



Pine Rivers State High School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

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From the Principal

Introduction

The Pine Rivers State High School Annual Report for 2018 provides a snapshot of our school profile and our school's achievements in 2018.

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 2018.

The Year 12 2018 academic performance is strong:

- 100.0% Year 12 2018 completed/completing a SAT or awarded a QCE, IBD or VET qualification.
- 63.4% Year 12 2018 achieved VET cert II or higher qualification.
- 97.3% of all Year 12 students who applied for tertiary study in 2018 received an offer.
- 99.4% Year 12 2018 achieved a QCE.

School progress towards its goals in 2018

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 (99.4%) and the percentage of students awarded a qualification (100.0%) 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.

Measure	2011	2012	2013	2014	2015	2016	2017	2018
% of OP/IBD students who received an OP 1 to 15 or an IBD	63.1	73.2	70.3	68.8	83.9	74.3	74.4	84.2
% of Year 12 students who were awarded at least one of the following:- QCE, VET (including a SAT), IBD	92.9	96.3	98.2	100.0	100.0	100.0	99.5	100.0
% of students awarded a QCE at the end of Year 12	78.2	78.8	81.4	95.0	99.2	95.2	93.1	99.4
% of Year 12 students awarded a VET qual Cert II and above	64.5	56.4	62.4	53.3	59.5	62.9	68.8	63.4
% of QTAC Applicants receiving an offer of a tertiary place	90.6	94.7	100.0	98.2	96.0	94.8	98.8	97.3

Key - Distribution of schools	Upper	Mid-Upper	Mid-Lower	Lower
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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:

- 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.
- 7 National awards at the ***4x4inSchools*** competition
- 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 & caregivers and the wider community.

Future Outlook

Our 2019 explicit improvement agenda continues to focus 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 deepen 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

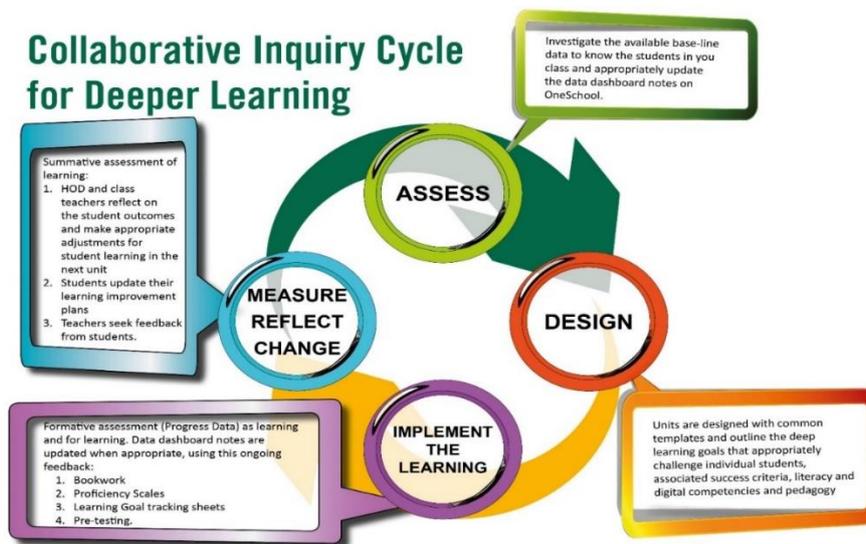
The **7 AITSL Standards** explicitly address deep learning in standards:

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.

Collaborative Inquiry Cycle for Deeper Learning



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

Coeducational or single sex	Coeducational
Independent public school	Yes
Year levels offered in 2018	Year 7 - Year 12

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	1239	1276	1280
Girls	614	644	642
Boys	625	632	638
Indigenous	94	99	97
Enrolment continuity (Feb. – Nov.)	93%	94%	91%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

Characteristics of the student body

Overview

The enrolment as at February 2018 was 1280. Our student clientele included 97 Indigenous students and 77 students with disabilities in 2018.

Average Class Sizes

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

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

Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3			
Year 4 – Year 6			
Year 7 – Year 10	22	22	23
Year 11 – Year 12	20	19	19

Note:

The class size targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

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 and Japanese), the Arts, Health & Physical Education and Technology.

The fundamental skills of literacy and numeracy are a priority with our Success for 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.

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.

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 external trained providers, 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 8, 10, 11 and 12 Outdoor Education 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 a diverse range of Authority Subjects and 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, *We Will Rock You* was the 43rd 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 have opportunities to participate in the Re-Engineering Australia (REA) **4x4inSchools** Challenge. Our teams have competed successfully in seven consecutive national finals, 2012-2018. 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.
- In 2016 the signature program 'IGNITE' was introduced at Pine Rivers State High School, which focuses on academic excellence in STEM (Science, Technology, Engineering and Mathematics). 2017 saw the IGNITE program expanded to include HASS (Humanities and Social Sciences) in Years 7 to 9.
- 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' 21st 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. 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 since 2016.

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	98%	89%	93%
• this is a good school (S2035)	99%	91%	91%
• their child likes being at this school* (S2001)	98%	94%	88%
• their child feels safe at this school* (S2002)	98%	89%	92%
• their child's learning needs are being met at this school* (S2003)	99%	81%	90%
• their child is making good progress at this school* (S2004)	99%	90%	94%
• teachers at this school expect their child to do his or her best* (S2005)	100%	93%	95%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	98%	72%	92%
• teachers at this school motivate their child to learn* (S2007)	99%	79%	90%
• teachers at this school treat students fairly* (S2008)	96%	78%	88%
• they can talk to their child's teachers about their concerns* (S2009)	99%	88%	91%
• this school works with them to support their child's learning* (S2010)	99%	85%	87%
• this school takes parents' opinions seriously* (S2011)	99%	85%	88%
• student behaviour is well managed at this school* (S2012)	94%	72%	86%
• this school looks for ways to improve* (S2013)	99%	94%	92%
• this school is well maintained* (S2014)	98%	93%	89%

* 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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	96%	89%	88%
• they like being at their school* (S2036)	88%	84%	84%
• they feel safe at their school* (S2037)	96%	89%	83%
• their teachers motivate them to learn* (S2038)	91%	82%	87%
• their teachers expect them to do their best* (S2039)	95%	97%	95%
• their teachers provide them with useful feedback about their school work* (S2040)	91%	88%	83%
• teachers treat students fairly at their school* (S2041)	70%	75%	61%
• they can talk to their teachers about their concerns* (S2042)	73%	73%	67%
• their school takes students' opinions seriously* (S2043)	81%	73%	64%
• student behaviour is well managed at their school* (S2044)	74%	72%	59%
• their school looks for ways to improve* (S2045)	96%	95%	81%
• their school is well maintained* (S2046)	93%	75%	74%

Percentage of students who agree# that:	2016	2017	2018
• their school gives them opportunities to do interesting things* (S2047)	86%	89%	81%

* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	97%	92%	87%
• they feel that their school is a safe place in which to work (S2070)	99%	94%	88%
• they receive useful feedback about their work at their school (S2071)	89%	84%	83%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	89%	88%	85%
• students are encouraged to do their best at their school (S2072)	96%	91%	95%
• students are treated fairly at their school (S2073)	100%	96%	95%
• student behaviour is well managed at their school (S2074)	92%	76%	76%
• staff are well supported at their school (S2075)	90%	82%	77%
• their school takes staff opinions seriously (S2076)	86%	77%	72%
• their school looks for ways to improve (S2077)	98%	93%	82%
• their school is well maintained (S2078)	93%	88%	65%
• their school gives them opportunities to do interesting things (S2079)	91%	88%	80%

* 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 Compass 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 education 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 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

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	182	236	374
Long suspensions – 11 to 20 days	1	11	8
Exclusions	5	19	19
Cancellations of enrolment	4	5	8

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this 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.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	538,916	869,395	504,272
Water (kL)	8,867	25,844	35,652

Note:

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

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

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 funding source is available via the [My School](#) website.

How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

4. Click on 'Finances' and select the appropriate year to view the school financial information.

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	112	45	6
Full-time equivalents	104	33	<5

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	1
Masters	10
Graduate Diploma etc.*	27
Bachelor degree	69
Diploma	5
Certificate	0

*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 2018 were \$63,098

The major professional development initiatives are as follows:

- Senior Assessment and Tertiary Entrance system
- 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 2019 was 100%.

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 93% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Secondary schools was 89%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	91%	90%	89%
Attendance rate for Indigenous** students at this school	87%	83%	81%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep			
Year 1			
Year 2			
Year 3			
Year 4			
Year 5			
Year 6			

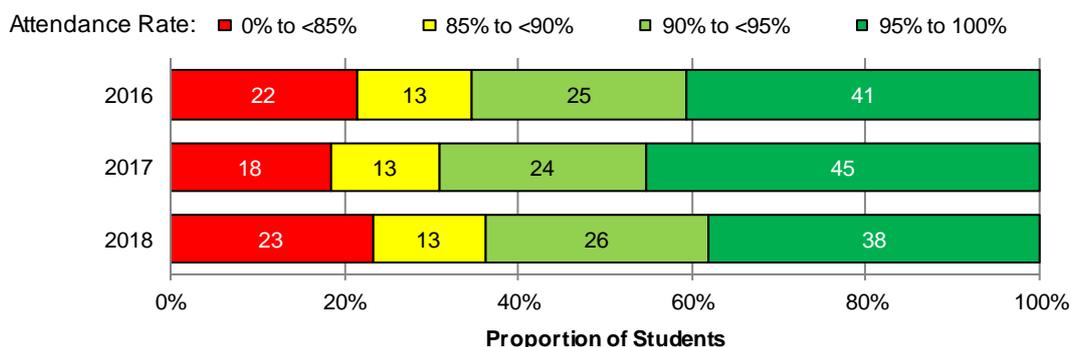
Year level	2016	2017	2018
Year 7	91%	93%	91%
Year 8	92%	90%	88%
Year 9	90%	90%	86%
Year 10	91%	89%	88%
Year 11	89%	92%	89%
Year 12	90%	89%	90%

Notes:

- Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
- Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
- DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education 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 Compass 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.

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 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school Search website

Search by school name or suburb Go

School sector School type State

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

[View School Profile](#)

4. Click on 'NAPLAN' to access the school NAPLAN information.

[School profile](#) [NAPLAN](#) [Attendance](#) [Finances](#) [VET in schools](#) [Senior secondary](#) [Schools map](#)

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.

Year 12 Outcomes

Tables 13–15 show for this school:

- a summary of Year 12 outcomes
- the number of Year 12 students in each OP band
- the number of Year 12 students awarded a VET qualification.

Details about the types of outcomes for students who finish Year 12 are available in the annual [Year 12 outcomes report](#).

Additional information about the AQF and the IBD program are available at www.aqf.edu.au and www.ibo.org.

Table 13: Outcomes for our Year 12 cohorts

Description	2016	2017	2018
Number of students who received a Senior Statement	186	189	164
Number of students awarded a QCIA	8	7	0
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	177	176	163
Percentage of Indigenous students awarded a QCE at the end of Year 12	82%	70%	100%
Number of students who received an OP	74	78	76
Percentage of Indigenous students who received an OP	45%	25%	0%
Number of students awarded one or more VET qualifications (including SAT)	184	175	126
Number of students awarded a VET Certificate II or above	117	130	104
Number of students who were completing/continuing a SAT	16	29	16
Number of students awarded an IBD	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD	74%	74%	84%
Percentage of Year 12 students who were completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification	100%	99%	100%
Percentage of QTAC applicants who received a tertiary offer.	95%	99%	97%

Description	2016	2017	2018
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Notes:

- The values above:
 - are as at 11 February 2019
 - exclude VISA students (students who are not Australian citizens or permanent residents of Australia).
- Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 14: Overall Position (OP)

OP band	2016	2017	2018
1-5	10	10	9
6-10	19	24	26
11-15	26	24	29
16-20	19	19	7
21-25	0	1	5

Note:

The values in table 14:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

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Table 15: Vocational Education and Training (VET)

VET qualification	2016	2017	2018
Certificate I	177	145	75
Certificate II	112	121	102
Certificate III or above	17	22	9

Note:

The values in table 15:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

- Certificate II in Outdoor Recreation
- Certificate II in Business
- Certificate II in Engineering Pathways
- Certificate I in Information Digital Media and Technology
- Certificate I in Construction

Apparent retention rate – Year 10 to Year 12

Table 16: Apparent retention rates for Year 10 to Year 12 for this school

Description	2016	2017	2018
Year 12 student enrolment as a percentage of the Year 10 student cohort	81%	84%	80%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort	75%	95%	133%

Notes:

- The apparent retention rate for Year 10 to Year 12 = the number of full time students in Year 12 expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).
- Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

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. The Queensland Department of Education conducts [annual surveys](#) that capture information about the journey of early school leavers and Year 12 leavers from school to further study and employment.

Next Step – Post-school destinations

The results of the 2019 Next Step post-school destinations survey, *Next Step – Post-School Destinations* report (information about students who completed Year 12 in 2018), will be uploaded to this school's website in September 2019.

To maintain privacy and confidentiality of individuals, schools with fewer than five responses will not have a report available.

This school's report will be available at

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