



2025 Annual Report

(based on 2024 data)

College	Independent / Co-Educational / Non-Religious
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Principal	Shane Dupuy
Business Manager	Leanne O'Connell

Peregian Beach College Annual Report 2025 (Based on 2024 data)

College Background

The College is situated on 8.5 hectares of naturally landscaped grounds and sporting fields on Old Emu Mountain Road at Peregian Beach. This is an important and deliberately chosen aspect of the College's philosophy. The College's picturesque natural environment creates an ideal location to nurture the principles and values that guide the College: Reflection, Inclusion, Service and Excellence. The school community and especially its children have come to see this beautiful environment as something they hold in trust for future generations of families and students who come to attend the College. The College is continually implementing environmentally sustainable practices in all year levels, with the majority of the College's power needs being produced by on site solar panels. The College is self-sufficient in water and waste treatment and is consistently working to reduce our ecological footprint. The College is a member of the Land for Wildlife program and has been supported in environmental initiatives by Landcare.

Peregian Beach College commenced in 2002 as a Primary School. In 2006, the Board of Directors expanded their educational vision, to meet the needs of its families through the offering of a full Kindergarten to Year 12 College Program. In 2020, the Board of Directors, with the full support of the College Leadership and Teaching Team established the Sunshine Coast Sporting Academy. The Sunshine Coast Sporting Academy provides professional coaching and instruction in Football (Soccer), Dance, Basketball and Netball. All programs have elite programs as well as developmental programs. In addition there is a Tennis developmental program. All Sunshine Coast Sporting Academy students have access to Sports Science professor Bruno Pena Couto.

The College's initial objective back in 2001, was to meet the needs and hopes of local families who were seeking a high quality but common-sense and responsive approach to the education of their children. The school aimed to provide an educational environment which gave students a strong sense of personal worth and belonging and which attempted to reflect and promote the positive values of its families. This philosophy not only remains in 2025, but has been revisited, revitalised, and embraced by leadership. The individual educational needs and wellbeing of our students remains our priority, and it is a point of difference that motivates our teaching team. The establishment of the Sunshine Coast Sporting Academy has provided additional opportunities for sport enhancement; however, the College is an academic institute first and foremost, with academic advancement remaining our paramount objective.

In 2017, the Peregian Beach College Middle School consisting of Years 5, 6, 7 and 8 working as part of the secondary school. In 2024, the College reverted back to a traditional Primary and Secondary School

Throughout 2019 and 2020, there was a collaborative restructure of the College's Pedagogical Framework that was supported by Independent Schools Queensland representative Mr Randall Burow. The new pedagogical framework providing the additional tools to achieve 21st Century educational goals. The renewed Pedagogical framework saw all classes (Prep – Year 12) working towards implementing increased knowledge integration amongst subjects, the application of substantive conversation practices that promoted coherent shared understanding and supported all students to raise personalised questions and contribute to group initiatives and peer to peer mentoring ascendancies. With the new Peregian Beach College Pedagogical Framework, the teaching team had a clearly documented pedagogical guideline and a shared pedagogical language to advance and support our students to best meet their academic, social, cultural, sporting and community potential.

The twenty pedagogies that make up the Peregian Pedagogies Practices framework include:

<ul style="list-style-type: none">• High-order thinking• Deep knowledge• Deep understanding• Substantive conversation• Knowledge as problematic	<ul style="list-style-type: none">• Metalanguage• Knowledge integration• Background knowledge• Connectedness to the new world• Problem based curriculum	<ul style="list-style-type: none">• Student direction• Social support• Academic engagement• Explicit quality performance criteria• Self-regulation	<ul style="list-style-type: none">• Cultural knowledge• Inclusivity• Narrative• Group identity• Citizenship
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This framework is still used as the foundation for curriculum preparation and delivery in 2024/2025.

The content of our college curriculum is based on the various curriculum guidelines and syllabus documents produced by ACARA (Australian Curriculum, Assessment and Reporting Authority) and the Queensland Curriculum and Assessment Authority (QCAA). Staff are currently implementing all areas of V9.0 of the Australian Curriculum.

All students at Peregrine Beach College are encouraged, and given opportunities, to develop a healthy self confidence that is based on competence, respect for self and others, and a strong sense of independence. The students progressively learn to assume responsibility for their own learning. They also learn how best to be contributors in their personal lives and in a world where the need for compassion and social & cultural understanding is increasingly important. The College implemented the Grow your Mind in 2023 and The Resilience Project in 2025 within its wellbeing program and follows a Restorative Practices approach to behaviour management. (Grow Your Mind – Primary; The Resilience Project – Secondary).

College Progress Towards its Goals in 2025

Over the past five years, we have seen number of positive changes and initiatives being successfully implemented at PBC, notably the: Peregrine Pedagogical Framework, Mind and Movement programs, Teacher Leadership Team, the various teaching team committees (Inclusive Education, Report/Curriculum, Sustainability, and Communication), ISQ Self Improving Schools Committee, Student Leadership Team and the numerous environmental friendly undertakings of the Peregrine Beach College Parent Information & Project Support Fundraising Committee. Each of these programs were developed through collaborative professionalism that focus on individual skills sets and the synergy of the teaching team working in partnership with peers, administration, teacher aides, students, Inclusive Education Coordinator – Janine Olsen and Guidance Officers – Hayley Clifton and Jacqueline Vos, and a dedicated team of parents and other stakeholders to optimise student learning outcomes. This collaborative professionalism is also responsible for achieving an enhanced sense of community throughout the College.

In 2025 there has been a re-structure of the leadership team:

- Principal – Shane Dupuy
- College Coordinator – Alec Wareing
- Primary Coordinator – Nicola Kerin
- Secondary Coordinator – Nigel McDuff

Characteristics of the Student Body:

Peregrine Beach College continues to enrol students from a range of socioeconomic and cultural backgrounds that are representative of the Sunshine Coast Community.

Distinctive Curriculum Offerings/Extra-Curricular Opportunities

In 2024 the College continued with the MIND (Tuesday) and MOVEMENT (Thursday) programs, non-academy students choose an activity of interest to participate in whilst academy students train.

The College community has worked collaboratively throughout 2024 to reduce the College's ecological footprint, successfully implementing waste management practices in sustainable ways, revegetating, and expanding native vegetation and wildlife corridors, and implementing solar power options. The College's 'Protect us from Plastics' initiative in 2020, supported by Unity Water, has considerably reduced our reliance on single use water bottles and has ensured that sustainable processes have been embedded within our culture with respect to composting initiatives and recyclable materials. Climate Change is of considerable concern for the younger generations, with sustainable initiatives viewed as the only way forward. With our new solar installation), self sufficient water and waste treatment, and ongoing environmentally friendly programs, Peregrine Beach College is not just talking about a sustainable future - we are working hard to make it an achievable reality.

As far back as Term 4, 2019 the College leadership team commenced the restructuring of the College's Teacher Aides (TA's) in preparation for 2020. The College Teacher Aides had been an integral part of our Teaching team, supporting individual teachers in their daily duties. However, in 2020 the predominant goal was for our TA's to support our verified

and substantial students in their academic development. Clearer guidelines were implemented for a whole school approach to our Inclusive Education support programs. Throughout 2020 there was an emphasis on the distribution of ESO support, based on student academic and wellbeing needs across all educational sectors.

Curriculum

Early Years

Peregian Beach College's Early Learning Centre's key aim is to provide a friendly, caring, positive and happy environment where children are recognised and nurtured as individuals. Staff are committed to developing positive partnerships between home, school and the community. Children are provided with play-based experiences which are linked to an intentional teaching and learning program. Our teaching team aim to guide, scaffold and support children's learning: making the most of every teachable moment whilst nurturing our student's natural curiosity and inspiring enquiry. We educate the children in our care drawing upon evidence-based practices and guiding documentation and research based on Early Childhood development.

Kindergarten

We are a Queensland Government approved Kindergarten program. In combination with the Kindergarten Learning Guidelines, the Centre also adopts a Walker-inspired approach to learning, the first Australian designed culturally appropriate play-based pedagogy. The ideologies we share place fostering relationships as the foundation of all that we do and a holistic approach to teaching the whole child.

The kindergarten rooms provide a supportive, caring and creative learning environment where children are encouraged to develop a sense of self confidence and realize their own capabilities.

Kindergarten features an age-appropriate program combining class activities and creative play. The children learn to cooperate, problem solve and think creatively. They learn language and early literacy skills, early numeracy concepts, perseverance and concentration, self-confidence, co-ordination, healthy attitudes and values and the joy of wonder and discovery.

Prep

The Prep Year is the foundation for developing a positive attitude toward learning, in a happy and stimulating learning environment. Children learn by experimenting, discovering, observing, listening and doing, and make sense of their world by using imagination and reason.

The program focuses on important preparatory skills for reading and writing and perceptual motor programs to develop fine and gross motor skills. The acquisition of these complex skills is very much determined by each child's individual level of maturity and independence. The Prep program offers children opportunities to discover, experiment, explore, create and communicate within a well-planned environment. Opportunities for children to think critically and creatively, to investigate and explore, to question and challenge and to create and solve problems are an integral part of the program. Learning occurs in active, interactive, individual, and collaborative situations.

Prep is designed to provide the foundation that children need to succeed at school by developing:

- a positive approach to learning
- design and technology
- independence and confidence
- thinking and problem-solving skills
- language skills
- early literacy and numeracy skills
- health and physical development, including gross and fine motor skills

Prep is a full time, five days a week program, with access to additional educational opportunities in PE, Art, Music and Library with specialist teachers weekly. Our Prep class has a full-time TA working alongside the Prep teacher.

Students enrolling in Prep must turn 5 years of age before 30 June of the year of enrolment. Our students are an integral part of the whole school community, and they participate in all celebrations at school. They attend a fortnightly Junior

School/Whole School Assembly, Cross Country and Sports Carnivals and have many other opportunities where they are involved with other students in the College.

Lower Primary

During Years 1-2 of primary education, students learn to grow and develop in a safe and supportive environment.

Children learn through hands on activities with the teacher facilitating the learning experiences. Teachers endeavour to make the transition between the phases of learning as smooth as possible and liaise closely with previous teachers to ensure needs are met. Interaction with parents is vital and valued in this process.

Students are encouraged to make good decisions towards effective learning and apply their problem-solving skills to real life situations.

Years 1 and 2 builds upon the foundations laid in Prep. Emphasis is placed on developing reading, writing and mathematical skills. Whilst the core subjects of Mathematics, English, Science and Humanities are offered by the classroom teacher, children also experience specialist tuition in Art, Music, Physical Education and Library. We aim to have students who have a love of learning and are excited about their experiences at school.

Students in the lower years of primary are encouraged to become co-operative learners. There is a strong emphasis on teamwork and developing effective strategies to socialize with others and be confident, happy learners.

Teachers also plan and implement events that involve the Early Years as a whole. Such events include: The Fun Run, Sports Carnival, School Musical Productions, Cross Country, Under Eights Day activities and Book Week Parade. These occasions provide the children with a wonderful opportunity to interact with their friends and siblings in other year levels in the College.

Upper Primary

Children in Upper Primary (Years 3 - 6) are of the age where they begin to demonstrate more independence and begin applying skills and strategies that they have learned in lower primary to greater effect in their daily work. Peregian Beach College's Upper Primary is focused on encouraging this new-found independence; consciously providing opportunities academically, physically and socially in which students can further develop within a safe and supportive environment. Students in the Upper Primary are encouraged to become more responsible for their daily organisation, time management and learning as well as to begin to use problem solving skills to apply concepts to real life situations.

The Queensland Curriculum and Assessment Authority documents and the Australian Curriculum are followed, with a whole school approach to allow a seamless progression of subject knowledge and content as the students move through the school. Staff undertake professional development on a regular basis to ensure that the current *Peregian Pedagogical Practices* underpin daily practices.

As an Independent school, all teaching staff at Peregian Beach College are provided with excellent facilities, resources, smaller class sizes and a flexibility that allows them to teach creatively within the syllabus. This allows us to focus on areas that interest both the teachers and the students in our care, creating a child-centred, motivated and exciting environment which is beneficial to all. Interested and happy students learn easily.

Junior Secondary (Years 7 – 8)

The curriculum is presented by a team of specialist teachers who plan and deliver learning experiences in the following subjects:

- Business Studies
- English
- Geography/History
- Food Technologies
- Japanese
- Mathematics
- Music
- Digital Technologies
- Health & Physical Education
- Science
- Drama
- Visual Art
- Resilience Project

Students in the Peregian Beach College Secondary School experience a rich and varied curriculum within our Secondary School social and learning community. The Secondary School consists of Years 7 -12 and the students and teachers work as part of the secondary school.

Teachers design and implement courses of study based on the Australian Curriculum and the Queensland Curriculum & Assessment Authority guidelines.

The vision for Peregian Beach College Secondary School is:

To develop a collaborative approach to learning where the diversity of each student is valued. A commitment to creating active and engaged citizens by providing opportunities that inspire lifelong learning choices for student academic, cultural, physical and social development.

Senior Secondary (Years 9 -12)

At Peregian Beach College, students in the Senior Secondary (Years 9 – 12) receive personalised attention from experienced and professional staff. Class sizes are relatively small which allows individual academic needs to be met. Students are placed into year level home groups which are under the pastoral care of a teacher. The curriculum is presented by a small professional team of specialist teachers, who plan and deliver learning experiences to interest and challenge young adolescents.

By providing a supportive and nurturing environment, our Senior Secondary contributes to the development of students' sense of self-worth, enthusiasm for learning and optimism for the future. All members of our small community know each other well and this engenders respect for individual differences. Excursions, camps, sporting exchanges, certificate courses, music programs, school productions, guest speakers, artists and performers, and work experience programs all add richness to our students' social development.

Years 9 -10: The Year 9 -10 curriculum is presented by a teaching team of specialist teachers who plan and deliver learning experiences in the following subjects:

- English
- Geography
- History
- Mathematics
- Physical Education
- Science
- Health and Physical Education
- Food Technology
- Digital Technologies
- Music
- Business Studies
- Art
- Japanese
- Cert III Fitness

Years 11-12: The College offers a wide range of QCAA subjects leading to an ATAR and Queensland Certificate of Education (QCE).

The following subjects are offered:

- English General
- Literature
- General Mathematics
- Mathematical Methods
- Biology
- Psychology
- Business
- Legal
- Physical Education
- Sport and Recreation
- History
- Aquatic Practices (Applied)
- Physics
- Music
- Visual Art
- Information and Communication Technology (Applied)
- School Based Traineeships/Apprenticeships
- Certificates

(In some circumstances, other General subjects can be studied through Distance Education).

The College supports students undertaking school-based traineeships and apprenticeships which allows the student to train and do paid work and study in their chosen profession (usually one day a week) while still attending school for the remainder of the week.

Sporting Academy

The College is home to the Sunshine Coast Sporting Academy (SCSA), bringing unique opportunities to student athletes to train and learn at the College. The Sports Science components of the Sporting Academy, under the guidance of Professor of Sport Physiology, Bruno Pena Couto, is a distinguishing feature that all coaching staff are confident will provide additional longevity for our young athletes within their chosen sports. A considerable number the pertinent College policies are discussed in depth to create enhanced collaboration and uniformity amongst the Sporting Academy's sporting codes and the College.

The College's Elite & Developmental Football (soccer) Academy is an exclusive training program carefully integrated within academic studies. The Football Academy offers Sporting Academy students access to professional coaching staff, with instruction directly mirroring the highly successful English Premier League (EPL) and English Football League (EFL) programs. In addition, to developing specialist skills in football, the Sporting Academy students have continued access to Sports Science professionals.

The College's Elite Dance Academy provides an exclusive dance training program that provides unrivalled opportunities for our Sporting Academy dancers to be instructed by leading industry professionals in classic ballet, contemporary, lyrical, strength/conditioning and composition. The Elite Dance Academy students also have access to Sports Science professionals to advance the dancer's facility and functionality. Through Sports Science support, the Sporting Academy dancers gain a deeper understanding of the moving body and learn to preserve and enhance their mindset and physical ability when working and training at a professional level.

The College's Elite, Full Time Basketball Academy is soundly and consistently based on talent identification and development. All Elite players have access to the unique QLD education offering from the college as well as state of the art Sport Science testing and results. The Basketball development is consistent and coordinated with specifics such as ball handling, shooting and athleticism but the overarching focus is the strategy and tactic around Basketball IQ. Development, management, and condition of our Basketball athletes ensures endurance, specialized workouts and competition at a professional level.

The College's Elite Netball Academy offers an unrivalled opportunity to players who love netball and wish to play, train, and develop their skill whilst having access to a unique QLD education experience as well as access to state of the art Sport Science testing and results. The Netball journey is headed by coaches with high performance and state development trajectories on their agenda for these Elite players. Insight and knowledge into development, management and conditioning of our Netball athletes creates a pathway for skill, strength, training and competing at a professional level.

The Peregrine Beach College Developmental Tennis Academy provides participating students with the opportunity to maximise skill development, tactical play and strength and conditioning through the specialist coaching of Andrew Ash. The Tennis Academy values promoting a fit and healthy lifestyle using tennis as a vehicle to achieve this.

The College also offers a range of sporting activities outside of our Sporting Academy programs. A diverse range of sports are offered to all students. Teams are formed if there is enough student interest and adequate adult supervision is available. Some of our students compete in surfing competitions.

Although not an academy focus, PBC's athletic prowess is now also another facet of the College, being recognised both on the Sunshine Coast and beyond. For the first time, PBC was awarded the high schools Per Capita Trophy for North District Track and Field. While it is important to celebrate such successes, results are not the only criterion for a successful sports year. In 2024, PBC saw its largest ever participation rates in sporting trials, entered more PBC school teams than ever before and school sports carnivals had attendance rates not previously matched.

Respectful Relationships Education Programs

Grow Your Mind

At our school, we believe that education is about academic achievement AND about developing well-rounded individuals who can navigate the complexities of life. We know that when children have the skills of resilience, emotional regulation and perspective, they will do better socially, academically and physically. With the evidence-based, curriculum aligned,

innovative Grow Your Mind program, we aim to provide our students with the tools and resources they need to thrive in all areas of their lives. Our school values prevention and building the skills of positive mental health habits in our students. By the time our students leave our school we want them to have a tool belt of strategies they can use and practice to help them on the path of enduring good mental health. We all have mental health and we can all learn ways to look after it. Starting early and regular practice are key.

Preventing Bullying

The College is committed to ensuring that the rights of its students are safeguarded. These include the right to a learning environment free from discrimination and harassment.

In any form, bullying is not acceptable behaviour and results in hurt, fear, loss of esteem and decreased social effectiveness for the victim. Within this context, Peregian Beach College has put in place policies to:

- Develop in students respect and concern for others, of all races and creeds
- Develop in students an understanding that they must take responsibility for their own behaviour
- Develop in students critical and effective thinking and problem solving
- Develop in student's life skills related to healthy life-styles and
- Develop an environment that nurtures and promote student self-esteem and self-confidence

Implementation

The following steps are a guide to how to deal with reports of **bullying**:

1. If bullying is suspected or reported, the incident is dealt with immediately by the member of staff who has been approached, to ensure the student's safety
2. A clear account of the incident is recorded and given to the Leadership Team.

Students

Students who have been bullied will be supported by:

- offering immediate opportunity to discuss the experience with a member of staff of their choice or the College Guidance Officer
- reassuring the student
- offering continuous support; and
- encouraging them to form and maintain friendships with non-bullying students

Students who have been bullying will be helped by:

- discussing what happened;
- discovering why the student became involved;
- establishing the wrong-doing and the need to change; and
- enlisting the support of parents/caregivers to help change the behaviour and attitude of the student, where appropriate.

Restorative Practices

Introducing Restorative Practices into the College has been a key part of the Peregian Beach College Behaviour Management Plan. Through Restorative Practices we seek to enhance relationships among students and between students, teachers, and parents, in order to nurture our sense of community at the College. Through its commitment to a Restorative approach to pastoral care and discipline, Peregian Beach College seeks:

- to promote the physical, psychological and emotional well-being of its students
- to promote, nurture and protect healthy relationships and good order among members of the community
- to educate students towards self-directed right behaviour

- to encourage respect, healing and restoration both for those who are harmed, and for those who cause harm, through wrongdoing
- to enable students to build personal responsibility by developing skills of reflection and empathy with others, and by enabling them to be accountable for the real consequences of any wrongdoing.

How Information and Communication Technologies are used to Assist Learning

Peregian Beach College operates a 'Bring Your Own Device' program from Grades 2 – 12, access to devices for students in Prep – Grade 1 from a bank of College owned devices. The College implements filtered Internet for all educational research. Large digital displays are used in each classroom by teachers and students. Specifically chosen software is implemented to cater to individual student need. The College implemented the Microsoft Teams platform when COVID-19 restrictions were enforced.

School Structure

School Sector:

Independent

Year Levels Offered:

Kindergarten to Year 12

Co-educational or Single Sex:

Co-educational

Characteristics of the Student Body:

63% male students
37% female students
3% Indigenous students

Total Enrolments:

399 at August 2024 Census

Workforce Information

Staff Composition, Including Indigenous Staff:

In 2024 the College employed 68 staff, 60 of which were full-time. Teaching staff comprised 35 of the 67 staff, non-teaching staff (32) includes Teacher Aides, Administration and Support Staff, Grounds and Maintenance and Transport staff. The Leadership Team consisted of the Principal, College Coordinator and 6 Year Level Coordinators/Advisers. The number of staff that identify as Indigenous is 2.

Qualifications of all Teachers:

Qualification	Number of teachers with this qualification
Masters	9
Bachelor	32
Graduate Diploma	6
Diploma	4
Certificate	3

Funding Information

School Income Broken Down by Funding Source

Please see <https://www.myschool.edu.au/school/47966/finances> for Income and Capital Expenditure information.

Social Climate

Parent, Teacher and Student Satisfaction with the School

A change in principalship in 2023 – we will have both student and parent surveys by the end of 2025.

The College has not undertaken any Parent, Teacher and Student Satisfaction surveys since 2018. The College does encourage any Parent, Teacher or Student to contact the College at any time should they wish to share any data or information that may impact or benefit the College.

Student retention and growth, along with staff retention and new appointments are indicative of general overall satisfaction within the College community.

Parent Engagement

- Consistent Information afternoons/evenings conducted throughout the year
- Fortnightly newsletter (Emu Chronicle), the frequency of this is due to change in Semester 2, 2025
- Facebook page
- Fundraising Committee
- Parent Teacher Interviews
- Mother's/Father's Day activities (Prep)

There were many ways that parents, as members of the College community, could be involved within our College, (Parent Information & Project Support Fundraising Committee [PIPS] - fund-raising and friend-making activities, reading and special events such as camps, excursions and performances).

Student Outcomes

Average student attendance rate (%) for the whole school:

The average student attendance rate for the whole school in 2024 was 85.4%

Average student attendance rate for each year level:

Year levels	Average attendance rate for each year level as a percentage in 2024
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Prep	86.7%
Year 1	87.9%
Year 2	85.1%
Year 3	89.1%
Year 4	87.1%
Year 5	87.4%
Year 6	89.0%
Year 7	86.6%
Year 8	85.6%
Year 9	85.2%
Year 10	78.7%
Year 11	80.7%
Year 12	81.1%

A description of how non-attendance is managed by the school:

The College monitors school absences by using Day Map Student Management system. Parents are sent a text message at 9:30am notifying them of an unexplained absence.

Reasons for absences are uploaded as parents reply and the absence reason updated.

Teachers follow up any absences greater than two days.

The College arranges to meet with parents to discuss any concerns absences may have on the student's academic or social development.

NAPLAN results for Years 3, 5 and 7 and 9 in 2024

Privacy and Interpretation of Data

The fundamental principle for reporting performance information is to support school improvement throughout Queensland and to provide a profile of all schools to the community. While the reporting initiative is a valuable move towards sharing education information, it brings with it responsibilities in the areas of personal information and privacy. The reporting of student achievement information needs to be managed according to appropriate privacy provisions and needs to ensure that publicly available information is accurate and easily interpreted.

There are many Queensland schools that have small enrolment numbers, particularly at individual year levels. For this reason, care needs to be taken not to identify individual students. Care also needs to be taken in the interpretation of information where trends may be volatile. When reporting on small numbers or 'cohorts' of students, an annual variation in enrolment of just one or two students can have a significant effect on data from one year to the next. This is where setting information in context is of prime importance.

When publishing information on student achievement and school performance:

- Careful consideration should be given to the nature of reporting where there are fewer than five students in a group, cohort or reporting field;
- Information should not be published where all persons in a particular group have achieved identical results, irrespective of group or cohort size.

All published information must:

- Maintain the privacy of individual student information;
- Minimise the likelihood of false assumptions and conclusions being inferred from the data.

School principals may decide that it is not possible to report certain data publicly in ways that maintain student privacy or minimise misinterpretation of performance. Where a decision is made not to report specific data for these reasons, a narrative or descriptive comment on student achievement or school performance would meet the requirements of the Annual Report.

Benchmark Data for Year

Results				
The average NAPLAN score for all students at the school in each domain, compared to the average score of students in Australia for that domain				
Reading				
	Year 3 (2024)	Year 5 (2024)	Year 7 (2024)	Year 9 (2024)
Average Score (School)	391	497	536	558
Average Score (National)	404	492	535	565
Writing				
	Year 3 (2024)	Year 5 (2024)	Year 7 (2024)	Year 9 (2024)
Average Score (School)	400	457	516	564
Average Score (National)	416	485	540	574
Spelling				
	Year 3 (2024)	Year 5 (2024)	Year 7 (2024)	Year 9 (2024)
Average Score (School)	310	389	508	551
Average Score (National)	401	486	540	567
Grammar and Punctuation				
	Year 3 (2024)	Year 5 (2024)	Year 7 (2024)	Year 9 (2024)
Average Score (School)	364	488	529	531
Average Score (National)	409	498	537	555
Numeracy				
	Year 3 (2024)	Year 5 (2024)	Year 7 (2024)	Year 9 (2024)
Average Score (School)	398	484	550	551
Average Score (National)	404	489	540	565

**Technical difficulties meant some NAPLAN tests could not be completed which lead to a negative effect on results.*

Year 12 Outcomes:

Year 12 student enrolment as a percentage of the Year 10 (2021) cohort is 63.6%.

Outcomes for our Year 12 cohort 2024	
Number of students awarded a Senior Education Profile	10
Number of students awarded a Queensland Certificate of Individual Achievement	TBC
Number of students who received an ATAR	TBC
Number of students who are completing or completed a School-based Apprenticeship or Traineeship (SAT)	N/A
Number of students awarded one or more Vocational Education and Training (VET) qualifications	N/A
Number of students awarded a Queensland Certificate of Education at the end of Year 12	TBC
Number of students awarded an International Baccalaureate Diploma (IBD)	N/A
Percentage of Year 12 students who received an ATAR above 90	TBC
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification	TBC
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving a tertiary offer	TBC

Post-school Destination Information

At the time of publishing this School Annual Report, the results of the 2024 post-school destinations survey, *Next Steps – Student Destination* report for the school was not available. Information about these post-school destinations of our students will be uploaded to the school's website in September after release of the information.