



Pioneer State High School

# ANNUAL REPORT

# 2018

Queensland State School Reporting

*Every student succeeding*

*State Schools Strategy*  
Department of Education



**Queensland**  
Government

## Contact information

<b>Postal address</b>	PO Box 8279 Mount Pleasant 4740
<b>Phone</b>	(07) 4955 9222
<b>Fax</b>	(07) 4955 9200
<b>Email</b>	principal@pioneershs.eq.edu.au
<b>Webpages</b>	Additional information about Queensland state schools is located on: <ul style="list-style-type: none"><li>• the <a href="#">My School</a> website</li><li>• the <a href="#">Queensland Government data</a> website</li><li>• the Queensland Government <a href="#">schools directory</a> website.</li></ul>
<b>Contact person</b>	Mr Mathew Horton (Principal)

## School overview

Pioneer State High School is a vibrant, innovative and inclusive learning community with a population of approximately 550 students and over 50 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.

## School progress towards its goals in 2018

Throughout 2018, Pioneer State High School maintained its focus on its two identified improvement strategies:

- 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 2018 the school demonstrated that it was implementing steps to attend to these two improvement strategies by demonstrating improvements in student pass rates, attendance and behaviour outcomes.

Pioneer State High School's Investing for Success targets for 2018 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 75.8% (2017) to 77%. *We were not able to achieve this goal, with the percentage of students with attendance better than 85% dropping from 75.8% for 2017 to 72.9% (2018).*
- Maintain the average attendance rate at being above 89%. *This goal was achieved, with average attendance being 89.1%.*
- Increase the percentage of students at or above National Minimum Standard from 86% (2017) to 90%. *This goal was not achieved, with our collective average percentage of students at or above National Minimum Standard being 76.2%.*
- Ensure that the average relative gain of students in Reading, comparing MSS for Year 9 NAPLAN to Year 7, is +40. *This goal was achieved, with the average relative gain for Year 9 students in the NAPLAN Reading exam for 2018 being +58.8.*

## Future outlook

In 2019, 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.
- The goal is to maintain average school attendance at 89%, and have the proportion of students missing 15% of school days reduced to 25%.

### Student Behaviour and Wellbeing

- Maintain 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.
- By year's end, 15 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-industrial 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

<b>Coeducational or single sex</b>	Coeducational
<b>Independent public school</b>	No
<b>Year levels offered in 2018</b>	Year 7 - Year 12

### Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	673	560	530
Girls	337	279	268
Boys	336	281	262
Indigenous	157	137	122
Enrolment continuity (Feb. – Nov.)	88%	91%	87%

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

Pioneer State High School has a diverse student body drawn from a range of cultural and socio-economic backgrounds. The school has a strong indigenous student community that comprises approximately 23% of the student body. 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. 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

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	24	21	21
Year 11 – Year 12	18	17	13

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

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 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 with the transition to the new QCE system and introduction of ATARs as the process to determine tertiary admissions in 2020.

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 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 275 computers in computer laboratories across the school in addition to 50 laptops and iPads 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 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.

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. iPads are regularly used to support improved communication and differentiated learning for Special Education students.

## 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. The school's Care program is designed to develop strong relationships between the Care teacher and their students, 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. Pioneer SHS uses the Stymie service ([stymie.com.au](http://stymie.com.au)) as an anti-bullying notification program, and promotes its use extensively with both students and parents.

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

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)	90%	93%	97%
• this is a good school (S2035)	76%	86%	100%
• their child likes being at this school* (S2001)	95%	80%	97%
• their child feels safe at this school* (S2002)	86%	80%	100%
• their child's learning needs are being met at this school* (S2003)	90%	83%	97%
• their child is making good progress at this school* (S2004)	86%	90%	97%
• 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)	86%	90%	97%
• teachers at this school motivate their child to learn* (S2007)	95%	83%	94%
• teachers at this school treat students fairly* (S2008)	85%	70%	89%
• they can talk to their child's teachers about their concerns* (S2009)	86%	90%	100%
• this school works with them to support their child's learning* (S2010)	85%	86%	97%
• this school takes parents' opinions seriously* (S2011)	89%	83%	94%
• student behaviour is well managed at this school* (S2012)	60%	73%	86%
• this school looks for ways to improve* (S2013)	85%	90%	91%
• this school is well maintained* (S2014)	95%	83%	94%

\* 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)	85%	94%	96%
• they like being at their school* (S2036)	84%	90%	91%

Percentage of students who agree# that:	2016	2017	2018
• they feel safe at their school* (S2037)	81%	94%	93%
• their teachers motivate them to learn* (S2038)	82%	89%	92%
• their teachers expect them to do their best* (S2039)	93%	96%	97%
• their teachers provide them with useful feedback about their school work* (S2040)	78%	82%	89%
• teachers treat students fairly at their school* (S2041)	72%	82%	88%
• they can talk to their teachers about their concerns* (S2042)	68%	71%	74%
• their school takes students' opinions seriously* (S2043)	69%	78%	81%
• student behaviour is well managed at their school* (S2044)	61%	74%	78%
• their school looks for ways to improve* (S2045)	83%	97%	95%
• their school is well maintained* (S2046)	72%	89%	81%
• their school gives them opportunities to do interesting things* (S2047)	80%	89%	86%

\* 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)	92%	95%	96%
• they feel that their school is a safe place in which to work (S2070)	95%	91%	95%
• they receive useful feedback about their work at their school (S2071)	92%	92%	91%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	76%	97%	94%
• students are encouraged to do their best at their school (S2072)	97%	94%	100%
• students are treated fairly at their school (S2073)	97%	96%	96%
• student behaviour is well managed at their school (S2074)	79%	75%	67%
• staff are well supported at their school (S2075)	90%	85%	95%
• their school takes staff opinions seriously (S2076)	89%	91%	82%
• their school looks for ways to improve (S2077)	92%	96%	96%
• their school is well maintained (S2078)	77%	67%	77%
• their school gives them opportunities to do interesting things (S2079)	84%	94%	95%

\* 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 QCIAAs;
- Regular parent information sessions;
- Parent participation in special events, eg 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 two 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-liaison 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 education programs

The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable 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 bi-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, Head of Department (Health and Physical Education), 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 students. 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

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	150	109	109
Long suspensions – 11 to 20 days	53	33	23
Exclusions	10	5	7
Cancellations of enrolment	3	1	3

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

Electricity consumption showed a significant increase last year. In response, the school invested in replacing a number of old air conditioning systems and switches.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	175,314	433,632	429,963
Water (kL)	1,989		2,104

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 at.

#### 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.

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

School profile NAPLAN Attendance Finances VET in schools Senior secondary Schools map

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	54	31	<5
Full-time equivalents	50	25	<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	
Masters	6
Graduate Diploma etc.*	14
Bachelor degree	33
Diploma	1
Certificate	

\*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 \$68 664.23.

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 2018 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.	97%	97%	96%

### Proportion of staff retained from the previous school year

From the end of the previous school year, 90% 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	88%	90%	89%
Attendance rate for Indigenous** students at this school	85%	85%	85%

\* 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			

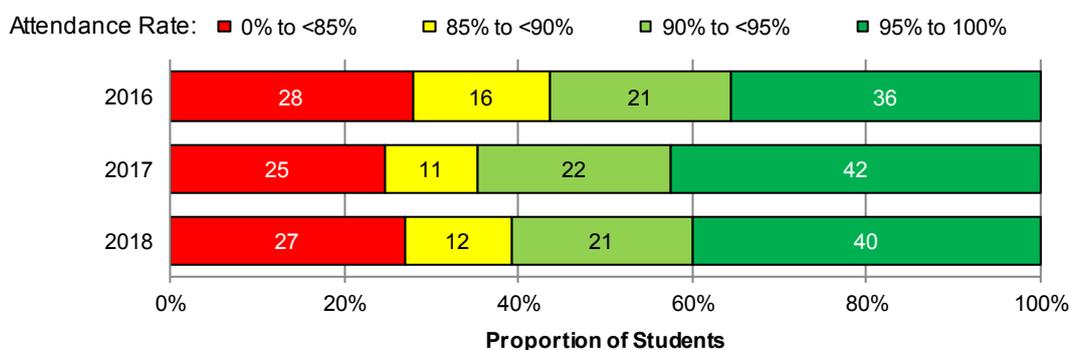
Year level	2016	2017	2018
Year 7	90%	93%	91%
Year 8	87%	87%	88%
Year 9	87%	89%	89%
Year 10	84%	88%	87%
Year 11	89%	90%	90%
Year 12	90%	91%	89%

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.

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 utilises 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.

Throughout all of 2018 the school sent out Same-Day notifications of student absences via SMS text messages.

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 Year Coordinator 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 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](http://www.aqf.edu.au) and [www.ibo.org](http://www.ibo.org).

Table 13: Outcomes for our Year 12 cohorts

Description	2016	2017	2018
Number of students who received a Senior Statement	144	110	74
Number of students awarded a QCIA	3	4	3
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	140	105	71
Percentage of Indigenous students awarded a QCE at the end of Year 12	96%	97%	100%
Number of students who received an OP	46	29	21
Percentage of Indigenous students who received an OP	14%	10%	27%
Number of students awarded one or more VET qualifications (including SAT)	143	101	70
Number of students awarded a VET Certificate II or above	143	101	70
Number of students who were completing/continuing a SAT	8	5	4
Number of students awarded an IBD	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD	76%	93%	52%
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%	98%	100%
Percentage of QTAC applicants who received a tertiary offer.	89%	96%	80%

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	9	6	2
6-10	12	8	1
11-15	14	13	8
16-20	11	2	9
21-25	0	0	1

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).

Table 15: Vocational Education and Training (VET)

VET qualification	2016	2017	2018
Certificate I	51	30	23
Certificate II	143	101	69
Certificate III or above	16	7	6

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).

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

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%	90%	66%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort	79%	97%	75%

Notes:

1. 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%).
2. *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

## Student destinations

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.

### Early school leavers

The destinations of young people who left this school in Year 10, 11 or before completing Year 12 are described below.

Pioneer State High School works with two regionally-appointed Transition Pathways Officers (TPOs) to ensure Early school leavers receive support as they transition to work or alternative training. The TPOs and school work closely with a range of external agencies to support students who have left school early.

### 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

<https://pioneershq.edu.au/Supportandresources/Formsanddocuments/Documents/next-step-summary-report.pdf>