



**St John's College,
NAMBOUR**

Annual Report 2021

**Brisbane Catholic Education is
a faith-filled learning community
creating a better future.**



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Principal's foreword

The 2021 Annual Report presents information for reporting requirements and informs the wider community of our school's operations and achievements through the year. The report includes information on the school's profile, curriculum delivery, social climate, school funding, workforce composition and student performance.

St John's College is a Catholic secondary college, administered by Brisbane Catholic Education, and established by the Good Samaritan Sisters in 1940. Our vision states that, "in a spirit of faith, hope and love, we strive to develop confident, reflective and compassionate young people who are committed to transforming our world through example, service and leadership." Gospel values inform the College and the construction of policy statements and impact on all decisions concerning the purposes, content, teaching/learning experiences, evaluation processes and structures within the community.

Education at St John's equips students for lifelong learning and creates possibilities and potential. The curriculum offers a contemporary and collaborative learning experience and embraces a life of faith. We are well-known for excellence in drama and music, success in rugby, netball, cross-country, athletics, and community service programs. Unique features of the school are its pastoral care program, inclusiveness of students with disabilities, staff-student relationships, energetic P and F Association and community links. The school consistently performs above state average on NAPLAN and ATAR (Australian Tertiary Admission Rank) and prides itself on its academic focus whilst providing excellent opportunities for vocational pathways.

St John's College, in collaboration with parents and carers:

- Provides a Christian based education in the Catholic Tradition and develops a community of faith and learning that is open and inclusive of other faith and cultural traditions, especially recognising the Gubi Gubi First nations Peoples of this area.
- Is committed to a holistic curriculum which promotes the integration of faith, life, and culture.
- Endeavours to provide a quality education that is equitable and strives to engender the creativity, initiative, and ability of each student.
- Aims to stimulate a culture of learning that is life-giving and life-long.
- Is willing to engage with social justice, moral, environmental, and political issues with a special concern for those on the margins of society.
- Cultivates right relationships through the hospitality of heart and place.
- Is committed to respectful relationships, developing responsible learners and resilient young people.

School progress towards its goals in 2021

Catholic identity

Goal

Deepen our Catholic Identity to reflect a recontextualised approach through:

- Responding to Leuven Data, establishing a committee to guide the path forward, refining the staff formation process, and maintain recontextualised view as a Dialogue school.

Progress

- Progress was good, a staff formation process was refined for new staff 2022, and student data reflected a Dialogue School mindset

Learning and teaching

Goal

Continue the systematic implementation of Australian Curriculum and Brisbane Catholic Education (BCE) Model of Pedagogy through:

- Use the planning template across Years 7-10 as a progression from last year to incorporate capabilities and teaching strategies.
- NAPLAN & Numeracy - Formulate plan for numeracy improvement, especially targeting female students in Years 7 & 9 and their NAPLAN performance.
- Review and access BCE resources on Literacy and Numeracy for Improvement.
- Maintain consistency of a Learning language.
- Gifted and talented: Form G&T committee and work towards a plan for catering and differentiating for G&T students. Also, to trial some on - off differentiations in the Arts.
- Compliance review for ACARA (Australian Curriculum Assessment and Reporting Authority).

Progress

- Success in the explicit improvement of Year 9 NAPLAN Numeracy results for all students with a 60-point improvement for female students.
- Differentiation planning and recording was time consuming but worthwhile.
- Compliance to ACARA was developed in a new timetable and subject time allocations.
- Planning templates are widely used across all subject areas.
- More investigation is being done for Gifted and Talented.

Wellbeing

Goal

To maximise student engagement through the continued implementation of universal PB4L Framework through:

- Building capacity in the use of effective classroom practices.
- Supporting the development of the Pastoral Program through the Well-being Team.
- Attendance improvements, especially to capitalise on success for First Nations students.
- Deeper understanding and practices of Engage Strategy.

Progress

- Teaching staff have progressed well with effective classroom practices and pedagogical variety.
- The Engage software is now widely used to track student behaviour and pastoral needs.
- Most First Nations students improved their attendance to over 90%.

Our people

Goal

Build capacity in the professional, interpersonal, and spiritual development of staff through:

- Professional learning process, revisiting and reforming our PLC's, enhancing collaborative meeting processes, and supporting early career teachers.

Progress

- Staff engaged well during a covid interrupted year to collaborate and plan and review and respond to student needs.
- Small PLCs were invigorated across faculties.

Diversity and inclusion

Goal

Celebrate and respond to individual identity and cultural diversity through:

- RAP plan finalisation and implementation.
- Enhancing inclusion and diversity among students through Pastoral program, RE and Assemblies.
- Continued work for Aboriginal student group.
- Creation of educational plan for students, staff, and parents on students transitioning and equitable outcomes for them.

Progress

- The employ of a second Guidance Counsellor saw positive inroads for gender transition students and their families.
- The Painting and Didgeridoo groups grew in size and attendance.
- RAP Plan was completed and registered.

Organisational effectiveness

Goal

Explore practice and examine school structures, supportive of a contemporary learning environment through:

- Timetable revision via working group and consultation.
- Meeting structure revision via collaboration with staff especial MLs.
- Enhancing pathways and already strong retention rates.

Progress

- Creation of new timetable for 2022 enhancing ability for senior students to access university and TAFE courses throughout the week. This has seen a higher-than-normal retention rate from Year 10 to 11 of 141 students.

Outlook

“The school leadership team and governing body have established and are driving a strong improvement agenda for the school, grounded in evidence from research and practice and expressed in terms of improvements in measurable student outcomes. Explicit and clear school-wide targets for improvement have been set and communicated to parents and families, teachers, and students, with accompanying timelines” (National School Improvement Tool, Australian Council for Educational Research, 2016).

The College received the following summation of findings from an internal review using NSIT:

- The college Leadership Team and staff articulate a focus on improvement.
- The college has developed a systematic plan for collecting data that identifies a range of student achievement and wellbeing data.
- Data is available and presented to teachers for information and to initiate discussions for unit planning, starting points for teaching and monitoring student progress.
- A strong sense of belonging and care exists in the college community.
- The college has emerging structures to ensure the consistent delivery of the AC Personal and Social Capabilities.
- The college recognises student behaviour and engagement as a priority for learning.
- The allocation of physical and human resources is centred on meeting student learning needs and curriculum requirements.

- Positive staff morale reflects the shared responsibility for student engagement, learning and success.
- College leaders encourage a college-wide shared responsibility for continual professional learning.
- The college is currently developing a coherent, sequenced plan for curriculum delivery.
- Teachers recognise the need to cater for students' current levels of learning and to document relevant adjustments to facilitate student improvement.
- College leaders have outlined the teaching they would like to see occurring throughout the college.
- College leaders recognise that highly effective teaching is the key to improving student learning.
- The college builds community partnerships with many providers.
- The college is highly regarded in the local community for its outreach programs.

The College will respond to the following Key Recommendations from the Review:

- Develop an Explicit Improvement Agenda (EIA) responsive to school data and include specific strategies understood by all staff.
- Collaboratively develop various structures and strategies to enable staff to work together across faculty areas to learn from each other's practices, harvest staff ideas and utilise this energy for ongoing college-wide agendas and improvements.
- Build upon teachers' data literacy skills to develop more precise knowledge and analysis to identify whole college performance, cohort characteristics, high potential students and areas for targeted interventions that aim to improve student outcomes against the Australian Curriculum's Achievement Standards (A-E).
- Continue the College's learning journey by monitoring and quality assuring curriculum planning documents that include all aspects of the AC, ensuring horizontal and vertical alignment so that there is continuity and progression of learning across the years of schooling.
- Collaboratively review the current pedagogical learning framework to ensure it is contextualised to the College and the current capabilities of teachers.
- Leverage the culture of "called to be neighbour to all – respectful, responsible and resilient" to formalise the personal development and PB4L processes and programs across the College.

Our Explicit Improvement Agenda

Date of development: 17 January 2022. Date for review: November 2022

Our focus is to engage students in learning through effective collaboration and planning, differentiating classroom practices, and capturing student voice to evaluate teaching practice.

NSIT (National School Improvement Tool) Review and Recommendations – 2021 form the basis of this focus and include:

- To simplify and contextualise the BCE Model of Pedagogy.
- Monitor and continue to improve Planning Documents especially involving cross - curricula mapping and being responsive to High achieving students.
- Greater collaborative, inter - faculty sharing of best practice. A focus on teaching practices and feedback.
- Collaborative approach to responsive planning cycles.
- Evaluation element of the Model of Pedagogy – capturing student feedback.
- Professional Learning Process includes reflection and goal setting, professional practice and learning and feedback and review.

Main Aims and Processes:

- Evaluate the impact of teaching on student achievement and success; review the climate of the class; evaluate the invitation to learning experienced by the students; collect students' feedback on the impact of teaching, evaluate from a curriculum perspective.
- All elements of the Model of Pedagogy are embedded in the planning, activating, and reviewing stages.
- Evaluation is inbuilt in Department Meetings, Responsive Planning Cycles and Performance and Development conversations.
- Student feedback (voice) is captured as part of the process.

- Teachers engage in frequent, ongoing formal and informal conversations about pedagogy and teaching practice.
- Teachers work together to research, plan and design effective teaching strategies and programs.
- Teachers engage in professional dialogue to evaluate and modify teaching strategies and programs.
- Teachers engage in regular classroom observation and feedback and can articulate how changes in their practice impact on student outcomes.
- Collective ownership of learning goals and outcomes, for both the individual and the whole school.
- Collaboration is prioritised and sufficient time is given to investing in the practice.

This focus is expected to develop a performance and development culture that:

- Focuses on student outcomes.
- Provides for a clear understanding of effective teaching.
- Enables leadership and shared commitment.
- Coherence – processes and teacher goals should reflect the overall approach to teaching and learning within the school.

The following areas of focus will also contribute to the EIA:

Catholic identity

Support teachers to maintain and attain RE Accreditation:

- Broaden the teacher capacity and percentage of those who are accredited to teach Religion.
- Outline and communicate PD (Professional Development) opportunities throughout the year.
- Provide internal professional development.
- Short Planning Cycle meeting invitations.
- Seek staff voice on areas of interest and delivery structures.
- Staff submit a term plan.
- Term focus and review
- By end of Semester One, half of hours completed.
- By end of Term 3, hours must be obtained to minimise pressure in Term 4.

Learning and teaching

Continue embedded practice of FEARE with a specific target on Evaluate across whole school curriculum delivery

- Embedding previous strategic focus areas of Focus, Establish, Activate and Respond.

Discussion and collaboration around model of pedagogy with a precision strategy on Evaluate:

- Term reviews of Unit Plans.
- Staff meeting focus groups.
- Walks and talks.
- CML formation with department groups.

Sharing of practice through agreed agenda/formation:

- Unit audit Term 1.
- Staff meeting Term 1 and 2
- Collaborate with data gathering tool for collation of student voice.
- Embedded practices as focus for Sem 1 walks and talks.
- Goals for Evaluate as focus for Sem 2 walks and talks.

Our school at a glance

School profile

St John's College is a Catholic secondary school administered through Catholic Education Archdiocese of Brisbane.

Coeducational or single sex: Coeducational

Year levels offered in 2021: Secondary

Student enrolments for this school:

	Total	Girls	Boys	Aboriginal and Torres Strait Islander students
2021	855	428	427	21

Student counts are based on the Census (August) enrolment collection.

Enrolment catchment areas according to demographic studies and the analysis of current Year 7 enrolments show core catchment areas stretching over the Northern part of the Sunshine Coast Region, including Nambour, Bli Bli, Palmwoods, Buderim, Mudjimba, and Hinterland schools. 60% to 70% of our enrolments come from Catholic Primary schools in the area or other Catholic Schools in Queensland and Interstate, and 30 to 40% of enrolments are from State Primary Schools.

The school is operating as five stream school, such are the enrolment numbers and demand for positions in years 7-10. Indeed, we have received over 200 applications for Year 7 in the past few years. The trends show a consistent Catholic population of around 70% with an increase in enrolments of "Other Christian".

St John's recent history would indicate that First Nations enrolments make up 2% of the cohort. Enrolments of students with disabilities account for 4% of the student population and the college is well known through the Sunshine Coast for its care and support of all children with disabilities. Students with English as an Additional language is only 1% of our population. Year 7 enrolments for 2022 number 171 which should grow overall numbers to 880.

Curriculum implementation

Curriculum overview

Approach to curriculum delivery

St. John's College curriculum offerings are in keeping with a contemporary secondary school:

- The Years 7-9 (Middle School) offerings enable students to experience all subjects on offer in the middle school, with students gifted in music and language encouraged to study these subjects continuously during these early years. A transition program, called WISEUP, for Year 7 is in place in the first two weeks.
- A significant feature of the middle school curriculum is the Digital and Multi-media studies where students are engaged in web design, game design, animation, and various ICT (Information and Communications Technology) capabilities.
- Health and Physical Education is compulsory in Years 7-9 with an Outdoor Education elective in Year 10.
- Literacy and Numeracy skills are incorporated across all subject offerings, not confined to English and Math, respectively.
- Emphasis is placed on writing and numeracy skills in Years 7-10.
- Year 10 is being developed as a transition year for Senior school and as such we offer courses and have developed assessment that will help with this transition. Students in Year 10 are

introduced to Math Methods and Specialist Math, Physics, Biology and Chemistry, Study of Religion, Recreation Studies, and Certificate Courses.

- Year 11 and 12 subject offerings are many and varied, and as a medium sized school we pride ourselves in an extensive offering of subjects in both ATAR and Non-ATAR pathways. Senior students are involved in Certificate Courses, work placement, Traineeships and TAFE courses as well as University Head-start courses and Diplomas.

Extra-curricular activities

St. John's offers a variety of opportunities for students to participate beyond the classroom:

- Debating, Drama, Musicals, Public Speaking Performances, Instrumental Music Ensembles - Big Band and other Musical Ensembles, Arts - Theatre sports, Mural Projects and an International student run Film Festival.
- Sporting: A wide variety of sports are offered depending on student interest and needs. Interschool Competitions exist for: Rugby Union, Netball, Basketball, Water-polo, Australian Rules and Soccer. Students may also compete in Knock-out Competitions for Cricket, Futsal, Australian Rules, Netball Hockey and Rugby 7's.
- The College conducts annual Swimming, Cross Country and Athletics carnivals from which school teams are selected to compete at zone and independent schools' carnivals.
- Committees provide opportunities for students to become involved in Liturgy, Magazine, the Environment, Social Action, the Arts and Peer Support and St. Vincent de Paul groups.

How information and communication technologies are used to assist learning

All Year 7 students study Digital Technologies, and this is then an elective through the middle school years. ICT Capabilities are embedded across all learning areas. All students, Year 7-12, are provided with a laptop: A new one in Year 7 and a new one in Year 10. Teachers attend regular Professional Development in IT skills through BCE or external providers.

The biggest change in 2020 was preparing teachers, students and parents for online learning, meetings, and interviews. The college provided ongoing professional development in this area.

Social climate

Overview

The social climate of the school is characterised by a warm, welcoming, and friendly community in the tradition of Good Samaritan schools. We endeavour to live by the twelve values of the Good Samaritans: Listen, Balance, Compassion, Community, Healing, Prayer, Humility, Hospitality, Stewardship, Partnerships, the Word of God, and Peace. Inclusivity is an integral part of our pastoral approach.

The college is proud of its "Buddy" system where Year 11 & 12 students take on the care of one or more Year 7 or 8 students, respectively. The Welcome BBQ in Week 3, Term 1, of the year is a highlight of this system where all buddies engage in activities after school and parents join students for a BBQ and introductions. The connections made are strong and lasting.

This is further strengthened through the pastoral grouping of Year 7/9/11 students and Year 8/10/12 students for morning briefings and pastoral care lessons. Much of this excellent work enables students and teachers to counter and reduce incidents of bullying and strengthen respectful relationships.

The College has implemented PB4L strategies as a whole school approach to learning, wellbeing, and social interactions.

Parent, student, and staff satisfaction

The tables below show selected items from the Parent/Caregiver, Student and Staff BCE Listens Surveys.

BCE Listens Survey - Parent satisfaction

Performance measure	
Percentage of parents/carers who agree# that:	2020
This school helps my child to develop their relationship with God	97.8%
School staff demonstrate the school's Catholic Christian values	96.2%
Teachers at this school have high expectations for my child	93.6%
Staff at this school care about my child	96.3%
I can talk to my child's teachers about my concerns	96.9%
Teachers at this school encourage me to take an active role in my child's education	92.7%
My child feels safe at this school	96.9%
The facilities at this school support my child's educational needs	97.4%
This school looks for ways to improve	97.8%
I am happy my child is at this school	96.8%

BCE Listens Survey - Student satisfaction

Performance measure	
Percentage of students who agree# that:	2020
My school helps me develop my relationship with God	67.1%
I enjoy learning at my school	84.0%
Teachers expect me to work to the best of my ability in all my learning	98.3%
Feedback from my teacher helps me learn	93.9%
Teachers at my school treat me fairly	86.3%
If I was unhappy about something at school, I would talk to a school leader or teacher about it	62.6%
I feel safe at school	87.7%
I am happy to be at my school	83.6%

BCE Listens Survey - Staff satisfaction

Performance measure	
Percentage of staff who agree# that:	2020
Working at this school helps me to have a deeper understanding of faith	91.7%
School staff demonstrate this school's Catholic Christian values	100.0%
This school acts on staff feedback	86.8%
This school looks for ways to improve	97.2%
I am recognised for my efforts at work	81.9%
In general students at this school respect staff members	95.8%
This school makes student protection everyone's responsibility	97.2%
I enjoy working at this school	100.0%

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
DW = Data withheld to ensure confidentiality.

Family and community engagement

Family and community engagement are incorporated through the Parents and Friends Association and Pastoral Advisory Board. Regular communication and seeking input from families is crucial for engagement. Parents are also involved in sport coaching, transporting students to venues, the Daily Bread soup kitchen, involvement in the RCIA program and the regular Information nights and parent interview evenings. As mentioned previously, outside community agencies such as the RSL, St. Vincent de Paul, TAFE, Universities, and a variety of workplaces are also involved with the college and students.

Regular Review meetings are held throughout each term to adjust the learning needs of those students with diverse needs. Families are contacted regularly on progress or in consulting about adjustments. Students requiring significant enhancement will have had discussions to this effect at enrolment and a six month to yearly review undertaken.

Reducing the school's environmental footprint

Responsible energy usage supports the school's efforts towards a living response to Pope Francis' Encyclical *Laudato Si'* Care for our Common Home. The college underwent an environmental audit two years ago and were placed as the one of the top schools for offsetting electricity usage via use of solar panels, LED lights, strict times on air conditioning usage, and allowing natural light into buildings, especially recently completed ones. The college also scored highly on its care for the environment with many natural bush areas maintained and improved, including the planting of over 2,000 trees on our oval facilities, care for the creek that runs through the property, and the diversion of storm water in such a way that it does not create erosion. Part of the St. John's values is stewardship, and we have an active stewardship committee.

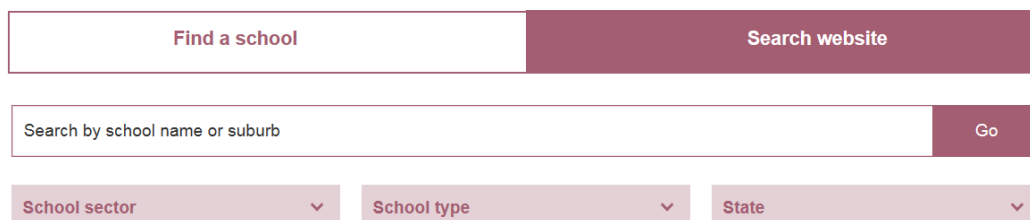
School funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website.

How to access income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.



3. Click on 'View School Profile' of the appropriate school to access the school's profile.



4. Click on 'Finances' and select the appropriate year to view the school financial information.



Note: If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Description	Teaching Staff*	Non-Teaching Staff
Headcount	70	46
Full-time Equivalents	65.8	33.5

*Teaching staff includes School Leaders

Qualification of all teachers*

In 2021, St. John's had five staff in the Senior Leadership Team: one Principal, one Deputy Principal, one Assistant Principal Religious Education, and two Assistant Principal Curriculum and Pathways. There were 19 Middle Leaders in a variety of positions across curriculum, pastoral, and special programs. The remainder of staff was made up of teaching staff without leadership roles, 1.6 Guidance Counsellors, Teacher-Librarian, Business Manager and Learning Enhancement teachers.

Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	22
Graduate diploma etc.**	22
Bachelor degree	25
Diploma	1
Certificate	0

*Teaching staff includes School Leaders

**Graduate diploma etc. includes graduate diploma, bachelor honours degree, and graduate certificate.

Professional development

The major professional development initiatives were as follows:

- Curriculum related professional development – New QCE System, ACARA
- Mental Health and Well-being
- Pedagogy in Middle Years
- Data use and Differentiation

The proportion of the teaching staff involved in professional development activities during 2021 was 100%.

Staff attendance and retention

Average staff attendance

Description	%
Staff attendance for permanent and temporary staff and school leaders	96.7%

Proportion of staff retained from the previous school year

From the end of the previous school year, 98% of staff were retained by the school for the entire 2021.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2021 for all Brisbane Catholic Education schools across years 7-12 was 89.9%.

Description	%
The overall attendance rate* for the students at this school	93.4%
Attendance rate for Aboriginal and Torres Strait Islander students at this school	91.6%

Average attendance rate per year level			
Year 7 attendance rate	92.5%	Year 10 attendance rate	93.0%
Year 8 attendance rate	92.4%	Year 11 attendance rate	94.2%
Year 9 attendance rate	92.5%	Year 12 attendance rate	95.6%

*The student attendance rate is generated by dividing the total of full-days and part-days that students attended and comparing this to the total of all possible days for students to attend, expressed as a percentage.

Apparent retention rate from Year 10 to Year 12

Description	%
Year 12 student enrolment as a percentage of the Year 10 (2021) student cohort	95.1%

Description of how non-attendance is managed by the school

- The College has a sophisticated attendance marking process via a computerised system. Parents can be notified by SMS message, phone call and/or email if their child is absent.
- Absence from school must be by phone notification and letter from parents/carers on the child's return to school. Staff will contact parents after three days of absence.
- Absences recorded on all reports, including any absences from major events e.g., sports carnival.
- Attendance is compulsory at retreats, sporting carnivals, camps, excursions, and other events as deemed necessary by the school.
- Facebook, Parent Portal, and SMS services are used to inform parents of upcoming events that require attendance.
- Students on TAFE and /or work placement arrangements are monitored for consistent attendance.
- Special consideration for monitoring ATSI (Aboriginal and Torres Strait Islander) students is in place and working with BCE Indigenous participation officers.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.



The screenshot shows a search bar with the placeholder text "Search by school name or suburb". To the right of the search bar are three dropdown menus labeled "School sector", "School type", and "State". A magnifying glass icon is located to the right of the "State" dropdown.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

[View School Profile](#)

4. Click on 'NAPLAN' to access the school NAPLAN information.



The screenshot shows a horizontal navigation menu with several items: "School profile", "NAPLAN", "Attendance", "Finances", "VET in schools", "Senior secondary", and "Schools map". The "NAPLAN" item is highlighted with a dark background and a white checkmark.

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) Is an annual assessment for students in Years 3, 5, 7 and 9.

Year 12 outcomes

Description	2021
Number of students receiving a Senior Statement	124
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	117
Number of students awarded a Queensland Certificate of Individual Achievement.	1
Number of students who were completing/continuing a School-based Apprenticeship or Traineeship (SAT).	8
Number of students awarded one or more Vocational Educational Training (VET) qualifications (including SAT).	75
Number of students awarded a VET Certificate II or above.	75
Number of students awarded an International Baccalaureate Diploma (IBD).	NA
Percentage of Year 12 students who were completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification	97
Number of students receiving an ATAR	62
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants received a tertiary offer.	100

As at April 2021. The above values exclude VISA students.

Student destinations

Post-school destination information

The results of the 2021 post-school destinations survey, Next Step – Student Destination Report (2021 Year 12 cohort), will be uploaded to the Brisbane Catholic Education's website in September 2022. The

report will be available at: <http://www.bne.catholic.edu.au/schools-curriculum/school-reporting/Pages/School-Annual-Reports.aspx>.

Schools with fewer than 5 responses will not have a report available on the post-school destinations of Year 12 completers for reasons of confidentiality.

Early leavers information

Most early school leavers entered full time work or full- time training. A number were offered positions with their workplace traineeship, whilst others continued at other educational institutions. A growing concern of the contemporary era is the occurrence of mental health issues in a small number of students who take on schooling at home.