Pimpama State Secondary College

ANNUAL REPORT

2018
Queensland State School Reporting

Every student succeeding
State Schools Strategy
Department of Education

Contact information

Postal address	PO Box 201 Upper Coomera 4209
Phone	(07) 5540 9333
Fax	(07) 5540 7270
Email	principal@pimpamassc.eq.edu.au
Webpages	Additional information about Queensland state schools is located on: • the *My School* website • the Queensland Government data website • the Queensland Government schools directory website.
Contact person	John Thornberry 5540 9333

School overview

Pimpama State Secondary College opened in 2013 with students in Years 7 and 8. The college currently has 500 students from year 7 to year 9. The college motto 'Together We Succeed' and our logo represent the importance we place on the partnership between the college, our staff, your child and their family. We believe that this partnership is a strong predictor of success for our students. Our Shared Beliefs about Quality TeachingAs a professional learning community we are guided by the following beliefs: Teachers take responsibility for their own learning, they re-think and challenge their current practices and are comfortable being uncomfortable. Teachers take responsibility for student learning and believe that every child can achieve high standards. They plan well and know that 90% of differentiation happens before the students enter the classroom. Teachers work together to improve student learning outcomes and know competition will not beat collaboration. Teachers know that purposeful and directed feedback is a strong predictor of success. Teachers believe that excellence is an attitude, not an outcome. The focus of our curriculum is on the development of three clusters of skills; Digital Literacy: An understanding about how technology can be used to achieve a specific purpose or goal and the ability to find, access, evaluate and use information. Effective Communicator: The ability to communicate with both individuals and groups in a positive manner. 21st Century Learner: Creative thinking encourages students to imagine, question and take risks. It is the means of producing something new or original that is either personally or culturally significant. Independent inquiry and reflective learning encourage students to explore, evaluate, challenge, seek feedback and share their learning.

School progress towards its goals in 2018

All Queensland schools are required to publish a minimum set of information for parents and the community. The College Annual Report provides parents, staff, students and the community with meaningful information about our school. The *Annual Reporting Policy for all Queensland Schools* will ensure that all schools report similar information that complies with Government requirements in a clear and comprehensive manner. I invite all members of our college community to read our annual report. Please contact the college principal if you have any questions or would like further information.

In 2018 the college's improvement agenda was to improve attendance to 90%. We implemented whole school strategies to improve reading and writing. These included Tactical Teaching of Reading and the Steps for Success (Writing). Our aim is to improve NAPLAN mean scale scores in reading by >10 point gain Year 9 NAPLAN and >8 point gain Year 7 NAPLAN and to improve U2B numeracy Year 9 by 7% and U2B numeracy Year 7 by 5%.

Our year 9 cohort exceeded our goals in reading with a 19 point improvement in reading from 2017. This was a significantly higher rate of improvement than both similar schools and all Queensland schools. There was a slight decline in the mean scale scores for reading in Year 7 similar to the declines seen across the state and within our local feeder schools.

There were some slight improvements in attendance in 2018 although we fell short of our target of 90%. Significant resources were allocated to improving attendance and in coming years the school will need to focus more on educating the community about the importance of regular school attendance.

The college continued to gain recognition for many of the signature programs offered as part of both the curriculum and as extra-curricular programs. Record numbers of athletes were selected at regional and state levels that is directly attributed to the growing Athlete Development Program. The school became the first secondary school in Queensland to sign a partnership with the Brisbane Roar Football Club to be a Roar Development School.

The Aspiring Performers Program produced many successful performances in 2018 Eisteddfods including some first places. Our design program Fix Ed was again recognised nationally after winning an Australian Good Design Award.

Future outlook

In 2019, the college will continue to focus on improving reading and writing. 100% of staff will be trained in the Tactical Teaching of Reading program and the Reading to Respond program. An additional focus of staff capacity building will be achieved through the GROWTH Coaching framework that all school leaders have been trained in. The school's Wellbeing Hub will open in January 2019 which will support the continued focus on student wellbeing and engagement to reverse the attendance trend which continues to be an issue in the community.

Literacy intervention and phonemic awareness classes across years 7-9 will support the targeted literacy program (Rise Up) in Year 8 will continue to develop the reading comprehension skills of all students.

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	Yes
Year levels offered in 2018	Year 7 - Year 12
Student enrolments	

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	1059	1362	1589
Girls	496	648	767
Boys	563	714	822
Indigenous	35	58	83
Enrolment continuity (Feb. – Nov.)	90%	87%	92%

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

Within the Coomera/Pimpama community the percentage of people engaged in full-time employment is just under 60%. Unemployment is slightly higher than the state unemployment rate at approximately 6.5%.

The students at Pimpama State Secondary College largely come from backgrounds of average socio-economic advantage, however there is a growing number of students from homes where families are facing financial hardship and social dysfunction. The Index of Comparative Social and Educational Advantage

(ICSEA) continues to decline in the local area. Pimpama has twice the state average of families living in rental accommodation (70%) which results in a high degree of transience in the student population.

Much of the catchment lies within the Ormeau-Oxenford corridor which is recognised as the fastest growing population centre in Queensland (29% annual growth) and one of the fastest in the country. The large growth in population brings exciting opportunities for the college as well as challenges in maintaining a strong school culture with an ever changing population.

In 2018 approximately 4% (67) of our students identified as Aboriginal or Torres Strait Islander.

The largest cultural group within the college community were students born in New Zealand, followed by the UK.

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	24	25	25
Year 11 – Year 12	18	20	19

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

The curriculum is structured around the framework of 21st century learning. At Pimpama State Secondary College we believe the skills of literacy and numeracy provide an important foundation for secondary and post-schooling learning. However, we also believe that to ensure our students can continue to lead successful and meaningful lives beyond their formal schooling years they need to be creative and reflective thinkers, be entrepreneurial, be good communicators and team workers and have strong skills in digital literacy. Our 21st century curriculum framework aims to develop those skills.

Underpinning our curriculum and the vehicle through which we expose students to 21st century learning skills is the concept of Design Thinking. Design Thinking is taught explicitly in years 7 and 8 and is a common theme within the elective courses on offer at the college. Design Thinking is also embedded within the core curriculum in the junior secondary phase.

A range of elective subjects aligned with our philosophy of 21st century learning was introduced in 2014. Some elective subjects such as Playmakers, a subject focusing on the coding behind game and mobile app development are unique to the college.

As the college grows, the curriculum has broaden in the subjects offered to students through electives from Years 9 – 12. The college has been working since 2017 to align the Year 10 curriculum with changes to the curriculum being implemented in 2019 because of the statewide changes to senior curriculum. The college has an extensive curriculum offering in senior and is the only Gold Coast high school offering all seven science electives.

The college offers a range of signature programs to cater for students with talents and passions across a wide range of academic, sporting and cultural areas.

Co-curricular activities

Pimpama State Secondary College offers a range of extra-curricular activities for students. The college inter-school sporting program is very strong and students in the junior secondary phase compete in the Broadwater sporting cluster. In addition to the sporting programs the college offers a wide range of clubs that provide extra-curricular learning in areas such as robotics and technology, photography, film-making, music, dance and singing. Some of the many co-curricular programs on offer include:

- Dance Troupe
- Theatre Company
- Glee Club
- Instrumental Music Program and Guitar Ensemble
- Elite Athlete Development Program
- Brisbane Roar Football Development Program
- Extra-Curricular Sport Program
- Academic Programs (STEM[D], CANON and CODESIGN)
- Fix Ed

How information and communication technologies are used to assist learning

Pimpama SSC is a 1:1 laptop school. All students use laptops to enrich and enhance the learning experience. The college has a blend of BYO laptops and a school laptop program.

In 2016 the college introduced the online learning management software DayMap. This enables students to access homework and class resources online 24/7. Students can also submit assessment tasks and receive feedback through DayMap. In 2017 the college released a parent portal so parents can access information about their child's learning, attendance and assessment.

The college is regarded as cutting edge in the use of technology to support learning. In 2019, the school will begin using virtual reality technology to better engage students.

Social climate

Overview

Student welfare is supported through a welfare team made up of college administration, guidance officer, and heads of junior secondary, middle and senior schools. The Positive Behaviour for Learning Program introduced in 2015 has provided a framework and a language for student wellbeing. The college has invested heavily in a number of proactive welfare problems to build resilience, tolerance and responsibility. Expected behaviour is explicitly taught in home room classes.

In 2017 the college employed a Deputy Principal and Head of Department to lead programs targeting student wellbeing and engagement. These positions largely provided support for students and their families struggling with a range of social issues that impact significantly on school engagement and educational outcomes.

Since 2017 the school has built a range of partnership with external providers to support student and community welfare. There are now 17 external providers from 7 different partner organisations providing a range of support from one to one counselling to small group programs aimed at improving school engagement and building resilience.

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)	92%	81%	77%
• this is a good school (S2035)	87%	71%	74%
• their child likes being at this school* (S2001)	92%	85%	76%
• their child feels safe at this school* (S2002)	88%	75%	73%
• their child's learning needs are being met at this school* (S2003)	83%	78%	72%
• their child is making good progress at this school* (S2004)	89%	81%	79%
• teachers at this school expect their child to do his or her best* (S2005)	95%	92%	86%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	88%	79%	73%
• teachers at this school motivate their child to learn* (S2007)	83%	80%	71%
• teachers at this school treat students fairly* (S2008)	85%	75%	58%
• they can talk to their child's teachers about their concerns* (S2009)	90%	81%	80%
• this school works with them to support their child's learning* (S2010)	87%	80%	77%
• this school takes parents' opinions seriously* (S2011)	80%	63%	61%
• student behaviour is well managed at this school* (S2012)	72%	47%	49%
• this school looks for ways to improve* (S2013)	89%	78%	69%
• this school is well maintained* (S2014)	97%	82%	84%

* Nationally agreed student and parent/caregiver items.

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

DW = Data withheld to ensure confidentiality.

Table 4: Student opinion survey

Percentage of students who agree[#] that:	2016	2017	2018
• they are getting a good education at school (S2048)	96%	92%	88%
• they like being at their school* (S2036)	89%	83%	74%
• they feel safe at their school* (S2037)	89%	85%	76%
• their teachers motivate them to learn* (S2038)	85%	92%	76%
• their teachers expect them to do their best* (S2039)	92%	96%	94%
• their teachers provide them with useful feedback about their school work* (S2040)	84%	88%	83%
• teachers treat students fairly at their school* (S2041)	72%	77%	59%
• they can talk to their teachers about their concerns* (S2042)	65%	67%	69%
• their school takes students' opinions seriously* (S2043)	72%	72%	55%

Percentage of students who agree[#] that:	2016	2017	2018
• student behaviour is well managed at their school* (S2044)	58%	47%	44%
• their school looks for ways to improve* (S2045)	89%	86%	79%
• their school is well maintained* (S2046)	83%	67%	61%
• their school gives them opportunities to do interesting things* (S2047)	79%	82%	75%

* 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)	92%	78%	77%
• they feel that their school is a safe place in which to work (S2070)	90%	81%	76%
• they receive useful feedback about their work at their school (S2071)	81%	76%	66%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	85%	72%	73%
• students are encouraged to do their best at their school (S2072)	95%	93%	84%
• students are treated fairly at their school (S2073)	85%	80%	80%
• student behaviour is well managed at their school (S2074)	56%	38%	57%
• staff are well supported at their school (S2075)	69%	64%	56%
• their school takes staff opinions seriously (S2076)	75%	67%	59%
• their school looks for ways to improve (S2077)	95%	82%	79%
• their school is well maintained (S2078)	95%	78%	79%
• their school gives them opportunities to do interesting things (S2079)	93%	84%	75%

* 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

There is a strong belief that the partnership between the college, the family and the child is fundamental in determining successful educational outcomes for our students. To this end, our teachers communicate regularly with families on the progress of students.

Families are kept well informed of curriculum and assessment tasks through the assessment calendar issued to each individual student. Our digital medium for assessment allows parents & guardians to view assessment feedback provided by teachers on rough drafts of assignments.

Each class is supported by various virtual classrooms (blackboard and ed studio) that enables parents to access the teaching resources and homework tasks for each child. The learning management platform DayMap provides 24/7 access to class resources and teacher notes.

The college provides numerous parent workshops throughout the year designed to assist parents in supporting their adolescent academically and socially.

Adjustments made to support to students with diverse needs are developed in consultation with teachers, support staff and the family. Where applicable external organisations are accessed to provide further support to students and/or families.

Respectful relationships education programs

The college has a strong program based on the Positive Behaviour for Learning framework. The team guiding this program developed a curriculum that explicitly teaches appropriate behaviours and expectations for all members of the school community when interacting with peers, teachers and members of the community. This extends to communication online.

Throughout 2018 the referral process for reporting and responding to inappropriate and unsafe behavior was refined. This system now includes an online program 'Stymie' that enables abusive and violent behavior to be reported 24/7 via any internet enabled device. Data has shown that Stymie has significantly reduced the number of incidents categorized as bullying and harassment.

A range of programs provided by external agencies and other government departments e.g Queensland Police provided programs for students around cyber safety, alcohol and drug education.

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	220	204	285
Long suspensions – 11 to 20 days	41	14	28
Exclusions	9	2	7
Cancellations of enrolment	0	1	2

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

The college has installed underground rainwater tanks 500kl to irrigate gardens and the oval. Solar panels have been installed on the roof of the administration building. The college continues to monitor water and power consumption and looks for ways to reduce our environmental footprint.

In 2014 equipment to recycle and re-purpose plastics was purchased and installed in the new manufacturing building to help reduce waste. Several units have been implemented in the school curriculum that investigate sustainability.

Despite an increase in student enrolment, power consumption decreased. Although there was a slight increase in water consumption it was far less than the increase in student enrolment.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	458,403	606,024	585,064
Water (kL)	11,052	5,406	5,436

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
Search by school name or suburb	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.

| School profile | NAPLAN | Attendance | Finances | VET in schools | Senior secondary | Schools map |

Note:

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

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	115	48	<5
Full-time equivalents	112	38	<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	16
Graduate Diploma etc.*	12
Bachelor degree	84
Diploma	
Certificate	

*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 $47,897.00

The major professional development initiatives are as follows:

- Tactical Teaching of Reading
- Positive Behaviour for Learning
- Growth Coaching
- Growth Mindset
- Berry Street Educational Model

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%	95%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 93% 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	90%	88%	88%
Attendance rate for Indigenous** students at this school	85%	83%	83%

* 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.

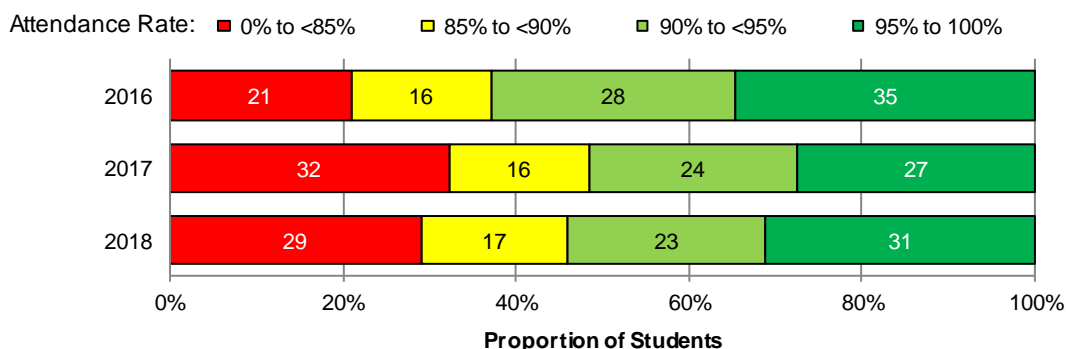Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018	Year level	2016	2017	2018	Notes:
Prep				Year 7	91%	91%	89%	1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
Year 1				Year 8	89%	88%	89%	
Year 2				Year 9	89%	85%	86%	
Year 3				Year 10	90%	86%	86%	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).
Year 4				Year 11	90%	85%	89%	
Year 5				Year 12		88%	90%	
Year 6								3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate

Attendance Rate: ■ 0% to <85% ■ 85% to <90% ■ 90% to <95% ■ 95% to 100%

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2016	21	16	28	35
2017	32	16	24	27
2018	29	17	23	31

Proportion of Students

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.

Class rolls are marked electronically each lesson. Families of absent students are notified mid-morning with a request to contact the college to notify us of the reason for the absence.

Where there have been three or more consecutive absences the college will contact the parent/guardian by phone to discuss the absence and provide an offer to support the student with schoolwork where applicable if the absence is likely to continue.

Students who have less than 90% attendance are case managed by the year level Deputy Principal. Where families have not provided a reasonable excuse for the student's absence the college commences the attendance enforcement process.

Where families identify their children are suffering anxiety around attending school the college works with parents on a range of strategies to re-engage the child back into regular attendance. The college has provided psychologists for students to access on-site psychologists.

The school has invested in the recruitment of a Deputy Principal and Head of Department to oversee student engagement and wellbeing. This team supports students accessing tier 3 support strategies and those with home circumstances that prohibit regular attendance.

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.

Find a school	Search website
Search by school name or suburb	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 'NAPLAN' to access the school NAPLAN information.

School profile	NAPLAN	Attendance	Finances	VET in schools	Senior secondary	Schools map

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 and www.ibo.org.

Table 13: Outcomes for our Year 12 cohorts

Description	2016	2017	2018
Number of students who received a Senior Statement		122	157
Number of students awarded a QCIA		0	0

Description	2016	2017	2018
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12		122	157
Percentage of Indigenous students awarded a QCE at the end of Year 12		100%	100%
Number of students who received an OP		55	59
Percentage of Indigenous students who received an OP		25%	33%
Number of students awarded one or more VET qualifications (including SAT)		73	112
Number of students awarded a VET Certificate II or above		70	109
Number of students who were completing/continuing a SAT		23	39
Number of students awarded an IBD		0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD		58%	71%
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%
Percentage of QTAC applicants who received a tertiary offer.		94%	98%

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		7	7
6-10		8	16
11-15		17	19
16-20		21	16
21-25		2	1

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		26	10
Certificate II		63	94
Certificate III or above		16	50

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).

Students completed a range of VET qualifications in a wide range of vocational sectors including construction, automotive, business, hospitality, fitness and health services.

The college increased the breadth of vocational offerings in 2018 to include aviation (remote piloting), sport coaching and recreation.

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		74%	86%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort		80%	175%

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.

The college actively supports the post-school pathways of all students, particularly those that wish to leave school before the completion of year 12 and pursue employment or further training.

Students that leave the college before the completion of year 12 predominantly move into full-time apprenticeships or further vocational training at TAFE, Australian Industry Trade College or other training providers.

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.pimpamassc.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx