

ANNUAL REPORT

TO THE SCHOOL
COMMUNITY

2017



SACRED HEART COLLEGE, YARRAWONGA

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Contact Details

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Minimum Standards Attestation

I, Lew Nagle attest that Sacred Heart College is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2007 (Vic), except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2017 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth)

16th May 2018

Our College Vision

At Sacred Heart College, we believe that:

- The College is a child safe learning community where students, teachers, parents and community members work in partnership to contribute to the development of the individual;
- Learning in Catholic education helps individuals understand what it means to live in God's image and to serve as stewards of our community
- Education empowers individuals to be responsible for their lives and to contribute to society
- A holistic Catholic education community, in which the life-giving values of Jesus and the Catholic ethos are taught and lived, enables the integration of Faith, Life and Culture
- A dynamic and relevant Catholic education is faithful to the past but attentive to the needs of the future.

Sacred Heart College is a welcoming, child safe, Christian community devoted to educating the whole person whilst striving to be always faithful to its Catholic and Mercy heritage.

Inspired by John 10:10, "I came that they may have life to the full," at Sacred Heart College our graduates should be:

- Individuals who act with honesty and integrity and who have the courage to be always faithful to themselves
- Equipped with the skills and abilities to contribute enthusiastically and successfully to the wider community
- Confident, compassionate, articulate and resilient people who are responsible and respectful
- Self-directed, life-long learners who aspire to be more rather than have more
- Environmentally and socially responsible
- Reflective, creative, and holistic thinkers who solve problems and make responsible decisions with a moral conscience informed by the Catholic tradition
- Discerning believers formed in the Catholic faith and affirmed in the Mercy tradition.

Respect

Honesty

Integrity

College Overview

Sacred Heart College stands on the land of the Kwat Kwat people. We acknowledge and pay respect to the Kwat Kwat people, the original and on-going custodians of the land on which our College undertakes its work in the education of our youth. At Sacred Heart College we commit ourselves to actively work alongside Aboriginal people for reconciliation and justice.

Sacred Heart College is a progressive coeducational Catholic secondary school based on the traditions of its Mercy foundation. The College provides education for students in Years 7–12. The College is part of the Sandhurst Diocese and has strong links with the Parish Priest, the Sacred Heart Parish, the Sisters of Mercy and the wider community.

In the rich traditions of Sisters of Mercy, the Sacred Heart Parish and the Catholic Church, Social Justice teachings underpin the life of the College and all students participate in meaningful social justice activities.

The College is situated in a picturesque location, one block away from Lake Mulwala. The College enjoys excellent teaching and learning facilities including ready access to the up-to-date ICT resources. The College is situated in close proximity to the town centre, recreation areas and many of the town's excellent sporting facilities.

The College enrolment catchment includes the townships of Yarrawonga, Mulwala, Bundalong, Corowa, Rutherglen, Tungamah, Savernake and surrounding rural communities.

Student well-being, growth and learning is a priority at the College - students cannot learn effectively if the conditions are not right. Student learning is supported and facilitated by a range of programs including the Learning Advisor groups and the student Wellbeing and Chaplaincy programs. Learning support services are also provided to support students with special learning needs.

Sacred Heart College also provides a wide variety of co-curricular programs to engage students beyond the classroom. The extensive co-curricular program provides students with the opportunity to participate in a range of activities including: camps, retreats, sport, debating, junior council, chess, school productions and the homework club.



Principal's Report

The last 12 months have been a period of growth for the College with the enrolment growing from 248 on the 2016 February census to 266 this year. This year's intake of 60 Year 7 students is the second highest in the College's history. The College continued to work hard to develop transition programs with Sacred Heart Primary where there are many connections emerging through initiatives such as Math Pathways, Positive Behaviour, SIMON, Inquiry Mindset and the Pipeline Leadership Program. The College has worked hard to promote the achievements of our students and has concentrated on ensuring events such as Information Nights and major College events were well organised, advertised and attended.

Within the school, staff continued to develop the mastery approach to teaching focusing on developmental rubrics, learning intentions and success criteria. Curriculum documentation on SIMON also remained a focus with a significant turnover of staff and preparation for a Learning and Teaching Dimension Review in the following year. The College maintained its association with Intuyu Consulting as a critical friend during 2017. In addition, the College commenced the Helen Timperley Inquiry Mindset project during 2017. This program which continues in 2018, focuses on improving student writing across the domains by developing vocabulary. With the assistance of Helen Ramsdale, the College has consolidated all of its data sets which gives a solid evidence base to measure improvement in student learning and to inform teaching practice. I would like to thank Deputy Principal, Fleur Linehan, for her dedication and leadership in this area.

The College consolidated initiatives such as the partnership with North East Health Wangaratta and Yarrawonga P-12 College to provide VET Allied Health which has been a very good program for students in our region. The College continues to offer a wide range of VET subjects and they continue to perform above state average in scored assessment. In 2018, the College will offer Certificate II in Automotive which replaces Certificate II in Civil Construction.

Under the leadership of Ben Fitzpatrick and Marg McKay the College continued to work to develop a Positive Behaviour Framework, establishing the Blue Team who met regularly with the assistance of Jamie Edwards, (CEO). With the departure of Ben Fitzpatrick, Marcus Cummins has stepped into this role in 2018. Work will continue throughout 2018 and beyond with this initiative.

Our feast day saw approximately 900 people gathered in the MPB to celebrate the Feast of the Sacred Heart. Students, staff, parents and friends were joined by special guests to celebrate the day. Once again, the day provided us with an opportunity to celebrate the achievements and actions of not only students of Sacred Heart but also members of the wider Sacred Heart community. The overall standard of our major events was high and our Information Evenings were very well supported by our families.

Our camp program was very successful with students having a range of experiences at different year levels. At Year 9, the Northern Territory Camp was once again very popular with the students who were engaged with a range of once in a life-time activities. The Canberra Leadership camp entered its third year in partnership with FCJ Benalla. This year included a sitting of the High Court which was a definite highlight.

The Sandhurst review cycle saw the College prepare for and participate in reviews of Pastoral Wellbeing and Stewardship of Resources. The panels agreed with the College's assessment in the different areas and supported the future goals that have been established. Thanks in particular to Marg McKay and Jenny Loughnan for their work in preparing for the reviews.

The College continued to receive excellent support from the hardworking Parents & Friends Association who have continued to raise funds to assist both Sacred Heart schools. The continued success of the Multisports event is very exciting for the future and a testament to the dedication of this hardworking group. The support of the NSW clubs and associations within the town has once again been outstanding and is greatly valued by our community.

Personally, I have received great support from Fr Steve Bohan, the College Leadership team and College Board. I thank everyone for their wisdom and hard work and I appreciate their willingness to assist the College moving forward.

Lew Nagle
Principal
Sacred Heart College

Education in Faith

Goals & Intended Outcomes

- Re-ignite the Fire Carrier Program in 2017 and onwards
- Advertise and appoint Faith & Ministry Leader to commence in 2018
- Promote Youth Ministry programs at the College and within the Diocese
- Continue targeted PD Accreditation to teach in a Catholic school

Achievements

The College made good progress against the key areas outlined in the Annual Action Plan, with a number of staff completing the requirements for Accreditation to Teach in a Catholic School. Professional development was strategically targeted to the areas where teachers required hours to gain accreditation.

Strong connections continue to grow with our main feeder school, Sacred Heart Primary Yarrawonga, and students who were Fire Carriers at the Primary School continue this tradition at the College, playing an important part in our combined celebrations.

The values of honesty respect and integrity that feature in our Vision and Mission were given greater prominence and communicated strongly to our College community.

Our College continued to connect with the parish facilitated by combined Eucharistic Celebrations such as Sacred Heart Day. A definite highlight of 2017 was the capacity crowd of 900 people who attended the Feast of the Sacred Heart at the Multipurpose Building. Director of Sandhurst, Mr Paul Desmond, was on hand to award the Bishop Joe Grech Scholarship to Kayleigh Harman.

Another notable highlight was the Caritas K's event held during Lent which involved approximately 700 primary and secondary students walking around a 1km circuit, carrying buckets of water as an act of solidarity for communities who have to walk up to 12 kilometres to retrieve water on a daily basis.

VALUE ADDED

The following programs and initiatives have run during 2017 and have added value and opportunity to our students:

- Social Justice Group
- YCS Group
- Stronger D Group
- Youth Supporting Others Group
- Friends in Common
- Rosemary Cullen Foundation
- St Vincent De Paul fundraising
- Social Justice Camp
- Caritas K's
- Sacred Heart Day
- Opening Mass
- Graduation Mass
- Bishop Joe Scholarship

Learning & Teaching

Goals & Intended Outcomes

- Enacting of the Victorian F-10 Curriculum
- Embed the use of developmental rubrics and mastery of skills approach from Yr 7-12
- Participation in the Helen Timperley Inquiry Mindset project commencing in Term 2
- Embed SIMON as the learning management system for the College

Achievements

Within the school, staff continued to develop the mastery approach to teaching focusing on developmental rubrics, learning intentions and success criteria. Curriculum documentation on the learning management system, SIMON, also remained a focus with a significant turnover of staff and a Learning and Teaching Dimension Review to be completed in 2018. The College maintained its association with Intuyu Consulting as a critical friend during 2017. In addition, the College commenced the Helen Timperley Inquiry Mindset project during 2017. This program which continues in 2018, focuses on improving student writing across the domains by developing vocabulary. With the assistance of Helen Ramsdale, the College has consolidated all of its data sets which gives a solid evidence base to measure improvement in student learning and to inform teaching practice. I would like to thank Fleur Linehan for her dedication and leadership in this area.

STUDENT LEARNING OUTCOMES

NAPLAN 2017																
SE(MEAN)		8			8			9			10			8		
SACRED HEART COLLEGE YARRAWONGA		Reading			Writing			Spelling			Grammar & Punctuation			Numeracy		
Year 7	State Mean	552			524			549			548			561		
	School Mean	545			501			540			536			576		
	School Range	529		561	485		517	522		558	516		556	560		592
	Significance	Within Range			Significant Difference			Within Range			Within Range			Above State Mean		
Relative Growth		25	50	25	25	50	25	25	50	25	25	50	25	25	50	25
		18	55	27	31	61	8	13	54	33	10	73	17	10	42	48
SE(MEAN)		8			10			8			9			7		
Year 9	State Mean	584			561			581			574			597		
	School Mean	593			555			577			581			601		
	School Range	577		609	535		575	561		593	563		599	587		615
	Significance	Above State Mean			Within Range			Within Range			Above State Mean			Above State Mean		
Relative Growth	State	25	50	25	25	50	25	25	50	25	25	50	25	25	50	25
	School	18	52	30	19	64	17	11	65	24	11	59	30	14	64	22

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2015 %	2016 %	2015 - 2016 Changes %	2017 %	2016 - 2017 Changes %
YR 07 Grammar & Punctuation	93.8	94.9	1.1	90.9	-4.0
YR 07 Numeracy	97.8	100.0	2.2	100.0	0.0
YR 07 Reading	100.0	94.9	-5.1	92.9	-2.0
YR 07 Spelling	91.7	100.0	8.3	96.4	-3.6
YR 07 Writing	89.4	97.4	8.0	92.7	-4.7
YR 09 Grammar & Punctuation	90.0	91.3	1.3	95.0	3.7
YR 09 Numeracy	97.6	97.8	0.2	100.0	2.2
YR 09 Reading	97.4	100.0	2.6	100.0	0.0
YR 09 Spelling	87.5	89.1	1.6	100.0	10.9
YR 09 Writing	87.2	87.0	-0.2	85.0	-2.0

An analysis of the data over the past 3 years indicates the following trends:

Year 7

- Reading closely aligned to that of the state
- Writing is below that of state
- Spelling sits slightly lower than that of the state
- Numeracy is above that of the state

Year 9

- Reading aligned to that of the state, with a lift in the bottom quartile but top end needing

extension

- Writing levels lifted but below state - a focus area for improvement
- Spelling lifting of the performance of the mid 50th percentile
- Numeracy performing to levels above state average

Plans for the Future

The College's focus moving forward is a school wide focus using the Inquiry Model to improve writing with a focus on vocabulary. This, supported by the College's annual priorities and continuous professional development in 2018.

POST-SCHOOL DESTINATIONS	
TERTIARY STUDY	41%
TAFE / VET	0%
APPRENTICESHIP / TRAINEESHIP	29%
DEFERRED	12%
EMPLOYMENT	18%

Student Wellbeing

Goals & Intended Outcomes

- Development and implementation of Positive Behavior Framework at Sacred Heart College
- Embed policies and practice relating to Ministerial Order relating to Child Safety

Achievements

Under the astute guidance of Wellbeing Leader Marg McKay, and with the assistance of Deputy Principal Ben Fitzpatrick and Year Level Leaders, the capacity of the College Student Wellbeing Team continued to grow. With a renewed focus on building capacity in middle leaders, inviting representatives from outside agencies such as the Catholic Education Office, DHHS and NESAY to speak to Level Leaders was a great initiative and sharpened the focus on student wellbeing.

A range of value adding programs continued at Middle School level with innovations such as the Building Better Men and Empowering Young Women programs. These programs focused on mental health awareness and building resilience. They were conducted at Year 9 level and were well received by the students.

In conjunction with the Sisters of Mercy, the 'Along the Murray Project' entered its second year. Extra support services have been gained through the acquisition of a psychologist who has been working with our Wellbeing Leader in addressing the needs of individual students who are unable to obtain outside services for a variety of reasons. Even though the College only has this service one day per week at the moment, it has been an invaluable resource for student wellbeing in our community. The College continues to strive towards obtaining further assistance for both our young people and for the wider community.

The College continues to address students' social and emotional learning both through the Learning Advisor system and the further development of the Health and Wellbeing sessions provided to students throughout the College curriculum, as well as through the Religious Education component of the College curriculum.

Extensive work was undertaken and continues to take place as the College embeds Child Safe policies and procedures in all areas of its operation. The specific work undertaken in this important area is outlined in the Child Safe section of this report.

How attendance is managed:

Office administration is responsible for contacting parents to explain the reason for a student absence. The use of an automated texting service has been very effective in these circumstances.

Learning Advisors are the first port of call when dealing with unsatisfactory patterns of attendance of students. The Learning Advisor contacts home to see what the reason is for continual non-attendance.

If the situation continues, the Level Leader becomes the next person to become involved. This may include making contact with the parent/guardian and organising a meeting with all parties involved.

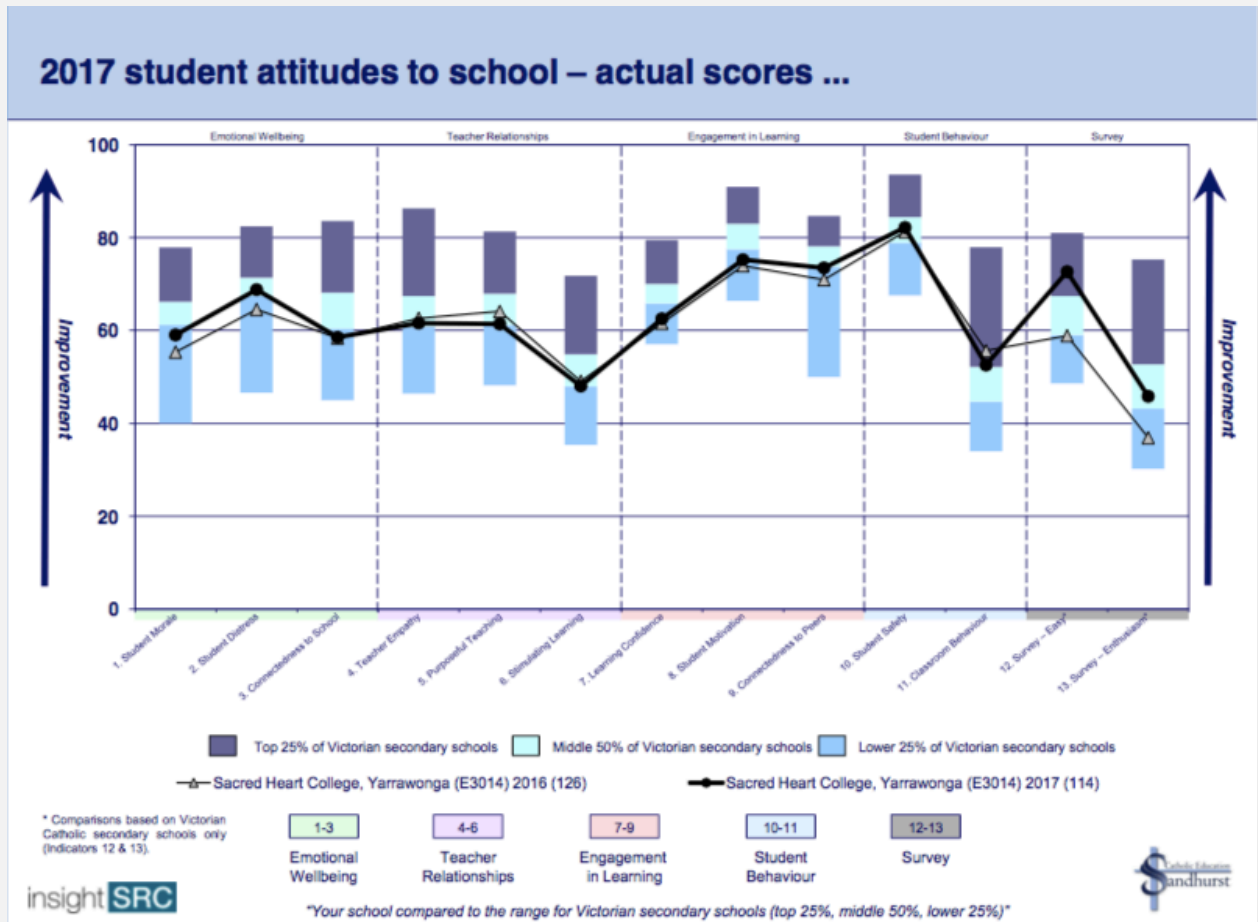
If the situation still continues, all documented evidence of the above is passed onto the College's Wellbeing Leader to follow up on. This may mean home visits, further meetings, and/or involvement of outside agencies.

If the student still shows non-attendance and is of the age allowed to leave school, then an appointment with the Careers Counsellor will be organised to provide pathways and or direction to becoming an independent member of society.

VALUE ADDED

- Year 10, 11 and 12 have a program called "My Body, My Responsibility" which was introduced last year. This program is run in conjunction with the local Community Health Centre. Programs such as P.A.R.T.Y Road Trauma Programs, Drive Smart, Look After Your Mate, Fit to Drive and Keys Please are an example of some of the wellbeing programs hosted by the College.
- The effective targeted use of outside expertise such as psychologists and various community agencies to assist with a variety of student wellbeing issues
- The College continues to benefit from the NCSPW scheme which facilitates home school liaison
- Development of Career Action Plans for all students beginning at Year 7
- The introduction of the "Building Better Men" and "Empowering Young Women" programs at Year 9
- Programs that support proper and informed choices about drugs and alcohol, mental health issues and sexual health education are provided at each year level so that students can make informed decisions.
- Year 7 and Year 8 cover areas of drugs and alcohol, mental health issues and sexual health education through their Health Program with guest speakers provided from the Community Health Centre.
- Year 9 programs such as Help 4 U and Party Safe programs are provided, which incorporate speakers from various services such as Ambulance, Police, Mental Health Providers, Local General Practitioners and Drug and Alcohol Counsellors.
- Year 11 Leadership Camp to Canberra

STUDENT SATISFACTION



The 2017 survey results show that Sacred Heart College has mirrored the improvements made in almost all areas compared to the previous year. The results show that students feel safe at school and are very connected to their peers. There was a positive improvement in the perception of student morale which was pleasing. The survey also indicated that students at Sacred Heart College showed both motivation and connectedness to school. The Learning Advisor system employed at the school has facilitated a stronger and more genuine connection between families and the College.

Child Safe Standards

Goals and Intended Outcomes

- Development and implementation of the Positive Behavior Framework
- Embed policies and practice relating to Ministerial Order relating to Child Safety

Achievements

The embedding of policies and commitments into everyday practice

The College had an annual review of Pastoral Wellbeing by both the VRQA and Sandhurst Diocesan Review Team which involved the thorough investigation of policies and procedures and the embedding of these practices in the everyday life of the College.

Training of teachers, non-teaching staff and volunteers

All staff undertook the online learning module on mandatory reporting with all new staff being inducted with the policies regarding Child Safe Standards and Staff Code of Conduct. All staff received training with respect to their obligations and responsibilities for managing the risk of child abuse, child abuse risks in the school environment and the school's child safety standards.

The use of CompliSpace by the College as an on-line program incorporates a comprehensive and practical Child Protection Program which is maintained and up-to-date with legal and regulatory changes as they occur. This allows the College to focus on the practical management of their child protection risks on a day to day basis. The College website is continually updated with regard to Child Safety policies and procedures.

Consultation with the community

Consultation with the community was undertaken during the review process. The review of existing strategies and processes which were currently in place such as systems, policies, procedures, practices to better mitigate the level of risk were reviewed and where necessary, changes made. The community was informed of any changes made via the College newsletter and the College website.

Human Resources practices

The College applied best practice standards in the recruitment and screening of staff and took all reasonable steps to ensure that it engaged the most suitable and appropriate people to work with the students. The College ensured that staff induction in the area of Child Safety was a vital part of our commitment to safeguarding children and young people from abuse and neglect.

Student participation and empowerment strategies

The continued addressing of Child Safety within the classroom context and the use of visiting guest speakers such as the local police to speak about Cyber safety and safety on line. Programs such as Building Better Men and Empowering Young Women on areas of respect and resilience were also employed.

Child safety – Risk Management approaches.

The embedding of the Staff Code of Conduct formed part of our Risk Management approach with regard to Child Safety. Other ways we addressed risk management was by reducing the likelihood of occurrence (eg visual vest for yard duty supervision), having strong internal reporting and investigation systems through the use of SIMON and by avoiding the risk by deciding not to proceed with an activity if it posed an unacceptable risk.

Leadership & Management

Goals & Intended Outcomes

- Develop a new strategic plan with a view to planning for increased enrolments in the near future
- Work with SHP to provide opportunities for Board Education and Formation
- Align Annual Review documentation and Feedback tools to AITSL standards and staff professional development plan
- Assist Graduate and early career teacher transition from provisional to full registration
- Determine future directions for 1:1 laptop programs commencing 2018
- Renovation of Science Facilities
- Transition to Accrual accounting to commence during 2017
- Transition to Complispace

Achievements

As Sacred Heart College enters a period of growth, we were pleased to welcome 3 new graduate teachers. The Graduates, with the support of their mentors, worked through all requirements of the Victorian Institute of Teaching to move from provisional to full registration. This was an excellent process for all involved and mirrored the key features of the Inquiry Approach the College has adopted to improve writing through improving vocabulary. The College's facilities continue to be maintained and improved with significant work being completed on the Science laboratory and the redevelopment of a new Music facility. The Corowa bus initiative entered its second year and is continuing to grow as the College promotes itself as a viable choice for families in this area. There was a significant increase in expenditure on Professional Learning. This included an opportunity for College Leadership to attend the ACEL Conference in Sydney to hear from experts in a range of educational fields. The College Board welcomed new parent representatives who bring with them skill sets in building and development as well as financial planning and accounting. The College has developed a strong relationship with Charles Sturt University and it is hoped that this will develop to assist in the development of quality graduate teachers in the future.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2017

- Inquiry Mindset
- Generation Next
- Developing Effective Feedback Systems
- CPR update
- Big Write and VCOP
- Meet the Assessors
- Labcon
- How to Change a Culture
- Exploring Mindfulness
- STAV conference
- ACHPER conference

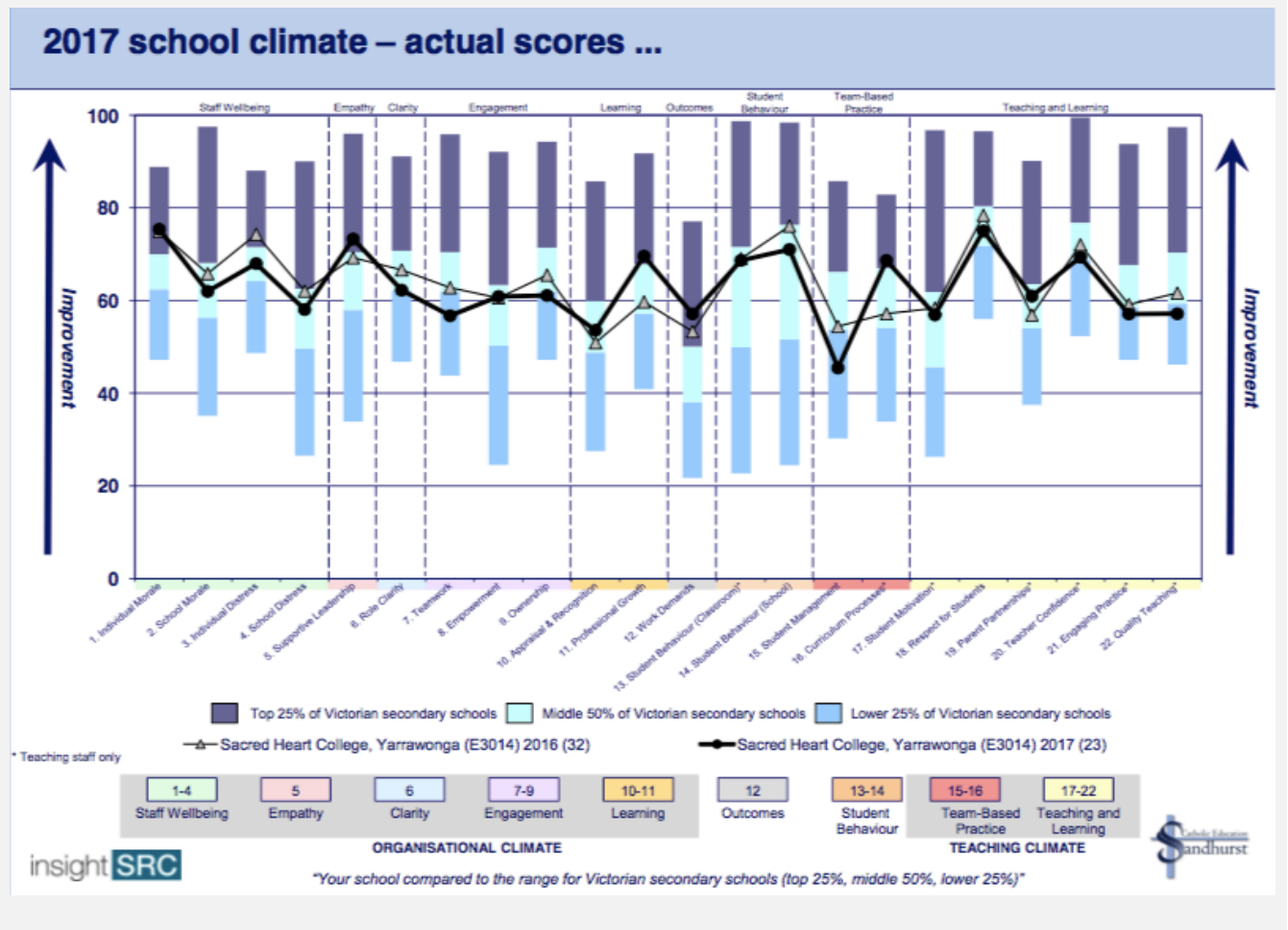
NUMBER OF TEACHERS WHO PARTICIPATED IN PL

35

AVERAGE EXPENDITURE PER TEACHER FOR PL

\$1245

TEACHER SATISFACTION



The data indicates some significant gains in the areas of Appraisal and Recognition, Empathy and Curriculum Processes. Learning Outcomes and Student Behaviour closely mirrors the previous year's result gains in the areas of student behaviour and teacher confidence. An emphasis was placed on the development of Professional Learning communities and increasing opportunities for teachers to work together in planning teaching and moderating student work. Programs such as Math Pathways and the implementation of the Victorian Curriculum could be related to this improvement in the data. Looking to the future, a focus on developing teamwork, along with the positive behaviour framework for learning, could help to consolidate and build on these gains.

College Community

Goals & Intended Outcomes

- Raise the profile and quality of College major events and celebrations
- Provide opportunities for students to access quality programs for leadership development
- Increasing opportunities to work with Sacred Heart Primary School to build community
- Strengthen partnerships with community organisations

Achievements

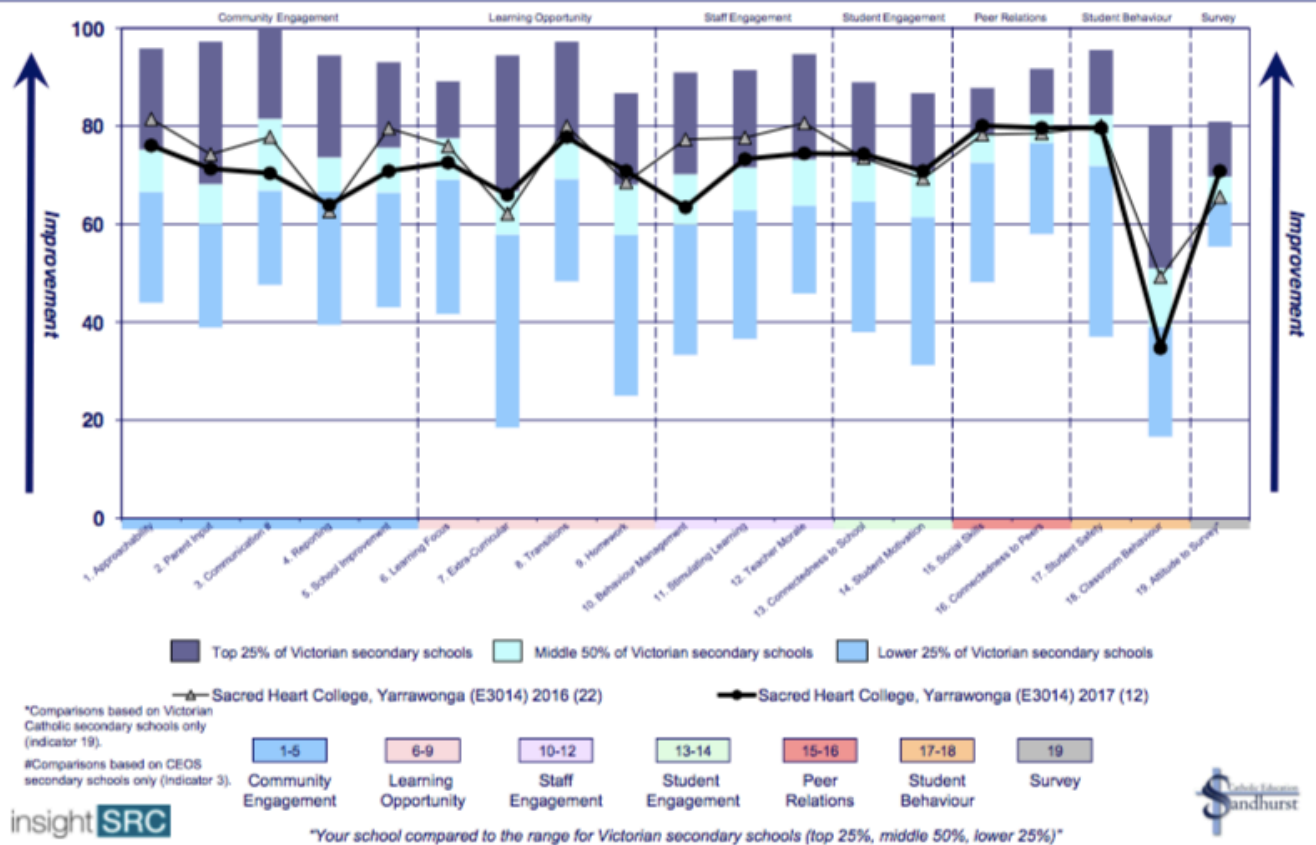
- Excellent attendance levels by parents and friends at College events such as Information Evenings, Sacred Heart Day, Opening Mass and Valedictory Dinners
- Development of partnerships with Benalla FCJ College, Country Education Project and Rotary to provide additional opportunities such as the Canberra Leadership Camp, Portsea Camp and Youth Ambassador Program
- Sharing guest speakers, performing artists and professional development with colleagues at Sacred Heart Primary School
- Outstanding achievements in regional and state level sport
- Increasing enrolments for the past 2 years

VALUE ADDED

- Year 7 Camp Kyneton
- Year 8 Surf Camp
- Year 9 Northern Territory Camp
- Year 10 Rail Trail
- Year 11 City Camp
- Year 12 Harrietville retreat
- Canberra Leadership Camp
- Portsea camp (Rotary)
- Ovens & Mitta Sport
- VSSSA
- Country Education Project Student Ambassador Program
- Very strong relationships with Parents and Friends Association, Rotary, NSW Club Grants scheme, CWA, CWL, Saint Vincent de Paul, Friends in Common, Rosemary Cullen Foundation, St Vincent De Paul fundraising, Social Justice Camp, Caritas k's, Sacred Heart Day, Opening Mass, Graduation Mass, Bishop Joe Scholarship, Yarrawonga P-12, North East Health Wangaratta.

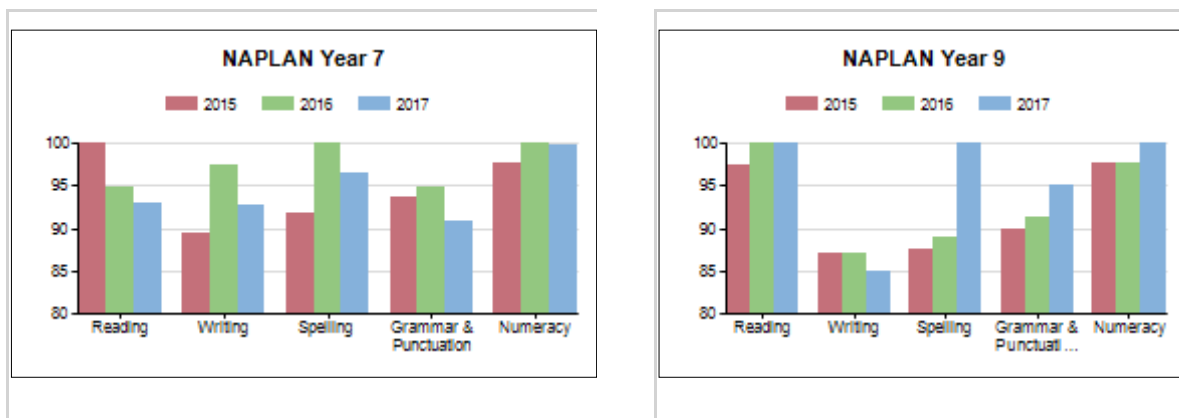
PARENT SATISFACTION

2017 parent opinion – actual scores ...



When analysing parent data, it is important to keep in mind the size of the survey sample which in this case was 12. Attitudes to Teaching and Learning for the most part mirrored trends from the previous year. The data reflects gains in empathy learning and team-based practice, contrasting perceived drops in student behaviour management and student welfare. The College will investigate strategies to increase the sample size of the parent survey group in future surveys.

VRQA Compliance Data



YEARS 9 - 12 STUDENT RETENTION RATE

Years 9 to 12 Student Retention Rate	60.00%
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AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y7	92.56
Y8	90.41
Y9	90.03
Y10	89.45
Overall average attendance	90.61

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	91.78%
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STAFF RETENTION RATE

Staff Retention Rate	91.67%
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TEACHER QUALIFICATIONS

Doctorate	0.00%
Masters	16.67%
Graduate	41.67%
Certificate Graduate	0.00%
Degree Bachelor	70.83%
Diploma Advanced	16.67%
No Qualifications Listed	8.33%

STAFF COMPOSITION

Principal Class	3
Teaching Staff (Head Count)	24
FTE Teaching Staff	23.100
Non-Teaching Staff (Head Count)	15
FTE Non-Teaching Staff	10.591
Indigenous Teaching Staff	0

MEDIAN NAPLAN RESULTS FOR YEAR 9	
Year 9 Reading	586.10
Year 9 Writing	570.30
Year 9 Spelling	579.30
Year 9 Grammar & Punctuation	589.70
Year 9 Numeracy	592.30

SENIOR SECONDARY OUTCOMES	
VCE Median Score	28
VCE Completion Rate	100%
VCAL Completion Rate	93%

POST-SCHOOL DESTINATIONS AT AS 2017	
Tertiary Study	41.0%
TAFE / VET	0.0%
Apprenticeship / Traineeship	29.0%
Deferred	12.0%
Employment	18.0%

NOTE:

The School's financial performance information has been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at <http://www.acnc.gov.au>