

Our school at a glance



Our Mission to “support every student to be the best they can be”

Postal address	PO Box 380 Helensvale 4212
Phone	(07) 5502 5111
Fax	(07) 5502 5100
Email	the.principal@pacificpinesshs.eq.edu.au
Webpages	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
Contact Person	Bob Coupland, Principal. Phone (07) 5502 5111 the.principal@pacificpinesshs.eq.edu.au

Principal’s foreword

Introduction

Pacific Pines State High School offers quality secondary education to the Gaven/Pacific Pines community which also 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 “support every student to be the best they can be”.

This School Annual Report outlines the highlights of the school in the 2012 school year and reports on our progress in realising our mission.

Data provided in the report will affirm our status as a leader of state schools particularly in the attainment of Year 12 outcomes.

School progress towards its goals in 2012

Strategic Priorities 2012	Progress in addressing those priorities
<ul style="list-style-type: none">Literacy, Numeracy and ICT focussed for students in Years 8 and 9 across the curriculum	In 2012 there was a particular focus on improving results in the top two bands of NAPLAN. This was achieved in the areas of Reading, Spelling and Grammar and Punctuation.
<ul style="list-style-type: none">Reading: Tracking improvement term by term	Reading is tested at the beginning and end of each year. Work is continuing in 2013 to identify effective ways of tracking reading term by term.
<ul style="list-style-type: none">Explicitly identify and teach the strategies required for students to solve Higher Order Thinking problems	A range of strategies were developed and presented to staff through professional development activities including the “Symphony of Learning”. Student results reflected our efforts in this area with significant improvement in the number of A’s on the Year 12 QCS test and a significant improvement in the percentage of students receiving an OP 1-5 result.

Our school at a glance

<ul style="list-style-type: none"> • Embed <i>High Yield Instruction</i> as the minimum requirement for effective teaching at Pacific Pines State High School 	<p>Considerable work conducted in this area which was recognised in the Teaching and Learning Audit conducted in March 2013.</p>
<ul style="list-style-type: none"> • Improve attendance – <i>Every day counts, every lesson counts</i> 	<p>A number of strategies in place and work continuing in 2013. Most improvement seen with the Year 12 cohort which reflected in their results.</p>
<ul style="list-style-type: none"> • Improve behaviour in the school community: <i>Through the explicit teaching of positive behaviour based around core values and an explicit understanding of how those values are applied</i> 	<p>The school values introduced in 2011 were developed into explicit statements of expected behaviour in 2012 to guide student behaviour.</p>

Future outlook

Areas for Specific Improvement 2013

- Reading – Provide professional development to staff on the teaching of reading and track student progress.
- Develop and implement strategies to provide feedback to teachers specifically targeted to the essential elements of the School Pedagogy Plan.
- Professional Development Plans – Identify the aspiring leaders within the school and provide a program of development including coaching
- Line Management - provide clear expectations: Principal to DP to HODs to Teachers and structures to ensure accountability
- Higher Order Thinking – QCS – Embed QCS strategies and assessment practice throughout the school
- Providing Feedback to staff – Clear expectations provided to staff and specific feedback provided to staff based on those expectations
- Withdrawal Room – Restructure line management and accountability, provide expectations to staff, move the withdrawal room to T301
- Calendar – To be provided for whole year
- Faculty meetings to be reviewed
- Students with Disabilities - provide professional development and professional support for teachers to cater for students with disabilities
- EATSIPS Committee formed and meeting regularly
- Review Assessment practices

From the Teaching and Learning Audit March 2013

- Encourage all students to access year level assessment calendars and semester planners on One School
- Create opportunities for members of all faculties to share their practices in relation to unit planning and differentiation with a view to determining best practice throughout the school
- Continue to examine innovative ways to implement a Junior Secondary Campus with an emphasis on the appropriate pedagogy
- Continue to support the master classes and study nights which are encouraging students to strive for improved results
- Continue to expand teachers' knowledge and implementation of differentiation through the use of quality student data
- Continue to enhance curriculum plans by monitoring developments in Curriculum into the Classroom (C2C) resources and professional knowledge and experience to assure the quality of the enacted curriculum for students.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2012: Year 8 - Year 12

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	1347	666	681	89%
2011	1342	681	661	91%
2012	1325	646	679	93%

Student counts are based on the Census (August) enrolment collection.

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, Park Lake State School, the newly opened Highland Reserve State School and to a lesser extent Arundel State School.

The school has only a small proportion of indigenous students or students from non-English speaking backgrounds. In 2012 there were an increased number of students with disabilities and a Special Education Unit was built and staffed.

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.

Average Class sizes

Phase	Average Class Size		
	2010	2011	2012
Prep – Year 3	N/A	N/A	N/A
Year 8 – Year 10	24	24	25
Year 11 – Year 12	15	19	20

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2010	2011	2012
Short Suspensions - 1 to 5 days	194	171	217
Long Suspensions - 6 to 20 days	31	39	36
Exclusions	3	16	10
Cancellations of Enrolment	8	14	12

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 Technology, Literacy and Numeracy are integrated within the curriculum, all students study Japanese. Extension classes –accelerated learning classes were created for students with high academic ability. A separate class was formed for students with a high ability and interest in studying Japanese. A separate class was also formed for students with high ability and interest in Dance.

Year 9: Students are required to study English, Maths, SOSE, Science and 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. Elective classes are available in the excellence areas of Dance, Volleyball, Rugby Union (Netball from 2013).

Year 10: Students are required to study English, Maths Science and History and choose four other subjects. Year 10 is seen as a preparation and transition to the senior years of schooling. Elective classes continue in Dance, Volleyball and Rugby Union.

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, 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 2012 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 and the school is registered to teach and assess an extensive range of vocational subjects.

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

Year 12 Formal Bond University

Year 10 Semi Formal Brisbane River Cruise

Our school at a glance

Inaugural school musical: *Back to the 80s*, with over 80 students involved

Australian Business Week

Outstanding results in Ecoman and state economics competitions

Strong participation in Griffith University Business Programs – Business Ambassadors (Year 10 and 11) and GriffBus (Year 12)

Sports Awards Evening

Academic Awards Evening

NAIDOC Day including the unveiling of the mural at the front of the school recognising traditional owners

Gold Coast Eisteddfod - Dance Senior Hip-Hop: Very Highly Commended, Junior Contemporary: Highly Commended, Senior Contemporary: Highly Commended

Junior & Senior Dance groups performed at the Danc'Ed in the Spotlight Festival

Energies Exhibition – Year 12 student work displayed in the Gold Coast Art Centre Gallery

Year 6 & 7 Accelerate Programs (Term 3 & 4)

Year 8 Camp Maroon Dam

Year 9 Accelerate Camp – Midginbil Hill

Reading Room lessons in Resource Centre (Year 8 English, Maths and SOSE)

Literacy Planet – Online literacy program

NAPLAN workshops

NAPLAN breakfast – run by student leaders

Literacy and Numeracy week activities

Alternative program – Uninterrupted Sustained Silent Reading (Lesson 1)

Open Night – Accelerate Display run by students in the class

Rugby Union and Volleyball Tours to Sunshine Coast

Volleyball Schools Cup Junior and Senior

Ski Trip

For Mothers who Missed Out – Industrial Design skills classes for parents

Northern Collegiate Leadership Camp Maroon Outdoor Education Centre

Catering for Harmony Day, School Musical, Sports Awards evening and QCS breakfast in 2012

Support for Charities including World Vision, Genes for Jeans, Shave for a Cure, Shoe Box collection

Griffith University Science & Engineering Challenge - Year 9 & 10 XLR8

GriffBio - Year 12 - 18 students early entry offer into University

GriffBio - Year 11 - over 40 students involved

Years 10 to 12 - 50 students involved in Study GC Science Week Festival

Years 8 to 12 - 6 teams entered in the Science Week Trivia Night Competition at Griffith University

Participation of 85 students in Rio Tinto Big Science Competition

Gold Coast Secondary Schools Debating Competition

AB Paterson Public Speaking Competition

QCS Master classes (9 evenings over three terms; 4-6pm)

Year 11 & 12 Study Nights (twice a term, 3.30 – 7pm)

Ballymore Cup Qualifications for U15 and U18 Rugby Union teams

Vicky Wilson Cup competitors for netball

Cross Country, Athletics and Swimming district competitions

Broadwater and South Coast trials

How Information and Communication Technologies are used to assist learning

In 2012 the school had a total of 1021 devices (793 laptops and 228 desktops) available for students to use. 600 of these laptops were available to the take home scheme and over 400 students participated. The remaining laptop devices were made available via 16 trolleys and 8 laptop cages in different teaching areas around the school. 228 desktop computers were available for student use in 8 separate computer rooms and in the school Resource Centre. These devices saw an increase in usage as teachers expanded the use of ICTs in classroom teaching and learning with greater emphasis being placed on digital pedagogy.

All 93 Teaching staff at Pacific Pines SHS have been provided Dell laptops by Education Qld under the CFT "Computers for Teachers" scheme. As all teachers and many students in their Yar 10, 11 and 12 classes had a laptop, the change in teaching and learning to implement digital technologies was clearly evident around the school. Greater access to and use of online digital resources saw internet usage at the school to increase two fold and consequently the school has had its internet bandwidth upgraded to a 20 Mbps connection via funds available under the federal government NSSCF program.

The introduction and refinement of the National Curriculum during 2012 has seen a change in some of the content delivery in some subject areas and has placed a greater emphasis on the use of ICT's in all areas of the curriculum. This emphasis is supported by the School's ICT Integration Plan for students in Years 8 and 9 across the curriculum, and there is greater access for students in these year levels now to school computer rooms as other year levels participate in the take-home laptop program. In 2012 a trial for Year 9 students as a part of the take home program was undertaken and this will be expanded in 2013 as the next round of NSSCF laptops are provided to the school.

Our school at a glance

Our school at a glance

Social climate

PASTORAL CARE PROGRAM YEARS 8 – 12
Supporting every student to be the very best they can be

Planning

SCOPE AND SEQUENCING

Theme 1: Being Safe **Theme 2: Being Respectful** **Theme 3: Being a Learner** **Theme 4: Being Responsible**

YEAR	TERM 1	TERM 2	TERM 3	TERM 4
8	<p>Walk in my Shoes Bullying Program (teachers drive)</p> <p>Brainstorm Production (cyber safety)</p>	<p>Communication & relationships</p> <ul style="list-style-type: none"> Working in groups Solving disputes Cyber safety <p>Study skills</p> <ul style="list-style-type: none"> Assignments Goal setting Planning my future 	<p>Risky Behaviours</p> <ul style="list-style-type: none"> Drugs and effects on body Smoking Alcohol Binge drinking <p>Theme : what is & effects</p>	<p>Community projects</p> <p>To be confirmed</p>
9	<p>Bullying & Sexual harassment</p> <ul style="list-style-type: none"> Stereotyping Self esteem Relationships Learning to live with others One Punch Can Kill Cyber safety 	<p>Drug & alcohol education</p> <ul style="list-style-type: none"> Drugs and effects on body Party drugs Illegal drugs Smoking Alcohol Standard drinks Binge drinking <p>Theme: Peer pressure and choices.</p>	<p>Sexual health / education</p> <p>Booklet</p> <ul style="list-style-type: none"> Anatomy Menstruation Losing your virginity Contraception 	<p>Sexual health / education</p> <ul style="list-style-type: none"> STI's Unplanned pregnancy Adoption <p>abortion</p>

Our school at a glance

10	<p>Study skills</p> <ul style="list-style-type: none"> • Online resources and diary link <p>Review of term 1-personal and cohort</p>	<p>Self esteem</p> <p>Identifying self esteem</p> <p>Learning how to raise self esteem</p> <p>Self-esteem link to bullies</p> <p>Mental Health</p> <p>Review of semester 1-diary link</p>	<p>Mental Health contd</p> <ul style="list-style-type: none"> - Anxiety - Depression - Eating disorders - Self harming - Conflict resolution - Anger management <p>Alcohol & drug education</p> <ul style="list-style-type: none"> • Drugs and effects on body • Party drugs • Illegal drugs 	<p>Party scene</p> <ul style="list-style-type: none"> - Binge drinking - Peer pressure - Sexual relationships/ assault/ assertiveness
11	<p>Driver education -Brake program (PD for PC teachers)</p>	<p>Living in the Real World</p> <ul style="list-style-type: none"> • Budgeting 	<p>SET Plan review</p> <p>Life / Study Balance skills</p> <p>Budgeting</p> <p>Semester1 Review</p>	<p>Harm minimisation</p> <p>Putting Youth in the Picture</p> <ul style="list-style-type: none"> • Fighting • Mobile Phones/Internet • Parties
12	<p>SET Plan review</p> <p>Moving from Childhood to Adulthood</p> <ul style="list-style-type: none"> • QLD Police, law • Drug & alcohol education 	<p>Putting Youth in the Picture</p> <ul style="list-style-type: none"> • Sexual Assault • Motor Vehicle accidents • Mobile Phones/Internet • Parties 	<ul style="list-style-type: none"> • RAAP road safety • QTAC, after school options • QCE Review 	<ul style="list-style-type: none"> • Harm minimisation • CPR • Schoolies <p>Theme: safe partying and life consequences</p>

Performance of our students

Parent, student and staff satisfaction with the school

Again in 2012 there was considerable improvement across most measures on the Opinion Surveys

Performance measure (Nationally agreed items shown*)

Percentage of parents/caregivers who agree that:	2012 [#]
their child is getting a good education at school	100.0%
this is a good school	100.0%
their child likes being at this school*	83.3%
their child feels safe at this school*	83.3%
their child's learning needs are being met at this school*	91.7%
their child is making good progress at this school*	83.3%
teachers at this school expect their child to do his or her best*	100.0%
teachers at this school provide their child with useful feedback about his or her school work*	91.7%
teachers at this school motivate their child to learn*	83.3%
teachers at this school treat students fairly*	80.0%
they can talk to their child's teachers about their concerns*	88.9%
this school works with them to support their child's learning*	90.0%
this school takes parents' opinions seriously*	81.8%
student behaviour is well managed at this school*	75.0%
this school looks for ways to improve*	100.0%
this school is well maintained*	90.9%

Performance measure (Nationally agreed items shown*)

Percentage of students who agree that:	2012 [#]
they are getting a good education at school	91.7%
they like being at their school*	85.2%
they feel safe at their school*	89.8%
their teachers motivate them to learn*	87.0%
their teachers expect them to do their best*	96.3%
their teachers provide them with useful feedback about their school work*	85.3%

Performance of our students

teachers treat students fairly at their school*	69.7%
they can talk to their teachers about their concerns*	69.7%
their school takes students' opinions seriously*	68.2%
student behaviour is well managed at their school*	62.4%
their school looks for ways to improve*	83.5%
their school is well maintained*	76.9%
their school gives them opportunities to do interesting things*	82.4%

Performance measure (Nationally agreed items shown*)

Percentage of school staff who agree:	2012 [#]
that they have good access to quality professional development	71.7%
with the individual staff morale items	87.7%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

[#] Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW = Data withheld to ensure confidentiality.

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.

Performance of our students

Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

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

Energy: Operation of a 2KW solar system prior to 2012 and the installation of an additional 4KW solar system in 2012 under National Solar Schools Program. IT energy monitoring package and energy efficient lighting fitted to all areas of the school. Automatic sensor lights fitted in newest buildings.

Water: Water consumption minimised due to reduction of watering of active playing surfaces. Flow restrictors fitted to all taps in the school. Prompt maintenance of all plumbing issues. Increase in 2011 yearly water consumption mainly attributed to broken water mains.

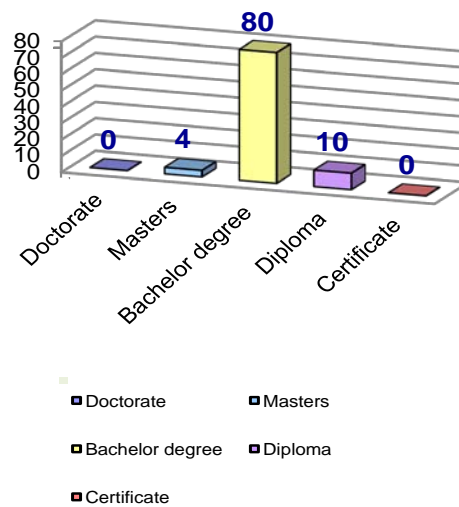
	Environmental footprint indicators	
	Electricity kWh	Water kL
2009-2010	518,551	1,949
2010-2011	374,550	3,138
2011-2012	554,887	5,467

Performance of our students

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	94	41	<5
Full-time equivalents	89.1	29.4	<5

Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	4
Bachelor degree	80
Diploma	10
Certificate	0



Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were \$61725. The major professional development initiatives are as follows:

Higher Order Thinking

Literacy, Numeracy, ICTs with an emphasis on Reading

Positive Behaviour Support

Pedagogy – High Yield Instruction

Performance of our students

Closing the Gap

Students with Disabilities

The proportion of the teaching staff involved in professional development activities during 2012 was 100%.

Average staff attendance	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	95%	94.5%	94.5%

Proportion of staff retained from the previous school year

From the end of the previous school year, 94.4% of staff was retained by the school for the entire 2012 school year.

School income broken down by funding source

School income broken down by funding source is available via the My School website at <http://www.myschool.edu.au/>.

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

Find a school

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

Where it says 'Search by school name', type in the name of the school 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 given access to the school's My School entry web page.

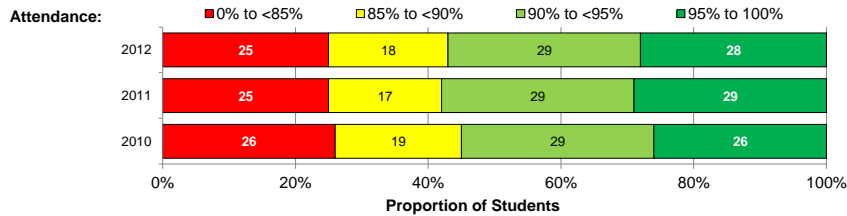
School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school's entry web page. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

	Year 8	Year 9	Year 10	Year 11	Year 12
2010	91%	88%	85%	89%	88%
2011	91%	90%	87%	89%	88%
2012	92%	88%	85%	87%	90%

Performance of our students

Student Attendance Distribution

The proportions of students by attendance range.



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.

Pacific Pines State High 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. Pastoral Care Teachers follow up absence through communication with parents.

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 My School website at <http://www.myschool.edu.au/>.

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

Find a school

Search by school name

Search by suburb, town or postcode

Sector Government Non-government

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.

Performance of our students

Achievement – Closing the Gap

The school has appointed a teacher to oversee the performance of Aboriginal and Torres Strait islander students within our school. Links have been made with the local community particularly through the Black and Deadly program. A teacher aide has also been employed to support students. There is scope for improvement across all measures for our students.

Apparent retention rates Year 10 to Year 12	2010	2011	2012
Year 12 student enrolment as a percentage of the Year 10 student cohort.	72%	70%	71%

Outcomes for our Year 12 cohorts	2010	2011	2012
Number of students receiving a Senior Statement.	208	203	223
Number of students awarded a Queensland Certificate Individual Achievement.	0	0	0
Number of students receiving an Overall Position (OP).	95	61	82
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	72	62	77
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT)	184	187	194
Number of students awarded an Australian Qualification Framework Certificate II or above.	145	156	158
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	185	199	220
Number of students awarded an International Baccalaureate Diploma (IBD).	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	49%	82%	73%
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%	100%	100%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	75%	88%	91%

As at 2 May 2013. The above values exclude VISA students.

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
2010	5	17	25	36	12
2011	2	20	28	11	0
2012	15	17	28	21	1

As at 2 May 2013. The above values exclude VISA students.

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
2010	147	131	48
2011	149	140	50
2012	152	135	62

As at 2 May 2013. The above values exclude VISA students.

Vocational Courses Offered to students in 2012

BSB10107	Certificate I in Business	
SIT110207	Certificate I in Hospitality (2012 was last year, new training package starts in 2013)	
ICA10105	Certificate I in Information Technology (2012 was last year)	
ICA10111	Certificate I in Information, Digital Media and Technology (2012 was first year)	
CPC10108	Certificate I in Construction (2012 was last year)	
ACM30110	Cert III Animal Studies.(partnership with Northern Collegiate and Brisbane North TAFE)	
BSB20107	Certificate II in Business	School
ICA20111	Certificate II in Information, Digital Media and Technology	School
CPC10111	Certificate I in Construction	School
LMF10108	Certificate I in Furnishing	School
SIS20110	Certificate II in Community Activities	School
SIT20107	Certificate II in Tourism	School
SIT20207	Certificate II in Hospitality	School and Industry
ICA20105	Certificate II in Information Technology	School
SRC20206	Certificate II in Community Recreation	School

Performance of our students

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2012 Year 12 cohort's 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

The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12.

The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12.

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. There are also a small number of students not suited to traditional schooling who enter alternative education programs.