

Palm Beach-Currumbin State High School

Queensland State School Reporting

2015 School Annual Report



PALM BEACH
CURRUMBIN
STATE HIGH

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|----------------|---|
| Postal address | Locked Mail Bag PO Currumbin 4223 |
| Phone | (07) 5525 9333 |
| Fax | (07) 5525 9300 |
| Email | the.principal@pbc-shs.eq.edu.au |
| Webpages | Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website. |
| Contact person | Tracey Veale |

Principal's foreword

Introduction

Dear Sir/Madam

It is my pleasure to present the 2015 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

Stephen Loggie
Executive Principal

School progress towards its goals in 2015

| 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 | Some 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 | Significant progress |
| 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 | Significant progress |
| Renew the Professional Development Plan to respond to the strategic priorities for 2014-17 | Completed |

Future outlook

- Implement a system that ensures Core Curriculum Elements (CCE's) are explicitly taught in Senior Subjects
- Implement the policy embedded in the Curriculum Framework in all courses
- Track and monitor indigenous students in relation to achievement and retention
- Implement a range of plans in the areas of curriculum, corporate services, facilities as well as policies and procedures that cater for the addition of Year 7 students
- Facilitate the Student Council to develop and implement action plans that address issues identified through the Quadrennial School Review
- Develop a work place agreement for the Teacher 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

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: Yes

Year levels offered in 2015: Year 7 - Year 12

Student enrolments for this school:

| | Total | Girls | Boys | Indigenous | Enrolment Continuity (Feb – Nov) |
|------|-------|-------|------|------------|-------------------------------------|
| 2013 | 2092 | 976 | 1116 | 94 | 92% |
| 2014 | 2125 | 1003 | 1122 | 103 | 93% |
| 2015 | 2420 | 1124 | 1296 | 121 | 93% |

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.

In 2015, there were no students enrolled in a Pre-Prep program.*

Characteristics of the student body:

Palm Beach Currumbin State High is situated at the southern end of the Gold Coast and caters for approximately 2420 students in Years 7 to 12. Our student population is predominantly drawn from the local suburbs of Palm Beach, Currumbin, Tugun, Elanora and Burleigh. 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 80 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

| Phase | Average Class Size | | |
|----------------------------|--------------------|------|------|
| | 2013 | 2014 | 2015 |
| Prep – Year 3 | | | |
| Year 4 – Year 7 Primary | | | |
| Year 7 Secondary – Year 10 | 26 | 25 | 25 |
| Year 11 – Year 12 | 21 | 21 | 21 |

*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.

School Disciplinary Absences

| Disciplinary Absences | Count of Incidents | | |
|---------------------------------|--------------------|-------|--------|
| | 2013 | 2014* | 2015** |
| Short Suspensions - 1 to 5 days | 160 | 234 | 312 |
| Long Suspensions - 6 to 20 days | 41 | 28 | 59 |
| Exclusions | 19 | 44 | 25 |
| Cancellations of Enrolment | 36 | 32 | 9 |

* 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.

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, Fitness, Business, Construction, Engineering, Furniture Making, Community Services,
- Recreation, Tourism and Workplace Practices
- Special Education Program focussed towards inclusion

Extra curricula 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, swimming, touch football, football, cricket, 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 improve learning

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

- Introduction of a 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

Social Climate

PBC is a large and vibrant community of approximately 2420 students who predominantly reside, socialise 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 behaviour management policies and procedures provide the framework to modify interactions to ensure that every student within the school has the opportunity to deliver to their full potential.

An increase in parent 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 endeavour 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 with the school

| Performance measure | 2013 | 2014 | 2015 |
|---|------|------|------|
| Percentage of parent/caregivers who agree [#] that: | | | |
| their child is getting a good education at school (S2016) | 96% | 94% | 97% |
| this is a good school (S2035) | 96% | 92% | 97% |
| their child likes being at this school (S2001) | 88% | 93% | 97% |
| their child feels safe at this school (S2002) | 100% | 96% | 92% |
| their child's learning needs are being met at this school (S2003) | 92% | 93% | 91% |
| their child is making good progress at this school (S2004) | 96% | 92% | 96% |
| teachers at this school expect their child to do his or her best (S2005) | 96% | 96% | 97% |
| teachers at this school provide their child with useful feedback about his or her school work (S2006) | 96% | 91% | 94% |
| teachers at this school motivate their child to learn (S2007) | 96% | 90% | 90% |
| teachers at this school treat students fairly (S2008) | 92% | 90% | 88% |
| they can talk to their child's teachers about their concerns (S2009) | 92% | 94% | 95% |
| this school works with them to support their child's learning (S2010) | 92% | 88% | 90% |
| this school takes parents' opinions seriously (S2011) | 91% | 87% | 88% |
| student behaviour is well managed at this school (S2012) | 96% | 89% | 92% |
| this school looks for ways to improve (S2013) | 100% | 93% | 94% |
| this school is well maintained (S2014) | 96% | 97% | 98% |

| Performance measure | 2013 | 2014 | 2015 |
|---|------|------|------|
| Percentage of students who agree [#] that: | | | |
| they are getting a good education at school (S2048) | 97% | 98% | 91% |
| they like being at their school (S2036) | 88% | 91% | 82% |
| they feel safe at their school (S2037) | 96% | 97% | 93% |

| Performance measure | | | |
|--|------|------|------|
| Percentage of students who agree# that: | 2013 | 2014 | 2015 |
| their teachers motivate them to learn (S2038) | 91% | 94% | 83% |
| their teachers expect them to do their best (S2039) | 98% | 99% | 96% |
| their teachers provide them with useful feedback about their school work (S2040) | 92% | 96% | 85% |
| teachers treat students fairly at their school (S2041) | 83% | 81% | 74% |
| they can talk to their teachers about their concerns (S2042) | 79% | 82% | 70% |
| their school takes students' opinions seriously (S2043) | 77% | 79% | 71% |
| student behaviour is well managed at their school (S2044) | 80% | 84% | 75% |
| their school looks for ways to improve (S2045) | 90% | 93% | 92% |
| their school is well maintained (S2046) | 91% | 94% | 87% |
| their school gives them opportunities to do interesting things (S2047) | 93% | 93% | 91% |

| Performance measure | | | |
|--|------|------|------|
| Percentage of school staff who agree# that: | 2013 | 2014 | 2015 |
| they enjoy working at their school (S2069) | 97% | 94% | 87% |
| they feel that their school is a safe place in which to work (S2070) | 99% | 97% | 94% |
| they receive useful feedback about their work at their school (S2071) | 88% | 80% | 80% |
| they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114) | 83% | 83% | 82% |
| students are encouraged to do their best at their school (S2072) | 99% | 99% | 94% |
| students are treated fairly at their school (S2073) | 97% | 95% | 93% |
| student behaviour is well managed at their school (S2074) | 93% | 94% | 94% |
| staff are well supported at their school (S2075) | 88% | 80% | 78% |
| their school takes staff opinions seriously (S2076) | 81% | 68% | 67% |
| their school looks for ways to improve (S2077) | 99% | 93% | 95% |
| their school is well maintained (S2078) | 95% | 94% | 90% |
| their school gives them opportunities to do interesting things (S2079) | 95% | 84% | 79% |

'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
- 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
- Good behaviour post cards
- Alliance partnerships

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 to meet the following water consumption target for the remaining year:

- Water - Overall school water consumption reduced by 15%

Our electricity consumption was effected by the addition of the Year 7 cohort in 2014 and onwards. The Year 7-12 cohort has increased our electricity consumption and therefore our aim is to meet the following target for the remaining year; 2016:

- Energy - Overall school energy consumption reduced by 15%

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

| Years | Environmental footprint indicators | |
|-----------|------------------------------------|----------|
| | Electricity kWh | Water kL |
| 2012-2013 | 852,953 | 15,205 |
| 2013-2014 | 867,664 | 12,804 |
| 2014-2015 | 883,037 | 10,552 |

*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.

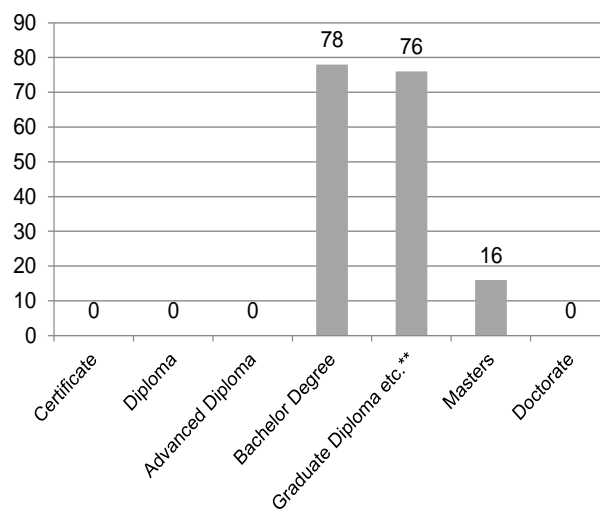
Our staff profile

Staff composition, including Indigenous staff

| 2015 Workforce Composition | Teaching Staff* | Non-teaching Staff | Indigenous Staff |
|----------------------------|-----------------|--------------------|------------------|
| Headcounts | 170 | 80 | <5 |
| Full-time equivalents | 162 | 67 | <5 |

Qualification of all teachers

| Highest level of attainment | Number of Teaching Staff * |
|-----------------------------|----------------------------|
| Certificate | 0 |
| Diploma | 0 |
| Advanced Diploma | 0 |
| Bachelor Degree | 78 |
| Graduate Diploma etc.** | 76 |
| Masters | 16 |
| Doctorate | 0 |
| Total | 170 |



*Teaching staff includes School Leaders

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

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2015 were \$290,723.

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 2015
- QCAA and course specific training as required
- Functional Grammar
- Differentiation
- Pre-assessment
- Feedback
- Mentoring

The proportion of the teaching staff involved in professional development activities during 2015 was 100%.

| Average staff attendance | 2013 | 2014 | 2015 |
|--|------|------|------|
| Staff attendance for permanent and temporary staff and school leaders. | 97% | 96% | 96% |

Proportion of staff retained from the previous school year

From the end of the previous school year, 96% of staff was retained by the school for the entire 2015 school year.

School income broken down by funding source

School income 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

Where it says '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.

Performance of our students

Key student outcomes

| Student attendance | 2013 | 2014 | 2015 |
|--|------|------|------|
| 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). | 85% | 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 attendance rate in 2015 for all Queensland Secondary schools was 90%.

Student attendance rate for each year level (shown as a percentage)

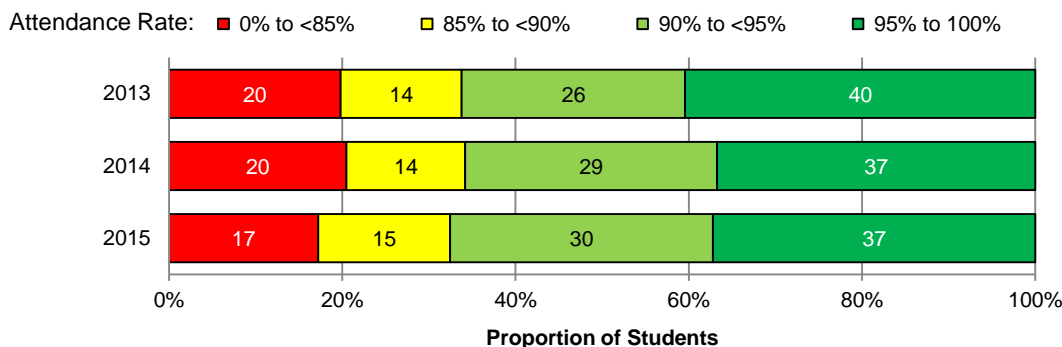
| | Prep | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 |
|------|------|--------|--------|--------|--------|--------|--------|--------|--------|--------|---------|---------|---------|
| 2013 | | | | | | | | | 93% | 90% | 90% | 90% | 90% |
| 2014 | | | | | | | | | 92% | 91% | 90% | 91% | 91% |
| 2015 | | | | | | | | 93% | 93% | 89% | 90% | 90% | 91% |

*From 2013, the methodology used for calculating attendance rates effectively counts 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 ID Attend 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 and work with Year Coordinators, Welfare Officers and other staff to improve attendance by a variety of strategies.

Where a student has multiple unexplained absences a letter will be sent home requesting that the parent or carer explains the absence. Failing to explain chronic absences can result in formal notifications to the student and parents/careers, including cancellation of enrolment notices in the post compulsory phase of schooling.

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7, and 9.

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

Where it says '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.

| Apparent retention rates Year 10 to Year 12 | 2013 | 2014 | 2015 |
|--|------|------|------|
| Year 12 student enrolment as a percentage of the Year 10 student cohort. | 80% | 83% | 82% |
| Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort. | 69% | 81% | 81% |

| Outcomes for our Year 12 cohorts | 2013 | 2014 | 2015 |
|--|------|------|------|
| Number of students receiving a Senior Statement | 311 | 368 | 372 |
| Number of students awarded a Queensland Certificate of Individual Achievement. | 0 | 2 | 6 |
| Number of students receiving an Overall Position (OP) | 109 | 137 | 154 |
| Percentage of Indigenous students receiving an Overall Position (OP) | 33% | 14% | 31% |
| Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT). | 75 | 129 | 122 |
| Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT). | 236 | 259 | 242 |
| Number of students awarded an Australian Qualification Framework Certificate II or above. | 204 | 218 | 218 |

| Outcomes for our Year 12 cohorts | 2013 | 2014 | 2015 |
|---|------|------|------|
| Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12. | 306 | 359 | 366 |
| Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12. | 100% | 90% | 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. | 92% | 93% | 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. | 100% | 99% | 99% |
| Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer. | 99% | 95% | 97% |

As at 16 February 2016. The above values exclude VISA students.

Overall Position Bands (OP)

| Number of students in each Band for OP 1 to 25 | | | | | |
|--|--------|---------|----------|----------|----------|
| Years | OP 1-5 | OP 6-10 | OP 11-15 | OP 16-20 | OP 21-25 |
| 2013 | 24 | 46 | 30 | 9 | 0 |
| 2014 | 28 | 56 | 43 | 10 | 0 |
| 2015 | 22 | 51 | 69 | 12 | 0 |

As at 16 February 2016. The above values exclude VISA students.

Vocational Educational Training qualification (VET)

| Number of students completing qualifications under Australian Qualification Framework (AQF) | | | |
|---|---------------|----------------|--------------------------|
| Years | Certificate I | Certificate II | Certificate III or above |
| 2013 | 105 | 139 | 119 |
| 2014 | 119 | 118 | 155 |
| 2015 | 60 | 110 | 147 |

As at 16 February 2016. The above values exclude VISA students.

In 2015 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.

In 2015 PBC had the highest VET certificate attainment rates in the region. These qualifications form a substantial element of work readiness and assist our student in transitioning smoothly from school to work or further study.

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2016 post-school destinations survey, Next Step – Student Destination Report (2015 Year 12 cohort) for the school were not available. Information about these post-school destinations of our students will be uploaded to the school's website in September.

Early school leavers information

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

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 endeavours 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.