

# Pioneer State High School Queensland State School Reporting 2015 School Annual Report



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## Principal's foreword

### Introduction

Welcome to Pioneer State High School's School Annual Report for 2015. This report is available as a download from the school web site and in hard copy from the school office. Innovative teaching and learning experiences, based on the Explicit Teaching framework, are the pedagogical cornerstones of our school.

This report is a framework that shows some of the excellent outcomes for our students and the school's pursuit of increasing student achievement. We pride ourselves on knowing all our students and working towards meeting the individual learning needs of all of them.

### School progress towards its goals in 2015

The Pioneer SHS school community is very proud of the outcomes that students achieved in 2015. Some highlights of the year included:

- The seamless transition of Year 7s into high school, highlighting the thorough planning and preparation completed by the Junior Secondary committee to assist staff, the school and the incoming students for this momentous change.
- Highest percentage of students receiving their Queensland Certificate of Education (QCE), with 95.6% gaining their QCE.
- Closing the gap between indigenous and non-indigenous outcomes in the percentage of students receiving their QCE, with 100% of indigenous Year 12 students gaining their QCE.
- Maintaining the school's admirable record of students gaining high Overall Position (OP) results, with one student receiving an OP of 1.
- Successfully gaining a Collaboration and Innovation Fund (CIF) grant, funded jointly through both the state and federal governments, to allow the school to develop its capacity to prepare students for the jobs of the future, namely in the areas of coding and robotics. Building on the links previously made with Central Queensland University via the LEAP program, the CIF funding will allow the school to provide greater opportunity for Pioneer SHS students to identify post-school pathways with CQU's Engineering faculty, and other faculties.

### Future outlook

In 2016, 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.
- Expand rewards and recognition for students with excellent attendance.
- By year's end, the goal is to have average school attendance at 90%, and have the proportion of students missing 15% of school days reduced to 28%.

#### Student Behaviour and Wellbeing

- Embed Positive Behaviour for Learning (PBL) processes and common language across all classes
- Use the STAR Byte program to create uniform behaviour expectations across all classes
- Introduce the Essential Skills for Classroom Management (ESCM) as the principle coaching and lesson observation framework for the school

- By year's end, the goal is to ensure that a broader range of strategies and processes are in place to support students in modifying poor behaviour, reducing the requirement to use external suspensions as a means to manage student behaviour.
- By year's end, 100% of staff will have received a minimum of two coaching sessions with ESCM-trained profilers. A growing proportion of staff will have received training to allow them to become ESCM classroom profilers.

#### Higher Expectations

- 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.
- Ensure Senior students have access to resources and processes to allow them to achieve their learning goals.
- Embed whole-school reading comprehension processes so that students' capacities to independently manage their own learning improves.
- By year's end, CIF funding will be used to ensure that there is a clear pathway for students in the areas of robotics and coding, from Year 6 students at our feeder primary schools through to Senior students intending to undertake further university and/or TAFE study at CQU.
- By year's end, Senior Schooling processes will be fully implemented, ensuring students moving into Senior have a greater chance of achieving their learning goals.
- 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 2015:** Year 7 - Year 12

**Student enrolments for this school:**

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	764	382	382	138	87%
2014	684	338	346	127	88%
2015	699	353	346	138	86%

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

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

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

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

### Characteristics of the student body:

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

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3			
Year 4 – Year 7 Primary			
Year 7 Secondary – Year 10	24	23	23
Year 11 – Year 12	18	18	19

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

### School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	131	232	234

Long Suspensions - 6 to 20 days	28	17	25
Exclusions	2	5	7
Cancellations of Enrolment	3	11	10

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

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

## Curriculum delivery

### Our approach to curriculum delivery

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. There are also strong partnerships with local primary schools ensuring linkages within the Arts curriculum through our Pioneer Outreach Program.

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.

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.

Launched in 2014, Pioneer SHS offers an innovative LEAP (Learning Excellence at Pioneer) enrichment program in partnership with CQUniversity.

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.

### Extra curricula 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, F1 Challenge, 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 improve 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 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

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.

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.

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. Student leaders meet with the principal on a fortnightly basis to provide feedback and have input into the school's strategic direction.

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. As social media continues to have a greater impact on student interaction and wellbeing, Pioneer SHS is exploring the introduction of an online tool to report inappropriate interactions occurring on social media sites.

## Parent, student and staff satisfaction with the school

Performance measure	2013	2014	2015
Percentage of parent/caregivers who agree# that:			
their child is getting a good education at school (S2016)	95%	92%	84%
this is a good school (S2035)	90%	96%	84%
their child likes being at this school (S2001)	90%	96%	94%
their child feels safe at this school (S2002)	95%	88%	87%
their child's learning needs are being met at this school (S2003)	86%	84%	87%
their child is making good progress at this school (S2004)	95%	88%	90%
teachers at this school expect their child to do his or her best (S2005)	95%	100%	97%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	86%	92%	87%
teachers at this school motivate their child to learn (S2007)	90%	88%	74%
teachers at this school treat students fairly (S2008)	85%	86%	77%
they can talk to their child's teachers about their concerns (S2009)	95%	88%	83%
this school works with them to support their child's learning (S2010)	95%	96%	77%

Performance measure			
Percentage of parent/caregivers who agree# that:	2013	2014	2015
this school takes parents' opinions seriously (S2011)	90%	86%	76%
student behaviour is well managed at this school (S2012)	90%	83%	76%
this school looks for ways to improve (S2013)	100%	92%	90%
this school is well maintained (S2014)	95%	100%	94%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	91%	93%	84%
they like being at their school (S2036)	90%	90%	86%
they feel safe at their school (S2037)	86%	91%	85%
their teachers motivate them to learn (S2038)	89%	87%	79%
their teachers expect them to do their best (S2039)	98%	95%	93%
their teachers provide them with useful feedback about their school work (S2040)	85%	90%	77%
teachers treat students fairly at their school (S2041)	81%	75%	69%
they can talk to their teachers about their concerns (S2042)	75%	79%	63%
their school takes students' opinions seriously (S2043)	70%	77%	69%
student behaviour is well managed at their school (S2044)	75%	76%	61%
their school looks for ways to improve (S2045)	94%	92%	82%
their school is well maintained (S2046)	73%	90%	73%
their school gives them opportunities to do interesting things (S2047)	87%	91%	76%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	93%	93%	94%
they feel that their school is a safe place in which to work (S2070)	96%	96%	92%
they receive useful feedback about their work at their school (S2071)	89%	87%	92%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	85%	90%	84%
students are encouraged to do their best at their school (S2072)	97%	96%	98%
students are treated fairly at their school (S2073)	97%	100%	98%
student behaviour is well managed at their school (S2074)	82%	85%	71%
staff are well supported at their school (S2075)	85%	87%	88%
their school takes staff opinions seriously (S2076)	89%	82%	87%
their school looks for ways to improve (S2077)	92%	94%	95%
their school is well maintained (S2078)	67%	72%	77%
their school gives them opportunities to do interesting things (S2079)	86%	90%	88%

# '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 QCIA's;
- 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 are invited to attend the Senior Education and Training Plan (SETP) meeting to discuss their child'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;
- 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.

## Reducing the school's environmental footprint

Water consumption decreased in 2015, while electricity consumption increased.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	575,247	2,954
2013-2014	473,531	3,491
2014-2015	534,810	2,101

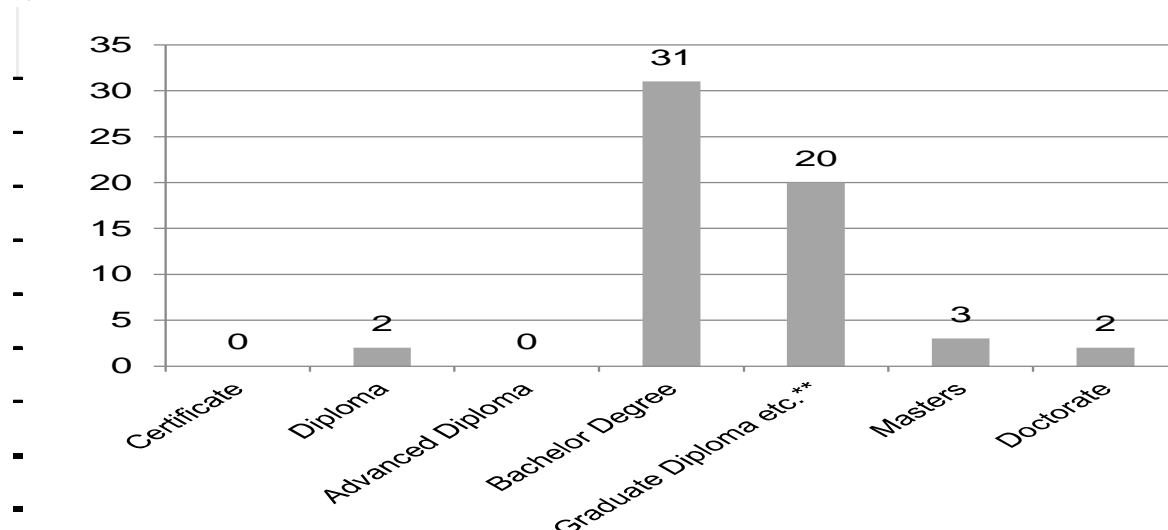
\*The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

## Our staff profile

### Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	61	35	<5
Full-time equivalents	56	27	<5

### Qualification of all teachers



\*Teaching staff includes School Leaders

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

### Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2015 were \$33,333,20.

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 members of the school's Executive Team
- Literacy enhancement, including training of key staff in the Reading Link program
- Vocational education, including the attainment of qualifications needed for the delivery of VET courses

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

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	97%

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

From the end of the previous school year, 85% of staff was retained by the school for the entire 2015 school year.

### School income broken down by funding source

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

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

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Sector:

Government

Non-government

SEARCH

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

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

## Performance of our students

### Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	85%	85%	87%
The attendance rate for Indigenous students at this school (shown as a percentage).	79%	80%	82%

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

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

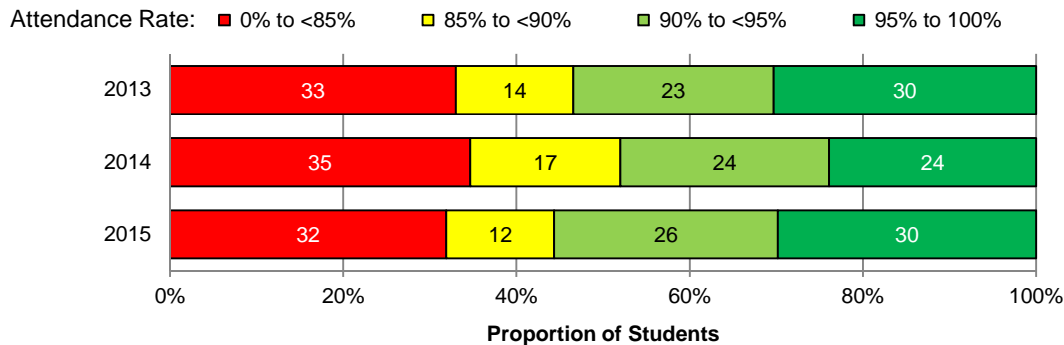
Student attendance rate for each year level (shown as a percentage)													
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013									89%	84%	84%	87%	85%
2014									87%	84%	82%	86%	87%
2015								90%	86%	83%	82%	89%	90%

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

DW = Data withheld to ensure confidentiality.

## Student attendance distribution

The proportions of students by attendance range.



## Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET 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.

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. The introduction of the HOD (Junior Secondary) role in 2013 has provided a more coordinated and sustainable approach to proactively engaging students and encouraging improved attendance.

## National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7, and 9.

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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SEARCH

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

Apparent retention rates Year 10 to Year 12	2013	2014	2015
Year 12 student enrolment as a percentage of the Year 10 student cohort.	74%	77%	75%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	79%	71%	71%
Outcomes for our Year 12 cohorts	2013	2014	2015
Number of students receiving a Senior Statement	116	130	135
Number of students awarded a Queensland Certificate of Individual Achievement.	2	3	0
Number of students receiving an Overall Position (OP)	50	51	54
Percentage of Indigenous students receiving an Overall Position (OP)	21%	33%	20%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	6	15	17
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	93	128	132
Number of students awarded an Australian Qualification Framework Certificate II or above.	67	128	132
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	99	121	129
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	84%	89%	100%
Number of students awarded an International Baccalaureate Diploma (IBD).	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	66%	63%	54%

Outcomes for our Year 12 cohorts	2013	2014	2015
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.	97%	99%	100%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	100%	88%	87%

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

Overall Position Bands (OP)					
Number of students in each Band for OP 1 to 25					
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2013	4	9	20	15	2
2014	7	8	17	12	7
2015	6	6	17	16	9

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

Vocational Educational Training qualification (VET)			
Number of students completing qualifications under Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2013	74	67	2
2014	59	128	22
2015	54	131	24

As at 16 February 2016. 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

### Post-school destination information

At the time of publishing this School Annual Report, the results of the 2016 post-school destinations survey, Next Step – Student Destination Report (2015 Year 12 cohort) for the school were not available. Information about these post-school destinations of our students will be uploaded to the school's website in September.

### Early school leavers information

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

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.