



# ST JAMES COLLEGE

A Catholic Coeducational Secondary College  
In the Edmund Rice Tradition

## ANNUAL REPORT 2019



EDMUND RICE EDUCATION  
AUSTRALIA



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## 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

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ABN: 96 372 268 340

Queensland Curriculum Assessment Authority, Registration Number: 183

<http://www.cstjamescollege.qld.edu.au//curriculum.htm>

Registered Training Organization (RTO) number: 30526

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: Ms Ann Rebgetz

Address: St James College  
201 Boundary Street, Brisbane QLD 4000

Total enrolments: 474

Year levels offered: 7 to 12, Co-Educational

# Curriculum Offerings

## Distinctive Curriculum Offerings

### Curriculum Overview

St James is a diverse community with a passion to see all students on a pathway to success, its range of offering in subjects, programs and school-based apprenticeships, sport, debating and cultural activities provides various options for students. We are a Catholic Co-Educational Secondary College with 151 years of Queensland schooling experience. We have a strong aspirational culture with a focus on global learning, vocational, academic and career employment outcomes for all students. The College is multicultural, multilingual and multi-faith with a strong intervention culture that is student centered. St James is highly regarded for its specialist staff, including guidance and career counsellors, art and music therapists and partnership programs with the Salvation Army as well as for the quality of its support programs. The College actively supports students to grow academically, emotionally and socially.

The College is at the forefront of education with the blending of strong academic and Australian qualification vocational options. Offering an extensive, rich and innovative curriculum it supports programs tailored to meet the needs of every student by equipping them with *employability skills* needed for their future of work, as well as to become lifelong learners with transferrable skills.

St James College has cultivated a high-performance culture which is exemplified through some outstanding results achieved across a variety of activities and programs, including an **exemplary Basketball Program**. These include students achieving **high Academic Results securing tertiary places**, apprenticeships and meaningful employment and the College being placed as one of the three **National Finalists in the 2019 Australian Training Awards – School Pathways to VET**. St James supports students to *choose* from a diverse range of flexible *global learning* pathways, *connect* students with the right teaching, support, industry partners and resources and *commit* to students *achieving aspirations* and succeeding in life.

The College has a particularly *strong focus on creative arts and music programs, and a general foundation and elective courses of choice* which are focused on improving communication, literacy and foundation skills through a hands on visual / performing arts, and physical education and design technologies environment. Student learning is matched to the world or work and post school pathways where young people need a variety of skills. It has a State of the Art Trade Skills Centre and excellent facilities in Hospitality and other areas. The College has an Outdoor Education Centre at Maroon Dam. Students are prepared for the global labour market through the skills and knowledge they gain; Human and Technical Skills, Foundation and Critical Thinking Skills, Enterprise and Entrepreneurial Skills, ICT Capabilities and Problem Solving and Communication Skills. **St James offers a very extensive and flexible curriculum**. Students are able to study a combination of General, Applied and Vocational Education and Training Subjects and Certificates. We create *bespoke pathway* opportunities for all students and the subjects that we offer are reflective of this for students to transition into University, TAFE and/or the workforce beyond school.

## Co-Curricular Activities

The College has extensive co-curricular programs for all students including music, debating advocacy, Indigenous and Polynesian dance, cultural night, chess club, orienteering, lifesaving, abseiling, rock climbing, wilderness camping and canoeing.

Co-curricular competitions include Queensland Catholic Music Festival, Queensland Schools Poetry and Song Competition, World Scholars Cup, Rostrum Voice of Youth (Individual public speaking). Sporting opportunities include basketball, athletics, swimming, rugby union options, soccer, futsal, netball, rugby league – interschool, Metropolitan, Queensland Independent Secondary School Netball 'QISSN' and Queensland Independent Secondary Schools Rugby League 'QISSRL' along with National and State sport representation and an award-winning Basketball program.

2019 successes include:

- Representation in Queensland Schools' Rowing Championship Regatta
- 20 South District Representatives
- 8 Metropolitan Representatives
- 8 Queensland Representatives
- 5 National Representatives
- 1 Australian Special Olympics Representative
- 3 Teams Queensland Catholic Cup Netball – Senior's placing Third
- Confraternity Rugby League QISSRL Bundaberg Division 3 – Third Place, 48 Schools
- EREA Football Champions – Year 10 Runners Up & Open Semi Finalists
- 1<sup>st</sup> Netball Carnival QISSN (Division 8) 64 Schools
- 16 Boys Australian Futsal North Brisbane Champions
- Year 10 Boys Calvary Cup Futsal Champions
- Open Boys Calvary Cup Futsal Runners Up
- Open Girls Division 2 AFL Champions – CaSSSA Competition
- 2 Teams CBSQ (Championship Basketball School Queensland) Division 1
- 2 South District Champions – Year 9 Boys and Girls Basketball
- 2 Metropolitan Champions – Year 9 Boys and Girls Basketball
- Open Boys Rugby League – Titans Cup Division 2 Champions
- 2<sup>nd</sup> Place in Queensland Catholic Musical Festival, Category of Two Contrasting Songs
- 1 State Champion in Queensland Schools Poetry and Song Writing Competition
- 1<sup>st</sup> Place in Gen X Unleashed Fusion Arts Secondary Competition
- Student Finalist, National Biennial Outsider Art Awards
- 2 Highly Commended Brisbane Art Festival Exhibition
- 12 students World Scholars Cup – 17 medals, with 1 team qualifying for the Tournament of Champions in America

## 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 Queensland 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. Additionally, the College participated in the first “Best Foot Forward” initiative by Edmund Rice Foundation Australia, drawing awareness to and advocating for education for girls globally.

Gen X Unleashed is a secondary school fusion arts competition that creatively blends the different genres of performing arts into a purposeful message. With music, dance, spoken word, media and style and design being implemented into each performance. Themes revolve around social justice and advocacy matters pertinent to students growing up in today’s world. Staff and students enthusiastically engaged in this for another year and took first place and were invited to perform their winning item at a Conference in Sydney in front of EREA leaders.

The annual Cultural Night produced many high-quality cultural items, with students showcasing their ethnic heritage. The night is an important evening for students to showcase their culture, especially as some of them were persecuted and escaped their countries due to their culture, religion and beliefs.

International Women’s Day was another event that the College enthusiastically embraced and participated in. Women guest speakers from different walks in life, the College supported its girls and women on this day, advocating for change that still needs to happen in the world when it comes to women’s issues.

Each activity and initiative that College engaged in was 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.

### **Top End Immersion**

This year was our first year where we took a group of students and staff to the Northern Territory and the Tiwi Islands on a cultural and advocacy-based immersion. The group was able to immerse themselves in the indigenous culture focusing on the history, art and future direction of the rich and diverse culture that is our Indigenous Australians.

## Strategies to Promote a Positive Culture Wellbeing and Pastoral Care

The primary focus of well-being 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.
- Berry St Model of Pastoral Care practices

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 intervention model 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.

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 Responsible Thinking Room and Process forms a part of this strategy.

The key to learning and teaching at any school is underpinned by encouraging high attendance. The College has developed a policy that promotes attendance through proactive and reactive strategies whilst supporting families in supporting their children in attending school.

### **Personal Development and Wellbeing 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. The course is delivered to students in Years 7-12 inclusive as part of the broader Religious Education, Identity and Global Advocacy Curriculum. In addition, to class time students are formed through these objectives by College Assemblies, Year Level Assemblies and the Camp and Retreat Programs.

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 Torture and Trauma also have a presence in the school assisting students with therapeutic and case management services

## Cyber Safety and Anti-Bullying Strategies

The following initiatives form part of our overall cyber safety strategy within the School:

Establishment of a 'Cyber Safety Team' and appointment of two primary 'Cyber Safety Contact Persons'.

- A structured curriculum and peer group support system, that provides age-appropriate information and social and emotional competencies relating to cyber safety (including cyber bullying) to students over the course of the academic year.
- Education, training and professional development of staff in cyber safety strategies and responses.
- Regular provision of information to parents/carers to raise awareness of cyber safety as a School community issue. This will equip them to recognise signs of cyber safety risks, as well as to provide them with clear paths for raising any concerns they may have relating to cyber safety and/or cyber bullying directly with the School.
- Promotion of a supportive environment that encourages the development of positive relationships and communication between staff, students and parents/carers.
- Promotion of responsible bystander behaviour amongst students, staff and parents/carers (this may occur where a bystander observes inappropriate online behaviour either being perpetrated by, or targeted at, a student).
- Reporting of cyber safety incidents is encouraged and made easy through the establishment of multiple reporting channels (as specified below).
- Regular risk assessments of cyber safety within the School are undertaken by surveying students to identify cyber safety issues.
- Records of reported cyber safety incidents are maintained and analysed, in order to identify systemic issues and to implement targeted prevention strategies where appropriate. Staff record incidents according to Catholic School Authority policy.
- Cyber safety strategies are included in students' School diaries.
- Cyber safety posters are displayed strategically within the School.
- Promotion of student cyber safety awareness by participating in relevant cyber safety related events.

St James College recognises that the implementation of whole-School prevention strategies is the most effective way of eliminating, or at least minimising incidents of bullying within our community.

The following initiatives form part of our overall bullying prevention strategy and our strategy to create a 'no-bullying' culture within the School:

- A structured curriculum and peer group support system, relating to bullying (including cyber bullying) and bullying prevention, to students over the course of the academic year.
- Education, training and professional development of staff in bullying prevention and response strategies.
- Regular provision of information to parents/guardians, to raise awareness of bullying
- Promotion of a supportive environment that encourages the development of positive relationships and communication between staff, students and parents/guardians.
- Promotion of responsible bystander behaviour amongst students, staff and parents/guardians.
- Reporting of incidents of alleged bullying by students, bystanders, parents/guardians and staff are encouraged, and made easy through the establishment of multiple reporting channels (as specified below).

Regular risk assessments of bullying within the School are undertaken by surveying students, through data analysis, to identify bullying issues that may ordinarily go unnoticed by staff.

Statements supporting bullying prevention are included in students' School diaries.

Education of staff, students and parents/guardians on health conditions to promote understanding and to reduce stigma and fear.

Anti-bullying posters are displayed strategically within the School.

Promotion of student awareness and a 'no-bullying' environment by participating in events such as the National Day of Action Against Bullying and Violence.

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

St James conducts a yearly Student Survey, the data collected and presented to the community to ascertain trends across time.

Staff satisfaction surveys are also conducted by EREA. The data then shared with the College Leadership Team for analysis and action.

Parents/carers are given the opportunity to consult with regards to school policies and decisions via the Parents and Friends group which meets every month. Communication around College events and policies occurs weekly via the newsletter. Feedback on these are always welcome via email and phone conversations. Relevant staff are in-serviced yearly on complaints handling processes and procedures.

## Reducing the school's environmental footprint

- 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 Tonne / year and move from three industrial bin empties to two.
- Replaced all down light in hall with LEDs.
- Eliminating out all old fluros with LEDS
- Rotating out all old A/C with new high efficiency units 3/4 school completed.
- Only using environmentally friendly cleaning products and consumables.
- Currently further investigating solar panels.
- Installing a bottle return initiative.
- Developed student committee looking at environmental initiatives
- Classes developing herb gardens and looking at green initiatives around the College

# Characteristics of the Student Body

St James College has very diverse mix of students coming from a wide range of backgrounds. With over half of the students having English as an Additional Language or Dialect it makes for a very global population. Many of our families of students have come to Australia as refugees, as well as newly arrived refugee students. We see a variety of different ethnic backgrounds represented with Africans, Pacific Islanders, Middle Eastern, South East Asian, Chinese, Japanese, Korean forming the majority of the EALD population. Our College caters for students with diverse needs, including those who face learning challenges. When students come to St James College they “make friendships with the world”. The broad nature of the curriculum offered attracts students who are looking for a choice of pathways. Indigenous students are very welcome, and it is of significance that the College has a dedicated indigenous space in Boundary Street. The pastoral care offered envelops the students nurturing them to reach their potential. Overall, the students are encouraged to achieve their aspirations in a global learning environment.

## Average student attendance rate (%)

The average Student Attendance rate is 88%.

## Management of non-attendance

If students are absent from school at any time, parents/carers should advise the College by 9am and provide a satisfactory explanation for the absence. They can do this by completing both points below:

- Phoning the Absentee line on prior to 9.30am.
- Writing a note in the students' diary to the Homeroom Teacher on their return to school.

St. James will maintain attendance records and monitor the attendance of enrolled students through the implementation of the following procedures:

- Students are expected to be at school by 8.20am and to go to Homeroom in adequate time. Student attendance is taken for the first time by the Homeroom Teacher in AM Homeroom and a daily absentee report is distributed to all teachers.
- Students continually late to AM Homeroom are to be referred to House Deans.
- A roll is also taken at PM Homeroom and any discrepancies are reported to the House Deans for follow up each day

### Late Arrival at School / Classes

- Any student who arrives to school after Homeroom is to report to Student Services. The time of arrival is recorded on the class rolls for the day.
- Any student who is late for classes will be given a suitable consequence by their classroom teacher. Persistent lateness to class will be referred to the House Dean

### Early Departure from School

- Leave from school (appointments with doctors etc.) can only be given via parental request. Once this is ascertained, the student is given a leave stamp in their diary which must be signed by the student's House Dean, Director of Wellbeing or Deputy Principal.
- In the case of illness, the student, under teacher direction and written authorisation, is to report to the Student Services, who will phone parents/carers if home leave is necessary and notify staff.

## Year 10 to 12 Apparent Retention Rate

Year 10		Year 12		Apparent Retention Rate
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%
2017	73	2019	97	<b>133%</b>

## Staffing Information

### Workforce Composition

Workforce Composition	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	43	45	2
Full-time equivalents	39.7	33.6	0.7

### Qualifications of all Teachers

Qualification – highest level of attainment	Percentage of staff with this Qualification
Doctoral / Post-doctoral	2%
Masters	25%
Batchelor Degree	100%
Diploma	56%
Certificate	47%

## Major Professional Development Initiatives

All teachers 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
- Write That Essay – Whole School PD with a specific focus on improving literacy
- Attendance at QCAA Workshops and Seminars in subject areas particularly focussed on the new Senior Assessment structures due to be implemented in 2019 including:
  - the new QCE system
  - Endorsement and Confirmation workshops
  - Assessment writing workshops
- Attendance at QCEC subject specific workshops with a focus on the new QCE system and assessment writing and marking
- Attendance at QCAA Information Sessions – SET Plans, Principal’s forum, NAPLAN Online
- Goal-setting and Professional Development Plans (AITSL Professional Standards for Teachers)
- Vocational Education & Training Workplace Assessor Training
- Vocational Education and Training Conference
- Attendance at QCEC and EREA VET Forums
- Differentiating the Curriculum and preparation for the implementation of the Nationally Consistent Collection of Data.
- Staff Spiritual Formation
- EREA Leadership Conference
- Human Rights Workshop
- EREA Formation Programs
- EREA Women in Leadership Programs
- Working with students with learning differences
- Professional conferences (QCAA Conference, VET Conference, EREA Leadership Conferences)
- Professional supervision
- Staff mentoring including new staff / beginning teacher mentor program
- Edmund Rice Education Australia Northern Region Professional Development Network meetings
- EREA Leaders of Learning meetings
- On-line and school-based Child Protection Training
- First Aid Training and Fire Training
- NAPLAN and QCS data analysis
- The Berry Street Education Model – Whole School PD with a specific focus on Pastoral
- Staff Inservice – Smart Leaders – BI Tool

The percentage of teacher participation in professional development was 100 %.

## Total funds expended on Professional Development

The total of funds expended on teacher professional development was \$176,000.

## Average Staff Attendance and Retention

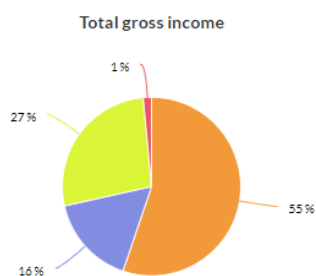
The average staff attendance for the school year, based on unplanned absences of sick and emergency leave for periods of up to 5 days was 93.2%. The percentage of teaching staff retained from the previous school year was - 86%

# School Income

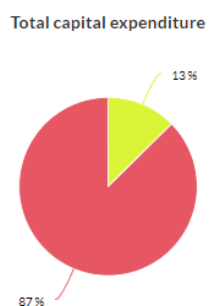
Full-time equivalent enrolments relating to recurrent income and capital expenditure: 410.5

Net recurrent income	\$ Total	\$ per student
Australian government recurrent funding	5,143,489	12,530
State / territory government recurring 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>	<b>9,317,968</b>	<b>22,699</b>
Less deductions	240,077	585
<b>Total net recurrent income</b>	<b>9,077,891</b>	<b>22,114</b>

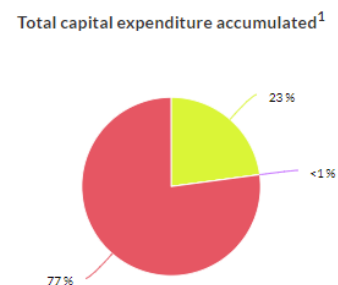
Capital expenditure	\$ Total	\$ Accumulated <sup>1</sup>
Australian government capital expenditure	0	0
State / territory government capital expenditure	0	0
New school loans	126,000	288,100
Income allocated to current capital projects	0	1
Other	872,703	970,605
<b>Total capital expenditure</b>	<b>998,703</b>	<b>1,258,706</b>



(excluding income from government capital grants)



Percentages are rounded and may not add up to 100%



# National Assessment Program – Literacy and Numeracy Results

2019	Reading	Writing	Spelling	Grammar	Numeracy
Year 7	497	460	476	487	504
Year 9	524	461	539	516	559

## 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 Statement	<b>89</b>
Number of students awarded a Queensland Certificate Individual Achievement (QCIA)	<b>5</b>
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	<b>79</b>
Number of students awarded one or more Vocational Education and Training (VET) qualifications.	<b>74</b>
Number of students who are completing a School-based apprenticeship or Traineeship (SAT)	<b>10</b>
Number of students receiving an Overall Position (OP)	<b>15</b>
Percentage of OP eligible students with an OP 1-15	<b>93%</b>
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.	<b>97%</b>
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving a tertiary offer.	<b>92%</b>

# Strategic Improvement: Progress and Next Steps

## Strategic Pathway

We have developed the following strategic priorities and direction to ensure the continued sustainability and growth of the College in offering all-inclusive bespoke learning pathways.

We apply our values of hope, community, opportunity and inclusivity by:

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

- stands in solidarity with the marginalized;
- embraces and celebrate inclusiveness;
- experiences quality relationships among staff, students, parents and wider community;
- 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;
- education that promotes cultural competence, context and understanding;
- programs that support and build resilience, independence and life-long skills;
- strengthening co-curricular opportunities, particularly in music and arts.

### **Embedding quality teaching and learning that:**

- successfully implements and prepares students for the new QCE system;
- 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;
- provides pathways to success with high qualification completion and enterprise partnership outcomes;
- priority focus on literacy and numeracy improvement;
- focuses on English Language Development and Vocabulary Acquisition across curriculum;
- embeds benchmarking through best practice educational programs.

### **Securing our future through:**

- celebration and promotion of our St James story;
- a balanced and complex enrolment profile;
- continued innovative and strategic financial management;
- proactive marketing strategies;
- responsible stewardship of our working environment;
- consolidating partnerships with key stakeholders.



## Next Step 2019 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 2018. The results are from the Year 12 Completers Survey, which is conducted approximately six months after students completed Year 12.

### Post-school destinations

In 2019, 74.1% of Year 12 completers from St James College were engaged in education, training or employment in the year after they completed school. Of the 27 respondents, 48.1% continued in some recognised form of education and training. The most common study destination was VET certificate.

A further 25.9% 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.

For more information about the survey visit the Next Step website [www.qld.gov.au/nextstep](http://www.qld.gov.au/nextstep).

29.7% response rate

27 out of 91 Year 12 completers from this school responded to the 2019 survey.

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

## Parent, teacher and student satisfaction with the school

The College Board meets regularly to provide discernment in the directions and operations of the College. In relation to Parents and Friends meetings, the College decided to adopt a Forum model. These were based around strategic areas of the College namely the curriculum pathways,

wellbeing, social advocacy 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. Guest speakers were invited to attend different meetings eg Catholic Parents Queensland, Write That Essay Consultant, National Director EREA Liberating Education.

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 with the staff to shape their practice and ensure we were meeting the needs of the students.

Stakeholder meetings and lunch/breakfast meetings took place to bring community, industry and school students and staff together for feedback and partnerships. Staff members were invited to provide feedback through surveys. Parents and students have provided wonderful testimonial statements. Enrolment Information evenings have provided the venue for statements by students, demonstrating the love of the College regarding it as their other “family”.

Principal Awards ceremonies were introduced, where parents and carers were invited to attend, and hospitality provided.