The Adventure Begins!

Pacific Pines State High

High School in the Junior Phase -
A Parent and Community Partnership

Introducing the new Executive Leadership Team

Pacific Pines State High

Principal

Damien Burke

Head of School

Samuel Pollack

QR Code – We want to hear from you!

Pacific Pines State High

2026 Adventure Begins Q & A

What will we be exploring?

Pacific Pines State High

- Our values, culture, and results
- Support and intervention
- Our core curriculum areas
- Learning expectations
- Transition processes
- Attendance
- Our digital platforms
- Our elective curriculum areas and COE
- Parent Teacher Meetings

Meet the (Dream) Team

Pacific Pines State High

Deputy Principal of Year 7
Jessica Monroe

Deputy Principal of Year 8
Reuben Smith

Head of Department
English and Humanities
Rebecca Ryan

Head of Department
Maths and Science
Jamie Guttridge

Head of Department
Whole School Support
and Intervention
Mahalia Ryan

Head of Department
Student Engagement and
Success – Year 7
Megan Clayton

Head of Department
Student Engagement and
Success – Year 8
Alanah McMullan

Dean of Year 7
Payton McCausland

Dean of Year 8
Anita Bennett

Our Results

Pacific Pines State High

ATAR Overview

304 Year 12 students

100% QCE and QCIA achieved

81/103 students shared their ATAR

Pacific Pines State High

Shared ATAR Results

Top ATAR of 98.7

17 students achieved 90+

37 students achieved 80+

Above 34% of students received an A in Applied Subjects
Above 25% of students received an A in General Subjects

4 students achieved 100% on External Exams

3 students received QCE commendation for achieved 6 A's in general subjects

103 ATAR pathway and 201 Flexible, Work Ready or Senior Focus pathway

92.11% of students achieved 1 or more VET qualifications

53 students completing SAT school-based traineeship or apprenticeship

Hope is not a strategy

*When staff collaborated to create a **vision and mission** statement around **creating a culture of wellbeing and academic excellence**, this is what they said they are committed to developing in our learners:*

- *Critical thinkers*
- *Resilient learners*
- *Creative problem solvers*
- *Responsible and active learners*
- *Safe, connected environments.*

Support and Intervention

Pacific Pines State High

Our approach is data-informed and student-centred.

We review a range of information to understand how students are progressing, including:

- Academic achievement data
- Engagement and attendance patterns
- Teacher feedback

This helps us determine whether a student may benefit from additional support such as:

- Focus classes (Math, English, Science, Humanities)
- Aspire program
- Individual learning plans (PLPs / ICPs)
- AARAs (Access Arrangements and Reasonable Adjustments)

Deans of Support and Intervention

Pacific Pines State High

Role: Ensuring all students receive equitable access to learning by supporting teachers to implement reasonable adjustments.

What do they do?

- Support teachers in implementing reasonable adjustments in the classroom
- Communicate with parents and staff regarding ICPs (Individual Curriculum Plans), PLPs (Personalised Learning Plans), AARAs (Access Arrangements and Reasonable Adjustments), and other support measures
- Monitor and oversee support plans to ensure students with support needs are appropriately catered for
- Work collaboratively to create inclusive learning environments for all students

Julie Barnes
Year 7

Suzanne Carlton
Year 8

Wellbeing Team

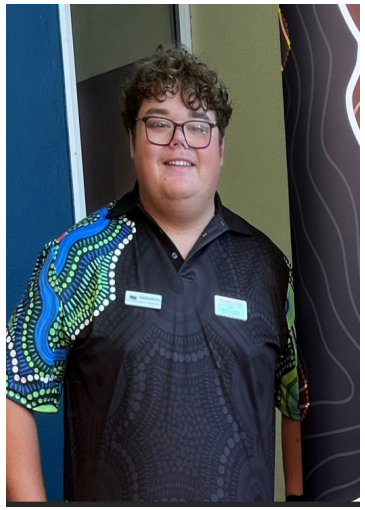
Pacific Pines State High

Hope Mae
GO (Year 7, 9 & 11)

Ness Schep
GO (Year 8, 10 & 12)

Jonas Darby
School Psychologist

Zhalin Cecil
YSC (Year 7 & 8)



Sebastian
First Nations Support Officer

English and Humanities

Pacific Pines State High

- Unit Overviews can be found on Qlearn.
- Students have been given an assessment calendar with dates for their tasks.

Year 7 English 2026
Curriculum and assessment plan

PACIFIC PINES STATE HIGH
INSPIRING EXCELLENCE TO EMPOWER SUCCESS

Pacific Pines State High School

	Unit 1: Everyday Heroes		Unit 2: Ned Kelly – Hero or Villain?		Unit 3: Advertising in the Media		Unit 4: Societal Change – Environmental destruction and Bullying and Meanness	
	Duration: 10 Weeks		Duration: 10 Weeks		Duration: 10 Weeks		Duration: 9 Weeks	
Unit Overview	In this unit students are exploring the lives of a variety of 'everyday heroes' through reading a range of biographical texts. They also identify the different character strengths each hero demonstrated. Students then create a feature article that explores how a person of their choice is an everyday hero by delving into the events in their life and the character strengths they exhibit.		In this unit, students examine a narrative recount of Ned Kelly's life and how the audience is positioned to view Kelly's life story from a particular point of view. Because students and Australians can see Ned Kelly in different ways (hero or villain), students explore these perspectives by creating an imaginative recount of a specific event from his life.		In this unit, students explore the different effects of advertising used in media. They analyse different modes of advertising and the persuasive techniques used in ads. Students then choose an ad to examine it for how it engages audiences, how the ideas are portrayed and how it has been influenced by context to decide if the ad is effective or not. Throughout the unit, students practice their speaking skills in the forms of mini-debates, ultimately leading to a class debate to decide who has the most effective ad.		In this unit, students analyse a variety of text types including; poems, songs and political cartoons, which make comment on societal issues (such as environmental destruction and bullying and meanness). Students identify different language features and textual structures the authors use to create meaning and impact on their audience. Students then present their annotations and ideas at a Learning Fair, and complete an exam exploring the social commentary about the issues of Bullying and/or the Environment.	
	Assessment — Feature Article	Timing	Assessment — Imaginative Narrative Recount	Timing	Assessment — Persuasive Essay and Pitch	Timing	Assessment — Learning Fair, Presentation, and Exam	Timing
								9 Week Unit

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YEAR 7 ASSESSMENT CALENDAR TERM 1 2026

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Week 1 Jan	26 – Public Holiday	27	28	29 Period 1 – 7 Onboarding	30 Extended HB Period 1
Week 2 Feb	2	3	4	5	6 ELM Speaking Workshop
Week 3 Feb	9 7ENG – PAT-R in L1 or L4	10	11	12	13
Week 4 Feb	16	17	18	19	20 7 Civics Draft Due 11:59pm
Week 5 Feb	23	24	25 7 English Text Analysis Exam L3	26 7 English Text Analysis Exam L3	27
Week 6 Mar	2	3	4 7 English Draft Due 11:59pm Parent-Teacher Meetings (2-7pm)	5	6 7 Civics Final Due 11:59pm

Year 7 Humanities 2026
Curriculum and assessment plan

PACIFIC PINES STATE HIGH
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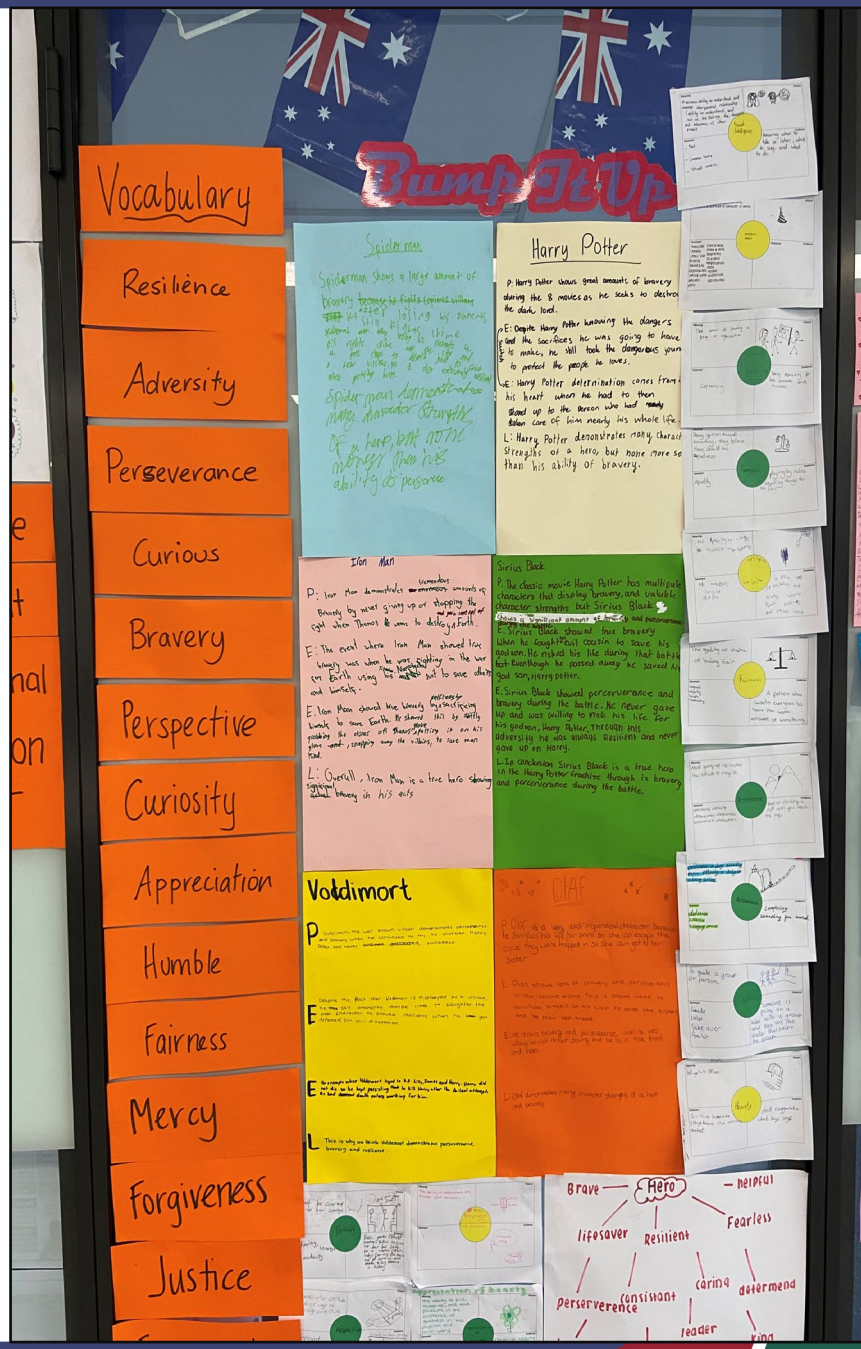
Pacific Pines State High School

	Unit 1: Civics and Citizenship Australian Democracy		Unit 2: Geography Water in the World and Place and Liveability		Unit 3: History Deep Time History of Australia		Unit 4: History Ancient China	
	Duration: 6 Weeks		Duration: 14 Weeks		Duration: 10 Weeks		Duration: 9 Weeks	
Unit Overview	**Key Inquiry Questions:** • How is Australia's system of democratic government shaped by the Constitution? • What principles of justice help to protect the individual's rights to justice in Australia's system of law? • How do features of Australian democracy and the legal system uphold and enact democratic values? • How is Australia a diverse society and what factors contribute to a cohesive society? Australia is one nation, but many different features shape Australian society. In this unit, students investigate the nature of Australian society, including its cultural and religious diversity and core Australian values, and determine how the Australian legal system supports our democracy through the rule of law and the court system. Students describe the distinctiveness of Australian society by identifying values that are important to Australians and exploring how local First Nations Australian communities are connected to Country/Place. Students will then learn how Australian society is underpinned by the Australian Constitution, and draw connections between a fair and just legal system and our democratic principles. Students learn how they can make a difference by investigating Australia's system of government and the ways citizens participate in their communities. Students develop their understanding of the Australian system of government, including concepts of representative democracy, constitutional monarchy and federalism. They consider how children, who are not yet old enough to vote, are able to participate in their democracy. Through the study of civics and citizenship, students develop skills of inquiry and values and dispositions that enable them to be active and informed citizens.		**Key Inquiry Questions:** • What approaches can be used to improve the availability of resources and access to services? • How does people's reliance on places and environments influence their perception of them? • What effect does the uneven distribution of resources and services have on the lives of people? In this unit, students will cover two topics – Water in the World and Place and Liveability. They will classify environmental resources and the forms that water takes as a resource. They will understand the way that flows of water connects places as it moves through the environment and the way this affects places, and the quantity and variability of Australia's water resources compared with other continents. They will understand the nature of water scarcity and ways of overcoming it, including studies drawn from Australia and West Asia and/or North Africa. Students will also explore the economic, cultural, spiritual and aesthetic value of water for people, including Aboriginal and Torres Strait Islander Peoples and peoples of the Asia region, and the causes, impacts and responses to an atmospheric or hydrological hazard. Students will also focus on the factors that influence liveability, how it is perceived, and the idea that places provide us with the services and facilities needed to support and enhance our lives. Students examine the distribution of these spaces, and how they are planned and managed by people. They also consider the ways that the liveability of a place is enhanced and how sustainability is managed.		**Key Inquiry Questions:** • How do we know about the ancient past? • Why, where and when did the earliest societies develop? • What emerged as the distinctive features of societies of early First Nations Peoples of Australia? • What emerged as the defining features and achievements of ancient societies? • What have been the significant legacies of ancient societies? In this unit, students will examine sources that explore the ancient world (ancient Australia) and the emergence and establishment of ancient societies. They will explore how historians and archaeologists investigate history, including excavation and archival research by examining a range of sources that can be used in an historical investigation, including archaeological and written sources. They will investigate a historical controversy or mystery that has challenged historians or archaeologists, such as in the analysis of unidentified human remains, and understand nature of sources for ancient Australia and what they reveal about Australia's past in the ancient period. This unit will confirm the importance of conserving the remains of the ancient past, including the heritage of Aboriginal and Torres Strait Islander Peoples.		**Key Inquiry Questions:** • How do we know about the ancient past? • Why, where and when did the earliest societies develop? • What emerged as the defining characteristics of ancient societies? • What have been the legacies of ancient societies? In this unit, Students build on and consolidate their understanding of historical inquiry from previous years using a range of sources for the study of Ancient China. They will explore the physical features of China (such as the Yellow River) and how they influenced the civilisation that developed there, examine the roles of key groups in Chinese society in this period (such as kings, emperors, scholars, craftsmen, women), including the influence of law and religion. Students will study the significant beliefs, values and practices of Chinese society. Students will learn about the contacts and conflicts within and/or with other societies, resulting in developments such as the expansion of trade, the rise of Imperial China (including its material remains), and the spread of philosophies and beliefs, and the role of a significant individual in ancient Chinese history such as Confucius or Qin Shi Huang.	
Assessment	Assessment — Project	Timing	Assessment — Portfolio of Work	Timing	Assessment — Exam	Timing	Assessment — Research Booklet	Timing
	SA1: Summative Technique: Research Project Conditions : 400-600 words in total. Some seen and unseen sources. Due Date: Term 1, Week 6	6 Weeks	SA2: Portfolio of Work Technique: Exam and Mini Assignment Conditions : Checkpoints and Drafting time provided in class Word count: 400-600 words Due Date: Term 2, Week 8	14 Weeks	SA3: Summative Technique: Exam - Short Response Conditions: 50-75 words per item (400-600 words in total). Some seen and unseen sources. Due Date: Term 3, Week 8	10 Weeks	SA4: Summative Technique: Research Investigation Conditions: Checkpoints and drafting time provided in class Word Count: 400-600 words Due Date: Term 4, Week 7	9 Weeks

English and Humanities

- **Learning Expectations**
  - At the heart of our classrooms is thinking.
  - Emphasis on student accountability and responsibility for their learning.
  - Handwriting activities for enriching memory and fostering creativity.

- **Assessment tasks:**
  - Have strict due dates found in Unit Overview and Assessment Calendar.
  - Encourage students to submit early via Daymap.
  - Reach out to teachers or myself – email is the best line of communication.
  - Tutorial support – Thursday afternoons.



Reading to Learn

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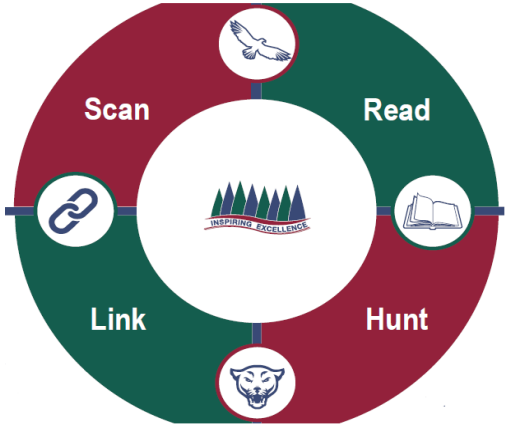
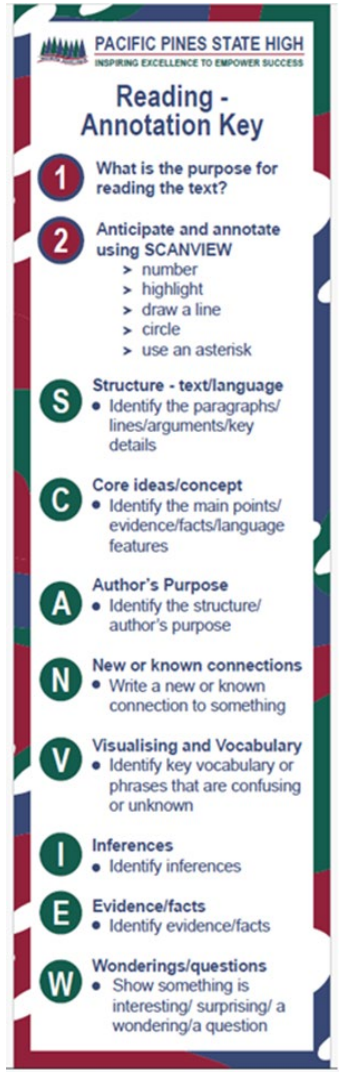
How you can support reading at home:

- Encourage Reading for Fun
- Read Together
- Model Good Reading Habits
- Ask Questions





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Reading - Annotation Key

1 What is the purpose for reading the text?

2 Anticipate and annotate using SCANVIEW
- number
- highlight
- draw a line
- circle
- use an asterisk

S Structure - text/language
- Identify the paragraphs/ lines/arguments/key details

C Core ideas/concept
- Identify the main points/ evidence/facts/language features

A Author's Purpose
- Identify the structure/ author's purpose

N New or known connections
- Write a new or known connection to something

V Visualising and Vocabulary
- Identify key vocabulary or phrases that are confusing or unknown

I Inferences
- Identify inferences

E Evidence/facts
- Identify evidence/facts

W Wonderings/questions
- Show something is interesting/ surprising/ a wondering/a question

Math and Science

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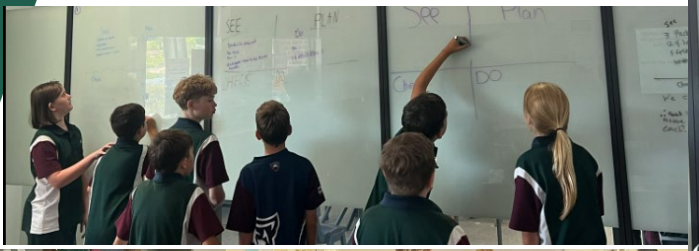
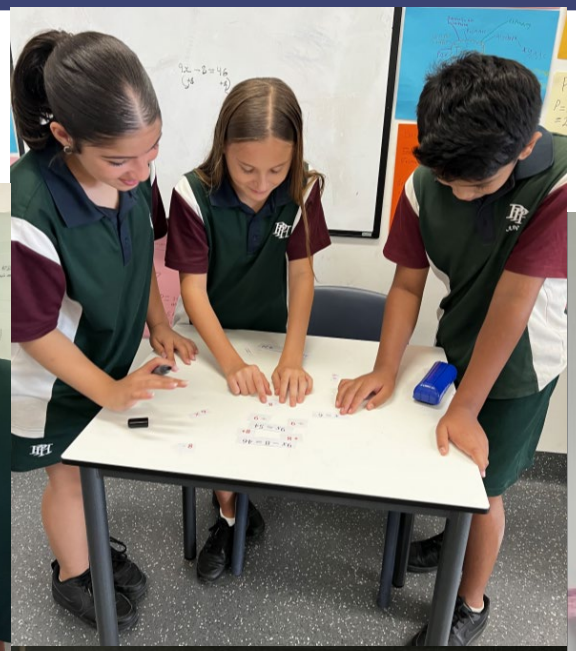
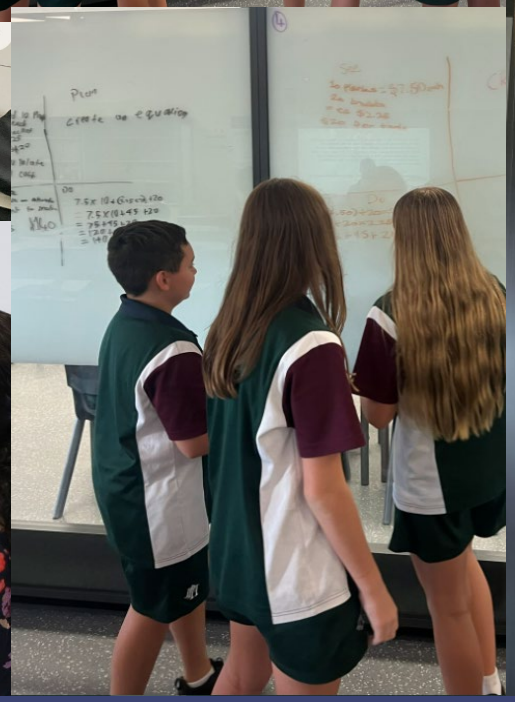
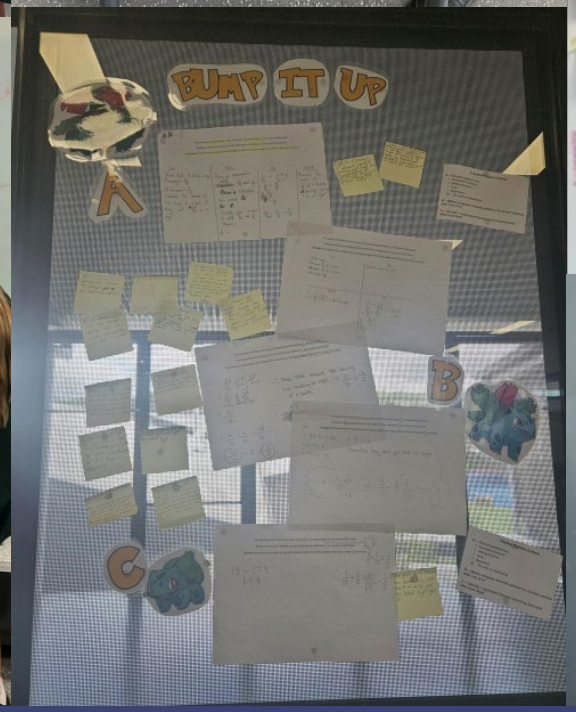








Engaging in Maths

Pacific Pines State High

How can you support your student at home:

1. **Talk about Maths positively**: Our attitudes toward Maths influence our children. Even if we struggled with Maths, we can show curiosity and a willingness to learn alongside our child.

2. **Encourage a growth mindset:** Praise effort, not just results. Help see mistakes as opportunities to learn.

3. **Make Maths practical and real:** Encourage your child to connect Maths to everyday life — like budgeting, cooking measurements, or calculating discounts while shopping.

Pacific Pines State High

Junior Engagement Team

Zero-Tolerance to Bullying - Code of Conduct
- Report to Student Services
- Parent/Guardians can communicate

- Transition to high school success.
- Parent/School Communication – Positive relationship. We are a team for our little people to succeed.
- Building Resilience.
- Building a sense of belonging.

Our Transition

Pacific Pines State High

- We met with each primary school and gather information to best inform our support.
- Extensive transition program
- Data read from primary school for year 7's and year 7 data for year 8s.
  - **This means no one falls through the cracks.**
  - **Everyone in intervention who should be.**
  - **Wellbeing survey sent to all students.**
- Students from multiple schools colliding – everyone with a friend by the end of week 1!
- Students have settled very well – **411** year 7 students.
- Culture building and opportunities (lots of new and exciting stuff!)
- New Youth Support Officer

Every day counts

Regular school attendance

Pacific Pines State High

Did you know? Research shows that in Queensland, higher student attendance at school is associated, on average, with higher student achievement.

Why is regular attendance at school important?

Regular school attendance will mean that your child gets a better chance at life. Your child will achieve better when they go to school all day, every school day:

- they learn better
- they make friends
- they are happier
- they have a brighter future.

Why must I send my child to school?

Under Queensland law, you must make sure your child of school age is enrolled and attends school all day, every school day unless they have a reasonable excuse. Illness, doing work experience, competing in a school sporting event or going on a school excursion are reasonable excuses for being absent

Routine medical or other health appointments should be made either before or after school or during the school holidays.

While it is a last resort, it is important to understand that you may be prosecuted if your child is not attending school regularly.

What should I do if our family is going on a holiday in school time?

You are encouraged not to schedule holidays during school time. If your family holiday is during school time, let the school know in advance and talk about what arrangements can be made for your child. Depending on the circumstances the school may be able to provide tasks for your child to complete while they are absent or assist you to organise an exemption from schooling.

Do I need to let the school know if my child has been away from school?

Yes. You must let the school know the reason why your child is absent from school – either beforehand, on the day of the absence, or as soon as practicable after your child's return to school.

What should I do if my child won't go to school?

You should contact the school as soon as possible for advice and support.

ATTENDANCE

Pacific Pines State High

- Where possible, avoiding extended absences is best. Extended periods away can impact learning significantly and we are not a remote learning school. Anything greater than 10 days away requires compulsory school exemption application.
- Minimising time away from school where possible maximises student chances of continued success.

Pacific Pines State High

Learning Expectations

We **teach, reteach, and positively reinforce the behaviour we want to see and expect of our students.**

- High Expectations
- Arriving prepared
- Attending everyday
- Being an active learner
- Be kind to our community

Positive Behaviour for Learning (PBL)

Be Respectful
Garimagali'angah

- I can use respectful language towards staff and students
- I can treat others the way I want to be treated
- I can respectfully listen to others when they are talking
- I can respect the classroom environment and equipment

Be Responsible
Baugullgali'angah

- I can take accountability for my own actions
- I can be responsible by having all my learning equipment ready for class
- I can be responsible for my own work by managing my time and asking for help
- I can wear the correct uniform with pride

Be Safe
Nyanya'angah

- I can be safe by following all instructions from my teacher
- I can make others in my classroom feel safe by contributing to a positive environment
- I can be considerate of the needs of other students in my class
- I can safely move between classes during the day

Be a Learner
Nyumbagali'angah

- I can be a learner by seeking help and feedback to improve my work
- I can be a learner by actively participating to the best of my ability at all times
- I can be a learning by completing all tasks to the best of my ability
- I can be on time for class

Pacific Pines State High

Uniform and Shoe Policy

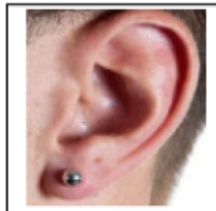
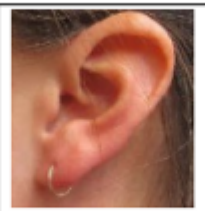
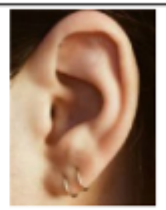
We pride ourselves on our inclusive and smart uniform that shows we belong to our school community.

- Jewellery & Jewellery Approvals
- COE Uniforms
- Shoes & Shoe Swap
- Code of Conduct

Approved Shoes

Leather jogger	Leather jogger	Leather jogger	Leather lace up	Leather lace up
✓	✓	✓	✓	✓

Approved Earrings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Our Curriculum

Pacific Pines State High

- All students study 6 classes at a time.

Whole Year	Semester
• English • Humanities • Mathematics • Science	• Health & Physical Education • Creative Arts • Technologies • Japanese* • Economics & Business*

- Centre of Excellence (CoE) programs run for the whole year in place of the related subject and another subject where necessary.

**Japanese is studied for a term in Year 8. Economics & Business is introduced and studied for a term in Year 8.*

Our Curriculum: Centre of Excellence

Pacific Pines State High

Core A	Core B	Elective C	Elective D
HELM- Humanities, English, Literature & Media	STEM- Science & Mathematics	Business, Leadership & Enterprise (Yr9-10) Culinary Skills Dance Drama Japanese Music STEM- Technology	AFL Netball Touch Football Soccer

- Year 7 students can only be in one program per category.
- Year 7 students can be in a maximum of 3 programs and can apply to be in a 4th program for the beginning of Year 8.
- Year 9 and 10 students are allowed to be in two Elective C programs.

Our Digital Learning Platforms

Pacific Pines State High

OneNote

- Class notebooks

Daymap

- Timetable
- Attendance

QLearn

- Lesson information

MIS Account

- Student email
- Office 365 – Free!

Our Digital Platforms – For Parents

Pacific Pines State High

QParents

- provide digital consent
- read or download report cards
- notify of absences
- pay invoices
- see your child's timetable and school events.

Daymap

- Attendance
- Absence notification
- Messages

Social Media, Website, and Email

- Follow us
- Important news and announcements

Informative Material

Pacific Pines State High

Our school | Enrolments | Curriculum | Extra-curricular | Facilities | Calendar and news | Our community | Support and resources

Home > Curriculum > Excellence programs

Curriculum

- Music
- Junior school
- Middle school
- Senior school
- Excellence programs
  - Academia - English, Literature & Media
  - Academia - Japanese
  - Academia - STEM - Science & Mathematics
  - Academia - STEM - Technology
  - Centre of Excellence Uniforms
  - Creative Industries - Dance
  - Creative Industries - Drama
  - Creative Industries - Music
  - Current students
  - Enterprise - Business, Leadership & Enterprise
  - Enterprise - Culinary Skills
  - Future Year 7 2026 students
  - Sport - Touch Football
  - Sport - AFL
  - Sport - Netball

Print Email

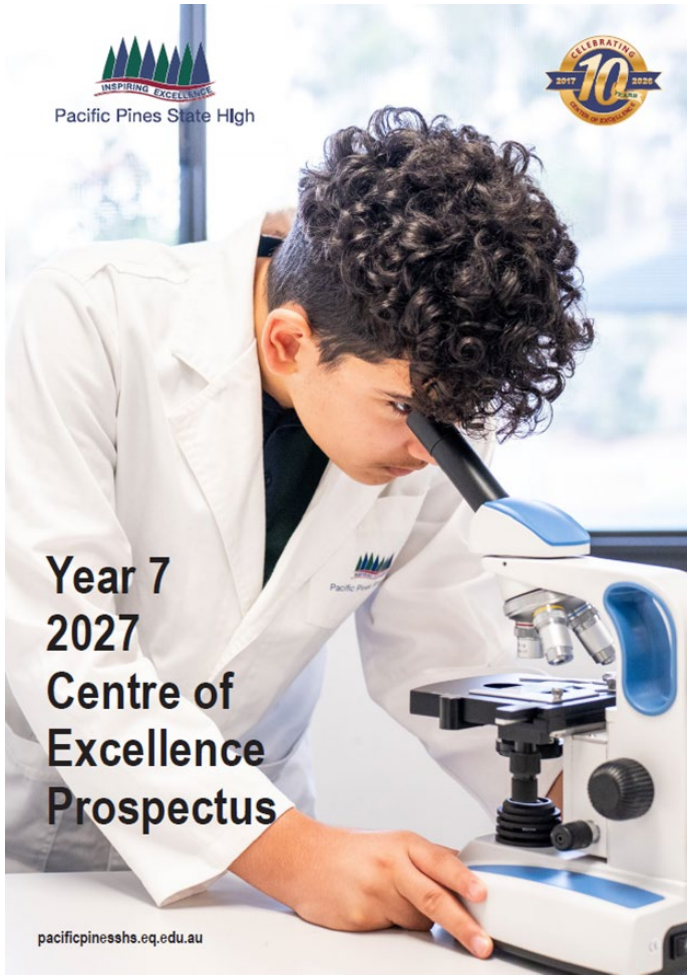
Centre of Excellence

Our **vision** is through the development of skills and attitudes, our students will be creative and critical thinkers, empowered and prepared for the opportunities of the 21st Century.

Our **mission** is to deliver enhanced programs, pedagogy and products, ensuring students engage in opportunities that develop exemplary skills, knowledge and capabilities relevant to their chosen pathway.

Centre of Excellence Programs

Academia	Creative Industries	Sport	Enterprise
• English, Literature & Media • STEM - Science &	• Dance • Drama • Music	• AFL • Netball • Soccer	• Business, Leadership & Enterprise • Culinary Skills



Coming up soon!

Pacific Pines State High

Parent Teacher Meetings – Bookings Open

Wednesday 4 March (next week), 2pm – 7pm

VL block (at the front of the school)

Book Via Daymap

QR Code – We want to hear from you!

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2026 Adventure Begins Q & A

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Parent Teacher Meetings

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Bookings:

INSPIRING EXCELLENCE

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