



# Pine Rivers State High School

# ANNUAL REPORT 2017

Queensland State School Reporting

*Inspiring minds. Creating opportunities. Shaping Queensland's future.*

Every student succeeding. State Schools Strategy 2017-2021  
Department of Education

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Contact Person:	Mr Doug Watson, Principal

## School Overview

Pine Rivers State High School (the school) has established a proud record of achievement and innovation in all areas – academic, sporting, cultural and community – since its opening in 1964. In recent years, the school has undergone a process of renewal, both physical and cultural, and has identified a total school focus on the transformation of deeper learning through our involvement in the global project ***New Pedagogies for Deeper Learning***.

The school has also developed its unique teaching and learning culture in order to assist students to achieve to their potential. This is ***By Different Ways to Excellence*** through:

1. positive relationships
2. diverse pedagogical practices
3. feedback as a learning tool
4. self-regulated personal growth and development
5. strong community involvement through collegiality.

*Deep Learning* is taught explicitly according to the elements of the ***Art and Science of Teaching*** and the ***Thinking Skills Framework*** developed by ITC Publications. The use of the ***Essential Skills of Classroom Management*** and attendant classroom profiling contribute significantly to the culture of learning. This school-wide approach to pedagogy is supported by our high expectations of all school community members, which is made explicit through our commitment to the Six Deep Learning competencies:

- Collaboration and Communication
- Critical and Creative Thinking
- Character and Citizenship

And through our commitment to our Code of School Behaviour:-

- Respect
- Pride
- Effort
- Safety

Taking personal responsibility for learning is an expectation of every student and staff member at Pine Rivers State High School. The school offers a broad curriculum, catering for the full range of abilities and presents multiple pathways for students to attain goals in work or further study. There is also an extensive range of co-curricular and extra-curricular programs, providing diverse opportunities for the full spectrum of students, which are highly valued by students and parents. These include a variety of signature programs:

- Learning for Life (L4L)
- our signature *IGNITE* program, providing creative and innovative opportunities and strategies for students' potential to be optimised in the areas of Science and Technologies and in the areas of Humanities, Social Science and the Arts
- REA *F1inSchools* and *4x4inSchools*
- the annual school musical
- the outdoor education program for Years 8, 10, 11 and 12.

The celebration of student excellence across the full range of school endeavour is an integral part of the culture of the school. There is a strong belief that every student can learn and achieve well as we 'work together towards all students proudly achieving their personal best'.

Our school is a community school committed to a partnership involving students, staff, parents and caregivers and the wider community. Parent and student opinions, as well as student performance data, inform an ongoing process of review and planning for improvement and achievement of our school vision 'informed citizens building harmonious communities'.

## Principal's Foreword

### Introduction

The School Annual Report for 2017 provides a snapshot of our school profile and our school's achievements in 2017.

All schools in Australia are accountable for student outcomes, with the publication of selected data relating to the background of our clients and student academic outcomes on the ACARA My School website. In addition, the Queensland Studies Authority publishes a school-by-school Year 12 Outcomes Report on its website, which provides another set of data relating to the academic results of the Year 12 cohort of 2017

The Year 12 2017 academic performance is strong:

- 99% of all Year 12 students who applied for tertiary study in 2017 received an offer.
- 92.5% Year 12 2017 achieved VET qualification.
- 99.5% Year 12 2017 completed/completing a SAT or awarded a QCE, IBD or VET qualification.
- 93.1% Year 12 2017 achieved a QCE.

#### School progress towards its goals in 2017

The table below outlines the improvements made in the learning outcomes of our senior phase students through the implementation of our explicit strategies. Continued improvements in the percentage of students awarded the Queensland Certificate of Education (93.1%) and the percentage of students awarded a qualification (99.5%) both exceeded our targets for 2017.

We continued the rollout of our pedagogical framework (ASOT) with particular emphasis on Design Question 1 (Student Tracking), Question 2 (Introducing New Knowledge) and Question 3 (Extending Knowledge). We introduced a whole school approach to interpreting text through our SQ3R strategy. The school continues to enhance the use of ESCM (Essential Skills Classroom Management) within our classroom management processes, which contributes greatly to our low school disciplinary absences by creating a safe and supportive environment that promotes quality learning.

Our Learning for Life (L4L) focusing on improving our student's NAPLAN outcomes in Literacy and Numeracy, resulted in specified learning time for student learning and the employment of literacy and numeracy coaches that supported teachers in developing their own techniques in these areas.

Measure	2009	2010	2011	2012	2013	2014	2015	2016	2017
% of OP/IBD students who received an OP 1 to 15 or an IBD	68.9	73.6	63.1	73.2	70.3	68.8	83.9	74.3	74.4
% of Year 12 students who were awarded at least one of the following:- QCE, VET (including a SAT), IBD	92.2	92.2	92.9	96.3	98.2	100.0	100.0	100.0	99.5
% of students awarded a QCE at the end of Year 12	73.2	74.0	78.2	78.8	81.4	95.0	99.2	95.2	93.1
% of Year 12 students awarded a VET qual Cert II and above	59.5	50.2	64.5	56.4	62.4	53.3	59.5	62.9	68.8
% of QTAC Applicants receiving an offer of a tertiary place	90.9	92.3	90.6	94.7	100.0	98.2	96.0	94.8	98.8

Key - Distribution of schools	Upper	Mid-Upper	Mid-Lower	Lower
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## Future Outlook

Our 2018 explicit improvement agenda focuses on the deep learning process.

### Deep Learning Process

**Why:** Pine Rivers State High School has embarked on a journey to develop deep learning to:

- enhance community engagement resulting in increased school attendance, enhanced learning partnerships with outside organisations and staff, parent and student satisfaction with our school's performance.
- increase the percentage of students reaching the upper two bands in Year 7 and 9 NAPLAN reading, writing and numeracy. This ultimately will lift the school's mean scale score in NAPLAN.
- improve student performance on the QCS exam to develop a stronger correlation between subject performance and an individual performance. This ultimately will improve our school's OP 1 to 15 data and in particular our OP 1 to 5 performance.
- develop the skills in our students and teachers that will be required to perform in our upcoming external senior assessment program.

**What:** We believe Deep Learning occurs when a learner uses acquired knowledge, understanding, insight and thinking skills to solve a range of problems. They work independently or collaboratively, often leveraging digital to create innovative solutions and pose critical questions. Through their development of self-reflection, inquiry and perseverance, successful learners face new challenges with confidence and tenacity.

**How** In **Michael Fullan's** book *Coherence* (p79) he writes:

A system can dramatically improve the engagement of learners by using three elements that deepens their learning by doing the following:

1. Establish clarity of deep learning goals
2. Build precision in pedagogy accelerated by digital
3. Shift practices through the capacity building of staff and students.

In **Robert Marzano's** book *The Art and Science of Teaching* he identifies ten key elements of a quality framework. Particularly for deepening learning:

**Feedback**

- DQ1 Providing and Communicating Clear Learning Goals
- DQ2 Assessment

**Content**

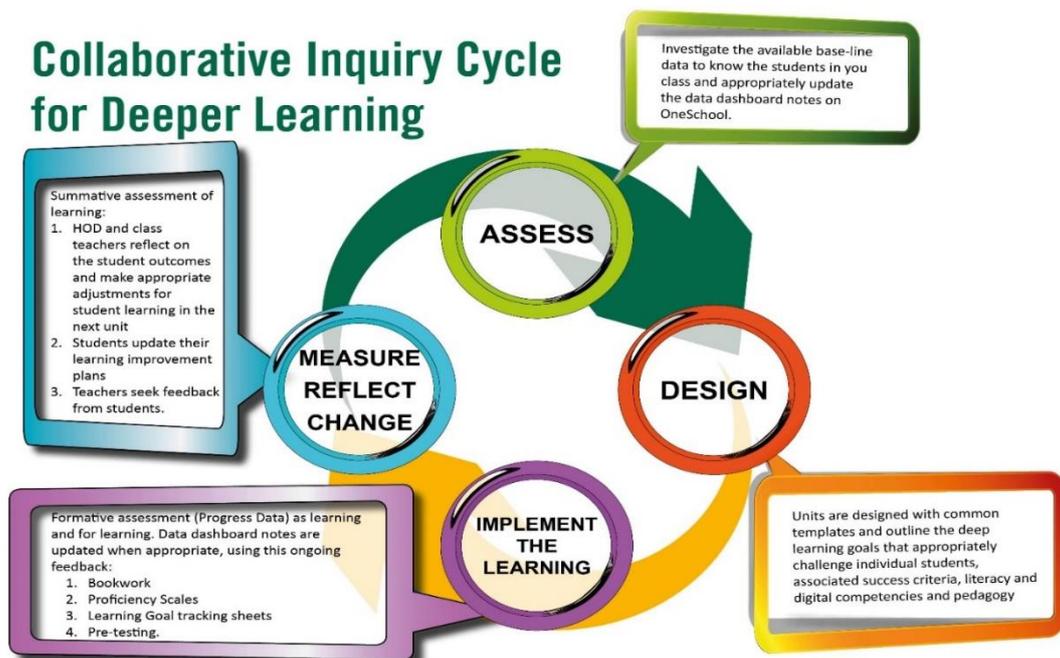
- DQ4 Practising and Deepening Lessons
- DQ5 Knowledge Application Lessons

The **7 AITSL Standards** explicitly address deep learning in standards:

1. Know your students and how they learn
2. Know the content and how to teach it
3. Plan for and implement effective teaching and learning
5. Assess, provide feedback and report on student learning
6. Engage in professional learning.

**Therefore, our strategies to achieve whole school deep learning processes are founded on:**

- knowing what needs to be learnt and what it looks like if it is achieved
- knowing what is already known by students so we can differentiate for the students who are ready for deeper student centred learning opportunities
- using formative assessment strategies to monitor progress, identify and implement changes to the content and pedagogy within a unit cycle
- explicit strategies for reading and writing literacies and digital literacies so all students can access their learning programs and use digital to accelerate their progress
- developing the skills for all learners to become self-reflective and self-directed.



Our specific school targets are:

Data Set	Target
NMS Reading	>95%
NMS Writing	>95%
NMS Numeracy	>95%
U2B Reading	>20%
U2B Writing	>20%
U2B Numeracy	>20%
Attendance	>90%
QCE Attainment	100%
OP 1 to 15	>80%
School Disciplinary Absences	< 175 pa
BYOD uptake	>90%

## Our School at a Glance

### School Profile

<b>Coeducational or single sex:</b>	Coeducational
<b>Independent Public School:</b>	Yes
<b>Year levels offered in 2017:</b>	Year 7 to Year 12

#### Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2015</b>	1284	628	656	90	94%
<b>2016</b>	1239	614	625	94	93%
<b>2017</b>	1276	644	632	99	94%

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

## Characteristics of the Student Body

### Overview

The enrolment as at February 2017 was 1276. Our student clientele included 104 Indigenous students, 74 Pacific Islander and Maori students and 77 students with disabilities in 2017.

### Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3			
Year 4 – Year 6			
Year 7 – Year 10	24	22	22
Year 11 – Year 12	20	20	19

## Curriculum Delivery

### Our Approach to Curriculum Delivery

The school continues to successfully implement Deep Learning pedagogies as part of our involvement in the global *New Pedagogies for Deeper Learning* project. The curriculum is delivered according to our staged implementation of the ASOT design questions.

The school is proud of its reputation in the local and wider community as a curriculum leader. Our research shows that many families choose our school for their children because of the broad and diverse curriculum, catering for the full range of abilities and presenting multiple pathways for students to attain goals in their work or further study.

The school curriculum for Years 7 to 10 balances the Australian Curriculum requirements for English, Mathematics, Science, History and Geography, LOTE (German), the Arts, Health & Physical Education and Technology.

The fundamental skills of literacy and numeracy are a priority with our Success Schools' Project and I4S for Years 7 to 9. This includes specific targeted literacy and numeracy development including Success Time and a layer of practice in this area which is embedded across the curriculum. Year 10 is the transition year where preparation for studies in Years 11 and 12 begins. A comprehensive Senior Education and Training Plan (SETP) process is in place in the senior phase, to assist students to plan appropriate individual pathways for the future.

Signature programs include the IGNITE program for selected self-nominated and selected students in Years 8 and 9, which provides creative and innovative opportunities for students' potential to be optimized. The Re-Engineering Australia 4X4inSchools (3rd 2015 World Champions, 2016 World Champions) Challenge is another, elements of which are embedded in our curriculum, which provides a unique learning experience for Year 7 to 12 students.

The school progressed our *High Resolves Initiative* for all Year 8 students to include a select group of Year 9s participating in the leadership component of the program through school projects. This program, which is facilitated by staff, aims to assist our students to become 'global citizens' and this year includes a select group of Year 10s who are participating in a community project.

The Year 10, 11 and 12 Outdoor Ed Program is yet another signature program, which serves to develop the skills and attitudes necessary to produce effective learners and leaders. Each Year 8 class works with staff and their Year 11 Queensland Inter-year Project (QIP) leaders in a campout at Moreton Island for 5 days, early in their school life at Pine Rivers, which provides a unique opportunity for students to learn teamwork and effective

communication skills. We expect this learning to transfer into the classroom and to an end-of-semester teambuilding experience.

In the Senior School, the school currently offers 28 Authority Subjects and 21 Other Senior subjects, including Authority Registered VET subjects, Authority Registered Non-VET subjects and Stand Alone VET Courses.

Students in the Senior School also have the opportunity to participate in external studies (TAFE, University, BSDE) and to sign up for school based apprenticeships and traineeships from Year 10.

A partnership with Construction Skills Queensland (CSQ) assists with our Doorways to Construction (D2C) course for Senior students.

### **Co-curricular Activities**

Many extra-curricular activities are offered for the enjoyment and involvement of students. These cover the whole spectrum of student interest – academic, cultural, sporting and service, where all students are encouraged to be leaders and learners.

- The school has a proud tradition of an annual school musical. This year, *POPSTARS The 90's Musical* was the 42<sup>nd</sup> annual consecutive school musical. It involved a large cast as well as students in other curriculum areas who supported the production with sets, technology and public relations. The 'school musical' genre exemplifies our teaching and learning culture and provides extremely rich 'diverse opportunities for learning', which for many will have lifelong influence.
- Interested students from Years 8 to 12 have opportunities to participate in the Re-Engineering Australia (REA) *4x4inSchools* Challenge. Our teams have competed successfully in six consecutive national finals. In 2010, our team proceeded to the World Championships in Singapore and were runner-up World Champions. In 2013, the Professional Class team returned from the Melbourne National Finals as runner-up National Winners. Three of these students became members of the **A1Racing** team who competed and won the World Championships in Austin, Texas, USA, in November 2013. In 2016 our team the *Wombat Warriors* were placed 1st in the World Championships held in Coventry, England, resulting in them being named 2016 World Champions. The program has recently won a 2017 Moreton Bay Regional Council Innovation Award.
- 2016 saw the start of our new IGNITE program, based around STEM and 2017 sees HASS included as an addition STEM.
- Numerous opportunities are provided for students wishing to pursue excellence in sport. These include support for individual and elite athletes with intensive training programs and access to various high level interschool team competitions. The school can boast a number of recent past students who have excelled on the world stage. Students in the younger years also have access to leadership programs such as GRIP and Altitude Days.

### **How Information and Communication Technologies are used to Assist Learning**

Pine Rivers State High School continues our commitment to leverage digital to develop our students' 21<sup>st</sup> Century Skills.

In 2016 we embarked on the Bring Your Own Device (BYOD) journey. This enabled students to better connect to resources both at school and at home, while giving them greater flexibility and autonomy for their learning. The introduction of OneNote saw 24/7 learning available for both students and staff. We are also heavily engaged in the Microsoft, Adobe and Autodesk IT Academies, enabling student access to learning and certification for highly sought after technical competencies.

The school funds two school-based technicians and another school-based trainee, to ensure the staff and students are supported with their ICT needs and the network and equipment are maintained to a high standard. The backbone of our network comprises several high grade servers, including a dedicated media server for our library, fibre connections between every block and high density wireless across the school. This ensures students have access to a quality working environment at all times.

## Social Climate

### Overview

The school's vision, ***Informed Citizens Building Harmonious Communities***, underpins all that we do at this school. The Essential Skills of Classroom Management (ESCM) have been adopted school wide to promote positive relationships. This work was enhanced with the introduction of the Art and Science of Teaching (ASOT). All staff and students are inducted into our culture where everyone respects one another, cares for one another, helps one another and works together to achieve the best outcomes for our students. The school has adopted a whole school approach to student management, where students, parents and staff all know the rights and responsibilities that are integral to school harmony.

The school's pastoral care program, "Pine Time" operates for all students from Years 7 to 12 and focuses on the development of positive relationships and life skills to prepare students for their future pathways. This will transform into our "Learning for Life" program in recognition of our involvement in NPDL. The FORM teacher meets with the FORM class on a daily basis and has a welfare role with these students, including being a contact person for parents/caregivers.

Our students, led by the Student Representative Council (SRC), have participated in initiatives to respond to bullying, including *National Action Day Against Bullying*.

All students are encouraged to be leaders. Year 8 students are introduced to the *High Resolves Initiative* to promote a commitment to social justice. In addition to the QIP leadership role, Year 11 students have the opportunity to be Peer Supporters to work with students having difficulties or MATEs in the Mentoring and Tutoring Enrichment Program to work with teachers in the primary schools to support young children. We continued with our Junior Secondary leadership structure with Junior Secondary School Captains being appointed in 2016.

### Parent, Student and Staff Satisfaction

#### Parent opinion survey

Performance measure	2015	2016	2017
<b>Percentage of parents/caregivers who agree# that:</b>			
their child is getting a good education at school (S2016)	93%	98%	89%
this is a good school (S2035)	93%	99%	91%
their child likes being at this school* (S2001)	93%	98%	94%
their child feels safe at this school* (S2002)	93%	98%	89%
their child's learning needs are being met at this school* (S2003)	96%	99%	81%
their child is making good progress at this school* (S2004)	93%	99%	90%
teachers at this school expect their child to do his or her best* (S2005)	97%	100%	93%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	93%	98%	72%
teachers at this school motivate their child to learn* (S2007)	89%	99%	79%
teachers at this school treat students fairly* (S2008)	87%	96%	78%
they can talk to their child's teachers about their concerns* (S2009)	94%	99%	88%
this school works with them to support their child's learning* (S2010)	89%	99%	85%
this school takes parents' opinions seriously* (S2011)	88%	99%	85%
student behaviour is well managed at this school* (S2012)	85%	94%	72%
this school looks for ways to improve* (S2013)	93%	99%	94%
this school is well maintained* (S2014)	86%	98%	93%

## Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	91%	96%	89%
they like being at their school* (S2036)	88%	88%	84%
they feel safe at their school* (S2037)	90%	96%	89%
their teachers motivate them to learn* (S2038)	89%	91%	82%
their teachers expect them to do their best* (S2039)	94%	95%	97%
their teachers provide them with useful feedback about their school work* (S2040)	81%	91%	88%
teachers treat students fairly at their school* (S2041)	76%	70%	75%
they can talk to their teachers about their concerns* (S2042)	69%	73%	73%
their school takes students' opinions seriously* (S2043)	83%	81%	73%
student behaviour is well managed at their school* (S2044)	72%	74%	72%
their school looks for ways to improve* (S2045)	92%	96%	95%
their school is well maintained* (S2046)	89%	93%	75%
their school gives them opportunities to do interesting things* (S2047)	87%	86%	89%

## Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
they enjoy working at their school (S2069)	96%	97%	92%
they feel that their school is a safe place in which to work (S2070)	99%	99%	94%
they receive useful feedback about their work at their school (S2071)	97%	89%	84%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	96%	89%	88%
students are encouraged to do their best at their school (S2072)	98%	96%	91%
students are treated fairly at their school (S2073)	99%	100%	96%
student behaviour is well managed at their school (S2074)	92%	92%	76%
staff are well supported at their school (S2075)	94%	90%	82%
their school takes staff opinions seriously (S2076)	92%	86%	77%
their school looks for ways to improve (S2077)	99%	98%	93%
their school is well maintained (S2078)	92%	93%	88%
their school gives them opportunities to do interesting things (S2079)	93%	91%	88%

\* Nationally agreed student and parent/caregiver items

# '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

Pine Rivers State High School is a community school committed to a partnership among students, staff, parents and caregivers and the wider community. The Principal and the School Council assume responsibility for the development of the Strategic Plan and fulfil accountability requirements associated with the strategic direction setting and monitoring the progress towards the achievement of targets.

The Parents and Citizens' Association (P&C) plays an important role also in the decision-making structure, but is more involved at an operational level. Sub-committees of the P&C include the Pine Rivers Community Aquatics Club and the PRIMA (Pine Rivers Instrumental Music Association) Support Group.

The school staff seek to work closely with the parents and caregivers of our students as partners to achieve the best outcomes for our students. An orientation program for parents is conducted at the outset for Year 7 parents to try to establish this ethos and to start to build the positive relationships.

Prompt communication with parents/caregivers occurs via text messaging to report student absences on a daily basis through the ID Attend Program. Parents are also alerted when students fail to attend individual classes. Parents are encouraged to contact the school about any issues of concern. The reporting process of student performance is comprehensive. It involves early contact with the parents/caregivers of students of all year levels by the relevant teacher by phone or letter with any concerns regarding student progress.

Early in Semester 1, parents are emailed Progress Reports, which includes a report from each subject teacher regarding behaviour, work ethic, class work, self-management and independent study of the student. Where parents do not have email, a progress report is issued to the student to take home to the parent. An invitation is extended for the parent/ caregiver to meet with the student and the relevant subject teachers at a Parent-Student-Teacher Conference.

Reports providing academic results and other pertinent information for Semester 1 are emailed to the parent/caregiver and student (or sent home via the student) with an invitation for the parent and student to meet with the relevant subject teachers at a conference early in Semester 2.

Parents/caregivers are:

- expected to review with their child the Senior Education Training Plan (SETP) of Year 10 students at a session conducted with a senior teacher before subject selections for Year 11 are finalised. Semester 2 reports are emailed/sent home at the end of the year.
- kept informed of the diverse opportunities and programs available for their children through parent information evenings. Subject selection sessions are also conducted for parents to attend with their children.
- encouraged to attend presentation assemblies throughout the year as we celebrate the achievements of our students across the range of school endeavour.
- invited to attend the Senior Formal, Graduation and Awards Ceremony, which is the culminating celebration for our students.
- surveyed on an annual basis in order to monitor our school progress to satisfy our clients' needs. The results are collated and published in our school newsletter. Parents are also invited to respond to issues published on our School Facebook Page.

Volunteer tutors are trained to assist students with their learning.

## Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. Through involvement in our Thursday afternoon and Friday Morning pastoral care programs students develop their character through programs covering topics such as:

- Anti-bullying
- Cyber Bullying
- Respectful Relationships covering topics such as
  - Domestic Violence
  - Drug and Alcohol
  - Sexual Health
- Conflict Resolution
- Career advice

## School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2015	2016	2017
Short Suspensions – 1 to 10 days	198	182	236
Long Suspensions – 11 to 20 days	4	1	11
Exclusions	8	5	19
Cancellations of Enrolment	7	4	5

## Environmental Footprint

### Reducing the school's environmental footprint

The school continues to promote the importance of the environment with staff and students and encourages them to reduce their carbon footprints by adhering to the school's policy of turning all lights and air conditioners off at the end of each day and setting the temperature at 24°C.

The school is also proactive in recording weekly readings of water usage, so that any unusually large readings can be investigated to identify and quickly repair any possible underground leaks. The increase in water usage is due to the refilling of the swimming pool after maintenance.

Through the use of solar panels and water tanks, we continue to make a difference to reduce the school's environment footprint and actively encourage our students to think of alternative ways to save the environment.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	531,664	1,580
2015-2016	538,916	8,867
2016-2017	869,395	25,844

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.

## School Funding

### School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by

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

School name

Suburb, town or postcode

Sector:

Government

Non-government

Where it states '**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.

## Our Staff Profile

### Workforce Composition

#### Staff composition, including Indigenous staff

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	112	41	<5
Full-time Equivalent	102	31	<5

## Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	1
Masters	10
Graduate Diploma etc.**	38
Bachelor degree	58
Diploma	5
Certificate	0

\*Teaching staff includes School Leaders

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

## Professional Development

### Expenditure on and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2017 were **\$71,816.84**.

The major professional development initiatives are as follows:

- The Essential Skills of Classroom Management
- New Pedagogies for Deep Learning
- Art and Science of Teaching & Professional Learning Communities
- E-Learning
- Growth and Development of Teachers using SMART goals
- Differentiated Teaching Strategies
- First Aid
- QCCA Curriculum and Assessment Workshops
- Literacy
- Numeracy

The proportion of the teaching staff involved in professional development activities during 2017 was 100%.

## Staff Attendance and Retention

### Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	97%	96%	96%

### Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 92% of staff were retained by the school for the entire 2017.

# Performance of Our Students

## Key Student Outcomes

### Student Attendance

#### Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	91%	91%	90%
The attendance rate for Indigenous students at this school (shown as a percentage).	87%	87%	83%

\*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.

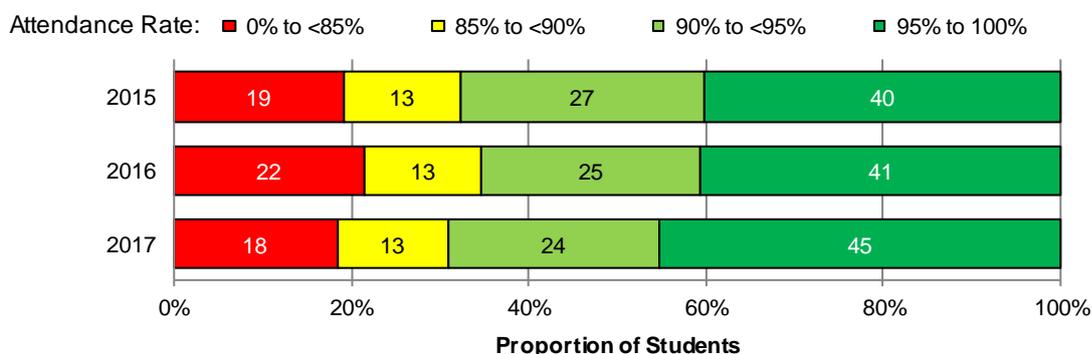
The overall student attendance rate in 2017 for all Queensland Secondary schools was 90%.

AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	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
2015								93%	92%	91%	90%	90%	91%
2016								91%	92%	90%	91%	89%	90%
2017								93%	90%	90%	89%	92%	89%

\*Attendance rates effectively count 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.

#### 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 procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

An Attendance Officer is assigned to the managing, monitoring and reporting of student attendance at Pine Rivers State High School. Rolls are marked daily in the morning and the data is then processed using the IDAttend Student Attendance monitoring program. Class teachers are then able to track student attendance in each of their classes throughout the day as they mark their roll for each of the four classes and are able to note any absences on the program for monitoring by Deputy Principals and Year Level Coordinators. It is the responsibility of the Year Level Coordinators to follow-up with lesson truancy.

Student movement to other special classes, counsellors, Deputy Principals and sick bay, as well as late arrivals and early departures, are monitored through an electronic system that prints leave passes for all outside-of-class movements. The student use of the diary as a means of communication of authorised leave from class is routine.

Parents are notified daily via SMS text message if their student is absent from school without notice. Parents are able to respond via text message to explain absences.

This system also informs parents of patterns of absences or unexplained random accumulations of absences (this includes late arrivals).

Where a student demonstrates that their learning is being placed at risk due to accumulated absences of any kind, Deputy Principals follow up with students and parents in intervention meetings to discuss any issues of concern and devise strategies to support the student. The Attendance Officer assists with this process and the generation of Compulsory Attendance letters as per the legislation. We continued with our *Positive Meet and Greet Program* to encourage identified students with attendance issues to attend on a daily basis.

## NAPLAN

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 states **'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.

## Year 12 Outcomes

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2015	2016	2017
Number of students receiving a Senior Statement	242	186	189
Number of students awarded a Queensland Certificate of Individual Achievement.	3	8	7
Number of students receiving an Overall Position (OP)	112	74	78
Percentage of Indigenous students receiving an Overall Position (OP)	17%	45%	25%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	31	16	29
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	242	184	175
Number of students awarded an Australian Qualification Framework Certificate II or above.	145	117	130
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	237	177	176
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	100%	82%	70%
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.	84%	74%	74%
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%	99%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	98%	95%	99%

As at 3rd February 2017. The above values exclude VISA students.

OVERALL POSITION BANDS (OP)					
Number of students in each band for OP 1 - 25					
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2015	17	39	38	18	0
2016	10	19	26	19	0
2017	10	24	24	19	1

As at 14th February 2018. The above values exclude VISA students.

VOCATIONAL EDUCATIONAL TRAINING QUALIFICATION (VET)			
Number of students awarded certificates under the Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2015	242	139	25
2016	177	112	17
2017	145	121	22

As at 14th February 2018. The above values exclude VISA students.

- Certificate II in Outdoor Recreation
- Certificate II in Sport and Recreation
- Certificate II in Workplace Practices
- Certificate II in Work and Vocational Pathways
- Certificate II in Tourism
- Certificate II in Business
- Certificate I in Information Digital Media and Technology

Offered by Blue Dog was:-

- Certificate I in Construction

### Apparent Retention Rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12			
Description	2015	2016	2017
Year 12 student enrolment as a percentage of the Year 10 student cohort.	83%	81%	84%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	67%	75%	95%

\* The Years 10 to 12 Apparent Retention Rate is defined as the number of full-time students in Year 12 in any given year expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).

## Student Destinations

### Post-school destination information

The results of the 2017 post-school destinations survey, Next Step – Student Destination Report (2017 Year 12 cohort), will be uploaded to the school's website in September.

The report will be available at:

<http://www.pineriversshs.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx>

### Early leavers information

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

Students who wish to leave school early are encouraged to liaise with our support staff in order to transition successfully to work or other legitimate educational programs. The school has invested in salaries of a Work Placement Officer and an Attendance Officer who work conscientiously to assist students in this area, in conjunction with the specific advice of our Guidance Officer.

In addition, our school has in place a Youth Support Co-ordinator who also works with students at risk of leaving school prematurely to support them to address issues and plan appropriate productive pathways.