



Respect  
Compassion  
Integrity  
Joy  
Service  
Justice

# All Hallows' School

**ANNUAL REPORT**  
**2018**



# School Profile

All Hallows' School, a ministry of Mercy Partners, is a Catholic Mercy school for girls from Years 5 – 12 that was established in 1861. All Hallows' School is grounded in the Catholic traditions and values of the Sisters of Mercy, with Catherine McAuley as their founder. Catherine's vision lives on today as the first girls' school in Queensland and the oldest secondary school in the State.

This report provides information to parents and the wider community in accordance with mandated Government reporting requirements for independent schools.

## Name

All Hallows' School  
Registered as All Hallows' School Limited  
CRICOS No. 03295M, ACN: 143 964 372

## Address

547 Ann Street, Brisbane QLD 4000

## School Sector

Catholic Girls School

## Enrolment

1557 students (August 2018 Census)

## Year Levels

Years 5 - 12



# Distinctive Curriculum Offerings

All Hallows' School provides a comprehensive and academically challenging curriculum that caters for a wide range of student needs and abilities. An All Hallows' School education is a holistic education that provides opportunities for personal, spiritual and intellectual development, as well as opportunities that foster social and community responsibility. Details regarding our curriculum are provided in the Teaching and Learning section of our website.

Programs of study from Years 5–12 are based on Queensland Curriculum and Assessment Authority (QCAA) and Australian Curriculum, Assessment and Reporting Authority (ACARA) syllabuses as applicable and are subject to review as new syllabuses are developed.

Students in the senior phase of schooling choose from a range of QCAA subjects and vocational studies in their programs which lead to tertiary entrance by Overall Position (OP eligible programs) or by a Tertiary Selection Rank (OP ineligible programs) for current Year 12 students and to an Australian Tertiary Admissions Rank (ATAR) for Year 11 students.

Students may also complete an alternative career entry program incorporating vocational qualifications, school-based traineeships/apprenticeships and work experience. All students are able to choose a range of studies in Years 11 and 12 which will qualify them for the Queensland Certificate of Education. Eligible students with diverse needs are able to complete the Queensland Certificate of Individual Achievement.



# Year 5&6

Religion & Life Skills	Art	Drama	English
Geography	History	Italian	Mathematics
Music	Physical Education	Science	

# Year 7

Religion & Life Skills	Art	Drama	English
French	Geography	History	Health & Physical Education
Italian	Japanese	Mathematics	Music
Science	Skills for Learning	Transdisciplinary Unit	

# Year 8

Religion & Life Skills	Dance	English	English Extension
French	Geography	Health & Physical Education	History
Italian	Japanese	Mathematics	Mathematics Core
Media Arts	Music	Science	Skills for Learning
Transdisciplinary Unit			

# Year 9&10

Religion & Life Skills	Art	Dance	Drama
English	Enterprise Education	French	Geography & History Cycle
Health & Physical Education	History	Home Economics	Italian
Japanese	Mathematics Alpha	Mathematics Beta	Music
Physical Education	Science	Skills for Learning	Technology



# Year 11&12

Study of Religion	<i>Religion &amp; Ethics</i>	Accounting	Ancient History
Biology	Business	Chemistry	Dance
Digital Solutions	Drama	Economics	English
<i>Essential English</i>	Fashion	Food & Nutrition	French
Geography	<i>Hospitality Practices</i>	Italian	Japanese
Legal Studies	Literature	General Mathematics	Mathematical Methods
Specialist Mathematics	<i>Essential Mathematics</i>	Modern History	Music
Music Extension (Unit 3 & 4)	Physical Education	Physics	Visual Art
<i>Visual Arts in Practice</i>			

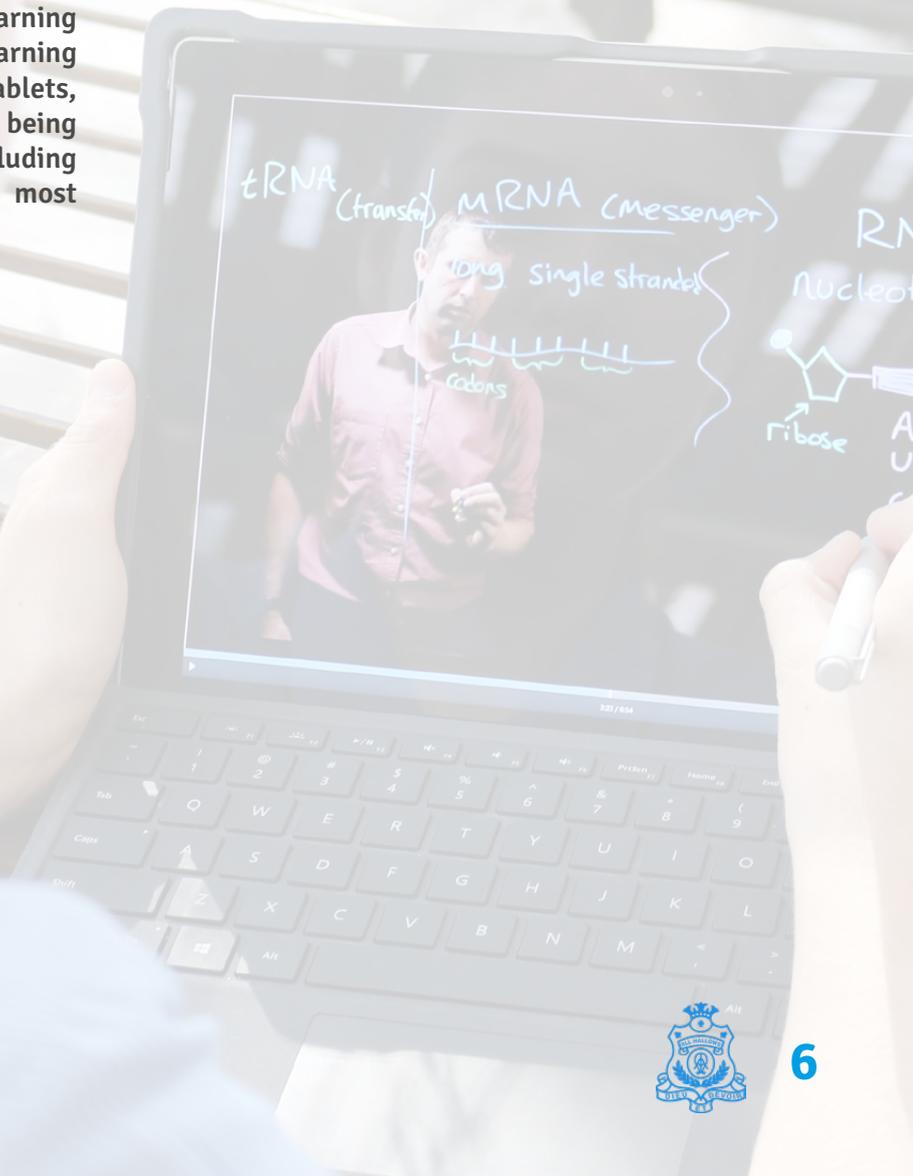
*Italics denote Applied Subjects.*



# Use of ICT in Assisting Learning

Our Teaching and learning spaces are continually reviewed and adapted as technologies evolve. From our multimedia spaces to flipped learning programs delivered through Office 365, to digitalised feedback and annotation via OneNote, each element is designed to engage and motivate the students in their learning process. These connected classrooms support the All Hallows' curriculum model and our "Blended Learning" approach to the integration of ICT.

Accessibility to learning is a key feature of an All Hallows' education, and digital learning tools deliver transformative and individualised learning aids for each student. The School's blended learning approach to curriculum delivery, that is, tablets, computers, stylus pens and web technologies being used alongside other tools and resources, including traditional pen and paper, ensure that the most appropriate technology is used for learning.



# Co-curricular Activities

## Mercy Action

The yearly Whole-School Project is designed to focus our School community's response to one particular area of need and in 2018 we supported two organisations: Mercy Community and the West End Community House. Mercy Community administers the Beemar Yumba program, which provides residential care to children from the Cherbourg Aboriginal Community. The residential home was in need of refurbishment and the Whole-School Project contributed funds towards this work. The residence was also repainted using paint donated by the All Hallows' School community.

In addition to supporting Mercy Community, project funds were also provided to support the 'Connect to Country' program run from the West End Community House in Brisbane. A large proportion of visitors to this drop-in-centre are Aboriginal and Torres Strait Islander people and the 'Connect to Country' program aims to reconnect them to their stories and heritage through community trips to Stradbroke Island. At the end of 2018, we were very proud to gift Mercy Community with a cheque for \$30,000 and The West End Community House received \$12,000 as part of the Yumba Connect Whole-School Project.

In 2018, there was a wide variety of Mercy Action groups that provided opportunities for students to be involved in awareness raising or outreach activities on-site and in the wider community. Over 750 students are involved each year and the success of the program depends on the generous support of staff, parents and students who commit to the various rosters.

During 2018, the School supported both the Winter and Christmas St Vincent de Paul Appeals. In addition to our own Easter Appeal, Kitty's Room assembled over 130 household packs for delivery to Micah Projects, The Romero Centre, Centacare Prisons Ministry, Sisters Inside, Second Chance, Anglicare and Murri Ministry.

Our initiatives and involvement in a number of youth leadership events included a Respectful Relationships Forum hosted by All Hallows' School and involving students from Marist College Ashgrove, St James College, Lourdes Hill College, Stuartholme, Mt Alvernia and St Joseph's College, Gregory Terrace. Twenty Year 10 girls participated in two Edmund Rice Head2Heart camps that provided an overnight camp experience for children who otherwise would not have the opportunity to benefit from such an opportunity. One camp was hosted by St Joseph's, Gregory Terrace, and for the first time, the other was held at All Hallows' School. Year 10 students extended their curriculum understanding of homelessness with the first Year 10 sleepout to be held outdoors. Their understanding of this issue was facilitated by guest presenters from the St Vincent de Paul Society, Rosies and Orange Sky Laundry.

## Mercy Action Programs

Brisbane Central Tutoring	Bell Ringing	Eco-Justice Group	Ecumenical Coffee Brigade
Eddie's Van Breakfast Outreach	Hallowed Bean Coffee Cart	Human Rights Group	Jimmie's Van Breakfast Outreach
Jane's Team	Kitty's Room	Library Service	Liturgy Group
Mercy Cooking	Mercy Disability Centre Visitation	Micah Community Meals	Peer Tutoring
Student Tutoring	St Joseph's Reading Mentoring Program	The Unknown Project	Villa Maria Visitation to the Elderly



**In 2018, there was a wide variety of Mercy Action groups that provided opportunities for students to be involved in awareness raising or outreach activities on-site and in the wider community.**



# Co-curricular Activities

## Immersion Experiences

The annual immersion to Cherbourg and Murgon saw nine All Hallows' students, two teachers and staff from Murri Ministry experience activities and Aboriginal and Torres Strait Islander community visits to provide our students with an insight into Aboriginal and Torres Strait Islander culture and spirituality and also provides the opportunity to reflect on the issues impacting on Aboriginal and Torres Strait Island people today. Our students learned about Indigenous Spirituality in the Bunya Mountains, visited the Ration Shed and participated in an Indigenous Art Workshop. A special part of the Immersion was the involvement of the group in the outdoor Reconciliation Liturgy at St Joseph's Primary School in Murgon and the cultural activities that followed.

Twenty students accompanied by teachers and staff from Red Earth participated in a nine day immersion to Cape York, that provided our students with deeper understandings about Aboriginal and Torres Strait Islander people, their connection to country and the sacred stories and ceremonies that have been maintained for tens of thousands of years. The quiet yet significant power of the Cape York Immersion is linked to the landscape and the exposure to the cultural wisdom of the Aboriginal communities of Wujal Wujal, Bana Yirralji homeland and the beaches of Jaijikal and Thithaaar-Qarra.

For the ninth consecutive year, a group of twenty two students and four staff participated in an immersion experience in Cambodia, working on collaborative projects with local Cambodian people. The experience included spending time with Sister Denise Coghlan rsm at the Jesuit Refugee Service in Siem Reap and time at the historical museum in Phnom Penh; these experiences enable our students to understand the genocide and the background to the current social and political contexts in Cambodia.

At the conclusion of the year, 124 students explored Sri Lanka on the Antipodeans Trip. From tea plantations to the Udawalawe Elephant Transit Home, the girls, with the support of 16 staff and 8 Antipodean leaders, enjoyed the sights, tastes and sounds of this amazing country. The community service projects emerged as the true highlight of this trip. These projects included rebuilding a wall in a monastery and the refurbishment of classrooms in a local school.



## Mercy Action Immersions

Aboriginal Community Immersion

Cambodian Cultural Immersion

Cape York Cultural Immersion

## Additional Immersion Experiences

Antipodeans Abroad



# Co-curricular Activities

## Cultural Program

All Hallows' School has an extensive instrumental and choral music program. Students from all year levels may participate in ensembles and choirs. A musical or dramatic production is staged each year in conjunction with St Joseph's College, Gregory Terrace. A number of concerts and other performances are staged annually and an Arts Eisteddfod is held at the School. Theatre Sports, Music, Dance and Drama groups also participate in competitions and performances in the wider community.

Private tuition is offered in voice, speech, all orchestral instruments, piano, guitar (and other instruments depending upon demand) and theory of music. Students may be entered for the Australian Music Examinations Board (AMEB) and Trinity College London (TCL) examinations in music and speech.

Public speaking and debating are valued activities and many students take part in Inter-School, State and National competitions including Queensland Debating Union, Brisbane Girls' Debating and Year 7 Interschool Competition.

## Instrumental & Vocal Program

Alto Saxophone	Bass Clarinet	Bassoon	Cello
Clarinet	Composition	Double Bass	Euphonium
Flute	French Horn	Guitar	Music Theory
Oboe	Percussion	Piano	Tenor Saxophone
Trombone	Trumpet	Tuba	Viola
Violin	Voice		

## Speech & Drama Program

Drama & Performance
Voice & Communication

## Ensembles

Bands	Brass Ensembles
Dance Ensembles	Handbell Ensembles
Jazz Ensembles	Percussion Ensembles
Piano Ensembles	String Ensembles
Vocal Ensembles	Woodwind Ensembles

## Other Cultural Activities

Arts Festival	Debating	Ensembles & Workshops	Music Ensemble Camp
Music Tour	Queensland Catholic Colleges Music Festival	School Production	Theatresports
National and International Cultural Tours	Shakefest	Musicfest	



# Co-curricular Activities

## Sport

All students participate in Physical Education as part of their core academic program and can also participate in a wide range of co-curricular sport activities and represent the School in club and inter-school teams. The large range of sports the School offers provide opportunities for students to foster their individual talents while promoting a commitment to their health and wellbeing.

All Hallows' School is a member of the Catholic Secondary Schools Sports Association (CaSSSA) and competes in Inter-School Carnivals for Swimming, Athletics and Cross Country. Our School is also a member of the Brisbane Schoolgirls' Rowing Association (BSRA) and participates in regattas at Lake Wyaralong. Students also have the opportunity to play in club and association sports in the Brisbane area.

## Sport Activities

AFL	Athletics	Basketball	Cross Country
Fencing	Football	Fitness & Wellbeing Program	Hockey (Grass and Turf)
Indoor Cricket	Indoor Hockey	Netball	Rowing
Swim Fit	Swimming	Tennis	Touch Football
Volleyball	Water Polo	Sports Camps	National Sports Tours
International Sports Tours			



# Staff Professional Development

All Hallows' School has a long-standing commitment to professional learning and review of staff performance and devotes considerable time and resources to these activities and processes. In 2018, we introduced Professional Learning Communities (PLCs). This was a key strategy to meet the school goal of 'Staff Wellbeing and Growth' and was an outcome of the 2017 'Enhancing Teacher Performance Framework' review in which staff identified that they wanted to ensure that their development was ongoing and sustained over longer periods of time so that pedagogical change would be enacted. Teaching staff engaged in professional readings prior to the meetings, actively contributed to the communities, supported the other members, shared their teaching practices and research and identified classroom ready goals that could be enacted between meetings. Feedback from the four PLCs centred on themes of positive sharing of teaching strategies that would enhance student learning and gratefulness that the school had created more opportunities for staff development.

All Hallows' School provides a comprehensive professional learning program for staff as well as supporting access to external professional learning activities. An important source of professional learning is through peers and we have great expertise within our staff and wonderful commitment to sharing this expertise with colleagues. This occurs both across and within departments, year levels and subjects.

Many of our professional learning activities are designed to support our whole school curriculum goals which in 2018 focused on developing our understanding of the 2019 Senior Assessment and Tertiary Entrance system. Significant time was devoted to teaching teams working collaboratively to prepare for the new system while maintaining the integrity of the current system.

Each year, all teaching and support staff participate in a full day retreat program. The retreat day in 2018 focused on the message from Bishop Morris that, 'The Mission has a School –the Fifth Gospel'. Bishop Morris explored the notion that the Mission has a School and not the School has a Mission - that is Mission calls the School into being to serve God's purpose in the world. A series of workshops provided opportunities to explore aspects of spirituality, theology, other Mercy ministries and personal and spiritual wellbeing.

All Hallows' School teachers are leaders in teacher inquiry. There is a shared understanding that teaching integrity is predicated on the teacher as learner - one who is both a reflective practitioner and a focused strategist committed to ongoing improvement. All Hallows' staff also regularly share their understandings and expertise with other schools and communities. In 2018, All Hallows' staff presented at many conferences including the International STEM in Education Conference, the Positive Education Schools Association, Darling Downs Regional History Teachers Conference, and the Centre for Innovation, Teaching Excellence & Leadership Symposium. All Hallows' School is a leader in pedagogical change and excellence and is a Microsoft Showcase School.

A range of other specific-purpose professional learning programs are held annually to address ongoing identified priorities and meet compliance training. In 2018, these included fire training, first aid and CPR, student protection, Moodle, Digital Pedagogy and other technology courses with an emphasis on the use of new pedagogies to provide effective formative feedback to students.



# Staff Professional Development

In 2018 a number of staff were engaged in external formal studies including doctoral, masters, diplomas, certificates and other postgraduate qualifications. Our teaching staff continues to have a very high level of participation in Queensland Curriculum and Assessment Authority (QCAA) subject panels and committees which are a rich source of ongoing professional learning. In 2018, fifteen teachers were members of district panels (one district panel chair and fourteen full members) and eight were members of State panels. Teachers from both the secondary and middle school participated in forums and reference groups related to the development of the curriculum through the Australian Curriculum, Assessment and Reporting Authority (ACARA), the QCAA and specialist subject advisory bodies. The average expenditure per teacher on professional learning by All Hallows' School is \$1242.20.

Pictured is Mr Steve Crapnell (Head of Digital Pedagogy) receiving the 2018 Queensland College of Teachers Excellent Leadership in Teaching and Learning award in recognition of his significant contribution to innovative teaching practices both within our All Hallows' School community and the wider education community. Beside Mr Crapnell is the Hon. Grace Grace MP, Minister for Education and All Hallows' School past pupil.

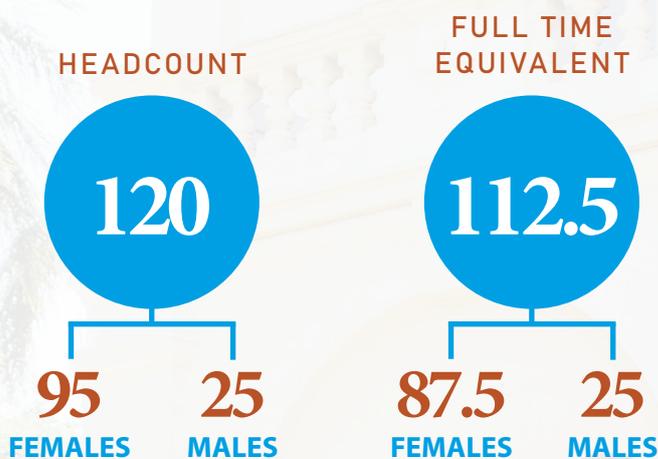


# Staffing Information

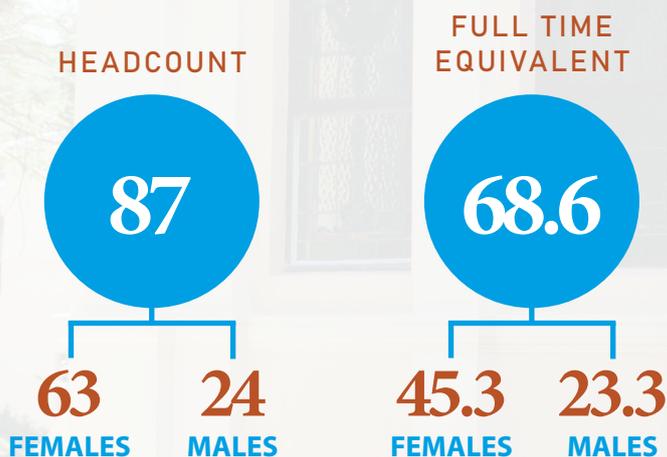
## Distinctive Skills of Staff

The School strives to attract and retain high quality staff who are committed to the Mission of the School, who are outstanding practitioners committed to excellence and who are life-long learners. At this time All Hallows' School does not have any staff employed who identify as being of Aboriginal or Torres Strait Islander descent.

### TEACHING STAFF



### SUPPORT STAFF



### TOTAL STAFF



### TEACHER QUALIFICATIONS

- 5 doctorates
- 31 masters degrees
- 139 bachelors degrees
- 53 diplomas
- 25 certificates
- 8 post graduate certificates
- 39 post graduate diplomas
- 1 overseas qualification

97.17%  
teacher attendance

98%  
teacher retention



# Social Climate

## Our School Houses

A strategic focus on student wellbeing at All Hallows' School is based on our guiding principle to nurture young women in partnership with their families, to grow in confidence, self-determination and leadership as known and valued members of our School community. In seeking to enhance the wellbeing and resilience of each girl, we implement holistic approaches to their growth and development within a positive, safe and caring environment. Providing high quality pastoral care for each student is integral to this approach.

Our School is organized around eight Houses and each House has approximately one hundred and eighty students from Years 7-12. Eight Home Groups make up each House and are the primary pastoral groups for students in Years 7 - 12. Students stay in the same Home Group with the same Home Group teacher and Head of House throughout their secondary years at the school. This enables strong links to be established between students, teachers and parents.



ADDERTON

COOLOCK

GORRY

LORETTO

MCAULEY

MERCEDES

TIGHE

WHITTY



# Social Climate

Students in Years 5 and 6 are placed into 3 class groups within each year level. Their class teacher is their primary caregiver supported by the Head of Middle School. Years 5 and 6 students are also members of one of the eight House groups and participate in a number of House activities, events and assemblies throughout the year.

We recognise the importance of rituals and celebrations in helping students feel that they belong to our community. Occasions such as the Inaugural Mass in February, All Hallows' Day in November and the many special events throughout the year such as Sports carnivals and House Choir are eagerly anticipated by our students. Student leadership structures that exist at Home Group, year level and senior level, contribute to the sense of belonging to, and active participation in, the whole School community.

Expectations and values of the community are made very clear to students and their families. All relationships are characterised by care and compassion for the other person and that all members of the community deserve equal respect are basic to this pastoral philosophy. It is also expected that each student has a responsibility to contribute positively to the wellbeing of her class, Home Group, House, School and the wider community. Respect for self, others and our School, as characterised by courtesy, neatness of appearance, punctuality, consideration for others and appropriate behaviour in and out of classes is expected of all members of our community. The pastoral policies and structures that have been established to build our community provide a stable and secure environment for students to access the many opportunities offered in the curriculum and co-curricular programs at All Hallows' School.

All members of the All Hallows' School community work together to live out the values of our Mercy tradition. Our School is committed to promoting positive peer relationships. No form of bullying is acceptable under any circumstances. Students, as well as staff and parents, play an important role in creating a safe and happy school environment for all.

All Hallows' School has established policies and procedures in relation to students and their welfare. Policies are available to staff, parents and students on the School website and intranet. The Student Diary also contains important extracts of relevant policies and procedures including:

- Student Protection;
- Anti-bullying;
- Pastoral Care;
- Behaviour Management;
- Harassment;
- Social Media; and
- Student Code of Conduct.

## Parent, Teacher and Student Satisfaction

A recent survey indicated that overwhelmingly our parent, teacher and student community was proud to be associated with All Hallows' School. Results indicated that our community would recommend our School to their friends. Students, teachers and parents all express their pride and appreciation of their connection to our School and of the inclusive, nurturing and supportive atmosphere.

# Involving Parents in their Daughter's Education

Our Parents and Friends Association is the parent representative body of the School and enjoys enthusiastic parental participation. The Association provides a valuable forum for parents to discuss the issues impacting on their daughters' education. The Association also endeavours to promote a sense of community by continuing to assist and promote Parent Support Groups (Performing Arts, Touch, Rowing, Hockey, Waterpolo, Netball, Debating, Tennis and Fencing) by shared fundraising and support activities and by inviting these groups to report to each General Meeting.

The Mothers' Network is a sub-committee of the Parents and Friends Association and assists by providing hospitality at School functions, fundraising for special projects, organising year level parent social functions and providing pastoral support (for example, meals, school pick-ups) for families in times of illness or bereavement.

All Hallows' School parents also provide valuable assistance in areas such as voluntary work at the Tuckshop and Uniform Shop and as Middle School class co-ordinators and in library and archive services.

Parents are also invited to share their expertise as a member of one of the School Board's Committees: Finance and Audit, Risk and Compliance, Property, Philanthropy and Mission and Ethics. Our parents are most generous in sharing their time and expertise as members of these important Committees.

Parent and staff consultation on a range of issues is conducted. This includes parent-staff interactions, communication and consultation processes, student academic reports, parent-teacher interviews, the prayer and liturgical life of the School and our Mercy Action program. Consultation occurs through the Parents and Friends Association, Mothers' Network and Past Pupils' Association meetings, the School newsletter and through direct email and surveys of parents.

The School works closely with our parent groups to build and promote parent and staff partnerships in the care and support of our students. Our twice yearly parent-student-teacher interviews continued and were complemented by a range of other activities including parent information sessions addressing topics of interest to parents. In 2018 the Parentfitforlife Seminar program was launched introducing parents to the skills and attributes that facilitate personal achievement, social competence and emotional resilience in young people. In partnership with the Parents and Friends Association high calibre speakers have been invited to these seminars to inform, support and promote wellbeing literacy and an awareness of issues facing children and adolescents today.

Regular communication is maintained with parents. A weekly newsletter is distributed via the School App. The School and various parent groups use email distribution lists and, as appropriate, our School App, Facebook and Instagram channels and our AHSSport Twitter account to provide timely information to parents on a variety of matters. The Principal also provides an annual report to parents and a report to each School Board meeting, Parents and Friends Association meeting, Mothers' Network meeting and Past Pupils' Association meeting. Parents and other community members are welcome at the weekly School liturgy and at a number of other events held during the year including Inaugural Mass, Graduation, Grandparents Day Mass, Open Day, sporting carnivals and performing arts performances.



**The School works closely with our parent groups to build and promote parent and staff partnerships in the care and support of students.**



# Key Student Outcomes

## Year 5, 7 and 9 NAPLAN Benchmark Test Results:

In 2018 All Hallows' School students completed NAPLAN online.

Year 5	School Mean	State Mean	National Mean	% above benchmark
Reading	557	506.1	509.3	98.7
Spelling	526	496.55	502.4	100
Writing	506	454	464.7	98.7
Grammar & Punctuation	556	501	503.8	98.7
Numeracy	533	487.5	494	100

Year 7	School Mean	State Mean	National Mean	% above benchmark
Reading	602	537.9	542.2	99.2
Spelling	591	542.2	545.4	99.6
Writing	568	493.4	505.3	99.6
Grammar & Punctuation	613	542.6	544.4	100
Numeracy	594	541.9	548.4	99.6

Year 9	School Mean	State Mean	National Mean	% above benchmark
Reading	634	578.2	584.1	100
Spelling	618	580.6	583.4	99.6
Writing	602	527.2	542.4	96.2
Grammar & Punctuation	638	579.9	580.5	100
Numeracy	640	588.5	595.7	99.2

### Student Attendance

The average attendance rate for 2018 was 95.67%.

All Hallows' School has a designated absentee line. A student absence that has not been notified by a parent is followed up by a SMS text message to the parent from a Student Services Officer. Any other unexplained absences are recorded in a daily report and followed up by the Head of House Pastoral Leaders.



# Key Student Outcomes

## Student Retention Rates (2008 - 2018) Year 10 - 12:

Year 10		Year 12		Year 10-12 Apparent Retention Rate
Year	Enrolled	Year	Enrolled	%
2009	241	2011	239	99
2010	238	2012	235	99
2011	243	2013	229	94
2012	245	2014	237	97
2013	240	2015	239	99
2014	239	2016	235	98
2015	238	2017	238	100
2016	237	2018	233	98

## Year 12 Outcomes:

Year 12 outcomes for 2018	
Number of students awarded a Senior Education Profile	233
Number of students awarded a Queensland Certificate of Individual Achievement	0
Number of students who received an Overall Position (OP)	203
Number of students who are completing or completed a SAT	4
Number of students awarded one or more VET qualifications	37
Number of students awarded a QCE at the end of Year 12	232
Number of students awarded an International Baccalaureate Diploma (IB)	0
Percentage of OP eligible students with an OP 1-15	94.6%
Percentage of students who are completing or completed or were awarded one or more of the following: SAT, QCE, VET qualification	99.6%
Percentage of QTAC applicants receiving a tertiary offer	100%



# School Income by Funding Source

2018

## School facts

School sector	Non-government
School type	Combined
Year range	5-12
Location	Major Cities

## School staff

Teaching staff	120
Full-time equivalent teaching staff	112.5
Non-teaching staff	87
Full-time equivalent non-teaching staff	68.6

## School links

School website

All Hallows' School



Sector, system or association website

Queensland Catholic Education Commission

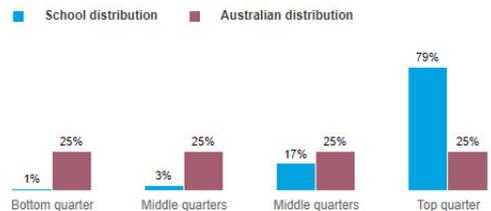


## Student background

### Index of Community Socio-Educational Advantage (ICSEA)

School ICSEA value	1182
Average ICSEA value	1000
Data source	Parent information

### Distribution of students

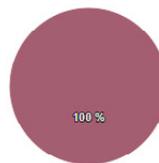


Percentages are rounded and may not add to 100

## Students

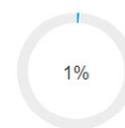
Total enrolments: 1557

Boys	0
Girls	1557

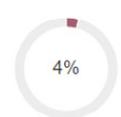


Full-time equivalent enrolments: 1557.0

Indigenous students



Language background other than English

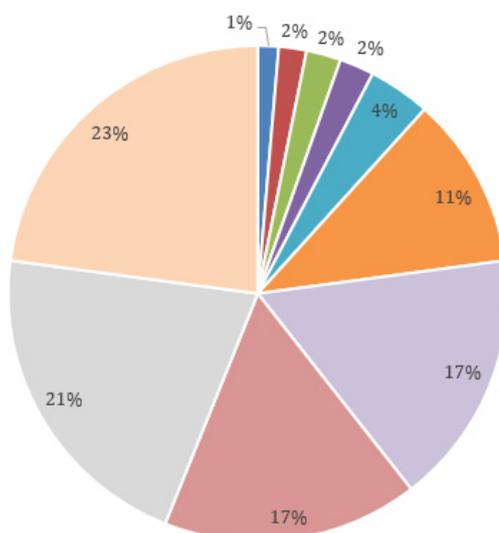


Detailed information on the School's income by funding source is available from the MySchool website: <http://www.myschool.edu.au>

# Post School Destinations

## Main Destination of Year 12 Completers:

### Field of Study



- Information Technology
- Engineering
- Agriculture, Environmental and Related Studies
- Architecture and Building
- Education
- Creative Arts
- Management and Commerce
- Natural and Physical Sciences
- Society and Culture
- Health



# Next Step 2019 Post-School Destinations

## All Hallows' School



This is a summary of the post-school destinations of students from All Hallows' School who completed Year 12 and gained a Senior Statement in 2018. The results are from the *Year 12 Completers Survey*, which is conducted approximately six months after students completed Year 12.



For more information about the survey visit the *Next Step* website [www.qld.gov.au/nextstep](http://www.qld.gov.au/nextstep). Regional and statewide reports will be available from October 2019.



### 63.4% response rate

147 out of 232 Year 12 completers from this school responded to the 2019 survey.  
*Results may not be representative of all Year 12 completers at this school.*

### Post-school destinations



In 2019, 99.3% of Year 12 completers from All Hallows' School were engaged in education, training or employment in the year after they completed school.



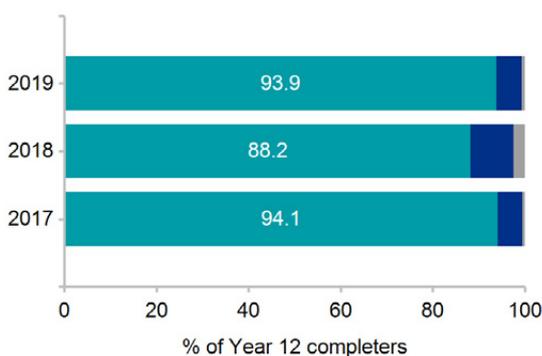
Of the 147 respondents, 93.9% continued in some recognised form of education and training. The most common study destination was bachelor degree.



A further 5.4% transitioned directly into paid employment and no further study.

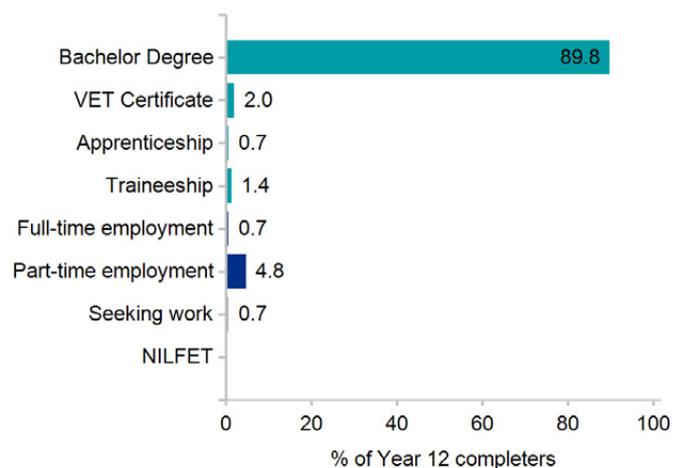
All Year 12 completers were assigned to a *main destination*. Respondents who were both studying and working are reported as being in education or training, including apprentices and trainees.

Engagement over time



■ In education or training  
■ In employment  
■ Not in education, training or employment

Main Destination in 2019



Queensland  
Government





# School Contact

Further information regarding the School and its policies can be obtained from:

**The School website**  
[www.ahs.qld.edu.au](http://www.ahs.qld.edu.au)

**The School Principal - Mrs Catherine O'Kane**  
[principal@ahs.qld.edu.au](mailto:principal@ahs.qld.edu.au)

