



PALM BEACH
CURRUMBIN

STATE HIGH

ANNUAL REPORT 2017

Queensland State School Reporting

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

Every student succeeding. State Schools Strategy 2017-2021
Department of Education



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School Overview

Palm Beach Currumbin State High School (PBC) is an Independent Public School which has established itself as one of Queensland's leading state schools. PBC has a proud record of academic, sporting and artistic achievement. It is co-educational and enrolment is increasingly sought after with over 2400 current students. Our school's culture of achievement is woven around the motto "Nil Sed Optima" which means "nothing but the best." As a large school we have the distinct advantage of offering a wide range of opportunities that target the interest and ability levels of every student. We have methodically developed cutting edge programs and assembled an expert teaching team which combine to push young people to reach their fullest potential. To ensure every student engages with these opportunities our school offers excellence programs in Academic, Sports and Creative Arts which involve over half of the students. The close monitoring of student progression is a feature of the PBC experience and our campus is organised into two smaller schools with Middle School running from Years 7-9 and Senior School from Years 10-12. We have one of the states highest rates of participation in school based training programs with real life experience valued. We also offer a wide range of vocational education and training including diploma level classes. With close partnerships between the local business community through the PBC Alliance, other local schools through the Gold Coast Secondary Principals Alliance and Southern Collegiate, as well as relationships with local universities such as Bond University, Griffith University and Southern Cross University, PBC takes a rounded approach to ensuring that every student leaves its grounds well prepared for a bright future ahead.

Principal's Foreword

Introduction

The School Annual Report outlines a summary of school results from the 2017 school year across the broad domains of student welfare and achievement and school operations including human resources, finances and facilities.

School Progress towards its goals in 2017

Strategic Initiative	Progress
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.	Substantial Progress and Implementation
Implement the middle and senior phase plans to use current performance benchmarks to further improve student outcomes. Implementing the Curriculum and Pedagogical Frameworks	Ongoing
Develop a community engagement strategy to broaden consultation regarding school direction and decision making	Ongoing
Redevelop the school facilities plan	Not Actioned

Future Outlook

2018 Strategic Priority	Comment
<p><u>Pedagogical Practices</u></p> <p>Use coaching and feedback models to quality assure a core approach to pedagogical practices.</p>	Re-visiting the PBC pedagogical framework and the use of coaching and feedback for quality assurance and staff development is the key activity in this strategy.
<p><u>Preparing for Senior Admissions Tertiary Entrance (SATE):</u></p> <p>Develop opportunities for students at PBC to achieve nothing but their best under the new senior system for tertiary pathways and the new senior schooling curriculum.</p>	Writing new units of work for Year 10 and 11 will be the priority as new syllabus documents are implemented. Preparing students for external exams will also be an important aspect of the new senior secondary schooling regime.
<p><u>House and Care (Student Welfare):</u></p> <p>Build a culture that supports holistic student wellbeing and encourages connectedness to PBC.</p>	After exceeding implementation expectations in 2017, the school will build on the success of the House initiatives in 2018.
<p><u>Parent and Community Engagement</u></p> <p>Build cross partnerships with students' homes, other schools and organisations in order to provide meaningful educational and vocational opportunities.</p>	PBC Alliance and relationships with universities and RTOs is integral to this strategy.

Our School at a Glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: Yes

Year levels offered in 2017: Year 7 - Year 12

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	2420	1124	1296	121	93%
2016	2427	1113	1314	121	95%
2017	2456	1111	1345	125	93%

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

In 2017, there were no students enrolled in a pre-Prep** program.

** pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<https://aed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

Characteristics of the Student Body

Overview

PBC is situated at the southern end of the Gold Coast and caters for approximately 2450 students in Year 7 – 12. Our student population is predominantly 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, attracts students from the Tweed region to the south and Nerang to the North. We are a school that delivers an explicit Positive Education curriculum to our staff and study body, encouraging active voice and citizenship to all learners.

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 125 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	2015	2016	2017
Prep – Year 3			
Year 4 – Year 6			
Year 7 – Year 10	25	25	25
Year 11 – Year 12	21	20	20

Curriculum Delivery

Our Approach to Curriculum Delivery

PBC 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 embedded within the CARE program and a comprehensive wellbeing team, which includes Guidance Officers, Nurse, Psychologists, Deans of Students 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.

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 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

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
their child is getting a good education at school (S2016)	97%	91%	94%
this is a good school (S2035)	97%	91%	98%
their child likes being at this school* (S2001)	97%	92%	90%
their child feels safe at this school* (S2002)	92%	93%	94%
their child's learning needs are being met at this school* (S2003)	91%	89%	90%
their child is making good progress at this school* (S2004)	96%	91%	94%
teachers at this school expect their child to do his or her best* (S2005)	97%	96%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	94%	89%	92%
teachers at this school motivate their child to learn* (S2007)	90%	87%	90%
teachers at this school treat students fairly* (S2008)	88%	85%	91%
they can talk to their child's teachers about their concerns* (S2009)	95%	88%	96%
this school works with them to support their child's learning* (S2010)	90%	85%	88%
this school takes parents' opinions seriously* (S2011)	88%	84%	89%
student behaviour is well managed at this school* (S2012)	92%	86%	92%
this school looks for ways to improve* (S2013)	94%	92%	98%
this school is well maintained* (S2014)	98%	96%	96%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	91%	96%	94%
they like being at their school* (S2036)	82%	94%	87%
they feel safe at their school* (S2037)	93%	98%	93%
their teachers motivate them to learn* (S2038)	83%	87%	87%
their teachers expect them to do their best* (S2039)	96%	99%	95%
their teachers provide them with useful feedback about their school work* (S2040)	85%	88%	88%
teachers treat students fairly at their school* (S2041)	74%	84%	78%
they can talk to their teachers about their concerns* (S2042)	70%	83%	71%
their school takes students' opinions seriously* (S2043)	71%	81%	78%
student behaviour is well managed at their school* (S2044)	75%	90%	82%
their school looks for ways to improve* (S2045)	92%	94%	91%
their school is well maintained* (S2046)	87%	94%	87%
their school gives them opportunities to do interesting things* (S2047)	91%	92%	87%

Staff opinion survey

Performance measure	2015	2016	2017
Percentage of school staff who agree# that:			
they enjoy working at their school (S2069)	87%	93%	93%
they feel that their school is a safe place in which to work (S2070)	94%	96%	96%
they receive useful feedback about their work at their school (S2071)	80%	81%	81%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	82%	84%	83%
students are encouraged to do their best at their school (S2072)	94%	97%	96%
students are treated fairly at their school (S2073)	93%	96%	94%
student behaviour is well managed at their school (S2074)	94%	95%	84%
staff are well supported at their school (S2075)	78%	81%	77%
their school takes staff opinions seriously (S2076)	67%	80%	72%
their school looks for ways to improve (S2077)	95%	91%	95%
their school is well maintained (S2078)	90%	93%	88%
their school gives them opportunities to do interesting things (S2079)	79%	84%	88%

* 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
- Parent Connect Information Sessions
- School website
- School Facebook page
- Email
- Daymap Messaging
- SMS messaging
- parentsupport@pbc
- SETP Interviews
- Information Evenings
- Community Notice board
- Formal Parent Teacher Interviews
- Informal 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
- Orientation Evening and Day
- Open Day events
- Optima Awards Ceremonies
- Optima post cards & OPTIMA slips
- PBC Alliance partnerships and associated functions
- School carnivals (Athletics, CARE, Swimming)
- Whole-school events (ANZAC, NAIDOC, House Champion Assembly, Gratitude Assembly)

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 are encompassed under the Wellbeing @ PBC Framework and include:

- **CARE Curriculum** - School wide initiative that embeds Positive Education Framework including Character Strengths, Growth Mindset, Gratitude, Mindfulness & Positive Relationships. Activities of awareness and coping/management strategies encompass CARE curriculum as well as study skills, bullying, cyber-safety & drugs & alcohol awareness.
- **House System** - School wide initiative within mixed year-level CARE groups that supports the CARE curriculum by encouraging physical activity, investment in the Arts, academia and community-focused 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** - School wide process that identifies students requiring behaviour and/or wellbeing support by the school administration team and/or external agencies.
- **Restorative Conferencing** – Sessions led by a Dean of Students or Deputy Principal that focus on restoration of key relationships including those between students or between students and staff members. Families supporting students may also be invited to be involved in restorative practice sessions.
- **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.
- **YODA** - Youth Drugs and Alcohol Advice is an organisation that through referral, assist some students with drug and alcohol-related support requirements on PBC campus.
- **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.

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

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	2015	2016	2017
Short Suspensions – 1 to 10 days	312	297	294
Long Suspensions – 11 to 20 days	59	56	57
Exclusions	25	14	12
Cancellations of Enrolment	9	11	11

Environmental Footprint

Reducing the school's environmental footprint

PBC continues to promote initiatives to reduce our environmental footprint and become a leader in the local community in terms of sustainable practice. Key pillars that have been identified as areas for further reduction are our consumption in energy, water and paper.

In 2017, PBC formed a Sustainability Committee tasked with implementing sustainable initiatives and practices across the school and local community. This Committee involved the employ of external Environmental Consultancy organisation, 'Glowing Green'. Initial actions included a whole-school Sustainability audit of all operational practices to identify areas for further education, development and improvement. Importantly, this Committee contains key members from PBC's Senior Administration, Teachers, Teacher-Aide's, P&C members, parents and elected student leaders, as well as regularly involving community voices such as 'The Pines Shopping Centre' and 'Gecko House'. Key focus targets for the Committee across 2017/18 included:

- The promotion of a dynamic sustainable curriculum and extra-curricular activities through our existing CARE model.
- Education and implementation of sustainable management systems.
- Improving resource management, including water, waste, energy, transport and biodiversity on campus.
- Empowering staff and students to skillfully commit to necessary change in practice
- Further encourage strong links between our school and the wider community.

Key actions so far of the formed Committee include:

- The inclusion of sustainability as a key concept delivered within our exiting CARE curriculum, complementing our commitment to Positive Education and citizenship.
- An overhaul of our Waste Management practices, including the introduction of 20 Recycling bins within the school grounds and a comprehensive education program regarding effective waste reduction.
- Implementation of paper-reduction initiatives such as 'Print Free' days and encouragement of a digitized curriculum.
- Alignment and student-involvement in national campaigns such as *Keep Australia Beautiful* and *Clean Up Australia Day*.
- Implementation of regular composting practices that involves the school Canteens and general student body to provide fertilization to two on-campus vegetable and herb gardens.
- Roll-out of education program regarding energy usage; including reduction in artificial light, appliance standby time and air-conditioning practices.
- The election of 12 Student Leaders across Grades 7-12 as Environmental Ambassadors and the chairing of 2 Environmental Think-Tanks involving students from across the school.

As a result of curriculum-embedded initiatives and practices as well as a focused improvement agenda on school wide sustainable practice, we have reduced our electricity usage by 6% across 2017 and water output by an additional 7%.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	883,037	10,552
2015-2016	914,875	10,425
2016-2017	856,197	9,695

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

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 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

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	180	87	<5
Full-time Equivalents	174	70	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	9
Graduate Diploma etc.**	71
Bachelor degree	99
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 2017 were \$301,099.

The major professional development initiatives are as follows:

- Positive education and the CARE curriculum.
- QCAA training in relation to SATE including syllabus orientation and curriculum workshops.
- Preparation for SATE including: cognitive verbs, 21st century learners, marking for maximum feedback, quality assurance processes.
- DAYMAP and digital literacy including digitising the curriculum.
- Course Coordinator Training including leading change and working with DAYMAP.
- Art and Science of Teaching.
- Tactical teaching of reading.
- Functional Grammar.
- Leadership coaching and peer coaching.
- Aspiring leaders course.
- Art and Science of Teaching.

The proportion of the teaching staff involved in professional development activities during 2017 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
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, 95% of staff was retained by the school for the entire 2017.

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 2017			
Description	2015	2016	2017
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%	85%

*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 2017 for all Queensland Secondary schools was 90%.

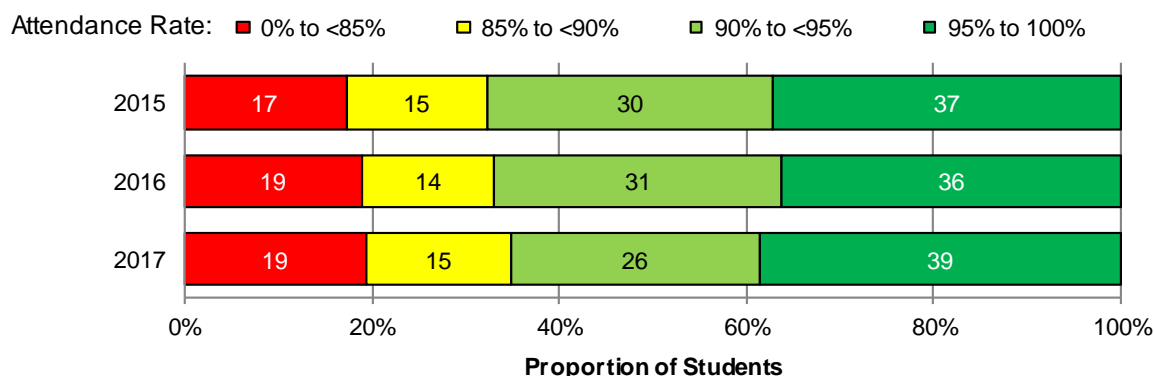
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	1	2	3	4	5	6	7	8	9	10	11	12
2015								93%	93%	89%	90%	90%	91%
2016								94%	90%	90%	90%	91%	90%
2017								93%	91%	89%	90%	90%	92%

*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 Department of Education 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 Officer and OPTIMA staff to track and monitor different groups of students. We then work with Deans of Students, Year Coordinators, CARE teachers and other staff to improve attendance using a variety of strategies, some of which include:

- Visual displays and frequent reminders of CARE class attendance trackers within classrooms.
- Rewards, benefits, excursions and House points for the highest attending students, CARE classes and House group.
- 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 wellbeing support, for those with chronic attendance issues.
- Individualised study plans in consultation with the Deputy Principal in some cases of chronic absenteeism/disengagement.
- Student referral to external disengagement programs (RISE, Booyah, Varsity Learning Centre).

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

School name

Suburb, town or postcode

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 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	2015	2016	2017
Number of students receiving a Senior Statement	372	331	406
Number of students awarded a Queensland Certificate of Individual Achievement.	6	5	0
Number of students receiving an Overall Position (OP)	154	110	161
Percentage of Indigenous students receiving an Overall Position (OP)	31%	12%	16%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	122	101	124
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	245	229	246
Number of students awarded an Australian Qualification Framework Certificate II or above.	222	202	227
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	366	326	406
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	100%	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.	92%	92%	91%
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%	100%	100%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	97%	96%	98%

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
2015	22	51	69	12	0
2016	20	49	32	9	0
2017	31	61	55	14	0

As at 14th February 2018. 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
2015	60	110	152
2016	55	91	144
2017	8	64	192

As at 14th February 2018. The above values exclude VISA students.

PBC offers a range of Certificate I and II courses in Construction, Engineering and Tourism but is increasing its emphasis on Certificate III courses such as Fitness and School based Traineeships (generally in Hospitality and Business). The school also offers Certificate IV course in Fitness, and Crime and Justice as well as a Diploma of Business.

Apparent Retention Rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12			
Description	2015	2016	2017
Year 12 student enrolment as a percentage of the Year 10 student cohort.	82%	87%	87%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	81%	95%	86%

* 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 2017 post-school destinations survey, Next Step – Student Destination Report (2017 Year 12 cohort), will be uploaded to the school's website in September.

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

The report will be available at:

<http://www.pbc-shs.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx>

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.

Where ever possible students are encouraged to complete their QCE and schooling at PBC. Students that leave the school during Senior years are often due to family moves both intra and interstate and overseas.

Of the 126 students in Years 10, 11 and 12 which exited PBC in 2017: 35% relocated to other Queensland and Northern NSW schools, 26% to other educational institutions such as TAFE or RTOs, 14% relocated interstate (not including Northern NSW) or overseas, 14% to work and 10% were over 17 with unknown destinations.

Conclusion

For further information about our school, please check the school website <http://pbc-shs.eq.edu.au>