

PINE RIVERS STATE HIGH SCHOOL

	PO Address	535 Gympie Road, Strathpine Q 4500
	Phone	07 3881 4703
	Fax	07 3881 4777
	Email	The.principal@pineriversshs.eq.edu.au
	Website	www.pineriversshs.eq.edu.au
	Contact Person	Ms Janelle Deakin, Principal

Principal's foreword

Introduction

On March 31 2008, the Annual Highlights 2007 was published and distributed with the school's fortnightly newsletter. This document developed in consultation with the School Council provides in detail the achievements of our school throughout 2007 in the format that we have used for many years now. It also includes the academic results for our Year 12 cohort of 2007, as presented in the School Report for all Queensland schools in the Courier Mail on April 1. You can view our Annual Highlights 2007 on our school website (www.pineriversshs.eq.edu.au)

We are proud of the achievements of our school community, especially of our students' outcomes. They reflect the diversity of the pursuit of excellence in this school and our concerted efforts towards the achievement of our school vision, 'informed citizens building harmonious communities'.

The Year 12 2007 academic performance was again very strong. The school received a congratulatory letter from the Deputy Director General commending the principal and staff for their efforts with our school identified in the top quartile band of results for all state schools in the 'Percentage of Students Awarded a Senior Certificate with OP – eligibility or Awarded a VET Qualification' and for our strong result in the 'Percentage of OP – eligible students with an OP 1 – 15.' Six of our students gained an OP1 score, which was almost twice the state benchmark for state and private schools. Two of these students were awarded the Australian Student Prize, a national academic award for the top 500 students in the nation. 328 VET qualifications were earned by the cohort, the third highest in the state. These results confirm that the school caters well for the full range of students.

The report which ensues gives a snapshot of our school profile and the school's achievements specifically in 2007.

Future outlook

2007 marked the incumbent principal's celebration of her 10 years of leadership of this school. During this time, we have evolved into a school with an excellent reputation in the wider community and one where an Enrolment Management Plan has been implemented to manage the demand for enrolment.

The Triennial School Review of 2006 identified the following strategic priorities for the period 2007-9

- Focus on setting tone for whole school around respect, pride and effort
- Consistent implementation of positive behaviour plan
- Concerted effort to promote academic work ethic among students
- Focus on the teaching and learning to engage effectively the whole range of students
- Implementation of strategies to equip all students with the literacy skills to allow them to make satisfactory progress at school.
- Ongoing review of curriculum to achieve optimum outcomes and pathways for all students (including embedding of essential learnings, CCEs, academic and VET pathways)
- Focus on successful pathways for all students, including career planning, SETP process and careful monitoring of subject selections
- Continued emphasis on access to quality facilities, especially access to IT facilities to provide optimum learning environment for all
- Fostering a high performing, healthy and resilient school community

This agenda is complex and ambitious. Our first year of implementation involved considerable effort to address each of these focus areas. This included the development of a Staff Health and Wellbeing Action Plan. There were also big steps made towards the establishment of a whole school performance development culture within our unique 'Pine' teaching and learning culture.

Despite a successful year in 2007, this school does not rest on its laurels. A challenge that lies ahead is supporting and preparing those students who want to earn a Queensland Certificate of Education, which will be available to students for the first time in 2008. Young people have many competing priorities these days so helping them to manage these successfully will be important if we are to achieve the best possible academic outcomes for our students.

We remain committed to our journey of continuous school improvement and will continue to explore ways towards **all** students proudly achieving their personal best.

Our School At a Glance

School Profile

Total Enrolment	1449 as of February 2008
Year Levels Offered	8 – 12
Co-educational or single sex	Co-educational

Curriculum offerings

Our distinctive curriculum offerings

The school has identified and is successfully implementing a total school focus on the transformation of learning through the integration of Information Technology and Multimedia across the curriculum.

The school is proud of its reputation in the local and wider community as a curriculum leader. Our research shows that many families choose our school for their children because of the broad and diverse curriculum catering for the full range of abilities and presenting multiple pathways for students to attain goals in their work or further study.

The focus in Years 8 – 10 is on the eight Key Learning Areas, English, Mathematics, Studies of Society and Environment, Science, LOTE, The Arts, Health, and Technology. The Year 8 and 9 curriculum forms a two-year program leading to Year 10, the transition year where preparation begins for studies in Years 11 and 12. A comprehensive Senior Education and Training Plan (SETP) process is in place in the junior school to assist students to plan appropriate individual pathways for the future.

The 'Step Ahead' program for selected gifted and talented students in the junior school continues to be successful.

Distinctive curriculum offerings within the key learning areas in the junior school include Media Studies, Robotic Engineering, Rugby League and Horticulture. All Year 8 students study a semester long curriculum unit unique to Pine Rivers, Bridges, which is designed around our school vision, "Informed citizens building harmonious communities". The Year 8 Camping Program also serves to develop the skills and attitudes necessary to produce effective learners and leaders. Students in Year 8 who have learning difficulties with literacy and/or numeracy are invited to enrol in the subject, Focus, to support their learning.

In the Senior School, the school currently offers 28 Authority subjects and 16 other Senior subjects, including Authority Registered VET subjects, Authority Registered Non-VET subjects and Stand Alone VET Courses.

A partnership with Construction Training Queensland (CTQ) has enabled the introduction of the **Doorways to Construction** course for Year 11 students in 2007.

Students in Year 11 have also had access to the on line Certificate III Business course in partnership with Brisbane North Institute of TAFE (BNIT) in 2007 and 3 students in Year 12 completed Certificate III in Laboratory Skills in a partnership with Southbank Institute of TAFE.

Extra curricula activities

Many extra-curricular activities are offered for the enjoyment and involvement of students. These cover the whole spectrum of student interest, academic, cultural, sporting and service, where all students are encouraged to be leaders and learners.

The school has a proud tradition of an annual School Musical. This year "Disco Inferno" was an outstanding production and was the 32nd Musical in a row. It involved a large cast as well as students in other curriculum areas who supported the production with sets, technology and public relations. The 'school musical' genre exemplifies our teaching and learning culture and provides extremely rich 'diverse opportunities' for learning which for many will have lifelong influence.

The Armidale School Forensic Science week-long experience for gifted students in the junior school has provided valuable learning challenges during the winter vacation.

Numerous opportunities are provided for students wishing to pursue excellence in sport. These include support for individual and elite athletes with intensive training programs and access to various high level interschool team competitions.

Leadership opportunities abound with the implementation of our Teaching and Learning Culture. A Year 12 Committee structure and a total school committee structure provide students with genuine participation in the decision making at the school. One of our Committees, the Year 12 Multicultural Committee helps us to celebrate the diversity of our community.

How computers are used to assist learning

Our school has a total school focus on the integration of information technology and multimedia across the curriculum to enhance student learning. Computers are used to assist learning in the following ways:

Provision of campus network comprising 7 IT Labs and computer access through the Resource Centre, pods and in individual classrooms to give a student/ computer ratio of 3.7:1. All computers are connected to the internet.

Provision of individual student email accounts to support learning.

Provision of up-to-date computer software for all curriculum areas.

Access to CD-ROMs and install-on-demand software across the campus to support learning.

Provision of computer lab out of class time, as well as access to laptop computers and other portable devices for use in class or at home.

The use of an on-line learning portal to create virtual classrooms and provide access to learning resources 24/7.

The school has been a recipient of Federal Government Investing in Our Schools Program funding in order to establish a wireless network. This has enabled us to coordinate a sophisticated upgrade of our information and technology infrastructure to further increase access to this medium to improve student learning. With the installation of wireless access points around the school and the purchase of 40 additional laptop computers, students can now access the school network and the internet from any classroom or location on the campus to enhance their learning.

Social climate

Social Climate of the School, including Pastoral Care Programs

The school's vision, *Informed Citizens Building Harmonious Communities* and its unique Teaching and Learning Culture underpin all that we do at this school. All staff and students are inducted into our culture where everyone respects one another, cares for one another, helps one another and works together to achieve the best outcomes for our students. The school has adopted a whole school approach to management of behaviour where students, parents and staff all know the rights and responsibilities that are integral to school harmony.

The school's pastoral care program, the Pine Rivers Enrichment Program (PREP) operates for all students from Years 8 to 12 and focuses on the development of positive relationships and life skills to prepare students for their future pathways. The Year 8 Camp, where each Year 8 class works with staff and their Year 11 Queensland Interyear Project (QIP) leaders in a campout on Moreton Island for 5 days early in their school life at Pine Rivers, provides a unique opportunity for students to learn teamwork and effective communication skills. This learning we expect to transfer into the classroom and is reinforced at an end of semester teambuilding experience. The Year 8 Bridges semester unit also builds on this values –focussed curriculum.

Year 9 students were introduced to the 'Challenge Yourself' program in 2007 with a High Ropes experience facilitated by specially trained staff in their PREP program. Potential leaders from the Year 10 cohort accessed the 2 day program 'Step Up' for the first time in 2007 and have recommended that it be available to increased numbers of students.

All students are encouraged to be leaders. In addition to the QIP leadership role, Year 11 students have the opportunity to be Peer Supporters to work with students having difficulties or MATES in the Mentoring and Tutoring Enrichment Program to work with teachers in the primary schools to support young children.

The PREP teacher meets with the PREP class on a daily basis and has a role with the reporting of end of semester academic progress to students and parents.

Involving parents in their child's education

Pine Rivers State High School is a community school committed to a partnership among students, staff, parents and caregivers and the wider community. The Principal and the School Council assume responsibility for the development of the Strategic Plan and fulfil accountability requirements associated with the strategic direction setting and monitoring the progress towards the achievement of targets.

The Parents' and Citizens' Association plays an important role also in the decision-making structure, but is more involved at an operational level. Sub-committees of the P & C include the Aquatics Club and the Pine Rivers Instrumental Music Support Group.

The school staff seek to work closely with the parents and caregivers of our students as partners to achieve the best outcomes for our students. An orientation program for parents is conducted at the outset for Year 7 parents to try to establish this ethos and to start to build the positive relationships.

Parents are encouraged to contact the school about any issues of concern. The reporting process of student performance is comprehensive. It involves early contact with the parents/caregivers of students of all year levels by the relevant teacher by phone or letter with any concerns regarding student progress.

At the end of Week 6, all students were issued with Progress Reports, which included a report from each subject teacher regarding behaviour, work ethic, class work, self management, academic progress and independent study of the student. These were to be taken home to the parent / caregiver with an invitation to meet with subject teachers at a Parent-Student-Teacher Conference in Week 8.

Reports providing academic results and other pertinent information for Semester 1 are presented to the parent/caregiver and student at an Oral Reporting session with the PREP teacher early in Semester 2. Parents will also be required to review the Senior Education Training Plan (SETP) of Year 10 students at this session. Semester 2 reports are distributed to students at the end of the year.

Parents are encouraged to attend Presentation Assemblies throughout the year as we celebrate the achievements of our students across the range of school endeavour. Parents are invited to attend the Senior Formal, Graduation and Awards Ceremony, which is the culminating celebration for our students.

Parents are encouraged to become volunteer tutors who are trained to assist students with their learning.

Parents are surveyed on an annual basis in order to monitor our school progress to satisfy our clients' needs. The results are collated and published in our school newsletter.

The following are the results of the parent survey conducted at our school in April 2007. These are compared with the results of a parent survey administered at a similar time for the last six years. No result indicates that this item was not surveyed in that year. Percentage satisfied or very satisfied:

Question	2007	2006	2005	2004
Your children are getting a good education	99.6%	99.4%	98%	98%
Quality of teaching	99.6%	96.3%	97%	97%
School is helping students to prepare for the future	99.1%	97.4%	95%	95%
This is a good school	99.5%	99.4%	98%	99%
Behaviour of students at this school	95.4%	96.4%	92%	91%
Process for managing discipline at this school	95.4%	98.4%	93%	92%
Your children's access to technology	97.3%	95.3%	98%	-
School is encouraging your child to be fit and healthy	95.5%	-	-	-

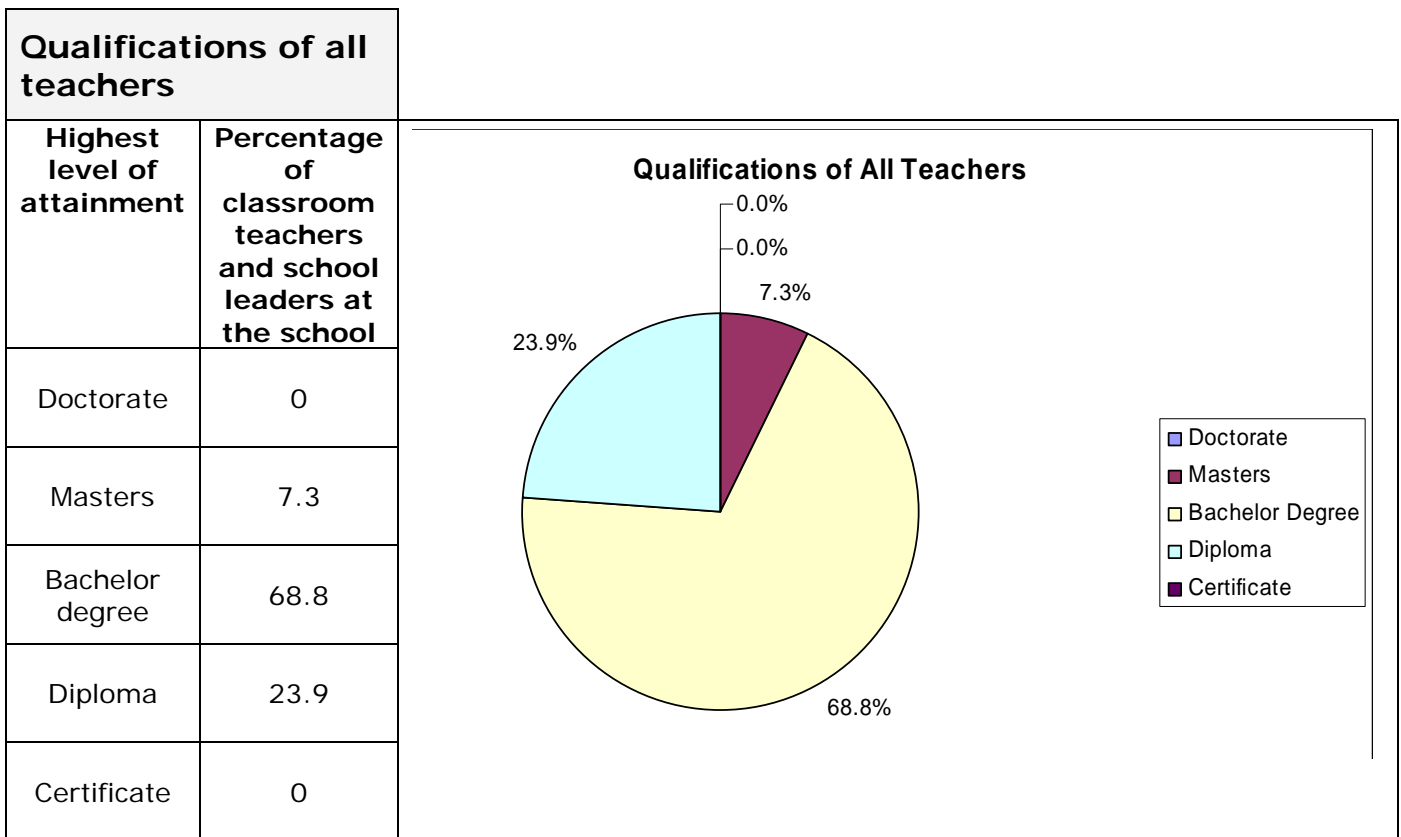
Our Staff Profile

Our current staff profile includes three deputy principals, one registrar AO6, thirteen Heads of Department and one Head of Special Education Services.

We have 109 teachers working in our school, of which 16 are part time.

Our support staff team includes two Science Operations Officers, one Technician at T02 Level 6, eight teacher aides including two at TA004, ten SEU teacher aides, five administration assistants at AO2, eleven cleaners, one janitor and one groundsman.

We attest that our quality staff team is our edge. We have a talented and very experienced staff who are committed to their work providing the best outcomes for students.



Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2007 was \$40,449

The major professional development initiatives were as follows:

QSA Syllabus Implementation

Classroom Pedagogy

Subject Specific Workshops

Literacy

Outdoor Education

Industry Currency Training

Professional Association Conferences

Crossing Cultures Facilitators Training

QSPA Conference

SETP Development

Competency Based Assessment

Coaching Qualifications – Rugby League, Tae Kwon do

Behaviour Management Details regarding in-kind professional development activities undertaken (e.g. mentoring or peer learning circles) can also be included. Outline in dot point form.

The involvement of the teaching staff in professional development activities during 2007 was 94 % at time of survey, but 100% by end of 2007.

Average staff attendance

For permanent and temporary staff and school leaders the staff attendance rate was 96% in 2007.

Proportion of staff retained from the previous school year

From the end of the 2006 school year, 89% of staff were retained by the school for the entire 2007 school year.

Performance of Our Students

Student attendance

The average attendance rate as a percentage in 2007 was 92%.

Key outcomes in the senior phase of learning

Apparent retention rates Year 8 to Year 12	
The 2007 Year 12 student enrolment as a percentage of the Year 8 student cohort in 2003.	82 %

Outcomes for our Year 12 cohort of 2007	
Total number of Senior Certificates awarded	257
Percentage of Overall Position (OP) -eligible students with OP 1-15	66 %
Percentage of students awarded Senior Certificates and awarded a Vocational Education and Training (VET) qualification	63%
Percentage of students awarded Senior Certificates with OP-eligibility or awarded a VET qualification	95 %
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer	95 %
Our Year 12 outcomes for our 2007 cohort were very strong. They were above state benchmarks (including private and state schools) and well above regional and district averages.	

Post-school destination information	
At the time of publishing this School Annual Report, the results of the 2007 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 posted on our website by early September.	

Other Key Outcomes

<p>The statement of our Annual Highlights for 2007 provides in detail what our school considered to be our achievements for 2007. These are available on our website for your perusal.</p> <p>Specific to our Year 12 cohort of 2007, we must celebrate the fact that 6 of our students gained the top OP1 score, which was almost twice the state benchmark for state and private schools at 4%. The fact that two of these students were awarded a national academic award with the Australian Student Prize for the top 500 students in the nation attests to the calibre of our students and to the quality of teaching and learning at this school. In addition one of these students was awarded the Vice Chancellor's Scholarship to QUT to study Applied Science.</p> <p>The other national awardee and Dux of School and one other OP1 student, won the Dean's Scholars' Program Engineering Scholarship to QUT. One of the OP1 students also achieved a VET qualification of Certificate III in Laboratory Skills with two others through the school's partnership with Southbank Institute of TAFE. Most of our top achieving academic students were selected in Year 8 for the Step Ahead program for gifted and talented students and continued throughout their schooling here to work together as a team challenging one another academically and supporting one another in pursuit of their academic goals.</p>

We have been informed that with 328 VET qualifications of Certificate I or higher, our school was the third highest achiever in the state in this domain. Our school offers VET across a broad range of industries, Business, Hospitality, Automotive, Engineering Manufacturing, General Construction, Information, Communications and Technology, Recreation, Tourism, Furnishing and Workplace Practices. In 2007, 29 students gained Certificate I in Information Technology and 27 students gained Certificate I in Work Education in Year 10, enabling them to bank credit points towards their QCE at this early stage of their study. Three of our Year 12 students achieved Certificate III in Laboratory Skills through a partnership with Southbank Institute of TAFE. One of our Year 12 students, a school-based trainee in Hospitality, was the Regional Winner for Queensland Industry Council (QTC) Salute to Excellence in Hospitality and Tourism.

The achievements of our students in 2007 in the Cultural area read like a school focussed on Excellence in the Performing and Visual Arts. Two students were state winners in the Minister's Awards for Excellence in Art. Eight students of music were offered positions for the Queensland Honour's Band at the Conservatorium of Music, Griffith University, and three students were selected for MOST (Musically Outstanding Students) scholarship culminating in a finale performance at QPAC Concert Hall. The strong participation and standard of dance in our school resulted in an inaugural Dance Night Showcase involving all year levels and classes of dance students.

In the field of sport, we had one Year 9 student swimming at a level which resulted in his selection for the Beijing Paralympic Squad. Seven students were selected to represent their state at National Championships. 2007 saw the inaugural Rugby League Fundraising and Presentation Dinner, which was the culmination of three wins in the Aspley Broncos Challenge for the Year 8, Year 9 and Open Rugby League teams.

Our school continues in a partnership with Kirra Surf Lifesaving Club to produce qualified lifesavers with 19 students graduating last year from the Youth Action Program. In 2007, our program developed further with a partnership with Dicky Beach Surf Lifesaving Club.

The decision by our staff and students to embark on a house building program in Cambodia which will take place in the June vacation of 2008 has involved the leadership of the Student Representative Council and many staff and students in fundraising towards the donations required for the houses.

In the leadership and service area our 'Pine' culture reflects our ongoing commitment to encourage every student to be a leader and a learner and to contribute to make this world a better place for everyone.

Parent, student and teacher satisfaction with the school

Pine Rivers State High School has monitored closely parent, student and teacher satisfaction with the school in order to check progress towards our goals in the journey of school improvement.

The school administers its own survey on an annual basis to all parents at Oral Reporting and to all Year 12 students at the completion of 4½ years of schooling. These results have been consistently very strong. The parent survey results are published earlier in this report. The student results are as follows:

Question	% Satisfied or Very Satisfied			
	2007	2006	2005	2004
1. With the quality of teaching?	97	94	87	92
2. That you are getting a good education at this school?	96	94	92	95
3. With the way computers are used for learning?	83	91	88	85
4. That this school is helping students to prepare for the future?	91	91	92	92
• by assisting with QCS preparation?	89	91	89	94
• through assistance with post school future options?	86	93	89	85
• by developing life skills and citizenship?	85	87	86	85
5. That this is a good school?	91	90	90	90
6. With the behaviour of students at this school?	69	75	75	73
7. With the processes for managing discipline in the school?	81	75	75	73
8. With the buildings of this school?	82	77	78	78
9. With the grounds of this school?	84	85	82	79
10. With the access to technology in this school?	82	81	88	-
11. School encouraging me to be fit and healthy	83	-	-	-

The Education Queensland survey results reflect strong performance generally. The staff survey results are exceptional with ratings significantly above state and like school benchmarks in most areas, ie physical work environment, relationships and school operations and above like school benchmarks for staff morale, support, resources and training, work values and recognition and overall.

Parent survey results generally reflect state and like school benchmarks. The parent survey participation involved 20 randomly selected parents who responded. A combined total of 120 randomly selected Year 9 and Year 11 students participated in the student survey. The results of the student survey were significantly above state benchmarks for curriculum, pedagogy and overall and significantly above state and like school benchmarks for resources. This latter referred especially to the opportunities students have to use computer technology for learning at school and to use the internet for learning. It was also gratifying to know that the result was above state and like school benchmarks with the opportunities students have to participate in decisions about the school.