



PALM BEACH  
CURRUMBIN  
STATE HIGH

Palm Beach Currumbin State High School

# ANNUAL REPORT

# 2018

Queensland State School Reporting

*Every student succeeding*

*State Schools Strategy*  
Department of Education



**Queensland**  
Government

## Contact information

<b>Postal address</b>	Locked Mail Bag PO Currumbin 4223
<b>Phone</b>	(07) 5525 9333
<b>Fax</b>	(07) 5525 9300
<b>Email</b>	principal@pbc-shs.eq.edu.au
<b>Webpages</b>	Additional information about Queensland state schools is located on: <ul style="list-style-type: none"><li>• the <a href="#">My School</a> website</li><li>• the <a href="#">Queensland Government data</a> website</li><li>• the Queensland Government <a href="#">schools directory</a> website.</li></ul>
<b>Contact person</b>	Jeanette Rowsell

## 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 Academia, 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 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.

## School progress towards its goals in 2018

Strategic Initiative	Progress	Comment
Use coaching and feedback models to quality assure a core approach to pedagogical practices.	Partial Completion	Collegial Engagement Framework to be actioned in 2019. Staff development in Art & Science of Teaching to be actioned.
Develop opportunities for students at PBC to achieve 'nothing but their best' under the new senior system.	Substantial completion and on track	School well positioned to meet the requirements of the new senior syllabus implementation and tertiary admission system.
Build a culture that supports holistic student wellbeing and encourages connectedness to PBC.	Substantial implementation and ongoing priority	House & CARE initiatives now well embedded into school culture with regular renewal strategies considered and implemented.
Build cross-partnerships with students' homes, other schools and organisations in order to provide meaningful educational and vocational opportunities.	Substantial implementation and ongoing priority	Ongoing priority with the ultimate goal of 100% of students exiting with a QLD Certificate of Education. Secondary priority of decreasing school disciplinary absences, increasing attendance and student achievement.

## Outstanding Student Achievement

Program	Achievements
Sports Excellence	<p>Open Boys National Rugby League Champions</p> <p>Open Boys State AFL Champions</p> <p>Junior Girls State Netball Champions</p> <p>Champion School Surfing (all 5 MR Shield divisions)</p> <p>Champion School UQ Surf Lifesaving League</p> <p>15 National Representatives across 8 sports</p> <p>65 Queensland Representatives across 14 sports</p> <p>119 South Coast Representatives</p>
Academic Excellence	<p>1<sup>st</sup> Qld State Philosothon – one student rated most notable speaker of the day</p> <p>2<sup>nd</sup> Australasian Philosothon</p> <p>Gold Coast debating finalists in several divisions</p> <p>1<sup>st</sup> (best team) Model United Nations Assembly</p>
Creative Arts Excellence	<p>2<sup>nd</sup> Overall School Gold Coast Eisteddfod</p> <p>Grease Musical</p> <p>Finalist for Young Archie's Award's (<i>Visual Art</i>)</p> <p>Darcy Doyle Senior School Award (<i>Visual Art</i>)</p> <p>15 PBC students represented at State Honours Ensemble Program</p> <p>Palm Theatre Awards Finalists "Grease" the Musical (<i>Music and Dance</i>)</p> <p>Commonwealth Games Opening and Closing ceremony</p>

## Future outlook

2018 Strategic Priority	Comment
<p><b>Pedagogical Practices</b></p> <p>Use coaching and feedback models to quality assure a core approach to pedagogical practices</p>	<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>
<p><b>Implementing SATE</b></p> <p>Develop opportunities for students at PBC to achieve nothing but their best under the new senior system.</p>	<p>Writing new units of work for year 12 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>
<p><b>House and CARE</b></p> <p>Build a culture that supports holistic student in order to make the students feel more connected to the school.</p>	<p>Continue the program of focussing on student welfare and behaviour each and everyday and promoting engagement with school events.</p>
<p><b>Infrastructure and Design</b></p> <p>Build cross partnerships with students' homes, other schools and organisations in order to provide meaningful educations and vocational opportunities.</p>	<p>Significant capital works will be undertaken in 2019 with a new library precinct being constructed. PBC Alliance and relationships with universities and RTOs is integral to this strategy.</p>

## 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 2018</b>	Year 7 - Year 12

### Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	2427	2456	2427
Girls	1113	1111	1116
Boys	1314	1345	1311
Indigenous	121	125	118
Enrolment continuity (Feb. – Nov.)	95%	93%	94%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

### 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 2500 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 attract 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 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

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3			
Year 4 – Year 6			
Year 7 – Year 10	25	25	25
Year 11 – Year 12	20	20	20

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

## 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-curricular activities including:

- Performing Arts such as musical, bands, orchestra, drama, choir, a range of dance ensembles
- Community Service – Leo's, 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
- Student Leadership through election and engagement with the Student Council and House Councils
- Emerging area of Environmental Sustainability including staff and student leaders

### 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 the Bring Your Own Device (BYOD) program including lockers for secure storage
- The provision of computer labs available to all subject areas
- Wide access to laptops
- Curriculum planned and stored on Oneschool and Daymap allowing 24/7 access
- Extensive virtual classrooms which allow students 24/7 access to curriculum
- Digital Technology and Digital Innovation subjects

In 2019 the school is implementing a 1:1 laptop program commencing with Year 7's only. The students will all have the same device which will enable greater levels of IT support and access to digital forms of the

curriculum and its implementation. This new program will continue to be rolled out to each new cohort of Year 7's that enter the school until 2024 when the whole school will be 1:1.

## Social climate

### Overview

PBC is a large and vibrant community of approximately 2500 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 Positive Behaviour for Learning lessons embedded within the CARE program are delivered daily in Care classes and at both Year and House Assemblies.

The school invests over \$750,000 in discretionary funding to support students through the employment of a comprehensive wellbeing team which includes; Guidance Officers, Nurse, Psychologist, Deans of Students, Chaplain, Year Coordinators and Teacher-Aides, who all assist students to 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, procedures and intervention programs 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

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	91%	94%	93%
• this is a good school (S2035)	91%	98%	96%
• their child likes being at this school* (S2001)	92%	90%	92%
• their child feels safe at this school* (S2002)	93%	94%	95%
• their child's learning needs are being met at this school* (S2003)	89%	90%	87%
• their child is making good progress at this school* (S2004)	91%	94%	91%
• teachers at this school expect their child to do his or her best* (S2005)	96%	100%	99%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	89%	92%	89%
• teachers at this school motivate their child to learn* (S2007)	87%	90%	87%
• teachers at this school treat students fairly* (S2008)	85%	91%	85%
• they can talk to their child's teachers about their concerns* (S2009)	88%	96%	97%
• this school works with them to support their child's learning* (S2010)	85%	88%	87%
• this school takes parents' opinions seriously* (S2011)	84%	89%	86%
• student behaviour is well managed at this school* (S2012)	86%	92%	85%
• this school looks for ways to improve* (S2013)	92%	98%	94%
• this school is well maintained* (S2014)	96%	96%	95%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
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\* 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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	96%	94%	94%
• they like being at their school* (S2036)	94%	87%	87%
• they feel safe at their school* (S2037)	98%	93%	95%
• their teachers motivate them to learn* (S2038)	87%	87%	88%
• their teachers expect them to do their best* (S2039)	99%	95%	97%
• their teachers provide them with useful feedback about their school work* (S2040)	88%	88%	85%
• teachers treat students fairly at their school* (S2041)	84%	78%	81%
• they can talk to their teachers about their concerns* (S2042)	83%	71%	75%
• their school takes students' opinions seriously* (S2043)	81%	78%	81%
• student behaviour is well managed at their school* (S2044)	90%	82%	81%
• their school looks for ways to improve* (S2045)	94%	91%	96%
• their school is well maintained* (S2046)	94%	87%	83%
• their school gives them opportunities to do interesting things* (S2047)	92%	87%	95%

\* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	93%	93%	99%
• they feel that their school is a safe place in which to work (S2070)	96%	96%	96%
• they receive useful feedback about their work at their school (S2071)	81%	81%	83%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	84%	83%	86%
• students are encouraged to do their best at their school (S2072)	97%	96%	97%
• students are treated fairly at their school (S2073)	96%	94%	97%
• student behaviour is well managed at their school (S2074)	95%	84%	84%
• staff are well supported at their school (S2075)	81%	77%	78%
• their school takes staff opinions seriously (S2076)	80%	72%	83%
• their school looks for ways to improve (S2077)	91%	95%	96%
• their school is well maintained (S2078)	93%	88%	88%
• their school gives them opportunities to do interesting things (S2079)	84%	88%	88%

Percentage of school staff who agree# that:	2016	2017	2018
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\* 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
- 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
- Alliance partnerships and associated functions
- School carnivals (Athletics, CARE, Swimming)
- Whole-school events (ANZAC, NAIDOC, House Champion Assembly, Gratitude Assembly)

## Respectful relationships education 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** - Schoolwide 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** - Schoolwide 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 through predominantly event-based activities.
- **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.

- **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 are 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:
  - o **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;
  - o **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
  - o **Men of Business** - target boys at risk of disengaging, high risk taking behaviours, self-esteem issues, social skills and anger management issues.

## School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	297	294	225
Long suspensions – 11 to 20 days	56	57	36
Exclusions	14	12	14
Cancellations of enrolment	11	11	9

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

## Environmental footprint

### Reducing this 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 2018/19 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:

- Presentation at the inaugural Sustainability Symposium to be held in 2019

- 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
- The implementation of a community and school-driven Container Deposit Scheme, including the provision of CDS bins around the school and regular collection events
- Alignment and student-involvement in national campaigns such as *Keep Australia Beautiful* and *Clean Up Australia Day*
- Implementation of paper-reduction initiatives such as 'No Print' 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.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	914,875	856,197	806,649
Water (kL)	10,425	9,695	7,560

Note:

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

\*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

## 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.

#### How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school
Search website

Go

School sector
▼

School type
▼

State
▼

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.



Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

## Our staff profile

### Workforce composition

#### Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	178	73	<5
Full-time equivalents	168	60	<5

\*Teaching staff includes School Leaders.

\*\* *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

#### Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	0
Masters	9
Graduate Diploma etc.*	71
Bachelor degree	98
Diploma	0
Certificate	0

\*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 2018 were \$316898.

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, 21<sup>st</sup> 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

- Tactical teaching of reading
- Functional Grammar
- Entrepreneurship in education
- 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 2018 was 100%.

## Staff attendance and retention

### Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
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, 99% of staff were retained by the school for the entire 2018.

## Performance of our students

### Key student outcomes

#### Student attendance

The overall student attendance rate in 2018 for all Queensland state Secondary schools was 89%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	91%	91%	90%
Attendance rate for Indigenous** students at this school	86%	85%	84%

\* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

\*\* *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep			
Year 1			
Year 2			
Year 3			
Year 4			
Year 5			
Year 6			

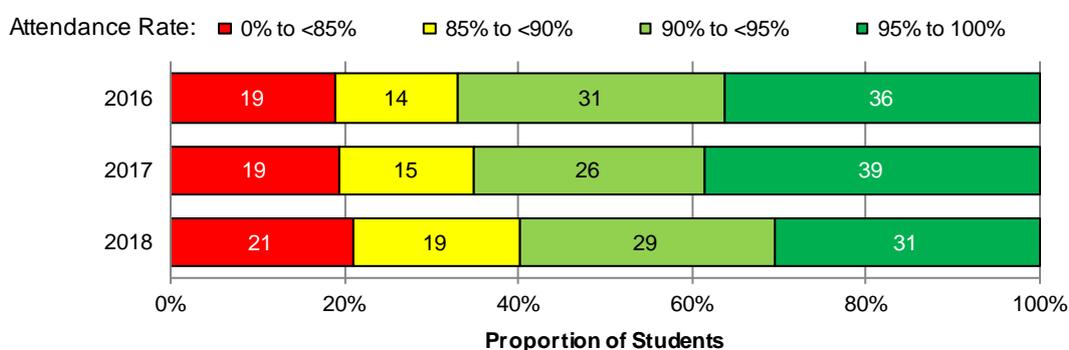
Year level	2016	2017	2018
Year 7	94%	93%	92%
Year 8	90%	91%	90%
Year 9	90%	89%	89%
Year 10	90%	90%	89%
Year 11	91%	90%	89%
Year 12	90%	92%	90%

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

## Student attendance distribution

Graph 1: Proportion of students by attendance rate



## Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland 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.

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 Deputy Principals, 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)
- Targeted engagement with Regional Office Transitions Pathways Officers to mentor disengaged students

## NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

### How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.



3. Click on 'View School Profile' of the appropriate school to access the school's profile.



4. Click on 'NAPLAN' to access the school NAPLAN information.



Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.

## Year 12 Outcomes

Tables 13–15 show for this school:

- a summary of Year 12 outcomes
- the number of Year 12 students in each OP band
- the number of Year 12 students awarded a VET qualification.

Details about the types of outcomes for students who finish Year 12 are available in the annual [Year 12 outcomes report](#).

Additional information about the AQF and the IBD program are available at [www.aqf.edu.au](http://www.aqf.edu.au) and [www.ibo.org](http://www.ibo.org).

Table 13: Outcomes for our Year 12 cohorts

Description	2016	2017	2018
Number of students who received a Senior Statement	331	406	378
Number of students awarded a QCIA	5	0	2
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	326	406	376
Percentage of Indigenous students awarded a QCE at the end of Year 12	100%	100%	100%
Number of students who received an OP	110	161	139
Percentage of Indigenous students who received an OP	12%	16%	31%
Number of students awarded one or more VET qualifications (including SAT)	229	246	265

Description	2016	2017	2018
Number of students awarded a VET Certificate II or above	202	227	248
Number of students who were completing/continuing a SAT	101	124	110
Number of students awarded an IBD	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD	92%	91%	90%
Percentage of Year 12 students who were completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification	100%	100%	100%
Percentage of QTAC applicants who received a tertiary offer.	96%	98%	100%

Notes:

- The values above:
  - are as at 11 February 2019
  - exclude VISA students (students who are not Australian citizens or permanent residents of Australia).
- Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 14: Overall Position (OP)

OP band	2016	2017	2018
1-5	20	31	22
6-10	49	61	55
11-15	32	55	48
16-20	9	14	14
21-25	0	0	0

Note:

The values in table 14:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Table 15: Vocational Education and Training (VET)

VET qualification	2016	2017	2018
Certificate I	55	8	30
Certificate II	91	64	139
Certificate III or above	144	192	204

Note:

The values in table 15:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Palm Beach Currumbin SHS offers a Certificate I course in Construction; and Certificate II courses in Engineering, Sport and Recreation, Hospitality and Health Support but is increasing its emphasis on Certificate III courses such as Fitness, Hospitality and Health Services Assistance and School based Traineeships (generally in Hospitality and Business). The school also offers Certificate IV course in Fitness, Crime and Justice as well as a Diploma of Business.

## Apparent retention rate – Year 10 to Year 12

Table 16: Apparent retention rates for Year 10 to Year 12 for this school

Description	2016	2017	2018
Year 12 student enrolment as a percentage of the Year 10 student cohort	87%	87%	91%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort	95%	86%	67%

Notes:

1. The apparent retention rate for Year 10 to Year 12 = the number of full time students in Year 12 expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).
2. *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

## Student destinations

The Queensland Department of Education conducts [annual surveys](#) that capture information about the journey of early school leavers and Year 12 leavers from school to further study and employment.

### Early school leavers

The destinations of young people who left this school in Year 10, 11 or before 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.

The destinations of young people who left this school in Year 10 and 11 or before completing Year 12 are described below.

Of the 119 students in Years 10, 11 and 12 which exited PBC in 2018: 46% relocated to other Queensland and Australian schools, 26% relocated overseas, 7% to employment, 5% to other educational institutions such as TAFE or RTOs, and 15% had unknown destinations with many of these being students over 17.

### Next Step – Post-school destinations

The results of the 2019 Next Step post-school destinations survey, *Next Step – Post-School Destinations* report (information about students who completed Year 12 in 2018), will be uploaded to this school's website in September 2019.

To maintain privacy and confidentiality of individuals, schools with fewer than five responses will not have a report available.

This school's report will be available at <http://www.pbc-shs.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx>