



Pioneer State High School

ANNUAL REPORT 2016

Queensland State School Reporting

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

Every student succeeding. State Schools Strategy 2016-2020
Department of Education and Training



Contact Information

Postal address:	PO Box 8279 Mount Pleasant 4740
Phone:	(07) 4955 9222
Fax:	(07) 4955 9200
Email:	principal@pioneershs.eq.edu.au
Webpages:	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
Contact Person:	Mr Matthew Horton (Principal)

School Overview

Pioneer State High School is a vibrant, innovative and inclusive learning community with a population of approximately 600 students and over 60 teaching and support staff. It is located in the northern suburbs of Mackay, serving the surrounding communities of Andergrove, Beaconsfield and Slade Point. Pioneer's vision is to be 'partners in learning in an innovative, inclusive and caring community'. Pioneer offers a range of programs to enact this vision, including a strong focus on Science and the Arts, our LEAP enrichment program in partnership with CQUniversity, a responsive pastoral care system, a highly effective Literacy Enhancement program, and our role as part of the Queensland Minerals and Energy Academy. Pioneer has a very strong focus on ensuring innovative, highly effective and evidence-based teaching practices are embedded across the school.

Principal's Foreword

Introduction

School Progress towards its goals in 2016

Late in 2015, Pioneer State High School underwent a Priority Review with the support of DET's School Improvement Unit. The Priority Review identified two improvement strategies that the school needed to implement throughout 2016. These were:

- Implement and quality assure a consistent school-wide approach to managing student behaviour, ensuring alignment with PBL and identified school improvement agenda.
- Ensure that school culture includes consistent and explicit messages to students, staff and parents about high expectations for learning, founded on high standards of behaviour, effort and engagement, and a strong commitment to every student succeeding.

Throughout 2016 the school demonstrated that it was implementing steps to attend to these two improvement strategies, and successfully concluded its Priority Review in Term 4.

Pioneer State High School's Investing for Success targets for 2016 are listed below, with annotations of the school's progress towards achieving them:

- Increase the percentage of students with attendance at or better than 85% from 68% to 72%. *This goal was mostly achieved, as the percentage of students with attendance better than 85% improved to 71.6%.*
- Increase average attendance rate from 87.1% (Sem 1 2015) to 90%. *Progress was made towards this goal, with average attendance improving to 88% (Sem 1 2016).*
- Ensure all students reach National Minimum Standard (NMS) across all NAPLAN domains by Year 9 or have individualised action plans and case management to improve their literacy and numeracy.
- Ensure that the average relative gain of students in Reading, comparing MSS for Year 9 NAPLAN to Year 7, is +40. *This goal was mostly achieved, as the average relative gain of Year 9 students in the NAPLAN Reading exam for 2016 was +38.*

Future Outlook

In 2017, Pioneer SHS's explicit improvement agenda focuses on making improvements in the following areas:

Attendance

- Continue to case manage students with low attendance.
- Target students currently at 85% - 90% and move a greater proportion of students into the >90% average attendance range.
- By year's end, the goal is to have average school attendance at 89%, and have the proportion of students missing 15% of school days reduced to 25%.

Student Behaviour and Wellbeing

- Embed Essential Skills for Classroom Management (ESCM) as the principle behaviour management coaching and lesson observation framework for the school. All staff will participate in a minimum of two ESCM profiling sessions.
- Two staff complete ESCM Advanced Profiler training and begin process of collecting data from ESCM profiles so school can measure trends and areas of strength/weakness.
- By year's end, 12 leading teachers will be trained as ESCM profilers to ensure deeper knowledge of ESCM, and to increase the breadth and depth of staff who are trained as profilers.

Higher Expectations

- Continue to use the CIF-funded robotics and coding program to prepare students for a post-mining boom jobs market that will place greater emphasis on skills in the higher technology areas of robotics and coding.



- Embed whole-school reading comprehension processes so that students' capacities to independently manage their own learning improves.
- By year's end, 100% of staff will have received a minimum of two opportunities to undertake pedagogical support, and coaching and mentoring, to deliver whole-class reading strategies aimed at ensuring all students have opportunities to access texts, irrespective of initial reading capabilities.

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2016:	Year 7 - Year 12
Student enrolments for this school:	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	684	338	346	127	88%
2015*	699	353	346	138	86%
2016	673	337	336	157	88%

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 2016, 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

Overview

Pioneer State High School has a diverse student body drawn from a range of cultural and socio-economic backgrounds. The majority of students are drawn from an urban environment in the surrounding suburbs of Andergrove, Beaconsfield and Slade Point. A significant proportion of students come from families with links to employment in the local mining industry and related services. While there is considerable variance in the socio-economic backgrounds of our students, ICSEA data indicates that the average level of socio-economic disadvantage amongst the families served by our school is well above the national average. The school has a strong indigenous student community that comprises approximately 20% of the student body. Students have a range of career aspirations, with approximately 20% pursuing tertiary study, 60% undertake further training through TAFE, traineeships or apprenticeships, and 20% directly entering the workforce or seeking employment.

Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3			
Year 4 – Year 7			
Year 8 – Year 10	23	23	24
Year 11 – Year 12	18	19	18

*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.

Curriculum Delivery

Our Approach to Curriculum Delivery

Pioneer SHS's pedagogical framework references Explicit Instruction (Archer and Hughes, 2011) and the Art and Science of Teaching (Mazano, 2007).

The school offers a wide range of Arts and Science programs as part of its curriculum.

In the Arts, students are able to undertake studies in Visual Art, Film, Television and New Media, Drama, Dance, Music and Instrumental Music.

In Science, students can study Physics, Chemistry, Biology, Marine Science and Marine Studies. As part of the Queensland Minerals and Energy Academy, Pioneer SHS is able to offer a range of programs and activities that provide practical experience in the local resources sector as well as a range of other co-curricular opportunities related to the mining sector. There are also strong partnerships with local primary schools ensuring linkages within the Science curriculum through our Pioneer Robotics and Coding Outreach Program.

Pioneer SHS also ensures that our vocational education offerings are closely aligned with the local mining and service industries. Close links with the Mackay Engineering College provides further opportunities for students interested in pursuing a trade.

In Year 10, specialised bridging units ensure that students can make informed choices about their studies for the senior phase and are well prepared for success in Years 11 and 12.

Our school also provides special education services for students with hearing and visual impairments. Pioneer SHS has a strong commitment to inclusive education and students within our Special Education Program are an important part of our school community.

Co-curricular Activities

Students at Pioneer SHS participate in a wide range of academic, cultural and sporting pursuits beyond the core curriculum. Extra curricula academic opportunities include inter-school debating, Optiminds, Readers' Cup, science ambassadors, academic competitions and a range of extension programs. Cultural activities include a range of music programs including concert band, stage band, numerous ensembles and a choir as well as musicals, theatrical performances and a theatre group.

Students participate in a range of sporting pursuits and competitions including futsal, touch football, soccer, volleyball, softball, netball, basketball and inter-island carnivals for swimming, athletics and cross country.

How Information and Communication Technologies are used to Assist Learning

The school provides students with access to over 300 computers in computer laboratories across the school in addition to a mobile laptops that can be deployed in other classrooms. The school's computers underwent a significant upgrade that started in late 2015. Specialist computers are also used in areas such as Graphics and Film, Television and New Media, and the CIF-funded robotics and coding classes.

The school's wireless network has close to 100% coverage across the entire school. Over 20 data projectors have been installed in classrooms.

In 2016, Year 7s were provided with the opportunity to bring their own iPads to school, and staff were trained throughout 2015 to ensure the devices would be incorporated into the curriculum on a daily basis. Year 7 participation in this program is currently at about 50%. iPads are regularly used to support improved communication and differentiated learning for Special Education students.

Teachers use a range of digital pedagogies to enhance students' learning experiences and students use ICTs as powerful tools for research and creative production in contexts ranging from web design to film editing, computer aided design to animation, digital art work to group presentations.

ICTs and eLearning is the focus of one of Pioneer SHS's cross-curricular teams. This team oversees the implementation of digital pedagogies across the school. A second cross-curricular team was formed in late 2015 to broaden the curriculum offerings under the banner of STEM (Science, Technology, Engineering and Mathematics). This team is currently working towards meeting the aims of the CIF project, namely to improve student pathways into engineering studies involving robotics and coding.

Social Climate

Overview

At Pioneer SHS, Care teachers follow students all the way from Year 8 through to 12 (there is a separate Care teacher for Transition in Year 7), developing a strong relationship with students and providing ongoing mentoring, monitoring and support throughout their secondary schooling. Our dedicated Care teachers are supported by a team of Year Coordinators who lead a range of proactive initiatives around wellbeing-related issues. This includes education and support in relation to bullying and cyber-safety.

Students also play an active role in decision making and in contributing to the life and climate of our school. Our Student Council is very active and provides a voice for students around a range of issues as well as working in partnership to operate the Stack Shack, raising funds that are invested in key initiatives within the school. Student leaders run fortnightly whole-of-school assemblies that are important celebrations of student success.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	92%	84%	90%
this is a good school (S2035)	96%	84%	76%
their child likes being at this school* (S2001)	96%	94%	95%
their child feels safe at this school* (S2002)	88%	87%	86%
their child's learning needs are being met at this school* (S2003)	84%	87%	90%
their child is making good progress at this school* (S2004)	88%	90%	86%
teachers at this school expect their child to do his or her best* (S2005)	100%	97%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	92%	87%	86%
teachers at this school motivate their child to learn* (S2007)	88%	74%	95%
teachers at this school treat students fairly* (S2008)	86%	77%	85%
they can talk to their child's teachers about their concerns* (S2009)	88%	83%	86%
this school works with them to support their child's learning* (S2010)	96%	77%	85%
this school takes parents' opinions seriously* (S2011)	86%	76%	89%
student behaviour is well managed at this school* (S2012)	83%	76%	60%
this school looks for ways to improve* (S2013)	92%	90%	85%
this school is well maintained* (S2014)	100%	94%	95%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	93%	84%	85%
they like being at their school* (S2036)	90%	86%	84%
they feel safe at their school* (S2037)	91%	85%	81%
their teachers motivate them to learn* (S2038)	87%	79%	82%
their teachers expect them to do their best* (S2039)	95%	93%	93%
their teachers provide them with useful feedback about their school work* (S2040)	90%	77%	78%
teachers treat students fairly at their school* (S2041)	75%	69%	72%
they can talk to their teachers about their concerns* (S2042)	79%	63%	68%
their school takes students' opinions seriously* (S2043)	77%	69%	69%
student behaviour is well managed at their school* (S2044)	76%	61%	61%
their school looks for ways to improve* (S2045)	92%	82%	83%
their school is well maintained* (S2046)	90%	73%	72%
their school gives them opportunities to do interesting things* (S2047)	91%	76%	80%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	93%	94%	92%

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they feel that their school is a safe place in which to work (S2070)	96%	92%	95%
they receive useful feedback about their work at their school (S2071)	87%	92%	92%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	90%	84%	76%
students are encouraged to do their best at their school (S2072)	96%	98%	97%
students are treated fairly at their school (S2073)	100%	98%	97%
student behaviour is well managed at their school (S2074)	85%	71%	79%
staff are well supported at their school (S2075)	87%	88%	90%
their school takes staff opinions seriously (S2076)	82%	87%	89%
their school looks for ways to improve (S2077)	94%	95%	92%
their school is well maintained (S2078)	72%	77%	77%
their school gives them opportunities to do interesting things (S2079)	90%	88%	84%

* 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

We foster continuous and open communication with our parents and carers by:

- Having a policy of open communication between teachers and parents;
- Undertaking consultation processes with parents of students with learning needs, such as in the formulation of ICPs and QCIAs;
- Regular parent information sessions;
- Parent participation in special events – Hospitality, Awards Ceremonies;
- Communication through a dedicated Facebook account and a regular school electronic newsletter;
- Student progress is communicated through school report cards every term and in parent-teacher interviews in terms one and three. Parents are then able to arrange an interview with their child's teacher at all other times to discuss academic progress, social issues or other aspects of their child's education;
- Inviting parents to Induction, Graduation and Awards Ceremonies;
- Year 10 parents and students attend Senior Education and Training Plan (SETP) meetings to discuss their children's future plans and educational requirements;
- Our Indigenous families are encouraged to participate through our CEC who assist students and engage in family-liasion activities;
- Parent/caregiver emailing system;
- Same Day notification of absences via SMS text messages;
- Subject selection evenings and expos.

As a collective parent body, our Parents' and Citizens' Association is extremely supportive and very active. The school canteen is our primary fundraiser across the year and provides a vital financial boost to purchase special equipment/resources that otherwise would not be possible in the school budget. The P & C is also a great voice for our parents and provides constant feedback and advice on student welfare, policy and the strategic direction of the school.

Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships.

The school's timetable structure incorporates a dedicated lesson every week (iLesson) delivered by Care teachers and focused on key wellbeing issues and initiatives. The iLessons align with the school's PBL processes, such that data gathered by the Student Wellbeing Team regarding student behaviour and wellbeing is used to influence the content of iLessons. Year Coordinators also run weekly year level parades to communicate key messages to students and address any wellbeing issues.

Our Year Coordinators are part of the Student Wellbeing Team led by one of our Deputy Principals and also comprising our Guidance Officer, Community Education Counsellor, Chaplain, School-Based Youth Health Nurse and School-Based Police Officer. Together, this team leads a school-wide, systematic and proactive response to the fostering of a safe, positive and inclusive learning environment.

Pioneer SHS takes a direct and proactive response to bullying. Students are taught about how to identify and respond appropriately to different forms of bullying and harassment through our Student Wellbeing curriculum, delivered through iLessons. This school-developed curriculum is complemented by a range of external anti-bullying initiatives and programs



delivered across the school year to identified year levels or targeted groups of student. As part of the school's PBL program, clear expectations are taught explicitly to all students about positive behaviour and interactions. A common reporting form is used to document any instances of bullying, ensuring a consistent and transparent response to all incidents. The school's student planner contains a copy of the reporting form and provides specific advice to students and parents on responding to bullying. Our Year Coordinators and the school's Wellbeing Team actively monitor and review the school's anti-bullying programs and strategies.

Pioneer SHS uses the *Stymie* online referral website to allow students to report concerns about bullying and mental health issues. Students are taught in Care classes how to use this website to raise concerns either about themselves or the welfare of their friends.

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	2014*	2015**	2016
Short Suspensions – 1 to 5 days	232	234	150
Long Suspensions – 6 to 20 days	17	25	53
Exclusions	5	7	10
Cancellations of Enrolment	11	10	3

* 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.

Environmental Footprint

Reducing the school's environmental footprint

Both water and electricity consumption decreased for the most recent financial year.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	473,531	3,491
2014-2015	534,810	2,101
2015-2016	175,314	1,989

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

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

Find a school

GO

Sector:

Government

Non-government

SEARCH

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

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	60	32	<5
Full-time Equivalents	54	25	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	2
Masters	3
Graduate Diploma etc.**	20
Bachelor degree	33
Diploma	2
Certificate	

*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 2016 were \$79,400.

The major professional development initiatives are as follows:

- Implementation of Pioneer SHS's pedagogical framework, with a strong focus on Explicit Instruction
- Feedback and coaching training, particularly for ESCM training and profiling
- Literacy enhancement, particularly strategies to teach Instructional Reading
- Vocational education, including the attainment of qualifications needed for the delivery of VET courses
- Participation in QCAA workshops relating to Authority and Authority-registered subjects

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	96%	97%	97%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 77% of staff was retained by the school for the entire 2016.

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 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	85%	87%	88%
The attendance rate for Indigenous students at this school (shown as a percentage).	80%	82%	85%

*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 2016 for all Queensland Secondary schools was 90%.

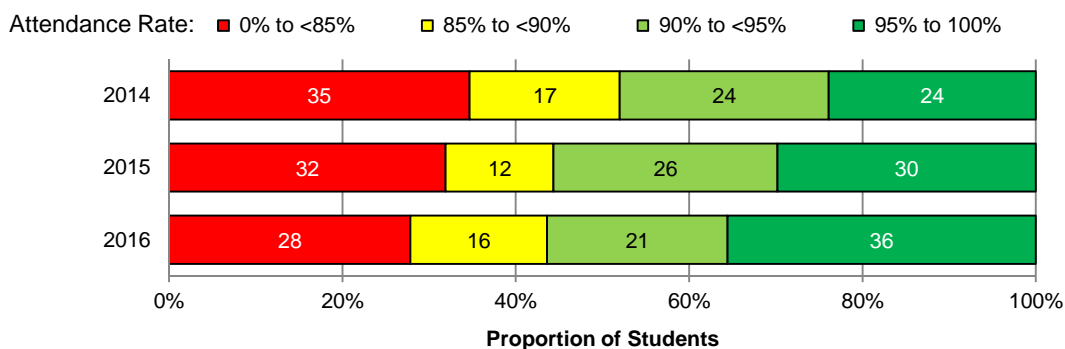
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014									87%	84%	82%	86%	87%
2015								90%	86%	83%	82%	89%	90%
2016								90%	87%	87%	84%	89%	90%

*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.

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 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.

Roll-marking occurs in Care Class, which is the first class of each day. Class rolls are then marked in each class throughout the day. Pioneer SHS utilizes an electronic roll-marking system and a range of processes to ensure that accurate information about student attendance is immediately available to all staff. The electronic system is used for roll marking in all classes and is also used for late arrivals, early departures, sick bay attendance, excursions and other activities, ensuring that a student's location can be immediately pinpointed. This has assisted in responding faster to student absences and reducing the incidence of individual lesson absences and truancy.

In late Term 2 of 2016, the school purchased software to allow it to send out Same-Day notifications of student absences via SMS text messages.

Teachers work with Year Coordinators to follow up swiftly on unexplained lesson absences. Care teachers monitor whole-day absences and contact parents or caregivers to discuss unexplained or extended absences. The Rolls Officer regularly analyses attendance data for other patterns of regular non-attendance, such as frequent but non-consecutive absences. Student attendance data is reviewed by the school's Wellbeing Team, which investigates strategies for responding to identified patterns in non-attendance.

The importance of regular attendance is regularly promoted through iLesson, assemblies and the school newsletter. Year Coordinators and members of the school's Wellbeing Team and Student Support Services Team are involved in implementing monitoring processes and reengagement programs for those student who do not attend regularly.

A range of events, activities and celebrations are also used to build students' sense of belonging and identity, which impacts positively on student attendance at school.

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.

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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	2014	2015	2016
Number of students receiving a Senior Statement	130	135	144
Number of students awarded a Queensland Certificate of Individual Achievement.	3	0	3
Number of students receiving an Overall Position (OP)	51	54	46
Percentage of Indigenous students receiving an Overall Position (OP)	33%	20%	14%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	15	17	8
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	128	132	143
Number of students awarded an Australian Qualification Framework Certificate II or above.	128	132	143
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	121	130	140
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	89%	100%	96%
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.	63%	54%	76%
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.	99%	100%	100%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	88%	87%	89%

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
2014	7	8	17	12	7
2015	6	6	17	16	9
2016	9	12	14	11	0

As at 3rd February 2017. 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
2014	59	128	22
2015	54	131	25
2016	51	143	16

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

Pioneer SHS offers certificate qualifications within the areas of Business, Information Technology, Hospitality, Fitness, Visual Art and Workplace Practices:

- 30981QLD: Certificate II In Workplace Practices
- BSB20112: Certificate II in Business
- BSB20115: Certificate II in Business
- CUV10111: Certificate I In Visual Arts
- CUV20111: Certificate II In Visual Arts
- CUA10315: Certificate I In Visual Arts
- CUA20715: Certificate II In Visual Arts
- ICA20111: Certificate II In Information, Digital Media & Technology
- ICT20115: Certificate II in Information, Digital Media and Technology
- SIS30310: Certificate III In Fitness
- SIT10213: Certificate I in Hospitality
- SIT20213: Certificate II in Hospitality

Apparent Retention Rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12			
Description	2014	2015	2016
Year 12 student enrolment as a percentage of the Year 10 student cohort.	77%	75%	81%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	71%	71%	79%

* 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 2016 post-school destinations survey, Next Step – Student Destination Report (2016 Year 12 cohort), will be uploaded to the school's website in September.

The report will be available at:

<http://www.pioneersh.sq.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 leaving school early are required to complete an exit survey, providing information about where they are going. In Years 8 and 9, a small proportion of students move to other schools and interstate. A number of students exit at the end of Year 10 or through the senior phase to take up training, generally through a fulltime apprenticeship or traineeship or fulltime study at TAFE. A small number of students also exit during the senior phase to take up employment.