


Our school at a glance

	Postal address	535 Gympie Road, Strathpine Qld 4500
	Phone	07 3881 4700
	Fax	07 3881 4777
	Email	the.principal@pineriversshs.eq.edu.au
	Website or Contact Person	Mr Bryson Stansfield

Principal's foreword

Introduction

The Annual Highlights 2008 was published and distributed with the school's fortnightly newsletter on April 27, 2009. This document developed in consultation with the School Council provides in detail the achievements of our school throughout 2008 in the format that we have used for many years now. It also includes the academic results for our Year 12 cohort of 2008, as presented in the School Report for all Queensland schools in the Courier Mail. You can view our Annual Highlights 2008 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 focussed attention towards the achievement of our school vision, 'informed citizens building harmonious communities'.

The Year 12 2008 academic performance was again very strong. 14% of our OP eligible students achieved an OP score of 1 – 5, including one student with an OP score of 1 and 5 students with an OP score of 2. This compared favourably with state benchmarks. 66% of our OP eligible students achieved an OP 1 – 15. 78% Year 12 students achieved a VET qualification of Certificate I or higher. Two students achieved scholarships to study at QUT, that is one selected for the Vice Chancellor's Scholarship to QUT and one for the Dean's Scholar's Program IT Scholarship. 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 2008.

Future outlook

2008 marked the fifth year of implementation of our Enrolment Management Plan, which was required to manage the demand for enrolment at our school.

Our school has worked tirelessly to address 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

Our school at a glance

This agenda is complex and ambitious. In addition we have taken steps towards the establishment of a whole school performance development culture within our unique 'Pine' teaching and learning culture.

Despite a successful year in 2008, this school does not rest on its laurels. 2009 is the year for our formal Triennial School review. A number of challenges lie ahead. We will need to work towards formalising our school's framework for developing performance.

Our first set of literacy and numeracy data from the 2008 Year 9 NAPLAN tests has inspired us to assist every teacher to further enhance the literacy and numeracy outcomes for our students.

For the first time in 2008, our Year 12 graduates were able to achieve a Queensland Certificate of Education. We will be continuing to assist our Year 12s manage the many competing priorities in their life in order to achieve the best possible credentials to prepare them for their future individual pathways.

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

School Profile

Total student enrolments for this school	1423 as of February 2009
Year levels offered	8 – 12
Coeducational 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.

In the Senior School, the school currently offers 28 Authority subjects and 18 other Senior subjects, including Authority Registered VET subjects, Authority Registered Non-VET subjects and Stand Alone VET Courses.

A partnership with Construction Skills Queensland (CSQ) enabled the introduction of the Doorways to Construction course for Year 11 students in 2007.

Students had access to the online Certificate III Business course in partnership with BNIT and 2 students in Year 12, 2008 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 "Burgertown" was an outstanding production and was the 33rd 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.

Interested students from Years 10 – 12 have had opportunities to participate in the Re-Engineering Australia (REA) Challenge with one team competing in the State finals and achieving second fastest car in the State and the Award for Best Marketed Team. This team progressed to the National Finals where they won fastest car, breaking a world record and came fourth overall.

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.

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 give a student/ computer ratio of 3.4:1. 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.

Provision of computer lab out of class time.

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 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.

Recently, the school has been successful in the Supplementary Round Two process of the Australian Government's **National Secondary School Computer Fund**. This will enable us to purchase an additional 362 computers to reach the target computer to student ratio of 1:2 within two years, and update our wireless network to handle a greater number of machines.

Social climate

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.

Our school at a glance

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 are introduced to the 'Challenge Yourself' program with a High Ropes experience facilitated by specially trained staff in their PREP program. Potential leaders from the Year 10 cohort access the 2 day program 'Step Up' 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.

In Week 7, 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.

Volunteer tutors 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.

Our school at a glance

School opinion survey results

The results of the school opinion survey administered by our school are commendable and are detailed in the Annual Operational Plan 2009 and Annual Highlights 2008.

The following are the results of the parent survey conducted at our school in March 2008. 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	2009	2008	2007	2006	2005	2004
Your children are getting a good education	97%	98%	99%	99%	98%	98%
Quality of teaching	100%	98%	99%	96%	97%	97%
School is helping students to prepare for the future	99%	99%	99%	97%	95%	95%
This is a good school	97%	98%	99%	99%	98%	99%
Behaviour of students at this school	79%	95%	95%	96%	92%	91%
Process for managing discipline at this school	92%	96%	95%	98%	93%	92%
Your children's access to technology	97%	97%	97%	95%	98%	-
School is encouraging your child to be fit and healthy	90%	95%	95%	-	-	-
With the buildings of this school	96%	95%	93%	92%	-	94%
With the grounds of this school	94%	99%	96%	95%	-	95%

Performance of our students

Our current staff profile includes three deputy principals, one Business Services Manager, twelve Heads of Department and one Head of Special Education Services.

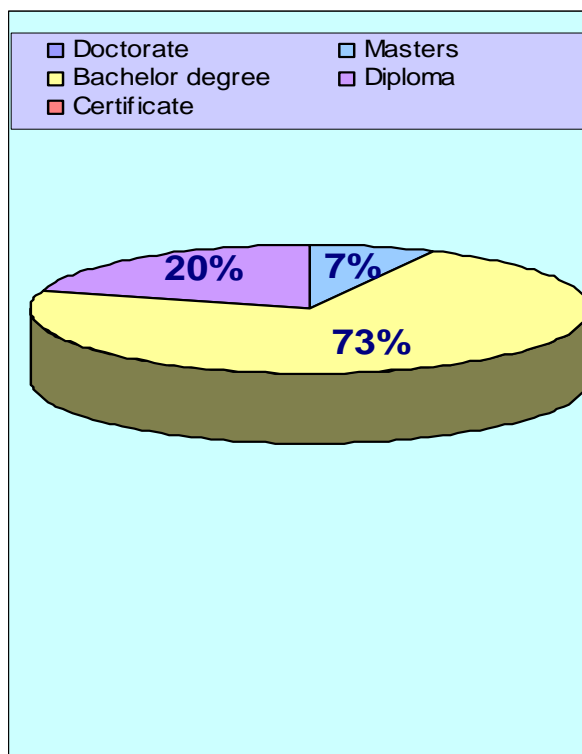
We have 109 teachers working in our school, of which 16 are part time.

Our support staff team includes two Science Operations Officers, one Technician at T02 Level 6, ten 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.

Qualifications of all teachers.

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	8
Bachelor degree	79
Diploma	22
Certificate	0



Expenditure on and teacher participation in professional development.

The total funds expended on teacher professional development in 2008 was \$43,681.

The major professional development initiatives were as follows:

- Queensland Studies Authority (QSA) Syllabus Implementation
- Queensland Curriculum Assessment and Reporting Framework (QCARF) Implementation
- Classroom Pedagogy
- Subject Specific Workshops and Training
- Literacy
- Outdoor Education
- Industry Currency Training
- Professional Association Conferences
- Workplace Health & Safety Training
- Senior First Aid Training
- District Leaders Conference

Performance of our students

- Bruce Sullivan Professional Development Day for all Staff
- Computer Assisted Drafting (CAD) Training
- Behaviour Management professional development

The involvement of the teaching staff in professional development activities during 2008 was 81 % at time of survey, but 100% by end of 2008.

Average staff attendance

For permanent and temporary staff and school leaders the staff attendance rate was 96% in 2008.

Proportion of staff retained from the previous school year.

From the end of the 2007 school year, 96% of staff were retained by the school for the entire 2008 school year.

Student attendance

The average attendance rate as a percentage in 2008 was 91%.

Key outcomes

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.

Domain	Measures	Yr 9
Reading	Average score for the school	554
	Average score for Queensland (Do not change)	568.2
	For the school the percentage of students at or above the national minimum standard.	2008 92 %
Writing	Average score for the school	554
	Average score for Queensland (Do not change)	555.3
	For the school the percentage of students at or above the national minimum standard.	2008 91 %
Spelling	Average score for the school	558
	Average score for Queensland (Do not change)	567.8
	For the school the percentage of students at or above the national minimum standard.	2008 88 %
Grammar and Punctuation	Average score for the school	545
	Average score for Queensland (Do not change)	563.2
	For the school the percentage of students at or above the national minimum standard.	2008 82 %
Numeracy	Average score for the school	554
	Average score for Queensland (Do not change)	570.7
	For the school the percentage of students at or above the national minimum standard.	2008 93 %

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.	77 %

Outcomes for our Year 12 cohort of 2008	(Data are available to schools from the QSA secure website using your existing security code)
Number of students awarded a Senior Statement.	256
Number of students awarded a Queensland Certificate Individual Achievement (QCIA).	0
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	181
Number of students awarded an International Baccalaureate Diploma (IBD).	0
Number of students awarded one or more Vocational Education and Training (VET) qualifications.	199
Number of students who are completing or completed a School-based Apprenticeship or Traineeship (SAT).	23
Number of students receiving an Overall Position (OP).	128
Number of students who did not receive one or more of the following: OP, QCE, QCIA, IBD, VET qualifications	11
Percentage of OP/ IBD eligible students with OP 1-15 or an IBD.	66 %
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.	91%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving a tertiary offer.	95 %

Post-school destination information
At the time of publishing this School Annual Report, the results of the 2008 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.

Value added

Schools are to present information in plain language on their value added in the most appropriate way according to each school's circumstances (refer to Section 1 of the Policy Guidelines – Annual Reporting by Queensland Schools).

The statement of our Annual Highlights for 2008 provides in detail what our school considered to be our achievements for 2008. These are available on our website for your perusal.

Specific to our Year 12 cohort of 2008, we must celebrate the fact that 1 of our students gained the top OP1 score, and 5 students gain the OP2 score. One of our students was selected for the Vice Chancellor's Scholarship to QUT to study Bachelor of Education (Primary). Another student was awarded the Dean's Scholar's Program IT Scholarship to QUT.

Our school's achievement in VET was outstanding with 78% of students achieving a VET qualification of Certificate 1 or higher. 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 2008, 84 Year 10 students gained a Certificate I qualification including 18 students in Information Technology, 28 students in Media and 30 in Work Education. 26 Year 12 students achieved a Cert III qualification, including 1 student in Information Technology, 17 students in Business, 2 students in Laboratory Skills, 1 student in Retail Operations, 1 student in Community Recreation, 1 student in Children's Services, 1 student in Sport and Recreation and 2 students in Business Administration.

An outstanding academic achievement was that of the success of the Razorbacks F1 Car Racing team in the Re-engineering Australia State Finals and subsequently in the National Championships in Canberra. The five students involved, four of whom were in Year 12, spent Schoolies Week demonstrating the product of their engineering, computing and marketing skills. Their car broke the world record, which was an outstanding achievement, but the students also gained widespread respect and support with their mature team approach.

The achievements of our students in 2008 in the cultural area were diverse, numerous and outstanding. The most significant success was the String Ensemble proceeding from winning the Sunshine Coast Regional Final of FANFARE to becoming one of the top orchestras in the state performing at the FANFARE Gala Award Night at QPAC.

Two students gained Highly Commended in the Creative Generation Excellence Visual Arts Awards. Two Drama students were selected for a full year acting internship with the Harvest Rain Theatre Company. Students excelled in instrumental music, drama, film making, dance and Cheersport.

In the field of sport, one of our Year 10 students competed at the Beijing Paralympic Games and was placed 5th in the final of the 400m freestyle. Two other students were selected for Australian teams, that is, for the Girls U19 soccer and Boys U15 rugby league. Nine students were selected to represent their state at National Championships. The Open Boys and Year 9 Boys Rugby League teams were successful in the Aspley Broncos Challenge.

Our school continues in a partnership with Kirra Surf Lifesaving Club and has entered into a partnership with Dicky Beach Surf Lifesaving Club to produce qualified Lifesavers with 19 students graduating from the Youth Action Program in 2008.

Our school was involved in a major total school fundraising and service project with the financing and building of 20 houses in a House Building Trip to Cambodia in June, involving a team of staff, students and other community members.

In the leadership and service area, our 'Pine' culture reflects an 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.

Performance of our students

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				
	2008	2007	2006	2005	2004
With the quality of teaching?	98	97	94	87	92
That you are getting a good education at this school?	97	96	94	92	95
With the way computers are used for learning?	85	83	91	88	85
That this school is helping students to prepare for the future?	95	91	91	92	92
by assisting with QCS preparation?	94	89	91	89	94
through assistance with post school future options?	94	86	93	89	85
by developing life skills and citizenship?	92	85	87	86	85
That this is a good school?	95	91	90	90	90
With the behaviour of students at this school?	68	69	75	75	73
With the processes for managing discipline in the school?	80	81	75	75	73
With the buildings of this school?	80	82	77	78	78
With the grounds of this school?	82	84	85	82	79
With the access to technology in this school?	87	82	81	88	-
School encouraging me to be fit and healthy	83	83	-	-	-

The 2008 Education Queensland survey results reflect strong performance generally. The staff survey results are very positive with ratings significantly above like school benchmarks in the areas of physical work environment, relationships and school operations. Staff level of satisfaction that the school is a well-organised place in which to work was significantly above like school and state benchmarks.

Parent survey results reflect state and like school benchmarks. The parent survey participation involved 26 randomly selected parents who responded. A combined total of 107 randomly selected Year 9 and Year 11 students participated in the student survey. The results reflect state and like school benchmarks in the areas of curriculum, pedagogy and resources. Student level of satisfaction with the opportunities to use the internet for learning at school are significantly above state and like school benchmarks. Student outcomes and learning climate were not as positive and students involved in the survey have been invited in 2009 to participate in externally facilitated focus groups to provide specific advice to inform our school's journey of continuous improvement.