

QUEENSLAND STATE SCHOOL REPORTING - 2010

Pioneer State High School (2168)

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Principal's foreword

Introduction

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:

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

2010 was an important year in laying some of the foundations that will enable our school to realise its vision over the coming years. This report provides a summary of key information in relation to:

- Enrolments and school profile
- Curriculum and extra-curricular offerings
- Social climate
- Parent involvement
- Staffing
- Student attendance
- Student achievement – including more detailed information about Indigenous students and Year 12 students

Pioneer State High School is committed to working in partnership with our community. If you would like any further information about our school, please do not hesitate to contact us.

Copies of this report are available from the school's website and in hard copy from the school office.

Joel Buchholz

Principal

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School progress towards its goals in 2010

In 2010, Pioneer State High School made significant gains in improving the outcomes of senior students by implementing new systems for tracking and supporting students and ensuring that they were in appropriate pathways. This resulted in a 33% increase in the proportion of OP-eligible Year 12 students attaining an OP of 1-15 as well as a 16% increase in the percentage of Year 12 students who were completing or completed a school-based apprenticeship or traineeship or were awarded a Queensland Certificate of Education and/or a VET qualification.

2010 also saw significant progress in closing the gap between the attendance and achievement levels of Indigenous and non-Indigenous students. NAPLAN test results indicated a strong improvement in Writing, Grammar and Punctuation and Numeracy. There was also a significant improvement in the retention rates for Indigenous students.

Future outlook

In early 2011, Pioneer State High School will undertake a process of wide-ranging community consultation to review our school's achievements and future goals and establish the priorities that will drive our school's strategic direction and our improvement agenda over the coming years.

Initial planning is structured around the four key priorities of:

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

Across these priorities in 2011, Pioneer State High School will be focussed on:

- Developing new cross-curricular team structures to lead our new improvement agenda
- Improving students' literacy and numeracy, with a strong focus on reading and on developing consistent school-wide approaches
- Enhancing the range of vocational education opportunities available to students, including expanding the range of nationally-accredited certificate courses available to students in Years 11 and 12
- Embracing the opportunities for innovative teaching and learning presented by new technology by embedding digital pedagogies and eLearning across the school
- Embedding a consistent school-wide, evidence-based and best-practice approach to teaching and learning through implementation of Habits of Mind and Dimensions of Learning
- Reinvigorating the School-Wide Positive Behaviour Support program to ensure that Pioneer is a safe and positive learning environment
- Preparing for implementation of the Australian Curriculum in English, Mathematics and Science in 2012
- Building and enhancing partnerships with local primary schools

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered: Years 8 to 12

Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2010 – Nov 2010)
757	344	413	80%

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. There is considerable variance in the socio-economic background of students, with ICSEA data indicating that 54% of students fall in the bottom quartile nationally, 36% in the middle two quartiles and 10% in the top quartile. 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 30% of students pursuing tertiary study, 60% undertake further training through TAFE, traineeships or apprenticeships and 10% directly entering the workforce or seeking employment.

Class sizes – Proportion of school classes achieving class size targets in 2010

Phase	Average Class Size	Percentage of classes in the school			
		On or under target	Under Target	On Target	Over Target
Prep – Year 3					
Year 4 – Year 10	23	94%	89%	5%	6%
Year 11 – Year 12	15	100%	99%	1%	0%
All Classes	20	96%	93%	3%	4%

School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	298
Long Suspensions - 6 to 20 days	51
Exclusions	4
Cancellations of Enrolment	16

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 ensure linkages within the Arts curriculum. 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.

Pioneer also ensures that our vocational education offerings are closely aligned with the local mining industry. Our new Engineering facility will become operational in 2011 and, as part of the Queensland Minerals and Energy Academy, students will soon have the option of completing 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.

Pioneer is home to a newly established Asian Learning Centre and the school will be exploring opportunities to further enhance our LOTE offerings.

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.

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 and Television.

In early 2011, a wireless network will be rolled out across the entire school, data projectors will be installed in over 20 classrooms and planning for the implementation of a 1:1 laptop program in targeted year levels will commence. The use of iPads to support improved communication and differentiated learning for Special Education students will also be trialled in 2011.

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 Facilitators and provide support to other staff in embedding Student ICT Expectations across the curriculum.

Our school at a glance

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. Pioneer is responding to the key findings of the review recently conducted by anti-bullying expert, Dr Ken Rigby. A new timetable structure in 2011 will incorporate a dedicated 55 minute lesson every week 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 2011, the teaching load of Year Coordinators will be further reduced to ensure they are able to provide the highest level of support to students.

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.

Parent, student and teacher satisfaction with the school

While overall parent satisfaction with the school is generally good, School Opinion Survey data indicates that a smaller proportion of parents are satisfied that their children are getting a good education. Similarly, only 62% of students believe they are getting a good education. The community consultation being conducted in early 2011 to inform our future strategic direction will assist in unpacking and responding to the sentiments behind these opinions. While staff morale is generally good, a smaller proportion of staff are satisfied with access to professional development opportunities. The development of clear priorities for professional development aligned with the school's revised strategic directions in 2011 will assist in addressing this.

Performance measure	Result 2010
Percentage of parents/caregivers satisfied that their child is getting a good education at school	69%
Percentage of students satisfied that they are getting a good education at school	62%
Percentage of parents/caregivers satisfied with their child's school	85%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	56%
Percentage of staff members satisfied with morale in the school	83%

Involving parents in their child's education.

Our school at a glance

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 twice per year provide opportunities for more detailed feedback and discussion around student progress.

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. In 2010, a new approach was taken to the development of students' Senior Education and Training Plans that ensured closer involvement by parents. This will be further refined in 2011.

A fortnightly newsletter also helps keep parents and the wider community informed about developments, opportunities and successes at Pioneer.

As part of the school's strategic review early in 2011, a comprehensive process of community consultation will be used to further engage parents and seek feedback and input around the future direction of the school.

In 2011, communication with parents and the wider community will be further enhanced through the redevelopment of the school's website and the redesign of the newsletter.

Reducing the school's environmental footprint

Awareness raising initiatives around water and energy consumption in 2010 assisted in reducing both electricity and water usage. While electricity usage was reduced by 44 000 Kwh (8%), costs actually increased due to increases in the electricity pricing.

Year	Total	Electricity	Sewerage	Waste	Water	Gas	Other	Electricity Kwh	WaterKL	GasMJ
2010	\$152,742	\$97,689	\$39,554	\$8,708	\$6,255	\$0	\$536	515,979	2,780	0
2009	\$143,528	\$92,802	\$0	\$0	\$6,543	\$36	\$44,147	559,964	4,462	0
% change 2009 - 2010	6%	5%	N/A	N/A	-4%	-100%	-99%	-8%	-38%	N/A

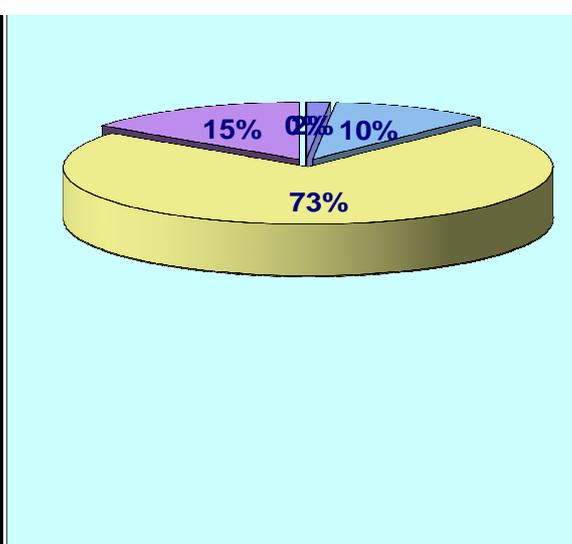
Our staff profile

Staff composition, including Indigenous Staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	67	29	<5
Full-time equivalents	63	22	<5

Qualifications of all teachers

Doctorate	1
Masters	7
Bachelor degree	49
Diploma	10
Certificate	0



Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2010 was \$32 809.42.

The major professional development initiatives are as follows: Student Wellbeing, Dimensions of Learning curriculum development and leadership.

The involvement of the teaching staff in professional development activities during 2010 was 100%.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 98% in 2010.

Proportion of staff retained from the previous school year

From the end of the previous school year, 94% of staff were retained by the school for the entire 2010 school year.

Performance of our students

Key student outcomes

Attendance

Student attendance - 2010

The average attendance rate for the whole school as a percentage in 2010 was 87%.

Student attendance for each year level

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
							88%	87%	85%	88%	88%

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, and the data is input at 9.00am. The roll is then marked in each class throughout the day. Teachers cross-check lesson absences against the daily roll taken in Care Class and any discrepancies are reported and followed up. The Principal and Deputy Principal have taken primary responsibility for monitoring and responding to attendance issues. However, in late 2010, additional systems were put in place to provide for additional monitoring and follow-up by Year Coordinators.

Performance of our students

Achievement – Years 3, 5, 7, and 9

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 MySchool website at <http://www.myschool.edu.au/>

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

The screenshot shows a search interface titled "Find a school". It contains two main search sections. The first section is "Search by school name", which includes a text input field and a yellow "GO" button. The second section is "Search by suburb, town or postcode", which includes a text input field, two radio button options for "Sector" (Government and Non-government), and a yellow "SEARCH" button.

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 2010, 107 students of Indigenous background were enrolled at Pioneer State High School, representing 14% of the student population.

Indigenous student attendance rates increased by 4.4% from 2009. While non-Indigenous attendance also improved by 1.2%, the gap between Indigenous and non-Indigenous attendance closed by 3.2%. While significant progress has been made in closing the gap between, there remains a difference of 6.4%

From 2009 to 2010, there was a 14% decrease in the gap between Indigenous and non-Indigenous apparent retention from 23% to 9%. However, the large gap in 2009 was an irregularity and the 2010 data more accurately reflects longer term trends in apparent retention for Indigenous students. The 9% gap is significantly less than the regional average of 14% and half the state average of 18%.

Indigenous student performance in NAPLAN testing improved significantly from 2009 to 2010 in the strands of Writing, Grammar and Punctuation, and Numeracy. Performance fell in Spelling, although 2009 data was atypical. Performance in reading declined slightly.

Indigenous students' performance in all five bands was similar to or above national averages for Indigenous students. However, the percentage of Indigenous students meeting National Minimum Standard was less than for non-Indigenous students in three of the five strands. A higher proportion of Indigenous students than non-Indigenous students performed at National Minimum Standard in Grammar and Punctuation, and Numeracy. In these strands, Indigenous student performance was comparable to the state average for all students. In the remaining three strands, while performance was better than the state average for Indigenous students, it remained significantly lower than the state average for all students. Consequently, while the gap between non-Indigenous and Indigenous students at Pioneer has reduced or even closed and the performance of Indigenous students is above the state average for Indigenous students, overall performance remains low relative to state and national averages for all students.

Compared to state school averages, Pioneer's Indigenous students are underrepresented in the upper two bands in Reading but are comparable or above in the other strands.

The distribution of levels of achievement (A-E) across all year levels does not necessarily reflect the trends observed in NAPLAN data. In particular, while Indigenous student performance in the Numeracy strand of NAPLAN in Year 9 is better than non-Indigenous student performance, more broadly across the school, Indigenous student performance in Mathematics is lower than that of non-Indigenous students. More generally, the proportion of A to C levels of achievement attained by Indigenous students across all subjects and all year levels is 11% lower than that for the entire student population.

Work in 2011 in relation to Embedding Aboriginal and Torres Strait Islander Perspectives (EATSIP) and the Dare to Lead snapshot will provide additional information and strategies to help address the continuing gap between Indigenous and non-Indigenous achievement.

Performance of our students

Attainment and Achievement – Year 12

Apparent retention rates Year 10 to Year 12.	
Year 12 student enrolment as a percentage of the Year 10 student cohort.	67%

Outcomes for our Year 12 cohort of 2010	
Number of students receiving a Senior Statement.	121
Number of students awarded a Queensland Certificate of Individual Achievement (QCIA).	2
Number of students receiving an Overall Position (OP).	54
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	18
Number of students awarded one or more Vocational Educational Training (VET) qualifications.	71
Number of students awarded an Australian Qualification Framework (AQF) Certificate II or above.	21
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	82
Number of students awarded an International Baccalaureate Diploma (IBD).	0
Percentage of OP/ IBD eligible students with OP 1-15 or an IBD.	81%
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.	89%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	83%

Overall Position Bands (OP)				
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
8	11	25	8	2

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
60	18	3

Students undertook Certificate I qualifications in Work Education, Business, Information Technology and Creative Arts. Students also undertook Certificate II qualifications in Business, Information Technology and Creative Arts.

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2010 Year 12 post-school destinations survey, *Next Step – Student Destination Report* for the school were not available. Information about these post-school destinations of our students will be incorporated into this Report in September.

Early leavers information

Students leaving school early are required to complete an exit survey, providing information about where they are going. In the middle phase, 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.