

Queensland School Annual Report (2020 Data)

St Joseph's Nudgee College

	Postal address	2199 Sandgate Road, Boondall
	Phone	(07) 3865 0555
	Fax	(07) 3865 0500
	Email	contact@nudgee.com
	Webpage	www.nudgee.com
	Contact Person	Principal

Principal's foreword

Introduction

COVID-19 has reshaped and continues to reshape our world. Life in our homes, in our workplaces, in our social spaces has changed. Our perceptions of borders (interstate and international) have altered dramatically. Our economy and our well being have been threatened and in some cases, harmed. How we gather, where we gather and when we gather has required reconsideration.

Much like the experts referred to above we commenced the start of the 129th year of St Joseph's Nudgee College with no awareness of what was to unfold. Like previous generations, the Nudgee community commenced the year with optimism and hope. The Commencement Mass in February was inspired by the presence of Bishop Tim Harris, NCOB 1980. His homily reflected on what it meant to be a Sign of Faith. This Faith has been tested this past year. Our College Captain, Injarra Harbour, shared with the large crowd the Year 12 motto for 2020 - '*Strength in the Stripes*'. How prescient this motto was to prove. Staff and students alike have used the motto as a rallying call throughout 2020.

While this report makes mention of our response to the school shutdown in Term 2 it is clear that there are many other achievements, initiatives and changes that more fully characterise the year at Nudgee College.

These include but are not limited to:

- The successful implementation of the statewide system of Assessment and Tertiary Entrance for all Year 12s,
- Undertaking three significant construction projects,
- The reshaping of our Year 12 student leadership framework, including the naming of boarding prefects,
- The highly successful Giving Day to fund the restoration of Mary's Tower, and
- The enrolment of over 1,680 students - the largest the school population has ever been.

Our identity as a Catholic school in the Edmund Rice tradition has been challenged by our inability to gather as a community united in prayer and worship. For a period of time, Boarders' Sunday night Mass, our House Masses, some retreats, and our outreach programs such as Big Barbie and Big Brekkie were all compromised. Fortunately, all returned to operations during semester 2. We also developed new partnerships, e.g. with Emmanuel City Mission, to further strengthen our outreach program. Importantly, our Year 12s were able to participate in their Kairos experience in Term 3 and our Year 10s undertook an Immersion program with a new local focus. The Identity team had a temporary home this year during the building works but in the last term they established their new offices on the ground level of Treacy East adjacent to the Spirit Tunnel. An apt home!

Our Year 12 students, their teachers and their parents have all been aware of the challenge presented by the pandemic during a year in which they were undertaking the next Senior system of Assessment and Tertiary Entrance. The Queensland Curriculum and Assessment Authority (QCAA) had been planning this generational change for years but could never have anticipated how the year was to unfold. The QCAA can be complimented on the manner in which they have supported all school communities around the State.

As this report is being written the Year 12s are undertaking the extended period of External Exams. The new Senior syllabus has required a change of approach to learning and teaching. Consequently, all students, teachers and parents have had to adapt to

the new landscape. An example of this adaptation was the successful implementation of the holiday preparation program for external exams during the September break. This program was strengthened by another initiative - the naming of our Academic Firsts who were invited to activities to support their pathway through the year and on to further tertiary study.

The cohort finished with a median score of 82.03, with 30% achieving an ATAR score of 90.00 or higher. This is continuing on previous years' trends in strengthening our overall results.

ATAR score of 99.00 or higher. Declan Cabot 99.90, James Armitage 99.85, Alec Watson 99.20, James Hong 99.10

The following is a breakdown of the Year 12's ATAR scores by percentage of cohort within the specified range:

- 95.00 - 99.95 16% / 90.00+ 30% / 80.00+ 56% / 70.00+ 78% / 60.00+ 91%

160 students applied for Tertiary places 155 of our students have received places with more offer rounds scheduled later this month

- Certificate I-II issued internally 90
- External providers including Business, Fitness, Rural Ops and TAFE - 74

There were 13 students who received full time apprenticeships as a result of their work experience placement or advertised positions from Learning and Teaching.

During the course of the year an external review of our Technology and Trade Training Centre Leadership was conducted. The review recommended a number of changes in broad areas such as the profile of Vocational Education & Training, rebranding of the Trade Training Centre and the range of offerings in this important area of learning.

One of the themes for the year was to make 'Make Every Lesson Count'. Once again this theme was only strengthened during our response to lockdown. Throughout this disrupted period to normal school operation our *learning@home* program ensured that our students had access to their teachers every period of every day. We remain immensely proud of our response and grateful to the many teachers and staff who went above and beyond normal expectations. The fact that this program became known as *NC@home* is a reflection of the comprehensive nature of our response. It grew to include *boarding@home* as well as various sports and activities programs *@home*.

The need to extend the lockdown response beyond curriculum became evident as maintaining student well being became an increasing focus. Check-ins with all students became a feature as did the weekly "Pulse Check" sent to students. Boys could confidentially communicate how they were coping in the *NC@home* environment. An average of 1000 boys a week filled out the survey. Subsequently, there was a follow up to all those students whose ratings had indicated they may be struggling. Homeroom during *NC@home* also had a fun dimension including photo competitions like 'Show us your rubbish' (taking the bin to curb in fancy dress); Masterchef style cooking competitions; 'Bring your pet to PC' and Funky Friday Funny hat days. Innovative ways to express spirit included the popular "Bear on the Air" vodcasts in Term 3 as well as the 16th/12th man banners hanging in the Ross Oval Grandstand and boys cheering from Duhig verandahs during Term 3 sports.

This year's process to discern the student leadership team for 2021 saw a slight adjustment to our previous model through the naming of portfolios for the five Vice Captains. Therefore the team is made up of the College Captain and Vice Captains for Identity, Studies, Community (and Boarding), Performing Arts and Sports. These Vice Captains will chair multi age committees in their named areas to ensure there is a strong student voice and energy leading our key strategic areas. The College Captain will lead a regular cabinet style meeting to hear what is happening in the nine house groups and what the committees are leading in our strategic areas.

The College completed the transfer of the ownership of the MacKillop Building to the MacKillop Centre in early 2020. The MacKillop Centre has subsequently undergone a major refurbishment allowing the establishment of the Mary Rice Early Learning Centre on the ground level and office accommodation on the 1st level. EREA and the Edmund Rice Foundation (ERF) took up the offices during October 2020 and the Mary Rice Early Learning Centre is scheduled to open in January 2021.

The second construction project was the redevelopment of the Nudgee Sports Fields Complex (The Flats) which commenced at the end of term 1. This has been a significant earthworks project with the irrigation, drainage and water collection systems transforming the site. Regular visitors along Mary Ring Drive and Edmund Rice Way have witnessed this transformation during the project's varying stages. The College took possession of the extensive, new cricket nets in early Term 4 much to the delight of

hundreds of Nudgee cricketers as they commenced pre-season training. With continued favourable weather conditions The Flats will be completed for the start of the GPS season in January 2021.

The redevelopment of the Treacy Heritage precinct commenced in January. Its location, in the very heart of the College, and its extent meant that it had an impact on the daily life of the school. The lasting benefit of this visionary project will benefit students and staff for years to come. In particular, for most of our teachers the Callan Centre will develop as a variety of individual and collaborative working spaces along with offices across two levels of our oldest building.

In September, the first stage work in the Treacy eastern and southern wings was handed back to the College. This enabled the demolition of the Gallagher Building to commence in October, along with the refurbishment of the Duhig building and the northern side of the Treacy Precinct to commence. We anticipate the redevelopment to be completed during the first Term, 2021.

Strategically, the CLT commenced work on a framework entitled *Shaping the Decade Ahead*. The framework encompasses key guiding documents: the Business Operational Plan, the Strategic Plan and the College Master Plan. Work on these documents will continue to be an ongoing focus into 2021.

In respect to school leadership and governance there have been significant changes at various levels. Within the College Board, there was a change to the Board Chair position as Dr Sue Vollert stepped down and Br Damien Price cfc assumed this responsibility. On the College Leadership Team, Mr Christian Oneto (Dean of Boarding) will be leaving to take a promotional leadership position at TSS. Mr Sean Toovey has been promoted internally to take up this important leadership of boarding.

Clearly, we have been challenged to think and act in new ways over this past year. In doing so, we have been called to find inspiration and strength in those closest to us: our God, our family, our friends, our Nudgee community. May we continue to be challenged, inspired and strengthened as we embark on the 130th year of St Joseph's Nudgee College in 2021.

Mr Peter Fullagar
Principal

Our students

School Profile

Coeducational or single sex:	Single Sex (Male)
Year levels offered:	5 – 12
Religion:	Catholic School in the Edmund Rice Tradition

Total student enrolments for this school for 2020:

Total Enrolments	Enrolments End of Year	Enrolment Continuity (Feb – Nov)
1705	1646	97%

Characteristics of the student body:

St Joseph's Nudgee College is a Catholic day and boarding school for boys conducted by Edmund Rice Education Australia. Our policy and practice is informed by the Charter for Catholic Schools in the Edmund Rice tradition.

Our mission is to inspire young men to live justly, igniting in them faith, compassion and a love of learning. We celebrate our diversity and work together to create an environment where every person is respected. We encourage our young men to strive in the spiritual, academic, social, personal, cultural, and sporting aspects of life. Faithful to the vision of Edmund Rice, we hold a special concern to act justly and with compassion, especially towards those most in need. For over a century, our College community has been based on Catholic faith, service to others, loyalty and friendship in day and boarding contexts. In Jesus our brother, we are determined in our struggle to uphold, communicate and nurture the values of the Gospel.

Our goal is that each member of our community will become for the world Signum Fidei - a Sign of Faith.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	52
Long Suspensions - 6 to 20 days	0
Exclusions	0
Cancellations of Enrolment	0

Our curriculum

Our distinctive curriculum offerings

Years 5 to 9	Year 10	Years 11 and 12
Religious Education (Core Studies)	Study of Religion	Study of Religion Religion and Ethics
English Honours (Extension Yr 9) English (Core Studies) English Modified (Core Studies Yr 7-9)	English Literature Prep English Prep Essential English Prep	English English Essentials
Delta Mathematics (Extension Yr 8-9) Mathematics Mathematics Modified	Specialist Mathematics Prep Mathematics Methods Prep General Mathematics Prep Essential Mathematics Prep	Specialist Mathematics / Maths C Mathematics Methods / Maths B General Mathematics / Maths A Essential Maths / Pre Vocational Maths
Science Science Modified (Yr 9)	Physics Prep Chemistry Prep Biology Prep Agricultural Science Prep	Physics Chemistry Biological Science Agricultural Science
Social Science (Core Studies)	Geography Prep Modern History Prep Philosophy Prep	Geography Modern History Philosophy and Reason
Economics and Law (Year 9)	Economics Prep Legal Studies Prep	Economics Legal Studies
Business and Accounting (Year 9)	Accounting Prep Business Prep Business - Cert II	Accounting Business Business - Certificate III Business Management
Art Drama (Years 7-9) Music	Visual Art Prep Drama Prep Music Prep	Visual Art Drama Music
Health & Physical Education	Physical Education Fitness, Sport and Rec Prep	Physical Education Fitness, Sport and Rec Fitness Certificate III
Japanese	Japanese Prep	Japanese
Digital Technologies (Yrs 8-9)	Digital Solutions Prep	Digital Solutions Information Technology Studies
Design Technologies - (Plastics, Wood, Drawing & Prototyping)	Design Prep Construction Prep Engineering (Metal Fabrication) Prep Engineering (Technical Drawing) Prep	Technology Studies Construction Certificate I Engineering Certificate II Graphics
Curriculum (Support)	Curriculum (Support)	Curriculum(Support)

Our extra curricular programmes

The College provides extensive opportunities for students to participate in extracurricular activities at their level and within their areas of interest. Participation is encouraged and this participation forms an important aspect of the social and school community engagement for students.

Through sporting and cultural activities we foster and promote **respect, commitment, resilience** and **enjoyment** in all that we do.

St Joseph's Nudgee College is a member of the Greater Public Schools Association of Queensland and most activities are conducted within the association.

Each of our extra curricular programmes aim to provide opportunities for participation and individual development for our students, with the highest standard of coaching and student-athlete support.

The success of our programmes cannot be isolated to our placing on the Championship or Premiership ladder.

Rather, our GPS competition provides the vehicle by which we develop our students; through their engagement in a common goal.

This year we are excited by the appointment of a new position of Director of Performing Arts. A strategic decision to place greater emphasis and profile to the wonderful cultural activities offered.

Throughout each year, students of St Joseph's Nudgee College can take part in the following activities:

Sporting Activities	Cultural & Intellectual Activities	Other Activities
Basketball	Audio Visual Crew	Cattle Club & Show Team
Cricket	Chess	Strength & Conditioning
Cross Country	Debating	
Football	Instrumental Music tuition	
Rowing	Music Ensembles (bands, orchestras, choirs, drumline)	
Rugby	Musical Theatre production	
Swimming	Robotics	
Tennis	Theatresports	
Track & Field	Tournament of the Minds	
Volleyball		

Our social justice programmes

Social Justice
<p>Big Brekky Program (Yr 10 - 12)</p> <p>Big BBQ Program (Yr 10 - 12)</p> <p>Emmaus Nursing home "Scrabble and Chat" (Yr 7)</p> <p>House Charities</p> <p>Immersion program (All of Yr 10)</p> <p>Project Compassion</p> <p>ERA for Change advocacy committee (Social Justice and Advocacy Group) (All Years) Includes projects such as Lantern Parade and Detention for Detention (refugees) and Stella Fella (human trafficking, respectful treatment of women etc)</p> <p>Various fundraisers, appeals and events</p> <p>"Walk to the Philippines" fundraiser (Yr 5-10)</p> <p>Zillmere Jabiru Kids (Yr 7-9)</p> <p>Refugee learn to swim program (Yr 7-12)</p> <p>Leaders BBQ for Charity (Prefects, weekly lunchtime BBQ)</p> <p>Ecumenical Coffee Brigade - Sandwich making for people on the streets (Yr 8)</p> <p>139 club - Food drive plus weekly leftover bread, sausages and eggs from Big Brekky</p> <p>MDA Work and Welcome program for refugees (staff)</p> <p>Vic's Cafe (Yrs 9-12)</p>

Our social climate

St Joseph's Nudgee College social climate is characterised by its broad enrolment policy, extensive student formation program and robust and energetic house pastoral care structure. Our model of care is an ends based approach where we look to identify those character, value and faith traits that we would like to see embodied in our graduates and then work to ensure that formal and informal avenues are available to students in their time at the College from Years 5 – 12 to discover and develop these traits and talents. Identified are: A strong understanding of faith and Catholic values, honesty, integrity, a sense of justice and method for action, commitment to academic achievement, focus on effort, respect and cooperation and a commitment to ensuring that all dealings have people treated with justice and maintaining dignity. These are all given a visual representation through our pastoral care star where faith is at its centre and our values are at the points of the star.

The College enrolment sees a wide cross section of students from a multitude of cultures and socioeconomic groups. Culturally we have significant student population groups from Papua New Guinea, Indigenous Australia, the Pacific islands. This racial mix paired with the boarding fraternity of students from regional Queensland towns and cities means that our diversity is a wonderful strength in the community and one which sees attitudes shaped, changed and challenged as a student's journey through the school. What has been built is a culture that is very accepting of difference and where issues of bullying and harassment, while still in existence, are largely reported and worked through with House Deans or Heads of Boarding House.

All school's social climate is heavily dependent upon the quality of the relationships in the school, how they are nurtured and how negative relationships are discouraged and challenged. The College bullying policy is a living document that is under constant review by the Student Formation team. It is a well-developed and clear document that is used and accessed to process when issues of disharmony arise. The document draws on the research and practice of Ken Rigby and Mark Dobson to guide the proactive discouragement of bullying and negative relationships as well as inform individuals and groups on how to best deal with negative social situations. The Directors of Students and House Deans are core elements to this process. Boys rely on and live the Nudgee spirit and are encouraged to be our motto of 'Signum Fidei', a sign of faith. Socio-Economically we have a similarly diverse population. This diversity provides its challenges, particularly in boarding but they are the challenges of the mission that Edmund gave to us.

Our Student Formation program is developed and written by the Student Formation team with a goal of developing the whole man. Our focal point of the past 12 months has been to ensure the promotion of positive education strategies to ensure that boys develop not only the habits of mind to be successful but also the positive outlook to develop resilience and an attitude of faithfulness, self-belief and self-efficacy. Each week Lesson 1 Friday the entire school and all teachers are timetabled to teach student formation. Our staff's understanding of the importance of their role in the global formation of our young men has been highlighted and all have taken up the challenge of pastoral leadership. Our House Deans have the chance to be present and team teach topics across year levels at various times of the year. We have made one of the very unique and strong aspects of Nudgee cultural and pastoral life even stronger. It works very closely in partnership with the College Identity & Formation team to ensure that the spiritual element of boy's growth is encouraged and nurtured. It fully incorporates the retreat, immersion and Kairos program from Years 5 to 12.

(Continued next page...)

Our social climate (continued)

Year	Term(s)	Topic
7	1	Positive Foundations in High School and Growth Mindset Orientation to Edmund Rice and the Nudgee Story
	2	Digital Citizenship Developing Assertive young men!
	3	Things are Changing! Puberty and male Development
	4	Showcase Affirmation and Finding Meaning
8	1	Mindfulness and Finding your Flow
	2	Pick your Program
	3	Digital Citizenship What is Stress and how do we cope with it?
	4	Showcase Tuchekoi Rules
9	1	'Future proofing' and goal setting Positive Body Unit
	2	Digital Citizenship How to celebrate Failure & Etiquette in the 21st Century
	3	Healthy Decision making (1): Drugs and Alcohol Unit
	4	Showcase Personal Branding
10	1	Digital Citizenship Relationships and Sexuality
	2	Masculinity and Men's Health Presentations.
	3	SET Plans and career planning Immersion Preparation
	4	Showcase Mental and Emotional Health - The Masks we live in (documentary)
11	1	Coping and Succeeding in Senior School Digital Awareness - The mistakes we can make!
	2	Making Healthy Choices (2) Drug and Alcohol Education
	3	Practical Leadership
	4	Showcase
12	1, 2&3	ATAR Preparation
	4	Showcase and Beyond the gates guest speaker program

(Continued next page...)

Student formation however is not something limited to a lesson. Throughout our professional development opportunities, staff meetings, gatherings and assemblies it is outlined to staff that every interaction they have with a student of St Joseph's Nudgee College is an opportunity for formation, to influence him, and in turn the social climate of the College. Staff are very receptive to this and highly participative in the developmental goals of the holistic student formation program.

At Nudgee we believe the parent community is very happy with the care and concern shown for the boys. This is perhaps best expressed by the level of support shown during our house family functions such as 'bake sales', house breakfast, house dinner and house family nights. At these events parents and their sons are invited to socialise and enjoy each other's company and that of our staff. In addition to this there is also the 'Showcase and House choir' night that has steadily built to be a fantastic community event attracting over 1600 parent, family and student guests to what is a 'gang show' style evening. The event is a real community builder and is one of the real opportunities to bring together the whole school from Years 5 to 12 with their families.

Justice is one of our key approaches with the boys and our pastoral and disciplinary conversations are based on the tenets of Restorative Justice where we have moved away from the accusatorial and adversarial approach toward a style of discussion where the key question is given to the boys of "what needs to happen to make things right?". St Joseph's Nudgee College is very much a school of second chances, where boys can make errors and are given the opportunity to make peace with the community and rebuild trust. Our pastoral approach is very patient and tolerant as we look to develop in boys a sense of self-worth, self-discipline and responsibility. This will take time and even in the extreme cases where a boys' enrolment is in jeopardy or it is clear that they are not committed to making the necessary changes in behaviour to continue they are challenged to make things 'right'. However it is a fact that there are times when common good calls need to be made to ensure the interests, safety of the broader community and values we stand for are upheld.

Our parental involvement in their child's education

St Joseph's Nudgee College offers parents many opportunities to be involved in their boy's education. They are able to access current information on the College Parent "Lounge" website. This includes subject information, course outlines, assessment calendar and an up to date view of their son's results on assessment tasks via our online learning management system. Reporting is done at the completion of terms 1,2,3 and 4. Learning Habits are reported each Term and academic results are reported each Semester. Parent Teacher Conferences are offered twice a year for parents.

Each year, Parent information evenings are held as well as subject selection evenings to disseminate to parents current information for their son's year of study ahead or to provide accurate information to enable subject selections for the following academic year. As well as this, regular contact is made between parents and teachers either by phone, email or face to face contact.

Our student attendance

- The average attendance rate for the whole school as a percentage in 2020 was 95.3 %.
- During covid, the College delivered all lessons online with the learning@home program. Student attendance was taken as normal.
- Student attendance for each year level

Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
96.4 %	95.7 %	96.4 %	95.2 %	94.9 %	94.8 %	93.5 %	95.6 %

How non-attendance is managed by the school

Rolls are marked every lesson online. Parents are phoned should a student not report in for the first period of the day. House Deans follow up any suspicious absentees and liaise with parents to verify. All students absent for extended periods of time are tracked by the school and parents.

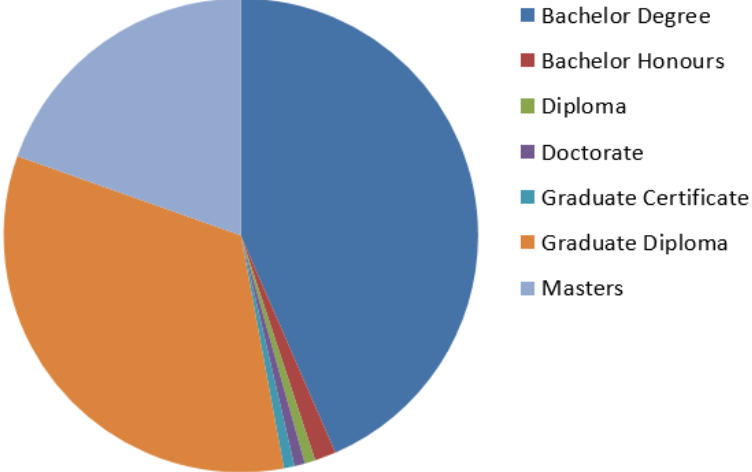
Our Staff

Workforce composition

	Teaching Staff	Non-Teaching Staff	Indigenous Staff (self-identified)
Headcounts	138	109	0
Full-time equivalents	136.5	91.6	0

Qualifications of all teachers

Highest Level of Attainment	Number of classroom teachers and school leaders at this level
Bachelor Degree	60
Bachelor Honours	2
Diploma	1
Doctorate	1
Graduate Certificate	1
Graduate Diploma	46
Masters	27



The pie chart illustrates the distribution of qualifications among all teachers. The largest category is Bachelor Degree, representing approximately 44% of the total. Graduate Diploma follows at about 33%, and Masters at 19%. Bachelor Honours accounts for 1.5%, while Diploma, Doctorate, and Graduate Certificate each represent less than 1% of the total.

Expenditure and teacher participation in professional development

The total amount of funds expended on teacher professional development in 2020 was \$108,526.03.

The major professional development initiatives were as follows:

- Dr Neil Carrington - Creating and Sustaining a High Performance Culture in your school
- Write that Essay - Sentence Types workshops
- Identity Formation - A school like Rice's - Associate Professor Denis McLaughlin
- History and Future of the Christian Brothers - Br Damien Price
- Continuation of PLC culture - focus on faculty priorities for QCAA etc.
- Google Education
- Edmund Rice Education Australia Immersion experiences
- Leadership Development
- Student Formation - WellBeing workshops
- Child Protection Updates and guest speakers
- First Aid Training
- QCAA Senior Syllabus Implementation workshops - Quality Assurance and Endorsement
- Upskilling VET staff

The involvement of the teaching staff in professional development activities during 2020 was 100 %.

Average staff attendance

For permanent, temporary staff and school leaders the staff attendance rate was 96.8 % in 2020.

Proportion of staff retained from the previous school year.

From the end of the 2019 school year, 89 % of staff were retained by the school for the entire 2020 school year.

Our NAPLAN achievement – Years 5, 7, and 9

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9.

Domain	Measures		Yr 5	Yr 7	Yr 9	
Reading	Average score for the school in 2020			Covid	Covid	Covid
	Average score for State in 2020			Covid	Covid	Covid
	For the school the percentage of students at or above the national minimum standard.	2018	99.20%	99.00%	98.70%	
		2019	98.40%	97.60%	97.20%	
		2020	Covid	Covid	Covid	
	For the school the percentage of students in the upper two bands	2018	55.70%	38.30%	27.80%	
		2019	51.10%	36.60%	22.30%	
		2020	Covid	Covid	Covid	
Writing	Average score for the school in 2020			Covid	Covid	Covid
	Average score for State in 2020			Covid	Covid	Covid
	For the school the percentage of students at or above the national minimum standard.	2018	98.20%	96.80%	87.40%	
		2019	97.10%	94.70%	88.60%	
		2020	Covid	Covid	Covid	
	For the school the percentage of students in the upper two bands	2018	17.70%	21.10%	18.70%	
		2019	19.30%	23.80%	14.20%	
		2020	Covid	Covid	Covid	
Spelling	Average score for the school in 2020			Covid	Covid	Covid
	Average score for State in 2020			Covid	Covid	Covid
	For the school the percentage of students at or above the national minimum standard.	2018	99.00%	98.70%	97.70%	
		2019	97.80%	97.60%	95.40%	
		2020	Covid	Covid	Covid	
	For the school the percentage of students in the upper two bands	2018	45.10%	43.60%	25.00%	
		2019	45.20%	35.60%	24.60%	
		2020	Covid	Covid	Covid	
Grammar and Punctuation	Average score for the school in 2020			Covid	Covid	Covid
	Average score for State in 2020			Covid	Covid	Covid
	For the school the percentage of students at or above the national minimum standard.	2018	100.00%	99.50%	100.10%	
		2019	97.90%	95.20%	95.90%	
		2020	Covid	Covid	Covid	
	For the school the percentage of students in the upper two bands	2018	53.10%	42.60%	20.90%	
		2019	46.00%	30.70%	16.10%	
		2020	Covid	Covid	Covid	
Numeracy	Average score for the school in 2020			Covid	Covid	Covid
	Average score for State in 2020			Covid	Covid	Covid
	For the school the percentage of students at or above the national minimum standard.	2018	99.10%	100.10%	97.60%	
		2019	99.20%	99.10%	100.00%	
		2020	Covid	Covid	Covid	
	For the school the percentage of students in the upper two bands	2018	47.80%	54.60%	43.40%	
		2019	45.90%	57.10%	31.60%	
		2020	Covid	Covid	Covid	

Our attainment and achievement – Year 12

Apparent retention rates Year 10 to Year 12.

Year 12 student enrolment as a percentage of the Year 10 student cohort.	96 %
--	------

Outcomes for our Year 12 cohort of 2020

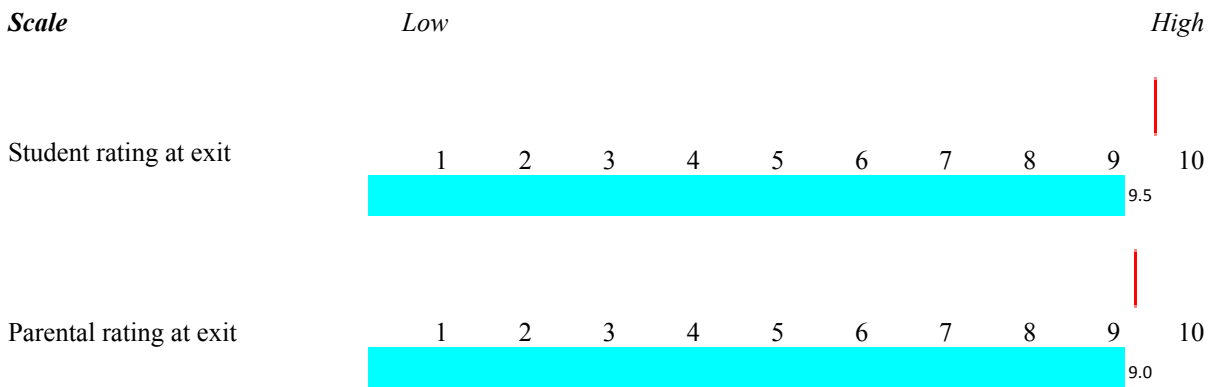
Number of students receiving a Senior Education Profile.	234
Number of students awarded a Queensland Certificate of Education (QCE)	233
Number of students awarded a Queensland Certificate of Individual Achievement (QCIA)	0
Number of students awarded an International Baccalaureate Diploma (IBD)	0
Number of students receiving a Senior Statement only	1
Number of students awarded one or more VET qualifications	104
Number of students who are completing/completed a school-based apprenticeship or traineeship (SAT)	8

Vocational Educational Training qualification (VET)

Number of students awarded certificates under the Australian Qualifications Framework (AQF).					
VET Certificate I	VET Certificate II	VET Certificate III	VET Cert IV	VET Diploma	Advanced Diploma
46	52	46	0	27	0

Our satisfaction standards

10 Point Satisfaction Scale (1=Low, 10=High)



Our School income breakdown

<i>Description</i>	<i>Percentage</i>
School Fees	52.94 %
Other Fee related income	2.78 %
Private Income	10.99 %
State Government Recurrent Grants	8.40 %
Commonwealth Government Recurrent Grants	24.89 %
Total Recurrent Income	100 %

Post-School Destination Information

In 2021, 95.6% of Year 12 completers from St Joseph's Nudgee College were engaged in education, training or employment in the year after they completed school.

Of the 159 respondents, 77.4% continued in some recognised form of education and training. The most common study destination was a bachelor degree.

A further 18.2% transitioned directly into paid employment and no further study.

Main Destination in 2021

