

Pacific Pines State High School Queensland State School Reporting 2015 School Annual Report



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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.

This report provides a snapshot of our school community. It provides information pertaining to the school's improvement agenda and our progress in meeting the school goals for 2016.

School progress towards its goals in 2016

Outline your school improvement agenda priorities from 2016 and describe / indicate the progress made on these priorities. Progress toward completion could be described and/or displayed in a table. For example, a priority may have been partially completed / implemented in 2016 and is expected to be completed in 2017.

- Centre of Excellence Programs for implementation in 2017
- Literacy and Numeracy with a particular focus on TTR and reading to learn
- Exceptional outcomes for all students leaving school
- Attendance
- Improvement in teacher capability through Instructional Coaching model
- School and Community Confidence

Improvement Agenda/Priority Area for Development

Literacy and Numeracy with a particular focus on improvements in reading and numeracy

Progress and Actions in 2016

In 2016 all students in Year 7 and 9 received instruction in numeracy and reading for 70 minutes each week with students identified as below or near the national minimum standard receiving additional support. High performing students were provided with a differentiated curriculum. The 2015 NAPLAN results showed improvement over the previous year in Numeracy and Reading for both the percentage of Year 9 students Upper in the upper two bands and above the National Minimum standard. Key staff have commenced professional development in the Reading to Learn Program.



Exceptional outcomes for all students leaving school	<p>Our school continues to excel in achieving outstanding results for our Year 12 graduates. The highlights include:</p> <ul style="list-style-type: none"> • 18% of OP eligible students receiving an OP in the range of 1 to 5; • 86% of OP eligible students receiving an OP 15 or better; • 100% of graduating students receiving the Queensland Certificate of Education; • 99% of students who applied for a tertiary entrance place receiving an offer; • All graduating indigenous students having an identified pathway beyond school.
Attendance	<p>In 2016 the school continued a system of roll class supervisors to assist the roll class teacher in checking attendance. This system has been further refined through professional development of PC staff. This initiative is supported by an attendance officer and the introduction of recognition for students with attendance over 95% (95+ Club).</p> <p>In 2015 overall school attendance improved to 89.2% with the Year 8 and Year 12 cohorts recording attendance above 90%. The percentage of students with better than 95% attendance improved to 34%</p>
Teacher Capability in particular the rigorous implementation of the school pedagogy plan and feedback to teachers	<p>In 2016, Pacific Pines SHS is working on teacher capacity through the formalised instructional coaching process. By allowing teachers to collaborate and work together to improve on professional practice we will continue to improve on the exceptional opportunities afforded to our students and their results.</p> <p>The staff professional development program (Improving Instruction at Pacific Pines (II@PP)) will continue through 2016 to develop essential skills enabling the delivering of cutting edge and productive pedagogies.</p>
School and Community Confidence	<p>Relationships further developed with the feeder primary schools included: science club, big boys program, literacy and numeracy lessons sharing of achievement information with primary schools, extension days conducted as were leadership programs. Strong enrolments were recorded in Year 7 and 8 from the feeder primary schools. Our school continued to implement classroom and playground expectations in line with the school values. A Community and Engagement Officer has been employed to promote the school via social media ie school Facebook and website page were used to promote school achievement including the outstanding academic and vocational results.</p>
Centre of Excellence Programs	<ul style="list-style-type: none"> • Re-branding of Excellence Program including identification of students through uniforms • Facilities upgraded (air-conditioning) • Presentations (travelling roadshow) at primary schools • Parent Tours • Professional development of specialised staff to run programs • Rewriting of curriculum • Strengthen current partnership with Griffith University (Junior Secondary students will be enrolled at Griffith University as part of the Maths, Science and Engineering Centre of Excellence program)



Future outlook

In 2016 the improvement agenda and priority areas for development were listed in the 2016 Annual Implementation Plan:

- Centre of Excellence Programs for implementation in 2017
- Literacy and Numeracy with a particular focus on TTR and reading to learn
- Exceptional outcomes for all students leaving school
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Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015: Year 7 - Year 12

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	1292	641	651	38	90%
2014	1295	653	642	57	92%
2015	1411	704	707	58	93%

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

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2015, there were no students enrolled in a Pre-Prep program.*

*Pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

Characteristics of the student body:

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3			
Year 4 – Year 7 Primary			
Year 7 Secondary – Year 10	24	26	25
Year 11 – Year 12	20	20	19

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	160	291	295
Long Suspensions - 6 to 20 days	38	5	7
Exclusions	8	8	8
Cancellations of Enrolment	7	13	9



* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Curriculum delivery

Our approach to curriculum delivery

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

Year 7: 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 also formed for students with high ability and interest in Dance & Sport.

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 also formed for students with high ability and interest in Dance & Sport.

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 Accelerate 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.

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 2015 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.

Our school is also part of the “GriffEngineering” program. A guaranteed offer of university entry is provided to students who achieve particular results in Senior Physics/Maths B and meet the course pre-requisites.

Our school is also part of the “GriffExercise Science” program. A guaranteed offer of university entry is provided to students who achieve particular results in Senior Physical Education and meet the course pre-requisites.

Our school is also part of the “GriffBusiness” program. A guaranteed offer of university entry is provided to students who achieve particular results in Senior Accounting/BCT 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.



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 7-9 students
- Sports Awards Evening
- Academic Awards Evening
- Jazz Band, Concert Band and the String Ensemble all performed at the Gold Coast Eisteddfod
- Dance groups performed at the Gold Coast and Beenleigh Eisteddfods
- Brisbane Eisteddfod – Dance
- Music ensembles – Fanfare
- Senior Drama – Gold Coast Drama Festival
- Danc'Ed in the Spotlight Festival
- Energies Art exhibition
- Our Indigenous students participate in a number of cultural activities. They also participated in the AIMES program and took a leadership role in the celebration of NAIDOC Week and Harmony Day
- 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, intermediate and Senior
- Ballymore Cup – Rugby Union
- Barry Honan Cup – Rugby
- Benowa 7's – Rugby
- AFL Girls Gold Coast Cup
- Hilcrest Invitational – Basket Ball
- 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



- 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
- Tourism Expo
- Bond University Mooting Competition
- Vicky Wilson Netball Cup
- Science and Engineering Challenge
- Science, Technology, Engineering and Maths Ambassadors program (Griffith University)
- Science Club
- Japanese Trip in the September School holidays
- 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)
- 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 2015 through this program

How Information and Communication Technologies are used to improve learning

The school has over 1000 devices (over 900 laptops and over 100 desktops) available for students to use. Of the laptops at the school, 635 of these were available for students in grade 8 to 12 under the "Take Home" scheme and over 500 students in these grades participated. The remaining laptop devices were made available via 18 trolleys and 8 laptop cages in different teaching areas around the school. Desktop computers were available for student use in both computer rooms and in the school Resource Centre. All Teaching staff at Pacific Pines SHS have been provided 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 and reinforce the use of digital technologies was clearly evident around the school. Teaching pedagogy involving technology was greatly influenced by the consolidated use of the EQ developed "Symphony of Teaching and Learning" which maps elements of Blooms Taxonomy to digital and internet based web tools. The process that began in 2013 was continued and refined throughout 2014 & 2015 as both staff and student became more familiar with digital tools that are designed to help students engage with learning in a 24/7 real world environment. We have also begun the bring your own device program in Pacific Pines SHS with over 200 students currently a part of the program.

Social Climate

Our school has implemented the key features of School Wide Positive Behavior Support with the adoption of the school values Be Safe, Be Respectful, Be Responsible and Be a Learner these expectations have been elaborated into expectations of behavior in the classroom and the playground.

Clear expectations of student behavior, the capacity for students to be involved in a range of extra- curricular activities and the support of staff including the School Chaplain, Health Nurse, Youth Support Coordinator and Guidance Counsellor contribute to a positive school climate.

Parent, student and staff satisfaction with the school

Performance measure

Performance measure	2013	2014	2015
Percentage of parent/caregivers who agree [#] that:			



Performance measure			
Percentage of parent/caregivers who agree [#] that:	2013	2014	2015
their child is getting a good education at school (S2016)	86%	88%	91%
this is a good school (S2035)	86%	85%	90%
their child likes being at this school (S2001)	71%	92%	95%
their child feels safe at this school (S2002)	86%	92%	98%
their child's learning needs are being met at this school (S2003)	100%	87%	89%
their child is making good progress at this school (S2004)	86%	85%	89%
teachers at this school expect their child to do his or her best (S2005)	86%	98%	94%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	71%	88%	91%
teachers at this school motivate their child to learn (S2007)	86%	88%	85%
teachers at this school treat students fairly (S2008)	71%	78%	86%
they can talk to their child's teachers about their concerns (S2009)	100%	86%	88%
this school works with them to support their child's learning (S2010)	86%	84%	84%
this school takes parents' opinions seriously (S2011)	80%	76%	81%
student behaviour is well managed at this school (S2012)	86%	81%	90%
this school looks for ways to improve (S2013)	83%	84%	89%
this school is well maintained (S2014)	86%	90%	90%

Performance measure			
Percentage of students who agree [#] that:	2013	2014	2015
they are getting a good education at school (S2048)	90%	94%	100%
they like being at their school (S2036)	89%	88%	95%
they feel safe at their school (S2037)	90%	89%	97%
their teachers motivate them to learn (S2038)	85%	87%	90%
their teachers expect them to do their best (S2039)	96%	99%	98%
their teachers provide them with useful feedback about their school work (S2040)	82%	85%	93%
teachers treat students fairly at their school (S2041)	80%	77%	88%
they can talk to their teachers about their concerns (S2042)	67%	70%	81%
their school takes students' opinions seriously (S2043)	70%	72%	84%
student behaviour is well managed at their school (S2044)	63%	68%	84%
their school looks for ways to improve (S2045)	85%	88%	93%
their school is well maintained (S2046)	80%	84%	89%
their school gives them opportunities to do interesting things (S2047)	84%	88%	89%

Performance measure			
Percentage of school staff who agree [#] that:	2013	2014	2015



Performance measure			
Percentage of school staff who agree [#] that:	2013	2014	2015
they enjoy working at their school (S2069)	94%	99%	96%
they feel that their school is a safe place in which to work (S2070)	98%	94%	97%
they receive useful feedback about their work at their school (S2071)	76%	83%	81%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	77%	75%	82%
students are encouraged to do their best at their school (S2072)	89%	94%	95%
students are treated fairly at their school (S2073)	96%	92%	97%
student behaviour is well managed at their school (S2074)	78%	78%	92%
staff are well supported at their school (S2075)	76%	85%	85%
their school takes staff opinions seriously (S2076)	73%	72%	87%
their school looks for ways to improve (S2077)	87%	91%	91%
their school is well maintained (S2078)	91%	90%	84%
their school gives them opportunities to do interesting things (S2079)	81%	75%	79%

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
DW = Data withheld to ensure confidentiality.

Parent and Community Engagement

Family and community engagement are powerful tools for making our school culturally responsive, more equitable and collaborative. To strengthen school culture and community, the school works together with students, teachers, parents and carers, support staff, community and business groups to maximise student learning outcomes. This is achieved through effective communication, learning partnerships, community collaboration, decision making and participation.

PPSHS use a range of communication tools including social media (ie Facebook), school website, emails and text messages, weekly parades, parent/teacher interviews and P&C meetings to engage with parents and the community. DAYMAP is currently being explored as a way for teachers to communicate with families more effectively. This year, the school has appointed a Communications and Community Engagement Officer to engage with parents and the community.

Parents have input into the school's decision making through the Parents and Citizens' Association (P&C). The P&C meets on the second Wednesday of each month. The P&C 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.

A student academic data plan will be implemented in Semester 2 to assist teachers to better understand their students and provide ongoing feedback to students to improve performance. Written academic reports are issued to parents three times per year in a positive and timely manner – in Term 1, at the end of Semester 1 and the End of Semester 2. A behaviour and effort matrix has been developed to communicate to parents how ratings are awarded. 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. These sessions focus on the learning development, challenges and successes of students. Assessment planners are emailed home and made available on the school website at the start of each term.

Parents are invited to attend and/or participate in a number of events each year to encourage parents to be positively involved in their child's learning at home and at school. These events include Year 7 Parent Partnership Evening (including class visits with their child), Open Night, Enrolment Evenings, Subject Selection Evenings, Top 10 Academic Breakfasts, Senior Induction, Graduation, Leadership and Awards Nights. All enrolments are done by personal interview with parents. In the Junior School, parents have the opportunity to attend a group enrolment interview where they will be able to meet with other new families enrolling in the school. Parent tours are conducted with new families enrolling in the school with a particular focus on the parents of prospective Year 7 students. Towards the end of Year 10 parents also participate in the discussion and preparation of a Senior Education and Training Plan for their child in collaboration with a teacher (ie goal setting and career planning discussions).

A school transition calendar has been created this year outlining key dates in the school year where engagement of parents and the school community (ie primary schools) is vital and the activities to be used to engage them (ie travelling roadshow visits to feeder primary schools, scholarships and meet and greet morning teas with primary school staff and science club). These



activities are in place to better support transition from primary to high school and from high school to higher education and/or the workforce.

In 2016, a partnership with Men of Business (MOB) has been developed to deliver tailored learning experiences to meet the needs of 'at risk' students in the Junior school and Year 10.

School facilities (Sports Hall and PAC) are open for community use and are used for adult learning, sporting groups and community meetings.

Parents, community and business groups are invited to be guest speakers (ie Australian Business Week).

The school has a Junior and Senior Wellbeing Team (DP, Deans, GO, Nurse, Chaplain, SEP HOD) who works closely with families and key staff (i.e. health professionals) on a regular basis to ensure adjustments are made accordingly to ensure students are supported engaged in school. Students are assigned a case manager who primarily supports the student and family. Each team meets fortnightly and consults with student and families via email and meetings each term.

Reducing the school's environmental footprint

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.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	457,061	5,055
2013-2014	469,628	6,925
2014-2015	466,165	5,763

*The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

Our staff profile

Staff composition, including Indigenous staff

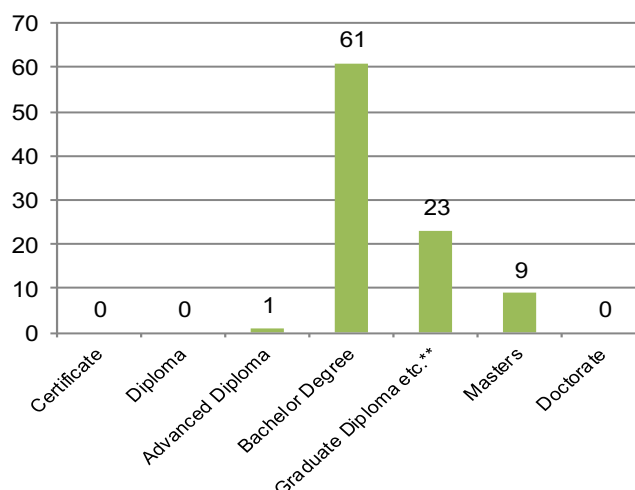
The staff figures below are based on Equal Employment Opportunity (EEO) 2015 census. In accordance with the EEO privacy provisions and to ensure confidentiality, the 'less than 5' rule has been applied in schools whose Indigenous staff numbers are less than five.

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	107	51	<5
Full-time equivalents	100	36	<5

Qualification of all teachers



Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	1
Bachelor Degree	61
Graduate Diploma etc.**	23
Masters	9
Doctorate	0
Total	94



*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 2015 were \$ \$39575.17

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

First Aid

Students with Disabilities

The proportion of the teaching staff involved in professional development activities during 2015 was 100%.

Average staff attendance	2013	2014	2015
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, 97% of staff was retained by the school for the entire 2015 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/>.

(The school information below is available on the *My School* web site. For parents/caregivers who are provided with a printed School Annual Report, school income broken down by funding source must be attached. Schools may wish to copy the information from the *My School* website).

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

GO

Sector:

Government

Non-government

SEARCH

Where it says '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

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

Performance of our students

Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	88%	89%	90%
The attendance rate for Indigenous students at this school (shown as a percentage).	82%	85%	86%

The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall attendance rate in 2015 for all Queensland Secondary schools was 90%.

Student attendance rate for each year level (shown as a percentage)													
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013									90%	87%	86%	88%	88%
2014									92%	89%	87%	87%	91%
2015							93%	91%	90%	88%	88%	92%	

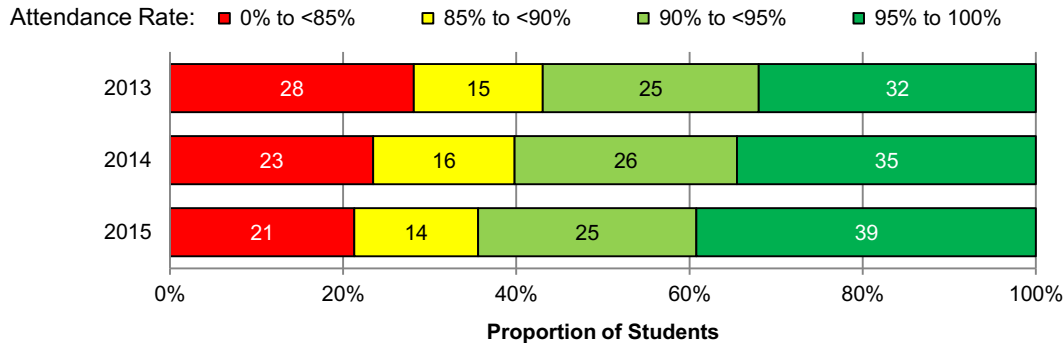
*From 2013, the methodology used for calculating attendance rates effectively counts attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.



DW = Data withheld to ensure confidentiality.

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 (ID Attend). 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 Dean of Students.

Pastoral Care (PC) Teachers follow up absences through communication with parents (ie note in diary, email or phone call home). All contacts are record on 'Contacts' in One School. Pastoral Care Teachers put up in PC '5 day display' as a way to monitor and reward attendance in a positive way. Roll class co-ordinators are assigned to PC classes to assist teachers when absences are unexplained for more than 3 days. If unexplained absence is continued, roll co-ordinator completes referral to Deputy Principal.

Deputy Principals conduct attendance meetings with parent and student when student reaches attendance rate of <85% (present and approved) to support student and family and assist in re-engaging student to improve attendance. Student is referred to key staff from the Wellbeing Team as and when required to support student in improving their attendance and re-engage them in learning. Enforcement of attendance process is actioned if attendance continues to decline despite ongoing support and intervention by Wellbeing Team.

Exemption forms are completed and approved by the principal for off campus studies (ie TAFE) and medical reasons (supported by medical documents).

Deputy Principal and Dean of Students complete attendance tracker (spreadsheet) each week to monitor attendance. Top 20 students in each year level are identified and monitored weekly via attendance spreadsheet tracker. Weekly update is emailed to teachers each Monday and outlines attendance rate for each year level over the 5 day week and YTD %.

YEAR	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	OVERALL	INCIDENT REFERRALS
7	94.86%	95.58%	95.92%	94.31%	93.73%	94.88%	15
8	92.62%	92.55%	93.76%	92.70%	91.57%	92.64%	11
9	89.08%	87.26%	91.94%	95.32%	92.11%	91.14%	5
10	93.32%	92.55%	93.99%	94.36%	94.23%	93.69%	15
11	89.66%	90.22%	91.66%	91.57%	90.11%	90.64%	7
12	90.97%	91.80%	94.51%	95.78%	92.82%	93.18%	14
AVERAGE	91.75%	91.66%	93.63%	94.00%	92.43%	92.70%	
JNR SEC Average		92.89%		SNR SEC Average		92.50%	

Expectations regarding attendance and every day counts is communicated and reinforced on a regular basis to students and families (i.e. weekly assemblies, email).



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.

The school continues to have a focus on the improvement of literacy and numeracy skills in Junior Secondary. These skills provide a solid platform for students to succeed in the Senior Secondary years and beyond as they transition to further study and/or employment.

Our literacy and numeracy lessons provide this springboard for success the school has seen over recent years.

The Year 7 students in 2015 provided strong evidence of foundational literacy and numeracy skills as measured by the National Assessment Program for Literacy and Numeracy as seen in Table 1 below.

Achievement Bank by Strand 2015

NAPLAN Achievement Bands by Strand for Year 7 Test 2015

For Pacific Pines State High School (1745) Students

Year	Strand	Achievement Band %						Count			NMS %
		<4	5	6	7	8	9>	n	Exempt	Absent/Withdrawn	
2015	Reading	1.0	15.5	36.9	28.2	12.6	5.8	206	0	39	99.0
	State Schools	5.7	16.9	30.5	24.3	15.3	7.3				94.3
	National	4.6	12.4	26.2	28.4	18.4	10.0				95.4
2015	Writing	13.6	28.6	27.7	18.0	9.2	2.9	206	0	39	86.4
	State Schools	18.4	25.0	25.5	17.9	10.3	2.9				81.6
	National	12.7	18.1	29.7	23.9	11.7	3.9				87.3
2015	Spelling	7.2	9.6	24.0	30.8	23.1	5.3	208	0	37	92.8
	State Schools	10.9	11.1	21.2	27.4	23.3	6.1				89.1
	National	6.9	10.9	21.9	29.5	21.0	9.8				93.1
2015	Grammar and Punctuation	7.2	11.5	33.2	25.5	14.9	7.2	208	0	37	92.3
	State Schools	12.7	13.1	26.3	21.9	15.8	10.1				87.3
	National	7.8	13.1	24.0	26.5	17.9	10.7				92.2
2015	Numeracy	0.0	14.8	32.0	35.0	11.3	6.9	203	0	42	100.0
	State Schools	4.7	19.1	30.4	26.4	13.1	6.4				95.3
	National	4.1	14.2	28.7	27.2	16.0	9.8				95.9

Colour Key Legend	
Band At NMS	NMS % Above National
Band Below NMS	NMS % Below National

- NOTE:
- This report is generated based on the student demographic information provided on the NAPLAN tests which may differ from the information recorded at the school.
 - n: number of students in the school for whom there is a score. This excludes students who were absent, exempt, or withdrawn from the test.
 - >: The proportion of students shown in this band may include students performing above the level.
 - <: The proportion of students shown in this band may include students performing below the level.
 - Percentage figures are calculated by including exempt students and excluding students who were absent or withdrawn. The percentages of students represented in the table have been rounded and may not sum to 100.
 - In 2007, a half cohort of Prep was introduced. 2008 was the first year of a full cohort of Prep students. These students are, on average, 3 months and 6 months older than previous cohorts, respectively. They have both participated in one more year of schooling. These factors should be considered when interpreting NAPLAN results from 2010 onwards.
 - Please refer to the Explanatory Notes for further information about this report.
 - Writing results from 2011 should not be compared with those from 2008 to 2010.

Table 1: Year 7 (page 1 of 1)

NAPLAN Achievement Bands by Strand for Year 9 Test 2013, 2014, 2015

For Pacific Pines State High School (1745) Students

Year	Strand	Achievement Band %						Count			NMS %
		<5	6	7	8	9	10+	n	Exempt	Absent/Withdrawn	
2013	Reading	7.8	33.7	32.9	17.3	7.5	0.8	253	2	22	92.2
	State Schools	10.1	25.2	29.6	21.5	11.2	2.4				89.9
	National	6.9	10.4	20.0	28.2	15.3	4.8				92.4
2014	Reading	10.1	25.1	27.3	24.7	9.7	3.1	217	10	30	89.9
	State Schools	13.6	22.2	29.6	22.7	11.5	3.3				88.4
	National	7.9	16.6	27.3	26.9	15.5	5.8				92.1
2015	Reading	14.6	25.6	31.5	22.7	11.8	2.8	216	0	43	94.9
	State Schools	11.4	25.2	28.6	21.9	11.2	3.0				88.8
	National	7.7	17.1	27.8	28.3	15.1	6.0				92.3
2013	Writing	33.9	23.2	17.6	18.4	6.0	2.8	248	2	27	81.8
	State Schools	25.3	22.2	22.8	19.1	6.9	3.0				74.7
	National	17.3	20.9	25.0	20.3	11.0	5.5				82.8
2014	Writing	34.9	25.6	24.2	18.7	4.6	2.7	209	10	38	81.8
	State Schools	28.2	21.3	21.7	18.8	6.7	3.4				71.8
	National	18.3	21.9	25.3	20.2	10.2	4.6				81.8
2015	Writing	18.1	29.9	25.2	21.9	3.8	3.3	210	0	49	92.9
	State Schools	29.9	21.9	21.2	18.0	6.1	2.9				70.1
	National	19.5	21.5	25.4	20.2	9.5	3.9				80.5
2013	Spelling	11.5	14.7	37.3	25.4	6.7	2.4	250	2	25	88.8
	State Schools	11.3	14.9	31.4	28.7	9.8	3.9				88.7
	National	7.8	13.5	28.1	29.4	15.7	5.4				92.2
2014	Spelling	14.8	16.9	30.8	27.1	7.7	5.0	211	10	38	88.7
	State Schools	13.6	15.6	29.6	25.3	10.1	5.8				86.4
	National	10.3	13.9	25.2	27.0	16.4	7.3				89.8
2015	Spelling	10.1	19.8	25.9	33.0	14.2	2.4	212	0	47	92.9
	State Schools	13.0	13.7	25.5	30.1	13.4	4.3				87.0
	National	6.8	14.1	25.2	27.0	18.3	7.8				90.2
2013	Grammar and Punctuation	10.5	25.4	38.5	12.6	3.0	1.6	250	2	25	87.2
	State Schools	18.4	18.0	30.7	18.8	8.1	5.4				81.6
	National	12.1	18.0	25.2	23.5	14.1	7.1				87.9
2014	Grammar and Punctuation	10.4	29.0	29.0	18.1	12.7	1.4	211	10	38	82.5
	State Schools	17.5	23.9	28.9	17.1	11.0	3.9				82.5
	National	10.5	18.1	26.9	24.9	13.9	5.7				86.6
2015	Grammar and Punctuation	14.5	22.9	27.8	28.4	11.8	2.8	212	0	47	91.9
	State Schools	16.3	24.4	21.9	23.0	10.2	4.5				83.7

Sunday, 10 June 2016 3:32:37 PM User Input Page 1 of 2

Table 2: Year 9 (page 1 of 2)

NAPLAN Achievement Bands by Strand for Year 9 Test 2013, 2014, 2015

For Pacific Pines State High School (1745) Students

Year	Strand	Achievement Band %						Count			NMS %
		<5	6	7	8	9	10+	n	Exempt	Absent/Withdrawn	
2013	Numeracy	11.1	19.7	28.8	23.5	12.1	4.8				88.9
	State Schools	13.2	23.1	32.1	14.4	8.2	3.7	241	2	34	88.5
	National	6.4	18.3	25.5	22.2	13.6	10.9				90.5
2014	Numeracy	9.5	21.8	35.5	25.5	9.5	1.8	210	10	37	94.5
	State Schools	7.9	23.0	31.6	22.8	10.8	5.1				93.0
	National	5.9	16.6	28.4	25.2	14.8	9.2				94.1
2015	Numeracy	0.5	15.0	38.0	29.3	12.2	7.0	213	0	46	99.5
	State Schools	4.9	20.0	28.4	25.3	11.2	5.2				95.1
	National	4.4	14.8	29.7	27.1	15.1	8.0				95.7

Colour Key Legend	
Band At NMS	NMS % Above National
Band Below NMS	NMS % Below National

- NOTE:
- This report is generated based on the student demographic information provided on the NAPLAN tests which may differ from the information recorded at the school.
 - n: number of students in the school for whom there is a score. This excludes students who were absent, exempt, or withdrawn from the test.
 - >: The proportion of students shown in this band may include students performing above the level.
 - <: The proportion of students shown in this band may include students performing below the level.
 - Percentage figures are calculated by including exempt students and excluding students who were absent or withdrawn. The percentages of students represented in the table have been rounded and may not sum to 100.
 - In 2007, a half cohort of Prep was introduced. 2008 was the first year of a full cohort of Prep students. These students are, on average, 3 months and 6 months older than previous cohorts, respectively. They have both participated in one more year of schooling. These factors should be considered when interpreting NAPLAN results from 2010 onwards.
 - Please refer to the Explanatory Notes for further information about this report.
 - Writing results from 2011 should not be compared with those from 2008 to 2010.

Table 3: Year 9 (page 2 of 2)

The school continues to make improvements in Year 9 NAPLAN across the five strands of the test. There has been an upward trajectory in the school's mean since 2013 and planning is underway to ensure this continues into the future years.

The school has achieved great success in closing the gap between indigenous and non-indigenous student. In Year 7, 100% of Indigenous students completing the test achieved National Minimum Standard. In Year 9 Indigenous students did not perform as well as the incoming Year 7's and strategies are being planned to help these students to succeed in the Senior Secondary Years.



Further historical detail regarding our reading, writing, spelling, grammar and punctuation, and proficiency results for Years 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.

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

School name

Suburb, town or postcode

Sector:

Government

Non-government

Where it says '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting '**NAPLAN**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Apparent retention rates Year 10 to Year 12	2013	2014	2015
Year 12 student enrolment as a percentage of the Year 10 student cohort.	83%	82%	81%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	80%	100%	82%

Outcomes for our Year 12 cohorts	2013	2014	2015
Number of students receiving a Senior Statement	217	236	222
Number of students awarded a Queensland Certificate of Individual Achievement.	0	3	1
Number of students receiving an Overall Position (OP)	71	72	63
Percentage of Indigenous students receiving an Overall Position (OP)	0%	0%	29%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	43	61	48



Outcomes for our Year 12 cohorts	2013	2014	2015
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	201	162	181
Number of students awarded an Australian Qualification Framework Certificate II or above.	162	133	136
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	217	232	221
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	100%	100%	100%
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.	66%	79%	87%
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%	99%	100%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	94%	97%	96%

As at 16 February 2016. The above values exclude VISA students.

Overall Position Bands (OP)

Number of students in each Band for OP 1 to 25					
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2013	5	17	25	19	5
2014	13	18	26	15	0
2015	8	22	25	8	0

As at 16 February 2016. The above values exclude VISA students.

Vocational Educational Training qualification (VET)

Number of students completing qualifications under Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2013	144	143	58
2014	65	92	74
2015	115	95	70

As at 16 February 2016. The above values exclude VISA students.

Vocational Courses Offered to students in 2014

BSB10112 Certificate I in Business
 BSB20112 Certificate II in Business
 ICA10111 Certificate I in Information, Digital Media and Technology
 ICA20111 Certificate II in Information, Digital Media and Technology
 CPC1011 Certificate I in Construction (Year 12 only)
 SIT20107 Certificate II in Tourism
 SIT20212 Certificate II in Hospitality (Year 12 only)
 SIT20213 Certificate II in Hospitality (Year 11 only)
 39292QLD Certificate IV in Justice Studies (in conjunction with Unity College)
 HLT30507 Certificate III in Health Services (in conjunction with the Northern Collegiate)



Post-school destination information

At the time of publishing this School Annual Report, the results of the 2016 post-school destinations survey, Next Step – Student Destination Report (2015 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 school 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.

