



Mary MacKillop Catholic College, Highfields

Catholic co-educational P-12 school in the
Diocese of Toowoomba

Annual report 2024

Address	PO Box 15 2 Kratzke Road Highfields QLD 4352	Phone number	07 4698 7777		
email	highfields@twb.catholic.edu.au	Principal	Christopher Gabbett		
Year levels	Prep-Year 12	Enrolment	994		
Co-educational or single sex				co-educational	
Boarders	no	Outside hours school care	yes	Vacation care	yes
Contact person for information about the school and school policies		Christopher Gabbett			

Characteristics of the student body

Mary MacKillop Catholic College is a co-educational school for Prep to Year 12 students. The College had 994 students enrolled in 2024, with 502 being male and 492 being female.

Within the student population, 4% identified as Indigenous and 4% had a language background other than English.

The School's Index of Community Socio-Educational Advantage (ICSEA) score was 1047 (Australian average is 1000), with 21% being in the top quartile, 16% in bottom quartile and 34% and 29% being in the middle two quartiles.

Workforce information

Workforce composition

	Total teaching staff	Total non-teaching staff	Indigenous staff
Headcount	66	39	3
Full-time equivalents	62.1	28.2	0

Teacher qualifications

Qualification	% of teaching
Doctoral / Post-Doctoral	0%
Masters	17%
Bachelor's degree	82%
Diploma	1%
Certificate	%

Funding information

School income reported by the financial year accounting cycle using standardised national methodologies and broken down by funding source is available via the *MySchool* website at www.myschool.edu.au.

Social climate

As a Diocese of Toowoomba Catholic school our college uses the School Renewal and Improvement Process Framework (SRIP) to inform our strategic and annual action plans. This process includes

- a continual self-review to collect student, staff and parent views and satisfaction with our college across four domains: Engaged students, learning; Being distinctively Catholic; Using resources wisely and Valuing our people
- a panel external to the college, drawn from senior Toowoomba Catholic Schools personnel and an external expert working with the college community every four years to report on our progress and publish and share this with our college community.

Our most recent School Renewal and Improvement Report is available on our website and is linked [here](#).

Student outcomes

Student attendance

Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
92%	88.9%	89%	91.4%	89%	90%	88.2%

Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Average school attendance
87.5%	85.2%	82.7%	84.4%	87.3%	86.9%	87.9%

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

All students who arrive at school after the 8.20 am (Senior School) and 8.30 am (Junior School) bells must report to the office. This includes students who arrive at school early for other activities but do not get to PC by 8.20 am. These students are given a late slip to hand to their teacher. This late slip indicates that they have signed in at the office and the roll has been adjusted accordingly.

School staff monitor part or whole day absences as a part of their duty of care. Attendance registers are maintained on all days on which the school is open for instruction, including school sports days, swimming carnivals, excursions and similar events.

Junior school teachers complete attendance before 9.00 am and then after second break for the afternoon roll. Office staff check the late register, telephone messages and the College App for absence notifications and adjust the rolls accordingly. At approximately 9.00 am, an SMS is sent to parents for all unexplained absences.

Senior school students will have the roll marked at the commencement of every period throughout the day, including Pastoral Care. At approximately 9:00am, an SMS is sent to parents for all unexplained absences as marked by the PC teacher.

National Assessment Program Literacy and Numeracy (NAPLAN) results

Year 3 test results			
Focus	Our school average	State average	National average
Reading	423	391	404
Writing	427	402	416
Spelling	400	388	401
Grammar and Punctuation	433	398	409
Numeracy	416	393	404
Year 5 test results			
Focus	Our school average	State average	National average
Reading	518	483	492
Writing	497	470	485
Spelling	498	475	486
Grammar and Punctuation	527	493	498
Numeracy	496	479	489
Year 7 test results			
Focus	Our school average	State average	National average
Reading	531	523	535
Writing	546	524	540
Spelling	527	530	534
Grammar and Punctuation	537	527	537
Numeracy	535	529	540
Year 9 test results			
Focus	Our school average	State average	National average
Reading	566	551	565
Writing	606	558	574
Spelling	566	560	567
Grammar and Punctuation	569	549	555
Numeracy	574	552	565

Year 12 outcomes

Number of students awarded a Senior Education Profile (SEP)	55
Number of students awarded a Queensland Certificate of Education (QCE)	52
Number of students awarded a Queensland Certificate of Individual Achievement (QCIA)	3
Number of students awarded one or more Vocational Education and Training (VET) qualifications	38
Number of students who are completing or have completed a School-based Apprenticeship or Traineeship (SAT)	17
Number of students who received an ATAR	37
Number of students awarded an International Baccalaureate Diploma (IBD)	0
Number of students who completed Year 12 and received a statement of results (Senior Statement) only	0
Percentage of students who were awarded at least one of the following: QCE, VET (including students who participated in a SAT), IBD	100%

Next Step Year 12 Completers

Next Step

2025 Year 12 completers survey

Post-school destinations of Year 12 completers from 2024

Mary MacKillop Catholic College (Highfields)

Introduction

This detailed Next Step report belongs to your school and can be used for school planning. It provides information about Year 12 completers' transitions into further education, training and employment approximately six months after completing school.

The results are from the Department of Education's Next Step – Year 12 Completers survey, which attempts to contact all Year 12 completers from state, Catholic or independent schools in Queensland.

Post-school destinations are influenced by the transitioning environment, which can limit the options available to young people. Low response rates may not give an accurate summary of the cohort's destinations.

This report has not been publicly released. It is recommended that schools **do not** publicly release their detailed Next Step report as it may contain sensitive information. A one-page summary report has also been provided, which is suitable for public release.



Find out more

Visit the *Next Step* website www.qld.gov.au/nextstep for more information on the survey, view the statewide report or create a custom report using report builder, which will be updated in October 2025.

Survey response rate



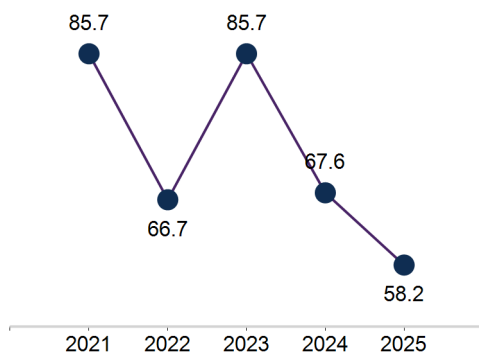
58.2% (32 out of 55 Year 12 completers)



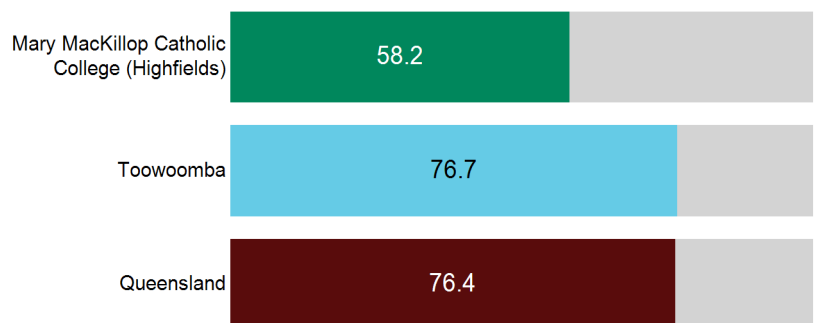
Decreased by 27.5 percentage points since 2021.

Due to the low response rate, care should be taken interpreting these results.

Response rate over time



School's response rate compared with SA4 region and state

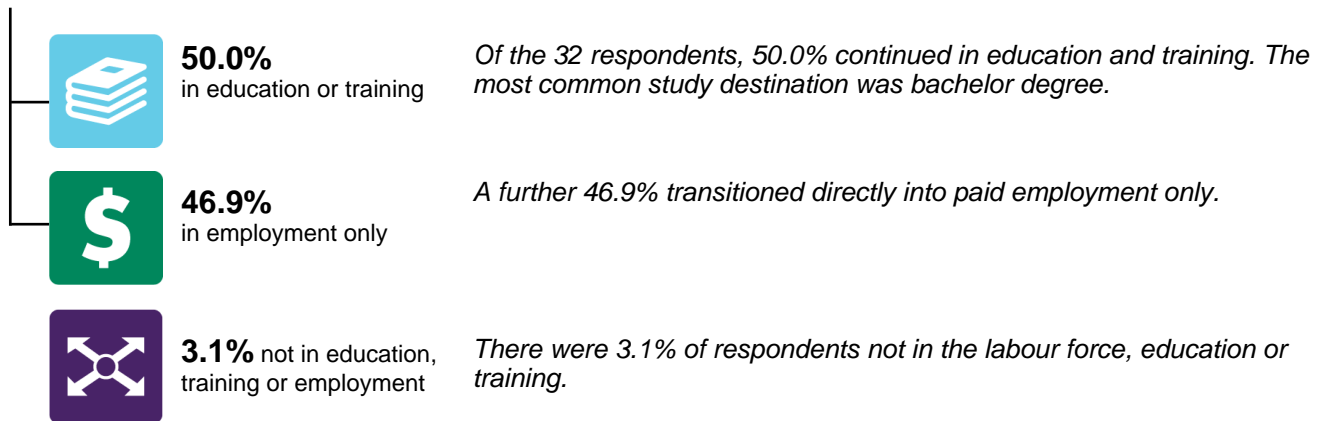


Post-school engagement

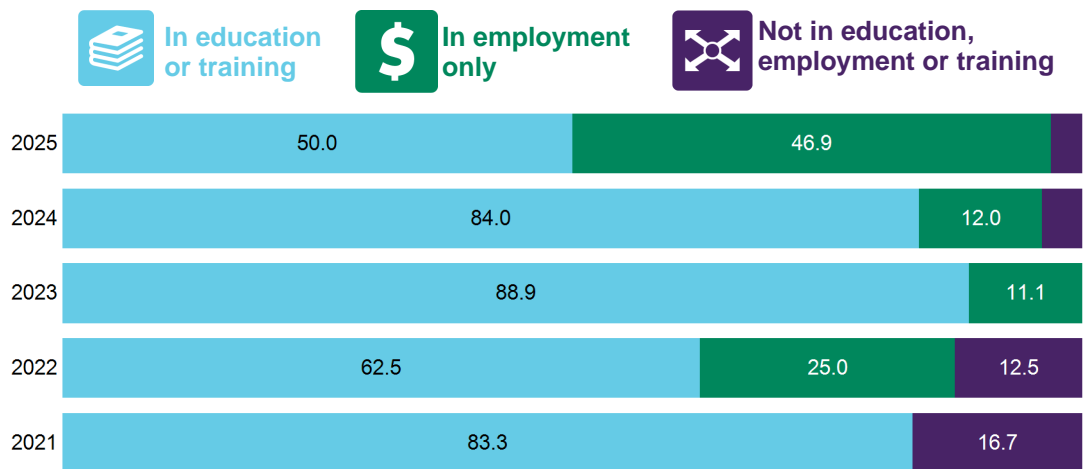
Year 12 completers from Mary MacKillop Catholic College (Highfields) have been categorised by their engagement in education and training, or employment. Survey respondents who are both working and studying are included in education and training. Apprentices and trainees are required to undertake a study component to their qualification so are also considered to be in education and training.

Engagement in education, training or employment

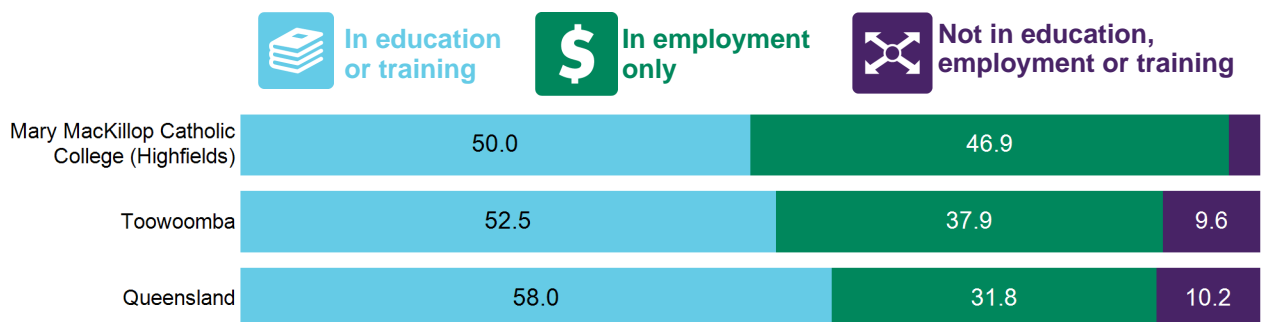
96.9% engaged in education, training or employment



Engagement over time



How does your school compare?



Main destination

This section examines the post-school destinations of survey respondents from Mary MacKillop Catholic College (Highfields) in 2025.

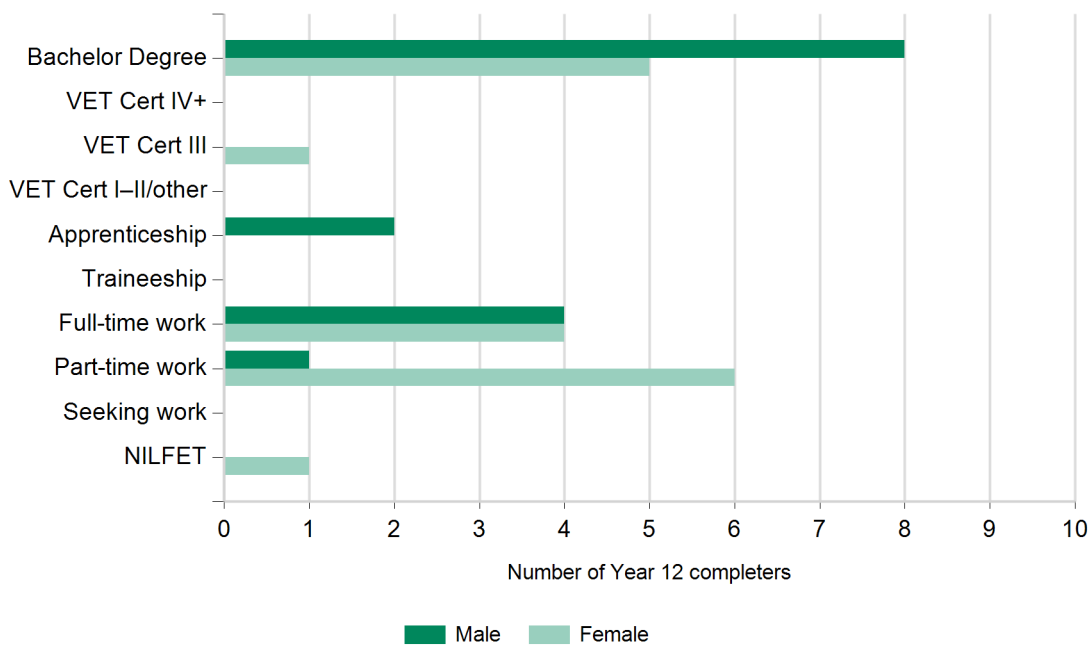
All Year 12 completers were assigned to a main destination. This categorisation system prioritises education-related destinations over other destinations. For example, Year 12 completers who were both studying and working are reported as studying for their main destination (see Appendix 2).

15.6% of respondents deferred a tertiary offer and are reported in their current post-school destination in this report.

Main destination by gender

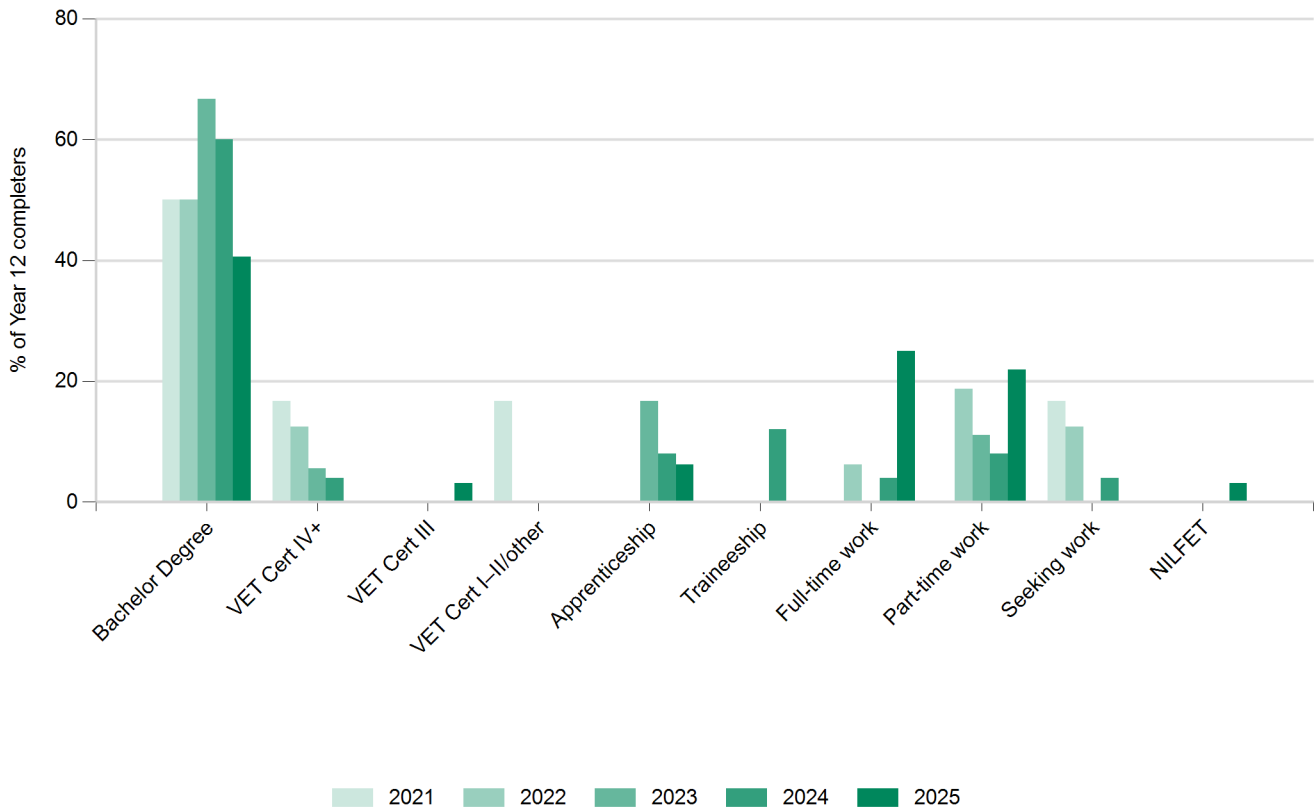
Main destination	Male	Female	Total	
	number	number	number	%
Bachelor Degree	8	5	13	40.6
VET Certificate IV+	0	0	0	0.0
VET Certificate III	0	1	1	3.1
VET Certificate I-II/other	0	0	0	0.0
Apprenticeship	2	0	2	6.3
Traineeship	0	0	0	0.0
Full-time employment	4	4	8	25.0
Part-time employment	1	6	7	21.9
Seeking work	0	0	0	0.0
NILFET*	0	1	1	3.1
Total	15	17	32	100.0

*NILFET: Not in the labour force, education or training.



Main destinations over time

Main destination	2021		2022		2023		2024		2025	
	no.	%	no.	%	no.	%	no.	%	no.	%
Bachelor Degree	3	50.0	8	50.0	12	66.7	15	60.0	13	40.6
VET Certificate IV+	1	16.7	2	12.5	1	5.6	1	4.0	0	0.0
VET Certificate III	0	0.0	0	0.0	0	0.0	0	0.0	1	3.1
VET Certificate I-II/other	1	16.7	0	0.0	0	0.0	0	0.0	0	0.0
Apprenticeship	0	0.0	0	0.0	3	16.7	2	8.0	2	6.3
Traineeship	0	0.0	0	0.0	0	0.0	3	12.0	0	0.0
Full-time employment	0	0.0	1	6.3	0	0.0	1	4.0	8	25.0
Part-time employment	0	0.0	3	18.8	2	11.1	2	8.0	7	21.9
Seeking work	1	16.7	2	12.5	0	0.0	1	4.0	0	0.0
NILFET	0	0.0	0	0.0	0	0.0	0	0.0	1	3.1
Total	6	100.0	16	100.0	18	100.0	25	100.0	32	100.0



Main destinations of subgroups

Main destination for students who completed a VET qualification in school (VETiS)

There were 21 respondents who completed a VETiS.

Main destination	VETiS	non-VETiS	Total	
	number	number	number	%
Bachelor Degree	8	5	13	40.6
VET Certificate IV+	0	0	0	0.0
VET Certificate III	1	0	1	3.1
VET Certificate I-II/other	0	0	0	0.0
Apprenticeship	2	0	2	6.3
Traineeship	0	0	0	0.0
Full-time employment	6	2	8	25.0
Part-time employment	4	3	7	21.9
Seeking work	0	0	0	0.0
NILFET	0	1	1	3.1
<i>Total</i>	<i>21</i>	<i>11</i>	<i>32</i>	<i>100.0</i>

Main destination for students who participated in a school-based apprenticeship or traineeship (SAT)

There were 10 respondents who participated in a SAT.

Main destination	SAT	non-SAT	Total	
	number	number	number	%
Bachelor Degree	5	8	13	40.6
VET Certificate IV+	0	0	0	0.0
VET Certificate III	0	1	1	3.1
VET Certificate I-II/other	0	0	0	0.0
Apprenticeship	2	0	2	6.3
Traineeship	0	0	0	0.0
Full-time employment	2	6	8	25.0
Part-time employment	1	6	7	21.9
Seeking work	0	0	0	0.0
NILFET	0	1	1	3.1
<i>Total</i>	<i>10</i>	<i>22</i>	<i>32</i>	<i>100.0</i>

Main destination for students who received an Australian Tertiary Admission Rank (ATAR) or International Baccalaureate Diploma (IBD)

There were 23 respondents who received an ATAR or IBD.

Main destination	ATAR or IBD	Not ATAR or IBD	Total	
	number	number	number	%
Bachelor Degree	13	0	13	40.6
VET Certificate IV+	0	0	0	0.0
VET Certificate III	1	0	1	3.1
VET Certificate I–II/other	0	0	0	0.0
Apprenticeship	0	2	2	6.3
Traineeship	0	0	0	0.0
Full-time employment	4	4	8	25.0
Part-time employment	5	2	7	21.9
Seeking work	0	0	0	0.0
NILFET	0	1	1	3.1
<i>Total</i>	<i>23</i>	<i>9</i>	<i>32</i>	<i>100.0</i>

Main destination for Aboriginal and Torres Strait Islander students

There was one respondent who identified as an Aboriginal or Torres Strait Islander person.

Data withheld for this subgroup to protect the confidentiality of individuals.

Education and training

This section examines the education and training destinations and includes Bachelor Degree, VET Certificate IV+, VET Certificate III, VET Certificate I-II/other, Apprenticeship and Traineeship main destinations.



50.0%

16 out of 32 Year 12 completers from Mary MacKillop Catholic College (Highfields) continued in education or training in 2025.



6.3%

2 Year 12 completers from Mary MacKillop Catholic College (Highfields) were enrolled in a double degree, combining two bachelor degrees into a single course of study.

What are they studying?

Study field (broad) by gender

Study field	Male	Female	Total
	number	number	number
Engineering And Related Technologies	3	1	4
Education	2	1	3
Creative Arts	1	2	3
Health	1	1	2
Agriculture, Environmental And Related Studies	1	0	1
Architecture And Building	1	0	1
Information Technology	1	0	1
Society And Culture	0	1	1
Total	10	6	16

Field of study categories based on the *Australian Standard Classification of Education*.

Study field (broad) by level of study

Study field	Bachelor Degree	Other	Total
	number	number	number
Engineering And Related Technologies	3	1	4
Education	3	0	3
Creative Arts	3	0	3
Health	2	0	2
Agriculture, Environmental And Related Studies	1	0	1
Architecture And Building	0	1	1
Information Technology	1	0	1
Society And Culture	0	1	1
Total	13	3	16

Field of study categories based on the *Australian Standard Classification of Education*.

Bachelor Degree includes Bachelor Degree, Bachelor (Honours) Degree, Master Degree and Doctoral Degree, in addition to apprentices and trainees who said they were studying at one of these levels of study.

Other includes Associate Degree, Advanced Diploma, Diploma, VET Certificate levels I - IV and unknown level of study.

Study field (narrow) by gender

Study field*	Male	Female	Total
	number	number	number
Performing Arts	1	2	3
Other Education	2	0	2
Rehabilitation Therapies	1	1	2
Aerospace Engineering and Technology	1	0	1
Agriculture	1	0	1
Automotive Engineering and Technology	1	0	1
Building	1	0	1
Computer Science	1	0	1
Electrical and Electronic Engineering and Technology	1	0	1
Mechanical and Industrial Engineering and Technology	1	0	1
Geomatic Engineering	0	1	1
Human Welfare Studies and Services	0	1	1
Teacher Education	0	1	1
Total (students)	** 10	6	** 16

Field of study categories based on the *Australian Standard Classification of Education*.

*Both fields of study have been included for 1 student enrolled in a double degree in more than one narrow field.

**Total number of students is less than combined total of all study fields.

Study field (narrow) by level of study

Study field*	Bachelor Degree	Other	Total
	number	number	number
Performing Arts	3	0	3
Other Education	2	0	2
Rehabilitation Therapies	2	0	2
Aerospace Engineering and Technology	1	0	1
Agriculture	1	0	1
Automotive Engineering and Technology	0	1	1
Building	0	1	1
Computer Science	1	0	1
Electrical and Electronic Engineering and Technology	1	0	1
Mechanical and Industrial Engineering and Technology	1	0	1
Geomatic Engineering	1	0	1
Human Welfare Studies and Services	0	1	1
Teacher Education	1	0	1
Total (students)	** 13	3	** 16

Field of study categories based on the *Australian Standard Classification of Education*.

Bachelor Degree includes Bachelor Degree, Bachelor (Honours) Degree, Master Degree and Doctoral Degree, in addition to apprentices and trainees who said they were studying at one of these levels of study.

Other includes Associate Degree, Advanced Diploma, Diploma, VET Certificate levels I - IV and unknown level of study.

*Both fields of study have been included for 1 student enrolled in a double degree in more than one narrow field.

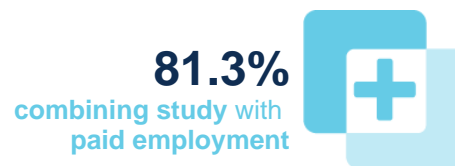
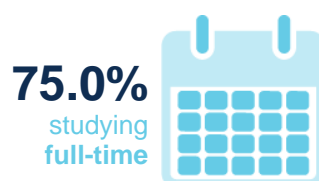
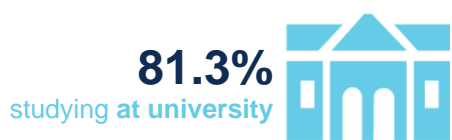
**Total number of students is less than combined total of all study fields.

Where are they studying?

Study institution by gender

Institution name	Male	Female	Total
	number	number	number
University of Southern Queensland	6	5	11
TAFE Queensland Darling Downs and South West	2	0	2
Griffith University	1	0	1
The University of Queensland	1	0	1
Other private training college	0	1	1
<i>Total</i>	<i>10</i>	<i>6</i>	<i>16</i>

How are they studying?



Employment (total)

This section examines the labour market outcomes for Year 12 completers from Mary MacKillop Catholic College (Highfields).



87.5%

28 out of 32 Year 12 completers were in paid employment in 2025. This figure includes 15 who were only working and 13 who were both working and studying.

What jobs are they doing?

Occupation by gender

Occupational unit group	Male	Female	Total	
	number	number	number	%
Sales Assistants (General)	3	2	5	17.9
Waiters	0	4	4	14.3
Bar Attendants and Baristas	1	2	3	10.7
Cafe Workers	0	2	2	7.1
Advertising and Marketing Professionals	1	0	1	3.6
Building and Plumbing Labourers	1	0	1	3.6
Car Detailers	1	0	1	3.6
Carpenters and Joiners	1	0	1	3.6
Child Carers	1	0	1	3.6
Commercial Cleaners	1	0	1	3.6
Motor Mechanics	1	0	1	3.6
Police	1	0	1	3.6
Aged and Disabled Carers	0	1	1	3.6
Delivery Drivers	0	1	1	3.6
Other Factory Process Workers	0	1	1	3.6
Retail Managers	0	1	1	3.6
Sports Coaches, Instructors and Officials	0	1	1	3.6
Surveyors and Spatial Scientists	0	1	1	3.6
Total	12	16	28	100.0

Occupation category based on the *Australian and New Zealand Standard Classification of Occupations*.

What industry are they working in?

Industry by gender

Industry	Male	Female	Total	
	number	number	number	%
Accommodation & Food Services	2	10	12	42.9
Retail Trade	3	2	5	17.9
Construction	2	0	2	7.1
Health Care & Social Assistance	1	1	2	7.1
Agriculture, Forestry & Fishing	1	0	1	3.6
Information Media & Telecommunications	1	0	1	3.6
Other Services	1	0	1	3.6
Public Administration & Safety	1	0	1	3.6
Education & Training	0	1	1	3.6
Electricity, Gas, Water and Waste Services	0	1	1	3.6
Professional, Scientific & Technical Services	0	1	1	3.6
Total	12	16	28	100.0

Industry categories are based on the *Australian and New Zealand Standard Industrial Classification (ANZSIC)*.

How are they working?

42.9%
working
full-time



46.4%
combining work
with further study



75.0%
employed on a
casual basis



Not in Education, Employment, or Training (NEET)

This section examines the reasons why Year 12 completers from Mary MacKillop Catholic College (Highfields) were not engaged in education, employment or training.



3.1%

1 out of 32 Year 12 completers was not engaged in education, employment or training at the time of the survey.

Why are they not studying?

Main reason for not studying

Main reason	Total
	number
Disability	1
<i>Total</i>	<i>1</i>

Have they had work since school?



0.0%

0 out of 1 Year 12 completers were not working or studying at the time of the survey, but had paid employment at some time since finishing school.

Why are they not seeking work?



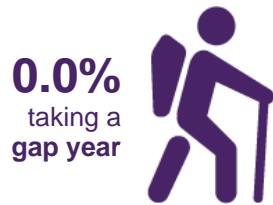
100.0%

1 out of 1 Year 12 completers was not working or studying at the time of the survey and was not seeking work, also known as NILFET.

Main reason not looking for a job

Main reason	Total
	number
Disability	1
<i>Total</i>	<i>1</i>

Where to from here?



Appendices

Appendix 1 – Acronyms and initialisms

ATAR	Australian Tertiary Admission Rank
DW	Data withheld
IBD	International Baccalaureate Diploma
NA	Not applicable
NILFET	Not in the labour force, education or training
SAT	School-based apprenticeships and traineeships
TAFE	Technical and further education
VET	Vocational Education and Training

Appendix 2 – Explanatory notes

Main destination

A structured hierarchy of study and labour force destinations for Year 12 completers, who were assigned to categories as follows:

- students were assigned to the relevant higher education or VET category, even if they were also employed
- apprentices and trainees were assigned to their respective category and classified as education and training since their training involves study
- those assigned to a labour force category (employed or seeking work) were not also undertaking study
- those who were not studying and not in the labour force (not employed and not seeking work) were categorised as NILFET.

Main destination categories

Education and training – higher education

Bachelor Degree*	Studying at Bachelor Degree level (including Honours), or higher.
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Education and training – VET categories

VET Certificate IV+*	Studying at Certificate IV, Diploma, Advanced Diploma or Associate Degree level (excluding apprentices and trainees).
VET Certificate III*	Studying at Certificate III level (excluding apprentices and trainees).
VET Certificate I–II/other*	Studying at Certificate I or II level (excluding apprentices and trainees). This category also includes students in an unspecified VET course, other basic course (e.g. short course) and unknown course level.
Apprenticeship*	Employment-based apprenticeship.
Traineeship*	Employment-based traineeship.

Employment only

Full-time employment	Working full-time (35 hours or more per week) and not in an education or training category. This includes people with multiple part-time or casual jobs that total 35 hours or more.
Part-time employment	Working part-time or casual (fewer than 35 hours per week) and not in an education or training category.

Not in education, employment or training (NEET)

Seeking work	Looking for work and not in an education or training category.
NILFET	Not in education or training, not working and not seeking work.

*Some respondents may also be in employment or seeking work.



More information

For more information about terms and categorisations used in this report, view the research method section of the *Next Step* website www.qld.gov.au/nextstep