



Pacific Pines State High

Pacific Pines State High School

# ANNUAL REPORT

# 2018

Queensland State School Reporting

*Every student succeeding*

*State Schools Strategy*  
Department of Education



**Queensland**  
Government

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<b>Contact person</b>	Mark Peggrem Principal

# From the Principal

## School overview

Our mission at Pacific Pines State High School is to support every student to be the very best they can be. To do this we have created a school culture that values each individual student and developed a range of pathways for students. Consistently outstanding Year 12 outcomes over a number of years are a testament to the achievement of our mission. Those extraordinary results include better than state average for the percentage of students receiving an OP 1- 15, the percentage of students receiving a Queensland Certificate of Education, the percentage of students completing Vocational Education Certificates and the number of students involved in a School based Apprenticeship or Traineeship. Most recently our NAPLAN focus has been on increasing the percentage of students in the top two bands and we are pleased to report improvement in most areas. Through our Pastoral Care programs and through a range of excellent sporting, recreational, cultural, performance and academic programs students are nurtured to explore their potential.

## School progress towards its goals in 2018

School Improvement Agenda Priorities 2018	Progress made towards completion
<b>VISIBLE LEARNING</b>	
Clear line of sight from AIP to Data Placemats to ADPD to Instructional Coaching Cycles	<ul style="list-style-type: none"> <li>AIP collaboratively developed with all staff</li> <li>Implementation of Data Placemats – a digital tool that assists teachers to understand the capabilities of the students in their classes. Completed/reviewed at the start of every term.</li> <li>Clear ADPD process to support all staff to meet school AIP</li> <li>Targeted PD process to support school AIP</li> <li>Facilitators working with staff in coaching cycles within self-identified areas of improvement to support student learning.</li> </ul>
Embedding of e-Learning opportunities through BYOD	<ul style="list-style-type: none"> <li>All year 7 &amp; 8 students were completely BYOD in 201.</li> <li>Professional Development was provided internally to support teachers in implementing e-Learning experiences into their classes and curriculum.</li> <li>Investment in IT infrastructure allowed for an increased number of devices to connect to school network.</li> </ul>
Focus of skills and processes - Visible Learning - Cognitive Verbs - Interactive Classrooms - Thinking Skills	<ul style="list-style-type: none"> <li>Embedding of differentiation strategies into work units allowed for multiple entry and exit points for students.</li> <li>Focus on interactive classes and exploration of visible learning pedagogical framework.</li> <li>PD provided for all staff around cognitive verbs. Time given to staff preparing for new senior to ensure cognitive verbs are embedded.</li> <li>Junior secondary focus on the Thinking Skills project to increase skill based proficiency for higher order thinking.</li> </ul>
<b>PBL</b>	
Explicit Teaching of expected behaviours and values for staff and students	<ul style="list-style-type: none"> <li>Explicit teaching of expected behaviours (school values) was done through PBL classes with a decrease in school disciplinary actions recorded.</li> <li>All parades focused on explicit teaching of expected behaviours</li> </ul>
Culture of recognition for staff and students	<ul style="list-style-type: none"> <li>Student recognition system implemented</li> <li>Staff recognition system implemented</li> </ul>
Maintaining community connection to enhance school culture and pride	<ul style="list-style-type: none"> <li>Increased enrolments from local feeder schools.</li> <li>Relationships strengthened with primary feeder schools, particularly through involvements with our Centre of Excellence classes and showcase days.</li> <li>Continued employment of Community &amp; Engagement Officer to increase promotion of the school's profile in the wider community and continuity of public impression.</li> <li>Increased focus on staff well-being with the implementation of wellbeing meetings once per term, regular staff surveys, more social opportunities between staff and increased opportunities to recognise staff for their efforts.</li> </ul>

## Future Outlook

In 2019, the improvement agenda and priority areas for development were listed in the 2019 Annual Improvement Plan. These have a sharp and narrow focus to target key priority areas that will make a significant impact on our students' learning.

### 1. MAKING LEARNING VISIBLE

- Clear line of sight from AIP to Pedagogical Framework to Data Journals to PDP's to Instructional Coaching Cycles
- Scrums use pre-and-post formative data to collaboratively improve pedagogy and student outcomes through a student-centred approach
- Focus of skills and processes:
  - Visible learning
  - Feedback cycles
  - Cognitive verbs
  - Interactive classrooms
  - Collaborative learning

### 2. e-LEARNING

- Embedding of e-Learning opportunities through BYOD
- Full utilisation of Daymap as an educational tool to enhance learning and communication

### 3. POSITIVE BEHAVIOUR FOR LEARNING (PBL)

- Explicit teaching of expected behaviours and values for staff and students
- ESCM
- Student and staff wellbeing
- Maintaining community connections to enhance school culture and pride.

# Our School at a Glance

## Our school at a glance

### School profile

<b>Coeducational or single sex</b>	Coeducational
<b>Independent public school</b>	No
<b>Year levels offered in 2018</b>	Year 7 - Year 12

### Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	1365	1376	1481
Girls	657	681	700
Boys	708	695	781
Indigenous	50	50	44
Enrolment continuity (Feb. – Nov.)	92%	92%	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

Pacific Pines State High School principally serves the geographic area of Gaven. Feeder primary schools include Pacific Pines State School, Gaven State School, Park Lake State School, Highland Reserve State School and to a lesser extent Arundel State School.

The school has a small proportion of indigenous students or students from non-English speaking backgrounds. On leaving school the majority of students go into the workforce mainly through apprenticeships and traineeships often as a continuation of their school based apprenticeship or traineeship. Approximately 35% attend University principally Griffith University. There is a strong partnership and ongoing relationship between our school and Griffith University.

## 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	23	23	23
Year 11 – Year 12	18	19	18

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

Pacific Pines State High School offers a broad range of curriculum offerings.

**Year 7:** Students study a range of subjects which cover the eight key learning areas. Information Technology, Literacy and Numeracy are integrated within the curriculum and all students study Japanese. Our Centre of Excellence classes allow for specialised extension across a range of subjects, including Basketball, AFL, Soccer, Touch, STEM, Creative Writing, Dance, Performing Arts, Business, Music, and Japanese. Classes are grouped in core subjects to allow for targeted teaching and additional support when required to allow all students to access the curriculum.

**Year 8:** Students study a range of subjects which cover the eight key learning areas. Information Technology, Literacy and Numeracy are integrated within the curriculum and all students study Japanese. Our Centre of Excellence classes allow for specialised extension across a range of subjects, including Basketball, Volleyball, AFL, Soccer, Touch, STEM, Creative Writing, Dance, Performing Arts, Music, Business and Japanese. Classes are grouped in core subjects to allow for targeted teaching and additional support when required to allow all students to access the curriculum.

**Year 9:** Students are required to study English, Maths, Humanities, Science and HPE. Students choose 4 semester subjects from the other key learning areas. Our Centre of Excellence classes allow for specialised extension across a range of subjects including Basketball, Volleyball, AFL, Soccer, Touch, STEM, Creative Writing, Dance, Performing Arts, Music, Business and Japanese. Classes are grouped in core subjects to allow for targeted teaching and additional support when required to allow all students to access the curriculum.

**Year 10:** Students are required to study English, Maths, Science, History and HPE. They also choose six other subjects which they study for one term each. Year 10 is seen as a preparation and transition to the senior years of schooling and students are encouraged to try a wide range of elective subjects so they are confident in choosing subjects they excel in and enjoy when moving into years 11 & 12. Extension is offered through Maths & English extension classes for students considering a more academic pathway.

**Year 11 & 12:** Students are required to study an English subject and a Maths subject and four other subjects from an extensive list of authority, non-authority subjects and vocational subjects. Multiple pathways are available to students including OP, Vocational, School Based Apprenticeships and Traineeships.

## Other Academic and Vocational Programs:

Pacific Pines State High School is a Griffith University Partner School and our students are able to access a variety of resources as a benefit from this partnership. Our students in 2018 received a number of direct entries to Gold Coast TAFE on the basis of their Year 12 results. The school has a number of students who attend Gold Coast TAFE during the school week. Pacific Pines State High School has collaborated with neighbouring high schools to form the Northern Collegiate of Schools. Collectively these schools offer to students the opportunity to study in areas that could not be offered by individual schools. Many students participate in Vocational Education and the school is registered to teach and assess an extensive range of vocational subjects.

## Sport:

Our school has an exclusive partnership with AFL Queensland for our Centre of Excellence AFL program. The school offers AFL, Touch Football, Soccer, Basketball and Volleyball as subjects in Years 7 – 9 through our Excellence classes. The school participates in interschool sport as part of the Northern Cluster of Schools. Individual students can achieve representative honours through our affiliation with Broadwater District Sport and South Coast Regional Sport. The school participates in a number of external sport competitions including the Volleyball Schools' Cup.

## Co-curricular activities

- Year 12 Formal - Bond University
- Northern Collegiate Leadership
- Australian Business Week
- Transition program- Junior secondary students transitioning into high school from feeder primary schools
- Work experience and work placement training
- Year 9 Semi Formal - Brisbane River Cruise
- Sports Awards Evening
- Academic Awards Evening
- Jazz Band, Concert Band, Drumline and the String Ensemble all performed at the Gold Coast Eisteddfod
- Dance groups performed at the Gold Coast and Beenleigh Eisteddfods
- Brisbane Eisteddfod – Dance
- Music ensembles – Fanfare
- Senior Drama – Gold Coast Drama Festival
- Danc'Ed in the Spotlight Festival
- Energies Art exhibition
- Our Indigenous students participate in a number of cultural activities. They also participated in the AIMES program and took a leadership role in the celebration of NAIDOC Week and Harmony Day
- Year 7 Camp - Maroon Dam
- Year 9 STEM Camp – Midginbil Hill
- School Musical
- NAPLAN breakfast run by school leaders
- QCS breakfast run by Student Council
- Volleyball Schools Cup Junior and Senior
- Ballymore Cup – Rugby Union
- Barry Honan Cup – Rugby
- Benowa 7's – Rugby
- AFL Girls GOCL Coast Cup
- Hillcrest Invitational – Basket Ball
- Ski Trip
- Life skills - living and social skills program for students with disabilities
- Work skills-program developing workplace skills for senior students on transition to post-school options.
- Community Access programs for students with disabilities - Orientation, mobility and functional capacity to engage in the community. Weekly external school trips to various locations within the local and wider Gold Coast community

- Vietnam trip for Tourism students
- Northern Collegiate Leadership Camp
- Catering for Harmony Day, School Musical, Sports Awards Evening
- Charity work including: Mental Health, World Vision, Multiple Sclerosis, Jeans for Genes, Shave for a Cure, Animal Welfare
- Tourism Expo
- Bond University Mooting Competition
- Vicky Wilson Netball Cup
- Science and Engineering Challenge
- Science, Technology, Engineering and Maths Ambassadors program (Griffith University)
- Science Club
- Cross Country, Athletics and Swimming district competitions
- Broadwater and South Coast representative sport trials
- Year 11 & 12 Study Nights (twice a term, 3.30 – 7pm)
- The visit to our school from Japanese school Hitsuyukan High is a highlight on the calendar each year and our school community looks forward to the visit next year.

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

In 2018, being part of the BYOD program was mandatory for years 7-11 students, and in 2019 it will be mandatory for all students in years 7-12. To support these devices, we are currently investing in our infrastructure to allow more devices to simultaneously access our WIFI network to maximise learning. In addition to BYOD, we maintain a number of computer labs to assist students with subject specific technology that would otherwise be cost prohibitive for families and have a number of computer trolleys that house mobile laptops that can be moved around to various blocks in the schools to maximise access. Before school, at lunchtimes and after school desktop computers are available for student use in the school Learning Hub. All Teaching staff at Pacific Pines SHS have been provided laptops by Education Qld under the CFT “Computers for Teachers” scheme.

As all teachers and an increasing number of students have a laptop, the change in teaching and learning to implement and reinforce the use of digital technologies was clearly evident around the school. We have run multiple professional development sessions for teachers through our Instructional Improvement @ Pacific Pines (II@PP) program that are designed to enhance the incorporation of e-Learning into their classrooms and it is an expectation in our unit and lesson plans that e-Learning opportunities occur on a daily basis for all students,

## Social climate

### Overview

Pacific Pines is a Positive Behaviour for Learning (PBL) School. Our staff participate in regional PBL training, and our various PBL teams direct the school’s positive behaviour plan. The PBL program focusses heavily on positive rewards and teaching expected behaviours. Our school continues to implement the key features of School Wide Positive Behaviour Support with the adoption of the school values - Be Safe, Be Respectful, Be Responsible and Be a Learner. These expectations have been elaborated into expectations of behaviour in the classroom and the playground. Clear expectations of student behaviour, the capacity for students to be involved in a range of extra-curricular activities and the support of staff including the School Chaplain, Health Nurse, Youth Support Coordinator and Guidance Counsellors contribute to a positive school climate.

## 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)	87%	91%	90%
• this is a good school (S2035)	89%	85%	94%
• their child likes being at this school* (S2001)	89%	88%	82%
• their child feels safe at this school* (S2002)	87%	91%	90%
• their child's learning needs are being met at this school* (S2003)	85%	88%	84%
• their child is making good progress at this school* (S2004)	89%	92%	88%
• teachers at this school expect their child to do his or her best* (S2005)	93%	95%	91%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	83%	81%	86%
• teachers at this school motivate their child to learn* (S2007)	85%	81%	89%
• teachers at this school treat students fairly* (S2008)	80%	81%	81%
• they can talk to their child's teachers about their concerns* (S2009)	91%	92%	94%
• this school works with them to support their child's learning* (S2010)	78%	82%	80%
• this school takes parents' opinions seriously* (S2011)	79%	78%	78%
• student behaviour is well managed at this school* (S2012)	87%	83%	84%
• this school looks for ways to improve* (S2013)	85%	85%	91%
• this school is well maintained* (S2014)	89%	89%	90%

\* 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)	89%	84%	84%
• they like being at their school* (S2036)	75%	82%	86%
• they feel safe at their school* (S2037)	83%	80%	87%
• their teachers motivate them to learn* (S2038)	84%	73%	72%
• their teachers expect them to do their best* (S2039)	94%	91%	93%
• their teachers provide them with useful feedback about their school work* (S2040)	84%	77%	79%
• teachers treat students fairly at their school* (S2041)	62%	64%	62%
• they can talk to their teachers about their concerns* (S2042)	63%	60%	56%
• their school takes students' opinions seriously* (S2043)	67%	65%	67%
• student behaviour is well managed at their school* (S2044)	69%	73%	69%
• their school looks for ways to improve* (S2045)	87%	87%	83%
• their school is well maintained* (S2046)	82%	78%	76%
• their school gives them opportunities to do interesting things* (S2047)	86%	73%	81%

Percentage of students who agree# that:	2016	2017	2018
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\* Nationally agreed student and parent/caregiver items.

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

DW = Data withheld to ensure confidentiality.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	98%	86%	87%
• they feel that their school is a safe place in which to work (S2070)	99%	92%	91%
• they receive useful feedback about their work at their school (S2071)	89%	79%	82%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	71%	79%	74%
• students are encouraged to do their best at their school (S2072)	99%	95%	92%
• students are treated fairly at their school (S2073)	98%	94%	91%
• student behaviour is well managed at their school (S2074)	98%	94%	90%
• staff are well supported at their school (S2075)	90%	75%	70%
• their school takes staff opinions seriously (S2076)	83%	74%	68%
• their school looks for ways to improve (S2077)	96%	95%	90%
• their school is well maintained (S2078)	99%	98%	94%
• their school gives them opportunities to do interesting things (S2079)	87%	82%	82%

\* 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

Family and community engagement are powerful tools for making our school culturally responsive, more equitable and collaborative. To strengthen school culture and community, the school works together with students, teachers, parents and carers, support staff, community and business groups to maximise student learning outcomes. This is achieved through effective communication, learning partnerships, community collaboration, decision making and participation.

PPSH uses a range of communication tools including social media (i.e. Facebook), school website, emails and text messages, weekly parades, parent/teacher interviews and P&C meetings to engage with parents and the community. Our new interactive attendance program, DAYMAP further enhances school/home communication by giving parents live access to student attendance data and an easy way to see their child's progress, upcoming events, class tasks, homework and assessments. It also allows for two-way communication between parents and their child's teachers. We hope to begin allowing parent's access to DAYMAP from 2018 so they can interact with the school in real-time. Our Communications and Community Engagement Officer continued in 2018 and is actively promoting our school to engage with parents and the community.

Parents have input into the school's decision making through the Parents and Citizens' Association (P&C). The P&C meets on the second Wednesday of each month. The P&C currently run the School Canteen, Uniform shop and administer the Textbook and Resource Hire Scheme. Parents also participate as volunteers in a number of extra-curricular activities including sport, debating, drama, dance etc.

Academic reports are issued to parents four times per year in a positive and timely manner at the end of each term. A behaviour and effort matrix has been developed to communicate to parents how ratings are

awarded. Two Parent/Teacher nights are held each year. The first is held in Term 1 and the second is held in Term three after the issuing of the Semester 1 Report. These sessions focus on the learning development, challenges and successes of students. Assessment planners are emailed home and made available on the school website at the start of each term.

Parents are invited to attend and/or participate in a number of events each year to encourage parents to be positively involved in their child's learning at home and at school. These events include Open Nights, Enrolment Evenings, Subject Selection Evenings, Top 10 Academic Breakfasts, Senior Induction, Graduation, Leadership, and Awards Nights. All enrolments are done by personal interview with parents. In the Junior School, parents have the opportunity to attend a group enrolment interview where they will be able to meet with other new families enrolling in the school. Parent tours are conducted with new families enrolling in the school with a particular focus on the parents of prospective Year 7 students. Towards the end of Year 10 parents also participate in the discussion and preparation of a Senior Education and Training Plan (SET Plan) for their child in collaboration with a teacher (i.e. goal setting and career planning discussions).

A school transition calendar has been created this year outlining key dates in the school year where engagement of parents and the school community (i.e. primary schools) is vital and the activities to be used to engage them (i.e. travelling roadshow visits to feeder primary schools, scholarships and meet and greet morning teas with primary school staff and science club). These activities are in place to better support transition from primary to high school and from high school to higher education and/or the workforce.

In 2017, our partnership with Men of Business (MOB) continued to deliver tailored learning experiences to meet the needs of 'at risk' students in the Junior school and Year 10. This program was incredibly successful and will continue in 2018. School facilities (Sports Hall and PAC) are open for community use and are used for adult learning, sporting groups and community meetings. Parents, community and business groups are invited to be guest speakers (i.e. Australian Business Week). The school has a Junior and Senior Wellbeing Team (DP, Deans, GO, Nurse, Chaplain, HOSES) who works closely with families and key staff (i.e. health professionals) on a regular basis to ensure adjustments are made accordingly to ensure students are supported engaged in school. Students are assigned a case manager who primarily supports the student and family. Each team meets fortnightly and consults with student and families via email and meetings each term.

## **Respectful relationships education programs**

The school has developed and implemented programs that focus on appropriate, respectful, equitable and healthy relationships. Through both our HPE curriculum and our Pastoral Care program, we educate students about respectful relationships and personal safety and awareness. We also bring in relevant external programs when appropriate to further support the social and emotional growth of the students, including Loves Bites and various guest speakers. We have a zero tolerance to bullying and our teachers, Deans and administration team work closely together to investigate and act immediately on all reports of bullying and violence. Our year level Deans ensure all students know who to approach if they have concerns about the safety or wellbeing of themselves or someone else. Through our school values and the PBL program, we explicitly teach expected behaviour to students and role play appropriate responses to when necessary. The respectful delivery of Positive Behaviour for Learning program is an additional opportunity to support social and emotional learning as well as a means of maximising the academic success and outcomes for all.

## 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	348	253	252
Long suspensions – 11 to 20 days	18	33	38
Exclusions	26	17	26
Cancellations of enrolment	13	12	3

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

In 2018 we introduced the Eco Team, committed to increasing sustainability within the school. This team was integral to reducing plastic usage in the canteen, reducing waste throughout the school and creating the Mug library. The mug library is a collection of mugs that are used instead of single use Styrofoam or plastic cups during events at the school. The school made a policy that all air conditioners are to be run at 24 degrees and that fans and lights are switched off when exiting classrooms.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	471,787	484,564	493,541
Water (kL)	1,268	11,019	12,997

Note:

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

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

## School funding

### School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the [My School](#) website at.

#### How to access our income details

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

Find a school
Search website

Go

School sector
▼

School type
▼

State
▼

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

View School Profile

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

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.

## Our staff profile

### Workforce composition

#### Staff composition, including Indigenous staff

The data contained in this table is based on the establishment cube used for workforce turnover, which takes a number of snapshots of the workforce on The Solution Series (TSS) per year and averages these for the year.

To be counted as 'Indigenous staff', employees will have filled in an Employment and Equal Opportunities (EEO) form and self-nominated.

In accordance with the **EEO privacy provisions and confidentiality**, the '**less than 5**' rule has been applied in schools whose Indigenous staff numbers are less than five.

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	109	50	<5
Full-time equivalents	105	37	<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	13
Graduate Diploma etc.*	67
Bachelor degree	168
Diploma	36
Certificate	65

\*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 \$34,406.32

The major professional development initiatives are as follows:

- QCAA New QCE staff Workshops
- Visible Learning

## 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.	95%	95%	95%

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

From the end of the previous school year, 96% 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%	92%	91%
Attendance rate for Indigenous** students at this school	87%	90%	90%

\* 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

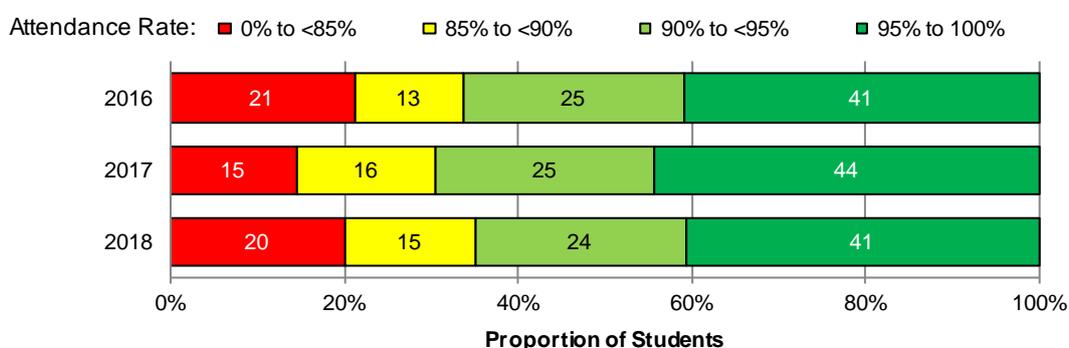
Year level	2016	2017	2018	Year level	2016	2017	2018
Prep				Year 7	92%	91%	92%
Year 1				Year 8	90%	89%	89%
Year 2				Year 9	90%	91%	87%
Year 3				Year 10	88%	93%	90%
Year 4				Year 11	90%	94%	93%
Year 5				Year 12	92%	94%	94%
Year 6							

Notes:

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

## Student attendance distribution

Graph 1: Proportion of students by attendance rate



## Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education procedures: [Managing Student Absences and Enforcing Enrolment and Attendance at State Schools](#); and [Roll Marking in State Schools](#), which outline processes for managing and recording student attendance and absenteeism.

Non-attendance is managed in state schools in line with the Department of Education procedures, [Managing Student Absences and Enforcing Enrolment and Attendance at State Schools](#) and [Roll Marking in State Schools](#), which outline processes for managing and recording student attendance and absenteeism.

Pacific Pines State High School marks all rolls electronically via DAYMAP. A roll is marked in the pastoral care lesson and teachers mark their individual class rolls every lesson thereafter. An SMS message is sent home daily when a student is marked absent from pastoral care. The SMS message allows parents to respond by SMS with the reason for the absence. The attendance officer checks unexplained class absences and reports to the relevant year Dean of Students. Pastoral Care (PC) Teachers follow up absences through communication with parents (i.e. note in diary, email or phone call home). All contacts are record on 'Contacts' in One School.

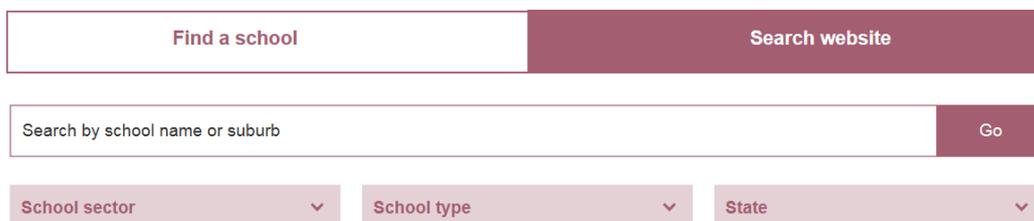
Expectations regarding attendance and every day counts is communicated and reinforced on a regular basis to students and families (i.e. weekly assemblies, email etc.). Deputy Principals and Dean of Students continually monitor student attendance. Roll class co-ordinators are assigned to PC classes to assist teachers when absences are unexplained for more than 3 days. If unexplained absence is continued, roll co-ordinator completes referral to Deputy Principal. Year level Deans and Deputy Principals conduct attendance meetings with parent and student when student reaches attendance rate of <85% (present and approved) to support student and family and assist in re-engaging student to improve attendance. Student is referred to key staff from the Wellbeing Team as and when required to support student in improving their attendance and re-engage them in learning. Enforcement of attendance process is actioned if attendance continues to decline despite ongoing support and intervention by Wellbeing Team. Exemption forms are completed and approved by the principal for off campus studies (i.e. TAFE) and medical reasons (supported by medical documents).

## NAPLAN

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

### How to access our NAPLAN results

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



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



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



Notes:

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

## Year 12 Outcomes

Tables 13–15 show for this school:

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

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

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

Table 13: Outcomes for our Year 12 cohorts

Description	2016	2017	2018
Number of students who received a Senior Statement	225	205	195
Number of students awarded a QCIA	0	6	0
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	225	199	195
Percentage of Indigenous students awarded a QCE at the end of Year 12	100%	100%	100%
Number of students who received an OP	72	65	69
Percentage of Indigenous students who received an OP	14%	0%	33%

Description	2016	2017	2018
Number of students awarded one or more VET qualifications (including SAT)	205	186	180
Number of students awarded a VET Certificate II or above	148	156	158
Number of students who were completing/continuing a SAT	50	72	50
Number of students awarded an IBD	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD	75%	75%	77%
Percentage of Year 12 students who were completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification	100%	100%	100%
Percentage of QTAC applicants who received a tertiary offer.	99%	100%	96%

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	9	8	9
6-10	16	16	18
11-15	29	25	26
16-20	17	16	15
21-25	1	0	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	155	112	116
Certificate II	108	95	113
Certificate III or above	71	93	83

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).

### Vocational Courses Offered to students in 2018

ICT20115 Certificate II in Information, digital media and technology

ICT10115 Certificate I in Information, digital media and technology

FSK20113 Certificate II in Skills for Work and Vocational Pathways

10283NAT Certificate IV in Crime and Justice (through Unity College)

BSB50215 Diploma of Business (through Aurora Training Institute)

CPC10111 Certificate I in Construction (Through Train Assess Australia)

SIT20316 Certificate II in Hospitality (Through Aurora Training Institute)

BSB30115 Certificate III in Business (Through Binnacle Business)

## Apparent retention rate – Year 10 to Year 12

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

Description	2016	2017	2018
Year 12 student enrolment as a percentage of the Year 10 student cohort	81%	80%	80%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort	89%	70%	60%

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.

This school works closely with a range of external agencies to support students who left school early. Our Principal, Deputy Principal, Regional Transitions Officer or Guidance Officer liaises with early school leavers and their parents, providing a service 'beyond the school gate' to assist early leavers make a successful transition to other educational pursuits or employment.

A small number of students in Years 11 and 12 had their enrolment cancelled due to continued non-participation in their program of study. Our Guidance Officers supported these students into alternative training pathways.

### 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.pacificpineshs.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx>

# Next Step

## 2018 Post-School Destinations

### Pacific Pines State High School



This is a summary of the post-school destinations of students from Pacific Pines State High School who completed Year 12 and gained a Senior Statement in 2017. The results are from the *Year 12 Completers Survey*, which is conducted approximately six months after students completed Year 12.



For more information about the survey visit the *Next Step* website [www.qld.gov.au/nextstep](http://www.qld.gov.au/nextstep). Regional and statewide reports will be available from October 2018.



**78.4% response rate**  
163 out of 208 Year 12 completers from this school responded to the 2018 survey.  
*Results may not be representative of all Year 12 completers at this school.*

#### Post-school destinations



In 2018, 80.4% of Year 12 completers from Pacific Pines State High School were engaged in education, training or employment in the year after they completed school.



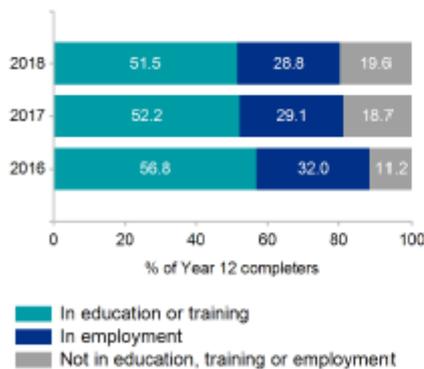
Of the 163 respondents, 51.5% continued in some recognised form of education and training. The most common study destination was bachelor degree.



A further 28.8% transitioned directly into paid employment and no further study.

All Year 12 completers were assigned to a *main destination*. Respondents who were both studying and working are reported as being in education or training, including apprentices and trainees.

Engagement over time



Main Destination in 2018

