

# Pioneer State High School

## Queensland State School Reporting

### 2013 School Annual Report



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## Principal's foreword

### Introduction

The Pioneer community is very proud of the many and varied achievements of our students. 2013 was no exception, with many great accomplishments to celebrate. Some highlights from the year included:

- Year 12 student and 2013 Dux, Roland Langford attained an OP 1 and was awarded a prestigious University of Queensland scholarship
- Year 12 student Josh Nicolson's intricate and moving artwork was selected in the Creative Generations Arts Showcase and going on display in the Queensland Gallery of Modern Art (GoMA) – with Pioneer having the distinction of being the only school in the region to have a student included in the Creative Generation state exhibition two years running
- Pioneer's amazing dance students won the Rock Pop Mime competition for the eighth consecutive time
- NAPLAN data indicated a strong improvement in student's achievement in Reading, with an 18% increase in students meeting National Minimum Standards and Pioneer outperforming all statistically similar Queensland state schools, as determined by the Australian Government's MySchool website
- Significant increases in the number and proportion of students attaining vocational qualifications, including a 24% increase in the number of students attaining one or more vocational qualifications and a 23% increase in the number of students attain Certificate II or higher qualifications
- Pioneer's selection as an AFL School of Excellence and the establishment of new partnerships with the Gold Coast Suns and Brisbane Lions
- Significant progress around implementation of the school's literacy program and pedagogical framework

2013 was a productive and successful year at Pioneer as the school continued the important work of enacting key aspects of the school's Strategic Directions. Our Strategic Directions were developed through wide-ranging consultation as part of our Quadrennial School Review in late 2011. They will guide our school's improvement journey over the period 2012 to 2015. This report provides a summary of key information about our progress in 2013, including enrolments and school profile, curriculum and extra-curricular offerings, social climate, parent involvement, staffing, student attendance, and student achievement – including more detailed information about Indigenous students and Year 12 students. I commend this report to our community.

Joel Buchholz

Principal

# Queensland State School Reporting

## 2013 School Annual Report



### School progress towards its goals in 2013

Pioneer State High School's vision is to be "partners in learning for the twenty-first century in an innovative, inclusive and caring community". To help us live out this vision, our community is focussed on four priorities that underpin our Strategic Directions:

- **Positive relationships:** Fostering a diverse and caring community founded on real connections and positive relationships
- **Innovative curriculum:** Creating confident and successful citizens of the global community through an innovative and rigorous student-centred curriculum
- **Responsive pathways:** Providing flexible and responsive pathways to diverse and rewarding careers
- **Educational excellence:** Becoming a school of choice: leading the way in educational excellence

As part of our Quadrennial School Review, five improvement areas were identified under each of these four priorities. Each year, three improvement areas from our school's Strategic Directions are identified within our Annual Implementation Plan as our annual focus areas for improvement. In 2013, significant progress was made in each of Pioneer's three focus areas for improvement:

- **Pedagogical Framework:** Significant progress was made in implementing a school-wide, evidence-based teaching framework that facilitates collaborative planning, professional dialogue and rigorous feedback and evaluation processes. The enactment of Pioneer's framework built on the significant work done in 2012 in collaboratively developing and refining a whole-of-school, evidence-based approach to teaching and learning. Significant progress was made in embedding the Explicit Instruction lesson sequence across all subject areas and year levels. Pioneer has been acknowledged as a flagship school in the region in the use of Explicit Instruction. By the end of the year, the identification and communication of clear learning goals for every lesson and the use of warm-up activities to automate or activate essential knowledge and skills was embedded across the school. Teachers were consistently using common cues in the I Do, We Do and You Do phases of the lesson to help focus and orientate students. Teachers were beginning to reflectively and strategically select high yield teaching strategies suited to each phase of the lesson sequence.
- **Deprivatising Practice:** Directly linked to the implementation of Pioneer's pedagogical framework was the continued enhancement of processes that ensured teachers worked together openly, transparently and constructively to improve their teaching practices. Heads of Department engaged in regular Visible Leadership visits to classrooms, providing feedback to teachers on the implementation of the school's pedagogical framework. Regular formal lesson observations were implemented for all teachers, again with a clear focus on providing constructive feedback and guidance centred on the implementation of the school's pedagogical framework. Key staff undertook training in relation to the GROWTH coaching methodology and all Heads of Department received introductory coaching training in preparation for the introduction of formalised teacher coaching processes in 2014.
- **Literacy and Numeracy:** The enhancement of students' literacy and numeracy remained an important focus in 2013. Implementation of the school's Literacy Program entered its second year and the school worked with nationally renowned literacy expert, Dr Carol Christensen, to review and enhance this program. The Reading Link program was implemented, involving extensive teacher training and the placement of all Year 8 students into four different tiers of literacy intervention or enhancement. 2013 NAPLAN data indicates marked improvement in Reading, which has been the major focus of the Literacy Program.

### Future outlook

In 2014, the three priorities from Pioneer's Strategic Directions that have been identified as the school's annual focus areas for improvement are:

- **Feedback and Coaching** – building on the strong focus in 2013 on implementing our pedagogical framework, a focus on feedback and coaching will ensure a rigorous but supportive approach to enhancing the pedagogical practices of all teachers. Peer observation processes will be introduced to complement existing supervisor observations and all teachers will participate in structured coaching sessions with Heads of Department to identify goals and strategies for continued performance development.
- **Junior Secondary** – in the final year of preparation before the arrival of Year 7 in 2015, Pioneer will be focussed on revitalising and refining our approach to Junior Secondary across Years 8 and 9 while also finalising new structures and processes for our Year 7s. This will include a focus on enhanced partnership with our primary schools, a systematic review of wellbeing and engagement processes and initiatives, the establishment of our innovative LEAP enrichment program, the development of new curriculum offerings and the establishment of a Junior Secondary Precinct within the school.
- **Literacy and Numeracy** – Pioneer will maintain its strong focus on Literacy and Numeracy in 2014, including the expansion of the Literacy Program into Year 9, the enhancement of monitoring and tracking process, the implementation of whole of school writing and vocabulary strategies and the investigation of options for implementing a Numeracy Program. Pioneer aims to ensure continued improvement in students TORC and NAPLAN data, with a particular emphasis on improved relative gain in relation to Reading and Writing.

## School Profile

**Coeducational or single sex:** Coeducational  
**Year levels offered in 2013:** Year 8 - Year 12  
**Total student enrolments for this school:**

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	758	358	400	84%
2012	818	408	410	87%
2013	764	382	382	87%

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

## Characteristics of the student body:

Pioneer State High School has a diverse student body that is 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 as well as from the Northern Beaches of Mackay. A significant proportion of students come from families with links to employment in the local mining industry and related downstream services. While there is considerable variance in the socio-economic background of 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 14% of the student body. Students have a range of career aspirations, with approximately 25% of students pursuing tertiary study, 60% undertake further training through TAFE, traineeships or apprenticeships and 15% directly entering the workforce or seeking employment.

## Average Class sizes

Phase	Average Class Size		
	2011	2012	2013
Prep – Year 3			
Year 4 – Year 7 Primary			
Year 7 Secondary – Year 10	23	24	24
Year 11 – Year 12	15	17	18

## School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	273	273	131
Long Suspensions - 6 to 20 days	66	55	28
Exclusions	2	5	2
Cancellations of Enrolment	12	8	3

# Our school at a glance

Pioneer has implemented School-Wide Positive Behaviour Support (SWPBS) as a framework for developing and encouraging positive student behaviour. Through this framework, students are explicitly taught clear expectations for their conduct in a range of settings. Positive behaviour is acknowledged and rewarded. Pioneer takes a firm but fair approach to discipline. A range of consequences including suspension and exclusion are utilised to ensure that a safe and positive learning environment is maintained. In 2013, it has been pleasing to see a significant decrease in both short and long term suspensions, despite the school maintaining a strong and consistent approach to instances of misbehaviour and misconduct.

## Curriculum offerings

### Our distinctive curriculum offerings

Pioneer is proud to offer extensive and high quality Arts and Science programs as part of its signature curriculum. In the Arts, students are able to undertake studies in Visual Art, Film, Television and New Media, Drama, Design, 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 - POP. In Science, students can study Physics, Chemistry, Biology, Marine Studies and Earth Science. As part of the Queensland Minerals and Energy Academy, Pioneer is able to offer an Earth Science program that provides practical application in the local resources sector as well as a range of other co-curricular opportunities related to the mining sector.

Pioneer also ensures that our vocational education offerings are closely aligned with the local mining industry. Our new Engineering facility became operational in 2012 and, as part of the Queensland Minerals and Energy Academy, students are able to complete a certificate qualification in Resource and Infrastructure Operations, which prepares them for work in the mining industry. 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 student can make informed choices about their studies for the senior phase and are well prepared for success in Years 11 and 12.

In 2013, significant groundwork was completed in preparation for the launch of Pioneer's innovative LEAP (Learning Excellence at Pioneer) enrichment program in partnership with CQUniversity in 2014.

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

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## Extra curricular activities

Students at Pioneer participate in a wide range of academic, cultural and sporting pursuits beyond the core curriculum. Extra-curricular 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. In 2013, Pioneer developed a new partnership with AFL Queensland and was named an AFL School of Excellence.

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## How Information and Communication Technologies are used to assist learning

Pioneer has a modern fleet of over 300 computers in computer laboratories across the school in addition to a mobile laptop fleet that can be deployed in other classrooms. Specialist computers are also used in areas such as Graphics and Film, Television and New Media.

In 2011, a wireless network was rolled out across the entire school and an additional 20 data projectors were installed in classrooms. In 2012, a 1:1 laptop program was rolled out in Years 9 and 10. In 2013, tablet devices were introduced and rolled out to Year 9 students as part of the school's 1:1 program.

The use of iPads to support improved communication and differentiated learning for Special Education students was also expanded in 2012. In 2013, the initial trial of iPads was expanded, with a key group of teachers from across the school joining the project.

In preparation for the arrival of Year 7s in 2015, a number of classrooms in L and N Blocks were refurbished in 2013, with additional technology including short-throw projectors and interactive whiteboards being installed across several rooms.

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.

Through the SmartClassrooms Professional Development Framework, key teachers have attained accreditation for their Digital Pedagogy Licence and as an Accredited Facilitator. These teachers provide support to other staff in embedding Student ICT Expectations across the curriculum. ICTs and eLearning is the focus of one of Pioneer's seven cross-curricular teams. This team oversees the implementation of digital pedagogies across the school.

## Social climate

At Pioneer, Care teachers follow students all the way from Year 8 to 12, 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. A new timetable structure in 2012 incorporated a dedicated 55 minute lesson every week (iLesson) delivered by Care teachers and focussed on key wellbeing issues and initiatives. 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 a broader 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.

In 2013, a new HOD (Junior Secondary) role was established. This role has helped to lead the school's Junior Secondary agenda and plan for the arrival of Year 7s in 2015. Throughout 2013, this role played a pivotal role in enhancing the range of community-building activities across the school to enhance students' engagement and sense of belonging and pride.

Students also play an active role in decision making and in contributing to the life and climate of our school. Our junior and senior Student Councils are very active and provide 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 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 SWPBS 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. As part of the redevelopment of the school's website, Pioneer is exploring the introduction of an online reporting tool. 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.

## Parent, student and staff satisfaction with the school

An improved return rate from parents/caregivers in the 2013 School Opinion Survey ensured the provision of more accurate and reliable data in relation to parent satisfaction. A very high proportion of parents/caregivers were satisfied that their child was receiving a good education and that Pioneer was a good school. All parents/caregivers surveyed agreed that Pioneer looks for ways to improve, providing a strong endorsement of the improvement culture that has been developed at Pioneer in recent years.

As detailed overpage, student satisfaction levels increased in eleven of the thirteen survey areas, with strong improvements in student perceptions relating to being motivated to learn and being treated fairly and in relation to the management of student behaviour and being able to talk with teachers about their concerns.

Teacher satisfaction levels were also positive.

A common area identified for improvement by all survey groups was the maintenance of school facilities. During 2013, significant additional funds were invested in clearing the maintenance backlog at the school as part of the Queensland Government's "Advancing our Schools" maintenance program.

### Performance measure (Nationally agreed items shown\*)

Percentage of parents/caregivers who agree that:	2012	2013
their child is getting a good education at school (S2016)	57%	95%
this is a good school (S2035)	57%	90%
their child likes being at this school* (S2001)	86%	90%
their child feels safe at this school* (S2002)	71%	95%
their child's learning needs are being met at this school* (S2003)	43%	86%
their child is making good progress at this school* (S2004)	57%	95%
teachers at this school expect their child to do his or her best* (S2005)	100%	95%

## Our school at a glance

teachers at this school provide their child with useful feedback about his or her school work* (S2006)	86%	86%
teachers at this school motivate their child to learn* (S2007)	71%	90%
teachers at this school treat students fairly* (S2008)	71%	85%
they can talk to their child's teachers about their concerns* (S2009)	86%	95%
this school works with them to support their child's learning* (S2010)	57%	95%
this school takes parents' opinions seriously* (S2011)	57%	90%
student behaviour is well managed at this school* (S2012)	43%	90%
this school looks for ways to improve* (S2013)	71%	100%
this school is well maintained* (S2014)	86%	95%

### Performance measure (Nationally agreed items shown\*)

Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	90%	91%
they like being at their school* (S2036)	88%	90%
they feel safe at their school* (S2037)	85%	86%
their teachers motivate them to learn* (S2038)	81%	89%
their teachers expect them to do their best* (S2039)	99%	98%
their teachers provide them with useful feedback about their school work* (S2040)	84%	85%
teachers treat students fairly at their school* (S2041)	74%	81%
they can talk to their teachers about their concerns* (S2042)	63%	75%
their school takes students' opinions seriously* (S2043)	64%	70%
student behaviour is well managed at their school* (S2044)	62%	75%
their school looks for ways to improve* (S2045)	90%	94%
their school is well maintained* (S2046)	78%	73%
their school gives them opportunities to do interesting things* (S2047)	84%	87%

### Performance measure

Percentage of school staff who agree that:	2013
they enjoy working at their school (S2069)	93%
they feel that their school is a safe place in which to work (S2070)	96%
they receive useful feedback about their work at their school (S2071)	89%
students are encouraged to do their best at their school (S2072)	97%
students are treated fairly at their school (S2073)	97%
student behaviour is well managed at their school (S2074)	82%
staff are well supported at their school (S2075)	85%

# Our school at a glance

their school takes staff opinions seriously (S2076)	89%
their school looks for ways to improve (S2077)	92%
their school is well maintained (S2078)	67%
their school gives them opportunities to do interesting things (S2079)	86%

\* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

# Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

## Involving parents in their child's education

Pioneer strongly encourages parents to be active partners in their child's education. Our Parents' and Citizens' Association plays an important role in supporting the school and providing input into key decisions relating to students' educational experiences. The Parents' and Citizens' Association meets at 7pm on the second Wednesday of each month.

Effective and ongoing communication is essential to maintaining a productive between school and home. Written reports are mailed home four times per year and parent-teacher interviews conducted twice per year provide opportunities for more detailed feedback and discussion around student progress. In 2013, an electronic booking system for parent-teacher interviews was reintroduced.

Regular information evenings are also held throughout the year in relation to important transitions such as starting Year 8, subject selection, and moving into the Senior Phase.

Information sessions are run for prospective parents when students are in Year 7. At the start of Year 8, all parents are encouraged to attend a Meet the Teachers evening. Parents are encouraged to participate in other events and meetings at key junctures in their child's schooling, including SET Planning and Subject Selection interviews with all students in Year 10.

A fortnightly newsletter also helps keep parents and the wider community informed about developments, opportunities and successes at Pioneer. The newsletter is provided in hard copy and electronically and is available on the school's website.

Communication with parents and the wider community is also enhanced through the effective use of the school website as a comprehensive and up-to-date source of information. Information about upcoming events, curriculum offerings, assessment calendars, and school policies and procedures is all available through the website. A twitter feed is integrated with the website and provides easy access to the latest school news and information.

## Reducing the school's environmental footprint

In 2012-2013, there was an increase in electricity costs, reflecting additional demand created by new facilities, particularly the school's Trade Training Centre. Further increases were avoided through closer monitoring of electricity use, including lights and air conditioning. Water consumption decreased slightly as the result of the implementation of new watering strategies in 2013. This decrease can also be partly attributed to a decrease in usage due to construction works in 2011-2012.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2010-2011	540,209	2,505
2011-2012	530,193	3,117
2012-2013	575,247	2,954

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.

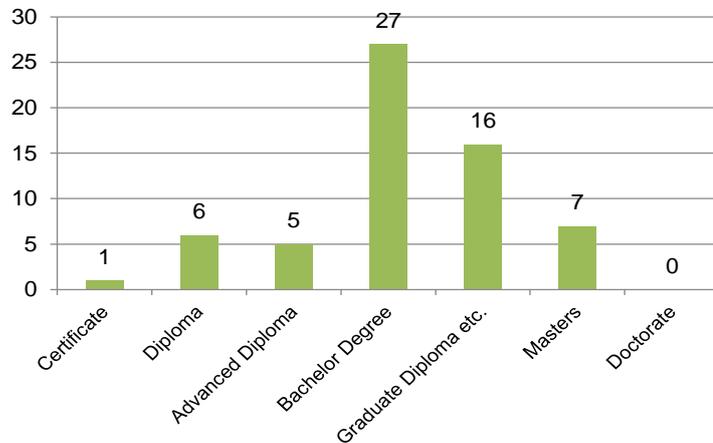
# Our staff profile

## Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	62	34	<5
Full-time equivalents	58	26	<5

## Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	1
Diploma	6
Advanced Diploma	5
Bachelor Degree	27
Graduate Diploma etc.	16
Masters	7
Doctorate	0
<b>Total</b>	<b>62</b>



\* 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 2013 were \$48 000.

The major professional development initiatives are as follows:

- Implementation of Pioneer's pedagogical framework, with a strong focus on Explicit Instruction
- Literacy enhancement, including training of staff in the Reading Link program
- Vocational education, including the attainment of qualification needed for the delivery of VET courses
- Coaching training, particularly for members of the school's Executive Team

The proportion of the teaching staff involved in professional development activities during 2013 was 100%.

Average staff attendance	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.	97%	97%	96%

# Our staff profile

## Proportion of staff retained from the previous school year

From the end of the previous school year, 84% of staff was retained by the school for the entire 2013 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**

Search by school name

Search by suburb, town or postcode

Sector  Government  
 Non-government

Where it says '**Search by school name**', type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's *My School* entry web page.

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

## Key student outcomes

Student attendance	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	87%	87%	85%
The overall attendance rate in 2013 for all Queensland state Secondary schools was 88%.			

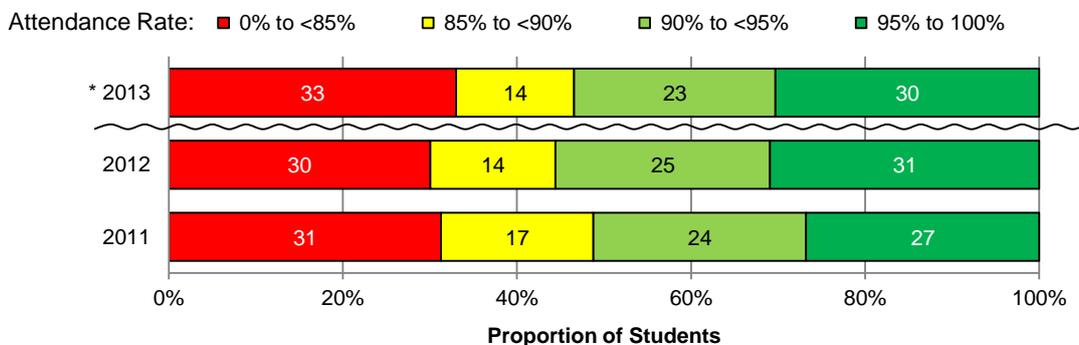
### Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2011								89%	84%	85%	89%	86%
2012								87%	86%	84%	88%	90%
2013								89%	84%	84%	87%	85%

DW = Data withheld to ensure confidentiality.

### Student Attendance Distribution

The proportions of students by attendance range.



\* The method for calculating attendance changed in 2013 – care should be taken when comparing data from 2013 to that of previous years.

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

Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: 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 utilised 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

## Performance of our students

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.

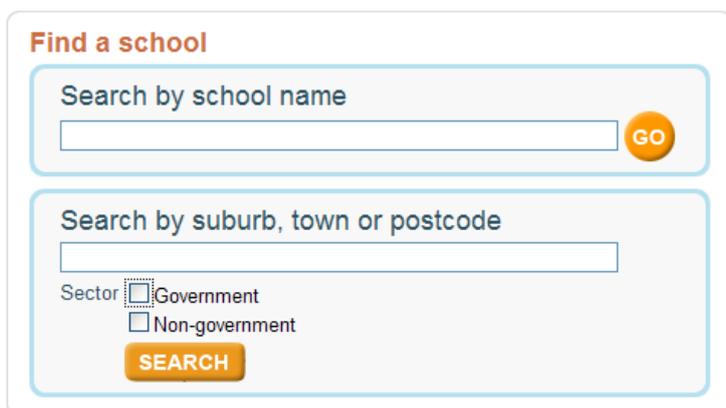
Year Coordinators and members of the school's Wellbeing Team and Student Support Services Team are involved in implementing monitoring processes and reengagement programs for those student who do not attend regularly.

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 Year 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.



**Find a school**

Search by school name

GO

Search by suburb, town or postcode

Sector  Government  Non-government

SEARCH

Where it says 'Search by school name', type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

### Achievement – Closing the Gap

In 2013, 138 students of Indigenous background were enrolled at Pioneer State High School, representing 18.0% of the student population. This represented a growth of approximately 1.8% as a proportion of overall enrolments from 2012.

After increasing from 77.5% to 80.2% between 2008 and 2011, Indigenous student attendance rates decreased slightly in 2012 to 78.9% and remained stable in 2013 at 79.8%.

Apparent retention rates fluctuate significantly from year to year and are strongly influenced by interschool and interstate student movements. In 2013, the gap between Indigenous and non-Indigenous apparent retention was -6.4%, compared to 34.5% in 2012 and -7.4% in 2011.

Indigenous students' relative performance in NAPLAN testing improved in 2013 following a slight decline in 2012 on the back of significant improvement from 2010 to 2011. The gap between Indigenous and non-Indigenous mean scale scores (MSS) continued to be significantly better than regional and state averages. In previous years, these smaller gaps have been a result of a combination of the both the higher relative performance of Indigenous students and the lower relative performance of non-Indigenous students. However, in 2013 significant improvements for Indigenous students in Reading and Writing and modest improvements in Numeracy

## Performance of our students

mean that Pioneer's smaller gap compared to state and regional averages is more directly attributable to higher achievement of the school's Indigenous students in real terms, and not merely due to relatively lower performance of non-Indigenous students.

Work led by the school's Closing the Gap cross-curricular team in relation to Embedding Aboriginal and Torres Strait Islander Perspectives (EATSIP) and the Dare to Lead snapshot has provided additional information and strategies to help address the continuing gap between Indigenous and non-Indigenous achievement.

<b>Apparent retention rates Year 10 to Year 12</b>	2011	2012	2013
Year 12 student enrolment as a percentage of the Year 10 student cohort.	60%	67%	74%

<b>Outcomes for our Year 12 cohorts</b>	2011	2012	2013
Number of students receiving a Senior Statement.	80	92	116
Number of students awarded a Queensland Certificate Individual Achievement.	1	0	2
Number of students receiving an Overall Position (OP).	31	53	50
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	10	9	6
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	67	52	93
Number of students awarded an Australian Qualification Framework Certificate II or above.	23	33	67
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	64	80	99
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.	71%	79%	66%
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.	95%	96%	97%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	100%	96%	100%

As at 5 May 2014. The above values exclude VISA students.

<b>Overall Position Bands (OP)</b>					
Number of students in each Band for OP 1 to 25.					
	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2011	4	8	10	9	0
2012	9	17	16	11	0
2013	4	9	20	15	2

As at 5 May 2014. The above values exclude VISA students.

# Performance of our students

## Vocational Educational Training qualification (VET)

Number of students awarded certificates under the Australian Qualification Framework (AQF).

	Certificate I	Certificate II	Certificate III or above
2011	65	23	3
2012	33	32	4
2013	74	67	1

As at 5 May 2014. The above values exclude VISA students.

In 2013, Certificate I qualifications were offered in Business, ICT, Visual Art and Contemporary Craft, and Resource and Infrastructure Operations. In 2013, a range of additional qualifications at Certificate II level were introduced and Certificate I qualifications continue to be phased out.

## Post-school destination information

At the time of publishing this School Annual Report, the results of the 2014 post-school destinations survey, Next Step – Student Destination Report (2013 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 leavers information

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.