

Queensland State School Reporting – 2011

Pioneer State High School (2168)



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 Department's Right to Information site .
Contact Person	Joel Buchholz, Principal

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:

- **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

2011 was an important year of review and planning as the school undertook its Quadrennial School Review and established the strategic directions that 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

School progress towards its goals in 2011

As well as undertaking our Quadrennial School Review and establishing a clear direction for our school over the coming years, 2011 saw progress in a number of key areas for Pioneer:

- Continued success in senior schooling outcomes, including 2 OP1s and 100% of eligible students receiving the offer of tertiary entrance
- Continued growth of our professional learning community, with the establishment of cross-curricular teams to drive important reforms across the school in priority areas
- Planning towards a common, evidence-based school-wide approach to curriculum planning and implementation
- Reinvigoration of Habits of Mind as a key component of the school's curriculum and pedagogical framework
- Stronger vocational education pathways, with additional VET course offerings and the realignment of the role of the HOD

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(Vocational Education and Industry)

- More strategic focus on literacy, with planning for the new Year 8 Literacy Program to be implemented in 2012
- Reinvigoration of School-Wide Positive Behaviour Support, providing a consistent and clear framework for behaviour management
- Improved monitoring of and response to students' non-attendance, with the introduction of a new electronic attendance system
- Improved branding and marketing to promote the school in a consistent, professional and positive manner, including the redevelopment of the school newsletter and website

Future outlook

Three priorities from our school's Strategic Directions have been identified as key areas of focus for 2012:

- **Analysis of data**, with a focus on building teacher capacity, providing improved access to data, and embedding the responsive use of data in curriculum planning
- **Differentiated learning**, with a focus on building teacher capacity to respond systematically to identified student learning needs by responsively differentiating teaching strategies and learning opportunities
- **A common pedagogical framework**, with a focus on implementing a school-wide, evidence-based framework that facilitates collaborative planning and professional dialogue, integrates data analysis and differentiation, enhances critical reflection, feedback and evaluation, and improves student learning outcomes

Additionally, in 2012, Pioneer will work to consolidate the important foundations of:

- **A clear and coordinated curriculum**, including implementation of the Australian Curriculum in English, Mathematics and Science
- **Literacy and numeracy**, including the implementation of our new Year 8 Literacy Enhancement Program
- **ICTs and eLearning**, including implementation of our Years 9 and 10 1:1 program

Further information about our schools priorities and plans for 2012 can be found in our School Implementation Plan, which is available from our website or the school office.

School Profile

Coeducational or single sex: **Coeducational**

Year levels offered: **Year 8 - Year 12**

Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2011 – Nov 2011)
758	358	400	84%

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 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 2011

Phase	Average Class Size
Prep – Year 3	N/A
Year 4 – Year 10	23.2
Year 11 – Year 12	15.4
All Classes	20.3

School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	273
Long Suspensions - 6 to 20 days	66
Exclusions	2
Cancellations of Enrolment	12

Pioneer has implemented School-Wide Positive Behaviour Support 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

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 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 will become 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. Four additional vocational courses will be offered in 2012.

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. Pioneer offers Japanese as a LOTE and the school is exploring opportunities through technology and linkages with schools in Japan to further enhance our LOTE program.

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 was rolled out across the entire school and an additional 20 data projectors were installed in classrooms. Later in 2011, final preparations were made for the implementation of a 1:1 laptop program in Years 9 and 10 in 2012. The use of iPads to support improved communication and differentiated learning for Special Education students was also trialed 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 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 supporting 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 was further reduced to ensure they were 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.

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 teacher satisfaction with the school

The community consultation conducted in early 2011 to inform our future strategic direction assisted in unpacking and responding to parent, student, teacher and community feedback about our school. The feedback from this consultation process was complemented by data from the annual school opinion survey.

Opinion survey data indicated that staff morale in 2011 decreased slightly from 2010 and a slightly smaller proportion of staff were satisfied with access to professional development opportunities. The development of clear priorities for professional development aligned with the schools revised strategic directions in 2012 will assist in addressing this.

There were significant increases in parent and student satisfaction from 2010 to 2011. The percentage of parents/caregivers satisfied that their child is getting a good education increased by 15% from 69%. The percentage of students satisfied increased 11% from 62%. The percentage of parents/caregivers satisfied with their child's school increased by 10% from 85%.

Performance measure	Result 2011
Percentage of parents/caregivers satisfied that their child is getting a good education at school	84%
Percentage of students satisfied that they are getting a good education at school	73%
Percentage of parents/caregivers satisfied with their child's school	95%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	51%
Percentage of staff members satisfied with morale in the school	75%

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.

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 was 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 was 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 was further enhanced through the redevelopment of the school's website and the redesign of the newsletter.

Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns. In 2011, there was an increase in electricity costs, due mainly to the demand created by new facilities - W Block and the Trade Training Centre. A decrease in water consumption was achieved with the implementation of new watering strategies, upgrading of toilets and the use of drought resistant plants.

Environmental footprint indicators, 2010-2011

	Electricity KwH	Water KL
2011	540,209	2,505
2010	515,979	2,780
% change 10 - 11	5%	-10%

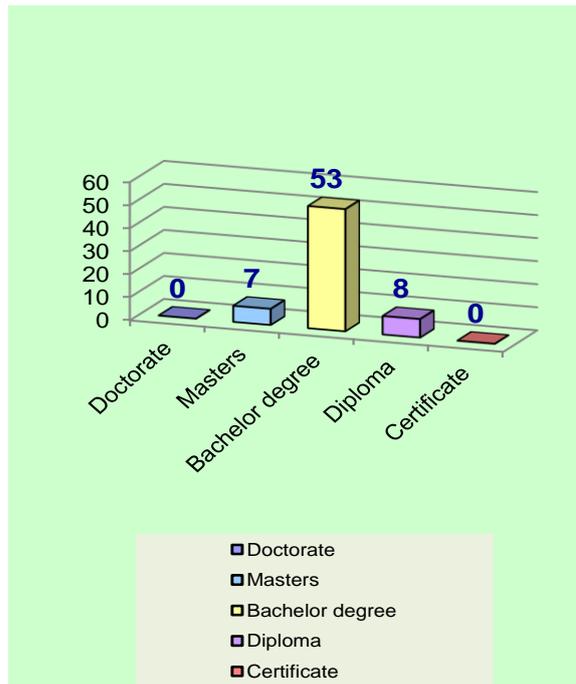
Our staff profile

Staff composition, including Indigenous staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	68	32	<5
Full-time equivalents	63	25	<5

Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	7
Bachelor degree	53
Diploma	8
Certificate	0



Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was \$45 000.

The major professional development initiatives in 2011 were:

- Appreciative Inquiry and strategic planning
- Habits of Mind
- Data analysis

The proportion of the teaching staff involved in professional development activities during 2011 was 100%.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 97% in 2011.

Proportion of staff retained from the previous school year

From the end of the previous school year, 88% of staff was retained by the school for the entire 2011 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

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 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

The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 87%.

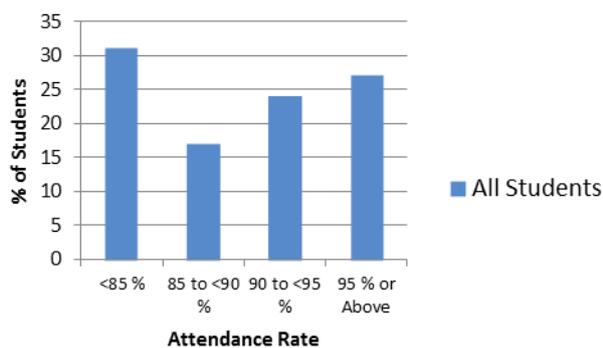
The overall attendance rate for all Queensland state Secondary schools over the same period was 89%.

Student attendance rate 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
N/A	89%	84%	85%	89%	86%						

Student Attendance Distribution

The proportions of students by attendance range.



Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET 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. In 2011, the school introduced an electronic roll-marking system and implemented a range of processes to ensure that accurate information about student attendance was 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.

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

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

Performance of our students

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

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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 2011, 118 students of Indigenous background were enrolled at Pioneer State High School, representing 15.5% of the student population. This represented a growth of approximately 0.5% from Pioneer's Indigenous enrolments in 2010.

After increasing significantly from 2009 to 2010, Indigenous student attendance rates decreased slightly in 2011 to 80.2%. While this reflected a slight decrease in general attendance rates, the gap between Indigenous and non-Indigenous attendance increased by 0.8% from 2010 to 2011. However, the longer term trend in Indigenous attendance is more positive, with a 1.7% reduction the gap between Indigenous and non-Indigenous attendance between 2008 and 2011, which is over four times the state average for the same period.

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. However, in 2011 there was a further and significant decrease in the gap between Indigenous and non-Indigenous retention to the point that Indigenous retention was 7.4% higher than the non-Indigenous rate. This 16.3% improvement from 2010 to 2011 reflects a 10.2% improvement over the longer term, 2008 to 2011, and it significantly better than the state average.

Indigenous students' relative performance in NAPLAN testing improved significantly from 2010 to 2011. The gap between Indigenous and non-Indigenous mean scale scores (MSS) was significantly better than regional and state averages.

NAPLAN Domain	State gap in Indigenous - Non-Indigenous MSS	Regional gap in Indigenous - Non-Indigenous MSS	School gap in Indigenous - Non-Indigenous MSS
Reading	46	36	17
Writing	63	55	11
Spelling	36	25	-1
Grammar and Punctuation	55	46	25
Numeracy	48	38	14

In Reading, Spelling and Numeracy, Indigenous students at Pioneer outperformed the state and regional averages for Indigenous students. It should be noted, however, that the smaller school gaps reported above are a result of a combination of the both the higher relative performance of Indigenous students and the lower relative performance of non-Indigenous students. While the performance of all students is comparable with that of students in statistically similar schools, it remains below the national average and, by extension, the performance of our Indigenous students is also below the national average for all students.

The gap between Indigenous and non-Indigenous students was far more pronounced in the school's Level of Achievement data. The proportion of indigenous students attaining a C or better in English, Mathematics and Science was significantly lower than the proportion of non-Indigenous students. The gap in performance in Science is of particular concern:

Student group	Year level	% Students C or better in English	% Students C or better in Mathematics	% Students C or better in Science	% Students C or better in all three
Indigenous	Year 8	65.6	58.1	50.0	43.3
	Year 9	76.0	54.2	48.0	37.5
	Year 10	70.8	57.1	32.0	25.0
Non-Indigenous	Year 8	76.2	74.0	73.2	56.1
	Year 9	79.0	60.1	61.9	50.4
	Year 10	83.5	63.6	62.0	51.5

Initial work led by the school Closing the Gap cross-curricular team in 2011 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.

Performance of our students

Apparent retention rates Year 10 to Year 12.

Year 12 student enrolment as a percentage of the Year 10 student cohort. 65%

Outcomes for our Year 12 cohort of 2011

Number of students receiving a Senior Statement.	80
Number of students awarded a Queensland Certificate Individual Achievement.	1
Number of students receiving an Overall Position (OP).	31
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship.	10
Number of students awarded one or more Vocational Educational Training qualifications.	67
Number of students awarded an Australian Qualification Framework (AQF) Certificate II or above.	23
Number of students awarded a Queensland Certificate of Education at the end of Year 12.	64
Number of students awarded an International Baccalaureate Diploma (IBD).	0
Percentage of OP/ IBD eligible students with OP 1-15 or an IBD.	71%
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%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	100%

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
4	8	10	9	0

Vocational Educational Training qualification (VET)

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

Certificate I	Certificate II	Certificate III or above
65	23	3

Certificate I level qualifications undertaken by students in 2011 included Workplace Practices, Resource and Infrastructure Operations, and Information Technology

Performance of our students

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2011 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 2012.

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.