

# St James College

A Catholic School  
in the Edmund Rice Tradition



## ANNUAL REPORT 2018





# St James College

A Catholic Co-Educational Secondary School in the Edmund Rice Tradition.

<http://www.stjamescollege.qld.edu.au//AboutUs>

<http://www.erea.edu.au>

**St James College**

**201 Boundary Street**

**BRISBANE QLD 4000**

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**Website: [www.stjamescollege.qld.edu.au](http://www.stjamescollege.qld.edu.au)**

**ABN: 96 372 268 340**

**Enrolling: Years 7 to 12**

**Queensland Curriculum Assessment Authority, Registration number:  
183**

<http://www.stjamescollege.qld.edu.au//Curriculum.htm>

**Registered Training Organisation (RTO) number: 30526**

[http://www.stjamescollege.qld.edu.au//Curriculum/Vocational\\_Education.htm](http://www.stjamescollege.qld.edu.au//Curriculum/Vocational_Education.htm)

**Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS)  
number:  
00715J**

<http://www.stjamescollege.qld.edu.au//Enrolments/International/InternationalHome.htm>

## System

Edmund Rice Education Australia (EREA)

## Principal

Mr Gerry Crooks (Retired 2018)

Ms Ann Rebgetz (From 2019)

## Address

St James College

201 Boundary Street, Brisbane 4000

**Total enrolments - 411**

**Year levels offered - 7 – 12, Co-educational**

# Curriculum Offerings

## Distinctive Curriculum Offerings

### CURRICULUM OVERVIEW

St James College shows its passion to see all its students on a pathway to success. Its range of offerings in subjects, programs, school-based apprenticeships, sport, debating, and cultural areas provides a range of options enabling our students to reach for the stars, and achieve their dreams!

As a diverse community with students from numerous cultural backgrounds who have high hopes for the future, we 'live and breathe' cultural understanding through 'Global Learning – Achieving Aspirations'. We have an intervention model of learning engagement to support all our students.

Many of our students speak at least three languages and we welcome students from many different countries, whether in an International Students' Study Program, as a migrant, refugee or asylum seeker. We are leaders in promoting international perspectives and understanding. We enjoy the challenge of diversity in learning and really aim for inclusive education to maximise the strengths of our students and minimise weaknesses.

Students are encouraged to develop positive attitudes and perceptions about the classroom climate and tasks and to develop good habits of mind so as to acquire and integrate knowledge, further extend this knowledge and to use it meaningfully.

Students learn to integrate the spiritual, emotional and practical dimensions of their being through the acquisition and application of core thinking skills to learning in real life contexts. A holistic approach to education provides every opportunity for learners to flourish and achieve their unique potential. In short, the College provides a curriculum that is relational, responsive and relevant and as a result liberating.

<http://www.stjamescollege.qld.edu.au/teaching-and-learning/curriculum/curriculum-overview/>

<http://www.stjamescollege.qld.edu.au/teaching-and-learning/curriculum/middle-school/>

<http://www.stjamescollege.qld.edu.au/teaching-and-learning/curriculum/senior-school/>

St James College offers a dynamic and innovative curriculum with flexible curriculum access structures that have the capacity to meet the diverse needs and interests of our learners. An extensive curriculum and support program tailored to meet specific needs are designed to support all students at all stages of their learning. The College has two campuses; the main campus on Boundary Street and a Youth Outreach Service (YOS) in partnership with the Salvation Army. Students who are engaged with YOS are able to participate with support of Individualized Learning. The College also offers structured support with students who are looking to reengage with schools after absences.

To ease the transition from primary schools and based upon the latest understandings of the needs of students in the middle school, Year 7 and 8 students engage with learning in a foundation program studying all mandatory curriculum areas as stipulated in the Australian Curriculum.

In addition to the core subject areas of English, Mathematics, Science, Religious Education, History and Physical Education, students in Years 9 and 10 students can select semester elective courses from our broad offerings. Some of these courses are offered across the two year levels allowing students to work at various levels regardless of which year level they belong.

In the senior school, St James College offers a very extensive and flexible curriculum. St James has ensured extensive support has gone into ensuring a successful transition to the New Senior Secondary System of Schooling, in line with QCAA and the ATAR requirements. Student pathways are inclusive of Academic, Vocational Education and Training. School Based trainees, Apprenticeships and TAFE opportunities are pursued to compliment student learning and pathways, with an emphasis on industry links with the College.

A further option is a carefully tailored combination of academic and vocational pathways. The College employs two FTE guidance counsellors who assist in tailoring each student's individual study program and personal development.

## Extra Curricula Activities

### CO-CURRICULAR ACTIVITIES

Throughout 2018, St James College continued to offer an exciting co-curricular program.

In Outdoor Education, students engaged in such activities as canoeing, hiking, kayaking, orienteering, camping, first aid and abseiling.

In Sport, the College was represented in the Queensland Independent Secondary Schools Rugby League (QISSRL) held at Charters Towers, with the College putting in a commendable performance overall. St James college joined forces with Chisholm Catholic College where St James was crowned the Referees' Team Fair Play award. At the same time, our girls proudly represented the College in the Queensland Independent Secondary Schools Netball (QISSN) in Townsville. The Jimmies Basketball program saw school teams dominating both inter-school and district competitions. Students also represent the College in Futsal, Cross-Country, Swimming, Track and Field, Girls AFL, Netball and Soccer. In these sports, students participated in local and Statewide competitions and tournaments. The College's Senior Boys Basketball Team won the Qld State Schools Championships Students. In addition, in the sport of Basketball, six students were selected as Met East Representatives, three were selected as Queensland Representatives and two students received accolades when they were selected as National Representatives.

In representative sport, St James College had 22 students were chosen to represent South District; 10 students represent Met East; 9 students represent Queensland; and 3 students represent Australia in National sports.

Students represented the College in debating and also engaged in a variety of community service activities.

The annual World Cup Soccer season at the College was again a highlight with students representing their country of origin and competing fiercely for the crown.

The College's Annual Cultural Gala Night is a highlight of the College calendar. The Cultural Night is an entertaining evening of song and dance which celebrates the cultural diversity of our school community.

Students who are interested in computing, art, publishing or photography are given the chance to contribute to the College Yearbook, Website and Newsletter.

Once again, our students performed in the Gen X Unleashed Potential competition where they were placed 3<sup>rd</sup> overall.

Culturally, there was great excitement surrounding the 150<sup>th</sup> Year of St James – 'Student - Staff Choir' which came together culminating in a liturgical celebration at the Cathedral of St Stephen.

Students participated in the World Scholar's Cup for the very first time with some outstanding results.

## Social Climate

### Advocacy and Social Justice within the College

The EREA Touchstones were well reflected in the vast array of opportunities offered to all members of our community.

The weekly Jimmies Brekkie Van confirmed to serve those who are marginalised within our society. We also enable the staff, parents and students to participate in this service within our community.

A collaboration with 'Dig In' has assisted their group to use our commercial kitchen to prepare and then serve an evening meal each Saturday to our now shared clients at Kemp Place. The group also supports St James students in their training programs – this has been a wonderful collaboration.

Our students have been highly involved in numerous EREA students Advocacy events, ERA for change, Reflection and Formation Days and other social justice opportunities with other organisations including forums with a range of participating schools.

Our annual visits to the Qld Children's Hospital where our students spent time with ill children who were both in the Hospital School and in the wards. Our students also provide special gifts on the occasion of Mothers' Day and Fathers' Day for the sick children to give to their parents on these significant days.

Staff and students participate in the Luminous Lantern Parade supporting those new to Queensland particularly refugees and asylum seekers at which St James has a large proportion.

Our students engaged exceptionally well with all activities surrounding this theme including "Detention for Detention" being in solidarity with our views on children being held in detention. Staff and students also participated in the annual "Stella Bella, Stella Fella", raising awareness of the issues surrounding domestic violence in our society. Each activity was supposed supported with an educational program teaching our community about these pertinent issues.

Other events which St James supported included representation at Remembrance Day, ANZAC Day services and Mass, Caritas Project Compassion, Walk for Justice, St Vincent de Paul Christmas Appeal, and celebrating the end of Ramadan with our Muslim students.

### **Cambodia Immersion**

This year was our first year where we took a group of students and staff to Cambodia on a cultural and social justice based immersion. The group was able to gain access to many areas within this complex country providing a truly engaging and life changing which had a profound effect on all.

## **Strategies to Promote a Positive Culture**

### **PASTORAL CARE PROGRAMS & SOCIAL CLIMATE OF THE COLLEGE**

The primary focus of pastoral care at St James College is student care, management and discipline with an emphasis on preventative care rather than punitive or reactionary discipline. Preventative care is best achieved through:

- The holistic development of individual students
- Close supervision and monitoring
- Supportive and caring relationships between students and staff.

The holistic development of students is achieved by a team of House Deans, Home Room Teachers, Counsellors and the whole staff working together to create a safe, supportive learning environment within a vertical house system. A House Dean is responsible for the overall pastoral care of the students in each of the four Houses. The student is then allocated to a House Home Room Teacher who takes a particular interest in the students' academic, social, emotional and spiritual welfare. These messages are reinforced through the weekly College and House Assemblies which also serve to enhance House and College culture. An extensive guidance and counselling program is also offered to provide students and their families with the support they need to lead healthy, fulfilling, productive and responsible lives.

St James College also provides many opportunities for students to experience and develop an awareness of its mission as a Catholic School in the Edmund Rice Tradition. The College Camps, Retreat Programs, Immersion Experiences, social justice and multicultural initiatives enable students to grow in self-confidence and deepen their personal relationships. They also allow the students to develop a personal and group understanding of the spiritual value of each person they meet and realize one person can make a difference in the Edmund Rice Tradition.

The Behaviour Management Policy is designed to develop these skills in students as well, although using the mistakes that have been made as a learning opportunity. Our Restorative Justice Principles which underpin the reactive responses to these situations ensure that the student develops an understanding of the relationship between actions and consequences whilst maintaining the dignity of all those involved.

The key to learning and teaching at any school is underpinned by high attendance. The College has embraced the "Every Day Counts" philosophy of the Queensland Government and has developed a policy that promotes perfect attendance through proactive and reactive strategies whilst supporting families in supporting their children in attending school.

### **Personal Development Program:**

As a Catholic School in the Edmund Rice Tradition, St James has a responsibility to educate the whole person. The Edmund Rice Charter provides the school with a blue print for values education and the global objectives of the Personal Development Curriculum are built from them. In addition, the College has adapted the Personal and Social Capabilities from the Australian Curriculum to underpin this program and its resultant reporting. The course is delivered to students in Years 7-12 inclusive as part of the broader Religious Education Curriculum. In addition to class time students are formed through these objectives by College Assemblies, Year Level Assemblies and the Camp and Retreat Programs.

All of which form a part of the wider Student Formation Program which seeks to nurture and engage the hearts and minds of students who are committed to just relationships in our way of living and promote justice in our world. By completing the program the students should:

### **CHARTER TOUCHSTONE: LIBERATING EDUCATION**

- Be shown the benefits of taking every educational opportunity
- Understand their rights and responsibilities
- Become life-long learners
- Understand their own strengths and weaknesses as learners
- Prepare themselves for a positive working life
- Understand the benefits of a healthy mind and body

### **CHARTER TOUCHSTONE: GOSPEL SPIRITUALITY**

- Be able to see the effects of living out gospel values
- Appreciate and enact Jesus as leader
- Understand the importance of a just world and actively promote it
- Become peacemakers in their relationships and the wider world

### **CHARTER TOUCHSTONE: INCUSIVE COMMUNITY**

- Understand the importance of a diverse local, national and global community
- Be able to connect with people from diverse cultures, genders and ethnicities
- Be empowered to build positive and constructive relationships
- Respect and empathise with people with disabilities

### **CHARTER TOUCHSTONE: JUSTICE AND SOLIDARITY**

- Have a preference for the poor and marginalised
- Advocate for the interests of those in the majority world
- Understand the whilst education is a right they have the responsibility to extend that right to all
- Seek justice in their relationships
- Participate in the healing of restorative justice

### **Self Awareness**

- Recognise emotions
- Develop a growing knowledge of self
- Develop and positive perception of self
- Improve their self worth

### **Self Management**

- Learn how to appropriately express emotions
- Develop self discipline
- Understand the benefits of and enact goal setting and tracking plans
- Be able to work independently
- Develop confidence, resilience and adaptability
- Social Awareness
- Understand the meaning and manifestations of empathy
- Appreciate diversity
- Contribute to civil society, advocacy and service to others
- Understand relationships

### **Social Management**

- Communicate effectively
- Work collaboratively
- Make decisions constructively
- Resolve conflicts restoratively
- Build and maintain positive and helpful relationships
- Lead effectively

The College's Personal Development Curriculum is being delivered through the Religious Education Program in Years 7-12. The program has the following units and is taught in conjunction with the Religious Education program in these year levels:

- Year 7: A New Journey, Learners and Thinkers, Positive Relationship, Drug and Alcohol Awareness
- Year 8: Taking Care of Yourself, Keeping Safe & Healthy Online, Managing Your Learning, Service Learning
- Year 9: Self-Identity & Goal Setting, Making Choices-Drug Education, Sex & Sexuality, Career Thoughts
- Year 10: Planning To Do Well, Constructions of Masculinity & Femininity through Role Models, Mental & Emotional Well-Being, Walking in White Shirts (Looking Towards Senior School)
- Year 11: Public vs Private Leadership, Role Models, Authentic Leadership Values, Practical Leadership
- Year 12: Setting Yourself Up for Success, Leading the School, Becoming an Adult, Beyond the Gates

The program intends to build on the relationship driven nature of classes here at St James and use them to foster activities and discussions around the key issues in adolescent development for these cohorts. They will also be supported by timely Year Level Assemblies at various stages throughout the term.

The College Counsellors (2fte) work within the Pastoral Team to supply immediate and ongoing Counselling support for the student body. The case load is managed and external agencies are engaged for chronic cases requiring a client based model.

The nature of the students at St James is such that mental and emotional health issues are an ongoing concern and relevant issues are developed amongst the staff professionally by the Counselling staff. Programs initiated included an Anger Management Group Therapy program, Family Therapy sessions and a School Refusal Program aimed at improving engagement with education.

Friends of Heal, an organisation that supports students who have relocated and experienced trauma have partnered with the College to provide Art Therapy. Other non-government agencies such as Multicultural Development Association and Queensland Survivors of Torcher and Trauma also have a presence in the school assisting students with therapeutic and case management services.

## **Cyber Safety and Anti-Bullying Strategies**

### **Cyber Safety Policy**

St James College recognises its duty to students to provide a safe and positive learning environment which includes the responsible use of information and communication technologies.

It is our policy that:

- Cyber safety be managed through a 'whole of school community' approach involving students, staff and parents/carers;
- Cyber safety and cyber bullying prevention strategies be implemented within the school on a continuous basis with a focus on teaching age appropriate skills and strategies to empower staff, students and parents/carers to recognise cyber safety issues and respond appropriately;
- Cyber bullying response strategies be tailored to the circumstances of each incident; and
- Our bullying prevention, intervention and cyber safety strategies are reviewed on an annual basis against best practice.

## **Strategies for involving parents in their child's education**

- St James College recognizes that parents are the primary educators of their children. The work of the College is most successful when it collaborates effectively with parents. The College supports and encourages this role of parents through:
- Parents & Friends Meetings – held monthly
- Student Diary – weekly communication between the school and parents – required to be signed by both a parent/guardian and the students Homeroom Teacher each week
- Parent/Teacher Interview evenings held in Term 2 & 3 – discuss ongoing student progress

- College Newsletter (published weekly)
- Open Day (welcoming new parents)
- College Awards Night
- Inaugural Mass
- Graduation Liturgy and Supper
- Special Occasion assemblies eg Investiture of Student Leaders, Anzac Day commemoration
- Subject Selection Meetings
- Parent coaches, managers, umpires/referees (eg Jimmies Basketball Support Committee)
- Social celebrations, including the annual Cultural Night
- House breakfasts and other special House functions
- Community BBQ at Bunnings
- Voluntary contribution of distinctive skills and enthusiasm of so many parents. These are gratefully acknowledged and celebrated
- Vocational Education and Training related events

## Reducing the school's environmental footprint

1. Introduced a large recycle bin and issued all class rooms with paper only bins this has allowed us to drop our ground waste by 8 T / year and move from three industrial bin empties to two.
2. Replaced all down light in hall with LEDs
3. Replaced all toilets with half flush loos saving the school approx. 6000L / day
4. Eliminating out all old fluros with LEDS so far approx. 1/3 of the school completed.
5. Rotating out all old A/C with new high efficiency units 2/3 school completed.
6. We only use environmentally friendly cleaning products and consumables
7. Currently investigating solar panels
8. Installing a 10c bottle return initiative

## Characteristics of the Student Body

### Average student attendance rate (%)

#### STUDENT ATTENDANCE RATE

The average student attendance rate (Years 7 – 10) as sampled during Term 3, 2018:

Overall Attendance %	Non-Indigenous Attendance %	Indigenous Attendance %
90%	90.40%	86.40%

This number excludes students who terminated enrolment during the year or who were absent for extended explained absence such as overseas exchange programs or serious illness during this period.

### Management of non-attendance

<http://www.stjamescollege.qld.edu.au/assets/About-Us/College-Policies-and-Procedures-Documents/Attendance-Policy-Procedures-2.pdf>

## Year 10 to 12 Apparent Retention Rate

Year 10		Year 12		Apparent Retention Rate
Year	Enrol	Year	Enrol	
2008	94	2010	109	116%
2009	105	2011	111	106%
2010	112	2012	112	100%
2011	78	2013	97	124%
2012	73	2014	83	114%
2013	86	2015	108	126%
2014	66	2016	86	130%
2015	70	2017	83	119%
2016	73	2018	89	122%

## Staffing Information

### Workforce Composition

Workforce Composition	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	43	42	1
Full-time equivalents	39.5	32.1	0.8

### Qualifications of all Teachers

Qualification – highest level of attainment	Percentage of staff with this Qualification
Doctoral / Post-doctoral	2%
Masters	35%
Bachelor Degree	100%
Diploma	95%
Certificate	0%

## Major Professional Development Initiatives

All teachers are expected to undertake Professional Development during each year and additional PD for their specific field of expertise. This includes ensuring all staff undertake mandatory spirituality professional development and pedagogical framework training and implementation. This includes an Accelerated Literacy Learning Literacy Coaches Program.

The full implementation of a Whole-School Pedagogical Framework – *The Art and Science of Teaching*

- Participation in subject-based Queensland Curriculum and Assessment Authority (QCAA) Review Panels
- Attendance at QCAA Workshops and Seminars in subject areas particularly focussed on the new Senior Assessment structures due to be implemented in 2019.
- Attendance at QCAA Information Sessions – SET Plans, Queensland Certificate of Education introduction, Queensland Curriculum Assessment and Reporting Framework.
- Goal-setting and Professional Development Plans (AITSL Professional Standards for Teachers)
- Vocational Education & Training Workplace Assessor Training
- Differentiating the Curriculum and preparation for the implementation of the Nationally Consistent Collection of Data in 2018.
- Reading to Learn
- Staff Spiritual Formation
- EREA Formation Programs
- EREA Women in Leadership Programs
- Working with students with learning differences
- Professional conferences (QCAA Conference, VET Conference, EREA Leadership Conferences, etc)
- Professional supervision
- Staff mentoring
- Edmund Rice Education Australia Professional Development Network meetings
- On-line and school-based Child Protection Training
- Formation opportunities conducted by EREA and Oceania Province (eg Into the Deep, New Street, Mt Zion Revisited, Galilee, etc)
- First Aid Training and Fire Training
- IT Professional Development: Learning Management System, Learning Fields, Read and Write Gold, etc NAPLAN and QCS data analysis 19 Differentiating the Curriculum and preparation for the implementation of the Nationally Consistent Collection of Data in 2018.
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- Formation opportunities conducted by EREA and Oceania Province (eg Into the Deep, New Street, Mt Zion Revisited, Galilee, etc)
- First Aid Training and Fire Training
- IT Professional Development: Learning Management System, Learning Fields, Read and Write Gold, etc

## Total funds expended on Professional Development

The total of funds expended on teacher professional development was \$95,000 for 2018.

## Average Staff Attendance and Retention

The average staff attendance for the school year, based on unplanned absences of sick and emergency leave for periods of up to 5 days, was 96.8%

Percentage of teaching staff retained from the previous school year was 95.7%

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## School Income

<b>Net Recurrent Income 2018</b>	<b>Total</b>	<b>Per student</b>
Australian Government recurrent funding	\$5,143,489	\$12,530
State/ Territory Government recurrent funding	\$1,521,071	\$3,705
Fees, charges and parent contributions	\$2,515,359	\$6,128
Other private sources	\$138,049	\$336
<b>Total gross income</b> (excluding income from government capital grants)	<b>\$9,317,968</b>	<b>\$22,699</b>
<b>Deductions</b>		
Income allocated to current capital projects	\$0	\$0
Income allocated to future capital projects and diocesan capital funds	\$0	\$0
Income allocated to capital debt servicing (including principal repayments and interest on loans)	\$240,077	\$585
<b>Subtotal</b>	<b>\$240,077</b>	<b>\$585</b>
<b>Total net recurrent income</b>	<b>\$9,077,891</b>	<b>\$22,114</b>

## National Assessment Program – Literacy and Numeracy Results

<b>2018</b>	<b>Reading</b>	<b>Writing</b>	<b>Spelling</b>	<b>Grammar</b>	<b>Numeracy</b>
Year 7	519	460	512	502	508
Year 9	526	457	518	498	538

# Key Student Outcomes and Value Added

## Year 12 Outcomes

Outcomes for our Year 12 cohort of 2018	(Data are available to schools from the QCAA secure website using your existing security code)
Number of students awarded a Senior Education Profile	85
Number of students awarded a Queensland Certificate Individual Achievement (QCIA)	2
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	68
Number of students awarded one or more Vocational Education and Training (VET) qualifications.	68
Number of students who are completing a School-based apprenticeship or Traineeship (SAT)	3
Number of students receiving an Overall Position (OP)	13
Percentage of OP eligible students with an OP 1-15	70%
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE or VET qualification.	95%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving a tertiary offer.	100%

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# Strategic Improvement: Progress and Next Steps

## Strategic progress in 2018

### OUR FOUR STRATEGIC PRIORITIES 2018 – 2020



#### Strengthening our authenticity as a Catholic School Community in the Edmund Rice tradition that

- Stands in solidarity with the poor and marginalised
- Embraces inclusiveness
- Experiences quality relationships among staff, students, parents and wider society
- Invites all into a spiritual journey that is inspired by the Gospel



#### Enhancing positive student identity and growth through

- Refining processes that nurture student well-being and formation
- Challenging and supporting students to liberate their potential
- Strengthening co-curricular opportunities



#### Embedding quality teaching and learning that

- Empowers students to take responsibility for their own learning
- Supports teachers as critical agents in the learning process
- Encourages individual excellence
- Challenges all to become purposefully engaged in society



#### Securing our future through

- Celebration and promotion of our St James' story
- Managing a balanced enrolment profile
- Continued prudent financial management
- Proactive marketing strategies
- Responsible stewardship of our working environment
- Consolidating partnerships with key stakeholders



# Next Step 2018 Post-School Destinations

## St James College



This is a summary of the post-school destinations of students from St James College who completed Year 12 and gained a Senior Statement in 2017. The results are from the *Year 12 Completers Survey*, which is conducted approximately six months after students completed Year 12.



For more information about the survey visit the *Next Step* website [www.qld.gov.au/nextstep](http://www.qld.gov.au/nextstep). Regional and statewide reports will be available from October 2018.



**50.0% response rate**  
40 out of 80 Year 12 completers from this school responded to the 2018 survey.  
*Due to the low response rate, care should be taken interpreting these results.*

### Post-school destinations



In 2018, 72.5% of Year 12 completers from St James College were engaged in education, training or employment in the year after they completed school.



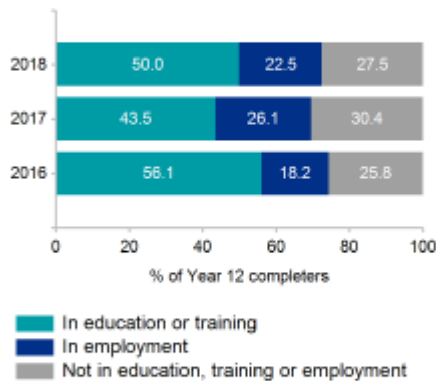
Of the 40 respondents, 50.0% continued in some recognised form of education and training. The most common study destination was VET certificate.



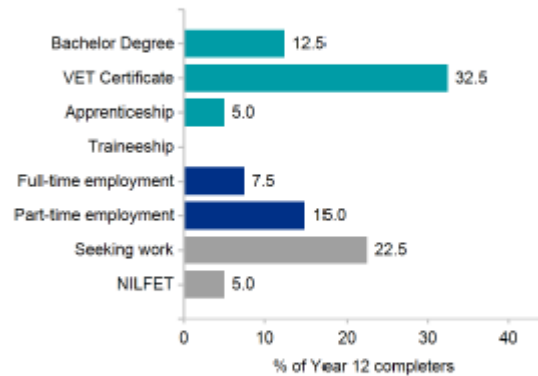
A further 22.5% transitioned directly into paid employment and no further study.

All Year 12 completers were assigned to a *main destination*. Respondents who were both studying and working are reported as being in education or training, including apprentices and trainees.

**Engagement over time**



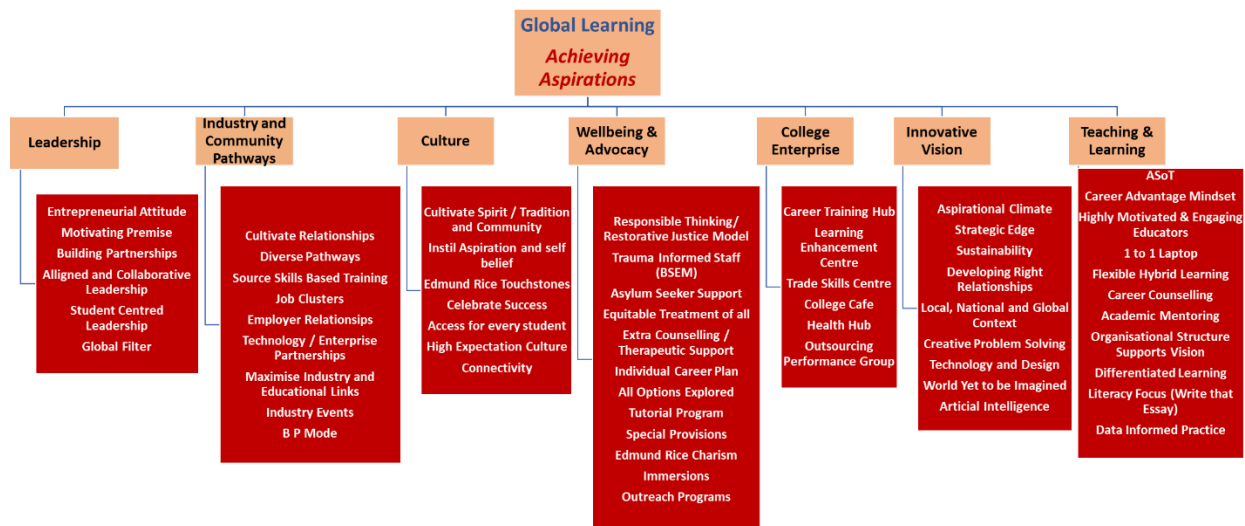
**Main Destination in 2018**



## Further Follow up:

Students were also contacted by the College to track their progress and to see the pathway opportunities that had been undertaken by them in the year after they graduated. This helps to strengthen ties between past students and the College as well as showing ongoing support for students.

## Strategic priorities for 2019



## Parent, teacher and student satisfaction with the school

In addition to Parents and Friends meetings, the College decided to adopt a Forum model in 2018. These were based around strategic areas of the College namely the curriculum, pastoral frameworks, social justice and liturgy. These meetings were designed as conversation with the Principal and key staff regarding the functioning of the College and its engagement with the parent group.

Additionally, the students completed the annual Student Survey which garnered their responses and provided them with an opportunity to voice their opinions related to the College and its strategic directions. The responses were presented to the students and discussed as well as they staff to hone their practice and ensure we were meeting the needs of the students.

Finally, the Principal met with each staff member to discuss their strategic goals in line with the AITSL Standards. This discussion was designed to professional develop each staff member allowing them an opportunity to discuss concerns and directions of the school with the Principal.