

Pioneer State High School (2168)

Queensland State School Reporting

2012 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. 2012 was no exception, with many great accomplishments to celebrate. Some highlights from the year included:

- 2011 Year 12 student Scott Schwabe (one of our two 2011 OP1 students) receiving a prestigious Australian Student Prize
- Year 12 student Lachlan Brand being named Queensland's School Based Apprentice of the Year and receiving a prestigious Queensland Minerals and Energy Academy bursary
- Year 12 student Jacob Davies' amazing artwork, *Encephalogram*, being selected in Arts Showcase and going on display in the Queensland Gallery of Modern Art (GoMA)
- Year 11 student and 2013 school captain Cassandra Palmer-Field being selected as one of only two students from regional Australia to participate in a prestigious Bell Shakespeare work experience at the Sydney Opera House
- Pioneer's amazing Dance students winning the Rock Pop Mime competition
- a 10% increase in the percentage of Year 12s attaining their Queensland Certificate of Education compared to 2011 and contributing to a very impressive 30% increase over the past three years
- the introduction of a suite of new VET qualifications, including Resource and Infrastructure Operations, Hospitality and Childcare.

2012 was an important year at Pioneer as the school set about enacting key aspects of the Strategic Directions that were developed through our Quadrennial School Review in late 2011. 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, and student achievement – including more detailed information about Indigenous students and Year 12 students. I commend this report to our community.



Joel Buchholz
Principal

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2012 School Annual Report



School progress towards its goals in 2012

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

Several focus areas were identified under each of these four priorities. Three focus areas from our school's Strategic Directions were identified as target areas in our 2012 Annual Implementation Plan. Significant progress was made in each of these three areas:

- **Analysis of data:** Professional development enhanced teachers' capacity in using data while the development of the Pioneer Data Cloud helped to ensure that all student data was easily and centrally available to teachers. Implementation of a common unit planner ensured a consistent and responsive use of data in curriculum planning.
- **Differentiated learning:** Common planning processes, improved use of student data and identification of differentiation strategies helped to enhance teachers' capacity to respond systematically to identified student learning needs by responsively differentiating teaching strategies and learning opportunities.
- **A common pedagogical framework:** Significant progress was made in developing and implementing a school-wide, evidence-based teaching framework that facilitates collaborative planning, professional dialogue and rigorous feedback and evaluation processes. Pioneer's framework builds on the significant work done in 2011 in implementing Habits of Mind and incorporates a strong focus on Explicit Instruction as well as clear and consistent processes for teacher observation and feedback.

Additionally, our Annual Implementation Plan flagged the consolidation of three important foundation areas in 2012. Progress was made in each of these areas:

- **A clear and coordinated curriculum:** Teachers successfully contextualised and implemented English, Mathematics and Science units under the new Australian Curriculum, increasing the intellectual rigour and raising the level of expectations for Years 8 to 10 students in these subject areas
- **Literacy and numeracy:** Literacy and numeracy handbooks were developed for teachers, ensuring a consistent approach to the development of students' literacy and numeracy skills. A new Year 8 Literacy Enhancement Program was introduced, providing a strong focus on improved reading and comprehension skills for Year 8 students.
- **ICTs and eLearning:** A 1:1 laptop program was rolled out to all Year 9 students and selected Year 10 students. Redevelopment of the school's website was completed. The eLearning Cross-Curricular Team began developing strategies for enhancing the ICT capability of teachers.

Future outlook

In 2013, Pioneer will continue its focus on implementing a common pedagogical framework and enhancing literacy learning. Our three targeted focus areas for 2013 include:

- **A common pedagogical framework:** In 2013, Pioneer plans to provide significant ongoing professional development for teachers in relation to key aspects of our pedagogical framework, including Explicit Instruction and Marzano's Art and Science of Teaching. This will include the development of protocols and resources for the consistent use of the Explicit Instruction sequence in all lessons, including the establishment of clear learning goals and the use of warm ups and plough back to reinforce key learning.
- **Feedback and evaluation:** In 2013, Pioneer plans to further enhance feedback and evaluation processes to ensure the consistent and effective implementation of the school's pedagogical framework. This will include a review and strengthening of Visible Leadership visits to classrooms, the expansion of formal lesson observations for all teachers commenced late in 2011, and the development and implementation of a coaching framework to support all teachers to continue enhancing their teacher skills.
- **Literacy and numeracy:** In 2013, Pioneer plans to review and expand the school's Literacy Program in partnership with an external literacy expert.

School Profile

Coeducational or single sex:	Coeducational
Year levels offered in 2012:	Year 8 - Year 12
Total student enrolments for this school:	

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	757	344	413	87%
2011	758	358	400	84%
2012	818	408	410	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 30% of students pursuing tertiary study, 60% undertake further training through TAFE, traineeships or apprenticeships and 10% directly entering the workforce or seeking employment.

Average Class sizes

Phase	Average Class Size		
	2010	2011	2012
Prep – Year 3	-	-	-
Year 4 – Year 10	23	23	24
Year 11 – Year 12	15	15	17

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2010	2011	2012
Short Suspensions - 1 to 5 days	298	273	273
Long Suspensions - 6 to 20 days	51	66	55
Exclusions	4	2	5
Cancellations of Enrolment	16	12	8

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 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 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. Four additional vocational courses were 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. In 2012, 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 and Television.

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. The use of iPads to support improved communication and differentiated learning for Special Education students was also expanded in 2012.

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 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 2012, planning for the establishment of a new HOD (Junior Secondary) role in 2013 was undertaken. This role will help to lead the

Our school at a glance

school's Junior Secondary agenda and plan for the arrival of Year 7s in 2015. This role will play a pivotal role in

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

The community consultation conducted in 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. In 2012, a very low return rate in the parent component of the school opinion survey provided unreliable data. Only seven returns were provided, which means that much of the data below is not reliable as an indicator of parent satisfaction. While moving to an electronic version of the survey may assist in improving the return rate, such a measure may also impact on accessibility for a number of our families. Encouraging improved participation in the survey will be a priority in 2013.

2012 staff opinion survey data indicated that staff morale and satisfaction with access to professional development opportunities continues to improve. The development of clear priorities for professional development aligned with the schools revised strategic directions in 2012 assisted in addressing this.

There were also pleasing increases in several aspects of student satisfaction in 2012. While changes to the survey tool in 2012 places some limitations on comparison with previous years, there were significant improvements in the proportion of students satisfied they were getting a good education and liked going to their school.

Performance measure (Nationally agreed items shown*)

Percentage of parents/caregivers who agree that:	2012 [#]
their child is getting a good education at school	57.1%
this is a good school	57.1%
their child likes being at this school*	85.7%
their child feels safe at this school*	71.4%
their child's learning needs are being met at this school*	42.9%
their child is making good progress at this school*	57.1%
teachers at this school expect their child to do his or her best*	100.0%
teachers at this school provide their child with useful feedback about his or her school work*	85.7%
teachers at this school motivate their child to learn*	71.4%
teachers at this school treat students fairly*	71.4%
they can talk to their child's teachers about their concerns*	85.7%
this school works with them to support their child's learning*	57.1%

Our school at a glance

this school takes parents' opinions seriously*	57.1%
student behaviour is well managed at this school*	42.9%
this school looks for ways to improve*	71.4%
this school is well maintained*	85.7%

Performance measure (Nationally agreed items shown*)

Percentage of students who agree that:	2012 [#]
they are getting a good education at school	89.7%
they like being at their school*	88.1%
they feel safe at their school*	84.9%
their teachers motivate them to learn*	80.5%
their teachers expect them to do their best*	99.2%
their teachers provide them with useful feedback about their school work*	84.0%
teachers treat students fairly at their school*	74.1%
they can talk to their teachers about their concerns*	62.7%
their school takes students' opinions seriously*	64.3%
student behaviour is well managed at their school*	61.7%
their school looks for ways to improve*	89.6%
their school is well maintained*	78.0%
their school gives them opportunities to do interesting things*	83.9%

Performance measure (Nationally agreed items shown*)

Percentage of school staff who agree:	2012 [#]
that they have good access to quality professional development	74.7%
with the individual staff morale items	92.1%

* 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 changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Our school at a glance

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 relationship 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.

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

Communication with parents and the wider community was further enhanced through the launch of the school's redeveloped website at the start of 2012, including a Twitter feed, providing easy access to the latest school news and information.

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 2011-2012, there was a decrease in electricity costs, despite the additional demand created by new facilities. This was achieved through closer monitoring of electricity use, including lights and air conditioning. Water consumption increased despite the implementation of new watering strategies in 2011. This was due, in part, to the spikes in usage due to construction works and revegetation projects.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2009-2010	515,979	2,780
2010-2011	540,209	2,505
2011-2012	530,193	3,117

Our staff profile

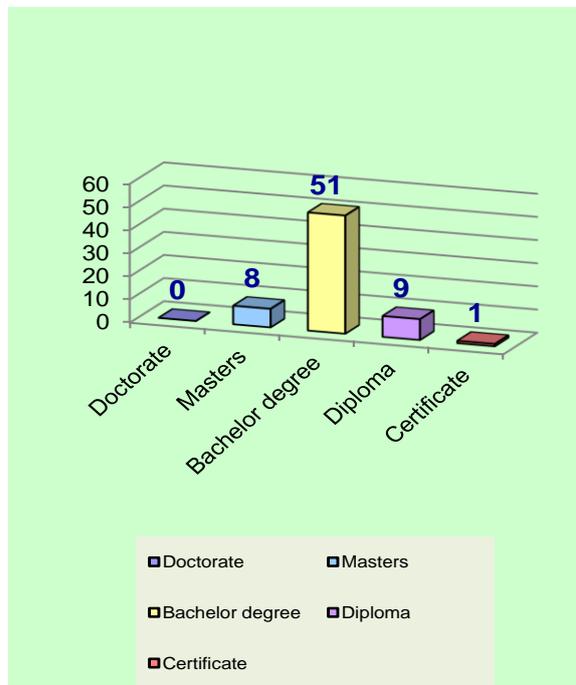
Staff composition, including Indigenous staff

The staff figures below are based on Equal Employment Opportunity (EEO) 2012 census.

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	69	34	<5
Full-time equivalents	64.6	25.6	<5

Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	8
Bachelor degree	51
Diploma	9
Certificate	1



Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were \$60 000. The major professional development initiatives are as follows:

- Data analysis and differentiation
- Pedagogical framework, including use of common planning template and Habits of Mind
- Vocational education and training

The proportion of the teaching staff involved in professional development activities during 2012 was 100%.

Average staff attendance	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	97.7%	96.5%	97%

Our staff profile

Proportion of staff retained from the previous school year

From the end of the previous school year, 89.9% of staff was retained by the school for the entire 2012 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 e

Student attendance	2010	2011	2012
The overall attendance rate for the students at this school (shown as a percentage).	87%	87%	87%
The overall attendance rate in 2012 for all Queensland state Secondary schools was 88%.			

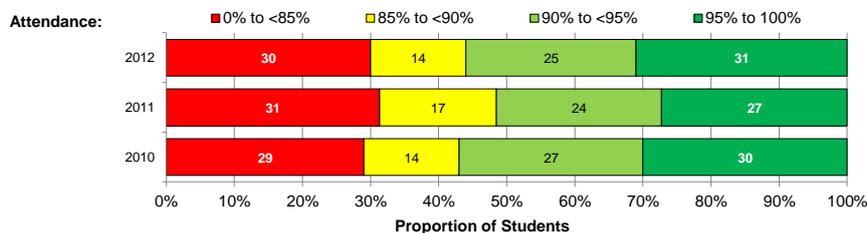
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2010								88%	87%	85%	88%	88%
2011								89%	84%	85%	89%	86%
2012								87%	86%	84%	88%	90%

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.



Description of how non-attendance is managed by the school

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

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.

Performance of our students

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

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

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

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

Performance of our students

Achievement – Closing the Gap

In 2012, 133 students of Indigenous background were enrolled at Pioneer State High School, representing 16.3% of the student population. This represented a growth of approximately 1.2% as a proportion of overall enrolments from 2011.

After increasing from 77.5% to 80.2% between 2008 and 2011, Indigenous student attendance rates decreased slightly in 2012 to 78.9%. This was in spite of a 0.6% increase in attendance rates across the school in 2012. A significant factor in this decline was a reduced level of attendance in Indigenous students in Year 8, while attendance in other year levels remained relatively constant.

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

Indigenous students' relative performance in NAPLAN testing decreased slightly in 2012 following a significant improvement from 2010 to 2011. The gap between Indigenous and non-Indigenous mean scale scores (MSS) was significantly better than regional and state averages. It should be noted, however, that the smaller gaps are a result of a combination of 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.

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.

Apparent retention rates Year 10 to Year 12	2010	2011	2012
Year 12 student enrolment as a percentage of the Year 10 student cohort.	64%	60%	67%

Outcomes for our Year 12 cohorts	2010	2011	2012
Number of students receiving a Senior Statement.	121	80	92
Number of students awarded a Queensland Certificate Individual Achievement.	2	1	0
Number of students receiving an Overall Position (OP).	54	31	53
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	18	10	9
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	69	67	52
Number of students awarded an Australian Qualification Framework Certificate II or above.	20	23	33
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	82	64	80
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.	81%	71%	79%
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%	95%	96%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	83%	100%	96%

As at 2 May 2013. The above values exclude VISA students.

Overall Position Bands (OP)

Performance of our students

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
2010	8	11	25	8	2
2011	4	8	10	9	0
2012	9	17	16	11	0

As at 2 May 2013. The above values exclude VISA 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
2010	59	17	3
2011	65	23	3
2012	33	32	4

As at 2 May 2013. The above values exclude VISA students.

In 2012, Certificate I qualifications were offered in Business, ICT, Visual Art and Contemporary Craft, and Resource and Infrastructure Operations. In 2012, a range of additional qualifications at Certificate II level were introduced and Certificate I qualifications will be phased out over the coming years.

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2012 Year 12 cohort's 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.