



**St Mary's College,
IPSWICH**

Annual Report 2021

**Brisbane Catholic Education is
a faith-filled learning community
creating a better future.**

Contact information

School	St Mary's College
Postal address	PO Box 172, IPSWICH, QLD, 4305
Phone	(07) 3432 5444
Email	sipswich@bne.catholic.edu.au
Web pages	Information about the school can be found at www.stmarys.qld.edu.au Additional information about Brisbane Catholic Education schools is located on the Brisbane Catholic Education website.
Contact person	Paula Goodwin — Principal

Principal's foreword

The 2021 Annual Report presents information for reporting requirements and informs the wider community of our school's operations and achievements through the year. The report includes information on the school's profile, curriculum delivery, social climate, school funding, workforce composition and student performance.

Steeped in the Mercy tradition, St Mary's College is proud of our (almost) 160 year history, of educating the minds and hearts of young Ipswich women. Students are empowered to be strong, inquisitive and compassionate, and prepared to embrace her future – just as Catherine McAuley envisioned all those years ago.

Guided by the values of excellence, integrity, faith, resilience and compassion, St Mary's fosters a strong sense of community, social justice, and connectedness. Each student is known by name, by her peers and teachers, building a strong sense of belonging.

The professional and dedicated staff at St Mary's deliver a rigorous and academically challenging curriculum. This is complemented by authentic outreach programs and diverse sporting and cultural co-curricular offerings, providing opportunities for students to shine beyond the classroom. Our curriculum is both broad and deep allowing for extension and consolidation to meet each young woman's individual needs. St Mary's has a culture of high expectations and that supports students to achieve their personal best.

Blending a mix of heritage listed buildings and modern additions, our campus overlooks the picturesque Bremer River at Woodend in Ipswich. Student's learning is enhanced with state-of-the-art learning spaces and technologies including an i-Centre, sport's hall, theatrette, commercial grade kitchens and dedicated visual art, drama, music and dance studios.

School progress towards its goals in 2021

College made pleasing progress towards the priorities for 2021, that included:

- Deepen the spiritual, scriptural and theological capacity of our students, staff and community.
Staff and student formation programs were completed and communicated to relevant stakeholders.
- Sustained foundational practices in literacy and Catholic Perspectives.
There was continued use of data to inform classroom practices and literacy directions.
- Transform practice to wholly engage each student in deeper learning.

Strategies that Maximise Impact were used in conjunction with explicit planning. There was emphasis on further developing the assessment capability of learners and enhancing their literacy skills so as to provide access to deep learning experiences. This focus provided for some enhanced outcomes for

students in NAPLAN results and standardised testing. This priority will continue to feature as an ongoing commitment to deep learning.

- College Leadership Team to work closely with Middle Leaders to align with the College agendas.

Middle leaders were supported with structures for agendas and expectations to ensure alignment of agendas with strategic priorities.

- Create an environment where each member of the College community is known, valued and respected.

Engagement with students and families was deliberate and intentional to support wellbeing of members of the College community and greater sense of belonging.

St Mary's is blessed with a dedicated staff, a number of whom have achieved milestones in their service to Catholic Education.

5 Years Service

- Ms Eryn Gower
- Ms Fiona Podolak

School Officers Service

- Mrs Katherine Harte (5 years)
- Mr Peter Muller (10 years)

15 Years Service

- Ms Donna Sugars
- Mrs Anna Johnston

25 Years Service

- Ms Anita Thompson
- Ms Bernadine Skippington

Long Service to Catholic Education (exceeding 40 years)

- Ms Lynette Byrnes
- Ms Marie Rosenthal

Brisbane Catholic Education Excellence Awards Nominees

- Mr Clint Wilson

Mr Wilson is St Mary's Science Laboratory Assistant. He works tirelessly to ensure all experiments are prepared and working well. He demonstrates initiative by researching ways to produce more interesting and engaging experiments. Importantly too, he freely gives of his time to work with students in the classroom, particularly in Chemistry, to ensure they are using equipment correctly and understand the significance of what they are doing. He is an enormous asset to the science department.

- Mr Carlos Garcia Raminez

Mr Garcia-Raminez is an example of a person who has come from a career in industry and brings with him to teaching, exciting and innovative ideas for assessment based in real world concepts. He constantly rethinks assessment to make pieces more relevant, creative and inspirational for students. This in turn, promotes a greater interest in science.

Future outlook

In 2022, the College will continue to focus on:

Catholic identity			
<p>Strengthen the faith life of the College through:</p> <ul style="list-style-type: none"> • Recontextualisation of the RE curriculum; • Liturgical and outreach activities, and • Deeper connection to charism and the Parish 	<p>Student feedback and learning walks and talks reveal that Unit Plans and classroom activities are engaging, rigorous and relevant</p> <p>Enhanced engagement in rituals, fundraising and outreach activities through shared responsibility and wisdom models</p> <p>College staff will have a deeper understanding of the Mercy charism</p>	<p>Engage in the Leuven surveys and RE Validation Review</p> <p>Respond to feedback provided through Leuven surveys and RE review</p> <p>Establish a roster for RE classes to lead a Chapel Mass</p> <p>Establish a roster for staff to lead prayer at various meetings/gatherings</p> <p>Establishment of an archival committee to prepare space for 160th in 2023</p> <p>Sr Mary Lawson will lead staff PD to enrich staff understanding of the Mercy Charism</p>	<p>Term 1</p> <p>Terms 2 - 4</p> <p>Terms 1 - 4</p> <p>Term 1-4</p>
Learning and Teaching			
<p>Deep understanding of the Australian and RE Curriculum and the associated responsibility for literacy and numeracy</p>	<p>Whole School Plans for Curriculum Delivery and Year Level and Term Level Plans which include articulated strategies for addressing literacy and numeracy</p> <p>Common templates for planning are used by teachers and saved the appropriate folder on the College Staff Portal</p>	<p>Revisit BCE Model of Pedagogy to ensure that this underpins learning and teaching</p> <p>Provide targeted PD to staff to ensure consistency of teacher judgement and quality feedback</p> <p>Collaboration opportunities to be used to further plan pedagogical approaches and moderation activities.</p>	<p>Term 1&2</p> <p>Faculty meeting agendas</p> <p>Term 1-4</p> <p>Planning focus</p>
Wellbeing			
<p>Increased attendance and engagement through improved processes, practices</p>	<p>The Student Behaviour Support Plan reflects PB4L principles</p>	<p>Student Behaviour Support Plan Consultative</p>	<p>Term 1</p> <p>PB4L Behaviour Matrix</p> <p>Term 4</p>

<p>and the embedding of PB4L principles.</p>	<p>There is a 50% reduction in unexplained absence.</p> <p>Increased compliance regarding roll marking with goal of 100% marked per day.</p>	<p>Committee established to review practices</p> <p>Embedding PB4L practices into teaching and learning, and behavioural management strategies.</p> <p>Parent communication and information evenings enhance partnerships and engagement</p> <p>Pastoral Care Teachers work with Pastoral Leaders and support staff to follow up on attendance matters</p>	<p>SBSS completed</p> <p>Term 1 – 4</p> <p>Staff agreement on Consistent Classroom Practices</p> <p>Term 1 - 4</p> <p>Term 2</p>
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Our people

<p>Alignment of staff PD, AITS Standards and College Annual Plan through investment in targeted PD opportunities for individuals and groups.</p>	<p>PD sessions will be planned, published and linked to College Annual Plan and AITS Standards.</p> <p>Early Career Teachers guided and mentored</p> <p>Staff goals linked to College Annual Plan and recorded in their individual Professional Development Plan</p>	<p>Staff committee provides input into opportunities for PD and there will be (where possible) a differentiated approach reflective of the levels in the AITS standards.</p> <p>Develop and implement a PD plan to reinforce objectives in Wellbeing and Learning and Teaching.</p> <p>Each ECT has a companion teacher, regular meetings with the Deputy Principal and ECT Mentor/Coach</p> <p>Commitment to professional learning amongst colleagues through identification of a peer who</p>	<p>Term 1 – committee established provide suggestions and input to school provided PD</p> <p>Term 2 or 3 – review staff feedback on PD sessions and review remainder of PD opportunities for year</p> <p>Term 4 – plan for 2023 PD opportunities</p> <p>Access to regular mentoring and feedback on classroom practices</p> <p>Term 1 Each staff member develops a Professional Development Plan that is discussed with a designated line manager</p> <p>Term 2 – staff member meets with line manager re PD undertaken and staff members progress</p>
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		observes and provides feedback on an agreed pedagogical focus area	towards personal goals and growth Term 4 – final discussion for year and considerations discussed for 2023 goals
Diversity and inclusion			
Aboriginal and Torres Strait Islander cultures, languages and identities are acknowledged within the community. Cultures represented in the College are celebrated at whole of school events and within classroom environments. Inclusion of new and returning students and staff is supported through strategic onboarding procedures	<p>Staff will be able to identify and implement elements of the Reconciliation Action Plan.</p> <p>Flags will be flown whenever appropriate.</p> <p>Acknowledgement of Country will be identifiable at all whole-school gatherings.</p> <p>Feedback from Students of Colour will be sought to determine success or identify further actions/recommendations</p> <p>Follow-up with new members of the community will demonstrate evidence of smooth transition to SMC</p>	<p>Develop and implement a PD plan to enhance capacity and confidence among all staff when engaging with Aboriginal and Torres Strait Islander topics.</p> <p>Establish a roster and training protocol to ensure flags are always flown appropriately.</p> <p>Establishment of a Multicultural Committee consisting of students and staff who share awareness and appreciation of the diversity of backgrounds present in the College community.</p> <p>Whole school celebration of specific occasions such as Harmony Week, ANZAC Day, Reconciliation Week and NAIDOC Week.</p> <p>Multicultural groups perform/present at significant assemblies.</p> <p>The Mercy Captain (MC) portfolio is structured to include</p>	<p>Term 1 Sharing of RAP and associated goals with staff Flag roster developed and training completed Establishment of Multicultural committee and initial meeting/data gathering Celebration of Harmony Week Induction processes reviewed and Booklet created for new staff and Staff Handbook is reviewed</p> <p>Term 2 Celebration of ANZAC Day Multicultural committee will present options for further cultural/diversity engagement to CLT. Implementation of approved actions to begin Celebration of Reconciliation Week</p> <p>Term 3 Celebration of NAIDOC Week Multicultural committee will continue to enact approved actions</p> <p>Term 4</p>

		<p>support of new students.</p> <p>The Pastoral Team, MC and PC buddies will participate in welcoming of new students and ensuring they are supported through their first week(s) of school.</p> <p>Induction processes engage a variety of community members in welcoming and sharing SMC culture</p>	<p>Aboriginal and Torres Strait Islander cultural immersion trip</p> <p>Multicultural committee will seek feedback from Students and propose directions for 2023</p>
Organisational effectiveness			
<p>Deployment and management of resourcing reflects student needs and interests and provides for the future sustainability and growth of the College.</p>	<p>Review of staffing allocations and areas of stress in adequate staffing levels.</p> <p>Planning for sustainable growth of the College is reflected in Master Planning Maintenance scheduling, and Business Continuity</p>	<p>Review allocation of staffing resources across teaching and non-teaching roles.</p> <p>Develop strategic partnerships with universities and professional associations to target future staff requirements</p> <p>Develop a Maintenance Plan that schedules and provides for future needs of the College.</p> <p>Review Master Plan and specifically building plans.</p>	<p>Term 2</p> <p>Conduct review of staffing resources in preparedness for 2023 budget: special consideration will be given to the structure of Middle Leadership for the new triennium in consultation with the EB committee structure</p> <p>Term 1</p> <p>Principal meets with key staff of targeted universities and professional associations. These may be revisited throughout year.</p> <p>Term 1</p> <p>Develop the College Maintenance plan and schedule.</p> <p>Establish the College Business Continuity Plan.</p> <p>Term 3</p> <p>Review the previous building plan.</p>

		Develop a Business Continuity Plan	Begin planning for the M Block & Doro building project. Term 4 Complete the SMC Master Plan that will lead the College into 2023 and beyond, prioritising the building project
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Our school at a glance

School profile

St Mary's College is a Catholic school administered through Catholic Education Archdiocese of Brisbane.

Coeducational or single sex: Girls only

Year levels offered in 2021: Secondary

Student enrolments for this school:

	Total	Girls	Boys	Aboriginal and Torres Strait Islander students
2021	684	684	0	29

Student counts are based on the Census (August) enrolment collection.

Ipswich is a regional centre, and we draw from the surrounding urban and rural areas, with some students travelling over 45 minutes to get to school. The College provides a diverse range of academic and vocational opportunities, to cater for their career aspirations. The Learning Enrichment Centre supports our students with learning needs, ensuring adjustments for learning programs and assessment supports are in place.

St Mary's College welcomes students from all cultural and faith backgrounds. In 2021, the College had 29 students who identify as Aboriginal and/or Torres Strait Islander; these students and their families were supported by our Indigenous Mentor; and, had 13 students from African countries who, along with their families, are supported by our African Mentor. Thirty-two students came from Defence families and receive support from our Defence Transition Mentor.

Our families are aspirational for their children; thus, they work hard to provide a quality education for their daughter/s. As a school with a lengthy history, we have families with long connections to the College.

Curriculum implementation

Curriculum overview

- The College is an inclusive community catering for a broad demographic of learners. Differentiated approaches guided by a professional student support team ensures that students are appropriately supported in their learning.
- The College delivers the eight learning areas as outlined in the Australian Curriculum 7 – 10, increasing vocational opportunities in Year 10.

- Pathways are prioritised through Senior with an extensive suite of ATAR eligible pathway options, with comprehensive offerings of Mathematics and Sciences.
- Vocational Pathways are prioritised with 8 certificate courses in Vocational Pathways, Hospitality, Business, Aviation, Fitness and Health.
- The College has grown its Engineering offerings in Years 7 to 10 to link with the senior pathway in 11 and 12.
- Reporting on student progress occurs throughout the year with feedback to students. Official reporting to parents occurs at key junctures of the year.
- Teacher and Parent Engagement meetings occur twice a year.

Extra-curricular activities

Sport: Our sporting program is extensive offering over 10 different sports (Swimming, Touch football, soccer, tennis, AFL – to name a few). We play in 21 different sporting competitions, including SEQ Futsal, CISSSA touch football, soccer, CaSSSA hockey, netball, QISSN, QC Cup, Vicki Wilson netball, FISAF Sports Aerobics. We are part of four Sports Associations including CaSSSA (Catholic Secondary School Sport Association); CISSSA (Combined Ipswich secondary School Sport Association); Western Rangers and Metropolitan West. We offer Gym Club to the students two mornings a week all year round. We also offer swimming training and fitness Term 1); running club (Terms 1-2) and athletics training (Terms 2-3). In addition to these sports we are lucky enough to have qualified coaches come to the College to coach the Students. Due to COVID sport in 2021 was reduced and when competitions started there were restrictions with the number of teams schools were able to enter.

Mission and Service: At St Mary's College in 2021, the COVID situation meant that some things continued as normal, and some things had to be modified. The College endeavoured to live-stream liturgical events, so that people who could still possibly participate. Mercy Day celebrates the College's heritage and began with a liturgy that outlined the Mercy charism and was followed by each year level participating in a service activity that connected to one of the five pillars. Throughout the year, the College raised funds for Project Compassion, the Caritas, gathered dozens of baskets of goods for our Mercy partners at Romero and St Vincent de Paul and participated in service opportunities with Rosies, DanDaLion, Edmund Rice Camps and the Vinnie's Sleepout. Chapel Mass was offered and well supported each Friday. Overall, the mission, service and faith opportunities provided by the College were engaged with by many students throughout 2021 and enabled many to stay connected during another challenging year.

Cultural: The Cultural Program at the College is extensive, offering a wide range of debating, dance, instrumental, choral, drama, media and design opportunities. The combined colleges musical and variety of competitions and eisteddfods, saw St Mary's students achieve great outcomes. Despite the continued COVID challenges of 2021, students in the Cultural Program managed to make the most of the activities available.

How information and communication technologies are used to assist learning

The College embraces Information and Communication Technologies to assist learning. The primary tool is the use of Microsoft collaborative tools, particularly Teams and OneNote to manage learning. The College has a one-to-one laptop program, so all students have access to their learning at school and home. The assessment submission tool 'Turnitin' is used as a support for teachers and students across Years 8 – 10 to support students with writing integrity. The College uses Maths Pathway as a resource across the curriculum to deliver the Mathematics Curriculum in Years 7 - 9. Teachers are provided with professional development opportunities to increase their digital literacy, to ensure that there is an ongoing growth in digital capacity. We also offer STEM aligned subjects through 7 – 10, those being Engineering Principles and Systems and Design in Year 11, that make use of 3D printers and a laser cutter. In Digital Technologies the students are involved in robotics and coding.

Social climate

Overview

St Mary's College has a strong belief that students whose wellbeing and pastoral care needs are catered for, will learn better and achieve greater outcomes. We ensure that our supportive Student Behaviour Management Policy is a living document and its strategies are enacted. We aim for an inclusive school environment where everyone is welcome and accepted. Our teachers differentiate the curriculum to suit the various learning needs of our students. Our students are allocated to vertical pastoral care groups and they meet with Pastoral Teacher every day who monitors their wellbeing. A broader pastoral team including the Guidance Counsellors, Pastoral Leaders, Careers Adviser, Indigenous Mentor, African Community Mentor, Defence Mentor and Campus Minister, work to monitor emerging issues and to provide programs to support students. These processes and positions are in place to work in partnership with parents and the community to provide students with a holistic, Catholic education.

Parent, student and staff satisfaction

The tables below show selected items from the Parent/Caregiver, Student and Staff BCE Listens Surveys.

BCE Listens Survey - Parent satisfaction

Performance measure	2020
Percentage of parents/carers who agree [#] that:	
This school helps my child to develop their relationship with God	93.0%
School staff demonstrate the school's Catholic Christian values	92.9%
Teachers at this school have high expectations for my child	92.7%
Staff at this school care about my child	89.6%
I can talk to my child's teachers about my concerns	89.6%
Teachers at this school encourage me to take an active role in my child's education	85.2%
My child feels safe at this school	88.9%
The facilities at this school support my child's educational needs	91.9%
This school looks for ways to improve	90.5%
I am happy my child is at this school	87.1%

BCE Listens Survey - Student satisfaction

Performance measure	2020
Percentage of students who agree [#] that:	
I enjoy learning at my school	71.3%
Teachers expect me to work to the best of my ability in all my learning	94.2%
Feedback from my teacher helps me learn	84.5%
Teachers at my school treat me fairly	66.1%
I feel safe at school	70.4%

BCE Listens Survey - Staff satisfaction

Performance measure	2020
Percentage of staff who agree [#] that:	
Working at this school helps me to have a deeper understanding of faith	90.4%
School staff demonstrate this school's Catholic Christian values	94.5%
This school acts on staff feedback	78.3%
This school looks for ways to improve	88.6%
I am recognised for my efforts at work	79.5%
In general students at this school respect staff members	84.9%
This school makes student protection everyone's responsibility	98.6%
I enjoy working at this school	97.2%

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
DW = Data withheld to ensure confidentiality.

Family and community engagement

St Mary's College actively works to engage with parents around student learning and student needs. We provide ongoing feedback, regular reporting and opportunities for parent meetings to inform parents and caregivers about their child's learning progress and achievements. Students who have specific learning needs, such as those who have a Verification and Individual Learning Plan, have regular contact with our Support Teachers Inclusive Education and/or our Guidance Counsellors. Parents are encouraged to email or phone regarding any concerns they have about their child's learning. We have an active Parent and Friends Association and a highly supportive College Board.

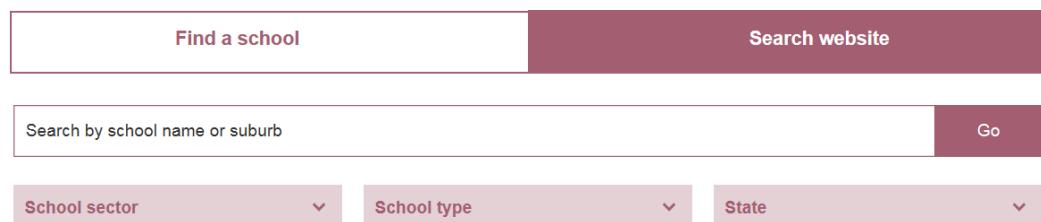
School funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website.

How to access income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.



The image shows a screenshot of the 'My School' website's search interface. At the top, there are two buttons: 'Find a school' on the left and 'Search website' on the right, both in white text on a dark background. Below these is a search bar with the placeholder 'Search by school name or suburb' and a 'Go' button on the right. At the bottom, there are three dropdown menus: 'School sector', 'School type', and 'State', each with a small downward arrow icon.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.



The image shows a screenshot of a button labeled 'View School Profile' in white text on a dark background.

4. Click on 'Finances' and select the appropriate year to view the school financial information.



The image shows a screenshot of a navigation bar with several tabs: 'School profile', 'NAPLAN', 'Attendance', 'Finances' (which is highlighted in white), 'VET in schools', 'Senior secondary', and 'Schools map'. The tabs are in white text on a dark background.

Note: If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Description	Teaching Staff*	Non-Teaching Staff
Headcount	57	40
Full-time Equivalents	54.2	29.5

*Teaching staff includes School Leaders

Qualification of all teachers*

Highest level of qualification	Number of classroom teachers and school leaders at the school
Masters	17
Graduate diploma etc.**	8
Bachelor degree	29
Diploma	1
Certificate	2

*Teaching staff includes School Leaders

**Graduate diploma etc. includes graduate diploma, bachelor honours degree, and graduate certificate.

Professional development

The total funds expended on teacher professional development in 2021 were \$23,550.

The major professional development initiatives are as follows:

- Spirituality and Catholic ethos
- Curriculum moderation
- Student wellbeing
- Sport and physical education
- First aid

The proportion of the teaching staff involved in professional development activities during 2021 was 100%.

Staff attendance and retention

Average staff attendance

Description	%
Staff attendance for permanent and temporary staff and school leaders	95.9%

Proportion of staff retained from the previous school year

From the end of the previous school year, 92% of staff were retained by the school for the entire 2021.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2021 for all Brisbane Catholic Education schools across years 7-12 was 89.9%.

Description	%
The overall attendance rate* for the students at this school	91.5%
Attendance rate for Aboriginal and Torres Strait Islander students at this school	90.8%

Average attendance rate per year level			
Year 7 attendance rate	93.6%	Year 10 attendance rate	89.9%
Year 8 attendance rate	89.7%	Year 11 attendance rate	92.0%
Year 9 attendance rate	89.4%	Year 12 attendance rate	93.7%

*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

Apparent retention rate from Year 10 to Year 12

Description	
Year 12 student enrolment as a percentage of the Year 10 (2021) student cohort	91.7%

Description of how non-attendance is managed by the school

The College recognises the relationship between attendance and learning. Accordingly, the College works with families in support of student attendance. Rolls are marked at the start of each lesson of the school day. Unexplained student absence is reported to the parent/caregiver via SMS. Phone calls are made for absences more than three days. In response to significant absenteeism, the College contacts parents via mail, requesting a meeting to address the concern. To improve attendance, the College monitors individual attendance and encourages positive behaviours. Pastoral Care teachers encourage and congratulate students with improved and high attendance. Consistently high attendance is acknowledged with a certificate each Term.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

5. Click on the [My School](#) link <http://www.myschool.edu.au/>.
6. Enter the school name or suburb of the school you wish to search.



7. Click on 'View School Profile' of the appropriate school to access the school's profile.

[View School Profile](#)

8. Click on 'NAPLAN' to access the school NAPLAN information.



Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.

Year 12 outcomes

Description	2021
Number of students receiving a Senior Statement	82
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	80
Number of students awarded a Queensland Certificate of Individual Achievement.	0
Number of students who were completing/continuing a School-based Apprenticeship or Traineeship (SAT).	6
Number of students awarded one or more Vocational Educational Training (VET) qualifications (including SAT).	77
Number of students awarded a VET Certificate II or above.	117
Number of students awarded an International Baccalaureate Diploma (IBD).	NA
Percentage of Year 12 students who were completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification	100
Number of students receiving an ATAR	46
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants received a tertiary offer.	100

As at April 2021. The above values exclude VISA students.

Student destinations

Post-school destination information

The results of the 2021 post-school destinations survey, Next Step – Student Destination Report (2021 Year 12 cohort), will be uploaded to the Brisbane Catholic Education's website in September 2022. The report will be available at: <http://www.bne.catholic.edu.au/schools-curriculum/school-reporting/Pages/School-Annual-Reports.aspx>.

Schools with fewer than 5 responses will not have a report available on the post-school destinations of Year 12 completers for reasons of confidentiality.

Early leavers information

The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12: Student retention to Year 12 is high. Only a small group leave to attend TAFE or to seek employment. The College supports these students by linking them with employment agencies or specialised study options.