

2015



**EDMUND RICE EDUCATION  
AUSTRALIA**



**ST PATRICK'S COLLEGE  
SHORNCLIFFE  
ERA ANNUAL SCHOOL  
REPORT**

[The 2015 Annual Report from ERA Schools/Entities]

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## **Preamble:**

In 2015, St Patrick's College continued to grow with student demand with the highest enrolment figures to date. There were two very significant events that occurred at St Patrick's College in 2015. Firstly, the College welcomed Mr Chris Mayes as the first new College Principal for the past 11 years. Secondly, The St Patrick's community was rocked by the news of the passing of Fr Liam Horsefall. Fr Liam was a much-loved member of the community for nearly 15 years and during this time he had a great impact on the formation of many thousands of young men within the St Patrick's community.

## **Relevant data about the school:**

- (a) St Patrick's College, 60 Park Parade, Shorncliffe Qld 4017
- (b) Years 5 to 12
- (c) Student enrolment - 1285
- (d) Staff numbers employed Full/Part Time - 164

## **SECTION 1: EREA POLICY COMPLIANCE REPORT**

### **Policy Report 2015**

#### **SCOPE**

*In 2008, Edmund Rice Education Australia (EREA) replaced the various provinces of the Christian Brothers. Br Kevin Buckley was appointed by the Edmund Rice Education Australia (EREA) Board to coordinate the development of policies. A policy framework is being developed to guide the process for the development, implementation and review of policies for all schools across Australia. EREA is broken into four regions (North, South, East and West). St Patrick's College is situated in the Northern Region. EREA has developed a suite of National Policies where appropriate and these can be found at [erea.edu.au](http://erea.edu.au) and there are also policies that are more suited to each state and territory. The policy list below includes the policies developed for the northern region schools.*

<b>POLICY</b>	<b>INFORMATION</b>
<b><i>EREA Enrolment Policy Approved December 2013</i></b>	College developed its enrolment procedures aligned to EREA policy – this process was approved by the College Board. The College has new procedures that allow for on-line enrolment. This commenced in 2016.

POLICY	INFORMATION
<p><i>EREA Student Child Protection Policy &amp; amp; Processes</i> <i>Approved May 2015</i></p>	<p>This Policy and procedures was updated in May 2015. There have been some quite significant changes to the child protection legislation, particularly around mandatory reporting by staff at schools. All staff were briefed about the changes and have undertaken face to face training and on-line training and certification. The Student Protection Contacts are clearly advertised around the College and information is available to students and parents through the College website. EREA have also developed a Code of Conduct for staff. This is presented to all new staff (including coaches).</p>
<p><i>EREA Screening Policy</i> <i>Approved July 2014</i></p>	<p>The Principal's PA maintains the College Blue Card register. All support and volunteers possess a Blue Card as required. The College was audited by EREA during 2015 and recommendations from the report have been addressed.</p>
<p><i>EREA Critical Incident Management Policy</i> <i>Approved August 2015</i></p>	<p>St Patrick's has developed a Critical Incident Management Book for staff use. Emergency contact numbers on College CIM plan are included. The Risk Management Plans and the Risk Management Plan are updated regularly. CIM procedures were included in excursion material. CIM training for Lockdown and Evacuation procedures are practiced regularly.</p>
<p><i>EREA Workplace Discrimination Sexual Harassment &amp; amp; Bullying Policy &amp; amp;</i> <i>Approved March 2017</i></p>	<p>This is a recent EREA Policy. Harassment Referral Officers committee is in place and training has been provided by EREA this year.</p>
<p><i>EREA Code of Conduct for interacting with children</i> <i>Updated 2016</i></p>	<p>Recently updated in 2016. All staff are aware of the changes and have been in-serviced. Staff are in-serviced on the Code of Conduct on an annual basis. This is the National Code of Conduct and is also well aligned to the QCT Code of Conduct for Teachers.</p>

POLICY	INFORMATION
<i>EREA Acceptable Use Policy Approved January 2013</i>	User Acceptance forms will be given to staff for completion. Procedures for student infringement are in place. Students sign agreement prior to accessing College IT services. Procedures have been followed where infringements occur. Students, staff and parents were informed on cyber-bullying through workshops and Parent Information evenings.
<i>EREA Suspension and amp; Exclusion Policy Approved December 2013</i>	It is embedded into College Behaviour Management procedures which need to be followed for suspension or exclusion is to occur.
<i>EREA Use of Illicit Drugs &amp; amp; other prohibited Substances Policy Approved August 2013</i>	Practices at the College follow the policy. Student diaries refer to College expectations on illicit drug use. Referral is also sought from additional advisors when required.
<i>EREA Grievance Policy for Parents and Volunteers</i>	Policy still to be finalized.
<i>EREA Grievance Policy Industrial Approved May 2002</i>	The Industrial Officers at the Queensland Catholic Education Commission (QCEC) is also used for industrial advice.
<i>EREA Diminished Performance Policy and amp; Procedures Approved December 2013</i>	Policy to be used for matters of poor performance within staff from the College. EREA
<i>EREA Workplace Health and Safety Policy Approved October 2014</i>	WHS Officer for the College is the College Property and Services Manager. The College has a WH & S manual. WHS committee meets once a term and the report is forwarded onto the College Board for their perusal. CPR Update and First Aid training is offered to relevant staff.

POLICY	INFORMATION
<i>EREA Employment Policy</i> <i>Approved October 2012</i>	Professional development opportunities are provided for all levels of staffing. A register of attendance is maintained and records of attendance are kept. All new staff is involved in an induction and formation program throughout the first year of their appointment. Support is also given for new staff to attend EREA formation programmes where appropriate. Letter of appointment issued to all new employees. Procedures and recruitment practices are followed as required by the Policy.
<i>Accreditation Policy</i> <i>Approved May 2002</i>	This is based on QCEC requirements to teach in a Catholic School and to teach Religion in a Catholic School. This is a requirement by Catholic Bishops of Queensland. The requirements are also recorded on the staff Professional Development Application Forms.
<i>EREA Northern Region Policy</i> <i>Framework Policy</i> <i>Approved August 2015</i>	This Policy is relatively new to EREA northern region and sets out the format and requirements to be followed for any school developed policies or northern region policies.

## **SECTION 2: FORMATION**

### **2.1 EREA PROGRAMS** **(Staffing profile and programs attended)**

During 2015, staff members from the school participated in EREA Formation Programs:

- |   |                          |
|---|--------------------------|
| (a) GALILEE: (Induction)                  | 6 staff members attended |
| (b) INTO THE DEEP: (Middle Leadership)    | 4 staff members attended |
| (c) BREAK EVERY YOKE: (Senior Leadership) | 1 staff member attended  |
| (d) MT SINAI: (Long serving staff)        | 1 staff members attended |
| (e) NEW STREET:                           | 1 staff members attended |
| (f) MT SION:                              | 1 staff members attended |

Comment: The feedback from staff members was positive about these programs. The College believes that these programs provide valuable formation opportunities for staff.

## **2.2 SCHOOL INITIATED FORMATION EXPERIENCES AND IMMERSIONS.** **(Program outlines and outcomes)**

Throughout 2015, the school was involved in several formation programs for its community:

### **(a) STAFF INDUCTION:**

All new staff members participated in the College's induction program. This program involved a different program than that of past years. The new staff were given a brief history of the St. Patrick's and the EREA network. They were also given a workshop on the Charter for Catholic Schools in the Edmund Rice Tradition and others on the communication processes and IT systems. Some changes were made to the 2015 program because of the feedback from the 2014 program and they have enhanced the Staff induction in 2015. The induction program continued over the first term with a series of breakfast meetings with key staff members.

### **(b) STAFF DEVELOPMENT DAYS:**

The whole school staff was involved in a number of professional development days throughout the year. The programs for these days included elements of formation:

- Curriculum Framework – The Art and Science of Teaching
- St Patrick's College Learning Management system (internal)
- Data Literacy for Teachers.
- EREA Code of Conduct (new version)
- Child Protection In-service (Internal)
- Catholic Education in a Media (Fr Richard Leonard).

Overall, these days were effective and staff, teaching and non-teaching, had an opportunity to be involved.

### **(c) MIDDLE LEADERSHIP**

All House Deans and Heads of Curriculum participated in a series of professional sharing seminars that focussed on Leadership in Teams and the College Curriculum Framework – The Art and Science of Teaching.

### **(d) STUDENT LEADERS**

The student leaders were involved in several experiences throughout the year that focussed on leadership within their role in the school. This program of student leadership

began with a Leadership camp for all Year 11 students. In 2014, the Student Leadership program involved facilitators from the College as well as an organised program delivered by an external group, Y Lead. There were follow up sessions during the year that focused the issues surrounding student leadership. This was well received by the students.

**(e) SCHOOL LEADERSHIP**

Members of the College Leadership Team were involved in a two- day formation program at the beginning of the year which focussed on team formation as there were two changes to the College Leadership Team including the College Principal. The formation program was facilitated off-campus by Mr Brendan Mc Manus. One member of the College Leadership Team participated in the 'Break Every Yoke' program during 2015.

**(f) SCHOOL BOARD**

No formal Formation Program was offered to the College Board in 2015. There were some 'In house' Formation opportunities conducted for the Board during 2015. All Board members have previously participated in formation opportunities sponsored by EREA or the College. The Board Chair, Mr Mike McMahon, attended the EREA Board Chair's conference and 4 members of the College Board attended the EREA Board members evening with the College Principal at Nudgee College. Two members of the College Board attended the new Board member's induction at St Joseph's College, Gregory Terrace.

**(g) IMMERSIONS**

St Patrick's College offered several Immersion opportunities in 2015. All student immersion opportunities were targeted at Year 10 /11 students. Eight students and 4 staff travelled to India for 3-1/2 weeks and worked in a range of schools, hospitals and orphanages throughout India. Four students and 1 staff member, along with students from two other EREA schools travelled to East Timor where they were involved in the construction of classrooms and other school buildings. Students and three staff members travelled to Noonkanbah, a remote indigenous community in Western Australia. Finally, 2 students travelled to the USA and 2 travelled to Canada as part of the Exchange program offered at St Patrick's. The College hosted students from USA and Canada as part of this program as well as hosting students from Noonkanbah for a return visit to Shorncliffe.



### **SECTION 3: STRATEGIC PLAN**

In 2014 St Patrick's College implemented a new Strategic Plan: The Next Chapter – Strategic Plan 2014-2018. This Strategic Plan was approved by Edmund Rice Education Australia.

### **SECTION 4: TEACHING AND LEARNING**

**Please provide a response to the following:**

**(a) The priorities for teaching and learning during 2015.**

The College started the pedagogical Framework, The Art and Science of Teaching, from the beginning of the year. Much professional development and resources were put into the roll-out of this framework over the year. There was also much work done on improving the data literacy of the teaching staff. The key focus for data literacy initially is on student tracking. At the end of 2015 a new middle leadership position of Program Leader – Student Data and Performance was appointed. In 2015, the College Leadership Team also undertook a review of the school's exceptional learner's department. This led to several changes being put into place ready for the start of 2016. The College also allocated added financial resources to this area and moved the department learning and working space to a bigger refurbished area and appointed additional teaching staff into the department. The Middle Leaders and CLT also developed a Learning Statement and core learning beliefs for St Patrick's College. This document has been printed and will be published and to parents in 2016.

**(b) The process to determine the priorities in (a) above.**

The decision to focus on a pedagogical framework was determined after receiving feedback from the Australian Council of Educational Research (ACER) using their School Improvement Tool. This review was completed on the school during Term 4 of 2013.

Student tracking was also considered a priority given the most recent College QCS results. The position of Program Leader – Student Data and Performance was an appointment that allowed the College to start to collate and make student data more available to staff to assist them to gauge the impact of their practice within their classes and inform their practice. The review of the Exceptional Learners department was the culmination of a review that had started the previous year. It was a focus on how the College can be most efficient with targeted resource management to further improve student outcomes.

## **SECTION 5: COMMUNITY**

In 2015, the College reviewed its Indigenous Homestay Program. The outcome of the review was that the College narrow its drawing area of students and concentrate on the relationship set up with Normanton in North Queensland. The Principal and the Head of Indigenous and Torres Strait Islander Program visited Normanton in October to meet with interested families. In 2016, there may be as many as 5-6 students attending the College.

During 2015, the College Foundation also undertook a review of its role and purpose. The College Foundation's role is to assist with building projects, support Catholic students who could not ordinarily afford to attend the College through bursaries, assist with our service programs and assist some of our own families who are undergoing significant hardship (does not include school fees, uniforms, books etc). This direction also meant that the Foundation reviewed its constitution with the assistance of McCullough Robertson (lawyers) and set up a constitution that has EREA as the member and allows for the structures of these funding areas with DGA status. They are also compliant with ACNC regulations.

The Rite Journey program began at the beginning of the year. It is the first time that the College has used this program and much financial and teaching resources have been allocated to the program. It was started in the Year 9 cohort. It also incorporates many activities outside of the classroom with the staff, students, parents and significant male role-models for each of the boys.

At the end of 2015, Mr Frank Torrisi stood down from the Assistant Principal – Student Formation role to commence the role of College Deputy Principal. Mr Darren Kearney was appointed to replace Frank from the beginning of 2016. Darren is an experienced educator with 9 years' senior leadership experience as Assistant Principal – Students at Ignatius Park College, Townsville.

## **SECTION 6: STRATEGIC DIRECTIONS 2015**

The following Action Plan sets out the priority strategic directions for 2015. These plans were devised by the College Leadership Team and middle leaders.

<b>Review and rewrite of the College ICT Strategic Plan</b>	<ul style="list-style-type: none"><li>• Initial Meeting and workshop to plan process</li><li>• Devise Draft Plan</li><li>• Present draft to CLT</li></ul>
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	<ul style="list-style-type: none"> <li>• Amend draft after CLT Presentation</li> <li>• Complete plan and present to staff</li> </ul>
<b>A school improvement plan (using 2013 NSIT Plan)</b>	<ul style="list-style-type: none"> <li>• Contact to be made with the NSIT chief reviewer and set date to meet with the CLT</li> <li>• Collect data to look for areas required for improvement</li> <li>• Develop format for the plan;</li> <li>• Draft plan to be written by end of Term III.</li> <li>• Present Plan to staff</li> </ul>
<b>Strategic Planning for SPC Sport based on 2013 Sports Review</b>	<ul style="list-style-type: none"> <li>• Draft copy to be completed by Mid-Term 2</li> <li>• Draft to be reviewed and discussed by sports directors and the Sport Support Group by end of Term II.</li> <li>• Draft copy to be presented to sports directors, coordinators and relevant staff.</li> <li>• Present document to CLT for review and comment</li> <li>• Adjust Plan after CLT presentation</li> <li>• Present Plan to Sports Directors, coordinators and relevant staff.</li> </ul>
<b>Review and set strategic direction for the Exceptional Learners Department</b>	<ul style="list-style-type: none"> <li>• Interview all Staff from the Exceptional Learners Department</li> <li>• Collate information from the interviews by beginning of Term</li> <li>• Relocate faculty to new area by end of Semester 1</li> <li>• Write a discussion paper for the department outlining issue raised from information and interviews for discussion at a full day department meeting;</li> <li>• Meet with full Exceptional Learners Department to discuss current issues and challenges and plan a way forward</li> <li>• Collate the information from the meeting setting goals to be completed by end of Semester 1;</li> <li>• Write report and recommendations from the goals;</li> <li>• Meet department members to discuss the report by the end of Term 3;</li> <li>• Have recommendations in place for the start of 2016.</li> </ul>

<p><b>Review of the Support staff roles (external review)</b></p>	<ul style="list-style-type: none"> <li>• Appoint external person to complete the review process.</li> <li>• Appointee to meet with CLT to discuss and draw up terms of reference by the end of term 1</li> <li>• Plan to be presented to Support staff members</li> <li>• Appointee to complete interviews by the end of Semester 1</li> <li>• Appointee to have draft report completed by mid-Term 3 to present and discuss with CLT;</li> <li>• Appointee to amend plan after meeting;</li> <li>• The review will be completed by the end of Term III and a report and recommendations to be done by early Term IV for implementation starting in 2016.</li> </ul>
<p><b>Review of Indigenous Homestay Program</b></p>	<ul style="list-style-type: none"> <li>• The CLT committee to meet with Head of ASTI (review panel) to look at the terms of reference for the review,</li> <li>• Peter O’Beirne (Dare to Lead) appointed as an external critical friend and has completed a snapshot review process.</li> <li>• Report to be completed and presented to CLT by Peter O’Beirne.</li> <li>• Review panel will to meet to prioritize the recommendations and propose a series of actions and timelines for them to be completed.</li> <li>• Implement the actions for the beginning of 2016.</li> </ul>

## **SECTION 7: SCHOOL BOARD REPORT**

### **Board Report 2015**

This year the College Board welcomed new College Principal Mr Chris Mayes. I would like to personally thank him for his support during 2015. He has already added clear vision and strategic leadership to the College. Additionally, two new members joined the College Board this year. Ms Britt Gurnett and Ms Jeanine Berry, each bringing a valuable perspective and significant professional insight to the group. The College Board also thanks Mr Steven Jeffrey, who retired from the College Board during 2015, for his substantial contribution to the College.

The Facilities Committee, under new Chair, Mr David Molloy, oversaw the construction of the Cultural and Sporting Precinct. This building is expected to be completed in early 2016 in time for the beginning of the school year. The acquisition of the Seaview building in late 2014 has also enabled further development of the College campus. Both buildings will be excellent assets for the College into the future.

The Finance Committee remained focussed on maintaining financial stability and ensuring that the future fiscal requirements of the College are managed into the future.

Thank you to all members of the College Board and its subcommittees for their efforts this year. Their voluntary skill and expertise is most appreciated.

This year is my final year on the Board of this great College. After eight years, I feel proud of the Board's achievements over this time, and proud of the members I have served with over these years. Mr David Molloy will take over as Board Chair and I wish him well in his new role.

Serving has been a privilege.

Certa Bonum Certamen – Fight the Good Fight.

Mr M McMahan  
College Board Chair

## **SECTION 8: NARRATIVE FOR THE EREA ANNUAL REPORT**

2015 was in many respects a year of change for St Patrick's College. The College welcomed the first new College Principal for the past 11 years. There were also some changes to the College Leadership Team after the appointment of Mr Ray Celegato to the position of Deputy Principal – St Edmund's Ipswich. Mr Chris Mayes was appointed College Principal and Mr Paul Corfield joined the College Leadership Team in an acting capacity for the year.

St Patrick's College has always enjoyed a strong reputation in faith development and social justice advocacy. In 2015, the College also welcomed a new Head of Curriculum – Religious Education (Mr Tim Kenny) and much work was done on aligning the religious education of the College to the religious life of the College. This included a review of the scope and sequence of the College Retreat programs from Years 5 -12 and the service and immersion programs. This process is ongoing and will also coincide with the accreditation process for the College Religious Education Program with the Brisbane catholic Education Office in 2016.

The College ERA for change program once again enjoyed healthy student participation. They undertook some advocacy work within our College around the issues of Detention for Detention and Domestic Violence. This was well received by our College community and received local media coverage in a very positive light. The group also worked closely with the College Leadership Team in reviewing our sustainable environmental practices at the College and developed some very worthwhile plans for 2016 in recycling and use of plastics and paper.

The College has also been chosen as a Lead School within the Edmund Rice Beyond Borders program. Two staff members, Mr Paul Corfield and Mr Matthew Hawkins attended the conference in South Africa.

This was an area of focus in 2015. The College Leadership Team reviewed the National School Improvement Tool Report that was collated in 2013. This was used to set priorities for 2015 and beyond. The College started the pedagogical Framework, The Art and Science of Teaching, from the beginning of the year. Much professional development and resources were put into the roll-out of this framework over the year. The CLT is very committed to this framework and it will remain a clear focus into the future until the teaching and learning practices are consistent across the whole school and entrenched into teaching practices.

There was also much work done on improving the data literacy of the teaching staff. This was done in a two-pronged way. Firstly, a review of all the data collecting mechanisms to find what information was already available to the College teaching staff and secondly, look for what further information was needed. The key focus for data literacy initially is on student tracking.

The College was also selected as a trial school for the Brisbane Catholic Education (BCE) student data system – Business Intelligence Tool. At the end of 2015 a new middle leadership position of Program Leader – Student Data and Performance was appointed. Ms Selena Fisk was appointed to the role.

In 2015, the College Leadership Team also undertook a review of the school’s Exceptional Learner’s department. This led to several changes being put into place for the start of 2016. The most significant changes included the appointment of Mrs Annette Campbell as the Head of Curriculum – Exceptional Learners and Mrs Claire Clapham to develop and implement a Gifted and Talented program. The College also allocated added financial resources to this area and moved the department learning and working space to a bigger refurbished area and appointed additional teaching staff into the department.

The Middle Leaders and CLT also developed a Learning Statement and core learning beliefs for St Patrick’s College. This document has been printed and published and will be presented to parents in 2016. The Learning Statement is ... “As a Catholic School in the Edmund Rice Tradition, St Patrick’s College aspires to develop young men who have a passion and love for learning. Our men of action are supported to acquire the knowledge, skills and desire to make the world a better place.” The five underpinning beliefs to this statement are:

1. Learning is a Lifelong Process;
2. Learning is best achieved in caring, engaging and positive relationships;
3. Learning is integral to the development of personal growth;
4. Learning must be liberating and transformational;
5. Learning must be inclusive to all.

The Rite Journey program began at the beginning of the year. It is the first time that the College has used this program and much financial and teaching resources have been allocated to the program. It was started in the Year 9 cohort. The students meet in small groups with staff over 6 lessons a fortnightly cycle. It also incorporates many activities outside of the classroom with the staff, students, parents and significant male role-models for each of the boys. The feed-back at the end of the year from students and parents was very positive.

During the first semester, the College Leadership Team undertook a review of its current organization roles to determine whether they were the best suited to move forward with the growth of the College. This was done with the assistance of an outside facilitator. By the end of the first semester, the review was completed and the new roles and their descriptions were decided. The most significant changes included the appointment of a dedicated Deputy Principal as opposed to the old role of Dean of Students also doing the Deputy Principal role.

Also, the reorganization of the roles of AP – Curriculum and AP – (Staff and Administration) and AP – Strategic Operations.

These roles were changed into the following CLT roles to begin 2016:

College Principal

Deputy Principal

Dean of Identity

Dean of Teaching and Learning

Dean of Administration

Dean of Students

The final restructure did not include any additional roles but rather a reorganization of the roles and their work requirements. This is ready to start in 2016 with Mr Darren Kearney being appointed as the new Dean of Students.

At the end of 2015, two significant College Board members resigned their positions after eight years of exceptional service. The members were Mr Mike McMahon (Board Chair) and Mr Mark Nolan. Mr David Molloy was appointed as the new Board Chair for 2016.

The new Arts/Sports building was due to be completed by the end of 2015. This did not happen and it is expected to be finished by the end of term 1, 2016. Also, the uniform shop movement into the Seaview building has been delayed due to Brisbane City Council regulations and it will occur in 2016.

The water tank project at Curlew Park (leased sports ground) is well underway and will be ready to use for use within the first term of 2016.

In 2015, the College reviewed its Indigenous Homestay Program. This was done with the assistance of Mr Peter O’Beirne. The outcome of the review was that the College narrow its drawing area of students and concentrate on the relationship set up with Normanton in North Queensland. The College Principal contacted the Mayor of Normanton and the Principal of the Normanton State School (P-10). The Principal and the Head of Indigenous and Torres Strait Islander Program visited Normanton in October to meet with interested families. In 2016, there may be as many as 5-6 students attending the College. It was also recommended that the students be placed into the normal learning support structures (if needed) rather than have a separate program. The Indigenous aide would work with the indigenous (and other) students within the learning support program. This will commence in 2016.

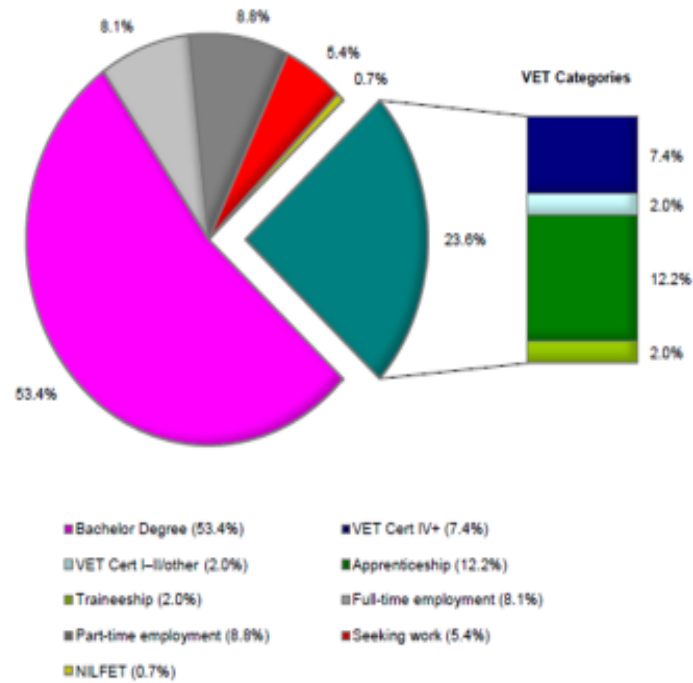


During 2015, the College Foundation also undertook a review of its role and purpose. This was a facilitated by an external person and much was gained from the experience. The College Foundation's role is to assist with building projects, support Catholic students who could not ordinarily afford to attend the College through bursaries, assist with our service programs and assist some of our own families who are undergoing significant hardship (does not include school fees, uniforms, books etc). This direction also meant that the Foundation reviewed its constitution with the assistance of McCullough Robertson (lawyers) and set up a constitution that has EREA as the member and allows for the structures of these funding areas with DGA status. They are also compliant with ACNC regulations.

**Mr Chris Mayes**  
**College Principal**  
**St Patrick's College Shorncliffe**

**SECTION 9: NEXT STEP – DESTINATION REPORT FOR 2015 COHORT**

# Main Destination: 77.0% in recognised training/education

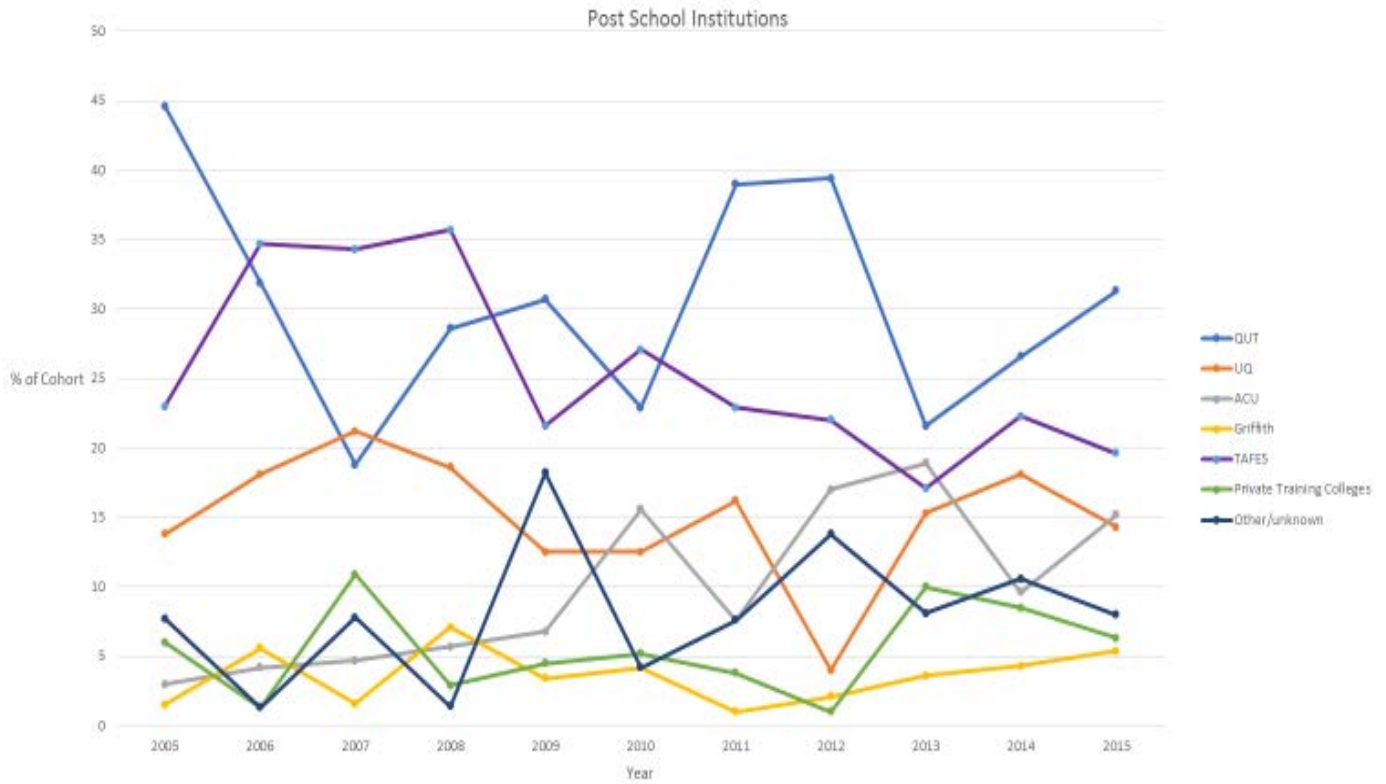


## Trend Data: Main Destination

Cohort	Destination (by %)			
	Bachelor Degree	VET	F/T work	Seeking Work
2015	53.4	23.6	8.1	5.4
2014	48.8	27.6	5.7	4.1
2013	52.1	24	6.2	5.5
2012	50	21.2	9.1	6.8
2011	53.4	26.7	6.9	3.8
2010	43.3	32.2	8.7	6.3
2009	47.2	34.3	2.8	5.6
2008	45.4	26.8	7.2	4.1
2007	41.5	36.6	12.2	2.4
2006	47.9	31.3	8.3	2.1
2005	45.1	27.5	13.2	4.4

## Most popular post school institutions:

Queensland University of Technology	35
Australian Catholic University	17
The University of Queensland	16
TAFE Queensland Brisbane	12
TAFE Queensland SkillsTech	9
Griffith University	6
Other private training college	3
University of the Sunshine Coast	2
Central Queensland University	2
Other/unspecified Queensland university	1
James Cook University	1
Trade training school	1
Dance/performing arts (e.g. Harvest Rain Theatre Company)	1
Blue Dog Training	1
Aviation Australia	1
Other/unspecified Queensland TAFE	1
Other	3
<b>Total</b>	<b>112</b>



## Most popular fields:

<b>Engineering and Related Technologies</b>	<b>19</b>
<b>Management and Commerce</b>	<b>16</b>
<b>Health</b>	<b>14</b>
<b>Double field of study</b>	<b>13</b>
<b>Society and Culture</b>	<b>11</b>
<b>Architecture and Building</b>	<b>10</b>
<b>Information Technology</b>	<b>9</b>
<b>Natural and Physical Sciences</b>	<b>8</b>
<b>Creative Arts</b>	<b>7</b>

# Trend Data: Fields of Study

	Fields of Study							
	Engineering & Tech	Society & Culture	M/ment & Commerce	Health	Sciences	IT	Creative Arts	Built Environ.
2005	23.8	12.7	11.1	3.2		4.8	8	7.9
2006	22.4	11.8	7.9	5.3	6.6	6.6	9.2	10.5
2007	34.3	7.8	14.1	10.9	6.3		4.7	14.1
2008	30	5.7	12.9	10	2.9	7.1	5.7	7.1
2009	28.4	9.1	10.2	11.4	6.9	4.5	11.4	11.4
2010	22.9	8.3	8.3	13.5	8.3	6.3	6.3	12.5
2011	22.9	12.4	14.3	11.4	4.8	8.6	5.7	4.8
2012	19.1	13.8	15.9	11.7	9.6	4.3	6.4	5.3
2013	22.5	13.5	10.8	10.8	8.1	7.2	6.3	4.5
2014	22.3	14.9	13.8	10.6	6.4	8.5	5.3	8.5
2015	17.8	10.3	15	13.1	7.5	8.4	6.5	9.3

