



PALM BEACH  
CURRUMBIN  
STATE HIGH

# Palm Beach Currumbin State High School

# ANNUAL REPORT 2016

Queensland State School Reporting

*Inspiring minds. Creating opportunities. Shaping Queensland's future.*

Every student succeeding. State Schools Strategy 2016-2020  
Department of Education and Training



## Contact Information

Postal address:	Locked Mail Bag PO Currumbin 4223
Phone:	(07) 5525 9333
Fax:	(07) 5525 9300
Email:	principal@pbc-shs.eq.edu.au
Webpages:	Additional reporting information pertaining to Queensland state schools is located on the <a href="#">My School</a> website and the <a href="#">Queensland Government data</a> website.
Contact Person:	Mr Blair Hanna

## School Overview

Palm Beach Currumbin (PBC) is situated at the southern end of the Gold Coast and caters for students in Years 7 to 12. Our school is committed to unlocking the potential of each of our students. The school currently has an enrolment of about 2430 students and is proud of our record of achievement in the academic and sporting and performing arts fields. Being adjacent to the Currumbin estuary, PBC has developed unique marine studies and aquatic practices programs which are very popular. PBC has a strong commitment to internationalism and boasts a vibrant international program which has up to 75 students at anytime.

Our partnership with Griffith University provides unique and flexible pathways into tertiary education. PBC also offers a broad range of Vocational Educational Programs in our senior school program. PBC is a member of the Gold Coast Principal Alliance, a collaboration that works to further educational leadership and improve the quality of education on the Gold Coast. Our school also collaborates with Currumbin, Elanora, Palm Beach, Currumbin Valley and the Tallebudgera Camp School to create a seamless education for students within our enrolment boundaries.

## Principal's Forward

### Introduction

Dear Sir/Madam

It is my pleasure to present the 2016 Annual Report. This report incorporates a snapshot of data relating to a broad range of endeavours and provides testimony to both the high performance of our school and our continual focus of improvement.

I would like to commend my staff for their dedication to providing an excellent education for our students. Their willingness to go above and beyond the call of duty is inspirational and the secret behind the PBC success story.

To find out more about PBC, I recommend you peruse our website and speak with the family of either a currently enrolled student or alumni member. Alternatively I welcome your attendance at any of the broad range of events and celebrations that occur on a very regular basis throughout the school year.

Warm Regards



Blair Hanna  
A/Executive Principal

## School Progress towards its goals in 2016

Learning	Progress
Renew the middle phase and senior phase plans to use current performance benchmarks to further improve student outcomes	Complete
Develop a cycle for curriculum renewal that ensures that our programs are of high quality and address all relevant syllabus requirements	Complete
Develop a learning and wellbeing framework which incorporates the schools social emotional curriculum, the approach to student goal setting and achievement and guides enhancement of support provided to students and families	Significant progress
School Community	
Develop a community engagement strategy to broaden consultation regarding school direction and decision making	Significant progress
Successfully incorporate Year 7 students into high school and manage the implications that increased enrolments create across the whole school	Complete
Raising standards of student conduct and dress	Significant progress
Workforce	
Develop a strategy that provides all teachers with quality feedback in line with the agreed professional standards and supports their individual performance development	Complete
Renew the Professional Development Plan to respond to the strategic priorities for 2014-17	Complete

## Future Outlook

- Introduce the visible literacy and numeracy explicit improvement agendas across the Middle School
- Implement a system that ensures Core Curriculum Elements (CCE's) are explicitly taught in Senior Subjects
- Implement the assessment policy as embedded in the Curriculum Framework in all courses
- Track and monitor indigenous students in relation to achievement and retention
- Facilitate the Student Council to develop and implement action plans that address issues identified through the Quadrennial School Review
- Implement the work place agreement for the Teacher Annual Performance Review Process
- Implement the professional learning framework which articulates the processes for all staff to further develop their capabilities through accessing quality induction and professional learning opportunities
- Develop the inclusion model and build teacher capability for Students with Disabilities (SWD's) to be supported across mainstream classes
- Develop a pastoral care program aligned to the needs of our students and the school community
- Commence the development of the transition plans for the introduction of SATE in 2019
- Review Excellence programs in Academic, the Arts and Sports arenas to investigate innovative and best practice models

# Our School at a Glance

## School Profile

<b>Coeducational or single sex:</b>	Coeducational
<b>Independent Public School:</b>	Yes
<b>Year levels offered in 2016:</b>	Year 7 - Year 12

### Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2014</b>	2125	1003	1122	103	93%
<b>2015*</b>	2420	1124	1296	121	93%
<b>2016</b>	2427	1113	1314	121	95%

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

\*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

## Characteristics of the Student Body

### Overview

Palm Beach Currumbin State High is situated at the southern end of the Gold Coast and caters for approximately 2430 students in Year 7 – 12. Our student population is predominately drawn from the local suburbs of Palm Beach, Currumbin, Tugun, Coolangatta and Elanora. As a large school we have the distinct advantage of offering a wide range of opportunities that target the interests and ability levels of every student. Specialist academic, sporting and cultural programs, along with an excellent reputation attract students from the Tweed region to the south and Nerang to the North.

Students at PBC are typically athletic and active – a reflection of the Gold Coast lifestyle in general. This is also evidenced by the significant number of our students who are members of the local sporting and community clubs. The rich cultural diversity of our student population can be attributed to the 121 Indigenous students and 75 international students from South America, Europe and Asia. Interestingly, many of our students are second generation PBC students. The sense of community that is a key feature of PBC's culture reflects that of the southern end of the Gold Coast.

### Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3			
Year 4 – Year 7			
Year 8 – Year 10	25	25	25
Year 11 – Year 12	21	21	20

\*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

## Curriculum Delivery

### Our Approach to Curriculum Delivery

Palm Beach Currumbin State High offers a broad range of challenging curriculum offerings designed to cater for a wide variety of learning needs, styles and abilities. These offerings include:

- Specialised excellence programs (selective entry) in the fields of academia, sports and creative arts
- Extensive range of academic subjects leading to tertiary entrance
- Senior phase subjects which have embedded TAFE modules and direct linkages to further certification
- Vocational Certificate Courses in Hospitality, Children Services, Fitness, Business, Construction, Engineering, Community Services, Recreation, Tourism and Workplace Practices
- Special Education Program focused towards inclusion

### Co-curricular Activities

Situated in an idyllic location on the Currumbin Creek, PBC offers a broad range of extra curricula activities including:

- Performing Arts such as musical, bands, orchestra, drama, choir, a range of dance
- Community Service – Leos, Gecko, visits to aged care facilities, tutoring primary students
- Sports such as athletics, rugby league, netball, soccer, kayaking, surfing, touch football, AFL, cross country running and tennis
- Recreational activity such as boating, fishing, sailing, gym
- Academic extension such as debating, public speaking and Australian Business Week

### How Information and Communication Technologies are used to Assist Learning

PBC views the effective use of technology as integral to the learning process. For this reason we have developed an extensive network of ICT infrastructure which is evidenced by:

- Introduction of bring your own device program including lockers for secure storage
- The provision of computer labs available to all subject areas
- A 'Virtual' classroom with videoconferencing capacity
- Wide access to laptops
- Curriculum planned and stored on Oneschool allowing 24/7 access
- Extensive virtual classrooms which allow students 24/7 access to curriculum
- Digital Technology and Digital Innovation subjects

## Social Climate

### Overview

PBC is a large and vibrant community of approximately 2430 students who predominantly reside, socialize and work in the surrounding suburbs of Palm Beach, Currumbin, Coolangatta, Tugun and Elanora. As a result, most of our students have gone through one of the local primary schools together and tend to forge strong relationships with each other. Designated Social and Emotional Learning (SEL) lessons and a comprehensive welfare team, which includes Guidance Officers, Nurse, Psychologists and Year Coordinators, build on the culture of friendship and support at the school.

For those students who struggle to meet our Optima Code which sets out high expectations for a safe, respectful learning environment, comprehensive behavior management policies and procedures provide the framework to modify interactions to ensure that every student within the school has the opportunity to deliver to the full potential.

Strong parent satisfaction data and increases in student and staff satisfaction data over the last few years indicates the success the school is enjoying in this area of providing a safe and supportive environment that is conducive to learning. We endeavor to build on this satisfaction for parents, staff and students by remaining at the forefront of best educational practice and maintaining a disciplined review process for all of our policies and procedures in this area.

## Parent, Student and Staff Satisfaction

### Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	94%	97%	91%
this is a good school (S2035)	92%	97%	91%
their child likes being at this school* (S2001)	93%	97%	92%
their child feels safe at this school* (S2002)	96%	92%	93%
their child's learning needs are being met at this school* (S2003)	93%	91%	89%
their child is making good progress at this school* (S2004)	92%	96%	91%
teachers at this school expect their child to do his or her best* (S2005)	96%	97%	96%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	91%	94%	89%
teachers at this school motivate their child to learn* (S2007)	90%	90%	87%
teachers at this school treat students fairly* (S2008)	90%	88%	85%
they can talk to their child's teachers about their concerns* (S2009)	94%	95%	88%
this school works with them to support their child's learning* (S2010)	88%	90%	85%
this school takes parents' opinions seriously* (S2011)	87%	88%	84%
student behaviour is well managed at this school* (S2012)	89%	92%	86%
this school looks for ways to improve* (S2013)	93%	94%	92%
this school is well maintained* (S2014)	97%	98%	96%

### Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	98%	91%	96%
they like being at their school* (S2036)	91%	82%	94%
they feel safe at their school* (S2037)	97%	93%	98%
their teachers motivate them to learn* (S2038)	94%	83%	87%
their teachers expect them to do their best* (S2039)	99%	96%	99%
their teachers provide them with useful feedback about their school work* (S2040)	96%	85%	88%
teachers treat students fairly at their school* (S2041)	81%	74%	84%
they can talk to their teachers about their concerns* (S2042)	82%	70%	83%
their school takes students' opinions seriously* (S2043)	79%	71%	81%
student behaviour is well managed at their school* (S2044)	84%	75%	90%
their school looks for ways to improve* (S2045)	93%	92%	94%

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2014	2015	2016
their school is well maintained* (S2046)	94%	87%	94%
their school gives them opportunities to do interesting things* (S2047)	93%	91%	92%

### Staff opinion survey

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2014	2015	2016
they enjoy working at their school (S2069)	94%	87%	93%
they feel that their school is a safe place in which to work (S2070)	97%	94%	96%
they receive useful feedback about their work at their school (S2071)	80%	80%	81%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	83%	82%	84%
students are encouraged to do their best at their school (S2072)	99%	94%	97%
students are treated fairly at their school (S2073)	95%	93%	96%
student behaviour is well managed at their school (S2074)	94%	94%	95%
staff are well supported at their school (S2075)	80%	78%	81%
their school takes staff opinions seriously (S2076)	68%	67%	80%
their school looks for ways to improve (S2077)	93%	95%	91%
their school is well maintained (S2078)	94%	90%	93%
their school gives them opportunities to do interesting things (S2079)	84%	79%	84%

\* Nationally agreed student and parent/caregiver items

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

### Parent and community engagement

The school values parents and seeks to develop and maintain a strong partnership with them and the community through regular contact via:

- P&C Association
- School Council
- Newsletters
- School website
- Email
- ID Attend SMS messaging
- SETP Interviews
- Information Evenings
- Community Notice board
- Interviews with parent/teacher/student
- Parent surveys
- Phone conversations regarding attendance, behaviour and academic performance
- Availability of all staff, (Administration, teaching, and support) during normal hours to consult Parents regarding any questions or interests they may have
- Our active monitoring of students through interim and semester reports facilitates open-door communication with students and parents
- Meet the parent's nights
- Open Day events
- Optima Awards Ceremonies
- Optima post cards
- Alliance partnerships

## Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships.

The school has a variety of Respectful Relationship programs to educate and support the principles of personal safety, awareness and conflict resolution practices. These programs include:

- **CARE Curriculum** - Schoolwide initiative that embeds Positive Education Framework including Character Strengths, Growth Mindset, Mindfulness & Positive Relationships. Activities of awareness and coping/management strategies encompass CARE curriculum as well as bullying, cyber-safety & drugs & alcohol awareness.
- **House System** - Schoolwide initiative within mixed year-level CARE groups that supports the CARE curriculum by encouraging physical activity and community-focussed involvement.
- **HPE Australian Curriculum 7-10** - Led by HPE staff across Years 7-10 to include Respectful Relationships, Embedded within HPE Australian Curriculum through Years 7-10.
- **Student Management & Support Team** – The school administration team actively delivers messages of awareness regarding mental health and provides a medium for proactive, targeted and consistent student support.
- **Behaviour & Wellbeing Student Case Management** - Schoolwide process that identifies students requiring behaviour and/or wellbeing support by the school administration team and/or external agencies.
- **School-based Health Services** - Onsite Psychologist and Nurse provides additional wellbeing support and proactive advice regarding respectful relationships, sex education, cyber-safety, drugs & alcohol and mindfulness.
- **Proactive Intervention programs** - Programs that target small group restorative practices including:
  - **RESTORE** – a behavioural program that embeds Positive Education in a targeted environment and provides students with strategies regarding mindfulness, behaviour strengths and applications of this in a home and school setting;
  - **Rock & Water** - assists students in their development to adulthood by increasing their self-realisation, self-confidence, self-respect, boundary awareness, self-awareness and intuition; and
  - **Men of Business** - target boys at risk of disengaging, high risk taking behaviours, self-esteem issues, social skills and anger management issues.
- **YODA** - Youth Drugs and Alcohol Advice are an organisation that through referral, assist some students with drug and alcohol-related support requirements on PBC campus.

## School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	234	312	297
Long Suspensions – 6 to 20 days	28	59	56
Exclusions	44	25	14
Cancellations of Enrolment	32	9	11

\* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

\*\*From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

## Environmental Footprint

### Reducing the school's environmental footprint

Data is sourced from the school's annual utilities return and is reliant on the accuracy of these returns.

PBC continues to grow in student enrolments however promotes many simple ways to reduce its environmental footprint in consumption of energy and water. Through the installation of solar panels in 2010, the school has been able to choose green electricity. Water saving devices have been installed to reduce water flow and water tanks installed during the construction of new buildings that operate toilets and to wash down pathways. Air-conditioning systems are fixed at 24 degrees and filters cleaned bi-annually. Irrigation systems are operated from bore water tanks and only drought resistant plants are used in gardens and landscaping projects.

PBC has joined the EARTH SMART program and has made a commitment to reduce our environmental footprint. As part of our three year plan our aim is reduce our water consumption by a further 5% for the remaining year.

Our electricity consumption was effected by the addition of the Year 7 cohort in 2015 and onwards. The Year 7-12 cohort has increased our electricity consumption and therefore our aim is reduce this by 5% for the remaining year.

PBC Earth Smart Initiatives to reduce our environmental footprint include an Earth Smart Electricity teaching and learning program integrated into two Year 9 Advanced Science classes. This program requires students to conduct electrical audits of all blocks (inspection of blocks to ascertain thermal comfort, lighting, equipment use, computer usage and shutdown procedures and break time observations). Students report findings to the Earth Smart committee.

The Earth Smart program at PBC aims include:

- Increased awareness and understanding of environmental sustainability issues
- Support teachers to include environmental education for sustainability elements in teaching practice
- Empower students and schools to be more environmentally sustainable in everyday practices to reduce their ecological footprint

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	867,664	12,804
2014-2015	883,037	10,552
2015-2016	914,875	10,425

The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

## 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 at <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

## Find a school

---

Sector:

Government

Non-government

Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

## Our Staff Profile

### Workforce Composition

#### Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	172	83	<5
Full-time Equivalents	164	69	<5

#### Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	13
Graduate Diploma etc.**	70
Bachelor degree	89
Diploma	0
Certificate	0

\*Teaching staff includes School Leaders

\*\*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

## Professional Development

### Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were \$305,607.

The major professional development initiatives are as follows:

- Tactical Teaching of Reading and the coaching of these activities in classrooms
- Quicksmart- literacy and numeracy intervention program
- Course Coordinator Training including - Formative Assessment Techniques and Feedback Methods
- Art and Science of Teaching
- Essential Skills of Classroom Management
- Functional Behavioural Assessment
- QCAA and course specific training as required
- Functional Grammar
- Differentiation
- Pre-assessment
- Leadership and Coaching
- Feedback
- Mentoring

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

## Staff Attendance and Retention

### Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	96%

### Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 98% of staff was retained by the school for the entire 2016.

## Performance of Our Students

### Key Student Outcomes

#### Student Attendance

##### Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	91%	91%	91%
The attendance rate for Indigenous students at this school (shown as a percentage).	86%	86%	86%

\*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.

The overall student attendance rate in 2016 for all Queensland Secondary schools was 90%.

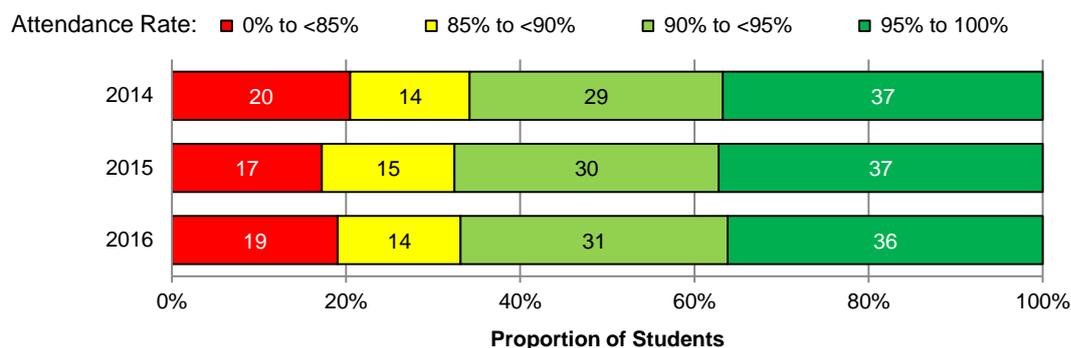
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014									92%	91%	90%	91%	91%
2015								93%	93%	89%	90%	90%	91%
2016								94%	90%	90%	90%	91%	90%

\*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. 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.

DW = Data withheld to ensure confidentiality.

### Student Attendance Distribution

The proportions of students by attendance range:



### Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

PBC uses DayMap to manage and track student attendance. This program allows text messages to be sent to notify parents if students are absent, late or truant. Parents can then explain the absence by emailing or calling. The program also allows detailed reports of attendance by a number of parameters including grade level, time of day and individual history. These reports are used by our specialist Attendance Officers to track and monitor different groups of students. We then work with Year Coordinators, CARE teachers and other staff to improve attendance using a variety of strategies, some of which include:

- Visual displays of Pastoral CARE class attendance trackers within classrooms
- Rewards and benefits for the highest attending students, classes and house

- Recognition and awards for students with 100% attendance across a term
- Follow up letters to parents for the rectification of unexplained absences
- Individual management plans, including welfare support, for those with chronic attendance issues

## NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

To access our NAPLAN results, click on the My School link above. You will then be taken to the My School website with the following 'Find a school' text box.

### Find a school

GO

Sector:

Government

Non-government

SEARCH

Where it states 'School name', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting 'NAPLAN' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

## Year 12 Outcomes

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2014	2015	2016
Number of students receiving a Senior Statement	368	372	331
Number of students awarded a Queensland Certificate of Individual Achievement.	2	6	5
Number of students receiving an Overall Position (OP)	137	154	110
Percentage of Indigenous students receiving an Overall Position (OP)	14%	31%	12%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	129	122	101
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	259	245	229
Number of students awarded an Australian Qualification Framework Certificate II or above.	218	222	202
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	359	366	326

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2014	2015	2016
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	90%	100%	100%
Number of students awarded an International Baccalaureate Diploma (IBD).	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	93%	92%	92%
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification.	99%	99%	100%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	95%	97%	96%

As at 3rd February 2017. The above values exclude VISA students.

OVERALL POSITION BANDS (OP)					
Number of students in each band for OP 1 - 25					
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2014	28	56	43	10	0
2015	22	51	69	12	0
2016	20	49	32	9	0

As at 3rd February 2017. The above values exclude VISA students.

VOCATIONAL EDUCATIONAL TRAINING QUALIFICATION (VET)			
Number of students awarded certificates under the Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2014	119	118	155
2015	60	110	152
2016	55	91	144

As at 3rd February 2017. The above values exclude VISA students.

In 2016 PBC students completed a variety of VET qualifications as part of their senior schooling program. These certificates included:

Certificate I- Construction, Certificate I- Furnishings, Certificate I- Engineering, Certificate II Tourism, Certificate III- Early Childhood Development, Certificate II- Business, Diploma- Business, Certificate III- Fitness, Certificate IV- Fitness.

These qualifications form a substantial element of work readiness and assist our student in transitioning smoothly from school to work or further study.

### Apparent Retention Rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12			
Description	2014	2015	2016
Year 12 student enrolment as a percentage of the Year 10 student cohort.	83%	82%	87%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	81%	81%	95%

\* The Years 10 to 12 Apparent Retention Rate is defined as the number of full-time students in Year 12 in any given year expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).

## Student Destinations

### Post-school destination information

The results of the 2016 post-school destinations survey, Next Step – Student Destination Report (2016 Year 12 cohort), will be uploaded to the school's website in September.

The report will be available at:

<https://pbc-shs.eq.edu.au/Supportandresources/Formsanddocuments/Documents/next-step-summary-report.pdf>

### Early Leavers Information

The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12 are described below.

PBC has a strong emphasis on meaningful pathways for all students, including those who finish their schooling early. In the instance that a student leaves before the completion of Year 12, or when they are still of compulsory schooling age, PBC works to ensure that these students take one of the following pathways:

- Enrolment in an alternative education setting, including Vocational Education and Training or TAFE; or
- Full time employment including a full time apprenticeship or traineeship

To assist in the transition from school into one of the above pathways PBC provides intensive support through the schools Senior Guidance Officer and specialised Pathways Centre staff. Additionally PBC has strong relationships with a number of local training providers and workplaces meaning that our students benefit from a rich array of options that continue to develop with time.