 <p><i>Our Vision</i></p> <p>Supporting every student to be the very best they can be.</p>	Postal address	PO Box 380 Helensvale QLD 4212
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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. This is supported through our relationships with the local primary schools in particular Pacific Pines State School, Park Lake State School and Gaven State School. That relationship is further supported through a number of local community and Gold Coast partnerships including a strong relationship with Griffith University and Gold Coast TAFE.

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 2010 year and points to some challenges for 2011.

School progress towards its goals in 2010

The school achieved or made significant progress towards meeting its goals in 2010 including:

- NAPLAN – Highlights in the results included a mean score for Writing better than the national mean score and the percentage of students above the National Minimum Standard was 'better' than the National Result in Writing, Grammar and Punctuation and Numeracy.
- ICT – Staff participated in targeted Professional development with respect to the use of ICTs in the classroom.
- Senior Pathways – Top End QCS performance was improved with an increase in the number of students receiving an A. Whilst there was a decrease in the percentage of students receiving an OP of between 1 and 15, data collected in 2011 indicates there will be a further improvement in QCS improvement and a return to previously recorded strong results in the OP 1- 15 percentage.
- VET offerings were further enhanced through participation in the Northern Collegiate of schools. In 2010 our school recorded the highest number of school based apprenticeships and traineeships on the Gold Coast.
- The Accelerated program for high performing students was extended into Year 10. Preparation for a Year 8 dance excellence class was completed for that class to commence in 2011
- All roll marking was done using ID Attend and text messages sent home when a student was absent. A teacher aide was employed to monitor class truancy.
- Facilities upgraded:
 - Roof over the bike cage
 - Upgrade of ICT infrastructure and physical infrastructure to prepare for the provision of one to one computers

Future outlook

The Strategic Priorities for 2011

- Literacy, Numeracy and ICT focussed for students in Years 8 and 9 across the curriculum.
- Higher order Thinking Skills embedded across the curriculum through the Ways of Working in Year and 9 and the Common Curriculum Elements in Years 10, 11 and 12.
- Implement High Yield Instruction as the basis for the whole school pedagogy plan and whole school improvement.
- Improve attendance – Every day counts, every lesson counts
- Improve behaviour in the school community through the explicit teaching of positive behaviour
- Prepare for the implementation of the National Curriculum in 2012 – English, Maths, Science, History and HPE.
- Implement One to One computers in Year 12 – 2011 and prepare for One to One across the school in 2012
- Close the Gap for Indigenous students
- Consolidation of One-school as the operational environment for school data, plans and financial operations.
- Professional Development plans for all Teaching Staff

Specific Targets for 2011

- 100% of students above the national minimum standard for NAPLAN
- Double the number of students in NAPLAN bands 9 and 10
- 92% attendance rate across the school
- Percentage of OP students 1 – 15 better than the state mean
- Double the percentage of students receiving an A or B on the QCS test
- 100% of Year 12 students leave with a meaningful qualification OP, Rank, QCE or Vet
- 100% of indigenous students earning or engaged in higher education after year 12

School Profile

Coeducational or single sex: Coeducational

Year levels offered: 8 to 12

Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2010 – Nov 2010)
1347	666	681	84%

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.

Class sizes – Proportion of school classes achieving class size targets in 2010

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	95%	87%	8%	5%
Year 11 – Year 12	15	97%	95%	2%	3%
All Classes	20	96%	91%	5%	4%

School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	194
Long Suspensions - 6 to 20 days	31
Exclusions	3
Cancellations of Enrolment	8

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, 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 2010 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 2010 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 Regional Sport. The school participates in a number of external sport competitions including the Volleyball Schools' Cup and the Bob Templeton Shield.

Extra curricula activities

Highlights for the year include:

- Hitsuyukan High School (Japan) visit to our school
- The visit by our students to Japan in late September
- Junior and Senior School's cup volleyball teams competing in Toowoomba and Brisbane respectively
- Year 10 Rugby Union Team won the Gold Coast Competition
- An exceptional theatre restaurant presenting 'Arlechino and the Cup of Love' and 'The Imaginary Autopsee'
- Australian Business week – acknowledged through our local Chamber of Commerce as the best they have seen
- Outstanding results in Ecoman and state economics competitions
- Our inter-school sport teams won the Northern Zone Finals for 15yrs Rugby League; Open Boys Tennis A; Open Girls tennis B ; Open A and 15 yrs Volleyball Boys; Open B, 15 years and 13yrs Volleyball Girls; Open A Netbal and Open A and 14yrs Soccer girls.
- Year 8 Camp – Maroon Outdoor Education Centre
- Year 12 Camp – Tyalgum Ridge
- Ski Trip
- String ensembles outstanding performance at the Fanfare Competition, 2nd Place - Eisteddfod
- The performance of the choir and concert band – highly commended
- Science Club; participation in the Gold Coast Science Fair and the Griffith University Science and Engineering Challenge
- Dance Eisteddfod: Year 8/9 – Highly Commended; Year 11/12 – First, Open Age – 1st Open Contemporary and 2nd Hip Hop

- First Prize Gold Coast Show – Industrial Design display.

How Information and Communication Technologies are used to assist learning:

In 2010 approximately 300 computers were available for students use, 210 of these were under 4 yrs of age. In March 2011 the school purchased 42 laptops for use on three laptop trolleys in the school and using funds provided under the Federal Government NSSCF program a further 244 laptops were also purchased, taking our total number of devices to almost 600. A majority of the NSSCF laptops were purchased for a trial take home program offered to Year 12 students at a cost of \$140. By May almost 100 laptops had been issued to participating Year 12 students under the scheme.

During 2010 Data projectors and screens had been installed in most permanent classrooms in the school and these see extensive use by teaching staff using CFT's and a variety of curriculum software packages such as ClickView, etc. The 6 electronic/interactive white boards already in place see some very productive usage and are under review for placement in other classes around the school.

As part of the NSSCF program the school also received an upgrade to its wireless network which has now been extended to 98 wireless access points situated in all buildings of the school, providing extensive wireless coverage for the staff and student laptops. Students on the take home scheme are able to use their laptops in all classes that they attend because of the WAP rollout.

Information Technology continues to be integrated across the curriculum in Years 8 and 9. Information Technology supports and enhances the curriculum in Years 10, 11 and 12 and can also be studied as a discreet subject area in these year levels.

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 their parents

Parent, student and teacher satisfaction with the school

From the results of the school opinion surveys in 2010 which highlighted some areas of concern, the school has moved to a strong values framework in 2011 based on the principles of positive behaviour support. Those values include an overarching vision "Supporting every student to be the very best they can be" and four values for decision making – "All members of our school community is committed to be safe, be respectful, be responsible be a learner".

Performance measure	Result 2010
Percentage of parents/caregivers satisfied that their child is getting a good education at school	50%
Percentage of students satisfied that they are getting a good education at school	60%

School Annual report 2010: Performance of our students

Percentage of parents/caregivers satisfied with their child's school	42%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	61%
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.

Reducing the school's environmental footprint

Pacific Pines State High School continues to reduce our environmental footprint by adopting the following practices:

Energy: Installation of a 2KW solar system, IT energy monitoring package and energy efficient lighting fitted to all areas of the school. Automatic sensor lights fitted in newest buildings. Water: Reduced water consumption due to reduction in watering of active playing surfaces. Flow restrictors fitted to all taps in the school. Waste: Reduce waste to landfill due to continued focus on paper recycling.

Year	Total	Electricity	Sewerage	Waste	Water	Gas	Other	Electricity kWh	Water KL	Gas MJ
2010	\$128,927	\$97,082	\$0	\$12,134	\$14,807	\$2,832	\$2,072	518,551	1,949	0
2009	\$96,60	\$71,64	\$0	\$0	\$16,1	\$0	\$8,7	449,37	12,505	0

School Annual report 2010: Performance of our students

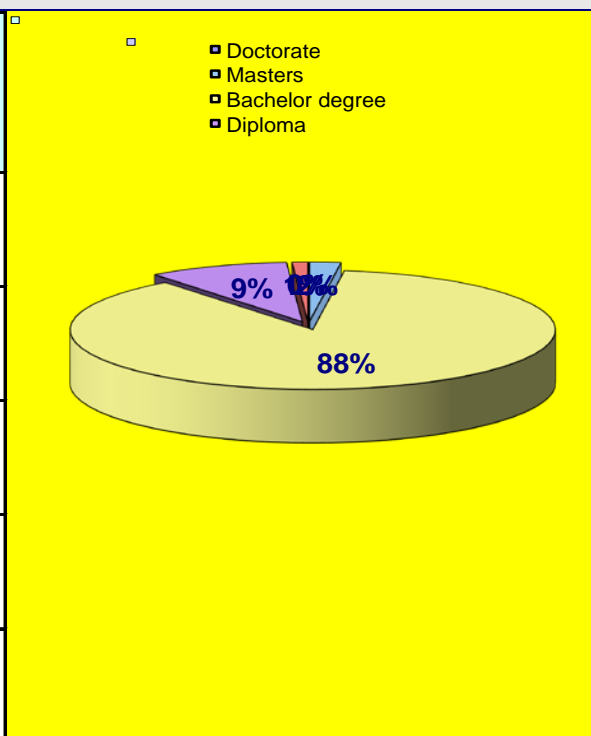
	5	5			96		64	2		
% change 2009 - 2010	33%	36%	N/A	N/A	-9%	N/A	-76%	15%	-84%	N/A

Staff composition, including Indigenous Staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	96	35	<5
Full-time equivalents	91	25	<5

Qualifications of all teachers.

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	2
Bachelor degree	84
Diploma	9
Certificate	1



Expenditure on and teacher participation in professional development.

The total funds expended on teacher professional development in 2010 was \$ 94193 .

The major professional development initiatives are as follows:

- Literacy
- Numeracy
- Queensland Core Skills Test/Higher Order Thinking Skills
- Information and Communication Technologies

The involvement of the teaching staff in professional development activities during 2010 was 81%.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 95% in 2010.

School Annual report 2010: Performance of our students

Proportion of staff retained from the previous school year.

From the end of the previous school year, 98% of staff were retained by the school for the entire 2010 school year.

Key student outcomes

Attendance

Student attendance - 2010

The average attendance rate for the whole school as a percentage in 2010 was 88%.

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	Year 11	Year 12
							91%	88%	85%	89%	88%

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.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the MySchool website at <http://www.myschool.edu.au/>

To access our NAPLAN results, click on the MySchool link above. You will then be taken to the My School website with the following 'Find a school' text box.

The screenshot shows a search interface titled "Find a school" in orange text. It contains two main search sections, each with a light blue border. The first section is titled "Search by school name" and features a text input field and a circular orange "GO" button. The second section is titled "Search by suburb, town or postcode" and includes a text input field, two radio button options for "Sector" (Government and Non-government), and a rectangular orange "SEARCH" button.

Where it says 'Search by school name', type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Achievement – Closing the Gap

All of our Year 12 Aboriginal and Torres Strait Islander students from 2010 gained entry into a tertiary education course. The Year 10 to 12 retention rate for this group of students was better than the school rate. When comparing attendance - the overall attendance rate for our Aboriginal and Torres Strait Islander students was slightly lower than the overall school rate.

School Annual report 2010: 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.	85%

Outcomes for our Year 12 cohort of 2010	
Number of students receiving a Senior Statement.	208
Number of students awarded a Queensland Certificate of Individual Achievement (QCIA).	Not Applicable
Number of students receiving an Overall Position (OP).	95
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	72
Number of students awarded one or more Vocational Educational Training (VET) qualifications.	184
Number of students awarded an Australian Qualification Framework (AQF) Certificate II or above.	144
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	185
Number of students awarded an International Baccalaureate Diploma (IBD).	Not offered
Percentage of OP/ IBD eligible students with OP 1-15 or an IBD.	49%
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.	98%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	75%

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
5	17	25	36	12

School Annual report 2010: Performance of our students

Vocational Educational Training qualification (VET)

Number of students awarded certificates under the Australian Qualification Framework (AQF).

Certificate I	Certificate II	Certificate III or above
145	130	48

Please write a brief description just of the types of Certificate 1 courses your students undertook. Leave this blank if there were no Certificate 1 students in your school.

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2010 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.

Early leavers information

A small number of students leave school by choice before the age of 17. These students traditionally enter the workforce or attend TAFE. In Year 11 (occasionally in Year 12) each year a small number of students have their enrolment cancelled by the Principal for failing to take advantage of the education provided for them through either non-attendance or non-submission of assessment. In 2010 two students left school at the completion of Year 12 as they had met the entry requirements for enrolment at Griffith University.