

Pacific Pines State High School
 Queensland State School Reporting
 2013 School Annual Report



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

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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”. Our values are: Be Safe, Be Responsible. Be Respectful and Be a Learner

This School Annual Report outlines the highlights of the school in the 2013 school year and reports on our progress in realising our mission.

Over the last 4 years the school has embarked on an agenda of continuous improvement affirmed by the Teaching and Learning Audit conducted during 2013.

School progress towards its goals in 2013

<p>Literacy, Numeracy and ICT focussed for students in Years 8 and 9 across the curriculum</p>	<p>During 2013 the school investigated best practice literacy and numeracy strategies including the provision of specific and numeracy lessons. These strategies were trialled in 2013 for full implementation in 2014. ICT is integrated across the curriculum</p>
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Explicitly identify and teach the strategies required for students to solve Higher Order Thinking problems	Professional development for staff was led by a member of the teaching staff proficient in the use of Higher Order Thinking Strategies,. The teaching staff were also provided professional development opportunities in the program "Symphony of Learning"
Embed <i>High Yield Instruction</i> as the minimum requirement for effective teaching at Pacific Pines State High School	The teaching and Learning Audit conducted in March 2013 commended the school on the development and implementation of a common pedagogical framework based on the Dimensions of Teaching and Learning.
Improve attendance – <i>Every day counts, every lesson counts</i>	More work is required in this area. During 2013 the school investigated a system of extra support for roll class teachers and recognition strategies for students. This program was fully implemented at the beginning of 2014.
Improve behaviour in the school community: Through the explicit teaching of <i>positive behaviour based around core values and an explicit understanding of how those values are applied</i> <i>Clear consequences for behaviour</i> <i>Creating a sense of belonging</i>	The School's Responsible Behaviour Plan was re-written at the beginning of 2013. The focus on Values from previous years was expanded to provide a focus on expectations of behaviour. An Audit of Discipline processes conducted in Sem 1 2014 commented: " <i>The principal and school leadership team are driving an explicit, detailed and positive approach to managing student behaviour in consultation with the school community. This agenda is couched in terms of high standards and clear expectations of student behaviour and outcomes. This agenda is widely communicated, understood and rigorously actioned.</i> "
Implement the national curriculum as required	Achieved. The school was given a 'High' rating for Systematic Curriculum Delivery in the Teaching and Learning Audit
<i>Close the Gap</i> for Indigenous students through the implementation of EATSIPS	" <i>The monitoring and support intervention being undertaken for the Indigenous students</i> " was a further commendation of the Teaching and Learning Audit
Professional Development Plans for all teaching staff	Achieved
Implement the Junior Secondary Agenda	Significant work completed in this area including the provision of facilities, identification of teaching staff, appointment of Junior Secondary School Captains and briefings for primary school parents

Queensland State School Reporting 2012 School Annual Report



Future outlook

The school's Annual Implementation Plan for 2014 lists the following priorities:

Improvement Agenda

Priority Areas of Development (*Operational or organisational e.g. Behaviour, Pedagogy, Well-being, Partnerships*)

- Teacher Capability in particular the rigorous implementation of the school pedagogy plan and feedback to teachers
- School and Community Confidence
- Create a Junior Secondary Identity and prepare for Year 7 students in 2015

Improvement Agenda

- Literacy and Numeracy with a particular focus on improvements in reading and numeracy
- Exceptional outcomes for all students leaving school
- Attendance

School Profile

Record:

Coeducational or single sex: Coeducational

Year levels offered in 2013: Year 8 - Year 12

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	1342	681	661	91%
2012	1325	646	679	93%
2013	1292	641	651	90%

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, 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 2013 there was a further increase in the number of students with disabilities and a Head of Special Education Services was appointed for 2014.

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		
	2011	2012	2013
Prep – Year 3			
Year 4 – Year 7 Primary			
Year 7 Secondary – Year 10	24	25	24
Year 11 – Year 12	19	20	20

School Disciplinary Absences

Note that the SDA figures below count those students recommended for an SDA, and not just the actual SDA.

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	171	217	160

Our school at a glance

Long Suspensions - 6 to 20 days	39	36	38
Exclusions	16	10	8
Cancellations of Enrolment	14	12	7

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. An extension sport class was created for Year 8 students commencing in 2014

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 2013 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 “GriffBiology” program. A guaranteed offer of university entry is provided to students who achieve particular results in Senior Biology and meet the course pre-requisites.

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.

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. In 2013 our school’s Open Rugby Union team won the Bob Templeton Shield

Extra curricula activities:

- Year 10 Semi Formal Brisbane River Cruise
- Year 12 formal Bond University
- Northern Collegiate Leadership - Australian Business Week
- Transition program- Junior secondary students transitioning into high school from feeder primary schools.
- Work experience and work placement training
- Learners of Literacy and Numeracy program – Year 8 students
- Outstanding results in Ecoman, the state economics competitions
- Sports Awards Evening
- Academic Awards Evening
- Gold Coast Dance Eisteddfod where the following results were achieved: Senior Contemporary: Highly Commended Senior Hip Hop: Very Highly Commended Open Hip Hop: Highly Commended Junior Contemporary: Highly Commended.
- String Ensemble and Concert Bands: At the Gold Coast Eisteddfodt the concert band was Very Highly Commended whilst the string ensemble received Highly Commended.
- Danc'Ed in the Spotlight Festival
- Energies Art exhibition
- Year 8 Camp Maroon Dam
- Year 9 Accelerate Camp – Midginbil Hill
- NAPLAN workshops
- QCS Breakfast run by Cert II Hospitality students
- Open Night
- Volleyball Schools Cup Junior and Senior
- Ski Trip
- Life skills- living and social skills program for students with disabilities
- Work skills-program developing workplace skills for senior students on transition to post-school options.
- Community Access programs for students with disabilities - Orientation, mobility and functional capacity to engage in the community. Weekly external school trips to various locations within the local and wider Gold Coast community
- For Mothers who Missed Out – A program of practical skills run by the Industrial Design Teachers for parents
- Northern Collegiate Leadership Camp Maroon Outdoor Education Centre
- Catering for Harmony Day, School Musical, Sports Awards evening and QCS breakfast
- Charity work including: Go Blue for Autism, World Vision, Multiple Sclerosis, Jeans for Genes, Shave for a Cure, Animal Welfare
- Vicky Wilson Netball Cup

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- Cross Country, Athletics and Swimming district competitions
 - Broadwater and South Coast representative sport trials
 - QCS Master classes (9 evenings over three terms; 4-6pm)
 - Year 11 & 12 Study Nights (twice a term, 3.30 – 7pm)
 - Ballymore Rugby Union Cup: The Open team won this event and the Under 15 team were semi-finalists
 - Clean up Australia Day: Minister for Education Hon. John-Paul Langbroek had heard about the great work our Senior Leaders were doing with the students from Pacific Pines Primary. He joined students from both schools in the clean-up activity on that day.
 - The visit to our school from Japanese school Hitsuyukan High is a highlight on the calendar each year and our school community looks forward to the visit next year.
 - The Sports Tour for our Volleyball Teams
 - Griffith University Business Program, seven students were successful in gaining direct entry into Griffith University for 2013 through this program
 - School Captain Shania Dolan who was one of only fourteen students in Queensland to be awarded an Order of Australia Outstanding Citizenship Award for her contribution to her school and the local community.
 - Celebration of Harmony Day
 - Our schools Aboriginal and Torres Strait Islander students led another outstanding parade for Year 8 & 9 students to commemorate NAIDOC day.
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How Information and Communication Technologies are used to assist learning

In 2013 the school had a total of 1231 devices (1035 laptops and 194 desktops) available for students to use. 244 of the Laptops were purchased in 2013 to finalise the NSSCF 1:1 program. Of the laptops at the school, 750 of these were available for students under the "Take Home" scheme and over 550 students participated. 2013 saw the introduction of the take home scheme for all year 9 students for the first time. The remaining laptop devices were made available via 16 trolleys and 8 laptop cages in different teaching areas around the school. 194 desktop computers were available for student use in 7 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 Year 9, 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 increase two fold and made good use of its internet bandwidth upgrade provided at the end of 2012 via funds available under the federal government NSSCF program.

The refinement of school subjects to address the National Curriculum during 2013 has seen a change in some of the content delivery in many 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. Teaching pedagogy involving technology was greatly influenced but the adoption of the EQ developed "Symphony of Teaching and Learning" which maps elements of Blooms Taxonomy to digital and internet based web tools. This reinforces the role of IT to help students engage with learning in a 24/7 real world environment.

Our school at a glance

Social climate

Our school's pastoral care program is outlined below:

YEAR	TERM 1	TERM 2	TERM 3	TERM 4
8	<p><u>Theme: Understanding, Tolerance and inclusion</u></p> <p>Brainstorm Production (cyber safety)</p> <p>-Various forms of bullying</p> <p>-The bystanders role</p> <p>-Strategies for dealing/communication</p> <p>-Life consequences</p>	<p><u>Theme: Doing Your Best</u></p> <p>What does this mean</p> <p>Perseverance and resilience</p> <p>Reflecting</p> <p>Positive and negative self talk</p> <p>Study skills</p> <ul style="list-style-type: none"> • Goal setting • Managing study and the setting <p>Time Capsule</p> <p>Drug Use and the effect on your best</p>	<p><u>Theme: Trust, Talk , Take control</u></p> <p>Personal strategy to remain in control of risky situations</p> <p>What influences drug use?</p> <p>Focus-Cannabis facts, impact, refusal strategies, case studies</p>	<p><u>Theme: Care, compassion and Inspiration</u></p> <p>Complete term 3 focus- mates help mates</p> <p>Understanding care and compassion</p> <p>How to inspire others</p> <p>Pride of Australia "Pac Pines"</p> <p>Community projects – each class to generate project aim and goal set, promote</p>

Our school at a glance

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>	<ul style="list-style-type: none"> • Cannabis and Consequences 	<p>Sexual health / education</p>
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</p>	<p>Putting Youth in the Picture</p> <ul style="list-style-type: none"> • Sexual Assault 	<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

Our school at a glance

	<p>Adulthood</p> <ul style="list-style-type: none">• QLD Police, law• Drug & alcohol education	<ul style="list-style-type: none">• Motor Vehicle accidents• Mobile Phones/Internet• Parties		<p>Theme: safe partying and life consequences</p>
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Our school at a glance

Parent, student and staff satisfaction with the school

When compared to other schools, our school performs well in the dimensions that focus on a good education. The Quadrennial School Review completed in 2013 identified school climate as an area for improvement and significant progress is currently being made on that agenda .

Performance measure (Nationally agreed items shown*)

Percentage of parents/caregivers who agree that:	2012	2013
their child is getting a good education at school (S2016)	100%	86%
this is a good school (S2035)	100%	86%
their child likes being at this school* (S2001)	83%	71%
their child feels safe at this school* (S2002)	83%	86%
their child's learning needs are being met at this school* (S2003)	92%	100%
their child is making good progress at this school* (S2004)	83%	86%
teachers at this school expect their child to do his or her best* (S2005)	100%	86%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	92%	71%
teachers at this school motivate their child to learn* (S2007)	83%	86%
teachers at this school treat students fairly* (S2008)	80%	71%
they can talk to their child's teachers about their concerns* (S2009)	89%	100%
this school works with them to support their child's learning* (S2010)	90%	86%
this school takes parents' opinions seriously* (S2011)	82%	80%
student behaviour is well managed at this school* (S2012)	75%	86%
this school looks for ways to improve* (S2013)	100%	83%
this school is well maintained* (S2014)	91%	86%

Performance measure (Nationally agreed items shown*)

Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	92%	90%
they like being at their school* (S2036)	85%	89%
they feel safe at their school* (S2037)	90%	90%
their teachers motivate them to learn* (S2038)	87%	85%
their teachers expect them to do their best* (S2039)	96%	96%
their teachers provide them with useful feedback about their school work* (S2040)	85%	82%
teachers treat students fairly at their school* (S2041)	70%	80%
they can talk to their teachers about their concerns* (S2042)	70%	67%
their school takes students' opinions seriously* (S2043)	68%	70%

Our school at a glance

student behaviour is well managed at their school* (S2044)	62%	63%
their school looks for ways to improve* (S2045)	83%	85%
their school is well maintained* (S2046)	77%	80%
their school gives them opportunities to do interesting things* (S2047)	82%	84%

Performance measure

Percentage of school staff who agree that:	2013
they enjoy working at their school (S2069)	94%
they feel that their school is a safe place in which to work (S2070)	98%
they receive useful feedback about their work at their school (S2071)	76%
students are encouraged to do their best at their school (S2072)	89%
students are treated fairly at their school (S2073)	96%
student behaviour is well managed at their school (S2074)	78%
staff are well supported at their school (S2075)	76%
their school takes staff opinions seriously (S2076)	73%
their school looks for ways to improve (S2077)	87%
their school is well maintained (S2078)	91%
their school gives them opportunities to do interesting things (S2079)	81%

* 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 a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from 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.

Reducing the school's environmental footprint

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. The school monitors usage at solarschools.net.

There was an anomaly in the billing process, when electricity accounts from Jan to June 2012 were estimated only and not billed and paid until December 2013 and June 2014

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
2010-2011	374,550	3,138
2011-2012	554,887	5,467
2012-2013	457,061	5,055

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.

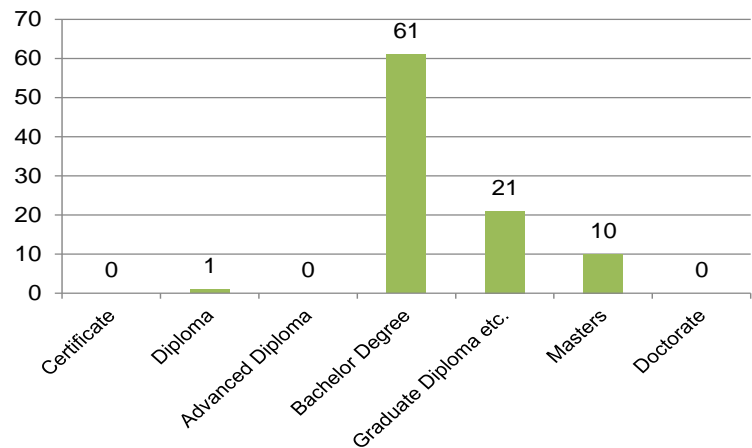
Our staff profile

Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	93	42	<5
Full-time equivalents	88	30	<5

Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	1
Advanced Diploma	0
Bachelor Degree	61
Graduate Diploma etc.	21
Masters	10
Doctorate	0
Total	93



* Teaching Staff includes School Leaders

** Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2013 were \$ 49559. 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

Junior Secondary Pedagogy

Closing the Gap

Our staff profile

Students with Disabilities

The proportion of the teaching staff involved in professional development activities during 2013 was 100 %.

Average staff attendance	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.	95%	95%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 96% of staff was retained by the school for the entire 2013 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.

Key student outcomes

Student attendance	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	89%	89%	88%
The overall attendance rate in 2013 for all Queensland state Secondary schools was 88%.			

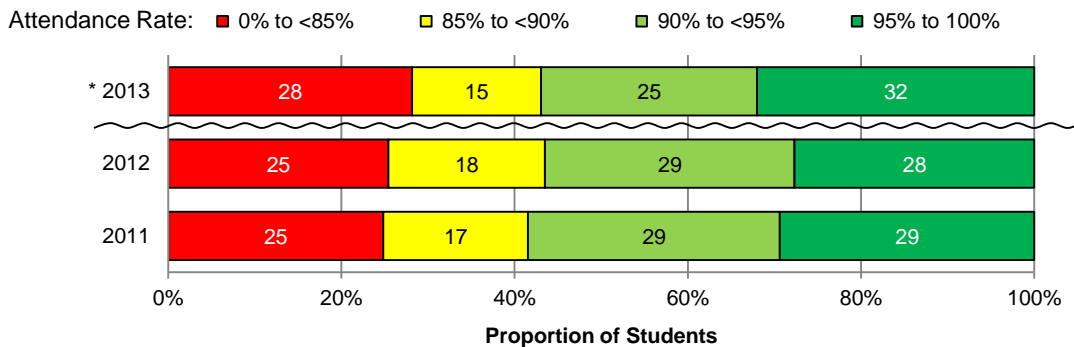
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2011								91%	90%	87%	89%	88%
2012								92%	88%	85%	87%	90%
2013								90%	87%	86%	88%	88%

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.



* The method for calculating attendance changed in 2013 – care should be taken when comparing data from 2013 to that of previous years.

Performance of our students

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.

The screenshot shows a search interface titled "Find a school". It contains two main search sections. The first section is "Search by school name", featuring a text input field and a yellow "GO" button. The second section is "Search by suburb, town or postcode", featuring a text input field, a "Sector" dropdown menu with "Government" and "Non-government" options, and a yellow "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

The school has appointed a teacher to oversee the performance of Aboriginal and Torres Strait islander students within at 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. The 2013 Teaching and Learning Audit commended the monitoring and support intervention being undertaken for the Indigenous and Special Education Program (SEP) students.

Performance of our students

Apparent retention rates Year 10 to Year 12

	2011	2012	2013
Year 12 student enrolment as a percentage of the Year 10 student cohort.	70%	71%	83%

Outcomes for our Year 12 cohorts

	2011	2012	2013
Number of students receiving a Senior Statement.	203	223	217
Number of students awarded a Queensland Certificate Individual Achievement.	0	0	0
Number of students receiving an Overall Position (OP).	61	82	71
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	62	77	43
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	187	194	201
Number of students awarded an Australian Qualification Framework Certificate II or above.	156	158	163
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	199	220	217
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.	82%	73%	66%
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.	100%	100%	100%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	88%	91%	94%

As at 5 May 2014. 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
2011	2	20	28	11	0
2012	15	17	28	21	1
2013	5	17	25	19	5

As at 5 May 2014. The above values exclude VISA 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
2011	149	140	50

Performance of our students

2012	152	135	62
2013	144	143	59

As at 5 May 2014. The above values exclude VISA students.

Vocational Courses Offered to students in 2013

BSB10107 Certificate I in Business

SIT10207 Certificate I in Hospitality

ICA10111 Certificate I in Information, Digital Media and Technology

ACM30110 Cert III Animal Studies.(partnership with Northern Collegiate and Brisbane North TAFE)

BSB20107 Certificate II in Business

ICA20111 Certificate II in Information, Digital Media and Technology

CPC1011 Certificate I in Construction (Year 11 only)
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LMF10108 Certificate I in Furnishing

SIS20110 Certificate II in Community Activities (Year 11 only)

SIT20107 Certificate II in Tourism

SIT20207 Certificate II in Hospitality

ICA20105 Certificate II in Information Technology

SRC2020 Certificate II in Community Recreation (Year 12 only)
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Post-school destination information

At the time of publishing this School Annual Report, the results of the 2014 post-school destinations survey, Next Step – Student Destination Report (2013 Year 12 cohort) for the school were not available. Information about these post-school destinations of our students will be uploaded to the school's website in September.

Early leavers information

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