

Authors

The *Next Step* team, Department of Education and Training

Acknowledgments

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Association of Heads of Independent Schools of Australia (Queensland branch)

Catholic Secondary Principals Association of Queensland

Independent Schools Queensland

Queensland Catholic Education Commission

Queensland Curriculum and Assessment Authority

Queensland Government Statistician's Office

Queensland Secondary Principals' Association

Queensland University of Technology

State Schools Division, Department of Education and Training

Training and Skills Division, Department of Education and Training

The *Next Step* team extends sincere thanks to the many thousands of Queensland Year 12 completers who gave up their time to participate in the survey.

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List of Tables

Table 1:	Survey response rate, Special Schools 2017	4
Table 2:	Year 12 completers with a verified disability, by specific impairment area, Special Schools 2017	4
Table 3:	Post-school pathway of Year 12 completers, by sex, Special Schools 2017	5
Table 4:	Post-school pathway of Year 12 completers, by whether they received a post-school package from DSQ, Special Schools 2017	7
Table 5:	Post-school pathway of Year 12 completers, by whether they attended a day service, Special Schools 2017	8
Table 6:	Days per week spent at a day service of Year 12 completers, by day service source of funding, Special Schools 2017	8
Table 7:	Post-school institution of Year 12 completers in education or training, Special Schools 2017	10
Table 8:	Field of study of Year 12 completers in education or training, by sex, Special Schools 2017	10
Table 9:	Occupational Sub-Major group of Year 12 completers in employment, by sex, Special Schools 2017	11
Table 10:	Industry category of Year 12 completers in employment, by sex, Special Schools 2017	11
Table 11:	Participation in unpaid work by Year 12 completers, Special Schools 2017	12
Table 12:	Post-school pathway of Year 12 completers who obtained a VET qualification, Special Schools 2017	13
Table 13:	Post-school pathway of Year 12 completers who participated in a SAT, Special Schools 2017	13
Table 14:	Post-school pathway of Indigenous Year 12 completers, Special Schools 2017	14
Table 15:	Main destination of Year 12 completers, by socioeconomic status, Special Schools 2017	14
Table A1:	Queensland Special Schools with Year 12 completers in 2016	15
Table A2:	Post-school pathway categorisation	16
Table A3:	Fields of study	17
Table A4:	Industry categories	18
Table A5:	Acronyms and Abbreviations	19

List of Figures

Figure 1:	Post-school pathway of Year 12 completers, Special Schools 2017	5
Figure 2:	Post-school pathway of Year 12 completers, Special Schools 2015-2017	6
Figure 3:	Post-school pathway of Year 12 completers, by whether they received a post-school package from DSQ, Special Schools 2017	7
Figure 4:	Activities participated in by Year 12 completers who attended a day service, by sex, Special Schools 2017	9
Figure 5:	Hours worked per week by Year 12 completers undertaking unpaid work, by type of unpaid work, Special Schools 2017	12

Purpose

The purpose of this report is to provide information on the destinations of students from Special Schools who completed Year 12 in 2016. This is one indicator of the outcomes of schooling.

This information can be used to:

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

Source of information

This report is based on the results of the annual *Next Step* survey for Special Schools. The *Next Step* survey, undertaken by the Queensland Government, targets all students who completed Year 12 and gained a Senior Statement in 2016, whether they attended a state, Catholic or independent school, or a TAFE secondary college. The Queensland Government Statistician's Office conducted the survey between March and June 2017, approximately six months after the young people left school. Responses were collected via computer-assisted telephone interviewing and an online survey.

The survey results were compiled and reported on by the *Next Step* team, Department of Education and Training.

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

Care should be taken in publicly using figures of less than three responses or percentages based on less than three responses.

Privacy statement

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

Further information and feedback

Statewide and regional reports from the *Next Step* survey are available on the *Next Step* website at www.education.qld.gov.au/nextstep

Please contact the *Next Step* project team if you would like to provide feedback on the *Next Step* survey, reports or request additional data.

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Summary of findings

In 2017, 78.9% of young people who completed Year 12 at Special Schools in 2016 continued in a meaningful post-school pathway in the year after they left school.

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

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

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

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

Response rate for Special Schools

Table 1: Survey response rate, Special Schools 2017

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

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

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

Please note that some survey participants did not provide information for particular survey questions. As a result, the number of responses shown in Table 3 onwards may not reflect the totals reported for the main destinations appearing in Table 3.

Verified disability

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

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

Post-school pathway

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

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

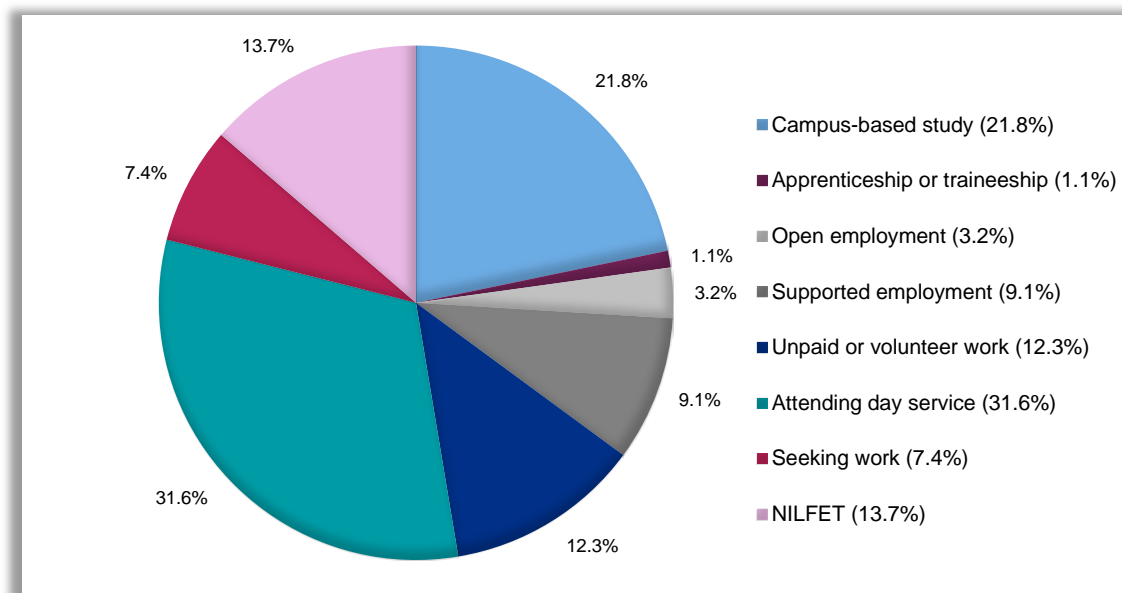


Table 3: Post-school pathway of Year 12 completers, by sex, Special Schools 2017

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

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

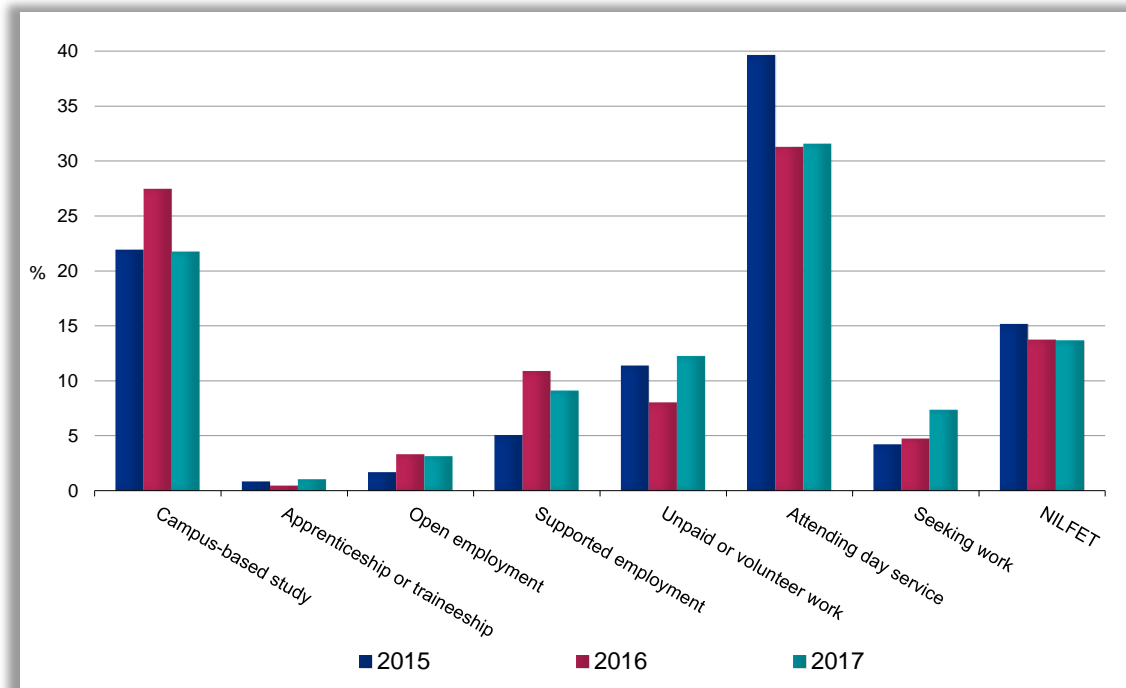
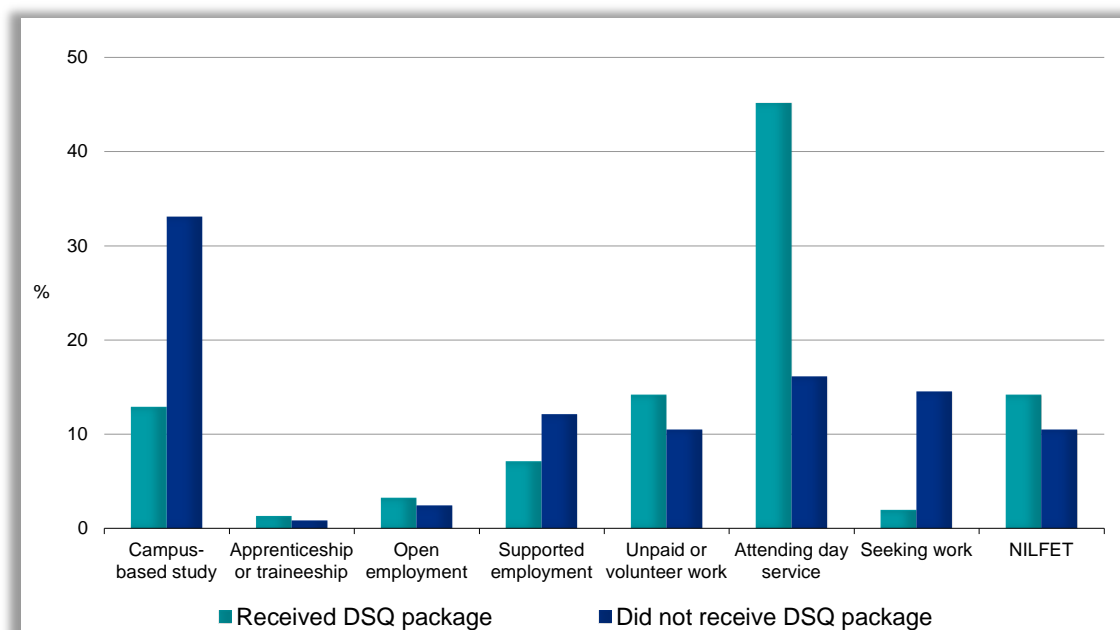


Table 4: Post-school pathway of Year 12 completers, by whether they received a post-school package from DSQ, Special Schools 2017

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

^a Excludes six Year 12 completers who did not provide any responses to the additional special schools questions.

^b Includes 25 Year 12 completers who did not know if they received a DSQ package.

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

Day services

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

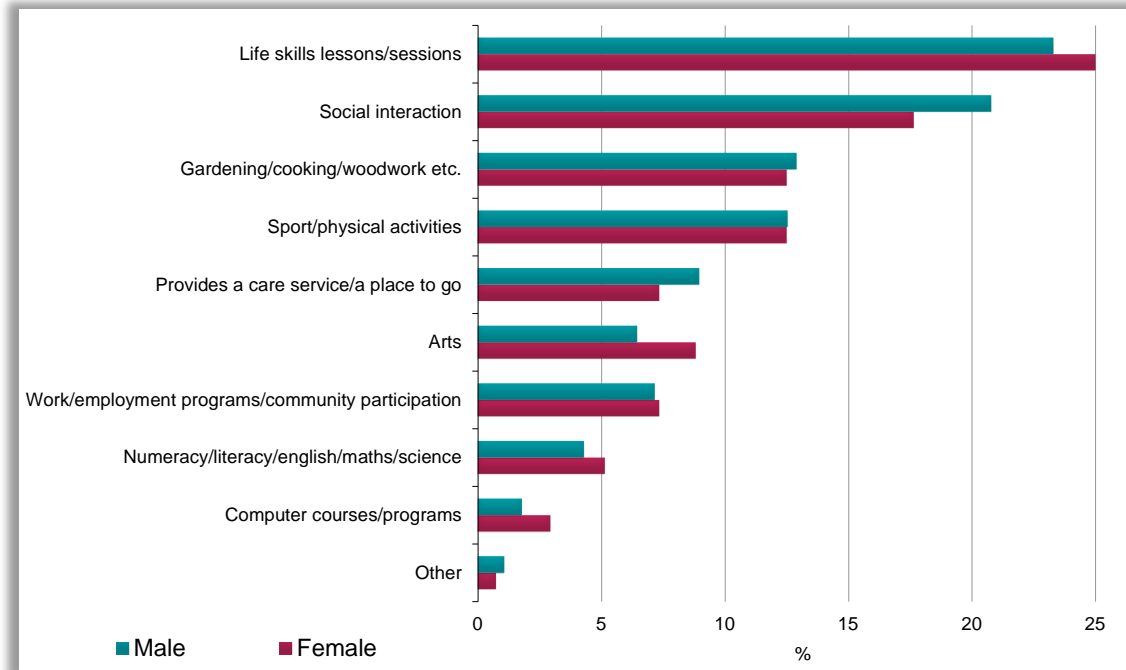
<i>Post-school pathway</i>	ATTENDING DAY SERVICE^a					
	Yes		No		Total	
	no.	%	no.	%	no.	%
Education or training						
Campus-based study	13	9.7	48	33.1	61	21.9
Apprenticeship or traineeship	0	0.0	3	2.1	3	1.1
<i>Education or training Total</i>	13	9.7	51	35.2	64	22.9
Work						
Open employment	1	0.7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

^a Excludes six Year 12 completers who did not provide any responses to the additional special schools questions.

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

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

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



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

Education and Training

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

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

Table 8: Field of study of Year 12 completers in education or training, by sex, Special Schools 2017

<i>Field of study^a</i>	SEX		
	<i>Male</i>	<i>Female</i>	<i>Total</i>
	<i>no.</i>	<i>no.</i>	<i>no.</i>
Mixed Field Programs	29	11	40
Food, Hospitality and Personal Services	4	2	6
Education	3	1	4
Natural and Physical Sciences	1	0	1
Information Technology	0	1	1
Health	1	0	1
Management and Commerce	1	0	1
Society and Culture	0	1	1
Creative Arts	0	1	1
Double Field of Study	0	1	1
Other	7	1	8
Total	46	19	65

^a Field of study based on the *Australian Standard Classification of Education* (ABS cat. no.1272.0). See Appendix 2 for more details.

Employment

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

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

^a Excludes Year 12 completers undertaking unpaid or volunteer work.

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

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

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

^a Excludes Year 12 completers undertaking unpaid or volunteer work.

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

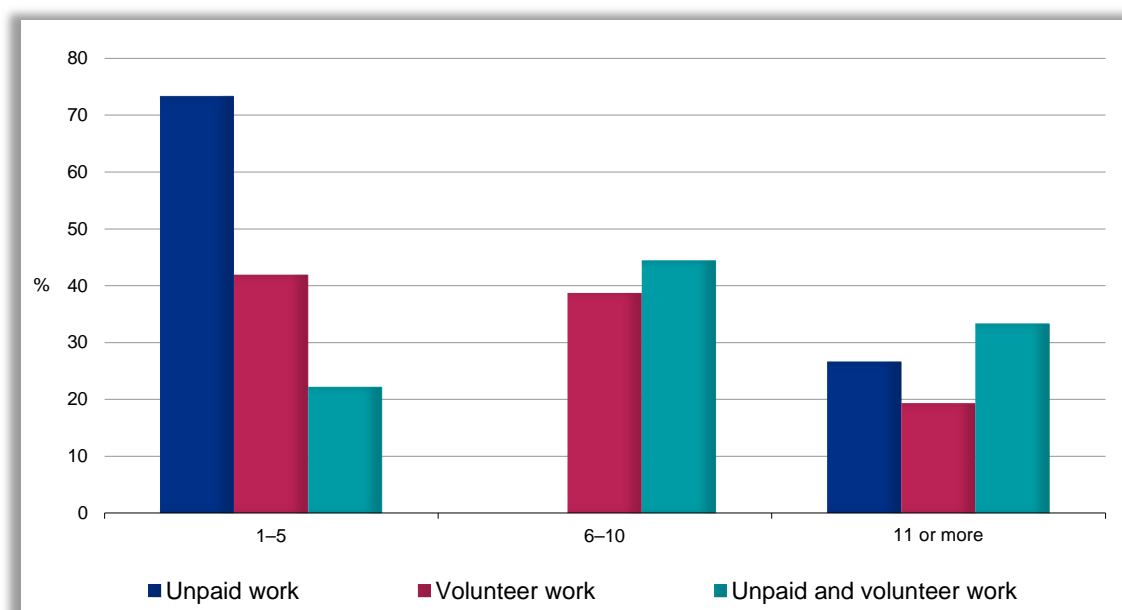
Unpaid and volunteer work

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

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

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

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



Vocational Education and Training in schools

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

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

School-based apprenticeships and traineeships

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

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

Indigenous students

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

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

Socioeconomic status

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

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

^a Excludes three respondents for whom socioeconomic status could not be determined.

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

Appendix 1 – List of schools

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

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

Appendix 2 – Post-school pathway categorisation

Table A2: Post-school pathway categorisation

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

^a Some respondents may also be in employment or seeking work.

^b Some respondents may also be attending a day service.

Appendix 3 – Fields of study

Table A3: Fields of study

Field of study ^a	Examples
Natural and Physical Sciences	Science, Applied Science, Laboratory Technology, Biomedical Science, Forensic Science
Information Technology	Information Technology, Network Engineering, Software Design, Web Design
Engineering and Related Technologies	Engineering, Automotive Mechanics, Electro Technology, Refrigeration, Aviation, Electrical Apprenticeship
Architecture and Building	Building, Architecture, Carpentry, Interior Design, Regional and Urban Planning, Surveying
Agriculture, Environmental and Related Studies	Horticulture, Land Management, Environmental Science, Agricultural Science, Marine Studies
Health	Nursing, Sport Science, Occupational Therapy, Medicine, Pharmacy, Fitness, Physiotherapy
Education	Primary Education, Secondary Education, Learning Management, Early Childhood Education
Management and Commerce	Business, Accounting, Business Management, Commerce, Tourism, Real Estate, Marketing
Society and Culture	Law, Arts, Youth Work, Journalism, Social Science, Psychology, Social Work
Creative Arts	Fine Arts, Visual Arts, Music, Multimedia, Graphic Design, Performing Arts, Photography
Food, Hospitality and Personal Services	Hospitality, Hotel Management, Hairdressing, Kitchen Operations, Commercial Cookery
Mixed Field Programs	Adult Tertiary Preparation, Creative Industries, Vocational Skills Development, Bridging Courses
Double Field of Study	University students undertaking double degrees (e.g. Business/Laws)

^a Field of study based on the Australian Standard Classification of Education (ABS cat. no.1272.0).

Appendix 4 – Industry categories

Table A4: Industry categories

Industry category ^a	Examples of occupations in this industry
Retail Trade	Sales Assistant, Cashier, Storeperson, Retail Trainee, Shelf Filler, Pharmacy Assistant, Console Operator
Accommodation and Food Services	Waiter, Bartender, Kitchen Hand, Pizza Maker, Apprentice Chef, Fast Food Server, Hotel Receptionist
Construction	Labourer, Apprentice (Carpenter, Tiler, Bricklayer, Painter, Plumber, Plasterer, Roofer), Trades Assistant
Manufacturing	Factory Hand, Apprentice (Joiner, Fitter, Boilermaker, Cabinet Maker), Labourer, Machine Operator
Health Care and Social Assistance	Dental Assistant, Personal Carer, Child Care Assistant, Nanny, Medical Receptionist, Nursing Assistant
Agriculture, Forestry and Fishing	Fruit Picker, Packer, Farm, Station Hand, Nursery Assistant, Market Gardener, Deck Hand
Education and Training	Teacher Aide, Tutor, Swimming Instructor, Music Teacher, Administration Assistant, Sports Coach, Library Assistant
Electricity, Gas, Water and Waste Services	Apprentice (Electrician, Linesman, Plumber, Refrigeration Mechanic), Garbage Truck Driver
Rental, Hiring and Real Estate Services	Sales Trainee, Office Assistant, Trainee Property Manager, Receptionist, Video Store Clerk
Information Media and Telecommunications	Cinema Attendant, Cadet Journalist, Library Assistant, Telecommunications Trainee, Data Entry Clerk
Transport, Postal and Warehousing	Courier, Customs Clerk, Furniture Removalist, Ticket Inspector, Flight Attendant, Mail Sorter, Transport Officer
Financial and Insurance Services	Bank Teller, Administrative Assistant, Accounts Clerk, Loans Processor, Trainee Accountant, Customer Service Operator
Wholesale Trade	Warehouse Clerk, Storeperson, Driver, Packer, Factory Hand, Labourer, Cleaner
Public Administration and Safety	Defence Cadet, Administrative Officer, Soldier, Trainee Firefighter, Police Cadet, Locksmith
Administrative and Support Services	Call Centre Operator, Gardener, Trainee Travel Agent, Cleaner, Office Assistant, Telemarketer
Mining	Apprentice (Fitter, Electrician, Boilermaker), Plant Operator, Drillers Assistant, Laboratory Assistant, Office Assistant
Arts and Recreation Services	Fitness Instructor, Theatre Attendant, Netball Umpire, Theme Park Host, Lifeguard, Museum Attendant
Professional, Scientific and Technical Services	Laboratory Assistant, Trainee Draftsperson, Software Technician, IT Trainee
Other Services	Apprentice (Mechanic, Panel Beater, Hairdresser), Parking Attendant, Trainee Beautician, Photo Lab Assistant

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

Appendix 5 – Acronyms and Abbreviations

Table A5: Acronyms and Abbreviations

Acronym or abbreviation	
ABS	Australian Bureau of Statistics
Campus-based study	All study categories excluding apprenticeships and traineeships
Employment-based training	Apprenticeships and traineeships
DSQ	Disability Services Queensland
NILFET	Not in the labour force, education or training
SAT	School-based Apprenticeship and Traineeship
TAFE	Technical and Further Education
VET	Vocational Education and Training

For further information about terminology used throughout this report, refer to the [Next Step website](#).