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Principal's foreword

Introduction

Pacific Pines State High School offers quality secondary education to the Gaven/Pacific Pines community, that community extends into parts of Arundel. **The school's ultimate function is to serve this community which has become clearly defined both geographically and socially.** The school has placed itself at the hub of this community through partnerships with the local developer Stockland and Gold Coast City Council. This is further supported through our relationships with the local primary schools through the Gaven Pacific Pines Precinct of Schools. The most visible signs of those relationships are the construction of Pacific Pines Community Centre on the school grounds and the constant interaction with the primary schools.

The school's mission is to develop in every student a "culture of achievement." The mission recognises that achievement will be **defined according to each student's needs** and abilities. In developing a "culture of achievement" the school supports Education Queensland's vision to equip young people for the future to enable them to contribute to a socially, economically and culturally vibrant society.

IMPROVEMENT PRIORITIES FOR 2006 were:

To review school policies and practices after a period of rapid change and growth particularly from 2000 – 2004. This review coincided with the preparation of the school's Triennial School Review

To investigate systems to better monitor and report student attendance to parents.

A system to notify parents by SMS of student's absence was purchased at the end of the 2006 year and for use in 2007.

Future outlook

The school continues to experience significant growth which is both challenging and rewarding. That growth is due to both the further development of the Pacific Pines Estate and our good reputation for both academic and vocational achievement.

Recommendations and Priorities from the Triennial School Review processes in 2006 included:

Strategies to develop school spirit, student pride and the genuine desire for students to excel and achieve will be a focus over the next three years. Key strategies will include the celebration of student success and promotion of student achievement. There will be a further focus on the Senior School to develop their leadership potential and responsibilities.

Staff Welfare with a specific focus on the involvement of support staff will be a priority.

Strategies for the school to provide greater accountability to parents with respect to notification of absences will be pursued.

Enrolment Trends

2007 – 1143 actual student enrolment

2008 – 1260 predicted student enrolment

Our school at a glance

School Profile

Total Enrolments (Feb) 2005: 921

Total Enrolments (Feb) 2006: 1053

Year Levels Offered: Years 8 – 12

SCHOOL TYPE : Co-Educational State Secondary School

Curriculum offerings

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

Year 8: Students study a range of subjects which cover the eight key learning areas. Information Technology is integrated within the curriculum.

Year 9: Students are required to study English, Math, SOSE, Science & HPE. Students choose 4 semester – subjects from the other key learning areas.

Year 10: **Students are required to study English and Math and choose four other subjects.** Year 10 is seen as a preparation and transition to the senior years of schooling.

Year 11 & 12: Students are required to study an English subject and a Mathematics subject and four other subjects from an extensive list of authority, non authority subjects and vocational subjects. Students in Year 11 & 12 attend school four days a week from 8am to 3pm. Multiple pathways are available to students including OP, Vocational, School Based Apprenticeships and Traineeships, Griffith University "Guests" program.

Literacy skills are embedded in the curriculum with students tested for Literacy and Numeracy on enrolment. This testing informs placement of students in classes and identifies students requiring learning support and modified programs.

Other Academic and Vocational Programs.

Pacific Pines State High School is a Griffith University Partner School. As part of the "Griffith University Guests Program" a number of students in Year 12 2006 studies a university subject at Griffith University. Success in that subject provides guaranteed entry into Griffith University when the students graduate.

Our school is also part of the "Griffchem" and "Griffphys" programs. This allows students to gain university credit when they pass Senior Physics and/or Chemistry. Guaranteed entry is provided to students who achieve particular results in those subjects. The school is also a member of the Queensland Biotechnology Education Network.

A number of students in 2006 received direct entry to Gold Coast TAFE on the basis of their Year 12 results

A large number of students participate in Vocational Education. In 2006 the school was registered to teach:

Certificate 1 in Business, Certificate 11 in Business, Certificate 1 in Engineering, Certificate 1 in Community Recreation, Certificate 11 in Sport and Recreation, Certificate 1 in Furnishings, Certificate 1 in Hospitality, Certificate

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Queensland
Government
Education Queensland

Our school at a glance

1 in Information Technology, Certificate 11 in Information Technology, Certificate 11 in Tourism.

Sport

The school offers Rugby Union and Volleyball as subjects in Years 9 – 12. 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 School's Cup and the Bob Templeton Shield.

Traineeships & Apprenticeships

At the end of 2006 - 49 students had completed or were continuing a school based traineeship or apprenticeship. Two students received an Australian Student Vocational Prize and one of our students was selected as the Gold Coast Trainee/Apprentice of the Year.

Academic and Cultural activities

During 2006 students participated in a number of academic and cultural activities including Australian Business Week, Junior Science Club, Theatre Restaurant, Rock Eisteddfod, Financial Literacy Test, Mini Idol, Musical Moments, Talent Quest, Danced in the Spotlight, Choral Fanfare, Australian Geography Competition, Optiminds, Wakikirri Storyboarding Competition and Debating.

The school has established a relationship with Hitsuyukan High School in Japan, Students from that school visit each year and approximately every second year our students visit Japan.

Computers

In 2006 the school had 7 computer laboratories and approximately 245 computers available for student use. Information Technology was integrated throughout the curriculum in Years 8 & 9 and was taught as a discreet subject in Years 10, 11, & 12.

Social climate

School beliefs about behaviour and learning

At Pacific Pines State High School we fundamentally believe:

1. Students have the right to learn and teachers have the right to teach without disruption.
2. That all members of the school community have the right to be treated with respect.
3. That all members of the school community must accept responsibility for their own behaviour.
4. That all members of the school community have the right to work, study, play and learn in a safe and supportive school environment.
5. That students have the right to feel safe and happy

Furthermore these beliefs support the underpinning expectation of the 'Code of Behaviour' that all members of the school community "conduct themselves in a lawful, ethical, safe and responsible manner that recognises and respects the rights of others."

Students in particular are expected to participate actively in the school's education program; this includes:

1. coming to school (and classes) on time ready to learn,
2. taking responsibility for their own behaviour and learning by
3. completing all tasks to the best of their ability and
4. asking for help if they don't understand
5. demonstrating respect for themselves, other members of the school community and the school environment, including maintaining a clean healthy and safe environment
6. behaving in a manner that respects the rights of others including the right to learn
7. cooperating with others and staff in authority
8. wearing the school uniform with pride and adhere to school rules relating to personal appearance and



jewellery.

Parents/carers in particular are expected to:

1. show an active interest in their child's schooling and progress
2. cooperate with the school to achieve the best outcomes for their child
3. support school staff in maintaining a safe and respectful learning environment for all students
4. initiate and maintain constructive communication and relationships with school staff regarding their child's learning, wellbeing and behaviour
5. contribute positively to behaviour support plans that concern their child.
6. follow published school procedures.
7. provide the necessary resources for students to participate in learning.

The school is expected to:

1. provide safe and supportive learning environments
2. provide inclusive and engaging curriculum and teaching
3. initiate and maintain constructive communication and relationships with students and parents/carers
4. promote the skills of responsible self-management.

Student Council/Leadership

The school has a strong Student Council who meet once per month with a focus on school and community service issues. The school Leadership program allows students to be recognised at 4 levels:

Level 1 - Lead by Example,

Level 2 - Lead by Active Participation

Level 3 - Lead by Inspiring and Organising

Level 4 - Captain Level - Lead by Inspiring and Whole School Responsibility.

Specialist Support Services for students include: The School Chaplain, School Based Youth Health Worker, Youth Support Officer, Youth Pathways Officer, Year Coordinators and Guidance Counsellor.

Involving parents in their child's education.

Parents have input into the school primarily through the Parent's and Citizen's Association and the School Council.

The Parent's and Citizen's association meets on the second Wednesday of each month except on State of Origin Nights when the meetings are held on the Thursday of that week. The School Council meets once per term and is comprised of two parent representatives, two staff representatives, two student representatives, The P and C President and the Principal.

The Parent's and Citizen's Association 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, rock eisteddfod, debating, drama, dance etc. .

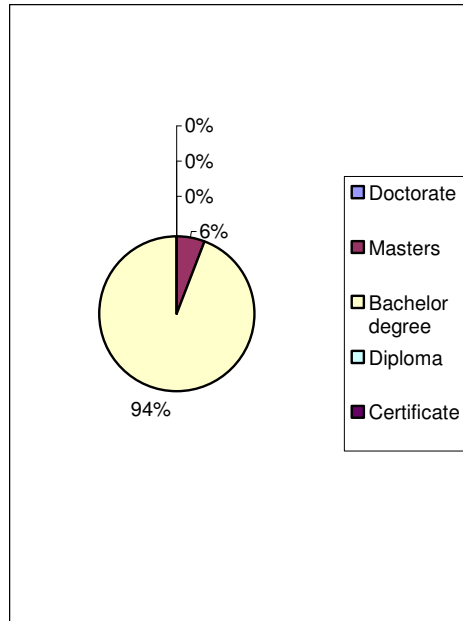
Written reports are issued to parents three times per year – in Term 1, at the end of Semester 1 and the End of Semester 2. Two Parent –Teacher nights are held each year. The first is held in Term 1 and the second is held in Term three after the issuing of the Semester 1 report.

Parents are invited to a number of events each year including: Year 8 Parent Partnership Evening, Open Night , Subject Selection Evenings, Enrolment Evenings, Senior Induction, Graduation, Leadership and Awards Nights. All enrolments are done by personal interview with parents. Towards the end of Year 10 parents also participate in the preparation of a Senior Education and Training Plan for their child.

Our staff profile

Qualifications of all teachers.

Highest level of Attainment	Percentage of classroom teachers and school leaders at the school
Doctorate	0
Masters	6
Bachelor degree	95
Diploma	0
Certificate	0



Expenditure on and teacher participation in professional development.

The total funds expended on teacher professional development in 2006 was \$34894.74

The major areas of professional development were as follows: Middle Schooling, Student Welfare, Literacy, First Aid, Subject Related – Queensland Studies Authority Subjects and Vocational Education particularly teachers maintaining industry qualifications to teach vocational subjects .

All teaching staff were involved in some form of Professional development Activity in 2006.

Average staff attendance

For permanent and temporary staff and school leaders the staff attendance rate was 94% in 2006.

Proportion of staff retained from the previous school year.

From the end of the 2005 school year, 96 % of staff were retained by the school for the entire 2006 school year.

Performance of our students

Student attendance

The average attendance rate as a percentage in 2006 was 88.6 %.

Key outcomes in the early and middle phases of learning

Results in the Year 2 Diagnostic Net	
	Percentage of students not requiring additional support
Reading	N/A
Writing	N/A
Number	N/A

Our reading, writing and numeracy results for the Queensland Years 3, 5 and 7 Literacy and Numeracy Tests.

		Yr 3	Yr 5	Yr 7	
Reading	Average score for the school	N/A	N/A	N/A	
	Average score for Queensland	535	608	679	
	Percentage of students at the school above the national benchmark	2006	N/A %	N/A	N/A
		2005	N/A	N/A	N/A
Writing	Average score for the school	N/A	N/A	N/A	
	Average score for Queensland	522	627	696	
	Percentage of students at the school above the national benchmark	2006	N/A	N/A	N/A
		2005	N/A	N/A	N/A
Numeracy	Average score for the school	N/A	N/A	N/A	
	Average score for Queensland	529	599	653	
	Percentage of students at the school above the national benchmark	2006	N/A	N/A	N/A
		2005	N/A	N/A	N/A

Key outcomes in the senior phase of learning

Apparent retention rates Year 8 to Year 12.

Year 12 student enrolment as a percentage of the Year 8 student cohort. 80 %

Outcomes for our Year 12 cohort of 2006

Total number of Senior Certificates awarded 141

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Performance of our students

Percentage of Overall Position (OP) -eligible students with OP 1-15	69 %
Percentage of students awarded Senior Certificates and awarded a Vocational Education and Training (VET) qualification	64 %
Percentage of students awarded Senior Certificates with OP-eligibility or awarded a VET qualification	87 %
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer	92 %

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2006 Year 12 post-school destinations survey, Next Step – Student Destination Report for the school were not available. Information about these post-school destinations of our students will be posted to our website by early September.

Other Key Outcomes

Parent, student and teacher satisfaction with the school

The outstanding academic and vocational achievement of our students is celebrated by students, parents and staff. Strong enrolment growth and a stable and dedicated teaching staff reflect satisfaction by the school community. The high level of involvement and support in the school by the local community reflects their satisfaction.