



**Marymount College,  
BURLEIGH WATERS**

# Annual Report 2021

**Brisbane Catholic Education is  
a faith-filled learning community  
creating a better future.**



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Catholic  
Education**

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# Contact information

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## Principal's foreword

The 2021 Annual Report presents information for reporting requirements and informs the wider community of our school's operations and achievements through the year. The report includes information on the school's profile, curriculum delivery, social climate, school funding, workforce composition and student performance.

Marymount College is a Catholic coeducational community, a supportive learning environment, committed to life-giving, life-long learning and the person and vision of Jesus. Marymount began as a girls' school in 1968 and in 1972 became the first coeducational Catholic College in Queensland. Today, with 1350 students, it is the largest Catholic Secondary College on the Gold Coast. It has a reputation for an outstanding curriculum and co-curricular offering across academic and vocational areas; in the Arts (performance music, drama, dance, visual arts, public speaking); and individual and team sport. This ensures increasing compatibility of study and other interests for students as they progress through the school.

Catering for student interests, meeting their learning needs and challenging them to do their best ensures outstanding success in the classroom and other areas for serious students. The Marymount tradition is based on holistic values, inclusion and service. Community involvement is fostered through the Burleigh Heads Parish, St Vincent de Paul, Rosies, Caritas, Marymount Day giving, cancer research and other appeals and ANZAC Day.

The partnership of school, family and student is highly regarded and accessibility to staff, Pastoral Coordinators, career guidance and counselling services compliment parent nights and the weekly newsletter, to inform parents and support our partnership. The College Finance Committee assists the principal in the management of the College and the College Parents and Friends Association enables parent involvement in the oversight of operations, input into planning, and additional financial support. Governance of the College is shared between the College owner - the Parish of Burleigh Heads, and the system authority, Brisbane Catholic Education, which is also the employing authority.

## School progress towards its goals in 2021

### Annual Improvement Plan 2021 – Catholic Identity

Link to BCE Strategic Plan	Catholic Identity Goals	Operational Detail	Who	When
Catholic Identity	Comply with BCE requirements for engagement with the teaching and learning of Religious Education	<ol style="list-style-type: none"> <li>1. RE timetabled for 2.5hrs per week in Years 7-10.</li> <li>2. Support individual staff members in the renewal of their Accreditation to Teach and Accreditation to Teach RE status through engagement in REAP and other programs.</li> <li>3. Embed Catholic perspectives in Humanities and Science curriculum programs specifically.</li> <li>4. Relationships and Sexuality Education curriculum returned to RE units for Years 7-10.</li> </ol>	Deputy APRE, HOD, RE teaching staff	January PD days Ongoing
Catholic Identity	Promote formation of staff and their appreciation of Marymount College's Catholic Identity and their own role within it.	<ol style="list-style-type: none"> <li>1. Enhance the scriptural and theological capacity of staff by offering professional learning opportunities and staff retreat.</li> <li>2. Develop and publish renewed Mission and Vision Statements to inform individual and College beliefs and purposes in all things.</li> <li>3. Commerce Phase 1 of Dialogue Schools project.</li> </ol>	CLT, Retreat staff M&V Committee, APRE, APA Dialogue Schools Committee	PD days Term 1 & Term 3 PD Days Ongoing

## Annual Improvement Plan – Learning & Teaching

Link to NSIT	Link to BCE Strategic Plan	Learning & Teaching Goals	Operational Detail	Who	When
Effective Pedagogical Practices (8)	Learning & Teaching Our People Student Wellbeing	Develop a Marymount College Pedagogical Framework to combine the Art and Science of Teaching and BCE's model of pedagogy.	<ol style="list-style-type: none"> <li>1. Launch to staff during January PD day.</li> <li>2. Plan for and implement PD for staff throughout the year.</li> <li>3. Develop teacher understanding of pedagogical practices to engage students in surface, deep and transferable learning.</li> </ol>	APA, HOD T&L	January PD days Follow up in Term 1 Ongoing
System Curriculum Delivery (6)	Learning & Teaching	Clarify whole school plan for curriculum delivery.	<ol style="list-style-type: none"> <li>1. Approach other schools to decide on curriculum plan for Marymount</li> <li>2. Review years 7–10 unit outlines to align with Australian Curriculum.</li> <li>3. Create whole-year department outlines.</li> <li>4. Review assessment to align with ACARA achievement standards.</li> <li>5. Implement moderation and cross-marking of assessment in all departments.</li> </ol>	APA, HOD T&L	January 2021

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### Annual Improvement Plan – Learning & Teaching (cont.)

Link to NSIT	Link to BCE Strategic Plan	Learning & Teaching Goals	Operational Detail	Who	When
Explicit Improvement Agenda (1)	Learning & Teaching	Embed explicit teaching of literacy and numeracy into learning areas.	<ol style="list-style-type: none"> <li>1. Embed explicit teaching of reading comprehension in Science and HPE.</li> <li>2. Explicit teaching of writing in all subjects.</li> <li>3. Embed NAPLAN practice into learning area programs.</li> <li>4. Identify question types applicable to learning areas.</li> <li>5. Embed question types into learning area teaching.</li> <li>6. Analysis of PAT M and R items to identify common errors to inform specific teaching goals.</li> <li>7. Develop a school policy about moderating and making judgements, and feedback</li> </ol>	HOD T&L, Science & HPE, Teachers HOD T&L, HODs, Teachers HODs Teachers	December 2021 Term 1 2021 Ongoing Term 1 2021 Term 1 2021 Ongoing Term 1 2021
Differentiated Teaching & Learning (7)	Diversity & Inclusion Student Wellbeing	Embed school-wide responsive, differentiated, and engaging pedagogies that impact positively on the learning progress, achievement, and wellbeing of each student.	<ol style="list-style-type: none"> <li>1. All unit plans contain suggested adjustments for support and extension.</li> <li>2. Teachers begin the year by preparing an academic overview of previous year's data.</li> <li>3. Teachers conduct review and response of student learning to determine levels of teaching response as evident in lesson plans.</li> </ol>	HODs, Teachers Teachers	January 2021 Ongoing Ongoing

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In 2021, implementation of cross marking and moderation across all departments was successful. A four-point moderation policy was created, and staff became familiar with this policy. Core subject departments reviewed their Year 7 – 10 units of work to align them to the Australian Curriculum. The College launched a new Marymount Pedagogical Model. This was implemented, however full training in the model was disrupted by Covid restriction. In Mathematics, targeted teaching based on analysis of Pat results was very successful and resulted in measurable improvement in student learning outcomes. Unit plans were modified to contain specific adjustments for students and meet their needs. Teachers began the year by preparing an academic overview of the previous year's data for each of their classes. Unfortunately, teachers did not continue to engage with this data closely enough for it to be completely successful.

The College Dux achieved an ATAR of 99.2. Another student achieved 97.55. There were 6 students above 95, and 16 students with ATARs above 90.

## Future Outlook

The College Explicit Improvement Agenda for 2022 will be based on the review concluded in 2021. The key recommendations for improvement are:

1. Develop an organisational chart that reflects the leadership structures, key roles, responsibilities and accountabilities and is widely shared and communicated across the college community.
2. Collaboratively develop and communicate a narrow and sharp EIA including well-defined and measurable student learning outcomes including student improvement targets, accompanying timelines, resourcing and is aligned to the Professional Learning Plan. Drive a college-wide understanding of, and commitment to, the EIA including accountabilities for all leaders in the college for the achievement of the improvement agenda and key areas of school operations. Ensure there is regular monitoring to promote consistency of practice by celebrating progress.
3. Implement the college-wide data plan linked to the EIA for the collection, analysis and use of a range of student achievement and wellbeing data that identifies key junctures for the LT, Heads of Department, Pastoral Leaders and classroom teachers. Regular review of data on student achievements, progress, strength and weaknesses will allow teachers to make judgements about individual needs, identify appropriate starting points for testing and personalise differentiation opportunities.
4. Develop a next phase implementation strategy for the pedagogical framework that involves key representation from the teaching staff to enable learning and teaching practices to become more consistent across all departmental areas.
5. Continue to refine a coherent systematic curriculum delivery plan, particularly in the junior school. The plan needs to include agreed common templates, teaching and learning expectations, clear references to when and how general capabilities and deep learnings are taught, and a college-wide quality assurance process.
6. Collaboratively create opportunities to assist teachers to develop and share a deeper understanding of how student learning is aligned to the Australian Curriculum Achievement Standards (A – E). Monitor student progress using more formative assessment processes will provide opportunities for targeted response to student learning.

The College is looking forward to preparation and implementation of an Explicit Improvement Agenda to sharpen the focus on these areas and provide a strong agenda for their implementation. The College looks forward to stronger and more meaningful ties with both the Primary School and the Parish. The vision for timetable development to foster collaboration and targeted teaching will feature in future planning, along with more flexibility and greater autonomy for students studying Units 3 and 4. Greater partnerships with the Universities also form part of that vision. The first stage of the new Master Plan and completion of building works in February is a significant element for the coming year.

# Our school at a glance

## School profile

Marymount College is a Catholic College administered through Catholic Education Archdiocese of Brisbane.

**Coeducational or single sex:** Coeducational

**Year levels offered in 2021:** Secondary

**Student enrolments for this school:**

	Total	Girls	Boys	Aboriginal and Torres Strait Islander students
2021	1350	718	632	35

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

Marymount College is a non-government secondary Catholic College educating students in Years 7 to 12 on the Gold Coast. We have 109 teaching staff and 46 non-teaching staff to cater for our 1350 students. Our school Index of Community Socio-Educational Advantage (ICSEA) score is 1068, which is above the average of 1000.

The students at Marymount College are largely non-indigenous, only 3% identify as First Nations. Additionally, 3% of the student body speak a language other than English at home. Most students identify themselves as Catholic and they are from stable family backgrounds. The students are from the upper end of the Index of Social Advantage.

## Curriculum implementation

### Curriculum overview

All students study the Australian Curriculum for the recommended hours in Years 7 -10. Students with a diagnosed learning disability or English as an additional language or dialect are given the option not to study languages in Year 7 and instead receive literacy and numeracy support in small groups. Also, we have a small number of students who are accessing the curriculum out of phase. Marymount offers an inclusive education; teachers differentiate the curriculum and school officers support students with learning difficulties.

Learning Areas		Year 7	Year 8	Year 9	Year 10
English					
Mathematics					
Science					
HASS	History				
	Geography				
	Civics & Citizenship				
	Economics & Business				
Health & Physical Education					
The Arts	Visual Art				

	Media	N/A			
	Drama				
	Music				
	Dance	N/A			
Technologies	Digital				
	Design				
Languages	Japanese				
	French				

	Core subjects offered
	Electives offered ** In Year 8 students must choose at least 1 x Art, 1 x Technology. Languages are recommended but not compulsory.

In Year 10, students undertake the SET planning process to help them choose their senior subjects for Year 11 and 12. The subjects currently on offer for Senior School are:

- Agricultural Science
- Biology
- Business
- Chemistry
- Dance
- Digital Solutions
- Drama
- Economics
- English
- Film, Television & New Media
- French
- General Mathematics
- Health
- Legal Studies
- Literature
- Marine Science
- Mathematical Methods
- Modern History
- Music
- Physical Education
- Physics
- Psychology
- Specialist Mathematics
- Study of Religion
- Visual Art
- Japanese
- Essential English phase 1
- Essential Mathematics - CIA phase 2
- Aquatic Practices
- Drama in Practice
- Religion and Ethics
- Visual Arts in Practice
- Numeracy.

### Extra-curricular activities

Extra-Curricular activities at Marymount College are seen as an important aspect of a student's education. The learning achieved outside of the classroom is an integral component of the holistic education of our students.

Extra-curricular activities offered at Marymount College include:

- Instrumental Programs
- Dance Competitions
- Drama Festivals
- Media Arts club
- Debating
- Visual Arts Workshops
- Public Speaking
- Code Club and Coding Challenge
- Robocup Challenge
- Science Competitions
- Titan's Cup and Confraternity Challenge (Rugby League)
- All-Schools Touch Football, Oztag and Basketball
- AFL
- QISSN, Catholic Cup and Vicki Wilson Cup (Netball)
- T20 Cricket.



## How information and communication technologies are used to assist learning

When we focus our work on maximising learning we focus on the knowledge, skills, understanding and willingness to learn that students bring to their learning. The College assists in student learning through the delivery of ICT general capabilities within the Australian Curriculum that are contained in all subject areas.

This is accomplished through the use of a personal Apple laptop device for each student which they can use to access our Moodle eLearning platform both at home and school. This provides an easy way for students to access course materials, submit their work electronically and receive feedback in the same area regardless of subject. To accompany the Moodle platform students also have access to the Microsoft 365 suite. This provides them access to traditional Microsoft desktop office applications in addition to their online counterparts. Students are also able to store and backup all their own school related data to keep it safe via the OneDrive cloud computing service.

## Social climate

### Overview

Marymount College is a Catholic Educational Community and a supportive school environment, and the Pastoral endeavour is all about ensuring that this is so every day. Providing a just, caring and safe environment that promotes physical and emotional health and well-being is central. We strive to always give witness to the Gospel values of compassion, forgiveness, acceptance, resilience, generosity and stewardship. We provide a framework for the development of the social, emotional and spiritual well-being of young people, animated with a distinct Marian focus.

These Pastoral priorities and the daily organisation of the college are overseen by the Deputy Principal, with the assistance of the Assistant Principal Pastoral, and other members of the College Leadership Team. The Pastoral Care programs are designed by the Pastoral Middle Leaders to meet the physical, emotional, and spiritual needs of adolescents at their stage of development. These student-centered programs promote the dignity of the whole person and this year addressed issues such as safe on social media, cyber safety and bullying, inclusivity, relationships, personal health, personal strengths and skills, peer pressure, building resilience, and goal setting. This vital work shapes the tone and culture of Pastoral support each day, that is well regarded by parents.

Each year level is led by a Head of Year and Assistant Head of Year. The students also have Pastoral Teachers, who meet with, and work with their Pastoral Class every day. They also deliver the Pastoral Program each Thursday under the guidance of the Head of Year and Assistant Head of Year. This allows for a bond to be made in order to build trust in the teacher. Student teacher relationships are valued, and this allows the student to feel wanted and welcome at Marymount College.

Each year level is also very well supported by our excellent team of Guidance Counsellors and individual student learning is targeted by the Support Teachers Inclusive Education (STIE) team. 2021 has thrown up the enormous challenge of Covid-19 once again in the global community. With students being asked to stay at home and change the way their lives have always been, the role of the Pastoral Teams has been extremely important. Many students felt the anxiety of the 'new normal' and this greatly affected some student learning. The care and compassion demonstrated by the Pastoral Teams was exceptional. This follow up with families assists educational outcomes.

The Marymount College Pastoral Program creates opportunities for our young people to develop leadership skills and be involved in community activities such as Rosies, Junior Movie Night, Have a Heart Day, Project Compassion, Marymount Day, No Way to Bullying, RUOK, Harmony Day, Senior Quiz Nights and the competitive Student Teacher Advisory Council (STAC) Cup. During 2021 our student body was encouraged to reach out to the marginalised in particular the poor, homeless and hungry in our own community. The Leadership Team participated in the Vinnies CEO Sleepout to raise awareness and funds for the homeless. The theme of our 2021 Seniors 'The Story is Yours—Go Write It' encompasses the journey through high school for our students, where they are guided in the Pastoral Program and by teachers and peers, to give their own lives direction and to discover their place in the world.

The Student Teacher Advisory Council worked very well this year. Each year level has two representatives who are selected by their peers to lead the cohort. Every second Wednesday, these students meet with the College Vice Captains and members of the College Leadership Team to discuss important information relevant to their individual year levels as well as the College Community. Through a team effort, there have been many successful fundraising activities, STAC Cup competitions and year level bonding activities. The leadership demonstrated by these young people has been exceptional.

2021 has been an interesting year for the students at Marymount College with Covid-19 continuing, building works intruding and our Senior Leaders and STAC Reps leading by example. The relationships fostered between staff and students, as well as peer relationship, sets a strong base for our students to feel comfortable in the school environment. Our students also know where they can seek assistance in times of need. All Pastoral activities and processes in the College are designed to enhance learning and growth and to assist our students to become the best version of themselves, knowing that they are created in the likeness and image of God.

### Parent, student and staff satisfaction

The tables below show selected items from the Parent/Caregiver, Student and Staff BCE Listens Surveys.

#### BCE Listens Survey - Parent satisfaction

Performance measure	
Percentage of parents/carers who agree# that:	2020
This school helps my child to develop their relationship with God	95.2%
School staff demonstrate the school's Catholic Christian values	94.1%
Teachers at this school have high expectations for my child	93.1%
Staff at this school care about my child	93.9%
I can talk to my child's teachers about my concerns	84.9%
Teachers at this school encourage me to take an active role in my child's education	80.2%
My child feels safe at this school	95.3%
The facilities at this school support my child's educational needs	96.7%
This school looks for ways to improve	90.9%
I am happy my child is at this school	93.3%

#### BCE Listens Survey - Student satisfaction

Performance measure	
Percentage of students who agree# that:	2020
My school helps me develop my relationship with God	69.2%
I enjoy learning at my school	83.8%
Teachers expect me to work to the best of my ability in all my learning	95.4%
Feedback from my teacher helps me learn	91.2%
Teachers at my school treat me fairly	77.8%
If I was unhappy about something at school I would talk to a school leader or teacher about it	50.7%
I feel safe at school	84.5%
I am happy to be at my school	79.8%

## BCE Listens Survey - Staff satisfaction

Performance measure	
Percentage of staff who agree <sup>#</sup> that:	2020
Working at this school helps me to have a deeper understanding of faith	85.4%
School staff demonstrate this school's Catholic Christian values	90.0%
This school acts on staff feedback	63.8%
This school looks for ways to improve	89.9%
I am recognised for my efforts at work	75.4%
In general students at this school respect staff members	92.3%
This school makes student protection everyone's responsibility	98.5%
I enjoy working at this school	96.9%

<sup>#</sup> 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.  
DW = Data withheld to ensure confidentiality.

### Family and community engagement:

Strategic connections are made with a variety of industries, businesses and service providers to facilitate student access to certificate courses, higher education courses and other learning programs that expand enrichment and learning opportunities for the full range of students. From Year 8, students are engaged in a range of innovative options including Science Technology Engineering and Maths (STEM), Minecraft competitions, Design Technology, Agriculture and specialised high-performance programs. Padre Morgan Batt and Fr Jack Ho express their willingness to strengthen the Parish, Primary School and College relationship. VET programs are reviewed, and close relationships exist with Griffith University, Bond University, Southern Cross University and TAFE Gold Coast. Various strategic partnerships exist which are mutually beneficial, however, not all have agreements or memorandum of understandings in place for monitoring and reviewing the effectiveness of each partnership. There is an opportunity to review existing partnerships offered to evaluate the impact on student learning and to ensure they are having an ongoing desired impact in 2022.

There is a full and detailed consultation process in place with families to facilitate full access to the curriculum through the enrolment process and engagement of teachers with Individual Learning Plan once they are finalized. The Support Teacher Inclusive Education is always present at the initial enrolment interview and presents the parents with the outline of steps to ensure the school has accurate information to be able to cater for their child. A second interview takes place once the information has been gathered to draw up a plan and this is agreed to by both the parents and the College.

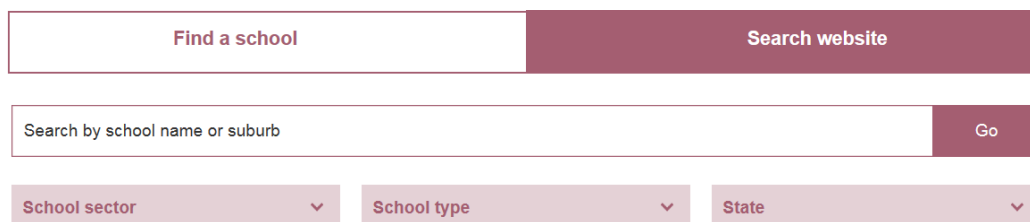
## School funding

### School income broken down by funding source

School income, reported by financial year accounting cycle using standardised national methodologies and broken down by funding source is available via the *My School* website.

#### How to access 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.



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

Description	Teaching Staff*	Non-Teaching Staff
Headcount	113	47
Full-time Equivalents	103.9	37.6

\*Teaching staff includes School Leaders

### Qualification of all teachers\*

Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	1
Masters	17
Graduate diploma etc.**	0
Bachelor degree	93
Diploma	2
Certificate	0

\*Teaching staff includes School Leaders

\*\*Graduate diploma etc. includes graduate diploma, bachelor honours degree, and graduate certificate.

## Professional development.

The major professional development initiatives in 2021 were as follows:

- Write That Essay (Learning and Teaching) – Paragraphs, Sentences, Teaching and Learning Toolkit.
- Accreditation to Teach RE in a Catholic School (Catholic Identity)
- Child Protection (Well-Being)
- Child Mental Health First Aid (Well-Being)

The proportion of the teaching staff involved in professional development activities during 2021 was 100%.

## Staff attendance and retention

### Average staff attendance

Description	%
Staff attendance for permanent and temporary staff and school leaders	96.3%

### Proportion of staff retained from the previous school year

From the end of the previous school year, 85.5% of staff were retained by the school for the entire 2021.

# Performance of our students

## Key student outcomes

### Student attendance

The overall student attendance rate in 2021 for all Brisbane Catholic Education schools across years 7-12 was 89.9%.

Description	%
The overall attendance rate* for the students at this school	93.4%
Attendance rate for Aboriginal and Torres Strait Islander students at this school	94.0%

Average attendance rate per year level			
Year 7 attendance rate	94.8%	Year 10 attendance rate	92.5%
Year 8 attendance rate	93.5%	Year 11 attendance rate	93.5%
Year 9 attendance rate	92.6%	Year 12 attendance rate	93.3%

\*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.

### Apparent retention rate from Year 10 to Year 12

Description	%
Year 12 student enrolment as a percentage of the Year 10 (2021) student cohort	92.1%

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

Concerns remain as just 71.3% of students are attending school 90% of the time or more. We regard attendance below 90% as Chronic Non-attendance, attendance between 90% and 94% as Regular Attendance, and attendance at 95% and above as Aspirational Attendance. A student who is absent more than 10 days in a semester is not attending school 90% of the time. Currently, 28.7% of students miss a little more than one day per fortnight, or 11 days per semester, or 22 days per year, which is too high. Parents receive communication regarding absences, and we are reliant on their intervention to improve their child's school attendance.

The Heads of Year investigate patterns and underlying causes of non-attendance so that appropriate support strategies can be implemented. They will discuss individual attendance concerns with the student and/or Legal Guardian and offer support to the Legal Guardian and student when attendance has fallen under expectation. The Heads of Year will notify the college leadership team if efforts to support the Legal Guardian and student to improve attendance have been unsuccessful.

## 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

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



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

[View School Profile](#)

8. 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

Please note: Out of 189 students, 186 were awarded a QCE, the three who didn't receive a QCE completed VET qualifications.

Description	2021
Number of students receiving a Senior Statement	189
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	186
Number of students awarded a Queensland Certificate of Individual Achievement.	0
Number of students who were completing/continuing a School-based Apprenticeship or Traineeship (SAT).	59
Number of students awarded one or more Vocational Educational Training (VET) qualifications (including SAT).	101
Number of students awarded a VET Certificate II or above.	81
Number of students awarded an International Baccalaureate Diploma (IBD).	NA
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
Number of students receiving an ATAR	116
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants received a tertiary offer.	unknown

As at April 2021. The above values exclude VISA students.

## Student destinations

### Post-school destination information

The results of the 2021 post-school destinations survey, Next Step – Student Destination Report (2021 Year 12 cohort), will be uploaded to the Brisbane Catholic Education's website in September 2022. The report will be available at: <http://www.bne.catholic.edu.au/schools-curriculum/school-reporting/Pages/School-Annual-Reports.aspx>.

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.

### Early leavers information

Students who left the College in Years 10, 11 and prior to completing year 12 did the following:

- Australian Trade College
- Received an apprenticeship
- Other High schools including, Miami and Palm Beach Currumbin High School
- Entered the workforce
- Moved inter- or intra-state
- TAFE
- Small percentage is unknown.

During the SET plan process, some families will decide their child is best suited for TRADE college. In senior years when a student starts avoiding school the pastoral team contact the families and we have wrap around meetings including the counsellors, Head of Year and Assistant Principal Senior Secondary. We work with these students and their families, and some will complete year 12 but others decide to leave and take up employment or TAFE.