


QUEENSLAND STATE SCHOOL REPORTING - 2009

Pacific Pines State High School (1745)

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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 our continuing 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.

This School Annual Report outlines the achievements and highlights of the school in the 2009 year and points to the challenges in 2010.

School progress towards its goals in 2009

The school maintained very good Year 12 outcome results with 70% of OP eligible students receiving an OP of between 1 and 15. A QCE completion rate of 98% is considered excellent and the school had a high number of students receive vocational certificates. A high number of students also completed school based apprenticeships or traineeships. Some progress has been made in the school's goal of improving QCS results

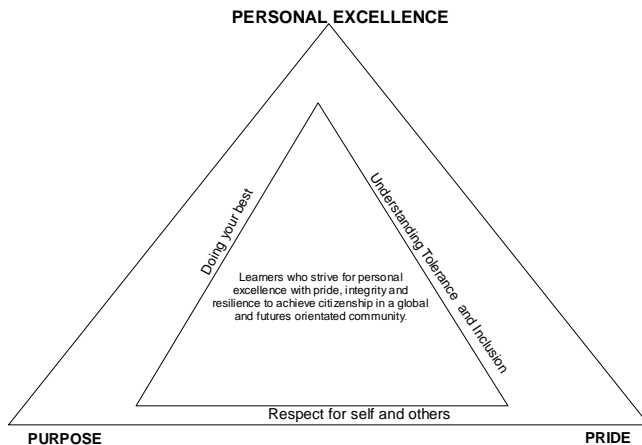
Year 9 NAPLAN results improved particularly in the areas of reading and numeracy. Staff Opinion survey data for non-teaching staff improved and the school continues to have a low turnover of staff for teaching staff.

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A number of facilities were completed in 2009 including the weights gymnasium, data projectors to most classrooms and a walkway from the front of the school.

Future outlook



Our immediate goals and values are encapsulated in the above diagram. The school's mission is to meet the needs of the local community. In 2010 a dance excellence class will be available to Year 8 students which will compliment existing excellence classes in Rugby Union, Volleyball, and Academic excellence. Vocational education will continue to be a priority and the school has been officially congratulated on the number of school based apprenticeships and traineeships.

The school continues to do well when measured on the number of OP eligible students receiving an OP of between 1 and 15 again bettering the state average. The school has identified Queensland Core Skills test performance as an area of improvement.

In the short term the school's population should remain stable at between 1300 and 1400 students before another growth phase begins in a few years time.

Our school at a glance

School Profile

Record:

Coeducational or single sex: Co-Educational State Secondary School

Year levels offered: Years 8 to 12

Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2009 – Nov 2009)
1350	699	651	85%

Class sizes – Proportion of school classes achieving class size targets in 2009

Phase	Average Class Size	Percentage of classes in the school			
		On or under target	Under Target	On Target	Over Target
Prep – Year 3					
Year 4 – Year 10	24	90%	75%	15%	10%
Year 11 – Year 12	18	92%	87%	5%	8%
All Classes	22	91%	79%	11%	9%

School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	209
Long Suspensions - 6 to 20 days	41
Exclusions	6
Cancellations of Enrolment	18

Curriculum offerings

Our distinctive 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

Our school at a glance

Technology, Literacy and Numeracy are integrated within the curriculum. Extension classes – XLR8 are offered to students who are working at an accelerated level.

Year 9: Students are required to study English, Math, SOSE, Science & HPE. Students choose 4 semester – subjects from the other key learning areas. Extension classes are offered to students in the core subject areas for students working at an accelerated level. The XLR8 class from the previous year have a common course of study including problem solving.

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 2009 studied 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.

Pacific Pines State High School 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 mainly on a Friday.

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. Courses include vocational qualifications in Nursing, Animal Companionship, Multimedia and Engineering.

Many students participate in Vocational Education. In 2009 the school was registered to teach:

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

Our school at a glance

Regional Sport. The school participates in a number of external sport competitions including the Volleyball Schools' Cup and the Bob Templeton Shield.

Extra curricula

Academic and Cultural Activities

During 2009 students participated in a number of academic and cultural activities including Australian Business Week, Theatre Restaurant, Financial Literacy Test, Mini Idol, Musical Moments, Talent Quest, Danced in the Spotlight, Choral Fanfare, Australian Geography Competition, Optiminds, 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. Unfortunately in 2009 Hitsuyukan High School were unable to visit due to the swine flu outbreak. They plan to visit in 2010 and the school has planned a trip to Japan for 2010.

How Information and Communication Technologies are used to assist learning

In 2008 approximately 210 computers were available for students use. An additional 50 computers were purchased in the beginning of 2009 and 110 computers were purchased to replace existing machines over 5 years old. Laptop computers continue to be provided to all teachers. Data projectors and screens have been installed in all rooms in the General Learning Block and 6 electronic/interactive white boards have been installed across the science and general learning blocks.

Information Technology is integrated across the curriculum in Years 8 and 9. Information Technology supports the curriculum in Years 10,11 and 12 and can also be studied as a discrete subject area

Characteristics of the student body:

Pacific Pines State High School principally serves the geographic area of Gaven. Feeder primary schools include Pacific Pines State School, Gaven State School, Parklake State School, the newly opened Highland Reserve State School and to a lesser extent Arundle State School.

The school has only a small proportion of indigenous students or students from non-english speaking backgrounds. The school has only a small proportion of students with a disability and they in the main have an integrated educational program. There has been a recent trend of students from Great Britain enrolling at the school. The main occupation groups for residents are retail and construction.

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 30% attend University principally Griffith University. There is a strong partnership and ongoing relationship between our school and Griffith University.

Our school at a glance

Social climate

At Pacific Pines State High School we fundamentally believe that:

Students have the right to LEARN and teachers have the right to teach without disruption.

All members of the school community have the right to be treated with respect.

All members of the school community must accept responsibility for their own behaviour.

All members of the school community have the right to work, study, play and learn in a safe and supportive school environment.

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 which includes:

Coming to school (and classes) on time ready to learn

Taking responsibility for their own behaviour and learning by completing all tasks to the best of their ability and asking for help if they don't understand

Demonstrating respect for themselves, other members of the school community and the school environment, this includes maintaining a clean healthy and safe environment

Behaving in a manner that respects the rights of others including the right to learn

Cooperating with others and staff in authority

Wearing the school uniform with pride and adhering to school rules relating to personal appearance and jewellery.

Parents/carers in particular are expected to:

Show an active interest in their child's schooling and progress

Cooperate with the school to achieve the best outcomes for their child

Support school staff in maintaining a safe and respectful learning environment for all students

Initiate and maintain constructive communication and relationships with school staff regarding their child's learning, wellbeing and behaviour

Contribute positively to behaviour support plans that concern their child

Follow published school procedures

Provide the necessary resources for students to participate in learning.

Schools are expected to:

Provide safe and supportive learning environments

Provide inclusive and engaging curriculum and teaching

Initiate and maintain constructive communication and relationships with students and parents/carers

Our school at a glance

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.

The Welfare Team

Students are supported by the Student Welfare Team consisting of the Guidance Counsellor, School Chaplain, School Nurse, Youth Pathways Officer, Youth Support Officer, Learning Support Staff, Students with Disabilities teacher, behaviour Management Teacher and Year Coordinators.

Our school at a glance

Parent, student and teacher satisfaction with the school

Performance measure	Result 2009
Percentage of parents/caregivers satisfied that their child is getting a good education at school	63%
Percentage of students satisfied that they are getting a good education at school	58%
Percentage of parents/caregivers satisfied with their child's school	75%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	53%
Percentage of staff members satisfied with morale in the school	61%

Involving parents in their child's education.

Parents have input into the school through the Parents and Citizens' Association. The Parents and Citizens' association meets on the second Wednesday of each month. The Parents and Citizens' 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, 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.

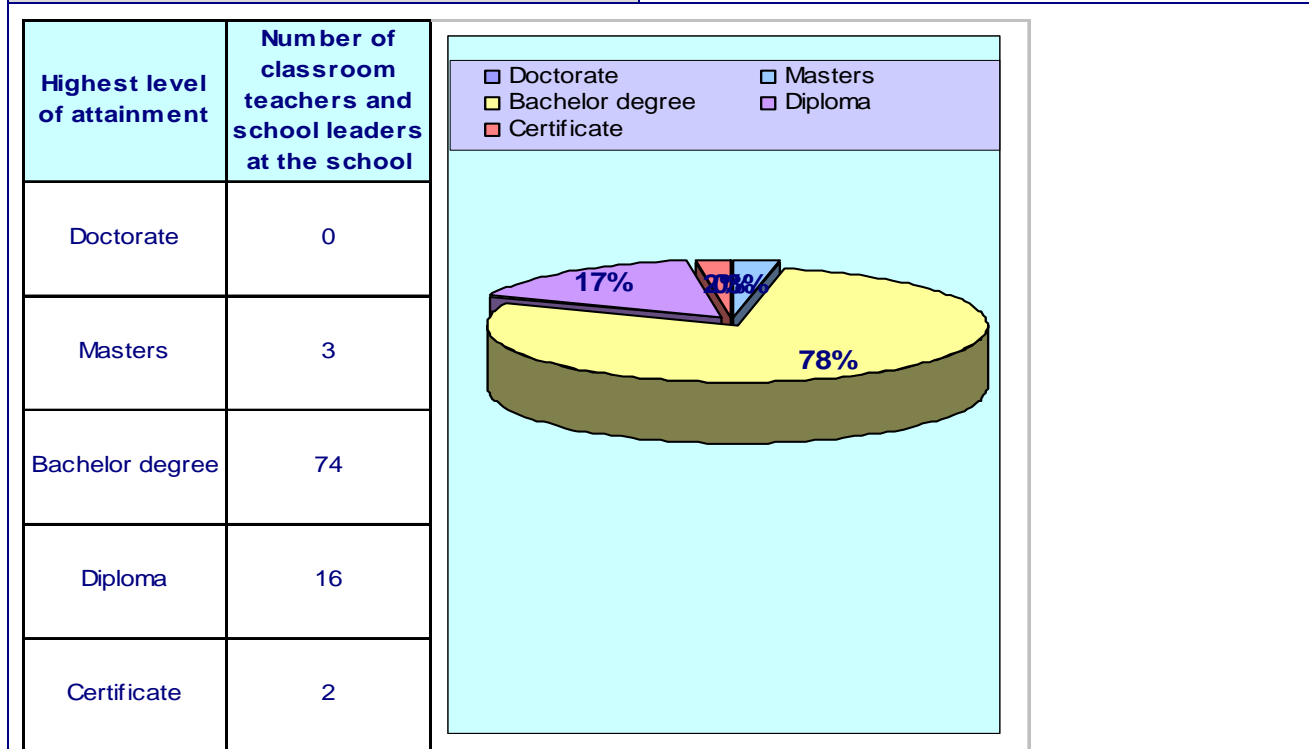
Parents are invited to a number of events each year including: Year 8 Parent Partnership Evening, Open Night , Subject Selection Evenings, Enrolment Evenings, Senior Induction, Graduation, Leadership and Awards Nights. All enrolments are done by personal interview with parents. Towards the end of Year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

Our staff profile

Staff composition, including Indigenous Staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	106	37	2
Full-time equivalents	101	27	2

Qualifications of all teachers.



Expenditure on and teacher participation in professional development.

The total funds expended on teacher professional development in 2009 was \$99091

The major professional development initiatives for 2009 are as follows: Information Technology, Behaviour Management, Curriculum (particularly VET).

The involvement of the teaching staff in professional development activities during 2009 was 92%.

Our staff profile

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 95% in 2009.

Proportion of staff retained from the previous school year.

From the end of the 2009 school year, 98% of staff were retained by the school for the entire 2009 school year.

Performance of our students

Key student outcomes

Attendance

Student attendance - 2009

The average attendance rate for the whole school as a percentage in 2009 was 85%.

Student attendance for each year level

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
							89%	85%	82%

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

The school marks all rolls electronically. A roll is marked in the pastoral care lesson and teachers mark their individual class rolls. 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 coordinator.

Achievement – Years 3, 5, 7, and 9

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9

Domain	Measures	Yr 3	Yr 5	Yr 7	Yr 9	
Reading	Average score for the school in 2009				560	
	Average score for Australia in 2009 (<i>Do not change</i>)	410.8	493.9	541.1	580.5	
	For the school the percentage of students at or above the national minimum standard.	2008				92%
		2009				91%
	For the school the percentage of students in the upper two bands	2008				6%
		2009				10%

Performance of our students

Domain	Measures	Yr 3	Yr 5	Yr 7	Yr 9	
Writing	Average score for the school in 2009				557	
	Average score for Australia in 2009 (<i>Do not change</i>)	414.5	484.7	532.4	568.9	
	For the school the percentage of students at or above the national minimum standard.	2008				85%
		2009				89%
	For the school the percentage of students in the upper two bands	2008				12%
		2009				18%
Spelling	Average score for the school in 2009				562	
	Average score for Australia in 2009 (<i>Do not change</i>)	404.8	487.2	540.0	576.3	
	For the school the percentage of students at or above the national minimum standard.	2008				90%
		2009				91%
	For the school the percentage of students in the upper two bands	2008				21%
		2009				15%
Grammar and Punctuation	Average score for the school in 2009				555	
	Average score for Australia in 2009 (<i>Do not change</i>)	419.7	499.7	539.5	573.5	
	For the school the percentage of students at or above the national minimum standard.	2008				88%
		2009				90%
	For the school the percentage of students in the upper two bands	2008				11%
		2009				9%
Numeracy	Average score for the school in 2009				571	
	Average score for Australia in 2009 (<i>Do not change</i>)	393.9	486.8	543.6	589.1	
	For the school the percentage of students at or above the national minimum standard.	2008				95%
		2009				98%
	For the school the percentage of students in the upper two bands	2008				6%
		2009				15%

Performance of our students

Attainment and Achievement – Year 12

Apparent retention rates Year 10 to Year 12.

Year 12 student enrolment as a percentage of the Year 10 student cohort.	80%
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Outcomes for our Year 12 cohort of 2009

Number of students receiving a Senior Statement	186
Number of students awarded a Queensland Certificate Individual Achievement.	0
Number of students receiving an Overall Position (OP).	57
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship.	62
Number of students awarded one or more Vocational Educational Training qualifications.	167
Number of students awarded an Australian Qualification Framework (AQF) Certificate II or above.	118
Number of students awarded a Queensland Certificate of Education at the end of Year 12.	183
Number of students awarded an International Baccalaureate Diploma (IBD).	0
Percentage of OP/ IBD eligible students with OP 1-15 or an IBD.	70%
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.	99%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	88%

Overall Position Bands (OP)

Number of students in each Band for OP 1 to 25.				
OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
4	11	25	13	4

Vocational Educational Training qualification (VET)

Number of students awarded certificates under the Australian Qualification Framework (AQF).		
Certificate I	Certificate II	Certificate III or above

Performance of our students

142	111	25
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Post-school destination information

At the time of publishing this School Annual Report, the results of the 2009 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 incorporated into this Report in September.