

Pioneer State High School Queensland State School Reporting 2014 School Annual Report



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

Principal's foreword

Introduction

The Pioneer community is very proud of the many and varied achievements of our students. 2014 was no exception, with many great accomplishments to celebrate. Some highlights from the year included:

- Pioneer's innovative Learning Excellence at Pioneer (LEAP) program was launched in conjunction with CQUniversity
- Pioneer's talented musicians won the only Gold awarded to a secondary school at the Regional Fanfare Competition
- Further strong improvement in Senior Schooling outcomes, including an increase from 85.3% to 93.1% of students attaining their Queensland Certificate of Education, which is well above the average for all state schools.
- Significant increases in the proportion of students attaining vocational qualifications, including a 40.7% increase to 98.7% in the proportion of Year 12s achieving a Certificate II or higher, which is almost double of the average for all state schools. This significant improvement was on the back of a 21.9% increase the previous year.
- Significant progress around implementation of the school's literacy program and pedagogical framework
- Preparations for the arrival of Year 7s in 2015 were finalised, with a comprehensive review of the school's approach to Junior Secondary

2014 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 2014, 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

School progress towards its goals in 2014

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:

- **1) Positive relationships:** Fostering a diverse and caring community founded on real connections and positive relationships
- **2) Innovative curriculum:** Creating confident and successful citizens of the global community through an innovative and rigorous student-centred curriculum
- **3) Responsive pathways:** Providing flexible and responsive pathways to diverse and rewarding careers
- **4) 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:

- **1.2) Feedback and Coaching:** Significant progress was made in implementing a school-wide, evidence-based framework of observation, feedback and coaching to support the enactment of the school's Pedagogical Framework. School leaders, including Heads of Department, undertook professional development in relation to the GROWTH coaching model and regular, formalised supervisor and peer led observations were commenced. Formalised coaching processes were used to inform teacher's Annual Performance Development Plans.
- **2.2) Junior Secondary:** The school undertook a comprehensive review of our Junior Secondary curriculum structure and wellbeing and engagement programs. Arrangements for our Year 7 curriculum structure, First Year Precinct, new school uniform, Junior Secondary leadership roles were all finalised.
- **2.3) Literacy and Numeracy:** The enhancement of students' literacy and numeracy remained an important focus in 2014. Implementation of the school's Literacy Program was expanded into Year 9. The school continued to work with nationally renowned literacy expert, Dr Carol Christensen, to review and enhance the program. Great Results Guarantee funding was utilised to provide additional support for those students with additional needs in relation to literacy development.

Future outlook

In 2015, the three priorities from Pioneer's Strategic Directions that have been identified as the school's annual focus areas for improvement are:

- **1.3) Behaviour and Wellbeing:**
 - Embed SWPBS processes and common language across all classes and strengthen STAR Byte implementation through Care and whole-of-school processes
 - Expand and strengthen rewards structures through implementation of Vivo program
 - Provide professional development for all teachers in the Essential Skills for Classroom Management
 - Implement revised Care lesson structure and expectations, iLesson curriculum and Resilience Survey
 - Implement Alternative Program for "at-risk" students in Junior Secondary using GRG funding
- **1.4) Attendance and Engagement:**
 - Continue case management and monitoring of students with low attendance
 - Implement Alternative Program for "at-risk" students in Junior Secondary
 - Target students currently at 85-90% attendance and move to >90%
 - Set 95% as expected attendance rate and embed this expectation with students
 - Expand rewards and recognition for excellent attendance
 - Diversify the use of engaging High Yield Teaching Strategies in Junior Secondary
- **2.3) Literacy and Numeracy:**
 - Ensure whole-of-school focus on improvement in writing, including the use of school-wide strategies to support the teaching of vocabulary and writing
 - Introduce Numeracy Program in Year 7
 - Expand Literacy Program from Years 8 and 9 into Year 7
 - Expand role of Literacy Coordinator, with a focus on writing and data analysis
 - Expand and enhance Modified Core Classes and LEAP program to provide differentiation and individualised support for targeted students

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2014: Year 7 - Year 12

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	818	408	410	87%
2013	764	382	382	87%
2014	684	338	346	88%

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		
	2012	2013	2014
Prep – Year 3			
Year 4 – Year 7 Primary			
Year 7 Secondary – Year 10	24	24	23
Year 11 – Year 12	17	18	18

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	273	131	232
Long Suspensions - 6 to 20 days	55	28	17
Exclusions [#]	5	2	5
Cancellations of Enrolment	8	3	11

Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

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.

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 Science and Marine Studies. As part of the Queensland Minerals and Energy Academy, Pioneer 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 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 2014, Pioneer launched its 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 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 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.

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 and 2014, 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.

Planning and consultation began in late 2014 to develop a strategy to introduce a Bring Your Own Device (BYOx) program in the future. This strategy will be finalised in 2015.

Social Climate

At Pioneer, Care teachers follow students all the way from Year 8 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. A new timetable structure in 2012 incorporated a dedicated 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 2014, 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

2014 School Opinion Survey results demonstrated continued improvement in key areas of parent satisfaction. In particular, This includes a further 6% increase to 96% of parents satisfied that Pioneer is a "good school" and that "their child likes being at" Pioneer. Improvements in both parent and student satisfaction about the maintenance of the school is also pleasing. Feedback in relation to the management of student behavior has informed the prioritisation of 1.3) Behaviour and Wellbeing as a focus area for 2015.

Performance measure	2012	2013	2014
Percentage of parent/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	57%	95%	92%
this is a good school (S2035)	57%	90%	96%
their child likes being at this school* (S2001)	86%	90%	96%
their child feels safe at this school* (S2002)	71%	95%	88%
their child's learning needs are being met at this school* (S2003)	43%	86%	84%
their child is making good progress at this school* (S2004)	57%	95%	88%
teachers at this school expect their child to do his or her best* (S2005)	100%	95%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	86%	86%	92%
teachers at this school motivate their child to learn* (S2007)	71%	90%	88%
teachers at this school treat students fairly* (S2008)	71%	85%	86%
they can talk to their child's teachers about their concerns* (S2009)	86%	95%	88%

Performance measure			
Percentage of parent/caregivers who agree# that:	2012	2013	2014
this school works with them to support their child's learning* (S2010)	57%	95%	96%
this school takes parents' opinions seriously* (S2011)	57%	90%	86%
student behaviour is well managed at this school* (S2012)	43%	90%	83%
this school looks for ways to improve* (S2013)	71%	100%	92%
this school is well maintained* (S2014)	86%	95%	100%

Performance measure			
Percentage of students who agree# that:	2012	2013	2014
they are getting a good education at school (S2048)	90%	91%	93%
they like being at their school* (S2036)	88%	90%	90%
they feel safe at their school* (S2037)	85%	86%	91%
their teachers motivate them to learn* (S2038)	81%	89%	87%
their teachers expect them to do their best* (S2039)	99%	98%	95%
their teachers provide them with useful feedback about their school work* (S2040)	84%	85%	90%
teachers treat students fairly at their school* (S2041)	74%	81%	75%
they can talk to their teachers about their concerns* (S2042)	63%	75%	79%
their school takes students' opinions seriously* (S2043)	64%	70%	77%
student behaviour is well managed at their school* (S2044)	62%	75%	76%
their school looks for ways to improve* (S2045)	90%	94%	92%
their school is well maintained* (S2046)	78%	73%	90%
their school gives them opportunities to do interesting things* (S2047)	84%	87%	91%

Performance measure			
Percentage of school staff who agree# that:	2012	2013	2014
they enjoy working at their school (S2069)		93%	93%
they feel that their school is a safe place in which to work (S2070)		96%	96%
they receive useful feedback about their work at their school (S2071)		89%	87%
students are encouraged to do their best at their school (S2072)		97%	96%
students are treated fairly at their school (S2073)		97%	100%
student behaviour is well managed at their school (S2074)		82%	85%
staff are well supported at their school (S2075)		85%	87%
their school takes staff opinions seriously (S2076)		89%	82%
their school looks for ways to improve (S2077)		92%	94%
their school is well maintained (S2078)		67%	72%
their school gives them opportunities to do interesting things (S2079)		86%	90%

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

'Agree' represents the 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. An electronic booking system for parent-teacher interviews reintroduced in 2013 was continued in 2014.

Regular information evenings are also held throughout the year in relation to important transitions such as starting Year 7 and 8, subject selection, and moving into the Senior Phase. With the historic shift of Year 7 into high schools in 2015, additional information sessions for students and parents were held across local primary schools to provide comprehensive support around this important transition.

Information sessions are run for prospective parents when students are in their final year of primary school. At the start of their first year of high school, 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 also actively promoted and used to communicate important messages to parents and the wider community.

Reducing the school's environmental footprint

In 2013-2014, there was a decrease in electricity consumption as a result of school-wide initiatives to reduce unnecessary use of air conditioning, lighting and other electrical devices. Water consumption increased to levels similar to two years earlier. This reflected a temporary reduction in 2012-2013 due to construction works in several areas of the school.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	530,193	3,117
2012-2013	575,247	2,954
2013-2014	473,531	3,491

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.

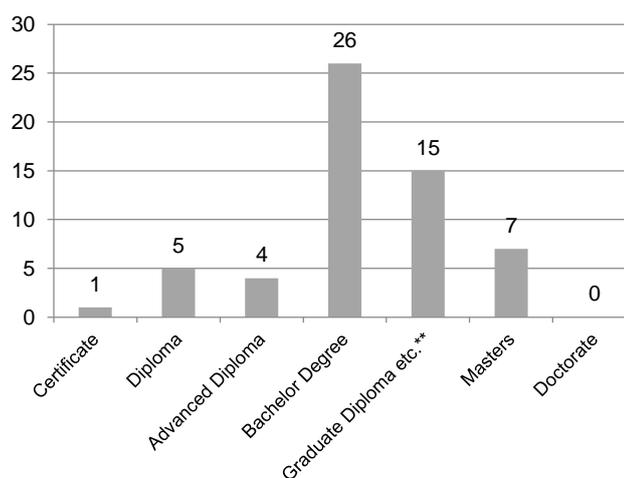
Our staff profile

Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	58	34	<5
Full-time equivalents	54	26	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	1
Diploma	5
Advanced Diploma	4
Bachelor Degree	26
Graduate Diploma etc.**	15
Masters	7
Doctorate	0
Total	58



*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 2014 were \$37 130.

The major professional development initiatives are as follows:

- Implementation of Pioneer'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 2014 was 100%.

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	97%	96%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 83% of staff was retained by the school for the entire 2014 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 webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's entry 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	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	87%	85%	85%

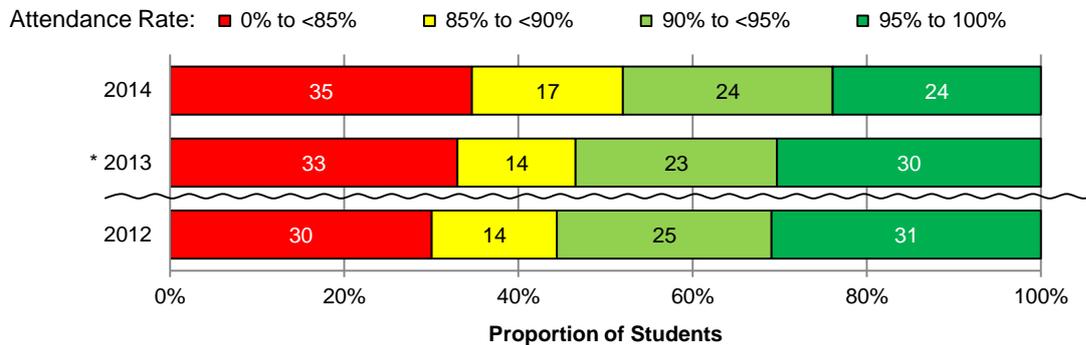
The overall attendance rate in 2014 for all Queensland Secondary schools was 89%.

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
2012								87%	86%	84%	88%	90%
2013								89%	84%	84%	87%	85%
2014								87%	84%	82%	86%	87%

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 after 2012 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 DETE 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 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.

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 our Year 9 students 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

Search by suburb, town or postcode

Sector Government
 Non-government

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 2014, 127 students of Indigenous background were enrolled at Pioneer State High School, representing 18.5% of the student population. This represented a growth of approximately 0.5% as a proportion of overall enrolments from 2013.

The gap between the average attendance rates of Indigenous and non-Indigenous students reduced by 2.1% from 8.1% to 6.0% from 2013 to 2014. This reflected an actual gain in the attendance rate of Indigenous students of 1.3%.

In 2014, the gap in retention rate of students from Year 10 to Year 12 between Indigenous and non-Indigenous students was 6.3%. This compares very favorably to the statewide gap of 17.9% and the figure for the Central Queensland region of 17.7%.

In relation to Senior Schooling outcomes, it is pleasing to note that 100% of Indigenous students attained a QCE, VET qualification or School-Based Apprenticeship or Traineeship. This was slightly higher than the whole-of-school result of 99.2%. There was also an increase of 4.7% in QCE attainment by Indigenous students. This represented an increase in the gap between Indigenous and whole-of-school QCE attainment from 2013 to 2014, but this was the result of further significant improvements in QCE attainment for the whole cohort beyond the strong gains made in Indigenous QCE attainment.

Apparent retention rates Year 10 to Year 12	2012	2013	2014
Year 12 student enrolment as a percentage of the Year 10 student cohort.	67%	74%	77%

Outcomes for our Year 12 cohorts	2012	2013	2014
Number of students receiving a Senior Statement	92	116	130
Number of students awarded a Queensland Certificate of Individual Achievement.	0	2	3
Number of students receiving an Overall Position (OP)	53	50	51
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	9	6	15
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	52	93	128
Number of students awarded an Australian Qualification Framework Certificate II or above.	33	67	128
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	80	99	121
Number of students awarded an International Baccalaureate Diploma (IBD).	0	0	0

Outcomes for our Year 12 cohorts	2012	2013	2014
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	79%	66%	63%
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.	96%	97%	99%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	96%	100%	88%

As at 19 February 2015. 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
2012	9	17	16	11	0
2013	4	9	20	15	2
2014	7	8	17	12	7

As at 19 February 2015. 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
2012	33	32	4
2013	74	67	1
2014	59	128	21

As at 19 February 2015. The above values exclude VISA students.

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

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 school 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.