



**Mary MacKillop College,  
NUNDAH**

# **Annual Report 2021**

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

# Contact information

|                       |   |
|-----------------------|---|
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| <b>Contact person</b> | Josephine Griffiths — Principal<br>Erin Wedge – Acting 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.

Mary MacKillop College is a Catholic girls' school for students from Years 7 – 12. Established in 1964, we were formerly known as Mt St Joseph's College and Corpus Christi College. We are conveniently located in Nundah village.

MacKillop Women are educated to hope-filled, creative, justice-oriented people with wisdom and imagination; ingenuity and curiosity; a love of life and learning.

Our College is a great place to learn. We are a mid-sized school – big enough to offer diverse opportunities, small enough to ensure that each MacKillop woman is known and cared for, challenged and celebrated. Students and staff alike love being at Mary MacKillop College, where they are empowered to be people of purpose, achieving their potential.

Inspired by the life and spirit of Australia's first Saint, the young women of Mary MacKillop College learn what is to live principled lives – lives characterised by a passion for justice, deep integrity and compassion. A resolute commitment to honouring the dignity of each person is at the heart of education at Mary MacKillop College. MacKillop Women learn to embrace challenge, to persist, to grow in confidence, to love, to imagine, to dream, to discover, to create. MacKillop Women shine!

Our vision is grounded in our Motto: My Faith is My Light. We aspire to be an interconnected, joy filled, contemporary Catholic learning community, inspired by Josephite traditions to be people of purpose achieving our potential.

## School progress towards its goals in 2021

### The progress made on these priorities/goals

| Priorities / Goals                          | What went well   | Issues identified   | Status  |
|---|--|---|---|
| Vision, Mission, Values                     | In 2021, the College Vision, Mission & Values was synthesised and made public. During Professional Development Days and Staff Collaboratives, the staff of MMC had input into the Vision, Mission, Values and Learner Dispositions for the College. There was a united commitment from staff to hone strategies that impact and underpin teaching and learning. This mission was enhanced by the development of the 2021 theme: Year of Service – Acting Justly. | Draft completed and ratified by staff and students. Sharing of common language and of goals highlighted.                      | Completed.  |
| Strengthened ties with Sisters of St Joseph | Re-established ties with the new principal.<br>RE units re-designed to promote enhanced engagement with SOSJ.<br><br>ECT and all staff formation.  | Covid and lockdowns hindered events and visits from the Josephites.<br><br>Visit from Sisters for Staff PD and ECT Formation. | In progress.  |
| Begin Reconciliation Action Plan            | Committee convened and RAP begun ready for ratification in 2022.   | COVID prevented gathering and meetings.   | In progress.  |
| MMC Behaviour Matrix                        | Introduction and implementation of the PB4L program into the College. PB4L Team and Critical friends established. Working party to embed practices into the classroom and playground.  | The MacKillop Way embedded as a way of acting and working within the College, merging with the College value statements.      | In progress. Soft Launch Semester 1 2022 and then ratified for Semester 2 2022.             |
| Early Career Teachers & new staff induction | Excellent Induction of 16 new staff at the commencement of 2021. Followed by a streamlined process throughout the year for staff commencing.   | Priority given to ECT.  | In progress.  |
| Parent & Community engagement               | Parent engagement was a priority in 2021. The College held a number of Parent Engagement activities including, Mothers Breakfast, Fathers Breakfast, Information nights facilitated by Courageous Parenting and Parent Information Sessions.   | Poor parent turnout to the meeting.<br>Excellent parent turnout for the Parent Engagement Night with external providers.      | Delayed until 2022 – the first P and F Steering Committee meeting is scheduled in May 2022. |
| Provision Enrolment growth                  | 120 Year 7 students commenced in 2022, with 117 already accepted for 2023  | Growth in numbers and enrolments.   | In progress.  |
| Learning Dispositions                       | Embedding a whole college approach to learning dispositions, using a common  | Consistency across KLAs.  | In progress.  |

| Priorities / Goals                                   | What went well  | Issues identified                 | Status       |
|--|---|-----------------------------------|--------------|
|  | language. Identifying PAT-R Skills and linking dispositions.  | Focus on High Potential students. |              |
| Plan and enhance numeracy across all learning areas. | Staff professional development. Department meetings focussing on embedding numeracy across the curriculum. All staff goals had 1 focus on numeracy. | Consistency across the KLAs.      | In progress. |

**The College staff and students must be acknowledged and congratulated on their achievements.**

#### **Future outlook**

**By the end of 2022, Mary MacKillop College will:**

| Goal  | Target + Timeline   | Strategies   |
|---|---|--|
| Continue to embed Vision, Mission & Values and embed the use of these to inform College-wide priorities, decisions, curriculum and events across the College community  | Throughout 2021.  | Through Staff Collaboratives, ML Collaboratives, planning documents, assemblies etc.                             |
| Provision for our strong enrolment growth with introduction of a variety of marketing methods to enable the community to view the College.  | Our target is 120 enrolments for Year 7 in 2023.                              | Orientation and transition program. Marketing and advertising. Employment of an Enrolments Assistant.            |
| Prioritise Staff Formation, especially new and early career teachers  | Throughout 2021.  | Formation days with the CLT and ECT. Individual inductions. Programs through BCE to support. Mentoring sessions. |
| Plan for the teaching of numeracy skills across all learning areas, use of PAT-M and PAT-R data to inform pedagogical practices and improve numeracy results with time given in Staff and Middle Leader Collaboratives. | Throughout 2021. All classes will have a focus on numeracy within the lesson. | Through department meetings, Staff Collaboratives and ML Collaboratives. Planning sessions on PD Days.           |
| Reconciliation Action Plan through community consultation in preparation for full endorsement   | For completion in 2022.   | Team formalised. Meetings with Indigenous Liaison Officers from BCE and community members.                       |
| Foster increased Parent Engagement and develop a School-Community Partnerships Plan in collaboration with the P and F Association   | For implementation in 2022.   | Initial conversations with parent community members.   |
| Engagement with Sisters of St Joseph to sustain our College's Josephite Charism   | Ongoing through PD sessions.  | Staff Collaboratives, ML Collaboratives, through assemblies.   |
| Embed Catholic Perspectives in Physical Education, English and the Humanities   | For implementation in 2022.   | Initial discussion with key stakeholders including HOF and teachers.   |

# Our school at a glance

## School profile

Mary MacKillop 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 | 635   | 635   | 0    | 24   |

The Mary MacKillop College community is a highly diverse community. Students are drawn from a large catchment area: Nundah, Deagon, Sandgate, Shorncliffe, Wavell Heights, Boondall, Aspley, and the south side of Brisbane. Family compositions are varied with students coming from various parent backgrounds and occupations. 50.2% of our student body follow the Catholic faith while the remaining students follow additional faiths. With 11.6% of students speaking English as an additional language and more cultural backgrounds we are able to share in the diversity that our students bring to our College community. First nations students represent 3.96% of our student body and at Mary MacKillop College we embrace Aboriginal and Torres Strait Islander culture and history. Inclusion is a core value of Mary MacKillop and supporting our students (15.61% of student body) who have a disability is part of this.

Students attending the College come from a diverse range of primary schools that include, but is not limited to:

Catholic Schools:

- Holy Cross, Wooloowin
- Holy Spirit, Bray Park
- Our Lady Help of Christians, Hendra
- Our Lady of the Angels, Wavell Heights
- Sacred Heart School, Sandgate
- St Agatha's, Clayfield
- St Eugene College, Burpengary
- St Flannan's, Zillmere
- St Joseph's School, Bracken Ridge
- St Joseph's School, Nundah
- St Kevin's, Geebung
- St Kieran's, Brighton
- St Pius X, Banyo.

State Schools:

- Aspley State School, Aspley
- Boondall State School, Boondall
- Sandgate State School, Sandgate
- Shorncliffe State School, Shorncliffe
- Virginia State School, Virginia.

We believe strongly in the learning potential of each MacKillop Woman and the majority pursue tertiary studies at UQ, QUT, ACU and USC, we also have students who study interstate and overseas. Some students take up offers from Australian Defence Force, traineeships or undertake other vocational education and training, typically at TAFE Qld, or go directly into the workforce.

## Curriculum implementation

### Curriculum overview

Students' focusing on academic pursuits are well catered for, along with vocational courses for those seeking alternative pathways beyond Year 12. Our units of work are co-planned and delivered the best

learning outcomes for all students. Our flexible timetable arrangements also allow high potential students access to first year university subjects, traineeships and apprenticeships.

**Junior Years:** In alignment with the Australian Curriculum and BCE requirements, we offer: English, Mathematics, Science, Health and Physical Education, History, Geography, Economics and Business, Visual Art, Music, Drama, Media Arts, Japanese, Design Technology-Food Specialisation; Materials and Technologies; Engineering, Religious Education and Personal Development (PD). Students have an opportunity to select elective subjects in Years 9 and 10.

### **Senior Years:**

MacKillop Women pursue their suite of studies from a range of offerings to facilitate their pathways into:

- University degrees
- Vocational qualifications with TAFE or other Registered Training Organisations, such as diplomas and certificate courses
- The wider world of employment e.g., apprenticeships/traineeships.

**QCAA General Subjects** offered include Biology, Business, Chemistry, Design, Drama, English, Food and Nutrition, Film, Television and New Media, Geography, Japanese, Literature, Specialist Mathematics, Mathematics Methods, General Mathematics, Modern History, Music, Physics, Physical Education, Study of Religion, Visual Arts

**QCAA Applied Subjects** include Essential English, Essential Mathematics, Religion and Ethics, Visual Arts in Practice.

**Certificate courses** include Certificate III in Christian Ministry and Theology, Certificate III in Business, Certificate II in Active Volunteering, and Certificate II and III in Health Services Assistance. Students also access TAFE in schools program – Crime and Justice Studies, Tourism, along with a number of bespoke courses where opportunities arise.

Other significant aspects of our MacKillop education at MMC include:

- Comprehensive orientation and transition programs for new students and families
- MMC Learning Framework to develop curiosity, creativity, self-direction and resilience
- Core subjects and a wide selection of elective subjects
- Career education program for Years 7-12
- Music Showcase
- Age-responsive pastoral care and personal development education
- Guided goal-setting and review processes for all students
- Homework Help in the library after school
- Extra-curricular clubs such as STEM club, Anime Club, Environment Committee etc.
- High quality and well renowned arts learning, including an annual Arts Showcase
- School of Distance Education subjects to cater for individual preferences
- Access to external language exams for students from diverse backgrounds
- Provision of access arrangements & reasonable adjustments for assessment & exam conditions
- Sound field systems in all main classrooms
- Use of assistive technology as appropriate
- In-class support for students with specific learning requirements
- Education Adjustment Processes for verified and NCCD-registered students.

### **Extra-curricular activities**

Our extensive suite of co-curricular offerings complements students' academic and vocational studies, particularly with our focus on harnessing our MacKillop Women's talents in the area of creativity and social justice. Activities include:

- Anime Club
- CaSSSA Sport – Swimming, Cross-Country, Athletics, Netball, Basketball, Soccer, Volleyball, Touch Football, Cricket, AFL, Tennis, Hockey
- Camps and physical challenge days for Year 7-11

- Cheer Dance Squad
- Chats for Change Social Justice
- Creative Endeavours Showcase
- Crochet Club
- ECCCos Social Justice Singing Group
- Homeless Connect
- Homework Club / Study Assistance, Year 12 Snack n Study sessions
- House Liturgies and Celebration Days
- Instrumental Music – voice, piano, guitar, flute, clarinet, saxophone, oboe, trumpet, French horn, trombone, euphonium, tuba, violin, viola, cello, double bass, percussion
- Junior Joeys for Justice
- Library Club
- Lord Mayor Environment Committee
- Metropolitan North Representative Sport
- Music Camp, Music Performances
- Music Ensemble - Concert Band, String Ensembles, Guitar ensembles, Rock Band, Vocal Attack, Junior Choir, Percussion Ensemble
- Poetry SlammED
- QDU Debating
- Queensland Colleges Music Festival (QCMF)
- Retreats
- Robotics Club
- Sporting partnerships with QRY, Northside Wizards Basketball, Virginia United Soccer Club
- STEM Club
- Strength and Conditioning
- Student Leadership Programs interstate – JJAMM Conference for Josephite Schools Australia
- Rosies Street Retreat Outreach
- Shared Meals
- Science Club & UQ Science Ambassadors
- Science and Engineering Challenge
- Subject-specific tutorials
- Tech Crew
- Tidda (Sister) Girls Indigenous Dance Group
- World Science Festival
- European Film Academy Awards - Young Audience Awardees.

### **How information and communication technologies are used to assist learning**

Each MacKillop Woman receives the use of a high-functioning laptop device to engage in quality learning and teaching and promote higher-order thinking skills. Extensive use of Office 365, Microsoft Teams, SharePoint and OneNote is a feature of the comprehensive interactive and collaborative platforms utilised across the College and in the arena of online learning from home when required. Reliable Wi-Fi connectivity is available across all areas of the Campus and our IT Help Department responds efficiently to any issues.

Staff, Student and Parent Portals allow community members to engage in teaching, learning and partnership opportunities and the College commenced its social media presence via Instagram and Facebook to celebrate students' growth, development and achievements.

## **Social climate**

### **Overview**

MMC is a great place to learn. Students and staff have a strong sense of shared purpose. The College prioritises the holistic education of MacKillop Women with a focus on the academic, spiritual, social, cultural, sporting and moral development of students. We pride ourselves on the quality of pastoral care provided, both formally through our House Group structures and informally through our every-day

care of all students, with a commitment to forging positive relationships and climate for learning and embracing restorative practices when necessary.

Our pastoral care program incorporates a vertical system where students from Year 7-12 are in the same House Groups. Each House Group has a designated teacher who has responsibility for nurturing their group of students into the ethos of the College. Special care is given to Year 7 students *Becoming MacKillop Women* as they make the transition from primary to secondary school as seamless and successful as possible. Senior students lead the way as they orient and support younger students to ensure all MacKillop Women appreciate and practice our College's Vision, Mission and Values.

The pastoral care of House Groups is made complete by a network of support which includes Heads of House, Guidance Counsellor, Engagement & Connection Middle Leader, Differentiated Pedagogies Middle Leader and Pedagogies and Outcomes Middle Leader, along with the College Leadership Team and all academic staff and school officers, who work with parents and students themselves to provide an educational framework to harness the growth and development of each student.

Pro-active aspects of our pastoral care program include:

- Specifically designed well-being program for Years 7-12 – The MacKillop Way, using PB4L.
- Restorative practices with an emphasis on healing and reconciliation
- Parent seminars and presentations to support the holistic development of their daughter – e.g. Girl Shaped Flames.

The College also provides a range of other programs to maintain safe and supportive learning environments. This includes Student Leadership programs, Immersion Opportunities, Retreat Programs as well as Community Engagement events such as Father's Day Breakfast, Mothers' Day Breakfast.

Students are actively encouraged to share their array of gifts and talents and become fully involved in the life of the College, as well as exploring new areas of interest to challenge themselves and grow in their development across sport, cultural pursuits, public speaking or various subject-related clubs available.

## 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 <sup>#</sup> that:                           |       |
| This school helps my child to develop their relationship with God                   | 93.5% |
| School staff demonstrate the school's Catholic Christian values                     | 95.9% |
| Teachers at this school have high expectations for my child                         | 93.0% |
| Staff at this school care about my child  | 93.3% |
| I can talk to my child's teachers about my concerns                                 | 90.3% |
| Teachers at this school encourage me to take an active role in my child's education | 84.2% |
| My child feels safe at this school  | 93.3% |
| The facilities at this school support my child's educational needs                  | 91.5% |
| This school looks for ways to improve   | 93.7% |
| I am happy my child is at this school   | 92.1% |

### BCE Listens Survey - Student satisfaction

| Performance measure  | 2020  |
|--|-------|
| Percentage of students who agree <sup>#</sup> that:  |       |
| My school helps me develop my relationship with God  | 63.0% |
| I enjoy learning at my school  | 80.0% |
| Teachers expect me to work to the best of my ability in all my learning                        | 95.4% |
| Feedback from my teacher helps me learn  | 88.4% |
| Teachers at my school treat me fairly  | 77.0% |
| If I was unhappy about something at school I would talk to a school leader or teacher about it | 48.1% |
| I feel safe at school  | 81.1% |
| I am happy to be at my school  | 74.6% |

### BCE Listens Survey - Staff satisfaction

| Performance measure   | 2020  |
|---|-------|
| Percentage of staff who agree <sup>#</sup> that:                        |       |
| Working at this school helps me to have a deeper understanding of faith | 86.2% |
| School staff demonstrate this school's Catholic Christian values        | 92.3% |
| This school acts on staff feedback                                      | 53.3% |
| This school looks for ways to improve                                   | 89.4% |
| I am recognised for my efforts at work                                  | 74.2% |
| In general students at this school respect staff members                | 89.4% |
| This school makes student protection everyone's responsibility          | 97.0% |
| I enjoy working at this school  | 92.3% |

# '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

Mary MacKillop College values its partnership with parents and caregivers, and we continue to develop ways of fostering this relationship. With the pandemic changing so much, our engagement with families also changed. The College maintained excellent communication during the year, uploading videos for families to access, newsletters items, regular portal updates as well as hosting online events.

Our partnership has continued to evolve through:

- Enrolment Information Evenings, Open Day, Enrolment Interviews, our Orientation and Transition Program for Year 7 families
- Awards Ceremonies including the Celebration of Excellence
- Parent information evenings on various topics. These were held in 2021 as online forums
- Parent presentations on topics of interest such as parenting and resilience through a partnership with Girl Shaped Flames
- Sporting coaches and team managers
- Parent, Student, Teacher Conferences to discuss progress and achievement.
- Aboriginal family involvement increased with the employment of two Cultural Liaison Officers to lead our Tidda Girls
- Nundah ANZAC Day march and memorial service
- Mother's and Father's Day Breakfast
- College newsletter and Facebook page to share news and events
- Parent surveys
- Music concerts.

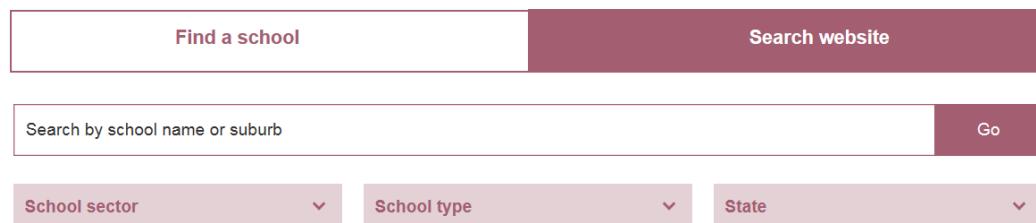
## School funding

### 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](http://www.myschool.edu.au/) 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.



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



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



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             | 53              | 32                 |
| Full-time Equivalents | 49.7            | 18.6               |

\*Teaching staff includes School Leaders

## Qualification of all teachers\*

| Highest level of qualification | Number of classroom teachers and school leaders at the school |
|--------------------------------|---|
| Doctorate                      | 0   |
| Masters                        | 21  |
| Graduate diploma etc.**        | 16  |
| Bachelor degree                | 16  |
| Diploma                        | 0   |
| Certificate                    | 0   |

\*Teaching staff includes School Leaders

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

## Professional development

According to our goals for 2021, staff were involved in professional development that included:

- PB4L Training
- Professional development for the reconciliation plan
- Supporting the needs of diverse learners
- Embedding numeracy across the curriculum
- Student Protection
- Workplace Health and Safety
- First response and fire evacuation procedures
- Prevention of bullying, sexual harassment and unlawful discrimination
- Cyber Security
- Privacy and data breach awareness
- Code of conduct.

The proportion of academic 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 | 96.3% |

### Proportion of staff retained from the previous school year

From the end of the previous school year, 91.9% 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                      | 93.5% |
| Attendance rate for Aboriginal and Torres Strait Islander students at this school | 90.1% |

| Average attendance rate per year level |       |                         |       |
|--|-------|-------------------------|-------|
| Year 7 attendance rate                 | 95.3% | Year 10 attendance rate | 92.7% |
| Year 8 attendance rate                 | 93.5% | Year 11 attendance rate | 93.5% |
| Year 9 attendance rate                 | 91.4% | Year 12 attendance rate | 94.3% |

\*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 | 92.0% |

### Description of how non-attendance is managed by the school

In line with our College Attendance Policy, we recognise that every day of attendance in school contributes towards a student learning and that maximising attendance enhances academic outset. For this reason, we follow up on non-attendance with students and support families following the College Guidelines:

- College Attendance Policy written in accordance with BCE guidelines and endorsed by the College community.
- A procedure document developed to support the tracking of non-attendance.
- Any student absent, without notification from a parent/caregiver, receives an automatic text message of non-attendance.
- Parents use the Parent Portal to notify the College of an absenteeism.
- House Group Teachers and Classroom academic staff follow up on the 3rd consecutive day if no notification has been received.
- Where required, support is put into place immediately via House Group teacher, Classroom academic staff, Head of House, Guidance Counsellor or Deputy Principal.
- This support is personalised and implemented in consultation with the student and the family.

## 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   | 88   |
| Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.   | 88   |
| 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).   | 11   |
| Number of students awarded one or more Vocational Educational Training (VET) qualifications (including SAT).                                    | 84   |
| Number of students awarded a VET Certificate II or above.   | 84   |
| 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  | 60   |
| Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants received a tertiary offer.  | 97%  |

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

Mary MacKillop College works closely with students and families to ensure MacKillop Women complete their secondary education successfully. In cases where students left early, valid reasons were ascertained via conversations between students, parents, Heads of House or a member of the College Leadership team. Parents indicated the main reason for going to another school were moving to another location in Brisbane, parent work circumstances or moving interstate.