of the survey asked young people if they had returned to secondary school. Those who indicated that they had returned to secondary school took no further part in the survey.

## Break in time-series

The *Early School Leavers* survey has included early school leavers from non-state schools since 2011. The inclusion of these early school leavers and the changed methodology for constructing the survey frame has resulted in a break in the series of *Early School Leavers* surveys.

## Terminology

The group of young people who left Queensland schools in Years 10, 11, or early in Year 12 in 2016, and responded to the survey, are referred to as early school leavers throughout this report.

## Effects of rounding

Percentages in this report have been rounded to one decimal point and so discrepancies may occur between the sum of component items and their totals.

## Data editing

Data editing was performed throughout data entry and after the survey closed. Examples of data editing include checking the data for invalid entries (e.g. entries which were out of range), as well as checking the accuracy of data which was manually entered.

## Privacy statement

To protect the privacy of individuals participating in the survey, this report contains summarised information only.

## Further information and feedback

More information about the *Next Step* suite of surveys including statewide and regional reports 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* project team contact details:

Phone: (07) 3513 6868

Email: [nextstep@qed.qld.gov.au](mailto:nextstep@qed.qld.gov.au)



## Response rate

Table 1 reports the response rate for Catholic schools. It expresses the number of respondents from this sector, as a percentage of young people who were identified as being in-scope for the 2017 *Early School Leavers* survey who attended Catholic schools in 2016.

**Table 1: Survey response rate, Catholic schools 2017**

Number of respondents	Number of in-scope young people	Response rate (%)
87	355	24.5

## Main reason for leaving school

**Table 2: Main reason for leaving school of early school leavers, by sex, Catholic schools 2017**

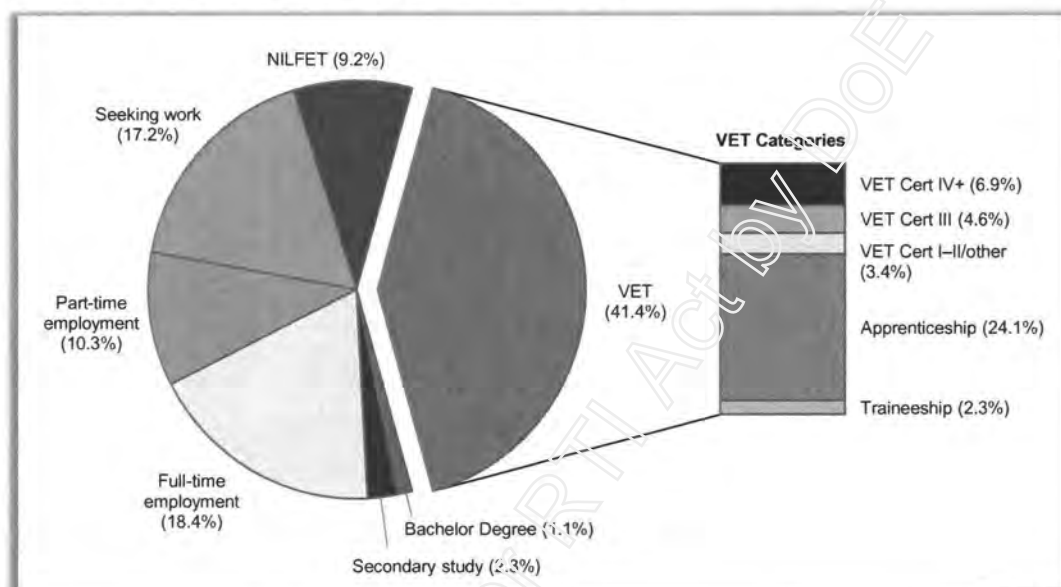
Main reason	SEX				Total	
	Male		Female			
	no.	%	no.	%	no.	%
To get a job/apprenticeship	28	46.7	4	14.8	32	36.8
Health reasons	4	6.7	12	44.4	16	18.4
Did not like school	10	16.7	1	3.7	11	12.6
Study options did not meet my needs	3	5.0	5	18.5	8	9.2
Asked to leave by school	5	8.3	1	3.7	6	6.9
Difficult academically	2	3.3	0	0.0	2	2.3
Behaviour of other students disrupted my study	1	1.7	1	3.7	2	2.3
Disability	2	3.3	0	0.0	2	2.3
Did not like the teaching staff	1	1.7	0	0.0	1	1.1
Felt I would have access to better resources	0	0.0	1	3.7	1	1.1
Pregnancy	0	0.0	1	3.7	1	1.1
Other	4	6.7	1	3.7	5	5.7
Total	60	100.0	27	100.0	87	100.0

## Findings

### Main destination

The pathways of early school leavers were categorised into 11 main destinations. Early school leavers who were both studying and working were reported as studying for their main destination. Please refer to Appendix 2 for more details about each main destination.

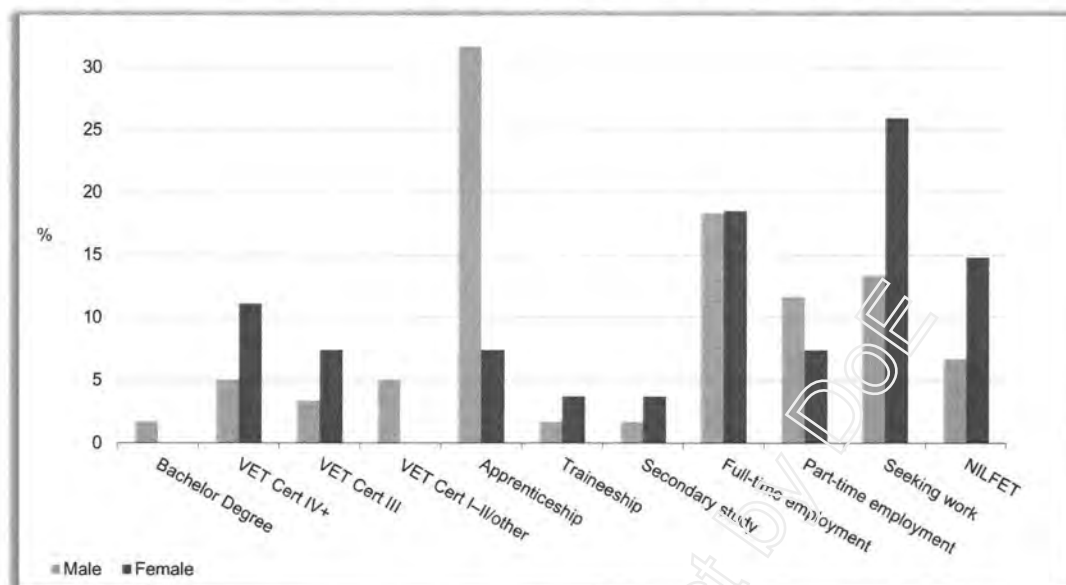
**Figure 1: Main destination of early school leavers, Catholic schools 2017**



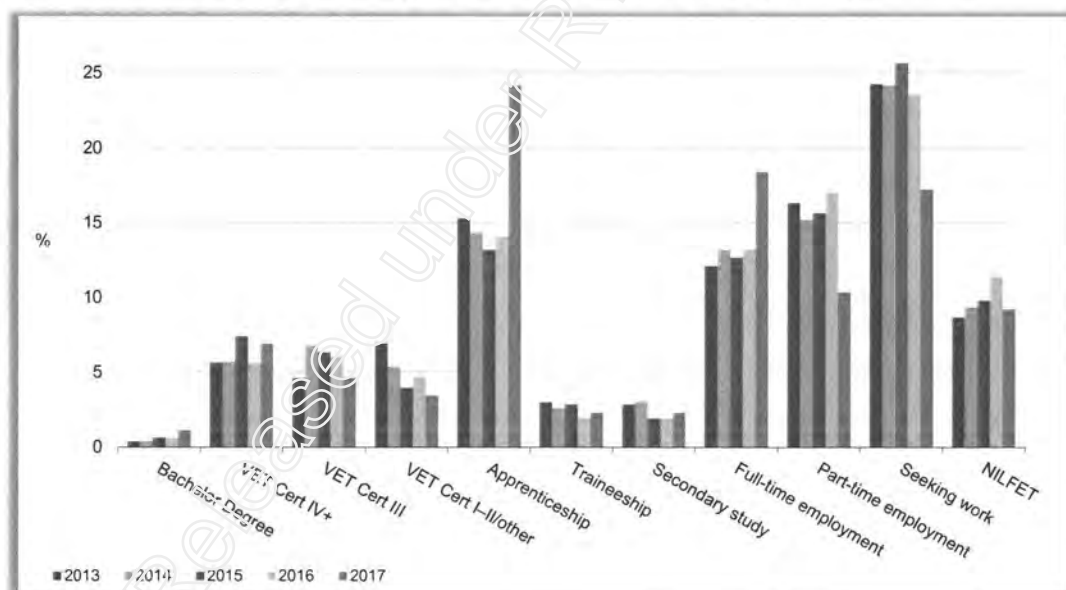
**Table 3: Main destination of early school leavers, by sex, Catholic schools 2017**

Main destination	Male		Female		Total	
	no.	%	no.	%	no.	%
Bachelor Degree	1	1.7	0	0.0	1	1.1
VET						
VET Cert IV+	3	5.0	3	11.1	6	6.9
VET Cert III	2	3.3	2	7.4	4	4.6
VET Cert I-II/other	3	5.0	0	0.0	3	3.4
Apprenticeship	19	31.7	2	7.4	21	24.1
Traineeship	1	1.7	1	3.7	2	2.3
VET Total	28	46.7	8	29.6	36	41.4
Secondary study	1	1.7	1	3.7	2	2.3
Work						
Full-time employment	11	18.3	5	18.5	16	18.4
Part-time employment	7	11.7	2	7.4	9	10.3
Work Total	18	30.0	7	25.9	25	28.7
Seeking work	8	13.3	7	25.9	15	17.2
NILFET	4	6.7	4	14.8	8	9.2
<b>Total</b>	<b>60</b>	<b>100.0</b>	<b>27</b>	<b>100.0</b>	<b>87</b>	<b>100.0</b>

**Figure 2: Main destination of early school leavers, by sex, Catholic schools 2017**



**Figure 3: Main destination of early school leavers, Catholic schools 2013–2017**





## Education and training

**Table 4: Field of study of early school leavers in education or training, by sex, Catholic schools 2017**

Field of study <sup>a</sup>	SEX					
	Male		Female		Total	
	no.	%	no.	%	no.	%
Engineering and Related Technologies	9	30.0	0	0.0	9	23.1
Architecture and Building	8	26.7	0	0.0	8	20.5
Food, Hospitality and Personal Services	4	13.3	3	33.3	7	17.9
Management and Commerce	3	10.0	1	11.1	4	10.3
Mixed Field Programs	2	6.7	2	22.2	4	10.3
Information Technology	2	6.7	0	0.0	2	5.1
Society and Culture	0	0.0	2	22.2	2	5.1
Agriculture, Environmental and Related Studies	0	0.0	1	11.1	1	2.6
Health	1	3.3	0	0.0	1	2.6
Other	1	3.3	0	0.0	1	2.6
<b>Total</b>	<b>30</b>	<b>100.0</b>	<b>9</b>	<b>100.0</b>	<b>39</b>	<b>100.0</b>

<sup>a</sup> Field of study categories based on the *Australian Standard Classification of Education* (ABS cat. no. 1272.0).

See Appendix 3 for more details.

**Table 5: Post-school institution of early school leavers in education or training, Catholic schools 2017**

Post-school institution	no.	%
TAFE Queensland Brisbane	6	15.4
TAFE Queensland East Coast	5	12.8
CQUniversity (TAFE program)	5	12.8
Other private training college	5	12.8
TAFE Queensland SkillsTech	3	7.7
Interstate TAFE	3	7.7
Other institution	3	7.7
TAFE Queensland South West	2	5.1
CQUniversity	1	2.6
University of the Sunshine Coast	1	2.6
TAFE Queensland North	1	2.6
Other/Unspecified Queensland TAFE	1	2.6
Motor Trades Association	1	2.6
Fast-food restaurant (e.g. McDonalds)	1	2.6
Hair and makeup training (e.g. National Academy of Beauty)	1	2.6
<b>Total</b>	<b>39</b>	<b>100</b>

## Employment

Table 6: Work destination of early school leavers in employment, by sex, Catholic schools 2017

Work destination	SEX					
	Male		Female		Total	
	no.	%	no.	%	no.	%
Apprenticeship	19	45.2	2	14.3	21	37.5
Traineeship	1	2.4	1	7.1	2	3.6
Full-time employment	12	28.6	7	50.0	19	33.9
Part-time employment	10	23.8	4	28.6	14	25.0
<b>Total</b>	<b>42</b>	<b>100.0</b>	<b>14</b>	<b>100.0</b>	<b>56</b>	<b>100.0</b>

Table 7: Industry category of early school leavers in employment, by sex, Catholic schools 2017

Industry category <sup>a</sup>	SEX					
	Male		Female		Total	
	no.	%	no.	%	no.	%
Construction	17	40.5	0	0.0	17	30.4
Other Services	8	19.0	3	21.4	11	19.6
Accommodation and Food Services	5	11.9	3	21.4	8	14.3
Retail Trade	3	7.1	3	21.4	6	10.7
Manufacturing	4	9.5	0	0.0	4	7.1
Agriculture, Forestry and Fishing	1	2.4	1	7.1	2	3.6
Administrative and Support Services	1	2.4	1	7.1	2	3.6
Health Care and Social Assistance	1	2.4	1	7.1	2	3.6
Transport, Postal and Warehousing	1	2.4	0	0.0	1	1.8
Rental, Hiring and Real Estate services	0	0.0	1	7.1	1	1.8
Professional, Scientific and Technical Services	0	0.0	1	7.1	1	1.8
Public Administration and Safety	1	2.4	0	0.0	1	1.8
<b>Total</b>	<b>42</b>	<b>100.0</b>	<b>14</b>	<b>100.0</b>	<b>56</b>	<b>100.0</b>

<sup>a</sup> Industry categories based on the Australian and New Zealand Standard Industrial Classification (ABS cat. no. 1292.0). See Appendix 4 for more details.

**Table 8: Occupational Minor group of early school leavers in employment, by sex, Catholic schools 2017**

Occupation – Minor group <sup>a</sup>	SEX					
	Male		Female		Total	
	no.	%	no.	%	no.	%
Automotive Electricians and Mechanics	4	9.5	0	0.0	4	7.1
Bricklayers, and Carpenters and Joiners	4	9.5	0	0.0	4	7.1
Electricians	4	9.5	0	0.0	4	7.1
Construction and Mining Labourers	4	9.5	0	0.0	4	7.1
Plumbers	3	7.1	0	0.0	3	5.4
Hairdressers	1	2.4	2	14.3	3	5.4
Sales Assistants and Salespersons	1	2.4	2	14.3	3	5.4
Farm, Forestry and Garden Workers	2	4.8	1	7.1	3	5.4
Food Preparation Assistants	1	2.4	2	14.3	3	5.4
Fabrication Engineering Trades Workers	2	4.8	0	0.0	2	3.6
Child Carers	1	2.4	1	7.1	2	3.6
Hospitality Workers	1	2.4	1	7.1	2	3.6
Receptionists	0	0.0	2	14.3	2	3.6
Clerical and Office Support Workers	0	0.0	2	14.3	2	3.6
Miscellaneous Factory Process Workers	2	4.8	0	0.0	2	3.6
Freight Handlers and Shelf Fillers	2	4.8	0	0.0	2	3.6
Miscellaneous Labourers	2	4.8	0	0.0	2	3.6
Accommodation and Hospitality Managers	1	2.4	0	0.0	1	1.8
Glaziers, Plasterers and Tilers	1	2.4	0	0.0	1	1.8
Food Trades Workers	1	2.4	0	0.0	1	1.8
Defence Force Members, Fire Fighters and Police	1	2.4	0	0.0	1	1.8
Personal Assistants and Secretaries	0	0.0	1	7.1	1	1.8
Logistics Clerks	1	2.4	0	0.0	1	1.8
Checkout Operators and Office Cashiers	1	2.4	0	0.0	1	1.8
Mobile Plant Operators	1	2.4	0	0.0	1	1.8
Cleaners and Laundry Workers	1	2.4	0	0.0	1	1.8
<b>Total</b>	<b>42</b>	<b>100.0</b>	<b>14</b>	<b>100.0</b>	<b>56</b>	<b>100.0</b>

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



## Reasons for not studying or seeking work

**Table 9: Main reason for not studying of early school leavers not in education or training, by sex, Catholic schools 2017**

Main reason	SEX					
	Male		Female		Total	
	no.	%	no.	%	no.	%
Not interested in further study/already finished studying	8	26.7	3	16.7	11	22.9
Health reasons	2	6.7	4	22.2	6	12.5
Waiting for course/training to begin	1	3.3	4	22.2	5	10.4
Undecided and considering options	3	10.0	1	5.6	4	8.3
Looking for work/apprenticeship/traineeship	4	13.3	0	0.0	4	8.3
have work commitments	3	10.0	0	0.0	3	6.3
Find the course fees and other costs are a barrier	1	3.3	2	11.1	3	6.3
Family commitments - parenting own child	0	0.0	3	16.7	3	6.3
Don't feel ready for study at the moment	1	3.3	1	5.6	2	4.2
Disability	2	6.7	0	0.0	2	4.2
Wanted a break from study	1	3.3	0	0.0	1	2.1
Going into, or already in, the armed services	1	3.3	0	0.0	1	2.1
Other	3	10.0	0	0.0	3	6.3
<b>Total</b>	<b>30</b>	<b>100.0</b>	<b>18</b>	<b>100.0</b>	<b>48</b>	<b>100.0</b>

**Table 10: Main reason for not looking for work of early school leavers not in the labour force, education or training, by sex, Catholic schools 2017**

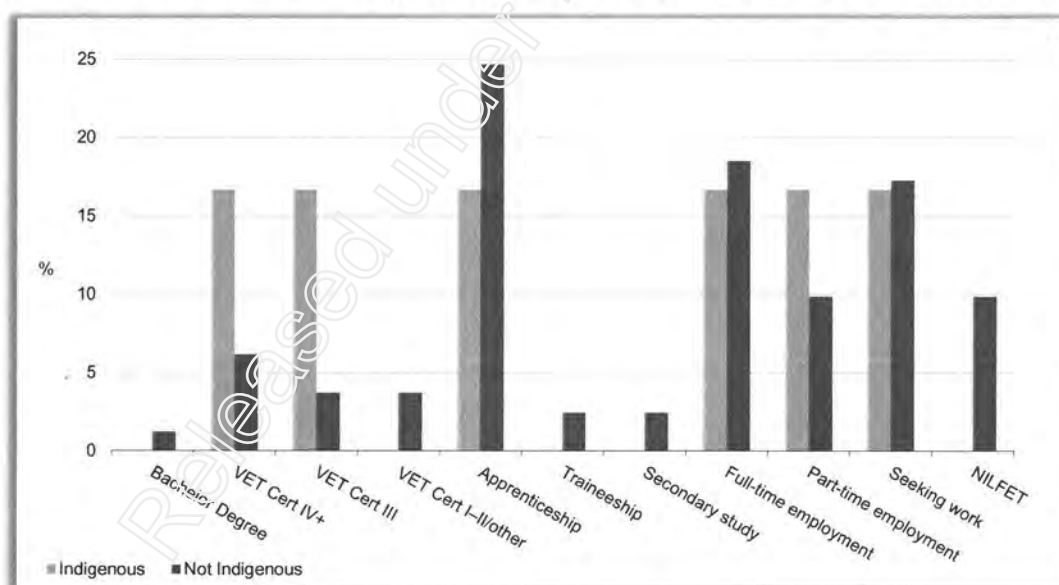
Main reason	SEX					
	Male		Female		Total	
	no.	%	no.	%	no.	%
Health reasons	1	33.3	2	50.0	3	42.9
Family commitments - parenting own child	0	0.0	2	50.0	2	28.6
Accepted a job that will start at a later date	1	33.3	0	0.0	1	14.3
Family commitments - excluding pregnancy/parenting own child	1	33.3	0	0.0	1	14.3
Other	0	0.0	0	0.0	0	0.0
<b>Total</b>	<b>3</b>	<b>100.0</b>	<b>4</b>	<b>100.0</b>	<b>7</b>	<b>100.0</b>

## Indigenous students

Table 11: Main destination of early school leavers, by Indigenous status, Catholic schools 2017

Main destination	INDIGENOUS STATUS					
	Indigenous		Non-Indigenous		Total	
	no.	%	no.	%	no.	%
Bachelor Degree	0	0.0	1	1.2	1	1.1
VET						
VET Cert IV+	1	16.7	5	6.2	6	6.9
VET Cert III	1	16.7	3	3.7	4	4.6
VET Cert I-II/other	0	0.0	3	3.7	3	3.4
Apprenticeship	1	16.7	20	24.7	21	24.1
Traineeship	0	0.0	2	2.5	2	2.3
VET Total	3	50.0	33	40.7	36	41.4
Secondary study	0	0.0	2	2.5	2	2.3
Work						
Full-time employment	1	16.7	15	18.5	16	18.4
Part-time employment	1	16.7	8	9.9	9	10.3
Work Total	2	33.3	23	28.4	25	28.7
Seeking work	1	16.7	14	17.3	15	17.2
NILFET	0	0.0	8	9.9	8	9.2
Total	6	100.0	81	100.0	87	100.0

Figure 4: Main destination of early school leavers, by Indigenous status, Catholic schools 2017

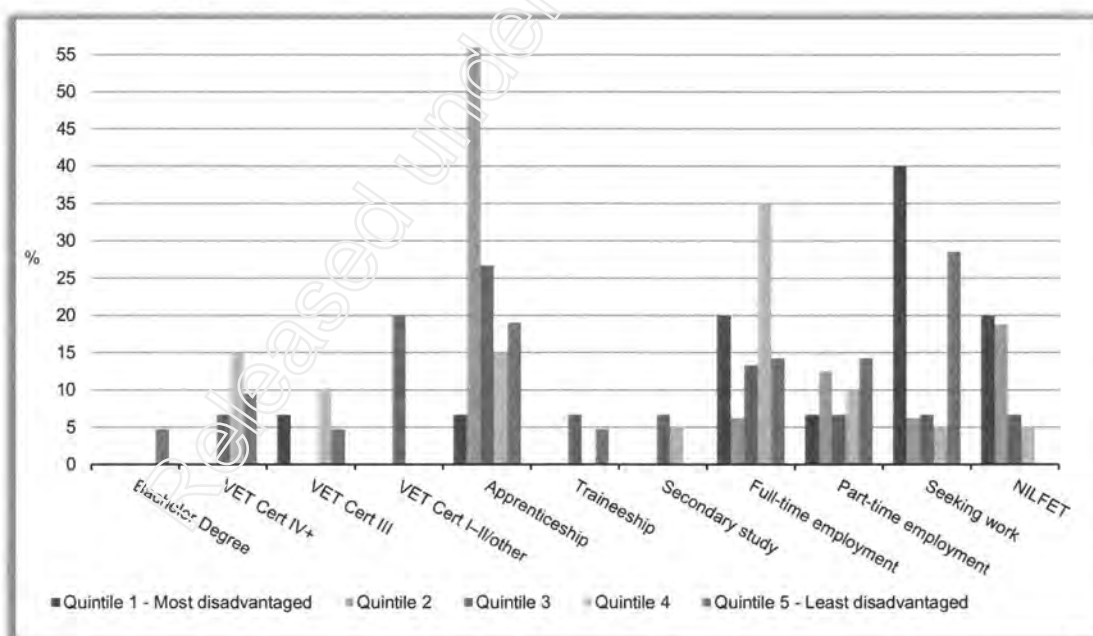


## Socioeconomic status

Table 12: Main destination of early school leavers, by socioeconomic status, Catholic schools 2017

Main destination	SOCIOECONOMIC STATUS									
	Quintile 1 - Most disadvantaged		Quintile 2		Quintile 3		Quintile 4		Quintile 5 - Least disadvantaged	
	no.	%	no.	%	no.	%	no.	%	no.	%
Bachelor Degree	0	0.0	0	0.0	0	0.0	0	0.0	1	4.8
VET										
VET Cert IV+	0	0.0	0	0.0	1	6.7	3	15.0	2	9.5
VET Cert III	1	6.7	0	0.0	0	0.0	2	10.0	1	4.8
VET Cert I-II/other	0	0.0	0	0.0	3	20.0	0	0.0	0	0.0
Apprentice	1	6.7	9	56.3	4	26.7	3	15.0	4	19.0
Trainee	0	0.0	0	0.0	1	6.7	0	0.0	1	4.8
VET Total	2	13.3	9	56.3	9	60.0	3	40.0	8	38.1
Secondary study	0	0.0	0	0.0	1	6.7	1	5.0	0	0.0
Work										
Full-time employment	3	20.0	1	6.3	2	13.3	7	35.0	3	14.3
Part-time employment	1	6.7	2	12.5	1	6.7	2	10.0	3	14.3
Work Total	4	26.7	3	18.8	3	20.0	9	45.0	6	28.6
Seeking work	6	40.0	1	6.3	1	6.7	1	5.0	6	28.6
NILFET	3	20.0	3	18.8	1	6.7	1	5.0	0	0.0
<b>Total</b>	<b>15</b>	<b>100.0</b>	<b>16</b>	<b>100.0</b>	<b>15</b>	<b>100.0</b>	<b>20</b>	<b>100.0</b>	<b>21</b>	<b>100.0</b>

Figure 5: Main destination of early school leavers, by socioeconomic status, Catholic schools 2017





## Appendices

### Appendix 1 – Catholic schools with early school leavers in 2016

s.47(3)(b) - Contrary to Public Interest

Released under RTI Act by DOE

## Appendix 2 – 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.
Education and Training – Secondary studies	
<b>Secondary study<sup>a</sup></b>	Studying Years 10, 11 or 12 at a non-secondary school (for example a TAFE or private training college).
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 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 3 – Fields of study

Field of study*	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

\* Field of study categories based on the *Australian Standard Classification of Education* (ABS cat. no. 1272.0).



## Appendix 4 – 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>	Distance Cadet, Administrative Officer, Soldier, Trainee Firefighter, Police Cadet, Locksmith
<b>Administrative and Support Services</b>	Call Centre Operator, Gardener, Trainee Travel Agent, Cleaner, Office Assistant, Telemarketer
<b>Mining</b>	Apprentice (Fitter, Electrician, Boilermaker), Plant Operator, Drillers Assistant, Laboratory Assistant, Office Assistant
<b>Arts and Recreation Services</b>	Fitness Instructor, Theatre Attendant, Netball Umpire, Theme Park Host, Lifeguard, Museum Attendant
<b>Professional, Scientific and Technical Services</b>	Laboratory Assistant, Trainee Draftsperson, Software Technician, IT Trainee
<b>Other Services</b>	Apprentice (Mechanic, Panel Beater, Hairdresser), Parking Attendant, Trainee Beautician, Photo Lab Assistant

<sup>a</sup> Industry categories based on the Australian and New Zealand Standard Industrial Classification (ABS cat. no. 1292.0).

## Appendix 5 – Glossary

ABS	Australian Bureau of Statistics—the central statistical authority for the Australian Government. The ABS provides the official national source of statistics for use by the government and the community.
ANZSCO	Australian and New Zealand Standard Classification of Occupations—a hierarchical occupation classification which is used in the collection and dissemination of official statistics. ANZSCO assigns individuals to an occupation based on the set of tasks that they perform for an employer.
ANZSIC	Australian and New Zealand Standard Industrial Classification—a hierarchical industry classification which is used in the collection and dissemination of official statistics. ANZSIC assigns businesses to an industry based on their predominant activities.
Apprenticeship	A legally-binding training arrangement between an employer and an apprentice that combines structured training with paid employment. Apprenticeships usually take four years to complete, with training taking place both at the workplace and with a training organisation.
ASCED	Australian Standard Classification of Education—a classification, defined by the ABS, which is used in the collection and dissemination of official statistics. ASCED comprises two component classifications, Level of Education and Field of Education.
ASGS	Australian Statistical Geography Standard—a hierarchical geographical classification, defined by the ABS, which is used in the collection and dissemination of official statistics. The ASGS provides a common framework of statistical geography and thereby enables the production of statistics which are comparable and can be spatially integrated.
Campus-based study	Refers to Bachelor Degree and Campus-based VET study; including study undertaken externally or online.
Campus-based VET	VET courses where the study or training is predominantly undertaken at a study institution such as a TAFE. Included in this category are VET certificate levels I–IV, diplomas, advanced diplomas and associate degrees.
CATI	Computer-assisted telephone interviewing — a type of telephone interviewing in which the interviewer keys answers to questions as they are received onto a data entry keyboard.
DoE	Department of Education
Employment-based VET	VET courses where the study or training is undertaken in conjunction with an apprenticeship or traineeship.
Full-time employment	The ABS definition of an employed person who usually works 35 hours or more a week (in all jobs).
Indigenous	Refers to people who identify themselves as being of Aboriginal and/or Torres Strait Islander origin.
Labour force	Refers to people who are either working or looking for work.
Main destination	A structured grouping of young people which outlines their main study and labour market destinations. Young people were grouped as follows: <ul style="list-style-type: none"> <li>• students were assigned to the education categories regardless of their labour force status</li> <li>• apprentices and trainees were assigned to their respective training categories</li> <li>• those grouped in a labour market destination (employed or seeking work) were not in education or training</li> <li>• those who were not in the labour force, education or training.</li> </ul>



nfd	Not further defined.
NILF	Not in the labour force—refers to people who are not working and not looking for work.
NILFET	Not in the labour force, education or training—refers to people who are not working, not looking for work and not undertaking any education or training.
Permanent work	Permanent workers are employed on an ongoing basis until the employer or employee ends the employment relationship by providing the required period of notice.
Part-time employment	The ABS definition of an employed person who usually works less than 35 hours a week (in all jobs).
QCAA	Queensland Curriculum and Assessment Authority—formerly the Queensland Studies Authority. A statutory body of the Queensland Government that provides Kindergarten to Year 12 syllabuses, guidelines, assessment, reporting, testing, accreditation and certification services for Queensland schools.
QGSO	Queensland Government Statistician's Office—the Queensland Government's statistical agency, which regularly conducts surveys with individuals, households and businesses to collect official statistics about issues of interest to government and to people in Queensland.
SEIFA	Socio-Economic Indexes for Areas—a group of four indexes, developed by the ABS, as a way of assessing socioeconomic status across the population. SEIFA enables areas in Australia to be ranked according to four different indexes. One of these is the Index of Relative Socio-Economic Disadvantage (IRSED), which provides a method of determining and comparing levels of social and economic disadvantage in given areas at a given point in time.
SES	Socioeconomic status—a relative position in the community determined by occupation, income and amount of education.
TAFE	Technical and further education — a publicly funded post-secondary organisation that provides a range of technical and vocational education and training courses and other programs.
Traineeship	A structured training and paid employment arrangement that involves a contract between the employer and the trainee. Traineeships vary in length from 12 months to three years.
VET	Vocational education and training — post-compulsory education and training, excluding degree and higher level programs delivered by further education institutions, which provide people with occupational or work-related knowledge and skills. VET also includes programs which provide the basis for subsequent vocational programs.



## Briefing Note

Deputy Director-General  
State Schools  
Department of Education

**Action required: For Approval**

**Action required by: 16 July 2018**

**Routine** – Proposed release date is mid-July 2018.

**SUBJECT: PUBLICATION OF 2017 SCHOOL OPINION SURVEY RESULTS**

### Summary of key objectives

To seek the Deputy Director-General's approval to:

- Publicly release state-level results (**Attachment 1**) from the 2017 School Opinion Survey (SOS) on the Department of Education's (DoE) website in July 2018.
- Cease publication of school-level SOS results.

### Key issues

1. Results from the 2017 SOS are slightly lower than 2016, but continue to show high levels of satisfaction from parents, students and school staff. Every item had total agreement in excess of 76%. Fast facts summary results are provided as **Attachment 2**.
2. This year's release includes 21 new questions, added to the survey as a result of the redevelopment of the staff survey to incorporate selected Working for Queensland (WfQ) survey items. An extract from the report showing results for the new questions is provided as **Attachment 3**.
3. In 2014, school-level results from the 2013 SOS were first published under the approval of the DDG, State Schools (14/242053). The key driver for this decision was a Newman Government Open Data initiative which promoted the proactive release of as much data as possible.
4. In February 2018, the Queensland Teachers' Union (QTU) expressed concerns that school-level data was published. In particular, these concerns related to some of the WfQ leadership questions added to the SOS in 2017, which could in small schools, relate to particular individuals at that school. In response to these concerns, Strategy and Performance have reviewed all SOS data that is published and engaged with the QTU about the future management of the issues.
5. Following meetings with the QTU it has been agreed that the publication of a state-level summary will continue, while the external publication of school-level reports will cease. Furthermore, the department will seek advice from Legal and Administrative Law Branch (LALB) regarding Right to Information issues associated with SOS. A summary of the agreed position following QTU negotiations is provided as **Attachment 4**.

### Implications

6. No adverse media implications are anticipated in association with the publication of the SOS results.
7. The SOS supplies data for the Service Delivery Statement (SDS) measure concerning parent responses to "This is a good school". This measure continues to be very positive with total agreement exceeding 93% in 2017. However, this is slightly lower than previous years and 0.7 percentage points below the 2017-18 SDS target.

Table 1. Positive responses to the statement "This is a good school"

Respondent group	2013	2014	2015	2016	2017	SDS Target
	(%)	(%)	(%)	(%)	(%)	(%)
Parents or caregivers	95.8	93.9	94.1	94.1	93.3	94.0
Students	91.8	92.0	91.4	90.5	88.6	-
All staff	95.1	95.4	95.0	94.5	93.1	-

### Background

8. SOS has obtained opinion information from a sample of students, all parents/caregivers (families), all school staff and all principals in Queensland state schools since 1998.
9. Results for each school are made available to schools and regions through OneSchool. Final 2017 SOS results were released to state schools and regions on 30 October 2017.
10. In 2016, it was agreed the SOS was a more appropriate mechanism for collecting the views of school-based employees and that these employees would no longer be asked to participate in the WfQ survey. The SOS questionnaire was modified in 2017 to incorporate selected WfQ survey items (TRIM 17/264432).
11. The surveys were also redeveloped in 2012 (for parents/caregivers and students) and 2013 (for staff and principals) to align them with the proposed National School Opinion Survey. Comparison with results before prior to 2012 is not recommended due to the major changes in survey methodologies and items.

### Right to information

12. I am of the view that the contents or attachments contained in this brief are **suitable** for publication.

**Recommendation**

That the Deputy Director-General **approve** the:

- Public release of state-level results from the 2017 School Opinion Survey (SOS) on the Department of Education's (DoE) website in July 2018.
- Cessation of the publication of school-level SOS results.

**APPROVED / NOTED**



**PATREA WALTON**  
Deputy Director-General  
Department of Education

9.17.18

☐ Copy to Minister's Office

**Deputy Director-General's comments**

*Please ensure MO is briefed on results prior to publication and holding lines prepared.*

Action Officer  
Damien Killin  
Director  
Early Childhood Performance and  
Corporate Surveys

Endorsed by:  
Chris Kinsella  
Executive Director  
Performance Monitoring and Reporting

Endorsed by:  
Lesley Robinson  
Assistant Director-General  
Strategy and Performance

Ph: 3513 6843

Ph: 3513 6844

Ph: 3513 6909

Mob: s 47(3)(b) - Contrary to Public Interest

Date: 2/7/2018

Date: 02/7/2018



## Overview of the School Opinion Survey state report

A summary of the data included in the publication is described below. Please contact Damien Killin on Ext.36843 to view the full report prior to release.

### Parents/Caregivers survey data

The Parents/Caregivers survey data are presented at an aggregate level for the state and also grouped by: demographics, including gender, indigeneity, and Language Other Than English (LOTE); year level of eldest child in the school; and school type. Data reported are for years 2012-2017.

### Example of the Parents/Caregivers survey report, by selected demographics:

Department of Education

# SCHOOL OPINION SURVEY – Parent/Caregiver by selected demographics, Queensland, 2012–2017.

Total Agreement: Presents the aggregation of positive responses, that is: 'Somewhat Agree', 'Agree' and 'Strongly Agree'

Survey Type	Survey Year	Respondent Group	Item Code	Parents/Caregivers were asked to think back over the school year, and to indicate the extent to which they agreed or disagreed with the following statements, for their eldest child in the school:	Strongly Disagree (%)	Disagree (%)	Somewhat Disagree (%)	Somewhat Agree (%)	Agree (%)	Strongly Agree (%)	Total Agreement (%)
Parent/Caregiver	2012	MALE	S2001	My child likes being at this school	1.1	1.9	2.9	10.7	43.9	39.5	94.1
Parent/Caregiver	2013	MALE	S2001	My child likes being at this school	0.9	1.3	2.4	9.4	44.9	41.1	95.3
Parent/Caregiver	2014	MALE	S2001	My child likes being at this school	1.5	1.7	2.7	8.3	34.4	51.5	94.2
Parent/Caregiver	2015	MALE	S2001	My child likes being at this school	1.2	1.4	2.4	8.0	34.8	52.1	94.9
Parent/Caregiver	2016	MALE	S2001	My child likes being at this school	1.4	2.0	2.6	8.5	32.7	52.8	94.1
Parent/Caregiver	2017	MALE	S2001	My child likes being at this school	1.9	2.0	2.6	8.8	32.9	51.8	93.5
Parent/Caregiver	2012	FEMALE	S2001	My child likes being at this school	0.8	1.7	2.4	9.5	42.0	43.7	95.1
Parent/Caregiver	2013	FEMALE	S2001	My child likes being at this school	0.9	1.8	2.3	8.7	40.2	46.1	95.0
Parent/Caregiver	2014	FEMALE	S2001	My child likes being at this school	0.9	1.4	2.2	7.5	32.9	55.1	95.6
Parent/Caregiver	2015	FEMALE	S2001	My child likes being at this school	1.0	1.4	2.1	7.6	31.0	56.9	95.5
Parent/Caregiver	2016	FEMALE	S2001	My child likes being at this school	1.0	1.4	2.2	7.4	31.9	56.1	95.3
Parent/Caregiver	2017	FEMALE	S2001	My child likes being at this school	1.2	1.7	2.3	8.1	31.7	55.0	94.8
Parent/Caregiver	2012	INDIGENOUS	S2001	My child likes being at this school	1.4	1.8	3.6	11.3	41.7	40.3	93.2
Parent/Caregiver	2013	INDIGENOUS	S2001	My child likes being at this school	1.7	1.6	3.7	9.4	44.2	39.4	93.0
Parent/Caregiver	2014	INDIGENOUS	S2001	My child likes being at this school	2.7	1.7	2.7	10.1	35.8	46.9	92.9
Parent/Caregiver	2015	INDIGENOUS	S2001	My child likes being at this school	1.8	2.0	2.1	9.4	38.5	46.2	94.1



## Student data

Similarly, student survey data are presented at an aggregate level for the state and grouped by: demographics, including gender, indigeneity, and LOTE; student year level; and school type. Data reported are for years 2012-2017.

### Example of Student survey report, by selected demographics:

Department of Education											
SCHOOL OPINION SURVEY – Student by selected demographics, Queensland, 2012–2017.											
Total Agreement: Presents the aggregation of positive responses, that is, 'Somewhat Agree', 'Agree' and 'Strongly Agree'											
Survey Type	Survey Year	Respondent Group	Item Code	Students were asked to think back over the school year, and to indicate the extent to which they agreed or disagreed with the following statements:	Strongly Disagree (%)	Disagree (%)	Somewhat Disagree (%)	Somewhat Agree (%)	Agree (%)	Strongly Agree (%)	Total Agreement (%)
Student	2012	MALE	S2036	I like being at my school.	2.7	3.7	5.8	19.3	46.1	22.4	87.7
Student	2013	MALE	S2036	I like being at my school.	1.9	2.3	3.6	14.8	45.3	31.9	92.0
Student	2014	MALE	S2036	I like being at my school.	2.2	2.5	3.9	15.3	44.5	31.7	91.4
Student	2015	MALE	S2036	I like being at my school.	2.4	2.4	4.2	15.3	42.0	33.7	91.0
Student	2016	MALE	S2036	I like being at my school.	2.3	2.5	4.3	15.5	42.5	32.9	90.9
Student	2017	MALE	S2036	I like being at my school.	3.1	3.1	4.9	16.6	41.6	30.7	88.9
Student	2012	FEMALE	S2036	I like being at my school.	1.9	3.1	5.2	18.0	45.4	26.4	89.9
Student	2013	FEMALE	S2036	I like being at my school.	1.5	2.2	3.3	13.2	42.5	37.3	93.0
Student	2014	FEMALE	S2036	I like being at my school.	1.5	1.8	3.4	13.4	42.4	37.6	93.3
Student	2015	FEMALE	S2036	I like being at my school.	1.6	2.1	3.3	13.8	40.5	38.7	93.0
Student	2016	FEMALE	S2036	I like being at my school.	2.1	2.2	3.5	14.4	40.5	37.3	92.2
Student	2017	FEMALE	S2036	I like being at my school.	2.5	2.8	4.1	15.8	40.2	34.6	90.6
Student	2012	INDIGENOUS	S2036	I like being at my school.	3.3	4.7	6.0	15.9	44.7	25.5	86.0
Student	2013	INDIGENOUS	S2036	I like being at my school.	4.2	3.0	4.1	13.8	41.5	33.5	88.8
Student	2014	INDIGENOUS	S2036	I like being at my school.	3.7	2.8	3.6	13.9	43.6	32.3	89.8
Student	2015	INDIGENOUS	S2036	I like being at my school.	3.7	2.9	3.8	14.5	39.6	35.5	89.6
Student	2016	INDIGENOUS	S2036	I like being at my school.	4.2	3.2	4.2	14.3	40.7	33.4	88.4
Student	2017	INDIGENOUS	S2036	I like being at my school.	4.4	3.7	4.6	14.7	39.6	31.0	86.1



## Staff data

Staff survey data is reported in three ways; items that relate to all staff and are responded to on a scale; items that relate to all staff and are responded to with yes/no, and items that relate to teachers only. Each of these components are presented at an aggregate level for the state and grouped by: demographics, including gender and indigeneity; and school type. Data included in the report are for years 2013-2017.

### Example of Staff survey report for each of the components:

Department of Education

SCHOOL OPINION SURVEY – Staff by selected demographics (staff items), Queensland, 2013–2017.

Total Agreement: Presents the aggregation of positive responses, that is, 'Somewhat Agree', 'Agree' and 'Strongly Agree'.

Survey Type	Survey Year	Respondent Group	Item Code	Staff were asked to think back over the school year, and to indicate the extent to which they agreed or disagreed with the following statements about aspects of the school as a workplace:	Strongly Disagree (%)	Disagree (%)	Somewhat Disagree (%)	Somewhat Agree (%)	Agree (%)	Strongly Agree (%)	Total Agreement (%)
All Staff	2013	MALE	S2069	I enjoy working at this school.	1.2	1.9	2.6	8.5	33.8	52.0	94.3
All Staff	2014	MALE	S2069	I enjoy working at this school.	1.0	2.1	2.7	8.4	32.9	52.8	94.2
All Staff	2015	MALE	S2069	I enjoy working at this school.	1.1	2.5	2.8	8.3	31.2	54.0	93.6
All Staff	2016	MALE	S2069	I enjoy working at this school.	1.1	2.0	2.4	8.6	32.0	53.8	94.4
All Staff	2017	MALE	S2069	I enjoy working at this school.	1.4	2.4	2.8	8.6	32.1	52.8	93.4
All Staff	2013	FEMALE	S2069	I enjoy working at this school.	0.7	1.2	1.8	7.7	34.3	54.3	96.3
All Staff	2014	FEMALE	S2069	I enjoy working at this school.	0.7	1.4	1.8	7.2	33.5	55.5	96.2
All Staff	2015	FEMALE	S2069	I enjoy working at this school.	0.7	1.3	1.8	7.7	32.2	56.3	96.2
All Staff	2016	FEMALE	S2069	I enjoy working at this school.	0.7	1.5	2.0	7.9	32.1	55.8	95.8
All Staff	2017	FEMALE	S2069	I enjoy working at this school.	1.0	1.8	2.4	8.4	31.8	54.7	94.8
All Staff	2017	OTHER GENDER	S2069	I enjoy working at this school.	4.8	9.8	11.2	23.0	31.2	19.9	74.2
All Staff	2013	INDIGENOUS	S2069	I enjoy working at this school.	0.9	1.4	1.7	7.4	35.0	53.6	96.0
All Staff	2014	INDIGENOUS	S2069	I enjoy working at this school.	1.3	0.8	1.0	8.3	34.8	52.8	96.9





**SCHOOL OPINION SURVEY – Staff by selected demographics (staff additional items), Queensland, 2013–2017.**

Total Agreement: Presents the aggregation of positive responses, that is, 'Somewhat Agree', 'Agree' and 'Strongly Agree'.

Survey Type	Survey Year	Respondent Group	Item Code	Staff were asked 'In relation to staff interactions during the past 12 months:'	Yes (%)	No (%)
All Staff	2017	MALE	S3234	Have you witnessed bullying or sexual harassment in the workplace?	15.6	84.4
All Staff	2017	FEMALE	S3234	Have you witnessed bullying or sexual harassment in the workplace?	17.9	82.1
All Staff	2017	OTHER GENDER	S3234	Have you witnessed bullying or sexual harassment in the workplace?	49.8	50.2
All Staff	2017	INDIGENOUS	S3234	Have you witnessed bullying or sexual harassment in the workplace?	21.3	78.7
All Staff	2017	NON-INDIGENOUS	S3234	Have you witnessed bullying or sexual harassment in the workplace?	17.5	82.5
All Staff	2017	MALE	S3235	Have you been subjected to bullying in the workplace?	10.1	89.9
All Staff	2017	FEMALE	S3235	Have you been subjected to bullying in the workplace?	12.1	87.9
All Staff	2017	OTHER GENDER	S3235	Have you been subjected to bullying in the workplace?	31.7	68.3
All Staff	2017	INDIGENOUS	S3235	Have you been subjected to bullying in the workplace?	15.0	85.0
All Staff	2017	NON-INDIGENOUS	S3235	Have you been subjected to bullying in the workplace?	11.7	88.3
All Staff	2017	MALE	S3236	Have you been subjected to sexual harassment in the workplace?	0.9	99.1
All Staff	2017	FEMALE	S3236	Have you been subjected to sexual harassment in the workplace?	0.8	99.2
All Staff	2017	OTHER GENDER	S3236	Have you been subjected to sexual harassment in the workplace?	3.1	96.9
All Staff	2017	INDIGENOUS	S3236	Have you been subjected to sexual harassment in the workplace?	1.4	98.6
All Staff	2017	NON-INDIGENOUS	S3236	Have you been subjected to sexual harassment in the workplace?	2.8	97.2

**SCHOOL OPINION SURVEY – Staff by selected demographics (teaching staff only items), Queensland, 2013–2017.**

Total Agreement: Presents the aggregation of positive responses, that is, 'Somewhat Agree', 'Agree' and 'Strongly Agree'.

Survey Type	Survey Year	Respondent Group	Item Code	Teaching staff were asked to think back over the school year, and to indicate the extent to which they agreed or disagreed with the following statements about aspects of the school as a workplace:	Strongly Disagree (%)	Disagree (%)	Somewhat Disagree (%)	Somewhat Agree (%)	Agree (%)	Strongly Agree (%)	Total Agreement (%)
Teaching staff	2013	MALE	S2110	I feel confident in my knowledge of evidenced-based teaching and learning practices.	0.4	0.7	2.0	11.9	51.8	33.2	96.9
Teaching staff	2014	MALE	S2110	I feel confident in my knowledge of evidenced-based teaching and learning practices.	0.3	0.6	1.8	11.4	50.2	35.7	97.3
Teaching staff	2015	MALE	S2110	I feel confident in my knowledge of evidenced-based teaching and learning practices.	0.2	0.8	1.6	11.5	48.9	36.9	97.3
Teaching staff	2016	MALE	S2110	I feel confident in my knowledge of evidenced-based teaching and learning practices.	0.2	0.6	1.4	11.1	49.6	37.2	97.9
Teaching staff	2013	FEMALE	S2110	I feel confident in my knowledge of evidenced-based teaching and learning practices.	0.2	0.5	1.3	12.0	52.6	33.3	97.9
Teaching staff	2014	FEMALE	S2110	I feel confident in my knowledge of evidenced-based teaching and learning practices.	0.2	0.5	1.3	10.8	51.1	36.2	98.1
Teaching staff	2015	FEMALE	S2110	I feel confident in my knowledge of evidenced-based teaching and learning practices.	0.1	0.4	1.3	10.7	50.5	37.1	98.2
Teaching staff	2016	FEMALE	S2110	I feel confident in my knowledge of evidenced-based teaching and learning practices.	0.2	0.4	1.3	10.2	49.6	38.5	98.2
Teaching staff	2013	INDIGENOUS	S2110	I feel confident in my knowledge of evidenced-based teaching and learning practices.	0.7	1.6	1.6	12.3	55.0	28.8	96.1
Teaching staff	2014	INDIGENOUS	S2110	I feel confident in my knowledge of evidenced-based teaching and learning practices.	0.5	0.8	1.8	12.1	51.7	33.1	96.9
Teaching staff	2015	INDIGENOUS	S2110	I feel confident in my knowledge of evidenced-based teaching and learning practices.	0.2	0.9	1.9	10.4	51.9	34.7	96.9
Teaching staff	2016	INDIGENOUS	S2110	I feel confident in my knowledge of evidenced-based teaching and learning practices.	0.8	1.1	2.8	12.1	50.0	33.3	95.3
Teaching staff	2013	NON-INDIGENOUS	S2110	I feel confident in my knowledge of evidenced-based teaching and learning practices.	0.2	0.5	1.5	12.0	52.4	33.3	97.7
Teaching staff	2014	NON-INDIGENOUS	S2110	I feel confident in my knowledge of evidenced-based teaching and learning practices.	0.2	0.5	1.4	11.0	50.9	36.1	97.9



Finally, the principal-only questions are reported at an aggregate level for the state and grouped by: demographics, including gender and indigeneity; and school type. Data included in the report are for years 2013-2017. Other responses from principals are included in the staff and teaching items results.

Department of Education

### SCHOOL OPINION SURVEY – Principal by selected demographics (principal only items), Queensland, 2013–2017.

Total Agreement: Presents the aggregation of positive responses, that is, 'Somewhat Agree', 'Agree' and 'Strongly Agree'.

Survey Type	Survey Year	Respondent Group	Item	Principals were asked to think back over the school year, and to indicate the extent to which they agreed or disagreed with the following statements about aspects of the school as a workplace:	Strongly Disagree (%)	Disagree (%)	Somewhat Disagree (%)	Somewhat Agree (%)	Agree (%)	Strongly Agree (%)	Total Agreement (%)
Principal	2013	MALE	S2126	I feel well supported by the department to lead this school.	0.8	2.2	2.4	15.4	42.9	36.3	94.7
Principal	2014	MALE	S2126	I feel well supported by the department to lead this school.	0.7	1.8	2.1	11.6	40.6	43.2	95.4
Principal	2015	MALE	S2126	I feel well supported by the department to lead this school.	0.7	0.8	1.8	8.1	38.1	50.5	96.7
Principal	2016	MALE	S2126	I feel well supported by the department to lead this school.	1.3	0.7	2.5	5.6	38.4	51.6	95.6
Principal	2013	FEMALE	S2126	I feel well supported by the department to lead this school.	1.5	1.1	2.1	12.9	42.3	40.1	95.3
Principal	2014	FEMALE	S2126	I feel well supported by the department to lead this school.	0.5	1.0	2.7	10.9	39.5	45.4	95.8
Principal	2015	FEMALE	S2126	I feel well supported by the department to lead this school.	0.5	1.0	1.8	6.4	35.9	54.5	96.8
Principal	2016	FEMALE	S2126	I feel well supported by the department to lead this school.	0.6	0.9	1.2	6.1	32.5	58.7	97.2
Principal	2013	INDIGENOUS	S2126	I feel well supported by the department to lead this school.	0.0	4.3	0.0	21.7	30.4	43.5	95.7
Principal	2014	INDIGENOUS	S2126	I feel well supported by the department to lead this school.	0.0	4.2	4.2	12.5	29.2	50.0	91.7
Principal	2015	INDIGENOUS	S2126	I feel well supported by the department to lead this school.	0.0	0.0	0.0	17.4	30.4	52.2	100.0
Principal	2016	INDIGENOUS	S2126	I feel well supported by the department to lead this school.	0.0	0.0	4.3	8.7	26.1	60.9	95.7
Principal	2013	NON-INDIGENOUS	S2126	I feel well supported by the department to lead this school.	1.2	1.6	2.3	14.0	42.9	38.0	94.9

# Fast Facts - Upcoming Data Release

Release title	Publication of 2017 School Opinion Survey results
Publishing authority	Queensland Department of Education and Training
Scope	State
Release date	
Expected media	Unlikely

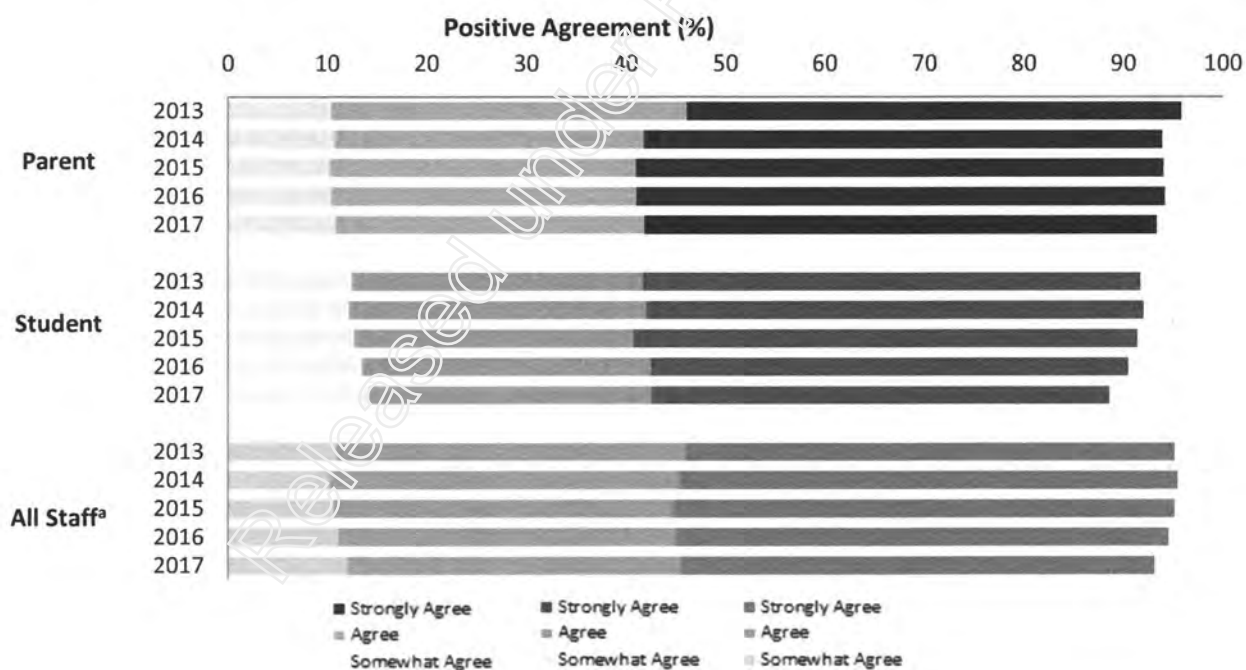
## Overview

The annual suite of School Opinion Surveys (SOS) is designed to help Queensland state schools further understand what schools are doing well and how to better meet the needs of their community. The information collected assists in highlighting areas of focus for school improvement and to inform planning processes.

In 2017, total agreement for all items was consistently high with all items demonstrating over 76% total agreement at a state level.

### Graph 1: 'This is a good school' by respondent group, 2013–2017

- Results remain very high but are trending slightly lower

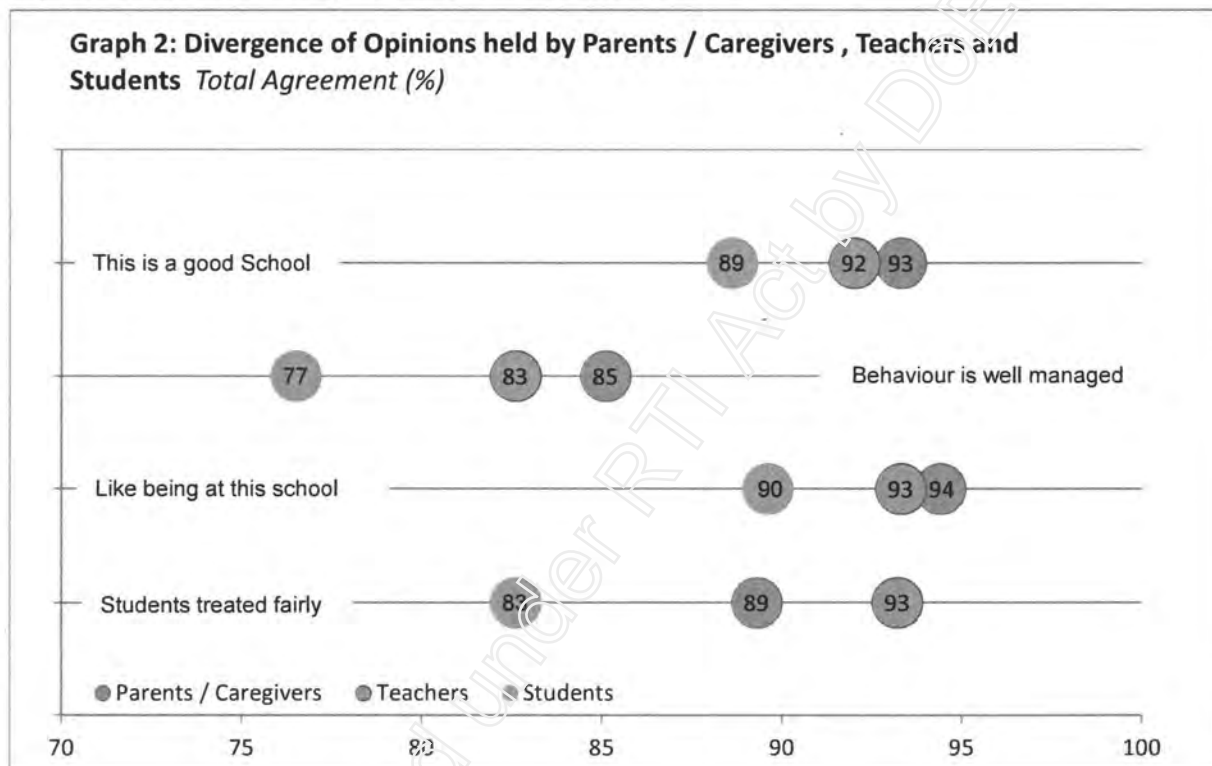


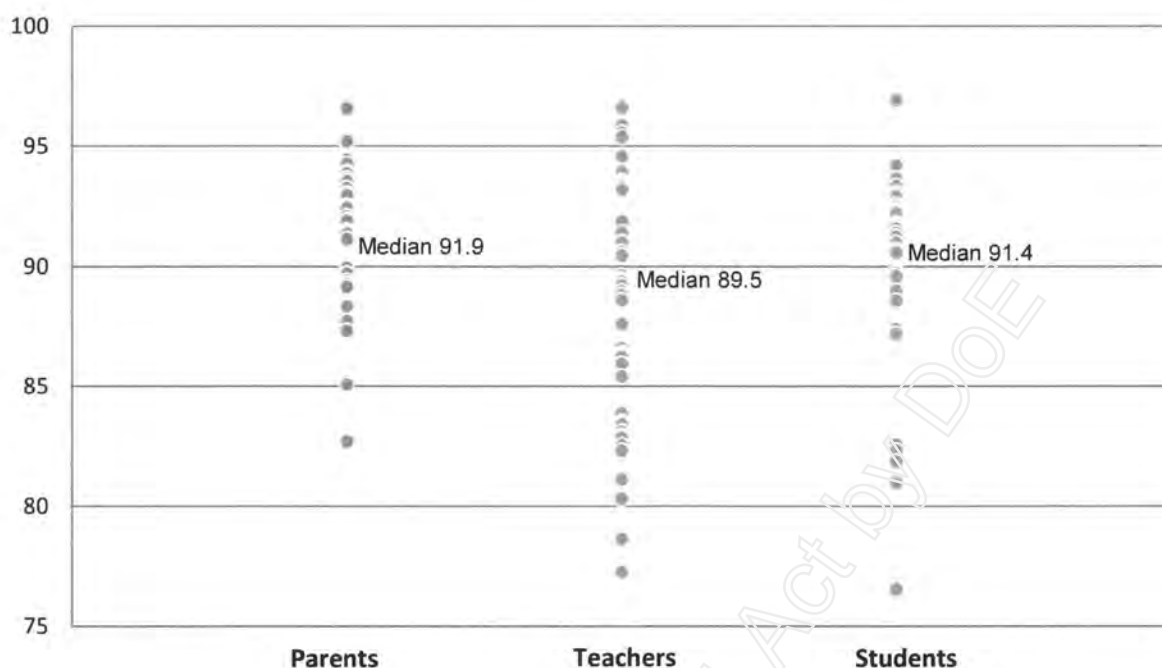


**Table 1: Positive responses to the statement 'This is a good school' by respondent group, 2013–2017**  
Total Agreement (%)

Respondents	2013	2014	2015	2016	2017	SDS Target
Parents	95.8	93.9	94.1	94.1	93.3	94.0
Students	91.8	92.0	91.4	90.5	88.6	-
All staff (includes Principals)	95.1	95.4	95.0	94.5	93.1	-

**Divergence of opinions held by Parents, Teachers and Students**



**Graph 3: Distribution of individual question Items Parents, Teachers and Students (Total Agreement %)****Table 2 – Response**

	2013 n	2014 n	2015 n	2016 n	2017 n
Parents/Caregivers <sup>a</sup>	27,807	44,219	40,516	44,719	45,970
Students	82,703	86,581	86,649	88,985	89,008
All staff	44,736	42,452	42,392	47,215	48,336
Teaching staff	29,056	27,367	27,417	30,509	31,431
Principals	1,253	1,242	1,236	1,256	1,263

Response rates to SOS are not generated as the populations for the parent/caregiver, student, staff and Principal surveys are unknown due to the following:

- Changes in each survey's population throughout the survey administration period (e.g. student mobility).
- Access to validated population data is not available for the survey administration period. The survey populations rely on collections that are conducted at a similar time to the surveys however are not specific to the survey.

#### Implications and media attention

No media interest is expected.

## School Opinion Survey

New items added in 2017 to incorporate the Working for Queensland survey

### Staff items, Queensland State schools, 2017

**Total Agreement:** Presents the aggregation of positive responses, that is: 'Somewhat Agree', 'Agree' and 'Strongly Agree'.

Staff were asked to think back over the school year, and to indicate the extent to which they agreed or disagreed with the following statements about aspects of the school as a workplace:	Strongly Disagree (%)	Disagree (%)	Somewhat Disagree (%)	Somewhat Agree (%)	Agree (%)	Strongly Agree (%)	Total Agreement (%)
People are treated fairly and consistently at my school.	3.6	4.8	7.6	17.6	38.6	27.8	84.1
The school leadership team operates with a high level of integrity.	3.1	3.6	5.3	14.2	35.1	38.6	88.0
I am confident that poor performance will be appropriately addressed in my school.	3.6	5.2	9.3	19.3	37.3	25.3	81.9
I have choice in deciding how to do my job.	2.2	3.2	5.2	17.5	40.1	31.8	89.5
I have the authority necessary to do my job effectively.	1.7	2.5	4.5	14.2	41.9	35.2	91.3
My school inspires me to do the best in my job.	2.2	2.9	5.1	15.0	36.8	38.2	89.9
I am satisfied with the opportunities available for career development.	3.7	4.4	7.6	17.5	36.4	30.4	84.3
The wellbeing of employees is a priority for my school.	4.2	4.5	8.0	19.1	34.7	29.4	83.2
I am proud to tell others I work for my school.	1.4	1.6	2.6	10.8	34.8	48.8	94.4
My work has a direct positive impact on the community.	0.8	1.2	2.3	13.8	41.4	40.5	95.7
My school has taken action as a result of last year's School Opinion Survey.	4.5	4.4	6.5	17.1	37.0	30.5	84.5
The last week of a school term is generally as productive as the rest of the term.	3.5	4.4	7.0	16.9	38.9	29.3	85.1

### Staff additional items, Queensland State schools, 2017

Staff were asked 'In relation to staff interactions during the past 12 months:'	Yes (%)	No (%)
Have you witnessed bullying or sexual harassment in the workplace?	17.7	82.3
Have you been subjected to bullying in the workplace?	11.9	88.1
Have you been subjected to sexual harassment in the workplace?	0.9	99.1



## School Opinion Survey

New items added in 2017 to incorporate the Working for Queensland survey

### Teaching staff only items, Queensland State schools, 2017

**Total Agreement:** Presents the aggregation of positive responses, that is; 'Somewhat Agree', 'Agree' and 'Strongly Agree'.

Teaching staff were asked to think back over the school year, and to indicate the extent to which they agreed or disagreed with the following statements about aspects of the school as a workplace:	Strongly Disagree (%)	Disagree (%)	Somewhat Disagree (%)	Somewhat Agree (%)	Agree (%)	Strongly Agree (%)	Total Agreement (%)
In my school, the leadership team is of high quality.	4.0	4.0	5.5	14.7	34.0	37.8	86.5
My school motivates me to help achieve our school objectives.	2.2	3.0	4.9	15.0	39.2	35.7	89.9
I feel confident in my ability to work autonomously.	0.5	0.6	1.1	5.9	39.0	53.0	97.8
I am able to speak up and share a different view to my colleagues and the school leadership team.	4.8	4.6	7.8	16.8	32.8	33.1	82.8
I get the opportunity to develop new and better ways of doing my job.	2.2	2.7	5.0	15.6	38.4	36.1	90.2
The school leadership team model the behaviours expected of all employees.	4.8	4.3	6.3	14.2	33.9	36.4	84.6

**KILLIN, Damien**

---

**From:** ROBINSON, Lesley  
**Sent:** Friday, 15 June 2018 9:04 AM  
**To:** Sam Pidgeon  
**Cc:** NIXON, Leanne; SCHWERIN, Leon; KILLIN, Damien; Paige Bousen  
**Subject:** RE: School Opinion Survey (SOS)

Thanks Sam for this feedback. We will progress based on these parameters.  
Lesley

**Lesley Robinson**  
Assistant Director-General

Strategy and Performance  
Department of Education

P: 07 3513 6909  
M: [s.47\(3\)\(b\) -](#)  
E: [Lesley.Robinson@qed.qld.gov.au](mailto:Lesley.Robinson@qed.qld.gov.au)  
Level 20 | Education House | 30 Mary Street | Brisbane QLD 4000  
PO Box 15033 | City East QLD 4002

Please consider the environment before printing this email.



**From:** Sam Pidgeon [mailto:[s.47\(3\)\(b\) - Contrary](#)]  
**Sent:** Thursday, 14 June 2018 10:01 PM  
**To:** ROBINSON, Lesley <[Lesley.Robinson@qed.qld.gov.au](mailto:Lesley.Robinson@qed.qld.gov.au)>  
**Cc:** NIXON, Leanne <[Leanne.NIXON@qed.qld.gov.au](mailto:Leanne.NIXON@qed.qld.gov.au)>; SCHWERIN, Leon <[Leon.SCHWERIN@qed.qld.gov.au](mailto:Leon.SCHWERIN@qed.qld.gov.au)>; KILLIN, Damien <[Damien.KILLIN@qed.qld.gov.au](mailto:Damien.KILLIN@qed.qld.gov.au)>; Paige Bousen [s.47\(3\)\(b\) - Contrary](#)  
**Subject:** Re: School Opinion Survey (SOS)

Dear Lesley

Thank you for this comprehensive outline of your planned approach to addressing the concerns raised by the QTU. I have consulted with Paige Bousen and senior officers of the QTU and can confirm that we are comfortable with measures you suggest for the 2018 SOS.

I will report this outcome to our next Executive meeting and Education Leaders Committee.

Have a great weekend

Sam

Sent from my iPhone

On 14 Jun 2018, at 8:44 am, ROBINSON, Lesley <[Lesley.Robinson@qed.qld.gov.au](mailto:Lesley.Robinson@qed.qld.gov.au)> wrote:

Hi Sam

Thank you for discussing with us yesterday the staff survey conducted annually as part of the School Opinion Surveys (SOS).

In relation to the seven questions discussed – four leadership and three questions pertaining to sexual harassment and bullying – the department acknowledges and shares the concerns associated with reporting this data, particularly in small schools where these questions may reflect on an individual rather than a leadership team. As you would be aware, the Department worked with the Public Service Commission and key stakeholders in 2017 to add these questions to avoid school staff undertaking two surveys, SOS and Working for Queensland (conducted by the PSC across the whole Public Service).

To appropriately manage this issue, the department gives an undertaking to implement the following measures:

1. Discontinue public reporting of SOS data at a school level, and remove these questions from school-level reports;
2. Reorganise the staff survey so that these questions are asked at the end of the survey (with a note that they will be reported at a state level only); and
3. Balance Right To Information (RTI) and Privacy obligations to ensure that data from small schools which may reflect upon an individual is withheld in any RTI requests.

#### Reporting

Public reporting will now be restricted to the publication of a State-level aggregate report. This report aggregates the opinions of approximately 48,000 staff across State schools. School-level reports will be produced without data for the seven questions and provided to schools and regions via existing processes. SOS data will be provided to the Public Service Commission to generate agency-level data.

#### Survey Reorganisation

The current survey requires non-teaching staff to respond to 49 questions. Included in the 49 questions are two of the four leadership questions and the three questions about bullying / sexual harassment. Teaching staff are asked to answer these 49 questions plus an additional 17, which includes the remaining two leadership questions. Principals answer the same 66 questions that are asked of teaching staff, plus an additional five questions.

The survey will be redesigned so that the two leadership and three bullying / sexual harassment questions are positioned at the end of the questions asked of non-teaching staff with caveats that these questions will be reported at a state level only. The remaining two leadership questions will be positioned at the end of the questions asked of teachers with caveats that these questions will be reported at a state level only.

#### RTI

Like all information held by the department, SOS data may be the subject of RTI requests. Our legal unit manages the RTI process and decides on a case-by-case basis, what information can legally be released. We are engaging with the legal unit to seek advice for a scenario where an RTI request seeks SOS data for a small school and highlight the concern that the leadership questions are likely to relate to a readily-identifiable individual.

We look forward to a response regarding from you about this proposed way forward.

Thank you for your assistance with this.

Lesley

**Lesley Robinson**

Assistant Director-General

Strategy and Performance

Department of Education

P: 07 3513 6909

M: s.47(3)(b)

<image002.jpg>



E: [Lesley.Robinson@qed.qld.gov.au](mailto:Lesley.Robinson@qed.qld.gov.au)  
Level 20 | Education House | 30 Mary Street | Brisbane QLD 4000  
PO Box 15033 | City East QLD 4002

Please consider the environment before printing this email.

\*\*\*\*\*  
\*\*\*\*\*

IMPORTANT: This email (including any attachments) may contain legally privileged, confidential or private information and may be protected by copyright. You may only use it if you are the person(s) to whom it was intended to be sent and if you use it in an authorised way. No one is allowed to use, review, alter, transmit, disclose, distribute, print or copy this email without appropriate authority.

If the email was not intended for you and was sent to you by mistake, please telephone or email me immediately, destroy any hard copies of this email, and delete it and any copies of it from your computer system. Any legal privilege and confidentiality attached to the email is not waived or destroyed by that mistake.

It is your responsibility to ensure that this email does not contain and is not affected by computer viruses, defects or interference by third parties or replication problems (including incompatibility with your computer system).

\*\*\*\*\*  
\*\*\*\*\*

This is an email from the Queensland Teachers' Union and may contain confidential information which is privileged. It should only be read by those persons to whom it is addressed. If you have received this email in error, please notify us immediately by telephone on 07 3512 9000. Please also destroy and delete the message from your computer.

## Briefing Note

Deputy Director-General,  
State Schools  
Department of Education

**Action required: For Approval**

**Action required by: 26 June 2017**

**Urgent** – The School Opinion Survey is scheduled to commence in July 2018.

### SUBJECT: APPROVAL TO UNDERTAKE THE 2018 SCHOOL OPINION SURVEY

#### Summary of key objectives

To seek the Deputy Director-General, State Schools approval to:

- Conduct the 2018 School Opinion Surveys (SOS) from 30 July to 24 August 2018, as outlined in the WebSurvey Plan (**Attachment 1**);
- Administer to all schools in 2018, the current Staff, Student, and Parent survey instruments with no changes to the survey items (i.e. not the student and parent pilot surveys from 2017); and
- Implement the Communication Plan (**Attachment 2**) to maximise response rates and ensure schools and regions are fully informed.

#### Key issues

##### Staff survey – WfQ questions

1. In 2017, the Staff SOS incorporated questions from the *Working for Queensland* survey (WfQ), in order to meet the key information needs of the Public Service Commission so that school staff were only required to undertake one survey.
2. The Queensland Teachers' Union (QTU) raised concerns about seven of the WfQ questions now included in the SOS: four relate to the leadership team and three pertain to bullying and sexual harassment. In particular, the primary concern is associated with reporting results for small schools, as these questions may reflect on an individual rather than a leadership team.
3. Following discussions with the QTU, the department has given an undertaking to:
  - discontinue public reporting of school-level data;
  - position the seven questions at the end of the survey and note that they will be publicly reported at a state-level only; and
  - engage with LALB for advice about Right To Information requests where individuals may be identified (particularly small schools).
4. On condition of these undertakings, the QTU are supportive of the 2017 Staff survey (with the addition WfQ questions) being run again in 2018 (**Attachment 3**).

##### Redeveloped Student and Parent surveys – the 2017 Pilot

5. Internal consultations conducted in early 2017 demonstrated a need to update the SOS, with a view to measuring topics and concepts of greater importance to schools, parents and students in the current environment.
6. As a result, redeveloped Parent and Student survey instruments were trialled in 72 schools in 2017 to assess the suitability of the instruments.



7. A report of the pilot survey results (**Attachment 4**) was presented to the State Schools executive in late 2017. This report confirmed the appropriateness of the redeveloped instruments for future surveys.
8. A number of the validated metrics used in the 2017 Pilot survey instruments are used under licence. While SchoolMeasures.com agreed to waive the licensing fees for the use of these items in the 2018 SOS, this agreement is subject to change, which would increase the survey administration costs in the future.
9. An important aspect of the SOS is to create a time series to enable trends over time to be identified. Consequently, it is important for the SOS surveys to be fixed for periods of time (e.g. a five year period). Given the agreement for the licensed items may change at any time, a longer term agreement needs to be developed to identify the financial implications over a period of at least five years.
10. Budget decisions supportive of a redeveloped SOS across this timeframe will also be required. Consequently, the redeveloped SOS (2017 Pilot surveys) cannot be run in 2018 and the current surveys will be run again in 2018.
11. To assist with reporting purposes a context question will be added to the Parent Survey which asks – Do you have a child with disability at this school? This will enable responses to be analysed from this perspective to support the *Every student with disability succeeding* plan.
12. During 2018, Strategy and Performance (SP) will work with State Schooling to secure a longer term agreement and identify a funding source for a redeveloped SOS for 2019.

#### Communication Plan 2018

13. A Communication Plan is necessary to ensure that schools and regions are kept fully informed, encouraged to participate, and reminded to complete the survey as key dates approach. The Communication Plan, provided as **Attachment 2**, contains 15 formal communications planned for the 2018 SOS. Included in the attachment is the text used in all communications, dates, the communication tools used, and the target audience.

#### **Implications**

14. Funding of \$110,000 to conduct the 2018 SOS is available from the Strategy and Performance cost centre 2000639.

#### **Background**

15. The annual SOS has obtained opinion information from students, parents/caregivers, school staff and principals in Queensland state schools since 1998. State-level results of the surveys are published on the Department of Education website and individual school reports are provided to principals.
16. The SP branch conducts the surveys on behalf of the State Schools division.
17. In 2016, it was agreed the SOS was a more appropriate mechanism for collecting the views of school-based employees and that these employees would no longer be asked to participate in the WfQ survey. The SOS questionnaire was modified in 2017 to incorporate selected WfQ survey items (TRIM 17/264432).
18. The surveys were also redeveloped in 2012 (for parents/caregivers and students) and 2013 (for staff and principals) to align them with the proposed National School Opinion Survey. Comparison with results prior to 2012 is not recommended due to the major changes in survey methodologies and items.

#### **Right to information**



19. I am of the view that the contents or attachments contained in this brief **are not suitable** for publication.

### Recommendation

That the Deputy Director-General, State Schools provide approval to:

- conduct the 2018 School Opinion Surveys (SOS) from 30 July to 24 August 2018, as outlined in the WebSurvey Plan (**Attachment 1**);
- administer to all schools in 2018, the current Staff, Student, and Parent survey instruments with no changes to the survey items (i.e. not the student and parent pilot surveys from 2017); and
- implement the Communication Plan (**Attachment 2**) to maximise response rates and ensure schools and regions are fully informed.

Released under RTI Act by DOE

APPROVED/ NOT APPROVED



**PATREA WALTON**  
 Deputy Director-General, State Schools  
 Department of Education

26.6.18

Deputy Director-General's comments

Action Officer:  
 Director  
 CR - EYS  
 Damien Killin  
 Performance Monitoring and Reporting

Endorsed by:  
 A/Executive Director  
 Leon Schwerin  
 Performance Monitoring and Reporting

Endorsed by:  
 Assistant Director-General  
 Lesley Robinson  
 Strategy and Performance

Tel: 351 38643  
 Date: 27/04/2018

Tel: 351 38644  
 Date: 29/05/2018

Tel: 351 36909  
 Date: 8/06/2018

Endorsed by:  
 Deputy Director-General  
 Annette Whitehead  
 Policy, Performance and Planning

Endorsed by:  
 Assistant Director-General  
 Leanne Nixon  
 State Schools - Performance

Endorsed by:  
 A/Assistant Director-General  
 Hayley Stevenson  
 State Schools - Operations

Tel: 3034 4773  
 Date: 11/06/2018

Tel: 351 35803  
 Date:

Tel: 351 35836  
 Date 22/06/2018

# WebSurvey Approval Form

Completion of this form is required for:

**High risk level surveys:** e.g. strategic, high profile or sensitive surveys; **OR**

**Large survey populations:** e.g. all schools, all regions or entire year levels across Queensland.

1 Details of the survey/collection	
<b>Survey/collection title</b> <i>(as it will appear on the survey)</i>	<b>2018 suite of School Opinion Surveys (SOS):</b> <ul style="list-style-type: none"> <li>• Parent/Caregiver Survey</li> <li>• Student Survey</li> <li>• Student Survey for Special Schools</li> <li>• Staff Survey</li> <li>• Principal Survey</li> </ul> <b>2018 SOS administrative surveys:</b> <ul style="list-style-type: none"> <li>• Delivery Verification Form</li> <li>• SOS Response Register</li> <li>• SOS Feedback Form</li> </ul>
<b>Survey/collection description</b>	<b>2018 SOS:</b> The SOS suite is undertaken by Strategy and Performance on behalf of the State Schools Division each year to obtain opinion information from parents/caregivers, students and school staff to help state schools identify what they do well, and areas for improvement. <b>2018 SOS administrative surveys:</b> <ul style="list-style-type: none"> <li>• Delivery Verification Form is used to confirm that schools received the survey package, and for schools to request additional survey materials.</li> <li>• SOS Response Register provides schools with online response rates for their parent/caregiver, student and staff surveys as at COB the previous day.</li> <li>• SOS Feedback Form collects feedback, comments and suggestions for improving future processes.</li> </ul>
<b>Target audience</b> <i>(e.g. all state secondary school principals; Year 12 students)</i>	<b>2018 SOS:</b> <ul style="list-style-type: none"> <li>• Parent/Caregiver Survey: Census of families in state schools (Online; pre-selected remote schools provided with paper forms)</li> <li>• Student Survey: Random sample of state school students in Years 5, 6, 8 and 11 and supplemented by students in Years 4, 7, 9 and 10 where applicable (Online)</li> <li>• Student Survey for Special Schools: Sample of students (administered at the principals discretion) from Special Schools (Online)</li> <li>• Staff Survey: All state school staff (Online)</li> <li>• Principal Survey: All state school principals and heads of campus (Online)</li> </ul> <b>2018 SOS administrative surveys:</b> <ul style="list-style-type: none"> <li>• Delivery Verification Form: All principals (Online)</li> <li>• SOS Response Register: All principals (Online)</li> <li>• SOS Feedback Form: Open survey for all survey participants (Online)</li> </ul>



<b>Data collection category</b>	<input checked="" type="checkbox"/> <b>Survey</b> —Seeks <b>opinion</b> information such as "How satisfied are you with..." <input type="checkbox"/> <b>Collection</b> —Seeks <b>factual</b> information such as "How many hours..."
<b>Distribution method</b>	<input checked="" type="checkbox"/> <b>Passcode</b> —A single URL is distributed to pre-selected participants via an invitation email which contains unique login and password details. Reminder emails can be sent to participants who have not completed the survey/collection. <input type="checkbox"/> <b>Email</b> —A unique URL is distributed to each pre-selected participant via an invitation email. Reminder emails can be sent to participants who have not completed the survey/collection. <input type="checkbox"/> <b>Open participation</b> —A single URL is generated that can be made available on a website or distributed by email. Participants can respond multiple times to this survey/collection.
<b>Occurrence</b>	<input type="checkbox"/> <b>One-off</b> —A survey/collection to be administered once only (e.g. project evaluation). <input type="checkbox"/> <b>Ongoing</b> —A survey/collection that remains open for an extended period of time (e.g. collecting student feedback throughout the year). <input checked="" type="checkbox"/> <b>Recurring</b> —A survey/collection that is repeated annually, or throughout the year (e.g. staff exit survey).
<b>Open date (estimated)</b>	<p><b>NOTE:</b> Surveys/collections that include school based participants are subject to availability as per the <i>Schedule of Collections</i>. It is the responsibility of the business unit to ensure there are no conflicts with other school based surveys/collections or major activities.)</p> <p><b>NOTE: Official survey enumeration is 30/07/2018–24/08/2018</b></p> <p><b>2018 SOS:</b></p> <ul style="list-style-type: none"> <li>• Parent/Caregiver Survey (9/07/2018)</li> <li>• Student Survey (9/07/2018)</li> <li>• Student Survey for Special Schools (9/07/2018)</li> <li>• Staff Survey (9/07/2018)</li> <li>• Principal Survey (9/07/2018)</li> </ul> <p><b>2018 SOS administrative surveys:</b></p> <ul style="list-style-type: none"> <li>• Delivery Verification Form (9/07/2018)</li> <li>• SOS Response Register (30/07/2018)</li> <li>• SOS Feedback Form (9/07/2018)</li> </ul>
<b>Close date (estimated)</b>	<p><b>NOTE: Official survey enumeration is 30/07/2018–24/08/2018</b></p> <p><b>2018 SOS:</b></p> <ul style="list-style-type: none"> <li>• Parent/Caregiver Survey (07/09/2018)</li> <li>• Student Survey (07/09/2018)</li> <li>• Student Survey for Special Schools (07/09/2018)</li> <li>• Staff Survey (07/09/2018)</li> <li>• Principal Survey (07/09/2018)</li> </ul> <p><b>2018 SOS administrative surveys:</b></p> <ul style="list-style-type: none"> <li>• Delivery Verification Form (30/07/2018)</li> <li>• SOS Response Register (07/09/2018)</li> <li>• SOS Feedback Form (23/11/2018)</li> </ul>

## 2 Details of the business unit staff member who is trained in the WebSurvey System and will be administering this survey/collection

Name	Angela West
WebSurvey System User Id	School Opinion Survey
Business unit	Survey team, Strategy and Performance

## 3 Approval

Approval requirements depend on whether the survey/collection includes school based participants.

- If school based participants are not included: **Director (or equivalent)**. [skip section 4]
- If school based participants are included, and they are located at:
  - a) a single school: **Principal**; [skip section 4]
  - b) a single region: **Regional Director**; [skip section 4]
  - c) multiple regions: **Assistant Director-General (ADG) (or equivalent) AND ADG State Schools – Operations**. [section 4 is required]

☐ I approve this survey/collection being undertaken, and note that the content may change during the quality assurance process and that the timing is dependent on the availability of the WebSurvey System and staff.

Name	Lesley Robinson
Position	Assistant Director-General, Strategy and Performance
Signature	Date / /

## 4 Approval by the ADG State Schools – Operations

TRIM users—locate approved form via TRIM to Assistant Director-General State Schools – Operations (State Schools Division).

☐ I approve this survey/collection being undertaken, and note that the content may change during the quality assurance process and that the timing is dependent on the availability of the WebSurvey System and staff.

Name	Hayley Stevenson
Position	Assistant Director-General, State Schools – Operations
Signature	Date / /

## 5 Submitting approved WebSurvey Approval Forms to PMR

TRIM users—locate approved form via TRIM to "Pending Location Web Survey System".

Non-TRIM users—email approved form to [websurvey@qed.qld.gov.au](mailto:websurvey@qed.qld.gov.au).

TRIM reference: 18/217021

# Communications Activity plan

<b>Project name</b>	2018 School Opinion Survey (SOS) - Communication Strategy	
<b>Responsible officer</b>	Roy Soliman, Senior Information Officer	
<b>Key objective</b>	To create awareness of the 2018 SOS and associated tasks with target audiences including principals, school staff, parents and students.	
<b>Communication objective</b>	To communicate timelines and responsibilities for the 2018 SOS project to key stakeholders.	
<b>Key messages</b>	<ul style="list-style-type: none"> <li>• Important 2018 SOS dates</li> </ul>	
<b>Special instructions/issues</b>	Publication of Memo to Principals on One Portal, School Updates, Facebook, Twitter	
<b>Budget</b>	n/a	
<b>Target audiences</b>	<b>Internal</b>	<b>External</b>
	<ul style="list-style-type: none"> <li>• Queensland State Schools</li> <li>• Regional Offices</li> </ul>	<ul style="list-style-type: none"> <li>• Parents of students attending Queensland State Schools</li> </ul>
<b>Stakeholders</b>	<b>Internal</b>	<b>External</b>
	<ul style="list-style-type: none"> <li>• State School Division</li> </ul>	<ul style="list-style-type: none"> <li>• Queensland Teacher's Union</li> <li>• Principals Associations</li> <li>• Parents of students attending Queensland State Schools</li> <li>• General Public</li> </ul>

## Approvals

	Name and title	Date
Plan prepared by	Roy Soliman	11/05/2018
Plan agreed to by business area (add rows for multiple approvers)	Damien Killin	
Plan approved by Executive Director	Chris Kinsella	Type here.



## Communication schedule and content

Timing	Activity	Communication and Marketing tools	Target audience	Web Work Request Reference	Notes or Text of Message
Wednesday 20/06/2018	Memo to Principals published on SOS page on OnePortal ready for Schools update	OnePortal memo	Principals	18/229547	Memo is sent from ED PMR. Text will be approved by ED PMR prior to distribution.
Monday 25/06/2018	2018 School Opinion Survey – parcels arriving first week of Term 3	Schools Update	State School principals and administration staff	18/229588	2018 School Opinion Survey – parcels arriving first week of Term 3  The 2018 School Opinion Survey is to be administered from 30 July to 24 August 2018. Please read the information on the <i>Memo to Principals</i> and on <i>OnePortal</i> which will assist you in this process. Survey parcels are being dispatched and will arrive in schools by 20 July. Queries should be directed to <a href="mailto:SchoolOpinionSurvey@qed.qld.gov.au">SchoolOpinionSurvey@qed.qld.gov.au</a> or 1800 067 971.
Monday 16/07/2018	2018 School Opinion Survey. Parcels arriving soon	OnePortal bulletin	State Schools	18/229594	<b>2018 School Opinion Survey—parcels arriving soon</b>  The <b>2018 School Opinion Survey</b> is to be administered in schools from the 30 July – 24 August 2018.  Survey parcels have been despatched and all schools should receive their survey parcel by <b>COB Friday, 20 July</b> .  Schools are reminded to complete the online <i>Delivery Verification Form</i> < <a href="https://websurvey.eq.edu.au/efm/surveys/SOSdsvf">https://websurvey.eq.edu.au/efm/surveys/SOSdsvf</a> > to <b>confirm receipt</b> of their parcels and to <b>order additional materials</b> if needed.  If your school has not received its survey parcel by 20 July 2018, or requires other assistance, please email <a href="mailto:SchoolOpinionSurvey@qed.qld.gov.au">SchoolOpinionSurvey@qed.qld.gov.au</a> < <a href="mailto:SchoolOpinionSurvey@qed.qld.gov.au">mailto:SchoolOpinionSurvey@qed.qld.gov.au</a> > or telephone 1800 067 971.  Further information about the 2018 School Opinion Survey is available on <i>OnePortal</i> < <a href="https://intranet.qed.qld.gov.au/ResourceCentre/Statistics/schoolopinionsurveys">https://intranet.qed.qld.gov.au/ResourceCentre/Statistics/schoolopinionsurveys</a> >.
Friday 20/07/2018	Confirm parcel content	OnePortal bulletin	State Schools	18/229606	<b>2018 School Opinion Survey—Schools to confirm receipt of survey parcels</b>  All schools should have received their 2018 School Opinion Survey parcels.  Schools are reminded to complete the online <i>Delivery Verification Form</i> < <a href="http://websurvey.eq.edu.au/EFM/surveys/SOSdsvf">http://websurvey.eq.edu.au/EFM/surveys/SOSdsvf</a> > to <b>confirm receipt</b> of their parcels and to order additional materials if needed.  If your school has not received its survey parcel, or requires other assistance, please email <a href="mailto:SchoolOpinionSurvey@qed.qld.gov.au">SchoolOpinionSurvey@qed.qld.gov.au</a> or telephone 1800 067 971.  Further information about the 2018 School Opinion Survey is available on <i>OnePortal</i> < <a href="https://intranet.qed.qld.gov.au/ResourceCentre/Statistics/schoolopinionsurveys">https://intranet.qed.qld.gov.au/ResourceCentre/Statistics/schoolopinionsurveys</a> >.
Monday 23/07/2018	2018 School Opinion Survey—Commencing Soon	OnePortal bulletin	State Schools	18/229615	<b>2018 School Opinion Survey—commences next week</b>  The 2018 School Opinion Survey (SOS) will commence 30 July through till 24 August 2018.  Full details for administering the surveys are included in your survey parcel. <b>If you have not received your survey parcel please call 1800 067 971.</b>  A sampling generator is available in OneSchool to assist schools with creating their list of students to complete the survey.  If you have not received your survey parcel yet, or if you have any questions regarding the administration of the survey, please email <a href="mailto:SchoolOpinionSurvey@qed.qld.gov.au">SchoolOpinionSurvey@qed.qld.gov.au</a> or telephone 1800 067 971.  Further information about the 2018 School Opinion Survey is available on <i>OnePortal</i> < <a href="https://intranet.qed.qld.gov.au/ResourceCentre/Statistics/schoolopinionsurveys">https://intranet.qed.qld.gov.au/ResourceCentre/Statistics/schoolopinionsurveys</a> >.
Monday 30/07/2018	Parents/caregivers and school staff are invited to participate in the 2018 School Opinion Survey to have a say about what their school does well and how it can improve.	School newsletter Facebook post Twitter posts	Parent/Caregivers and School staff	18/229631	<b>School newsletter</b>  Parents/Caregivers, school staff and a random sample of students are encouraged to have their say in this year's <i>School Opinion Survey</i> by providing their opinions about what this school does well and how this school can improve. The surveys are open until <b>Friday, 24 August 2018</b> .  Access details for the <i>Parent/Caregiver Survey</i> have been sent home with students, and parents/caregivers are invited to complete their survey online. School computers can be made available if required.  If you have not received your invitation letter or require further information, please contact the school office or visit <a href="http://www.qed.qld.gov.au/schoolopinionsurvey/">www.qed.qld.gov.au/schoolopinionsurvey/</a>

Timing	Activity	Communication and Marketing Tools	Target audience	Web Work Request Reference	Notes or Text of Message
					<p><b>Facebook post</b></p> <p>Queensland state school parents, caregivers and school staff are invited to participate in the 2018 School Opinion Survey. Have your say about what your school does well and how it can improve. Access to the survey will be distributed by schools. To find out more visit: <a href="http://www.qed.qld.gov.au/schoolopinionsurvey">www.qed.qld.gov.au/schoolopinionsurvey</a></p> <p><b>Twitter post</b></p> <p>Parents, caregivers &amp; school staff are invited to participate in the 2018 School Opinion Survey. Find out more here: <a href="http://www.qed.qld.gov.au/schoolopinionsurvey">www.qed.qld.gov.au/schoolopinionsurvey</a></p>
Monday 30/07/2018	2018 School Opinion Survey – Available Now	OnePortal bulletin	State Schools	18/229788	<p><b>2018 School Opinion Survey – Available Now</b></p> <p>Schools are reminded that the 2018 School Opinion Survey is being administered from <b>30 July to 24 August 2018</b>.</p> <p>Schools can monitor the number of surveys completed online for their school through the <b>SOS Response Register</b>. &lt;url: <a href="http://websurvey.eq.edu.au/EFM/surveys/SOSresponseRegister">http://websurvey.eq.edu.au/EFM/surveys/SOSresponseRegister</a>&gt;</p> <p>All completed paper surveys (that is, the <i>Parent/Caregiver Survey</i> translations and/or the <i>Parent/Caregiver Survey</i> paper forms distributed to remote schools) should be posted <b>Monday, 27 August 2018</b> to the contractors in Brisbane, so that they are received no later than Friday, 31 August 2018. Instructions for returning completed paper surveys are:</p> <ol style="list-style-type: none"> <li>1. <b>Pack</b> the completed <i>Parent/Caregiver Survey</i> forms or translations into the Reply Paid package provided. NOTE: other survey materials are not required to be returned.</li> <li>2. <b>Write</b> the school's address as the sender on the package to be posted.</li> <li>3. <b>Return</b> the completed survey package, using the return address label supplied. Where schools do not have enough labels, please write the following Reply Paid address:</li> </ol> <p>EquiScrox C/- Manager REPLY PAID 85396 62 Sandstone Place PARKINSON QLD 4115</p> <p>If your school requires further assistance, please email <a href="mailto:SchoolOpinionSurvey@qed.qld.gov.au">SchoolOpinionSurvey@qed.qld.gov.au</a> or telephone 1800 067 971.</p> <p>Further information about the 2018 School Opinion Survey is available on <b>OnePortal</b> &lt;<a href="https://intranet.qed.qld.gov.au/ResourceCentre/Statistics/schoolopinionsurveys">https://intranet.qed.qld.gov.au/ResourceCentre/Statistics/schoolopinionsurveys</a>&gt;.</p>
Tuesday 31/07/2018	Announcement of 2018 School Opinion Survey	DG Message	School staff and DoE staff that are parents of children attending a QLD State School	18/229802	<p><b>2018 School Opinion Survey - Now Open</b></p> <p>School staff and parents/caregivers of children attending a Queensland state school are invited to participate in the 2018 School Opinion Survey to have their say about what the school does well and how it can improve.</p> <p>The 2018 School Opinion Survey will close Friday, 24 August 2018.</p> <p>Access to the survey is distributed by schools. If you have not received your login details please contact your school. To find out more visit: <a href="http://www.qed.qld.gov.au/schoolopinionsurvey">www.qed.qld.gov.au/schoolopinionsurvey</a>.</p>
Wednesday 15/08/2018	2018 School Opinion Survey – Check Your School's Progress	OnePortal bulletin	State Schools	18/244350	<p><b>2018 School Opinion Survey – Check Your School's Progress</b></p> <p>Schools are reminded that the 2018 School Opinion Survey is being administered from <b>30 July to 24 August 2018</b>.</p> <p>Schools can monitor the number of surveys completed online for their school through the <b>SOS Response Register</b>. &lt;url: <a href="http://websurvey.eq.edu.au/EFM/surveys/SOSresponseRegister">http://websurvey.eq.edu.au/EFM/surveys/SOSresponseRegister</a>&gt;</p> <p>All completed paper surveys (that is, the <i>Parent/Caregiver Survey</i> translations and/or the <i>Parent/Caregiver Survey</i> paper forms distributed to remote schools) should be posted <b>Monday, 27 August 2018</b> to the contractors in Brisbane, so that they are</p>

Timing	Activity	Communication and Marketing tools	Target audience	Web Work Request Reference	Notes or Text of Message
					<p>received no later than Friday, 31 August 2018. Instructions for returning completed paper surveys are:</p> <ol style="list-style-type: none"> <li>1. <b>Pack</b> the completed Parent/Caregiver Survey forms or translations into the Reply Paid package provided. NOTE: other survey materials are not required to be returned.</li> <li>2. <b>Write</b> the school's address as the sender on the package to be posted.</li> <li>3. <b>Return</b> the completed survey package, using the return address label supplied. Where schools do not have enough labels, please <b>write</b> the following Reply Paid address:</li> </ol> <p><b>Fuji Xerox</b> C/- Manager REPLY PAID 85396 62 Sandstone Place PARKINSON QLD 4115</p> <p>If your school requires further assistance, please email <a href="mailto:SchoolOpinionSurvey@qed.qld.gov.au">SchoolOpinionSurvey@qed.qld.gov.au</a> or telephone 1800 067 971.</p> <p>Further information about the 2018 School Opinion Survey is available on <a href="https://intranet.qed.qld.gov.au/ResourceCentre/Statistics/schoolopinionsurveys">OnePortal</a> &lt;<a href="https://intranet.qed.qld.gov.au/ResourceCentre/Statistics/schoolopinionsurveys">https://intranet.qed.qld.gov.au/ResourceCentre/Statistics/schoolopinionsurveys</a>&gt;.</p>
Monday 20/08/2018	2018 School Opinion Survey – Closes 24 August 2018	OnePortal bulletin	State Schools	18/229820	<p><b>2018 School Opinion Survey – Closes 5pm Friday, 24 August 2018</b></p> <p>Schools are reminded that the <b>School Opinion Survey closes at 5pm on Friday, 24 August 2018</b>.</p> <p>Schools can monitor the number of surveys completed online for their school through the <a href="http://websurvey.eq.edu.au/EFM/surveys/SOS/responseRegister">SOS Response Register</a> &lt;<a href="http://websurvey.eq.edu.au/EFM/surveys/SOS/responseRegister">url: http://websurvey.eq.edu.au/EFM/surveys/SOS/responseRegister</a>&gt;</p> <p>All completed paper surveys (that is, the <i>Parent/Caregiver Survey</i> translations and/or the <i>Parent/Caregiver Survey</i> paper forms distributed to remote schools) should be posted <b>Monday, 24 August 2018</b> to the contractors in Brisbane, so that they are received no later than Friday, 31 August 2018. Instructions for returning completed paper surveys are:</p> <ol style="list-style-type: none"> <li>1. <b>Pack</b> the completed <i>Parent/Caregiver Surveys</i> into the Reply Paid package provided (paper forms) or a plain envelope (translations). NOTE: other survey materials are not required to be returned.</li> <li>2. <b>Write</b> the school's address as the sender on the package to be posted.</li> <li>3. <b>Return</b> the completed survey package, using the return address label supplied. Where schools do not have enough labels, please <b>write</b> the following Reply Paid address:</li> </ol> <p><b>Fuji Xerox</b> C/- Manager REPLY PAID 85396 62 Sandstone Place PARKINSON QLD 4115</p> <p>If your school requires further assistance, please email <a href="mailto:SchoolOpinionSurvey@qed.qld.gov.au">SchoolOpinionSurvey@qed.qld.gov.au</a> or telephone 1800 067 971.</p> <p>Further information about the 2018 School Opinion Survey is available on <a href="https://intranet.qed.qld.gov.au/ResourceCentre/Statistics/schoolopinionsurveys">OnePortal</a> &lt;<a href="https://intranet.qed.qld.gov.au/ResourceCentre/Statistics/schoolopinionsurveys">https://intranet.qed.qld.gov.au/ResourceCentre/Statistics/schoolopinionsurveys</a>&gt;.</p>
Monday 20/08/2018	2018 School Opinion Survey – Closes 24 August 2018	Schools Update  Schools' newsletter  Schools' FB  School's Twitter	State Schools	18/229838	<p><b>Schools Update</b></p> <p>Reminder the 2018 School Opinion Survey will close 24 August 2018. This is a mandatory reporting requirement for schools. Response rates can be monitored using the <a href="#">Response Register</a>. Further information is available on <a href="https://intranet.qed.qld.gov.au/ResourceCentre/Statistics/schoolopinionsurveys">OnePortal</a> to assist you in this process. Queries should be directed to <a href="mailto:SchoolOpinionSurvey@qed.qld.gov.au">SchoolOpinionSurvey@qed.qld.gov.au</a> or 1800 067 971.</p> <hr/> <p><b>Schools' newsletter</b></p> <hr/> <p><b>Reminder School Opinion Survey closes Friday, 24 August 2018</b></p> <p>If you have already completed 2018 School Opinion Survey, thank you and please disregard this notice. The online surveys will close <b>Friday, 24 August 2018</b>. This is your opportunity to have a say about what this school does well and how this school can improve.</p> <p>If you have not received your invitation letter or require for further information, please contact your school office or visit <a href="http://www.qed.qld.gov.au/schoolopinionsurvey/">www.qed.qld.gov.au/schoolopinionsurvey/</a></p>



Timing	Activity	Communication and Marketing tools	Target audience	Web Work Request Reference	Notes or Text of Message
					<p><b>School's FB</b></p> <p>Reminder 2018 School Opinion Survey closes Friday, 24 August 2018. Have your say about what your child's school does well and how it can improve. To find out more contact your child's school or visit: <a href="http://www.qed.qld.gov.au/schoolopinionsurvey">www.qed.qld.gov.au/schoolopinionsurvey</a></p> <hr/> <p><b>School's Twitter</b></p> <p>Parents, caregivers &amp; school staff are reminded the 2018 School Opinion Survey closes 24 August 2018. Find out more here: <a href="http://www.qed.qld.gov.au/schoolopinionsurvey">www.qed.qld.gov.au/schoolopinionsurvey</a></p>
Friday 24/08/2018	2018 School Opinion Survey – Last Day to Have Your Say	OnePortal bulletin	State Schools	18/244367	<p><b>2018 School Opinion Survey – Last Day to Have Your Say</b></p> <p>Schools are reminded that the <b>School Opinion Survey closes today (24 August 2018) at 5pm.</b></p> <p>Schools can monitor the number of surveys completed online for their school through the <a href="http://www.qed.qld.gov.au/schoolopinionsurvey">SOS Response Register</a>. &lt;url: <a href="http://websurvey.eq.edu.au/EFM/?survey=/SOSresponseRegister">http://websurvey.eq.edu.au/EFM/?survey=/SOSresponseRegister</a>&gt;</p> <p>All completed paper surveys (that is, the <i>Parent/Caregiver Survey</i> translations and/or the <i>Parent/Caregiver Survey</i> paper forms distributed to remote schools) should be posted <b>Monday, 24 August 2018</b> to the contractors in Brisbane, so that they are received no later than Friday, 31 August 2018. Instructions for returning completed paper surveys are:</p> <ol style="list-style-type: none"> <li>1. <b>Pack</b> the completed <i>Parent/Caregiver Surveys</i> into the Reply Paid package provided (paper forms) or a plain envelope (translations). NOTE: other survey materials are not required to be returned.</li> <li>2. <b>Write</b> the school's address as the sender on the package to be posted.</li> <li>3. <b>Return</b> the completed survey package, using the return address label supplied. Where schools do not have enough labels, please <b>write</b> the following Reply Paid address:</li> </ol> <p><b>Fuji Xerox</b> C/- Manager REPLY PAID 85396 62 Sandstone Place PARKINSON QLD 4115</p> <p>If your school requires further assistance, please email <a href="mailto:SchoolOpinionSurvey@qed.qld.gov.au">SchoolOpinionSurvey@qed.qld.gov.au</a> or telephone 1800 067 971.</p> <p>Further information about the 2018 School Opinion Survey is available on <a href="https://intranet.qed.qld.gov.au/ResourceCentre/Statistics/schoolopinionsurveys">OnePortal</a> &lt;<a href="https://intranet.qed.qld.gov.au/ResourceCentre/Statistics/schoolopinionsurveys">https://intranet.qed.qld.gov.au/ResourceCentre/Statistics/schoolopinionsurveys</a>&gt;.</p>
Monday 27/08/2018	Reminder to send in completed paper forms	OnePortal bulletin	State Schools	18/229848	<p><b>2018 School Opinion Survey—Reminder to return late survey forms</b></p> <p>Schools are reminded that all completed paper surveys (that is, the <i>Parent/Caregiver Survey</i> translations and/or the <i>Parent/Caregiver Survey</i> paper forms distributed to remote schools) should be posted <b>Monday, 27 August 2018</b> to the contractors in Brisbane, so that they are received no later than Friday, 31 August 2018. Completed paper surveys can be returned using the reply paid labels provided in survey parcels, or by using the following address:</p> <p><b>Fuji Xerox</b> C/- Manager REPLY PAID 85396 62 Sandstone Place PARKINSON QLD 4115</p> <p>Please email <a href="mailto:SchoolOpinionSurvey@qed.qld.gov.au">SchoolOpinionSurvey@qed.qld.gov.au</a> or telephone 1800 067 971 if completed paper surveys are received by schools after Friday, 31 August 2018.</p> <p>Further information about the 2018 School Opinion Survey is available on <a href="https://intranet.qed.qld.gov.au/ResourceCentre/Statistics/schoolopinionsurveys">OnePortal</a> &lt;<a href="https://intranet.qed.qld.gov.au/ResourceCentre/Statistics/schoolopinionsurveys">https://intranet.qed.qld.gov.au/ResourceCentre/Statistics/schoolopinionsurveys</a>&gt;.</p>

Timing	Activity	Communication and Marketing tools	Target audience	Web Work Request Reference	Notes or Text of Message
TBC November 2018	Results available in OneSchool	OnePortal bulletin	State Schools	18/229856	<p><b>2018 School Opinion Survey—results available in OneSchool</b></p> <p>The 2018 School Opinion Survey (SOS) school reports are now available in OneSchool. Reports can be accessed by selecting 'Reports' from the menu bar, 'School Opinion Surveys' from the drop down list, the 'Opinion Survey Reports' link and '2018' for the Calendar Year.</p> <p>Supporting explanatory notes are available in <a href="#">OnePortal</a> to assist with interpreting results. These explanatory notes are also available from within the OneSchool application under Help &gt; Support &amp; Training &gt; General &gt; Reports &gt; School Opinion Survey Explanatory Notes.</p> <p>Please email <a href="mailto:SchoolOpinionSurvey@qed.qld.gov.au">SchoolOpinionSurvey@qed.qld.gov.au</a> or telephone 1800 067 971 if you require additional information.</p> <p>Further information about the 2018 School Opinion Survey is available on <a href="#">OnePortal</a>.</p>
TBC November 2018	Results available in OneSchool and on region drives	Email (regions)	State Schools/Regional Offices	18/229866	<p>Dear Colleagues,</p> <p>The 2018 School Opinion Survey (SOS) school results are now available in <a href="#">OneSchool</a>. Reports can be accessed by selecting Reports &gt; School Opinion Surveys &gt; Opinion Survey Reports &gt; 2018.</p> <p>Supporting <a href="#">explanatory notes</a> are available to assist with interpreting the SOS school reports. These explanatory notes are also available from within the OneSchool application under Help &gt; Support &amp; Training &gt; General &gt; Reports &gt; School Opinion Survey Explanatory Notes.</p> <p>The school reports for your region have also been placed on the 'I' drive under the following folders:</p> <p><b>CQR</b>  <a href="#">I:\Central Queensland Region\School Performance\CQR School Opinion Survey 2018</a></p> <p><b>DSR</b>  <a href="#">I:\Darling Downs-South West Qld\Information Management\Data Administration\DSR School Opinion Survey 2018</a></p> <p><b>FNR</b>  <a href="#">I:\Far North Qld\Information Management\Data Administration\FNR School Opinion Survey 2018</a></p> <p><b>MER</b>  <a href="#">I:\Greater Brisbane\Information Management\Data Administration\MER School Opinion Survey 2018</a></p> <p><b>NCR</b>  <a href="#">I:\Sunshine Coast\Information Management\Data Administration\2018\NCR School Opinion Survey 2018</a></p> <p><b>NQR</b>  <a href="#">I:\North Qld\Information Management\Data Administration\2018\NQR School Opinion Survey 2018</a></p> <p><b>SER</b>  <a href="#">I:\South Coast\Information Management\Data Administration\SER School Opinion Survey 2018</a></p> <p>These reports include school level data as well as time series and benchmark data. Regional reports have also been provided for further analysis.</p> <p>Feedback is currently being sought on the 2018 SOS process. Please <a href="#">click here</a> to provide your feedback. This feedback form will be <b>closing on Friday, 23 November 2018</b>.</p> <p>For further information, please contact the Surveys team at <a href="mailto:SchoolOpinionSurvey@qed.qld.gov.au">SchoolOpinionSurvey@qed.qld.gov.au</a> or free call 1800 067 971.</p> <p>Kind regards,</p>

**KILLIN, Damien**

---

**From:** ROBINSON, Lesley  
**Sent:** Friday, 15 June 2018 9:04 AM  
**To:** Sam Pidgeon  
**Cc:** NIXON, Leanne; SCHWERIN, Leon; KILLIN, Damien; Paige Bousen  
**Subject:** RE: School Opinion Survey (SOS)

Thanks Sam for this feedback. We will progress based on these parameters.  
Lesley

**Lesley Robinson**  
Assistant Director-General

Strategy and Performance  
Department of Education

P: 07 3513 6909

M: s.47(3)(b) -

E: [Lesley.Robinson@qed.qld.gov.au](mailto:Lesley.Robinson@qed.qld.gov.au)

Level 20 | Education House | 30 Mary Street | Brisbane QLD 4000

PO Box 15033 | City East QLD 4002



Please consider the environment before printing this email.

---

**From:** Sam Pidgeon [mailto:s.47(3)(b) - Contrary to]  
**Sent:** Thursday, 14 June 2018 10:01 PM  
**To:** ROBINSON, Lesley <[Lesley.Robinson@qed.qld.gov.au](mailto:Lesley.Robinson@qed.qld.gov.au)>  
**Cc:** NIXON, Leanne <[Leanne.NIXON@qed.qld.gov.au](mailto:Leanne.NIXON@qed.qld.gov.au)>; SCHWERIN, Leon <[Leon.SCHWERIN@qed.qld.gov.au](mailto:Leon.SCHWERIN@qed.qld.gov.au)>; KILLIN, Damien <[Damien.KILLIN@qed.qld.gov.au](mailto:Damien.KILLIN@qed.qld.gov.au)>; Paige Bousen <s.47(3)(b) - Contrary to>  
**Subject:** Re: School Opinion Survey (SOS)

Dear Lesley

Thank you for this comprehensive outline of your planned approach to addressing the concerns raised by the QTU. I have consulted with Paige Bousen and senior officers of the QTU and can confirm that we are comfortable with measures you suggest for the 2018 SOS.

I will report this outcome to our next Executive meeting and Education Leaders Committee.

Have a great weekend

Sam

Sent from my iPhone

On 14 Jun 2018, at 8:44 am, ROBINSON, Lesley <[Lesley.Robinson@qed.qld.gov.au](mailto:Lesley.Robinson@qed.qld.gov.au)> wrote:

Hi Sam

Thank you for discussing with us yesterday the staff survey conducted annually as part of the School Opinion Surveys (SOS).



In relation to the seven questions discussed – four leadership and three questions pertaining to sexual harassment and bullying – the department acknowledges and shares the concerns associated with reporting this data, particularly in small schools where these questions may reflect on an individual rather than a leadership team. As you would be aware, the Department worked with the Public Service Commission and key stakeholders in 2017 to add these questions to avoid school staff undertaking two surveys, SOS and Working for Queensland (conducted by the PSC across the whole Public Service).

To appropriately manage this issue, the department gives an undertaking to implement the following measures:

1. Discontinue public reporting of SOS data at a school level, and remove these questions from school-level reports;
2. Reorganise the staff survey so that these questions are asked at the end of the survey (with a note that they will be reported at a state level only); and
3. Balance Right To Information (RTI) and Privacy obligations to ensure that data from small schools which may reflect upon an individual is withheld in any RTI requests.

#### Reporting

Public reporting will now be restricted to the publication of a State-level aggregate report. This report aggregates the opinions of approximately 48,000 staff across State schools. School-level reports will be produced without data for the seven questions and provided to schools and regions via existing processes. SOS data will be provided to the Public Service Commission to generate agency-level data.

#### Survey Reorganisation

The current survey requires non-teaching staff to respond to 49 questions. Included in the 49 questions are two of the four leadership questions and the three questions about bullying / sexual harassment. Teaching staff are asked to answer these 49 questions plus an additional 17, which includes the remaining two leadership questions. Principals answer the same 66 questions that are asked of teaching staff, plus an additional five questions.

The survey will be redesigned so that the two leadership and three bullying / sexual harassment questions are positioned at the end of the questions asked of non-teaching staff with caveats that these questions will be reported at a state level only. The remaining two leadership questions will be positioned at the end of the questions asked of teachers with caveats that these questions will be reported at a state level only.

#### RTI

Like all information held by the department, SOS data may be the subject of RTI requests. Our legal unit manages the RTI process and decides on a case-by-case basis, what information can legally be released. We are engaging with the legal unit to seek advice for a scenario where an RTI request seeks SOS data for a small school and highlight the concern that the leadership questions are likely to relate to a readily-identifiable individual.

We look forward to a response regarding from you about this proposed way forward.

Thank you for your assistance with this.

Lesley

**Lesley Robinson**

Assistant Director-General

Strategy and Performance  
Department of Education

P: 07 3513 6909

M: [s.47\(3\)\(b\) - 1](#)

<image002.jpg>

E: [Lesley.Robinson@qed.qld.gov.au](mailto:Lesley.Robinson@qed.qld.gov.au)

Level 20 | Education House | 30 Mary Street | Brisbane QLD 4000

PO Box 15033 | City East QLD 4002

Please consider the environment before printing this email.

\*\*\*\*\*  
\*\*\*\*\*

IMPORTANT: This email (including any attachments) may contain legally privileged, confidential or private information and may be protected by copyright. You may only use it if you are the person(s) to whom it was intended to be sent and if you use it in an authorised way. No one is allowed to use, review, alter, transmit, disclose, distribute, print or copy this email without appropriate authority.

If the email was not intended for you and was sent to you by mistake, please telephone or email me immediately, destroy any hard copies of this email, and delete it and any copies of it from your computer system. Any legal privilege and confidentiality attached to the email is not waived or destroyed by that mistake.

It is your responsibility to ensure that this email does not contain and is not affected by computer viruses, defects or interference by third parties or replication problems (including incompatibility with your computer system).

\*\*\*\*\*  
\*\*\*\*\*

This is an email from the Queensland Teachers' Union and may contain confidential information which is privileged. It should only be read by those persons to whom it is addressed. If you have received this email in error, please notify us immediately by telephone on 07 3512 9000. Please also destroy and delete the message from your computer.

# Departure View Summary Report

Dept. of Education and Training-Queensland

## Report Highlights

- Executive Summary - Pg. 4
- Top Reasons for Departure - Pg. 6
- Employment Value Proposition - Pg. 8
- Net Promoter Score - Pg. 15
- Future Job Analysis - Pg. 18



## About Your CEB Corporate Leadership Council Departure View Report

Thank you for your recent participation in CEB Corporate Leadership Council's Departure View Tool.

Your Departure View report is designed to answer these main questions:

- 1) What are the top reasons why employees are leaving the organization?
- 2) Which employment value proposition (EVP) attributes\* are driving dissatisfaction for departing employees?
- 3) How likely are employees to recommend your organization as a great place to work (i.e., your Net Promoter Score\*\*)?
- 4) Have employees accepted another job at a different organization, and what does that job look like?

We believe that the answers to these questions are critical inputs to the successful management of any workforce.

Thank you again for your participation. We look forward to speaking with you soon.

\* The Council's 38 EVP attributes are based on the *Attracting and Retaining Critical Talent Segments* quantitative research study.

\*\* Net Promoter Score (NPS) is calculated from the question in the survey, "How likely is it that you would recommend Dept. of Education and Training-Queensland to a friend or colleague as a great place to work?". This question is asked on a 0-10 scale with 0 being not at all likely and 10 being extremely likely. The net promoter score equals the percentage of employees who selected 9 and 10 (they are known as promoters) minus the percentage of employees that selected 6 or below (they are known as detractors). Therefore the higher the score the more positive the outcome.

Net Promoter Score is the trademark of Satmetrix Systems, Inc., Bain & Company, and Fred Reichheld.



## Your CEB Corporate Leadership Council Departure View Report Details

Your Departure View report includes data from:

- 1) Organization Filter: All
- 2) Time Period: 2018: 1st Quarter
- 3) Benchmark: Global Benchmark

Released under RTI Act by DoE

## Road Map for Your Report

**Executive  
Summary**



**Top Reasons  
for Departure**



**Employment  
Value  
Proposition**



**Net Promoter  
Score**



**Future Job  
Analysis**



## Departure View Executive Summary Dashboard

### Top Reasons for Departure

My Organization	Benchmark
Retiring - 53% (Benchmark - 10%)	Accepted another job opportunity - 29% (Dept. of Education and Trai... - 3%)
Dissatisfied with work experience - 19% (Benchmark - 20%)	Dissatisfied with work experience - 20% (Dept. of Education and Trai... - 19%)
Other - 13% (Benchmark - 15%)	Other - 15% (Dept. of Education and Trai... - 13%)

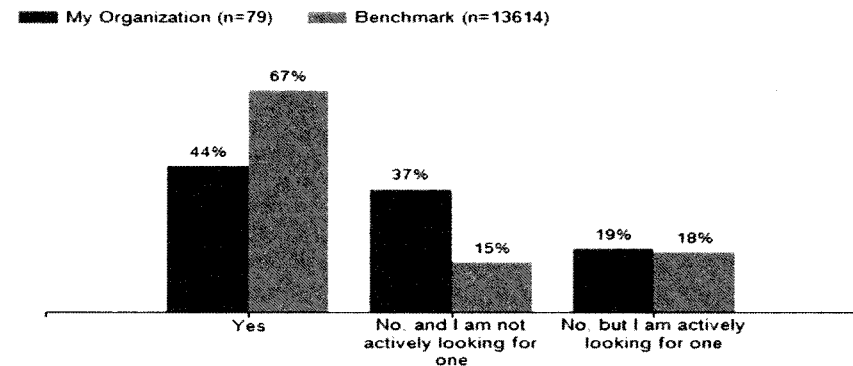
### Departing Employee Net Promoter Score

Net Promoter Score	My Organization	Benchmark
Promoter	11%	28%
Agnostic	25%	24%
Detractor	64%	48%

### Which Employment Value Proposition Elements Are Departing Employees Least Satisfied With?

My Organization	Benchmark
People Management - 51% (Benchmark - 35%)	Future Career Opportunity - 39% (Dept. of Education and Trai... - 17%)
Respect - 51% (Benchmark - 25%)	Compensation - 38% (Dept. of Education and Trai... - 14%)
Work-Life Balance - 48% (Benchmark - 26%)	People Management - 35% (Dept. of Education and Trai... - 51%)

### Percent of Employees Accepting Other Positions



## Road Map for Your Report

**Executive  
Summary**



**Top Reasons  
for Departure**



**Employment  
Value  
Proposition**



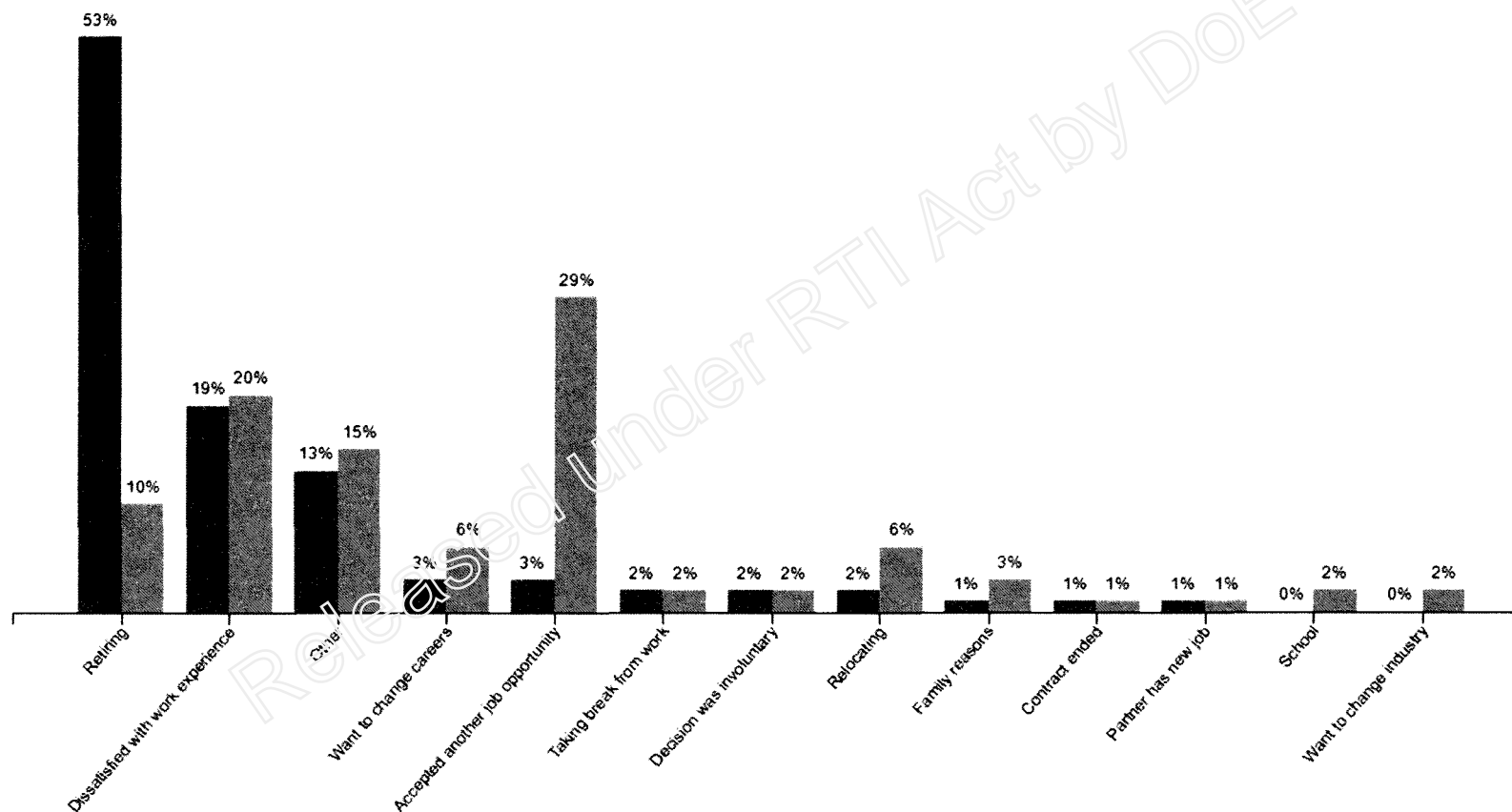
**Net Promoter  
Score**



**Future Job  
Analysis**

## Top Reasons for Departure Analysis: Primary Reasons for Employee Departure

■ My Organization (n=175) ■ Benchmark (n=14761)





## Road Map for Your Report

**Executive  
Summary**



**Top Reasons  
for Departure**



**Employment  
Value  
Proposition**



**Net Promoter  
Score**



**Future Job  
Analysis**

## Key EVP Factors for Focus:

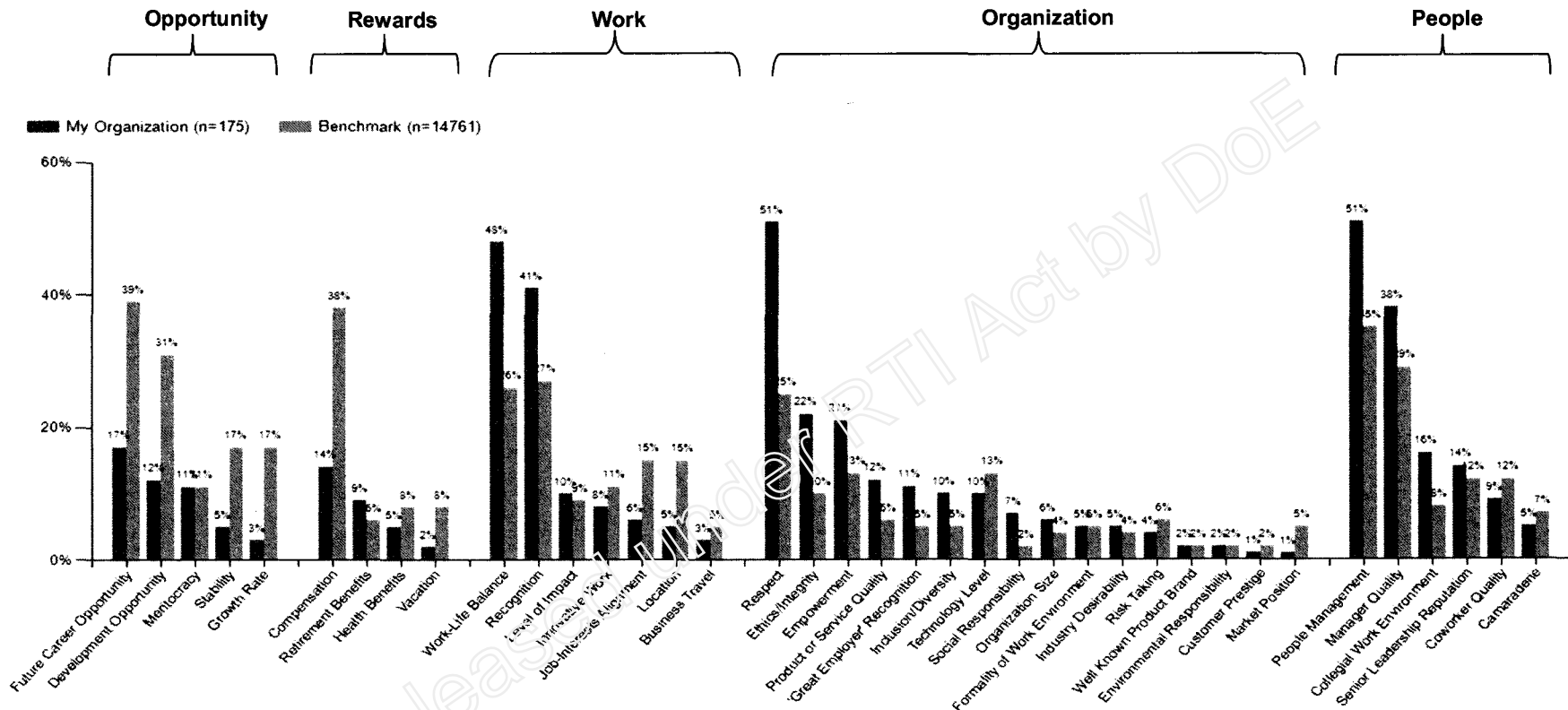
### Top Areas of Dissatisfaction, Perceived Improvement at New Organization

The graph below displays departing employees' satisfaction levels with the employment value proposition (EVP) drivers at Dept. of Education and Training-Queensland in comparison to how satisfied they expect to be with them at their new organization.

#### Relative Dissatisfaction with EVP Drivers, as Compared to Perception of Likely Improvement

More Dissatisfied and Higher Anticipation of Improvement	More Dissatisfied and Lower Anticipation of Improvement	Less Dissatisfied and Higher Expectation of Improvement	Less Dissatisfied and Lower Expectation of Improvement
Collegial Work Environment Empowerment Ethics/Integrity Manager Quality People Management Recognition Respect Work-Life Balance Future Career Opportunity Senior Leadership Reputation	Compensation	Camaraderie Development Opportunity Innovative Work Technology Level Social Responsibility	'Great Employer' Recognition Business Travel Coworker Quality Health Benefits Inclusion/Diversity Level of Impact Location Product or Service Quality Retirement Benefits Stability Growth Rate Job-Interests Alignment Well Known Product Brand Customer Prestige Environmental Responsibility Formality of Work Environment Industry Desirability Market Position Meritocracy Organization Size Risk Taking Vacation

## Departing Employee EVP Analysis: Which EVP Elements Are Most Driving Dissatisfaction?



### Greatest Areas of Dissatisfaction

#### Where are employees least satisfied?

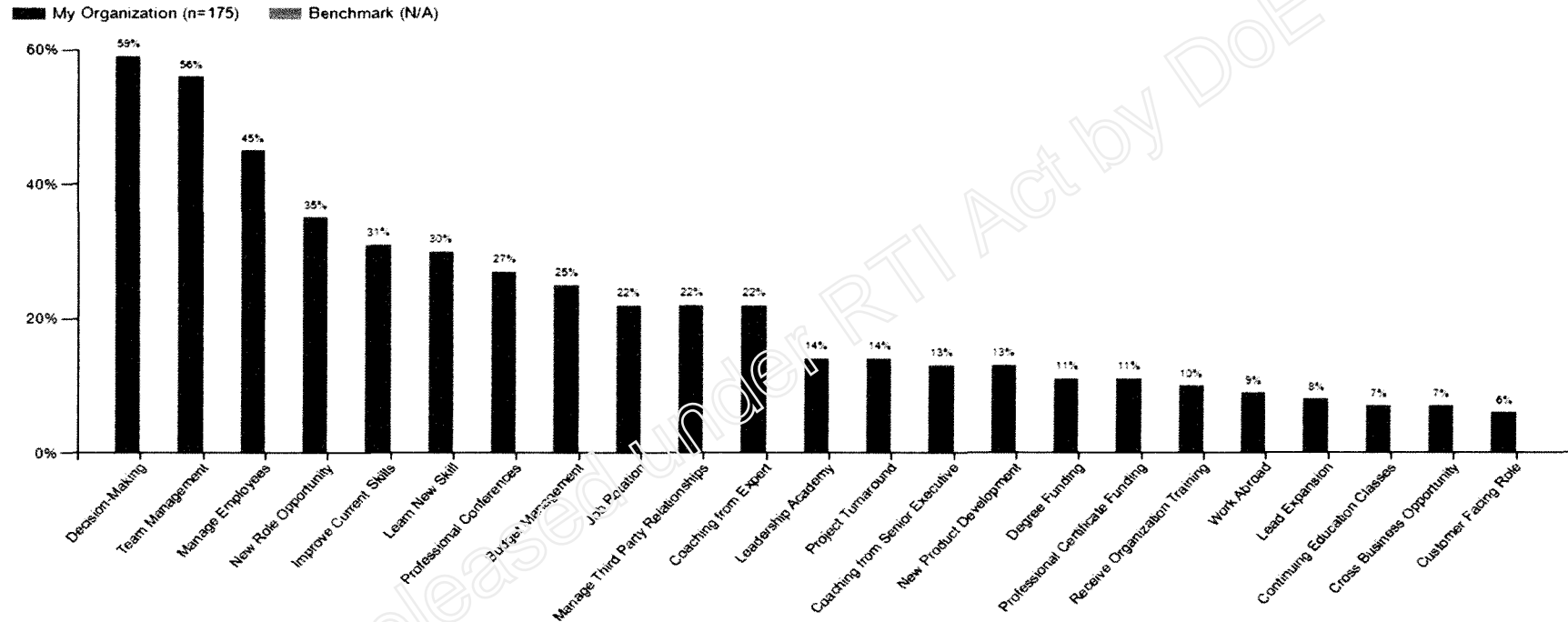
1. People Management
2. Respect
3. Work-Life Balance
4. Recognition
5. Manager Quality

#### Where are employees least satisfied, compared to benchmark?

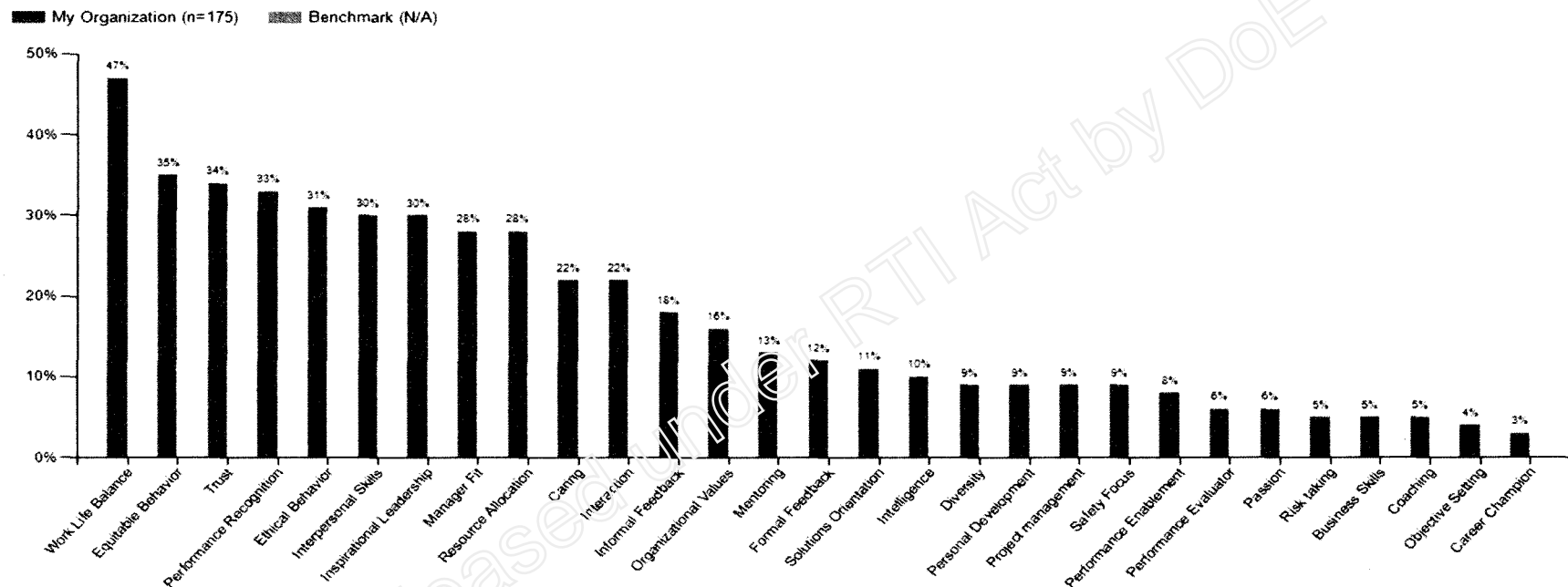
1. Respect
2. Work-Life Balance
3. People Management
4. Recognition
5. Ethics/Integrity



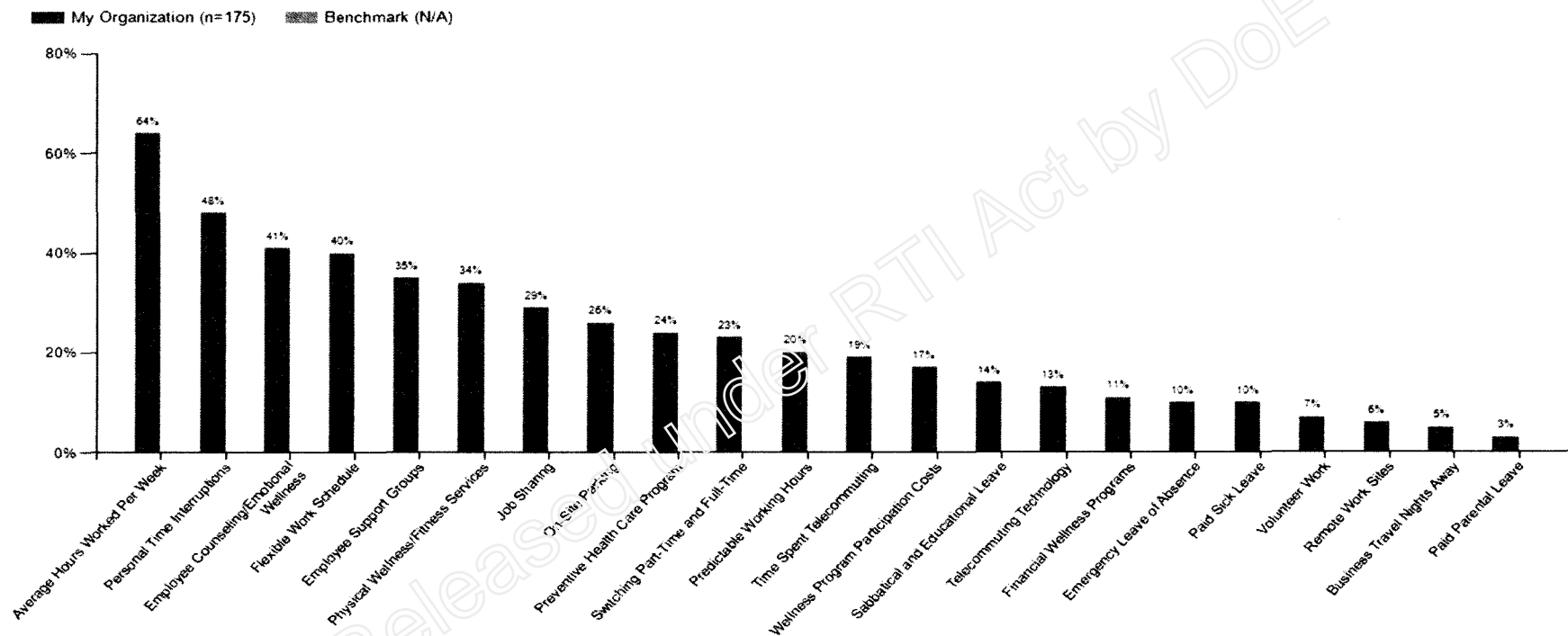
## Departing Employee EVP Analysis: Which EVP Elements Are Most Driving Dissatisfaction within Development Opportunity?



## Departing Employee EVP Analysis: Which EVP Elements Are Most Driving Dissatisfaction within Manager Quality?

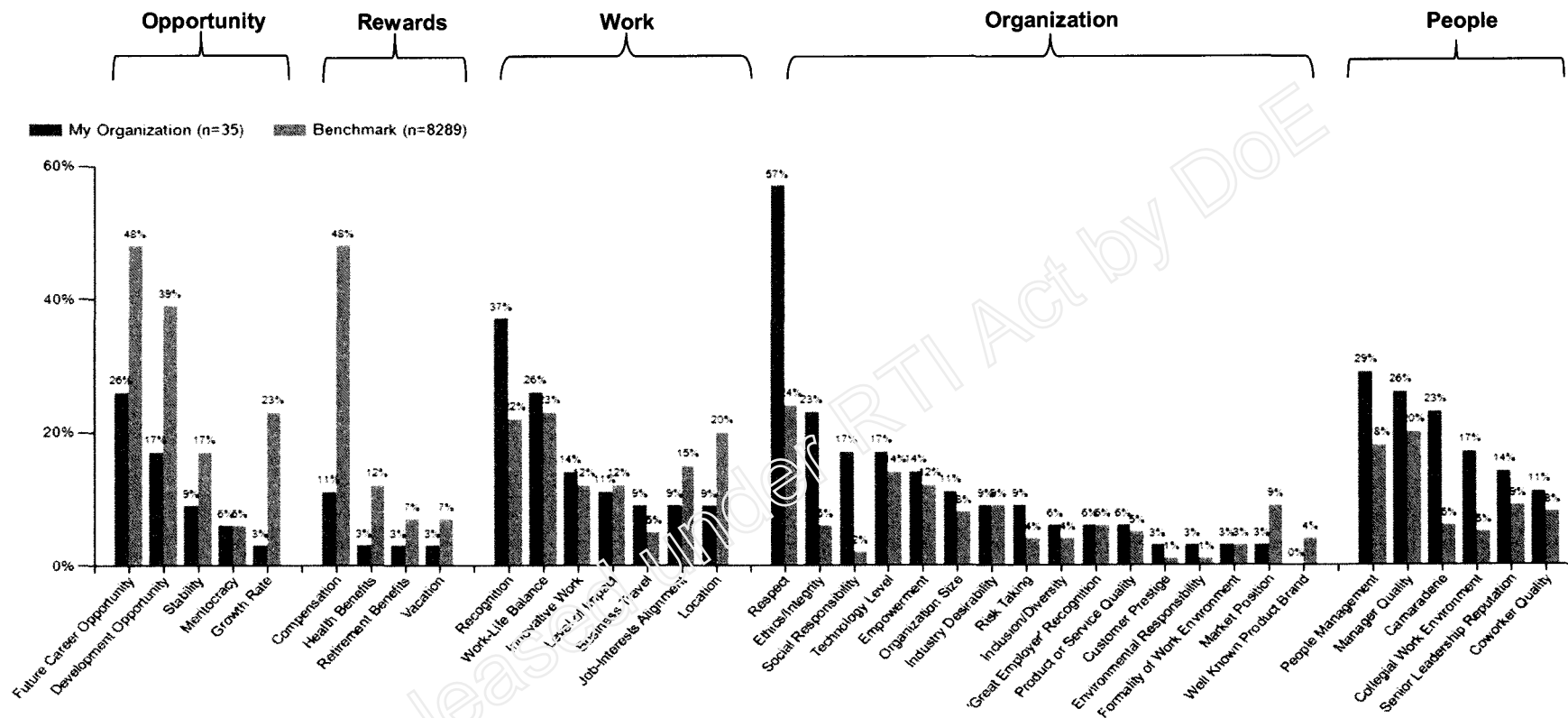


## Departing Employee EVP Analysis: Which EVP Elements Are Most Driving Dissatisfaction within Work Life Balance?





## Departing Employee EVP Analysis: Which EVP Attributes Are Believed to Improve at the New Organization?



### Perceived EVP Improvement to New Organization (for Your Departing Staff)

#### Greatest perceived EVP Improvements

1. Respect
2. Recognition
3. People Management
4. Work-Life Balance
5. Future Career Opportunity

#### Greatest perceived EVP Improvements, Relative to benchmark?

1. Respect
2. Camaraderie
3. Ethics/Integrity
4. Social Responsibility
5. Recognition

## Road Map for Your Report

**Executive  
Summary**



**Top Reasons  
for Departure**



**Employment  
Value  
Proposition**



**Net Promoter  
Score**

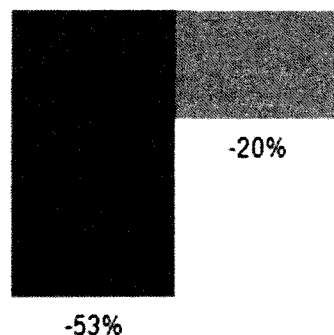


**Future Job  
Analysis**

## Net Promoter Score (NPS) Analysis: Departing Employees' Likelihood to Recommend the Organization

### Calculated Net Promoter Score

■ My Organization (n=175)    ■ Benchmark (n=14761)



Net Promoter Score	My Organization	Benchmark
Promoter	11%	28%
Agnostic	25%	24%
Detractor	64%	48%

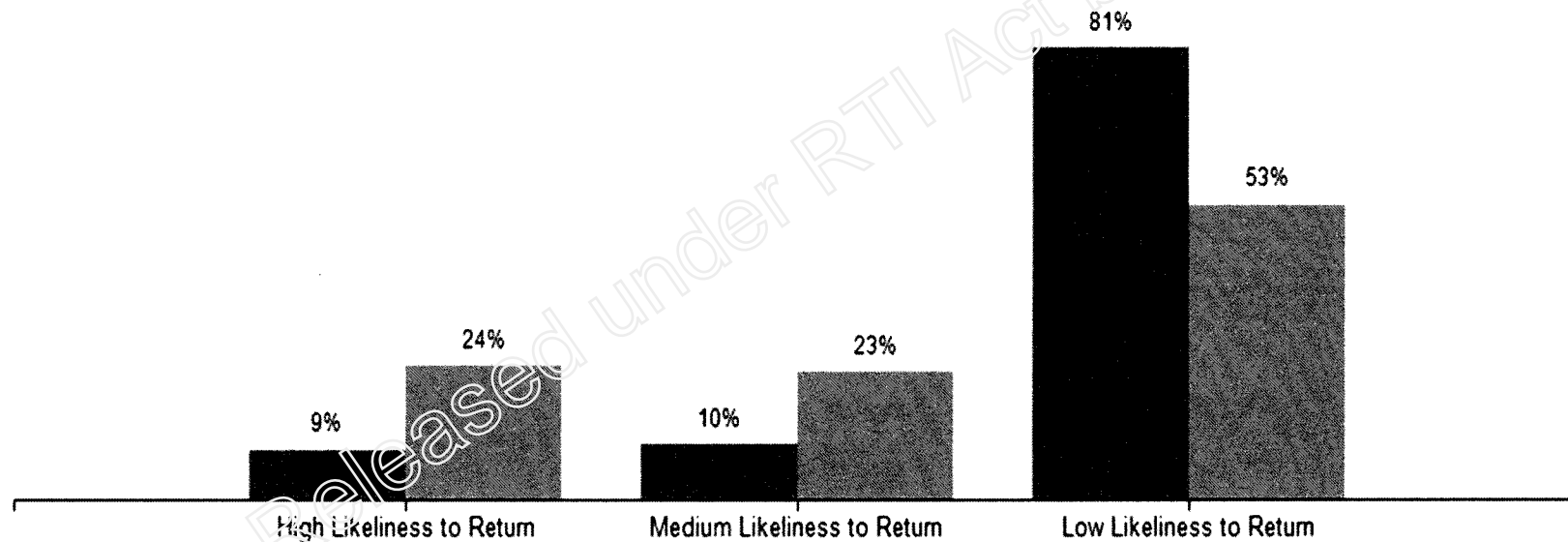
Net Promoter Score (NPS) is calculated from the question in the survey, "How likely is it that you would recommend Dept. of Education and Training-Queensland to a friend or colleague as a great place to work?". This question is asked on a 0-10 scale with 0 being not at all likely and 10 being extremely likely. The net promoter score equals the percentage of employees who selected 9 and 10 (they are known as promoters) minus the percentage of employees that selected 6 or below (they are known as detractors). Therefore the higher the score the more positive the outcome.



## Net Promoter Score (NPS) Analysis: Likelihood Of Employees to Return

### Employee Likelihood to Return

■ My Organization (n=79)   ■ Benchmark (n=12149)



## Road Map for Your Report

**Executive  
Summary**



**Top Reasons  
for Departure**



**Employment  
Value  
Proposition**



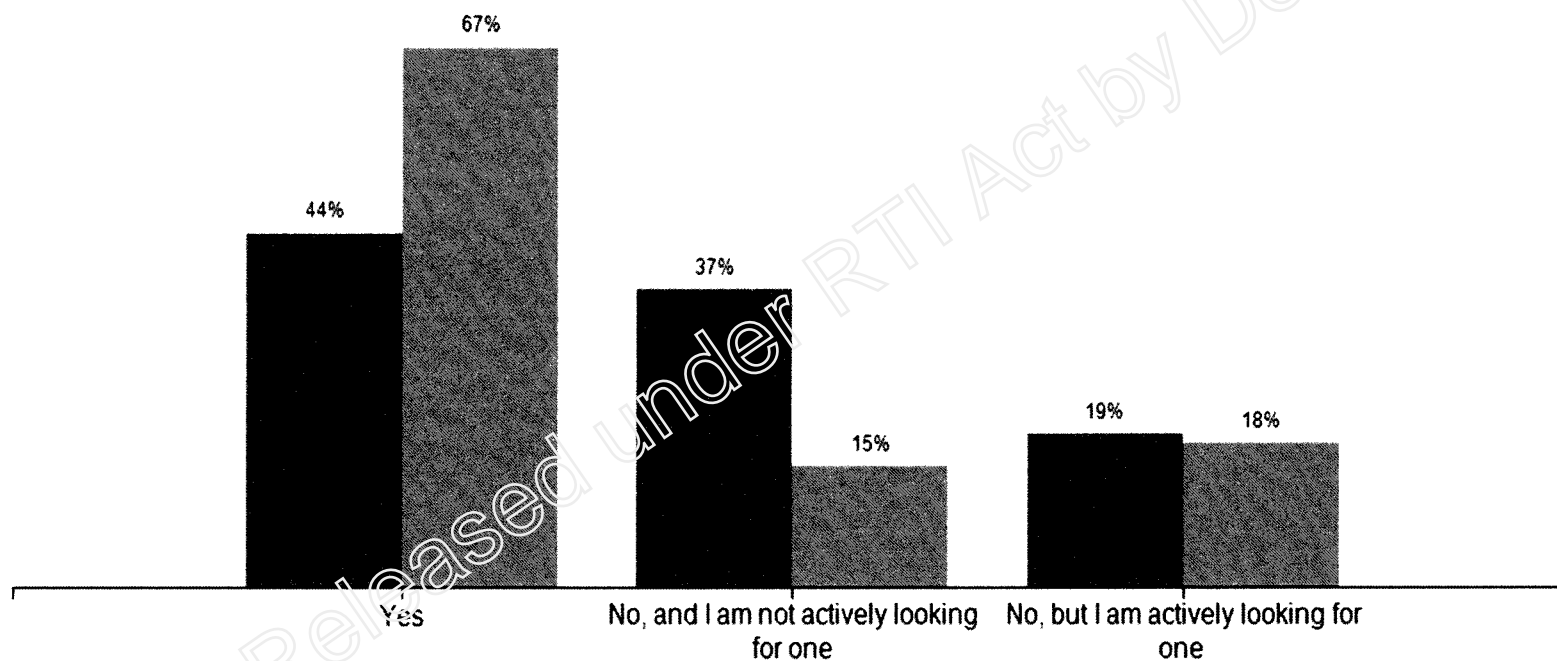
**Net Promoter  
Score**



**Future Job  
Analysis**

## Departing Employee Future Job Analysis: Future Job Status

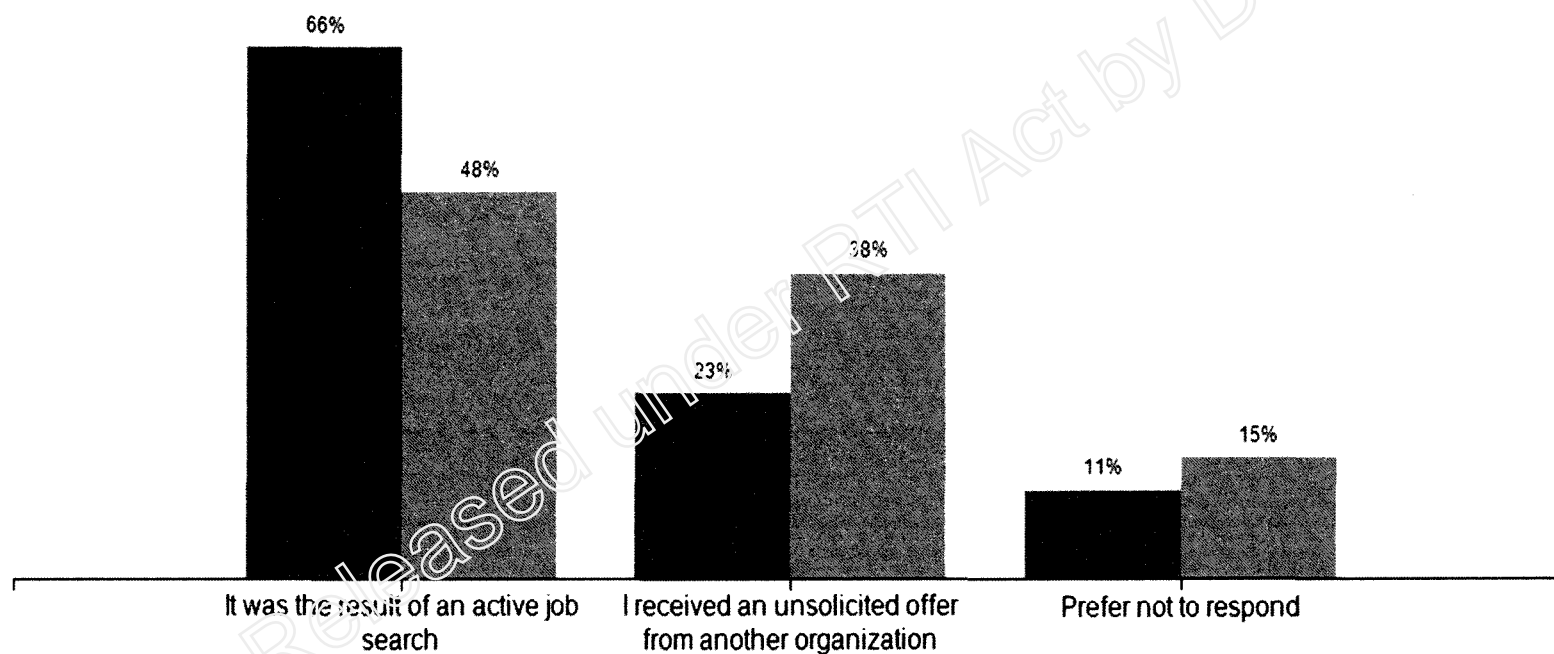
■ My Organization (n=79)   ■ Benchmark (n=13614)





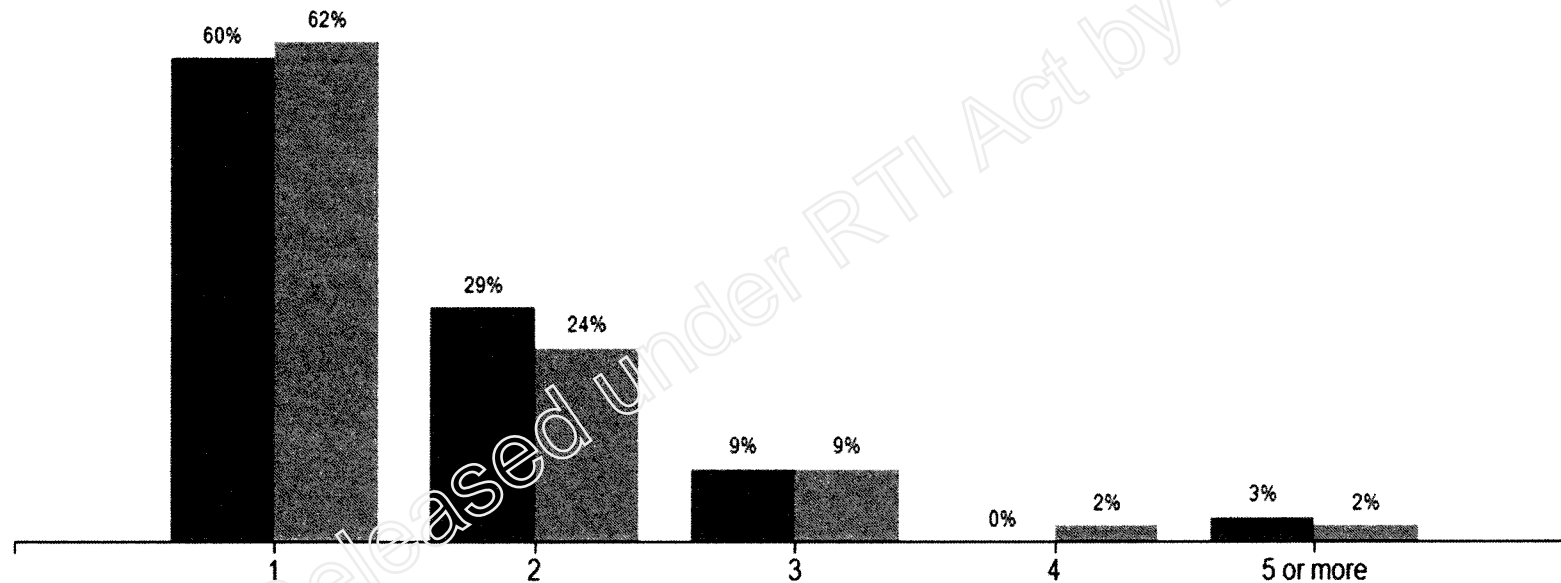
## Departing Employee Future Job Analysis: Job Search Process

■ My Organization (n=35)   ■ Benchmark (n=7931)



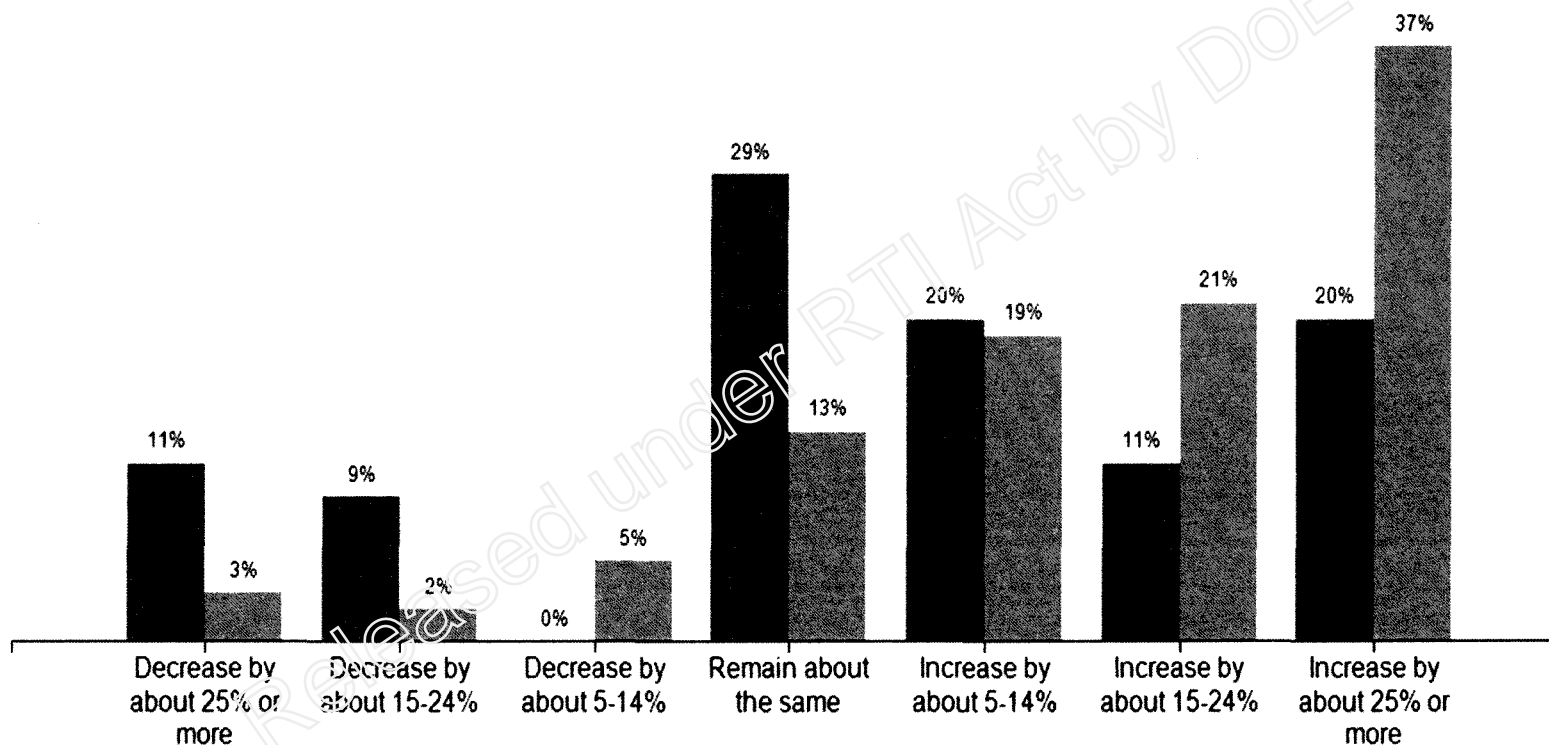
## Departing Employee Future Job Analysis: Number of Offers Received

■ My Organization (n=35)   ■ Benchmark (n=7802)



## Departing Employee Future Job Analysis: Total Anticipated Compensation Change

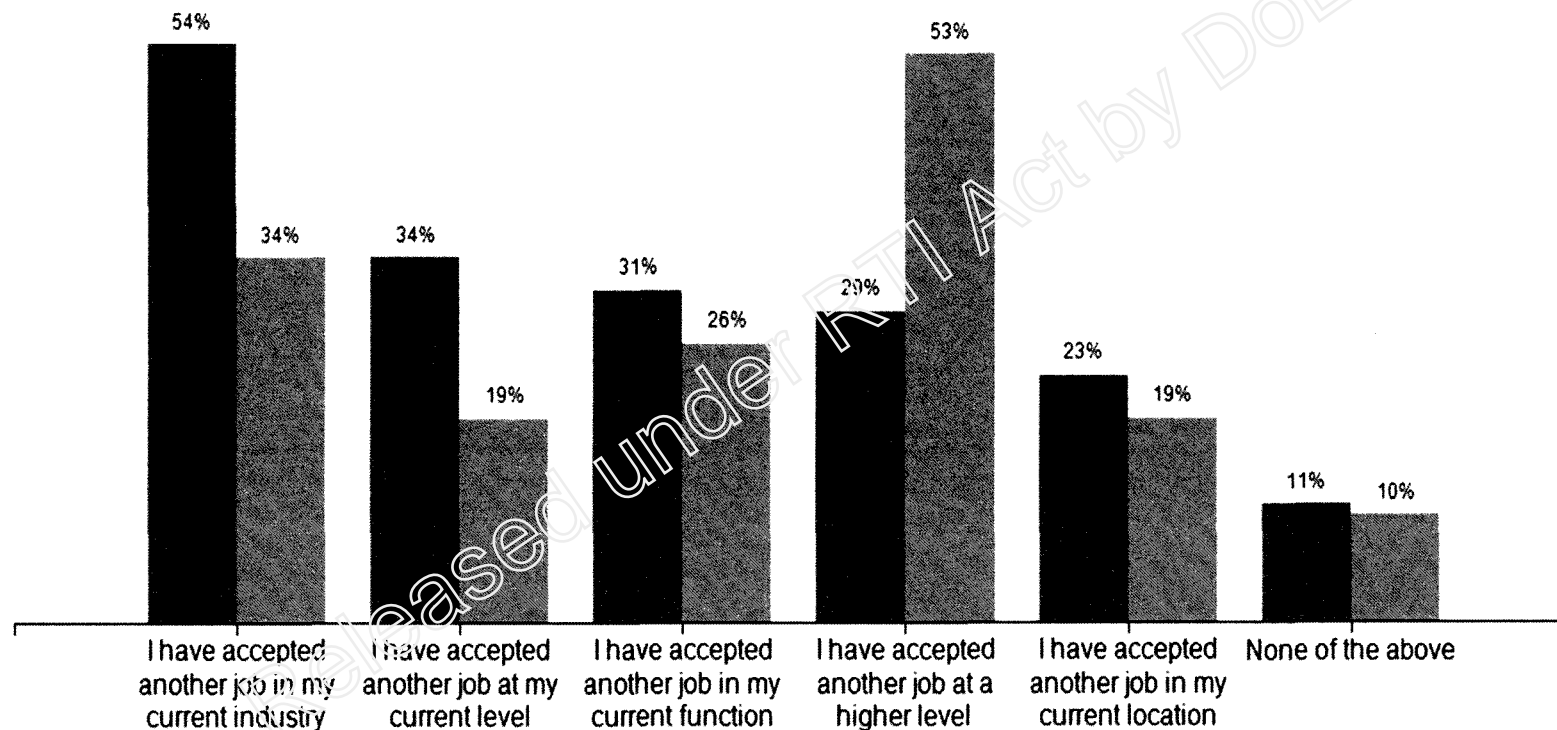
■ My Organization (n=35) ■ Benchmark (n=8119)





## Departing Employee Future Job Analysis: Type of Change

■ My Organization (n=35) ■ Benchmark (n=8119)



## Departure View Appendix: EVP Attribute Definitions

Attribute Name	Definition
Business Travel	The amount of out-of-town business travel required by the job
Camaraderie	Whether working for the organization provides opportunities to socialize with others
Collegial Work Environment	Whether the work environment is team-oriented and collaborative
Compensation	The competitiveness of the job's financial compensation package
Coworker Quality	The quality of the coworkers in the organization
Customer Reputation	The reputation of the clients and customers served in performing the job
Development Opportunities	The developmental/educational opportunities provided by the job and organization
Diversity	The organization's level of commitment to having a diverse workforce
Empowerment	The level of involvement employees have in decisions that affect their job and career
Environmental Responsibility	The organization's level of commitment to environmental health and sustainability
Ethics/Integrity	The organization's commitment to ethics and integrity
Informal Work Environment	Whether the work environment is formal or informal
Future Career Opportunities	The future career opportunities provided by the organization
"Great Employer" Recognition	Whether or not the organization's reputation as an employer have been recognized by a third-party organization
Organizational Growth Rate	The growth rate of the organization's business
Health Benefits	The comprehensiveness of the organization's health benefits
Industry	The desirability of the organization's industry to the respondent
Innovation	The opportunity provided by the job to work on innovative, "leading edge" projects
Job-Interests Alignment	Whether the job responsibilities match your interests

## Departure View Appendix: EVP Attribute Definitions, Continued

Attribute Name	Definition
Job Impact	The level of impact the job has on outcomes
Location	The location of the jobs the organization offers
Manager Quality	The quality of the organization's managers
Market Position	The competitive position the organization holds in its market(s)
Meritocracy	Whether or not employees are rewarded and promoted based on achievements
Organization Size	The size of the organization's workforce
Organizational Stability	The level of stability of the organization and the job
People Management	The organization's reputation for managing people
Product Brand Awareness	The level of awareness in the market place for the product's brand
Product/Service Quality	The organization's product or service quality reputation
Recognition	The amount of recognition provided to employees by the organization
Respect	The degree of respect that the organization shows employees
Retirement Benefits	The comprehensiveness of the organization's retirement benefits
Risk Taking	The amount of risk that the organization encourages employees to take
Senior Leadership Reputation	The quality of the organization's leadership
Social Responsibility	The organization's level of commitment to social responsibility
Technology Level	The extent to which the organization invests in modern technology and equipment
Vacation	The amount of holiday/vacation time that employees earn annually
Work-Life Balance	The extent to which the job allows you to balance your work and your other interests



## Departure View Appendix:

### EVP Development Opportunity Attribute Definitions

Attribute Name	Definition
New Business Launch	The opportunity to launch a new line of business
New Role Opportunity	The opportunity to work in a new role or job
Lead Expansion	The opportunity to lead an expansion of an existing business
Business Turnaround	The opportunity to turn around a struggling business or function
Project Turnaround	The opportunity to turn around a struggling team or project
Work Abroad	The opportunity to work in a foreign country
Manage Employees	The opportunity to manage employees
Customer Facing Role	The extent of work with customers
Manage Third Party Relationships	The extent of work with vendors, suppliers, or partners
Cross Business Opportunity	The extent of work across multiple business units or functions
Learn New Skill	The opportunity to learn a new skill or occupation.
Improve Current Skills	The opportunity to improve your current skills
Team Management	The opportunity to lead a team
Decision-Making	The extent of responsibility for making critical business decisions
Leadership Academy	The opportunity to attend a leadership academy
Professional Conferences	The opportunity to attend professional conferences or workshops
Coaching from Senior Executive	The opportunity to be coached by a senior executive
Coaching from Expert	The opportunity to be coached by a subject matter expert
Degree Funding	The amount of funding provided for degree programs

## Departure View Appendix:

### EVP Development Opportunity Attribute Definitions, Continued

Attribute Name	Definition
Continuing Education Classes	The amount of funding provided by the organization for continuing education classes
Professional Certificate Funding	The extent of funding for professional certification programs
Emerging Market	The opportunity to work in an emerging market economy
Sabbatical	The opportunity to take a sabbatical for professional development
New Product Development	The opportunity to design a new product
Lead Organization Training	The opportunity to lead organization trainings.
Receive Organization Training	The opportunity to take organization training
Budget Management	The opportunity to manage a budget
Sales	The opportunity to lead a sales push
Job Rotation	The opportunity to do a job rotation outside of my role

## Departure View Appendix: EVP Manager Quality Attribute Definitions

Attribute Name	Definition
Interaction	The availability of personal interaction with your manager on a daily basis
Manager Fit	The degree to which your manager's work styles fit with your own
Performance Enablement	The extent to which your manager brings out the best in your ability
Work Life Balance	The extent to which your manager encourages a healthy work-life balance
Safety Focus	The extent to which your manager cultivates a safe work environment
Diversity	The extent to which your manager cultivates an inclusive and diverse work environment
Performance Recognition	The extent to which your manager fairly recognizes and rewards your job performance
Trust	The extent to which your manager trusts you to do your job
Intelligence	The extent to which your manager exhibits the intelligence and skill to do their job
Passion	The extent to which your manager exhibits passion towards their work
Caring	The extent to which your manager cares about their direct reports
Ethical Behavior	The extent to which your manager demonstrates ethical standards of behavior in making business decisions
Business Skills	The extent to which your manager possesses strong business skills (business acumen, financial management, results orientation, etc)
Interpersonal Skills	The extent to which your manager exhibits strong interpersonal skills (communication skills, conflict resolution, etc)
Inspirational Leadership	The extent to which your manager is able to inspire employees
Project management	The extent to which your manager effectively manages project components to achieve intended objectives
Equitable Behavior	The extent to which your manager demonstrates equity in managing and rewarding employees
Informal Feedback	The extent to which your manager provides day-to-day informal feedback that helps you do your job better



## Departure View Appendix:

### EVP Manager Quality Attribute Definitions, Continued

Attribute Name	Definition
Formal Feedback	The extent to which your manager provides formal feedback during your performance review that helps you do your job better
Objective Setting	The extent to which your manager provides clear performance standards and objectives for your role
Coaching	The extent to which your manager provides quality coaching
Mentoring	The extent to which your manager provides quality mentoring and advice based on their own experience
Resource Allocation	The extent to which your manager ensures that you have the information, resources, and technology necessary to do your job
Performance Evaluator	The extent to which your manager accurately understands and evaluates your performance
Risk taking	The extent to which your manager encourages and cultivates risk taking
Organizational Values	The extent to which your manager communicates and upholds the values of the organization
Solutions Orientation	The extent to which your manager helps find solutions to your problems
Personal Development	The extent to which your manager provides development opportunities to meet your personal goals
Career Champion	The extent to which your manager champions your career interests

## Departure View Appendix: EVP Work-Life Balance Attribute Definitions

Attribute Name	Definition
Flexible Work Schedule	The extent to which employee can work hours that differ from the normal company start and stop time
Average Hours Worked Per Week	Extra number of hours that an employee may be required to work on average, beyond the number of current working hours already served by the employee
Predictable Working Hours	The extent to which employees have visibility into their working hours
Forced Vacation Time	The minimum amount of holiday or vacation time that employees are required to utilize
Paid Sick Leave	The amount of paid sick leave provided by the organization
Paid Vacation Days	The total number paid vacation days your organization offers each year, excluding sick days
Paid Time Off Carry Over Limit	Whether or not your organization allows you to carry-over unused vacation or sick days to the next year
Volunteer Work	Whether employees can undertake volunteer work during regular work hours
Personal Time Interruptions	The frequency of work-related interruptions during non-work time
Switching Part-Time and Full-Time	The extent to which employees can move between full-time and part-time work
Emergency Leave of Absence	Whether or not employees can take leave of absence for personal emergencies
Paid Parental Leave	The amount of paid paternal leave provided by the organization
Sabbatical and Educational Leave	The amount of time employees can take off for sabbatical leave
Job Sharing	Whether or not part-time employees can share the work and responsibilities of one full-time position
Telecommuting Technology	Extent to which the organization enables employees to connect remotely with the workplace
Time Spent Telecommuting	Time spent working in a location other than the workplace
Remote Work Sites	Access to alternative work sites to support telecommuters
Commuting Subsidies	The level of subsidies received by employees toward the cost of travel to the workplace
On-Site Parking	The extent to which employees have access to on-site car or vehicle parking facilities

## Departure View Appendix: EVP Work-Life Balance Attribute Definitions, Continued

Attribute Name	Definition
Business Travel Nights Away	The number of nights away from home required by the job
On-Site Childcare	Whether the organization provides on-site childcare services
Childcare Subsidies	The level of reimbursement received by employees for childcare costs
Emergency Dependent Care Services	Whether or not employees have access to short-term emergency care services for dependents
Eldercare Subsidies	The level of reimbursement received by employees for eldercare costs
Employee Support Groups	Whether or not employees have access to employee support groups (e.g., caregiver) to exchange experiences, advice, and practical insights
Education Reimbursement	The level of reimbursement received by employees for their education costs and for their children's education costs
Employee Counseling	Employee access to counseling service to resolve personal and work-related problems
Physical Wellness/Fitness Services	Physical/health wellness programs to promote physical wellbeing (e.g., fitness clubs, health risk assessments, nutrition counseling)
Financial Wellness Programs	Personalized investment suggestions through in house/external consultants (e.g., financial wellness counseling, investment counseling)
Wellness Program Participation Costs	The cost of employer sponsored programs designed to promote employee (and dependent) physical, mental, and/or financial well being
Personal Insurance	The comprehensiveness of personal insurance (e.g., legal, travel home) cover for employees
Preventive Health Care Program	Whether employees have access to preventative health screening and examination
On-Site Nurse/Doctor	Whether or not employees have access to a nurse or doctor in the workplace
Reproductive Health Program	Whether employees have access to dedicated reproductive health information, consulting, and services
Adoption Subsidy	The amount of money your employer provides to help offset the costs of adopting a child
Fertility Coverage	Maximum amount your plan pays towards fertility services (e.g., ovulation injections, in vitro-fertilization) in one plan year
Cafeteria	The quality of the organization's on-site cafeteria food services available to employees
Personal Assistant Service (Concierge)	Whether employees have access to dedicated assistance for personal administrative tasks and errands

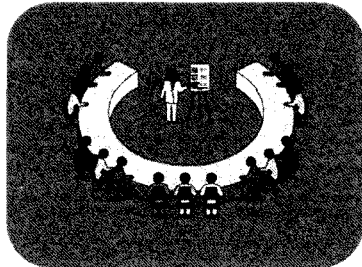


# Supporting CEB Corporate Leadership Council Resources

CEB

 **CEB**  
is now Gartner.

**Leverage the Employment Value Proposition Solution Center**— Use the Decision Support Center to learn more about EVP drivers, make the case for improvement, and discover tactics and best practices to develop the drivers that matter most to your employees.



**Request On Site Presentation**—CEB Corporate Leadership Council can present results to senior leaders, research on key EVP drivers, as well as the most effective strategies for improving employee preference.

**Continue to Measure and Monitor**—Once an action plan is in place, use the Exit Survey to track changes at your organization on an ongoing basis.

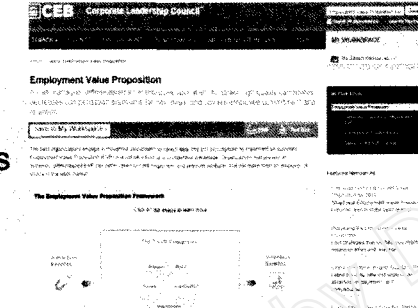
## CEB Workforce Surveys & Analytics

Engage. Align. Become Agile.  
Make your survey a clear advantage.



**Consider Customized Solutions**—Conduct detailed analysis with CEB Workforce Surveys & Analytics to uncover more EVP drivers of disengagement and create a customized action plan.

WWW.EXECUTIVEBOARD.COM



# CEB Departure View Spotlight

Prepared for  
**Dept. of Education and Training**

**2018: 1st Quarter**

## **What is the Spotlight?**

Employees are leaving your organization and you need answers...

- Why are employees leaving my organization?
- Which aspects of my EVP are least competitive?
- How can I reduce dissatisfaction and regretted attrition?
- How satisfied are departing employees relative to our talent competitors?

The **Spotlight** from **CEB Departure View** sheds light on your organization's departing employees and provides valuable insight on how to solve key departure challenges.



# Spotlight

Dept. of Education  
Prepared for and Training-  
Queensland

**Your Departure View report includes data from:**

- 1) Organization Segment: Entire Population  
(n = 175)**
- 2) Benchmark: Global Benchmark  
(n = 14762)**

## **Interested in learning more?**

All Departure View results collected through the survey are available in an online dashboard that allows you to:

- Compare results across additional time periods.
- Adjust benchmarks to evaluate industry and geographic competitiveness.
- Generate custom reports for key stakeholders at your organization.



**Access Your  
Dashboard**

**2018: 1st  
Quarter**



# Spotlight

Dept. of Education  
Prepared for and Training-  
Queensland

## How satisfied are departing employees relative to our talent competitors?

	Organization Score Out of 100	% Change from Prior Period <sup>a</sup>	Competitive Placement	75 <sup>th</sup> Percentile	90 <sup>th</sup> Percentile
<b>→ Departure Index</b> Index trending perceptions of departing employees.	45	18% ↑	Disadvantage	55	59
<b>✓ Employee Satisfaction</b> Level of satisfaction among departing employees.	81	19% ↑	Neutral	89	95
+					
<b>📢 Net Promoter Score</b> Likelihood of departing employees to recommend your organization.	24	4% ↑	Disadvantage	50	60
+					
<b>📈 EVP Alignment</b> Alignment of EVP priorities with departing employees' perceptions.	30	30% ↑	Advantage	27	30

<sup>a</sup> Prior Period: 2017: 4th Quarter

### Benchmark Comparison

● Above the 75th percentile

● Above the 50th percentile

● Below the 50th percentile

### Interested in learning more?

All Departure View results collected through the survey are available in an online dashboard that allows you to:

- Compare results across additional time periods.
- Adjust benchmarks to evaluate industry and geographic competitiveness.
- Generate custom reports for key stakeholders at your organization.










 **Access Your Dashboard**

**2018: 1st Quarter**

# Spotlight

Dept. of Education  
Prepared for and Training-  
Queensland

## Why are employees leaving my organization?

Primary Reasons for Departure	Description	% Change from Prior Period <sup>a</sup>	Top EVP Alignment Issue	Most Common Compensation Change	Segments to Watch	
					Exiting Level	Exiting Function
<b>19%</b> Pushed Away <sup>b</sup>	Dissatisfied with work experience.	41% ↓	 Respect	 Increased Compensation	N/A	N/A
<b>3%</b> Pulled Away	Satisfied with work experience, but received better job offer.	40% ↓	 Future Career Opportunity	 Increased Compensation	N/A	N/A
<b>3%</b> Career Change	Changed careers, industries or went back to school.	0% —	 Job-Interests Alignment	 Increased Compensation	N/A	N/A
<b>6%</b> Personal Reasons	Left for personal or family reasons.	100% ↑	 Work-Life Balance	 No Change In Compensation	N/A	N/A
<b>55%</b> Involuntary	Left involuntarily or retired.	15% ↑	 Work-Life Balance	N/A	N/A	N/A

<sup>a</sup> Prior Period: 2017: 4th Quarter

<sup>b</sup> If the Change from Prior Period for Pushed Away employees decreases, it reflects an improvement in the results.

### Interested in learning more?

All Departure View results collected through the survey are available in an online dashboard that allows you to:

- Compare results across additional time periods.
- Adjust benchmarks to evaluate industry and geographic competitiveness.
- Generate custom reports for key stakeholders at your organization.

 **Access Your Dashboard**









**2018: 1st Quarter**



# Spotlight

Dept. of Education  
Prepared for and Training-  
Queensland

## Which aspects of my EVP are least competitive?

EVP Development Priorities <sup>a</sup>		Change from Prior Period <sup>b</sup>	Competitive Placement	Segments to Watch	
				Exiting Level	Exiting Function
1	 Respect	—	Disadvantage	N/A	N/A
2	 People Management	1 ↑	Disadvantage	N/A	N/A
3	 Recognition	1 ↓	Disadvantage	N/A	N/A
4	 Work-Life Balance	1 ↑	Disadvantage	N/A	N/A
5	 Manager Quality	1 ↓	Disadvantage	N/A	N/A
6	 Ethics/Integrity	1 ↑	Disadvantage	N/A	N/A
7	 Future Career Opportunity	1 ↓	Advantage	N/A	N/A
8	 Empowerment	3 ↑	Disadvantage	N/A	N/A

<sup>a</sup> Priority and competitive placement is based on EVP competitiveness.

<sup>b</sup> Prior Period: 2017: 4th Quarter

### Benchmark Comparison

● Above the 75th percentile

● Above the 50th percentile

● Below the 50th percentile

### Dive Deeper

Departure View offers deep dive question modules to help you further diagnose issues with key EVP attributes.

Additional questions available for:

- Career Pathing
- Corporate Social Responsibility
- Development Opportunities
- Diversity
- Environmental Responsibility
- Location
- Manager Quality
- Work-life Balance

Talk to your Departure View contact or Account Manager for more information.

 Access Your Dashboard

2018: 1st Quarter



# Spotlight

Dept. of Education  
Prepared for and Training-  
Queensland

## How can I reduce dissatisfaction and regretted attrition?



### Respect

#### Areas of Focus

- Drive activities to create a respectful and inclusive work environment. [Click here](#) to learn more.
- [Click here](#) to review the tips and tools to help managers build or strengthen the relationships they share with their employees.

Disadvantage



### Ethics/Integrity

#### Areas of Focus

- Integrate and reinforce ethics for employees in moments of high-change work environments. [Click here](#) to review.
- [Click here](#) to review ideas to convey the importance of organizational values and inspire employees to participate in living the values.
- 
- 

Disadvantage



### People Management

#### Areas of Focus

- [Click here](#) to understand approaches to reinforce inclusive behaviors at critical moments in employee life cycle and ensure behaviors are sustained over time.
- Coach managers on the importance of people and performance management. [Click here](#) to access tools.

Disadvantage

### Interested in learning more?

All Departure View results collected through the survey are available in an online dashboard that allows you to:

- Compare results across additional time periods.
- Adjust benchmarks to evaluate industry, geographic competitiveness.
- Generate custom reports for key stakeholders at your organization.

## Summary of Key Trends



### Employee Satisfaction

81% of departing employees are leaving your organization **satisfied**.

Change from  
Prior Period<sup>a</sup>  
19% ↑

Competitive  
Placement  
Neutral



### Net Promoter Score

The number of departing employees that would recommend your organization is low, giving you an NPS score of 24.

Change from  
Prior Period<sup>a</sup>  
4% ↑

Competitive  
Placement  
Disadvantage



### EVP Alignment

Your score is 30, which means your EVP priorities and EVP competitiveness are closely aligned.

Change from  
Prior Period<sup>a</sup>  
30% ↑

Competitive  
Placement  
Advantage

<sup>a</sup> Prior Period: 2017: 4th Quarter

### Benchmark Comparison

- Above the 75th percentile
- Above the 50th percentile
- Below the 50th percentile



Access Your  
Dashboard

2018: 1st  
Quarter

# CEB Departure View Spotlight

Prepared for  
**Dept. of Education and Training**

**2018 Q2**  
Apr-Jun

## **What is the Spotlight?**

Employees are leaving your organization and you need answers...

- Why are employees leaving my organization?
- Which aspects of my EVP are least competitive?
- How can I reduce dissatisfaction and regretted attrition?
- How satisfied are departing employees relative to our talent competitors?

The **Spotlight** from **CEB Departure View** sheds light on your organization's departing employees and provides valuable insight on how to solve key departure challenges.



# Spotlight

Dept. of Education  
Prepared for and Training-  
Queensland

Your Departure View report includes data from:

- 1) Organization Segment: Entire Population  
(n= 163)
- 2) Benchmark: Global Benchmark  
(n= 16254)

## Interested in learning more?

All Departure View results collected through the survey are available in an online dashboard that allows you to:

- Compare results across additional time periods.
- Adjust benchmarks to evaluate industry and geographic competitiveness.
- Generate custom reports for key stakeholders at your organization.



**Access Your  
Dashboard**

**2018 Q2**



# Spotlight

Dept. of Education  
Prepared for and Training-  
Queensland

## How satisfied are departing employees relative to our talent competitors?

	Organization Score Out of 100	% Change from Prior Period <sup>a</sup>	Competitive Placement	75 <sup>th</sup> Percentile	90 <sup>th</sup> Percentile
<b>➔ Departure Index</b> Index trending perceptions of departing employees.	45	0% ➔	Disadvantage	54	60
<b>👤 Employee Satisfaction</b> Level of satisfaction among departing employees.	84	4% ↑	Neutral	89	95
+					
<b>📢 Net Promoter Score</b> Likelihood of departing employees to recommend your organization.	24	0% ➔	Disadvantage	50	60
+					
<b>🔑 EVP Alignment</b> Alignment of EVP priorities with departing employees' perceptions.	28	7% ↓	Advantage	27	30

<sup>a</sup> Prior Period: 2018 Q1

### Benchmark Comparison

● Above the 75th percentile

● Above the 50th percentile

● Below the 50th percentile

### Interested in learning more?

All Departure View results collected through the survey are available in an online dashboard that allows you to:

- Compare results across additional time periods.
- Adjust benchmarks to evaluate industry and geographic competitiveness.
- Generate custom reports for key stakeholders at your organization.










 **Access Your Dashboard**

**2018 Q2**

# Spotlight

Dept. of Education  
Prepared for and Training-  
Queensland

## Why are employees leaving my organization?

Primary Reasons for Departure	Description	% Change from Prior Period <sup>a</sup>	Top EVP Alignment Issue	Most Common Compensation Change	Segments to Watch	
					Exiting Level	Exiting Function
<b>16%</b> Pushed Away <sup>b</sup>	Dissatisfied with work experience.	16% ↓	 Respect	 Increased Compensation	N/A	N/A
<b>4%</b> Pulled Away	Satisfied with work experience, but received better job offer.	33% ↑	 Recognition	 Increased Compensation	N/A	N/A
<b>3%</b> Career Change	Changed careers, industries or went back to school.	0% ↔	 Camraderie	 Increased Compensation	N/A	N/A
<b>7%</b> Personal Reasons	Left for personal or family reasons.	17% ↑	 Location	 Increased Compensation	N/A	N/A
<b>55%</b> Involuntary	Left involuntarily or retired.	0% ↔	 Work-Life Balance	N/A	N/A	N/A

<sup>a</sup> Prior Period: 2018 Q1

<sup>b</sup> If the Change from Prior Period for Pushed Away employees decreases, it reflects an improvement in the results.

### Interested in learning more?

All Departure View results collected through the survey are available in an online dashboard that allows you to:

- Compare results across additional time periods.
- Adjust benchmarks to evaluate industry and geographic competitiveness.
- Generate custom reports for key stakeholders at your organization.

 **Access Your Dashboard**









**2018 Q2**



# Spotlight

Dept. of Education  
Prepared for and Training-  
Queensland

## Which aspects of my EVP are least competitive?

EVP Development Priorities <sup>a</sup>		Change from Prior Period <sup>b</sup>	Competitive Placement	Segments to Watch	
				Exiting Level	Exiting Function
1	 People Management	1 ↑	Disadvantage	N/A	N/A
2	 Work-Life Balance	2 ↑	Disadvantage	N/A	N/A
3	 Recognition	—	Disadvantage	N/A	N/A
4	 Respect	3 ↓	Disadvantage	N/A	N/A
5	 Manager Quality	—	Disadvantage	N/A	N/A
6	 Future Career Opportunity	1 ↑	Advantage	N/A	N/A
7	 Ethics/Integrity	1 ↓	Disadvantage	N/A	N/A
8	 Senior Leadership Reputation	2 ↑	Disadvantage	N/A	N/A

<sup>a</sup> Priority and competitive placement is based on EVP competitiveness.

<sup>b</sup> Prior Period: 2018 Q1

### Benchmark Comparison

- Above the 75th percentile
- Above the 50th percentile
- Below the 50th percentile

### Dive Deeper

Departure View offers deep dive question modules to help you further diagnose issues with key EVP attributes.

Additional questions available for:

- Career Pathing
- Corporate Social Responsibility
- Development Opportunities
- Diversity
- Environmental Responsibility
- Location
- Manager Quality
- Work-life Balance

Talk to your Departure View contact or Account Manager for more information.



2018 Q2



# Spotlight

Dept. of Education  
Prepared for and Training-  
Queensland

## How can I reduce dissatisfaction and regretted attrition?



### Ethics/Integrity

#### Areas of Focus

- Integrate and reinforce ethics for employees in moments of high-change work environments. [Click here](#) to review.
- [Click here](#) to review ideas to convey the importance of organizational values and inspire employees to participate in living the values.
- 
- 

Disadvantage



### People Management

#### Areas of Focus

- [Click here](#) to understand approaches to reinforce inclusive behaviors at critical moments in employee life cycle and ensure behaviors are sustained over time.
- Coach managers on the importance of people and performance management. [Click here](#) to access tools.

Disadvantage



### Senior Leadership Reputation

#### Areas of Focus

- Create leaders that lead their teams and others' teams to high performance. [Click here](#) to learn more.
- Enable strong leadership performance by focusing on leaders' skills as well as the organization and market situation in which leaders work. [Click here](#) to access.

Disadvantage

### Interested in learning more?

All Departure View results collected through the survey are available in an online dashboard that allows you to:

- Compare results across additional time periods.
- Adjust benchmarks to evaluate industry, geographic competitiveness.
- Generate custom reports for key stakeholders at your organization.

## Summary of Key Trends



### Employee Satisfaction

84% of departing employees are leaving your organization **satisfied**.

Change from Prior Period<sup>a</sup>

4% ↑

Competitive Placement

Neutral



### Net Promoter Score

The number of departing employees that would recommend your organization is low, giving you an NPS score of 24.

Change from Prior Period<sup>a</sup>

0% →

Competitive Placement

Disadvantage



### EVP Alignment

Your score is 28, which means your EVP priorities and EVP competitiveness are closely aligned.

Change from Prior Period<sup>a</sup>

7% ↓

Competitive Placement

Advantage

<sup>a</sup> Prior Period: 2018 Q1

### Benchmark Comparison

- Above the 75th percentile
- Above the 50th percentile
- Below the 50th percentile



Access Your Dashboard

2018 Q2

## BROMLEY, Prue

---

**From:** WHITEHEAD, Annette  
**Sent:** Thursday, 31 May 2018 2:36 PM  
**To:** NIXON, Leanne; MULLER, Carina  
**Cc:** GARVEY, Rae  
**Subject:** RE: NAPLAN SURVEY IS NOW LIVE

I think it could come from you Leanne

---

**From:** NIXON, Leanne  
**Sent:** Thursday, 31 May 2018 1:36 PM  
**To:** MULLER, Carina  
**Cc:** WHITEHEAD, Annette; GARVEY, Rae  
**Subject:** RE: NAPLAN SURVEY IS NOW LIVE

Hi

Do we know if Tony has a view on whether this should come from him? If Not I'll just confirm but it looks good.  
Leanne

### Leanne Nixon

A/Deputy Director-General, State Schools

Department of Education

Queensland Government

P: 07 303 44762 | M: s.47(3)(b)

E: [leanne.nixon@qed.qld.gov.au](mailto:leanne.nixon@qed.qld.gov.au) | <http://dete.qld.gov.au>

Level 22 | 30 Mary Street | Brisbane QLD 4000

PO Box 15033 | City East QLD 4002

Inspiring minds. Creating opportunities. Shaping Queensland's future.  
Please consider the environment before printing this email.



---

**From:** MULLER, Carina  
**Sent:** Thursday, 31 May 2018 1:26 PM  
**To:** NIXON, Leanne <[Leanne.NIXON@qed.qld.gov.au](mailto:Leanne.NIXON@qed.qld.gov.au)>  
**Cc:** WHITEHEAD, Annette <[Annette.WHITEHEAD@qed.qld.gov.au](mailto:Annette.WHITEHEAD@qed.qld.gov.au)>; GARVEY, Rae <[Rae.GARVEY@qed.qld.gov.au](mailto:Rae.GARVEY@qed.qld.gov.au)>  
**Subject:** RE: NAPLAN SURVEY IS NOW LIVE

Hi Leanne, thanks for this.

As discussed, below is some draft text for your consideration and on-send, to raise school and parents awareness of the opportunities to share their views.

Let me know if you need any further info at this point.

Thanks  
Carina

### Carina Muller

A/Assistant Director-General

Strategic Policy and Intergovernmental Relations

Department of Education

P: 07 3034 5905 M: [s.47\(3\)\(b\)](tel:0730345905)

E: [carina.muller@qed.qld.gov.au](mailto:carina.muller@qed.qld.gov.au)

Level 21 | Education House | 30 Mary Street | Brisbane QLD 4000

PO Box 15033 | City East QLD 4002

Please consider the environment before printing this email.

DRAFT TEXT

Dear Colleagues

As you may be aware, the Queensland Minister for Education has publicly announced a review of NAPLAN in the Queensland context. I am writing to advise you that this review has now commenced.

As you know, NAPLAN is just one indicator used in Queensland to assist in our school improvement agenda.

As NAPLAN has now been in operation nationally for a decade, Minister Grace is keen to hear the views and experiences of Queensland parents, school leaders, school communities and other key stakeholders.

As the first step in this review, Dr Gabrielle Matters and Dr Robert Lake have been appointed to seek the views and experiences of Queensland parents.

A public parent survey is now open for the next several weeks and can be accessed here:

<https://tinyurl.com/NAPLAN-Q>

Public forums are also being run by Dr Matters at the following locations on the relevant dates:

- Emerald, Mayfair Ridge Tavern, 7 June 2018, 5:00pm – 6:00pm
- Brisbane, Broncos Red Hill Leagues Club, 11 June 2018, 5:00pm – 6:00pm
- Brisbane, Carina Leagues Club, 12 June 2018, 5:00pm – 6:00pm
- Townsville, Cowboys Leagues Club, 12 June 2018, 5:00pm – 6:00pm

Parents can book their spot for the forum by emailing [NAPLAN@novumAVI.com.au](mailto:NAPLAN@novumAVI.com.au)

I encourage you to communicate this information to your parent communities through direct email and via your newsletter.

In the coming weeks the NAPLAN review will expand and will include hearing from school leaders, school communities and other key stakeholders. Further details on this will be provided to you over the coming weeks.

---

**From:** NIXON, Leanne

**Sent:** Thursday, 31 May 2018 12:18 PM

**To:** MULLER, Carina

**Subject:** FW: NAPLAN SURVEY IS NOW LIVE

**Leanne Nixon**

A/Deputy Director-General, State Schools

Department of Education

Queensland Government

P: 07 303 44762 | M: [s.47\(3\)\(b\)](tel:0730344762)

E: [leanne.nixon@qed.qld.gov.au](mailto:leanne.nixon@qed.qld.gov.au) | <http://dete.qld.gov.au>

Level 22 | 30 Mary Street | Brisbane QLD 4000





Inspiring minds. Creating opportunities. Shaping Queensland's future.  
Please consider the environment before printing this email.

**From:** Gabrielle Matters [mailto:s.47(3)(b) - Contrary to Pu]  
**Sent:** Thursday, 31 May 2018 11:54 AM  
**To:** NIXON, Leanne <Leanne.NIXON@qed.qld.gov.au>  
**Subject:** NAPLAN SURVEY IS NOW LIVE

Dear Leanne

Further to my message last evening, I would like to inform you that the NAPLAN survey is now live.

LINK

<https://tinyurl.com/NAPLAN-Q>

Best regards,

Gabrielle

Dr Gabrielle Matters  
Gabrielle Matters Consulting  
Assessment in Education - systems design and review  
Woody Point, Australia 4019  
phone +61 (0) s.47(3)(b)  
skype: gabrielle.matters.encore

## BROMLEY, Prue

---

**From:** WHITEHEAD, Annette  
**Sent:** Thursday, 31 May 2018 2:35 PM  
**To:** MULLER, Carina  
**Cc:** GARVEY, Rae  
**Subject:** RE: NAPLAN SURVEY IS NOW LIVE

Ok good, revised naplan media is good

---

**From:** MULLER, Carina  
**Sent:** Thursday, 31 May 2018 12:35 PM  
**To:** WHITEHEAD, Annette  
**Cc:** GARVEY, Rae  
**Subject:** FW: NAPLAN SURVEY IS NOW LIVE

Hi Annette, fyi the survey is now live. I had hoped to send the survey to both yourself and Leanne for review prior to it going live – looking at it, most of our and PMR's comments have been taken on board.

Outstanding steps:

1. I'll shortly email Leanne some messaging to send to schools
2. Ministerial media release – we'll let CEP know the survey is now live. I've sent the revised media release back to you this morning for your consideration.

Thanks  
Carina

**Carina Muller**  
A/Assistant Director-General  
Strategic Policy and Intergovernmental Relations  
Department of Education

P: 07 3034 5905 M: [s.47\(3\)\(b\)](#)  
E: [carina.muller@qed.qld.gov.au](mailto:carina.muller@qed.qld.gov.au)  
Level 21 | Education House | 30 Mary Street | Brisbane QLD 4000  
PO Box 15033 | City East QLD 4002

Please consider the environment before printing this email.

---

**From:** NIXON, Leanne  
**Sent:** Thursday, 31 May 2018 12:18 PM  
**To:** MULLER, Carina  
**Subject:** FW: NAPLAN SURVEY IS NOW LIVE

**Leanne Nixon**  
A/Deputy Director-General, State Schools  
Department of Education  
Queensland Government  
P: 07 303 44762 | M: [s.47\(3\)\(b\)](#)  
E: [leanne.nixon@qed.qld.gov.au](mailto:leanne.nixon@qed.qld.gov.au) | <http://dete.qld.gov.au>  
Level 22 | 30 Mary Street | Brisbane QLD 4000  
PO Box 15033 | City East QLD 4002



**From:** Gabrielle Matters [mailto:[s.47\(3\)\(b\) - Contrary to Pub](#)]  
**Sent:** Thursday, 31 May 2018 11:54 AM  
**To:** NIXON, Leanne <[Leanne.NIXON@qed.qld.gov.au](mailto:Leanne.NIXON@qed.qld.gov.au)>  
**Subject:** NAPLAN SURVEY IS NOW LIVE

Dear Leanne

Further to my message last evening, I would like to inform you that the NAPLAN survey is now live.

LINK

<https://tinyurl.com/NAPLAN-Q>

Best regards,

Gabrielle

Dr Gabrielle Matters  
Gabrielle Matters Consulting  
Assessment in Education - systems design and review  
Woody Point, Australia 4019  
phone +61 (0) [s.47\(3\)\(b\)](#)  
skype: gabrielle.matters.encore



## BROMLEY, Prue

---

**From:** MULLER, Carina  
**Sent:** Monday, 4 June 2018 11:52 AM  
**To:** MCALLISTER, Danielle; WHITEHEAD, Annette  
**Cc:** GARVEY, Rae; SEELEY, Nick  
**Subject:** RE: NAPLAN Review - Gabrielle Matters - survey questions

**Categories:** Information

Hi Dan, a link to the survey is here – it is now live.

<https://tinyurl.com/NAPLAN-Q>

Thanks  
Carina

**Carina Muller**  
**A/Assistant Director-General**  
Strategic Policy and Intergovernmental Relations  
**Department of Education**

P: 07 3034 5905 M: s 47(3)(b)  
E: [carina.muller@qed.qld.gov.au](mailto:carina.muller@qed.qld.gov.au)  
Level 21 | Education House | 30 Mary Street | Brisbane QLD 4000  
PO Box 15033 | City East QLD 4002

Please consider the environment before printing this email.

---

**From:** MCALLISTER, Danielle  
**Sent:** Monday, 4 June 2018 10:44 AM  
**To:** WHITEHEAD, Annette; MULLER, Carina  
**Subject:** NAPLAN Review - Gabrielle Matters - survey questions

Hi Annette and Carina

You mentioned at MIB last week that you were working with Gabrielle on the survey questions. Are you able to send me through a copy, please?

Thanks  
Danielle

**Danielle McAllister**  
A/Senior Policy Advisor  
**Office of the Hon Grace Grace MP**  
Minister for Education  
Minister for Industrial Relations

Released under RTI Act by DOE

## BROMLEY, Prue

---

**From:** WHITEHEAD, Annette  
**Sent:** Friday, 15 June 2018 9:06 AM  
**To:** ROBINSON, Lesley  
**Subject:** RE: School Opinion Survey (SOS)

Well done good outcome

---

**From:** ROBINSON, Lesley  
**Sent:** Friday, 15 June 2018 9:04 AM  
**To:** WHITEHEAD, Annette  
**Subject:** FW: School Opinion Survey (SOS)

FYI

**Lesley Robinson**  
Assistant Director-General

Strategy and Performance  
Department of Education

P: 07 3513 6909  
M: [s.47\(3\)\(b\) - Contrary](mailto:s.47(3)(b) - Contrary)  
E: [Lesley.Robinson@qed.qld.gov.au](mailto:Lesley.Robinson@qed.qld.gov.au)  
Level 20 | Education House | 30 Mary Street | Brisbane QLD 4000  
PO Box 15033 | City East QLD 4002



Please consider the environment before printing this email.

---

**From:** Sam Pidgeon [[mailto:s.47\(3\)\(b\) - Contrary](mailto:s.47(3)(b) - Contrary)]  
**Sent:** Thursday, 14 June 2018 10:01 PM  
**To:** ROBINSON, Lesley <[Lesley.Robinson@qed.qld.gov.au](mailto:Lesley.Robinson@qed.qld.gov.au)>  
**Cc:** NIXON, Leanne <[Leanne.NIXON@qed.qld.gov.au](mailto:Leanne.NIXON@qed.qld.gov.au)>; SCHWERIN, Leon <[Leon.SCHWERIN@qed.qld.gov.au](mailto:Leon.SCHWERIN@qed.qld.gov.au)>; KILLIN, Damien <[Damien.KILLIN@qed.qld.gov.au](mailto:Damien.KILLIN@qed.qld.gov.au)>; Paige Bousen <[s.47\(3\)\(b\) - Contrary](mailto:s.47(3)(b) - Contrary)>  
**Subject:** Re: School Opinion Survey (SOS)

Dear Lesley

Thank you for this comprehensive outline of your planned approach to addressing the concerns raised by the QTU. I have consulted with Paige Bousen and senior officers of the QTU and can confirm that we are comfortable with measures you suggest for the 2018 SOS.

I will report this outcome to our next Executive meeting and Education Leaders Committee.

Have a great weekend

Sam

Sent from my iPhone

On 14 Jun 2018, at 8:44 am, ROBINSON, Lesley <[Lesley.Robinson@qed.qld.gov.au](mailto:Lesley.Robinson@qed.qld.gov.au)> wrote:



Hi Sam

Thank you for discussing with us yesterday the staff survey conducted annually as part of the School Opinion Surveys (SOS).

In relation to the seven questions discussed – four leadership and three questions pertaining to sexual harassment and bullying – the department acknowledges and shares the concerns associated with reporting this data, particularly in small schools where these questions may reflect on an individual rather than a leadership team. As you would be aware, the Department worked with the Public Service Commission and key stakeholders in 2017 to add these questions to avoid school staff undertaking two surveys, SOS and Working for Queensland (conducted by the PSC across the whole Public Service).

To appropriately manage this issue, the department gives an undertaking to implement the following measures:

1. Discontinue public reporting of SOS data at a school level, and remove these questions from school-level reports;
2. Reorganise the staff survey so that these questions are asked at the end of the survey (with a note that they will be reported at a state level only); and
3. Balance Right To Information (RTI) and Privacy obligations to ensure that data from small schools which may reflect upon an individual is withheld in any RTI requests.

#### Reporting

Public reporting will now be restricted to the publication of a State-level aggregate report. This report aggregates the opinions of approximately 48,000 staff across State schools. School-level reports will be produced without data for the seven questions and provided to schools and regions via existing processes. SOS data will be provided to the Public Service Commission to generate agency-level data.

#### Survey Reorganisation

The current survey requires non-teaching staff to respond to 49 questions. Included in the 49 questions are two of the four leadership questions and the three questions about bullying / sexual harassment. Teaching staff are asked to answer these 49 questions plus an additional 17, which includes the remaining two leadership questions. Principals answer the same 66 questions that are asked of teaching staff, plus an additional five questions.

The survey will be redesigned so that the two leadership and three bullying / sexual harassment questions are positioned at the end of the questions asked of non-teaching staff with caveats that these questions will be reported at a state level only. The remaining two leadership questions will be positioned at the end of the questions asked of teachers with caveats that these questions will be reported at a state level only.

#### RTI

Like all information held by the department, SOS data may be the subject of RTI requests. Our legal unit manages the RTI process and decides on a case-by-case basis, what information can legally be released. We are engaging with the legal unit to seek advice for a scenario where an RTI request seeks SOS data for a small school and highlight the concern that the leadership questions are likely to relate to a readily-identifiable individual.

We look forward to a response regarding from you about this proposed way forward.

Thank you for your assistance with this.

Lesley

**Lesley Robinson**

Assistant Director-General

<image002.jpg>

Strategy and Performance  
Department of Education

P: 07 3513 6909

M: s.47(3)(b) -

E: [Lesley.Robinson@qed.qld.gov.au](mailto:Lesley.Robinson@qed.qld.gov.au)

Level 20 | Education House | 30 Mary Street | Brisbane QLD 4000

PO Box 15033 | City East QLD 4002

Please consider the environment before printing this email.

\*\*\*\*\*  
\*\*\*\*\*

IMPORTANT: This email (including any attachments) may contain legally privileged, confidential or private information and may be protected by copyright. You may only use it if you are the person(s) to whom it was intended to be sent and if you use it in an authorised way. No one is allowed to use, review, alter, transmit, disclose, distribute, print or copy this email without appropriate authority.

If the email was not intended for you and was sent to you by mistake, please telephone or email me immediately, destroy any hard copies of this email, and delete it and any copies of it from your computer system. Any legal privilege and confidentiality attached to the email is not waived or destroyed by that mistake.

It is your responsibility to ensure that this email does not contain and is not affected by computer viruses, defects or interference by third parties or replication problems (including incompatibility with your computer system).

\*\*\*\*\*  
\*\*\*\*\*

This is an email from the Queensland Teachers' Union and may contain confidential information which is privileged. It should only be read by those persons to whom it is addressed. If you have received this email in error, please notify us immediately by telephone on 07 3512 9000. Please also destroy and delete the message from your computer.

## WHITEHEAD, Annette

---

**From:** ROBINSON, Lesley  
**Sent:** Thursday, 15 February 2018 11:20 AM  
**To:** WHITEHEAD, Annette  
**Cc:** ALBURY, Robyn; SEELEY, Nick  
**Subject:** FW: Publication of School Opinion Survey responses

**Follow Up Flag:** Follow up  
**Flag Status:** Completed

Hi Annette

FYI only.

We have discussed this issue with Leanne and are working through solutions – e.g. publishing system level data only. SP are reviewing processes going forward around publication. Robyn will meet with QTU again in month to finalise.

L

---

**From:** ALBURY, Robyn  
**Sent:** Thursday, 15 February 2018 8:11 AM  
**To:** ROBINSON, Lesley  
**Cc:** KINSELLA, Christopher  
**Subject:** Publication of School Opinion Survey responses

Dear Lesley

Just wanted to let you know about the outcomes of our discussions with the QTU this week regarding the publication of SOS responses at the school level. During our meeting we identified that SOS results, by school for the principal, staff and student surveys have been available for each question on the education.qld.gov.au website. This has been available since approximately 2013 however concerns have been raised this year to the QTU by Principals due to the publication of the Working for Queensland questions now included in the SOS that ask teachers and staff about sexual harassment and bullying particularly for smaller schools. The publication of the responses at this level does not appear in line with the PSC publication of results for the broader Working for Queensland survey. At this stage we have removed the data from the website, are reviewing publication processes and practices generally, re-developing how the SOS results will be published and have agreed to meet with the QTU in a month to share with them the developments.

Given the DG meets with the QTU regularly I thought you may need to discuss the issue.

Let me know if there is anything else you need.

Regards

Robyn Albury  
A/Assistant Director-General  
Strategy and Performance  
Department of Education  
P: 07 351 36909  
E: [robyn.albury@det.qld.gov.au](mailto:robyn.albury@det.qld.gov.au)  
Level 20 | Education House | 30 Mary Street | Brisbane QLD 4000





PO Box 15033 | City East QLD 4002

**Working together to lift learning and skilling outcomes for Queensland.**  
Please consider the environment before printing this email.

Released under RTI Act by DOE

## BROMLEY, Prue

---

**From:** ROBINSON, Lesley  
**Sent:** Monday, 11 June 2018 2:44 PM  
**To:** WHITEHEAD, Annette  
**Subject:** FW: QTU - SOS Staff Survey - Working for Queensland questions

**Follow Up Flag:** Follow up  
**Flag Status:** Completed

**Lesley Robinson**  
Assistant Director-General

Strategy and Performance  
Department of Education

P: 07 3513 6909  
M: [07 3513 6909](tel:0735136909)  
E: [Lesley.Robinson@qed.qld.gov.au](mailto:Lesley.Robinson@qed.qld.gov.au)  
Level 20 | Education House | 30 Mary Street | Brisbane QLD 4000  
PO Box 15033 | City East QLD 4002

Please consider the environment before printing this email.



---

**From:** ROBINSON, Lesley  
**Sent:** Monday, 11 June 2018 2:29 PM  
**To:** SEELEY, Nick <[Nick.SEELEY@qed.qld.gov.au](mailto:Nick.SEELEY@qed.qld.gov.au)>  
**Cc:** NIXON, Leanne <[Leanne.NIXON@qed.qld.gov.au](mailto:Leanne.NIXON@qed.qld.gov.au)>, SCHWERIN, Leon <[Leon.SCHWERIN@qed.qld.gov.au](mailto:Leon.SCHWERIN@qed.qld.gov.au)>; KILLIN, Damien <[Damien.KILLIN@qed.qld.gov.au](mailto:Damien.KILLIN@qed.qld.gov.au)>  
**Subject:** RE: QTU - SOS Staff Survey - Working for Queensland questions

Thanks Nick this might be good. We will put together some dot points and get them across to you.  
L

**Lesley Robinson**  
Assistant Director-General

Strategy and Performance  
Department of Education

P: 07 3513 6909  
M: [07 3513 6909](tel:0735136909)  
E: [Lesley.Robinson@qed.qld.gov.au](mailto:Lesley.Robinson@qed.qld.gov.au)  
Level 20 | Education House | 30 Mary Street | Brisbane QLD 4000  
PO Box 15033 | City East QLD 4002

Please consider the environment before printing this email.



---

**From:** SEELEY, Nick  
**Sent:** Monday, 11 June 2018 1:29 PM

**To:** ROBINSON, Lesley <Lesley.Robinson@qed.qld.gov.au>  
**Cc:** NIXON, Leanne <Leanne.NIXON@qed.qld.gov.au>; SCHWERIN, Leon <Leon.SCHWERIN@qed.qld.gov.au>; KILLIN, Damien <Damien.KILLIN@qed.qld.gov.au>  
**Subject:** RE: QTU - SOS Staff Survey - Working for Queensland questions

Hi Lesley, I have trawled through TRIM and can't find any reference to the SOS.

The DG is meeting with the QTU tomorrow to discuss HAT and LT issues and could raise it, if need be?

Regards  
Nick

**Nick Seeley**

Executive Director  
Office of the Director-General  
Department of Education

P: 07 3034 4750  
M: [s.47\(3\)\(b\) -](#)  
E: [nick.seeley@qed.qld.gov.au](mailto:nick.seeley@qed.qld.gov.au)  
Level 33 | 1 William Street | Brisbane QLD 4000  
PO Box 15033 | City East QLD 4002



Working together to lift learning and skilling outcomes for Queensland.  
Please consider the environment before printing this email.

---

**From:** ROBINSON, Lesley  
**Sent:** Monday, 11 June 2018 12:54 PM  
**To:** SEELEY, Nick <Nick.SEELEY@qed.qld.gov.au>  
**Cc:** NIXON, Leanne <Leanne.NIXON@qed.qld.gov.au>; SCHWERIN, Leon <Leon.SCHWERIN@qed.qld.gov.au>; KILLIN, Damien <Damien.KILLIN@qed.qld.gov.au>  
**Subject:** QTU - SOS Staff Survey - Working for Queensland questions

Hi Nick

As discussed, the QTU contacted Chris Kinsella three or so weeks ago to say that their Executive had decided that they did not want Working for Queensland questions in SOS in 2018. This came off the back of some meetings with Robyn and Chris K where there was discussion about the reporting of these questions. In response to this feedback SP took down from the department's stats website any reference to individual school results (this has been the practice over many years). Currently, and going forward there is whole of State results only. Individual schools get their results.

I am just following up if there is any correspondence from the QTU regarding this issue before we follow back up with the QTU. We only have a short timeframe now to finalise the survey instruments.

Thanks for your assistance with this.  
Lesley

**Lesley Robinson**

Assistant Director-General

Strategy and Performance  
Department of Education

P: 07 3513 6909  
M: [s.47\(3\)\(b\) -](#)  
E: [Lesley.Robinson@qed.qld.gov.au](mailto:Lesley.Robinson@qed.qld.gov.au)





Level 20 | Education House | 30 Mary Street | Brisbane QLD 4000  
PO Box 15033 | City East QLD 4002

Please consider the environment before printing this email.

Released under RTI Act by DOE

## BROMLEY, Prue

---

**From:** WHITEHEAD, Annette  
**Sent:** Thursday, 14 June 2018 9:01 AM  
**To:** ROBINSON, Lesley  
**Subject:** RE: School Opinion Survey (SOS)

Thanks seems like a reasonable approach

---

**From:** ROBINSON, Lesley  
**Sent:** Thursday, 14 June 2018 8:47 AM  
**To:** WHITEHEAD, Annette  
**Subject:** FW: School Opinion Survey (SOS)

FYI

**Lesley Robinson**  
Assistant Director-General

Strategy and Performance  
Department of Education

P: 07 3513 6909  
M: [07 3513 6909](tel:0735136909)  
E: [Lesley.Robinson@qed.qld.gov.au](mailto:Lesley.Robinson@qed.qld.gov.au)  
Level 20 | Education House | 30 Mary Street | Brisbane QLD 4000  
PO Box 15033 | City East QLD 4002



Please consider the environment before printing this email.

---

**From:** ROBINSON, Lesley  
**Sent:** Thursday, 14 June 2018 8:44 AM  
**To:** 'spidgeon@qtu.asn.au' <[spidgeon@qtu.asn.au](mailto:spidgeon@qtu.asn.au)> <[s.47\(3\)\(b\) - Contrary](mailto:spidgeon@qtu.asn.au)>  
**Cc:** NIXON, Leanne <[Leanne.NIXON@qed.qld.gov.au](mailto:Leanne.NIXON@qed.qld.gov.au)>; SCHWERIN, Leon <[Leon.SCHWERIN@qed.qld.gov.au](mailto:Leon.SCHWERIN@qed.qld.gov.au)>; KILLIN, Damien <[Damien.KILLIN@qed.qld.gov.au](mailto:Damien.KILLIN@qed.qld.gov.au)>  
**Subject:** School Opinion Survey (SOS)

Hi Sam

Thank you for discussing with us yesterday the staff survey conducted annually as part of the School Opinion Surveys (SOS).

In relation to the seven questions discussed – four leadership and three questions pertaining to sexual harassment and bullying – the department acknowledges and shares the concerns associated with reporting this data, particularly in small schools where these questions may reflect on an individual rather than a leadership team. As you would be aware, the Department worked with the Public Service Commission and key stakeholders in 2017 to add these questions to avoid school staff undertaking two surveys, SOS and Working for Queensland (conducted by the PSC across the whole Public Service).

To appropriately manage this issue, the department gives an undertaking to implement the following measures:

1. Discontinue public reporting of SOS data at a school level, and remove these questions from school-level reports;

2. Reorganise the staff survey so that these questions are asked at the end of the survey (with a note that they will be reported at a state level only); and
3. Balance Right To Information (RTI) and Privacy obligations to ensure that data from small schools which may reflect upon an individual is withheld in any RTI requests.

### Reporting

Public reporting will now be restricted to the publication of a State-level aggregate report. This report aggregates the opinions of approximately 48,000 staff across State schools. School-level reports will be produced without data for the seven questions and provided to schools and regions via existing processes. SOS data will be provided to the Public Service Commission to generate agency-level data.

### Survey Reorganisation

The current survey requires non-teaching staff to respond to 49 questions. Included in the 49 questions are two of the four leadership questions and the three questions about bullying / sexual harassment. Teaching staff are asked to answer these 49 questions plus an additional 17, which includes the remaining two leadership questions. Principals answer the same 66 questions that are asked of teaching staff, plus an additional five questions.

The survey will be redesigned so that the two leadership and three bullying / sexual harassment questions are positioned at the end of the questions asked of non-teaching staff with caveats that these questions will be reported at a state level only. The remaining two leadership questions will be positioned at the end of the questions asked of teachers with caveats that these questions will be reported at a state level only.

### RTI

Like all information held by the department, SOS data may be the subject of RTI requests. Our legal unit manages the RTI process and decides on a case-by-case basis, what information can legally be released. We are engaging with the legal unit to seek advice for a scenario where an RTI request seeks SOS data for a small school and highlight the concern that the leadership questions are likely to relate to a readily-identifiable individual.

We look forward to a response regarding from you about this proposed way forward.

Thank you for your assistance with this.

Lesley

**Lesley Robinson**

Assistant Director-General

Strategy and Performance  
Department of Education

P: 07 3513 6909

M: s.47(3)(b) -

E: [Lesley.Robinson@qed.qld.gov.au](mailto:Lesley.Robinson@qed.qld.gov.au)

Level 20 | Education House | 30 Mary Street | Brisbane QLD 4000

PO Box 15033 | City East QLD 4002

Please consider the environment before printing this email.

