

State School Priorities

In 2018, Every Student succeeding means:

- Lifting our top students
- · Closing the Gap in Year 3 reading
- Third quarter counts (Year 9 writing)

For more information read the State Schools Strategy

· Lifting outcomes for students with disability

Local decision making School performation Regional support

Collaborative

Figure 1: The State Schools Strategy

ONESCHOOL

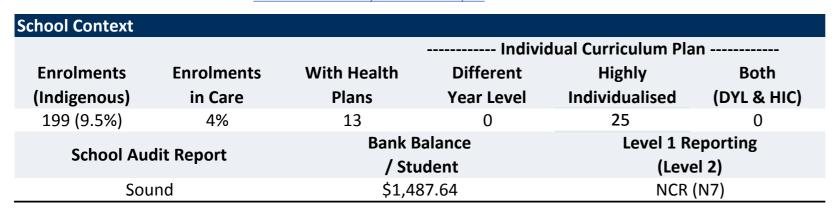
HANDBOOK

SUPPORT RESOURCES

FEEDBACK

Our Improvement Focus

How to edit and save your amended report



The front page of the School Data Profile provides:

- 1. Access to external websites and resources via hyperlinked "buttons" on the left of the page.
- 2. An editable textbox to record and save the school improvement focus.
- 3. Links to State Schools priorities and School Improvement Model resources from the Evidence Hub.
- 4. Suggested steps on how to have a strategic conversation, to narrow and sharpen the explicit improvement agenda, to establish the improvement focus.

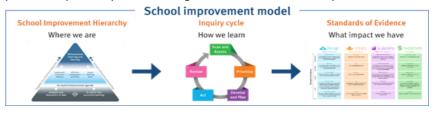


Figure 2: The School Improvement Model

The School Data Profile is a valuable resource that can be used during the <u>scan and assess</u> phase of the <u>inquiry cycle</u>. The data within the profile can be used to analyse school, assessment, reporting and non-academic data to start conversations regarding school improvement.

School improvement planning is most effective when the whole school community is engaged in the development of the improvement priorities. Planning an inquiry is a process that assists school leaders and staff to share ownership of these priorities and future successes. Using the School Data Profile as one of your data sources, you start to build the evidence about what your students currently know, understand and can do. During your strategic planning conversations on school improvement, reflect on the following four questions:

- 1. How well are your students learning?
 - a. Consider the impact of the teaching and learning in your school using NAPLAN U2B, NMS, MSS and assessment and reporting data.
 - b. Consider patterns that emerge over several years and other evidence to narrow the focus to a problem of practice.
 - c. Consider the impact of the teaching and learning in your school, especially for students at risk.
- 2. How do you know about your students' learning?
 - a. The School Data Profile is a good place to start to gather your evidence.
 - b. Examine and analyse other summative measures of student achievement refer to School improvement planning guide.
- 3. What will you do to improve students' learning?
 - a. Map the contextual and School Opinion Survey data in the School Data Profile to the <u>School Improvement Hierarchy</u> to consider school processes and practices that could be changed to improve student learning.
 - b. Consider instructional data regarding school processes and programs.
- 4. How will you know whether it is working?
 - Over time, revisit the School Data Profile and other school datasets as part of your inquiry cycle to measure the impact of your school improvement efforts.

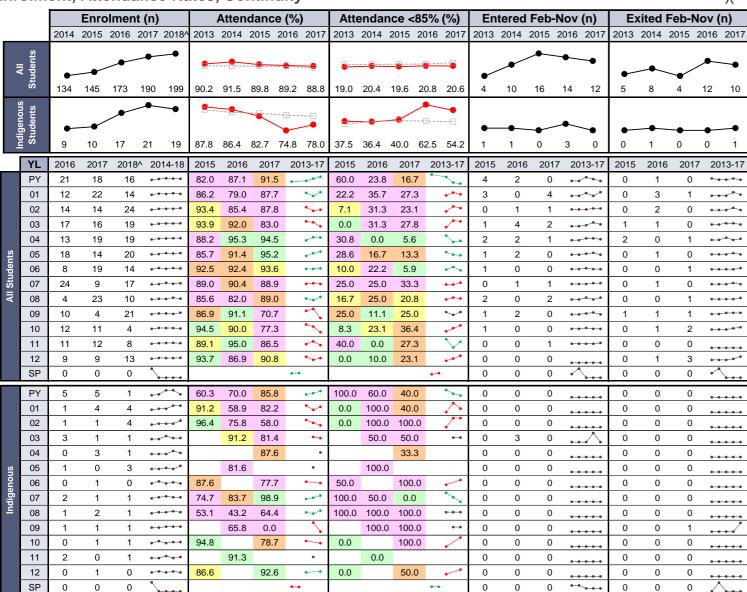
At Pine Rivers Special School we acknowledge the individual abilities of all students. We strive to meet their needs to make a positive difference sothat they reach their potential as a valued and respected members of their community for the rest of their lives. The school actively promotes positive partnerships with parents and the broader community. Emphasis is placed on developing the knowledge and skills that enable our students to participate in society in an active and productive manner.

School Information and Program Involvement

Geographic Region	Remoteness Area	Phys	sical Address	Enrolment Band	Centre Type
NCR	Major Cities of Australia		Lawnton	11	Special School
Low Year Level	High Year Level	QSR Year	Positive Behavio	ur for Learning	Independent Public School

ENGAGEMENT

Enrolment, Attendance Rates, Continuity

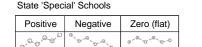


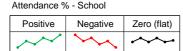
Pre-Prep (0P) in Indigenous communities is a part-time, early years education program targeting 3 to 4 year olds living in 35 Aboriginal and Torres Strait Islander communities. 0P figures may include eKindy. Only full-time students are included in the above Enrolment figures for all year levels except Pre-Prep. N Entered/Exited Feb-Nov is the number of students that entered/exited the school during that period. Students not assigned to a valid year level will be included in the 'All Students' rows, but not represented in the individual Year Level rows; therefore the 'All Students' values may not equal the sum of the Year Level values. The method for calculating attendance changed in 2013 – care should be taken when comparing data from 2013 to that of previous years.

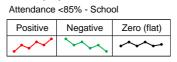
Where applicable, Continuing Junior (CJ) students are included in the above Year 10 column, and Continuing Senior (CS) students are included in the above Year 12 column. Attendance figures are for Semester 1.

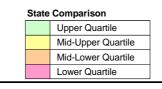
^ 2018 Enrolment is based on the February collection; other years are based on the Census Collection.

Attendance Line Chart Legends - colour based on slope of regression line: positive, negative, zero (flat)



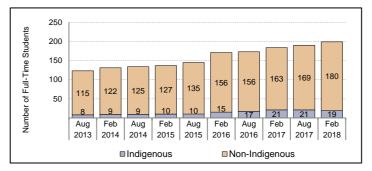






¥² Behaviour: Short suspensions

Enrolment Full-Time Counts (excludes pre-prep)



While students of unknown indigenous status are included in the "All Student" enrolment (in the accompanying table to the left), they are not included in the above enrolment chart.

Class Sizes

	Pro	portion of o	classes ac	hieving class size targets (%)	
Year	Year	Avg Cla	ss Size	Under On ■Over	On/Under
Levels	i cai	School	State	Target (%)	Target (%)
	2017		22.2		
Prep to	2016		22.4		
Year 3	2015		22.6		
	2014		21.1		
, , ,	2017		25.0		
Year 4 to	2016		25.0		
Year 7 Pri	2015		25.3		
100.711	2014		23.8		
Year 7	2017		22.3		
Sec	2016		22.2		
to	2015		22.5		
Year 10	2014		22.5		
V44	2017		18.1		
Year 11 to	2016		18.1		
Year 12	2015		18.3		
	2014		18.0		

The average class size is calculated by dividing the sum of student teacher ratio (STR) by the class count. Classes are measured against the target of 25 students per teacher in Prep Year to Year 3 and Years 11 to 12, and target of 28 students per teacher in Years 4 to 10.

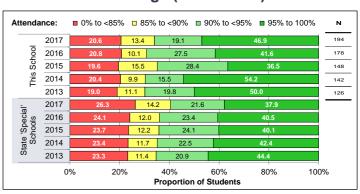
NCCD - Students with Disability

Proportion (%) of Stu	idents by I	Adjustm	ent Level and Disability	Category,	2017
Adjustment Level	School	QSS	Disability Category	School	QSS
Not identified in NCCD	0.0	81.7	Not identified in NCCD	0.0	81.7
Support within QDTP	0.0	6.6	Cognitive	100.0	10.7
Supplementary	0.0	6.0	Physical	0.0	1.5
Substantial	1.0	3.7	Sensory	0.0	1.1
Extensive	99.0	1.9	Social	0.0	5.0

NCCD = Nationally Consistent Collection of Data; QSS = Queensland State Schools
Support within QDTP = Support provided within Quality Differentiated Teaching Practice

Exclusions # 2017

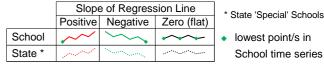
Attendance Rate Range (Semester 1)



School Disciplinary Absences (SDAs)

		Count	of SDA	Incident	s	Rate per Term per	1000
Incident			Schoo	ol		School	State*
Туре	2013	2014^	2015^	2016	2017	2013 - 2017	2017
Short	4	3	0	3	7	7.6 9.4	15.9
Long	0	0	0	0	0	0.0	0.5
Excl #	0	0	0	0	0	0.0	0.2
Cancel	0	0	0	0	0	0.0 0.0	0.0
Charge	-	0	0	0	0	0.0	0.1

Rate per Term per 1000: Average number of SDA incidents per 1000 students per Term for the reporting period. #From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process. ^Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.



English as an Additional Language / Dialect

Co	Count of Students Requiring Support* by Phase and Year Level, 2017-18														
Year Lvl	Early	Middle	Year Lvl	Early	Middle	Year Lvl	Early	Middle							
Prep			Year 5			Year 10									
Year 1			Year 6			Year 11									
Year 2			Year 7			Year 12									
Year 3			Year 8			Other									
Year 4			Year 9			TOTAL	0	0							

Year LvI = Current Year Level; Early Phase = Prep to Year 3; Middle Phase = Years 4 to 12. Support* = Assessed as requiring at least some support to access the curriculum → for Prep to Year 2, level 5 and below (Listening, Speaking) or level 4 and below (Reading, Writing); for Years 3 to 12, level 5 and below. Data as at 03/04/18.

Students with Disability: The Education Adjustment Program (EAP) Profile Data Summary

	Awaiting		Studer	it Cou	nt by '	Year L	.evel (1	this so	:hool)	- curre	nt verif	icatior	n & prof	ile eligi	bility		School	State
Major EAP Category	Verification	Pre-Prep	Prep	1	2	3	4	5	6	7	8	9	10	11	12	Total	Avg	Avg
Autism Spectrum Disorder (ASD)	38				2	3	2	1								8	122.6	77.2
Hearing Impairment (HI)	5															0		71.2
Intellectual Disability (ID)	39			12	19	16	17	18	14	17	10	20	4	8	13	168	122.5	104.4
Physical Impairment (PI)	10				1	1										2	139.0	80.1
Speech-Language Impairment (SLI)	8															0		79.2
Vision Impairment (VI)	2															0		91.5
TOTAL	102	0	0	12	22	20	19	19	14	17	10	20	4	8	13	178	122.7	85.7

Data current as at 03/04/18 ScI

School Avg = School EAP profile average score; State Avg = State EAP profile average score

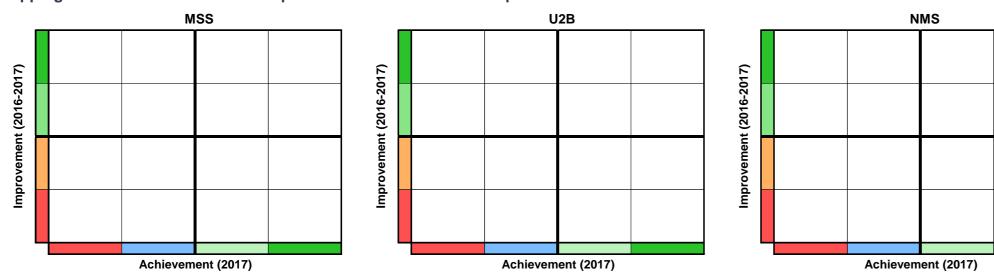
The above data includes only students with an enrolment status of 'Active'. Caution should be used when interpreting results where small numbers are involved.

Headline Indicators:

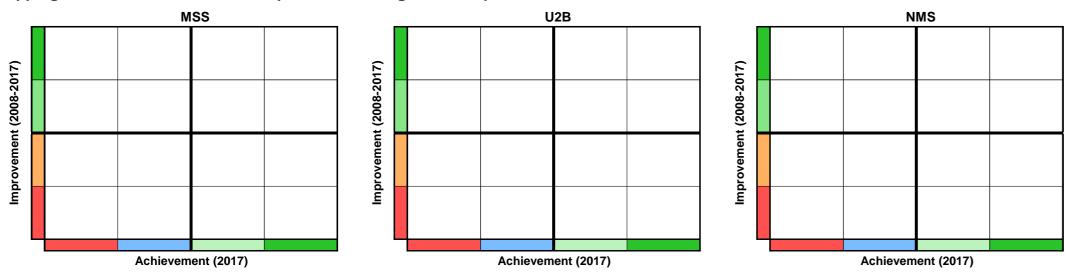
★¹ Attendance Rate 2017 Attendance <85 2017

ACHIEVEMENT: National Assessment Program – Literacy and Numeracy (NAPLAN)

Mapping School Achievement and Improvement - most recent comparison



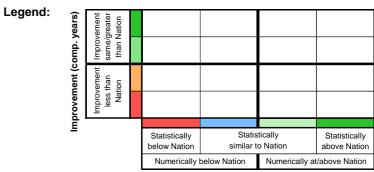
Mapping School Achievement and Improvement - long term comparison



Student Relative Gain - All Strands

			2013-2015 Student Relative Gain						2014-2016 Student Relative Gair	ı					2015-2017 Student Relative Gain	
Year			Matched Students enrolled at the Sch	nool for Test 2		Year			Matched Students enrolled at the So	chool for Test 2		Year			Matched Students enrolled at the Sci	hool for Test 2
Levels	Strand	N	% with Lower / Similar / Higher Gains than State Schooling Peers	% at Same School for Both Tests	sqss	Levels	Strand	N	% with Lower / Similar / Higher Gains than State Schooling Peers	% at Same School for Both Tests	sqss	Levels	Strand	N	% with Lower / Similar / Higher Gains than State Schooling Peers	% at Same School for Both Tests SQSS
03-05	R					03-05	R					03-05	R			
	W						W						W			
	S						S						S			
	G&P						G&P						G&P			
	N						N						N			
05-07	R					05-07	R					05-07	R			
	W						W						W			
	S						S						S			
	G&P						G&P						G&P			
	N						N						N			
07-09	R					07-09	R					07-09	R			
	W						W						W			
	S						S						S			
	G&P						G&P						G&P			
	N						N						N			
State Scho	ooling Typ	pically	20 60 20			State Sch	ooling Typ	oically	20 60 20			State Sch	ooling Typ	oically	20 60 20	
		09	% 20% 40% 60% 80% 100°	0%				09	% 20% 40% 60% 80% 1 ₁	00%				C	% 20% 40% 60% 80% 10	00%
			Percentage of Students						Percentage of Students						Percentage of Students	
all othe	ent Relative Gain gives results based on students' gain relative to that of ner Qld State School students with the same starting score at test 1							-	peers (typically 20% of State Schooling) o peers (typically 60% of State Schooling)	# <= 18% >= 22%			_	-	than peers (typically 20% of State Schooling) apared to peers ('not calculable')	>= 22% == 18%
(peers)	-								Similar Quee	nsland State Sch	ools (SQS	S) Lege	nd: A	Abo	ove SQSS Similar to SQSS	B Below SQSS

In Confidence - Not for Distribution



Achievement (current year)

Effect Size Gain (Relative to the Nation)

		Effect S	ize Gain (new me	thodology	/)		Studen	t Count
Year		2013	3-2015	2014	1-2016	201	5-2017	Student 2015-2 Test 1 School	-2017
Levels	Strand	This School	Qld State Schools	This School	Qld State Schools	This School	Qld State Schools		Test 2 School
03-05	R		0.10		0.10		0.05		
03-05	W		0.01		0.06		-0.02		
03-05	S		0.08		0.04		0.10		
03-05	G&P		0.09		0.08		-0.02		
03-05	N		0.07		0.05		0.02		
05-07	R		-0.03		0.00		-0.06		
05-07	W		-0.04		-0.04		-0.10		
05-07	S		0.06		0.04		0.04		
05-07	G&P		0.01		-0.02		-0.06		
05-07	N		-0.03		-0.02		-0.04		
07-09	R		-0.04		-0.05		-0.05		
07-09	W		-0.16		-0.12		-0.12		
07-09	S		0.03		0.03		-0.01		
07-09	G&P		0.00		0.01		0.06		
07-09	N		-0.10		-0.08		-0.03		

Effect Size Gain: How much the school/state has gained in performance against the nation expressed in Standard Deviation units. **Positive numbers** indicate that the school/state has gained more than the nation. **Negative numbers** indicate that the school/state has gained less than the nation. Based on the whole cohort enrolled at the school for each test occasion. For year levels 07-09, Effect Size Gain is not currently calculated for secondary schools.

Student Relative Gain - Reading & Numeracy

	S	tudent Re	lative	Gain -	Reading	& Numer	acy Sum	mary	/
Year				Mat	ched Stude	nts enrolle	d at the Sc	hool fo	or Test 2
Levels	Strand	Years	N	% w	ith Lower / than State			s	% at Same School for Both Tests
03-05	Reading	2015-17							
		2014-16							
		2013-15							
		2012-14							
		2011-13							
	Numeracy	2015-17							
		2014-16							
		2013-15							
		2012-14							
		2011-13							
05-07	Reading	2015-17							
		2014-16							
		2013-15							
		2012-14							
		2011-13							
	Numeracy	2015-17							
		2014-16							
		2013-15							
		2012-14							
		2011-13							
07-09	Reading	2015-17							
		2014-16							
		2013-15							
		2012-14							
		2011-13							
	Numeracy	2015-17							
		2014-16							
		2013-15							
		2012-14							
		2011-13							
	State So	chooling Typ	oically	20		60	2	20	
			0	% 2	20% 409	% 60%	80%	100	%

Percentage of Students

ACHIEVEMENT (Continued): National Assessment Program – Literacy and Numeracy (NAPLAN)

In Confidence - Not for Distribution

					Ме	an Sca	ale Score (MSS) -	Achie	vemen	it				MSS Im	provement l	Relative to	o Nation	MSS
				Thi	s Schoo	ı			Nation		QSS		sqss		This	School	Qld State	Schools	%ile
		2008	2014	2015	2016	2017	2008 - 17	2008	2016	2017	2017	2015	2016	2017	2016-17	2008-17	2016-17	2008-17	2017
	R							400.5	425.6	431.3	421.4						0.3	26.5	
က	W*							414.2	420.7	413.6	397.8						-0.4	12.8	
Year	S						and the second second second	399.5	419.8	416.1	407.1						3.8	30.0	
	GP						January Commence	403.2	435.8	439.2	432.5						-1.4	33.8	
	N							396.9	402.0	409.4	399.0						-1.9	24.3	
	R						production of the second	484.4	501.5	505.7	497.7						-1.3	17.9	
5	W*						***************************************	486.5	475.6	472.5	455.7						-3.0	7.5	
Year	S							483.8	492.9	500.8	492.2						2.3	18.4	
ĺ	GP							496.2	504.9	499.3	491.5						-4.9	19.3	
-	N						A	475.9	493.1	493.8	486.4						1.7	16.0	
	R						and the second second	536.5	540.8	544.7	531.3						-2.4	2.6	
۲,	W*							533.7	515.0	512.9	490.8						-0.6	-3.7	
Year	S							538.7	542.9	549.5	539.0						-0.3	6.5	
	GP						Section Section 1	529.0	540.0	541.5	528.9						-1.7	5.1	
	N		-				· · · · · · · · · · · · · · · · · · ·	545.0	549.7	553.9	540.7						-0.8	-0.1	
	R							578.0	580.8	580.9	565.2						-0.1	6.1	
ر و	W*							569.4	549.1	552.0	522.6						-4.1	-1.2	
Year	S							576.9	580.3	581.4	570.9						2.3	7.9	
	GP						and the same of th	569.1	569.3	573.6	565.3						2.4	9.5	
	N							582.2	588.9	591.9	578.0						1.1	9.4	

		ACARA (MySchool) Mean Performance aga														NAPLAN	N Participa	ation
			Nation	- All S	chools		N	lation -	Similar	School	ls			2	2017 Stude	ent Counts	3	Participation%
		2008	2014	2015	2016	2017	2008	2014	2015	2016	2017			Assessed	Exempt	Absent	Withdrawn	2008 - 2017
	R												R	0	15	0	0	
е	W*											е	W	0	15	0	0	100.0
Year 3	S											Year 3	S	0	15	0	0	100.0
>	GP											_	GP	0	15	0	0	100.0
	N												N	0	15	0	0	100.0
	R												R	0	14	0	0	100.0
2	W*											2	W	0	14	0	0	100.0
Year 5	S											Year	S	0	14	0	0	100.0
_	GP												GP	0	14	0	0	
	N												N	0	14	0	0	
	R												R	0	8	0	0	100.0
7	W*											_	W	0	8	0	0	100.0
Year 7	S											Year	S	0	8	0	0	100.0
_	GP												GP	0	8	0	0	
	N												N	0	8	0	0	
	R												R	0	4	0	0	100.0
6	W*											6	W	0	4	0	0	100.0
Year 9	S											Year 9	S	0	4	0	0	100.0
_	GP											_	GP	0	4	0	0	100.0
	N												N	0	4	0	0	100.0

MSS Summary Counts:

2017 Achievement: 0 0 0 0

2017 Achievement: 0 0 0 0

2016-17 Improvement: 0 0 0 0

2008-17 Improvement: 0 0 0 0

School 2017 ICSEA: Percentile:

2014

0.0

0.0

0.0

0.0

0.0

0.0

0.0

0.0

0.0

0.0

0.0

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2008

W*

S

GP

N

W*

GP

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W*

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GP

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W*

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GP

N

This School

2016

0.0

0.0

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0.0

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0.0

2015

0.0

0.0

0.0

0.0

0.0

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0.0

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0.0

0.0

0.0

0.0

0.0

0.0

Participation % = (N Assessed + N Exempt) / N Cohort * 100

2008-17

This School

2016-17

NMS Improvement Relative to Nation

Qld State Schools

2008-17

5.0

5.7

5.8

2.2

4.6

7.8

0.6

4.6

3.9

4.2

-0.8

-1.5

2.4

-0.4

0.1

0.5

-6.3

4.8

4.2

3.5

2008-17 Improvement: 0 0 0 0

2016-17

-0.8

0.4

0.6

-2.7

-0.5

1.0

-2.0

-0.2

-1.8

0.6

-0.7

-0.6

0.9

-3.2

1.0

-1.4

-3.0

3.3

2.0

1.1

Different methodologies are used to determine ICSEA and MSS Percentiles. Perfect correlations between these measures should not be expected.

2008

92.1

95.4

92.5

91.7

95.0

91.0

92.6

91.7

91.9

92.7

94.2

91.8

92.5

91.6

95.4

92.9

87.2

89.8

89.9

93.6

2016

95.1

96.3

94.0

95.5

95.5

93.0

93.2

92.8

93.7

94.3

94.6

89.7

93.1

92.6

95.5

92.8

82.9

90.4

90.5

95.2

2017

94.9

95.5

93.4

94.4

95.4

93.9

91.7

93.8

92.3

95.4

94.0

87.9

93.1

92.2

95.4

91.7

81.6

90.5

89.4

95.8

QSS

2017

93.1

95.1

93.7

91.1

93.9

92.6

85.9

91.5

90.0

94.5

90.3

82.1

91.3

86.8

94.3

87.2

69.3

88.8

84.9

95.8

2016-17 Improvement: 0 0 0 0

% At or Above National Minimum Standard (NMS) - Achievement

2008 - 17

2017

0.0

0.0

0.0

0.0

0.0

0.0

0.0

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					% U	pper T	wo Bands	(U2B)	- Achi	eveme	nt				U2B	lmpr	ovement	Relative to	Nation
				Thi	s School				Nation		QSS		sqss		7	This S	School	Qld State	Schools
		2008	2014	2015	2016	2017	2008 - 17	2008	2016	2017	2017	2015	2016	2017	2016-	17	2008-17	2016-17	2008-17
	R		0.0	0.0	0.0	0.0		39.5	49.4	51.6	43.5							-3.2	5.1
3	W*		0.0	0.0	0.0	0.0		44.6	48.8	44.6	37.4							0.6	6.3
Year	S		0.0	0.0	0.0	0.0		37.5	46.4	45.6	43.4							0.8	16.2
_	GP		0.0	0.0	0.0	0.0		40.5	52.5	55.5	55.9							6.1	19.7
	N		0.0	0.0	0.0	0.0		33.5	35.6	39.8	34.6							-1.9	11.1
	R		0.0	0.0	0.0	0.0		27.4	35.3	37.0	34.4							-1.5	6.4
2	W*		0.0	0.0	0.0	0.0		26.2	17.2	15.8	11.3							-0.5	5.4
Year	S		0.0	0.0	0.0	0.0		25.8	29.8	34.3	28.7							1.0	3.6
_	GP		0.0	0.0	0.0	0.0		33.3	36.3	34.4	29.7							-4.1	7.6
	N		0.0	0.0	0.0	0.0		20.6	28.3	27.9	24.7							2.2	6.0
	R		0.0	0.0	0.0	0.0		24.6	26.2	29.0	21.6							-4.3	-1.1
7	W*		0.0	0.0	0.0	0.0		24.7	15.5	16.5	13.4							1.8	1.2
Year	S		0.0	0.0	0.0	0.0		26.9	28.2	32.9	30.5							1.1	2.8
_	GP		0.0	0.0	0.0	0.0		22.5	27.6	28.8	22.5							-2.5	-2.9
	N		0.0	0.0	0.0	0.0		28.9	30.3	33.1	24.9							-1.4	-2.9
	R		0.0	0.0	0.0	0.0	·· <u>·····</u>	20.0	20.6	21.0	15.2							-1.8	2.3
6	W*		0.0	0.0	0.0	0.0	··· <u>·····</u>	20.8	12.3	15.4	10.9							0.7	2.9
Year	S		0.0	0.0	0.0	0.0		21.3	21.8	22.2	20.5							4.3	2.7
_	GP		0.0	0.0	0.0	0.0		17.4	16.2	19.0	19.1							0.0	5.2
	N		0.0	0.0	0.0	0.0	··· <u>·····</u>	22.1	22.5	24.0	15.8							-2.0	2.1

2008-17 Improvement: 0 0 0 0

NMS Summary Counts:

2017 Achievement: 0 0 0 0

MySchool Legend

SQSS Legend A Above.. S Similar To.. B Below.

Similar Queensland

* Writing results from 2011 cannot be compared to previous years. QSS = Queensland State schools

Statistically similar to the Nation; numerically below the Nation

Statistically similar to the Nation; numerically equal to or above the Nation

U2B Summary Counts:

Achievement Colour Legend

Statistically above the Nation

Statistically below the Nation

SQSS = School compared to Similar Queensland State Schools

Improvement Colour Legend

2016-17 Improvement: 0 0 0 0

Improvement relative to Nation is below the negative threshold; or zero for both tests Improvement relative to Nation is between the negative threshold and zero Improvement relative to Nation is between zero and the positive threshold

Improvement relative to Nation is above the positive threshold; or no room for improvement

'Improvement relative to Nation' = School Improvement - Nation Improvement 'Improvement relative to Nation' is blank where there is no room for improvement (e.g. NMS = 100% for current year) or where achievement for both years (tests 1 & 2) is zero.

MSS %ile Colour Legend

Upper Quartile (Quartile 4) Mid Upper Quartile (Quartile 3) Mid Lower Quartile (Quartile 2) Lower Quartile (Quartile 1)

MSS %ile = National MSS Percentile

W Withheld Substantially Above... A Above...

CT Close To. B Below. Substantially Below..

... the Nation / Similar Schools in the Nation

Line Chart Legend

	Slope	of Regressi	on Line
	Positive	Negative	Zero (flat)
School	~~	~~	\
Nation	and the same of the same	Same and the same of the same	particular security and the security of the se

highest point/s in School time series

ACHIEVEMENT: Learning Area Results

Report Card scale distributions for Achievement, Effort and Behaviour - % of student results in English, Mathematics and Science Learning Areas

		ENGLISH				MATHEMATICS					SCIENCE		
Yr_	2013 S2 to 2017 S2	2017 Sem 1	2017 Sem 2		2013 S2 to 2017 S2	2017 Sem 1		2017 Sem 2		2013 S2 to 2017 S2	2017 Sem 1	2017 Sem 2	N.D.
.vl		%AP %MC %WW %EX %BA NR	%AP %MC %WW %EX %BA NR	N	%WW or Higher	%AP %MC %WW %EX %BA NR	%/	AP %MC %WW %EX %BA NR	N		%AP %MC %WW %EX %BA NR	%AP %MC %WW %EX %BA	NR N
rep	100100				100 100					100 0			
	%C or Higher	%A %B %C %D %E NR	%A %B %C %D %E NR	N	%C or Higher	%A %B %C %D %E NR	%	A %B %C %D %E NR	N	%C or Higher	%A %B %C %D %E NR	%A %B %C %D %E 1	NR I
01	100 100				100100					100100			
02													1 (
03	100100	0	0	0	100 100	0		0	0	100100			0 0
04	100 100				100100					100100			
05													
06													
07													
08	100 100	100 1			100100	100 1		0	0				0 0
09	0 _ 0	0			100 100	0	T			100100			
10	100100				100100					100100			
_													
01	100 100				100100					100100			
02										0.0		100	
03	100100			0					0	100100			(
04	0 100				0 100					100100			
05													
06													
07													
08	0 100	100			100100	100			0				(
09	100 100				100100					100100			
10	100100				100100					100100			
													$\overline{}$
01	0 • 0				0 • 0					0 0			
02										0.0		100	
03	100 ······ 100	100		0	100 ······100	100			0	100 ·····100			(
04	100100				100100					100100			
05													
06													
07													
08	100 100	100			100100	100			0	100100			(
09	100 100				100100					100100			
10	100 100				100 100					100100			

The most recent value is shown to the right of its respective line chart; the beginning value is shown to the left of its respective line chart. NR is the count of 'Not Rated' student results; these are excluded from the percentage calculations. N is the count of 'Rated' student results.

All student results within Learning Areas; English, Mathematics and Science are included. Where multiple subjects are timetabled in a Learning Area, results from these subjects have been aggregated. Students assessed at a different age cohort from their peers are excluded.

Where applicable, Continuing Junior (CJ) students are included in the above Year 10 data.

The following Pine Rivers Special School reporting periods were used to populate this data: Semester 2 2017; Semester 1 2017; Semester 2 2016; Semester 2 2015; Semester 2 2015; Semester 2 2015; Semester 2 2015; Semester 2 2016; Semester 2 2016;

Prep Achievement Scale:

AP = Applying; MC = Making Connections

WW = Working With; EX = Exploring;

BA = Becoming Aware

Slope of Regression Line Positive Negative Zero (flat) School ^~

Line Chart Legend:

- highest point/s in School time series
- * Queensland State Schools

Year 12 Outcomes ℋ¹

									Year	12 Exit Co	hort											
Measure		Т	his Schoo	l - All Stu	dents		G	ueenslan	d State S	chools - A	All		This S	ichool - Ir	ndigenous	Student	S	Que	ensland	State So	hools - I	ndig
INICASUI C	2013	2014	2015	2016	2017	2013-2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013-2017	2013	2014	2015	2016	2017
n SEP	10	6	10	9	9	\	28,285	28,807	29,219	29,645	30,311			1		1		1,491	1,791	1,854	2,003	2,104
n QCIA	10	6	10	9	9	<u>~~</u>	594	642	690	791	872			1		1		46	73	78	87	107
n QCE	0	0	0	0	0		24,403	26,124	27,578	28,199	28,871			0		0		1,085	1,476	1,684	1,857	1,939
n VET (inc SAT)	2	3	6	4	4	✓	22,326	22,159	22,668	22,546	23,356			0		0		1,190	1,448	1,566	1,699	1,798
n VET Cert I	2	2	1	1	0		15,804	15,317	14,090	12,073	11,599			0		0		827	986	964	887	914
n VET Cert II	0	1	6	3	4	<u> </u>	14,171	12,648	14,361	15,928	16,839			0		0		775	905	1,102	1,354	1,439
n Cert III or Higher	0	0	0	0	0		5,320	6,064	6,408	6,531	6,843			0		0		242	387	382	436	423
n SAT	0	0	0	0	0		3,625	4,478	4,326	4,194	4,377			0		0		279	415	391	400	382
n OP	0	0	0	0	0		11,925	11,845	11,630	11,389	11,687			0		0	-	270	317	343	333	340
n Without QCE, QCIA, VET, SAT, OP, IBD	0	0	0	0	0		747	555	283	230	222			0		0		116	92	35	27	26
% OP 1 to 15 or IBD							75.1%	75.7%	75.9%	77.7%	78.6%							49.8%	57.1%	54.6%	62.5%	63.9%
% QCE, VET, SAT, IBD	20.0%	50.0%	60.0%	44.4%	44.4%		95.1%	96.0%	97.4%	97.6%	97.8%			0.0%		0.0%		89.2%	91.9%	95.8%	96.1%	96.5%
% QCE	0.0%	0.0%	0.0%	0.0%	0.0%		86.3%	90.7%	94.4%	95.1%	95.2%			0.0%		0.0%		72.8%	82.4%	90.8%	92.7%	92.2%
% QCE or QCIA	100.0%	100.0%	100.0%	100.0%	100.0%		88.4%	92.9%	96.7%	97.8%	98.1%			100.0%		100.0%		75.9%	86.5%	95.0%	97.1%	97.2%
% VET Cert II or Higher	0.0%	16.7%	60.0%	33.3%	44.4%		58.3%	54.6%	59.7%	63.2%	64.7%			0.0%		0.0%		58.6%	60.4%	67.9%	75.2%	74.9%
% VET Cert II or Higher Without OP 1-15 or IBD	0.0%	16.7%	60.0%	33.3%	44.4%		67.5%	66.6%	72.5%	75.1%	76.4%			0.0%		0.0%		60.5%	63.9%	71.1%	79.0%	79.1%
% VET Cert III or Higher Without OP 1-15 or IBD	0.0%	0.0%	0.0%	0.0%	0.0%		22.3%	25.4%	26.5%	26.5%	27.5%			0.0%		0.0%		17.2%	22.7%	20.8%	22.9%	21.4%
% QTAC							95.3%	95.5%	95.3%	95.4%	96.6%											
Data current as at 14/02/18.	The abov	e values ex	clude VISA	students			Distributio	n of school	s.	Up	per Quartil	e	Mid Upper	Quartile	M	id Lower C	Quartile	Lower (Quartile			

Stated Destinations of Secondary Early School Leavers and Non-Attendees in 2018

(as at 03/04/18)		A	II Stude	ents by \	∕ear Le\	⁄el			Indige	enous S	tudents	by Year	Level	
Stated Destination / Reason	7	8	9	10	11	12	Total	7	8	9	10	11	12	Total
Early Leavers - Active students whose enrolm	ent statu	ıs was c	hanged	to Left o	r Inactive	e, and w	ho didn't	re-enrol	in anoth	ner Que	ensland	state sch	nool	
Qld - Non-State or Home Schooling 0														
Qld - Further Education & Training	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Qld - Employment (FT/PT)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Interstate/Overseas	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Unknown / Other / Qld State Schooling *	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Non-Attendees - Future students whose enrole	ment sta	itus was	change	d to Non	-Attende	e, and v	vho didn	t re-enro	ol in anot	ther Que	ensland	state so	hool	
Enrolled at another educational centre	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Application Withdrawn / Enrolled in Error	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Application Declined ^	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Unknown (Unable to be determined)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Grand Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

%Cert I or Above 2017

Apparent Retention % (as a percentage of previous year enrolment)

					Percentag	je of Appai	rent Retention for S	Selected Yo	ear Levels			
	Year			Т	his School				Queens	land State	Schools	
	Levels	2014	2015	2016	2017	2018	2014 - 2018	2014	2015	2016	2017	2018
چ	08 - 10				220.0	80.0		104.2	104.5	103.9	105.7	102.2
February	08 - 12							88.7	90.9	91.5	91.4	91.5
Fe	10 - 12				100.0	108.3		85.6	87.7	87.8	87.4	88.1
ust	08 - 10				183.3			103.1	103.5	103.2	105.4	
l g	08 - 12							82.9	84.8	85.3	85.8	
4	10 - 12				69.2			80.6	82.1	82.7	82.9	

Apparent retention: the number of FT students in a given year and Year Level divided by the number of FT students in the previous Year and Year level

	Slope	of Regressi	on Line]	
	Positive	Negative	Zero (flat)	•	highest point/s in
School	~~	~~	~~		School time series
State *	And the second second	No.	professional sections and the section of the sectio	*	Qld State Schools (QSS

Next Step Survey - Main Destinations

Summar	y Statistic	s for Year	12 Compl	eters	
Year	2013	2014	2015	2016	2017
(Cohort):	(2012)	(2013)	(2014)	(2015)	(2016)
Total Students	DW	10	6	11	9
Total Respondents	DW	8	6	8	8
Response Rate	DW	80.0%	100.0%	72.7%	88.9%
Bachelor Degree	DW	0.0%	0.0%	0.0%	0.0%
VET Cert IV+	DW	0.0%	0.0%	0.0%	0.0%
VET Cert III	DW	0.0%	0.0%	0.0%	0.0%
VET Cert I-II / other	DW	12.5%	33.3%	25.0%	12.5%
Apprenticeship	DW	0.0%	0.0%	0.0%	0.0%
Traineeship	DW	0.0%	0.0%	0.0%	0.0%
Post Education/Training	DW	12.5%	33.3%	25.0%	12.5%
Full-time employment	DW	0.0%	0.0%	0.0%	0.0%
Part-time employment	DW	12.5%	0.0%	0.0%	25.0%
Seeking work	DW	0.0%	16.7%	25.0%	12.5%
Not in the labour force, education or training	DW	75.0%	50.0%	50.0%	50.0%

DW = Data Withheld

Year 12 Overall Position (OP)

OP	2013	2014	2015	2016	201
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					
19					
20					
21					
22					
23					
24					
25					
OP 1-5					
OP 6-10					
OP 11-15					
OP 16-20					
OP 21-25					
Total					
Include					
VISA Exclude					
VISA					

Data current as at 14/02/18. The above student counts include VISA students.

Early School Leavers Survey -**Destinations Summary**

Early School	Leaver Re	spondents	;	
Year (Cohort):	2014 (2013)	2015 (2014)	2016 (2015)	2017 (2016)
Education, training or employment				DW
Seeking work, or not in the labour force, education or training				DW
Total				DW

DW = Data Withheld

%QCIA 2017

^{*} The stated destination is State Schooling but no enrolment at another State School has occurred as at the date indicated above.

[^]Application Declined includes: Age inappropriate; Application refused; Outside catchment area; Unable to provide educational program.

School Opinion Survey

	Chaff				This School			L	SG: NA	L	Sta	te: Spe	cial
	Staff	%	Agreem	ent	Distril	bution	Ν	%	Agreem	ent	%	Agreem	ent
Type	Item Description	2015	2016	2017	2016	2017	2017	2015	2016	2017	2015	2016	2017
Staff	S2122/S3241: I feel that students receive a good education at this/my school *	87.5	92.3	93.8			32				97.7	96.7	96.7
Teaching S	S2118/S3239: I feel confident engaging all of my students in learning at this/my school *	93.8	94.9	93.8			32				97.8	97.2	97.4
Tea	S2116/S3238: I feel confident using student assessment data to improve student achievement at this/my school *	100.0	89.7	96.9			32				97.7	95.3	96.9
	S2108: This is a good school	96.9	91.2	95.5			66				96.2	94.2	93.5
	S2107: I would recommend this school to others. S3231: I would recommend my school as a good place to work #:	93.8	91.2	92.4			66				95.5	93.1	89.8
l _±	S2074: Student behaviour is well managed at this school	97.0	87.0	92.3			65				93.0	89.2	86.1
All Staff	S2072: Students are encouraged to do their best at this school	100.0	100.0	98.4			64				98.6	97.0	96.3
`	S2086: I have access to quality professional development.	97.0	91.4	89.2			65				92.0	89.5	88.6
	S2084/S3222: I feel that staff morale is positive at this/my school *	78.8	72.5	78.5			65				86.3	82.1	78.2
	Overall rating for "All Staff" survey items :	92.2	89.3	90.1			N/A				93.4	91.3	90.3

Parent				This School			L	SG: NA	L	Sta	te: Spe	cial
Parent	%	Agreem	ent	Distri	bution	N	%	Agreem	ent	%	Agreem	ent
Item Description	2015	2016	2017	2016	2017	2017	2015	2016	2017	2015	2016	2017
S2035 This is a good school	92.9	100.0	100.0			35				96.9	96.8	95.9
S2034 I would recommend this school to others	92.9	100.0	100.0			34				96.4	96.2	95.0
S2016 My child is getting a good education at this school	92.3	96.0	100.0			34				94.8	95.4	93.8
S2012 Student behaviour is well managed at this school	100.0	92.3	97.3			37				96.9	95.6	93.0
S2021 Teachers at this school are interested in my child's wellbeing	92.3	100.0	97.2			36				97.3	97.6	95.5
S2017 My child's (Literacy) English skills are being developed at this school	91.7	95.7	97.1			34				94.7	95.4	92.6
S2018 My child's (Numeracy) Mathematics skills are being developed at this school	92.3	96.0	100.0			34				94.4	94.2	94.0
S2006 Teachers at this school provide my child with useful feedback about his or her school work	91.7	92.3	100.0			35				95.6	95.0	93.1
S2028 This school provides me with useful feedback about my child's progress	92.9	92.3	97.3			37				94.2	94.6	92.8
Overall rating for all survey items	92.8	96.1	97.9			N/A				95.6	95.5	93.8

Student				This School			L	SG: NA	L	Sta	ate: Spe	cial
Student	%	Agreem	ent	Distri	bution	N	%	Agreem	ent	%	Agreem	ent
Item Description	2015	2016	2017	2016	2017	2017	2015	2016	2017	2015	2016	2017
S2068 This is a good school												
S2067 I would recommend my school to others												
S2048 I am getting a good education at my school												
S2044 Student behaviour is well managed at my school												
S2063 My teachers care about me												
S2049 My English skills are being developed at my school												
S2050 My Maths skills are being developed at my school												
S2040 My teachers provide me with useful feedback about my school work												
S2059 My teachers encourage me to do my best												
Overall rating for all survey items						N/A						

In 2017, a review of School Opinion Survey staff items resulted in the removal and addition of some items and minor changes to other items. This has resulted in a time series break for some items. Four of the staff items reported on the profile have minor wording changes and one deleted item has been replaced by a similar item. Refer to the School Data Profile Handbook for additional information about the reported SOS results. DW = Data Withheld. * Minor change to item from 2017. # New item from 2017. : Timeseries break from 2017

% Agreement = percentage of positive responses ("Somewhat Agree", "Agree" and "Strongly Agree"); N = minimum number of respondents for item/s Distribution Legend:

% St	rongly Disagree		% Disagree		% Somewhat Disagree		% Somewhat Agree		% Agree		% Strongly Agree
------	-----------------	--	------------	--	---------------------	--	------------------	--	---------	--	------------------

SUPPLEMENTARY INFORMATION

Staff Workforce Composition

Estimated Establishment Staffing Counts													
Year	Teaching	Staff	Non-teachi	ing Staff	Indigenous Staff								
i cai	Headcount	FTE	Headcount	FTE	Headcount	FTE							
2017	52	45.0	55	38.3	<5	<5							
2016	49	40.1	56	35.9	<5	<5							
2015	41	35.7	51	32.4	<5	<5							
2014	40	34.0	48	31.5	<5	<5							
2013	41	34.1	49	30.7	<5	<5							

Averages are based on up to 11 snapshots of establishment data per full calendar year (6 snapshots for 2017). Establishment data includes permanent and temporary teachers who were not on leave for more than 5 working days and 30 days for non-teachers. FTE = Full-time equivalent. Teaching Staff includes School Leaders.

WorkCover

ℋ¹

WorkCover Snapshots											
Year	CLR	CLR - Statewide		CPR	CPR - Statewid	le					
Jan 2015 - Dec 2017	20.9	5.3		\$373	\$378						
Jan 2014 - Dec 2016	16.7	5.3		\$203	\$374						
Jan 2013 - Dec 2015	16.7	5.4		\$197	\$361						
Jan 2012 - Dec 2014	19.1	5.4		\$301	\$350						
Jan 2011 - Dec 2013	22.8	5.7		\$560	\$340						

CLR (Claim Lodgement Rate) = Claims lodged per 100 FTE CPR (Cost Paid Rate) = Statutory costs paid per FTE Data excludes journey, recess, cancelled and notification only claims.

School Audit Report

Latest Report Date - 23/02/2015								
Audit Result	Sound							
Audit Result Ratir	Audit Result Ratings:							

- Effective Controls
- Sound Controls
- · Minimal Controls · Unsatisfactory Controls
- Data current as at 09/04/18

Teaching Staff Attendance and Retention

School Annual Report									
Year	Attendance %	Retention %							
2017	94.6	95.6							
2016	95.1	91.5							
2015	95.5	87.1							
2014	95.5	100.0							
2013	95.9	81.3							

State Comparison:

Upper Quartile		Mid Upper Quartile	_
Mid Lower Quartile		Lower Quartile	

Staff Attendance rates are calculated by dividing the hours attended plus any planned leave by the total of work hours available. The total hours available does not include school holidays for teachers. Staff Retention rates are calculated as a percentage by dividing the FTE of the remaining staff, after terminations and transfers, by the total FTE establishment as per the Staff Workforce Composition. 2017 data as at 21 July 2017.

Environmental Footprint

Equal to or below

Less than 10% above

10% or more above State Average

State Average

State Average

	Electricity & Water Usage								
Year	Electricity KWh	Water kl							
2016-2017	202,565	7,684							
2015-2016	184,637	4,704							
2014-2015	176,875	2,830							
2013-2014	173,795	5,204							
2012-2013	151,023	714							

Energy consumption data gathered direct from ERM report. Water consumption data gathered from OneSchool (Cat 2 field).

The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental

Contact - Facilities Utilities 3034 4542

School Bank Account Balances

	2013	2014	2015	2016	2017	2013 - 2017
Bank Balances		<u> </u>		~~	^	h
March	553,022	305,634	350,482	294,167	343,086	
June	528,336	246,073	223,615	264,647	304,519	\
September	537,827	265,692	251,490	330,212	322,409	
December	500,898	299,815	212,639	243,473	<u>\$243,442</u>	
Dec-Dec Change		-201,083	-87,176	30,834	-31	
\$ per Student (June)	3,834	1,691	1,389	1,389	1,488	
School Grant (Total)	99,830	106,180	111,475	127,930	140,280	
June Balance / School Grant	5.3	2.3	2.0	2.1	2.2	

_ minimum quarterly balance

O = Decile 1 to 6, All State Schools

June Bank Balance

Decile 7 to 10, All State Schools

Closing the Gap Report

Full and Part-Time Enrolments February 2018

		Year Levels in the School														
Indigenous Status	Pre-Prep	Prep	1	2	3	4	5	6	7	8	9	10	11	12	Spec	Total
Indigenous	6	1	4	4	1	1	3		1	1	1	1	1		0	25
Non-Indigenous	74	15	10	20	19	18	17	14	16	9	20	3	7	13	0	255
Unknown																0
Total	80	16	14	24	20	19	20	14	17	10	21	4	8	13	0	280

Proportion of Students by Attendance Range

Semester 1, 2017 - Indigenous & Non-Indigenous Students

% of Indigenous Student Attendance < 85%

59

90 to <

20.6

54.2

100

19

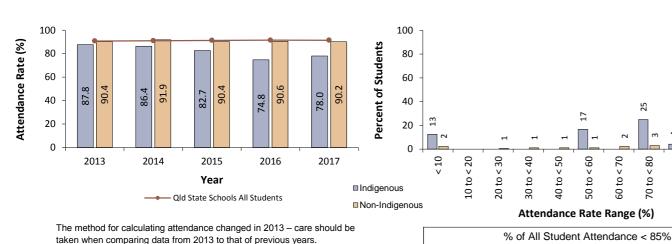
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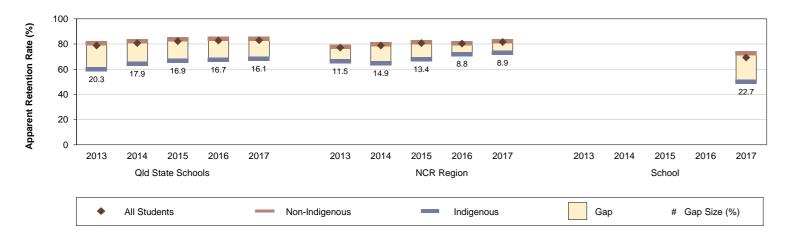
Student Attendance

Student Attendance Rate Semester 1

Indigenous & Non-Indigenous Students



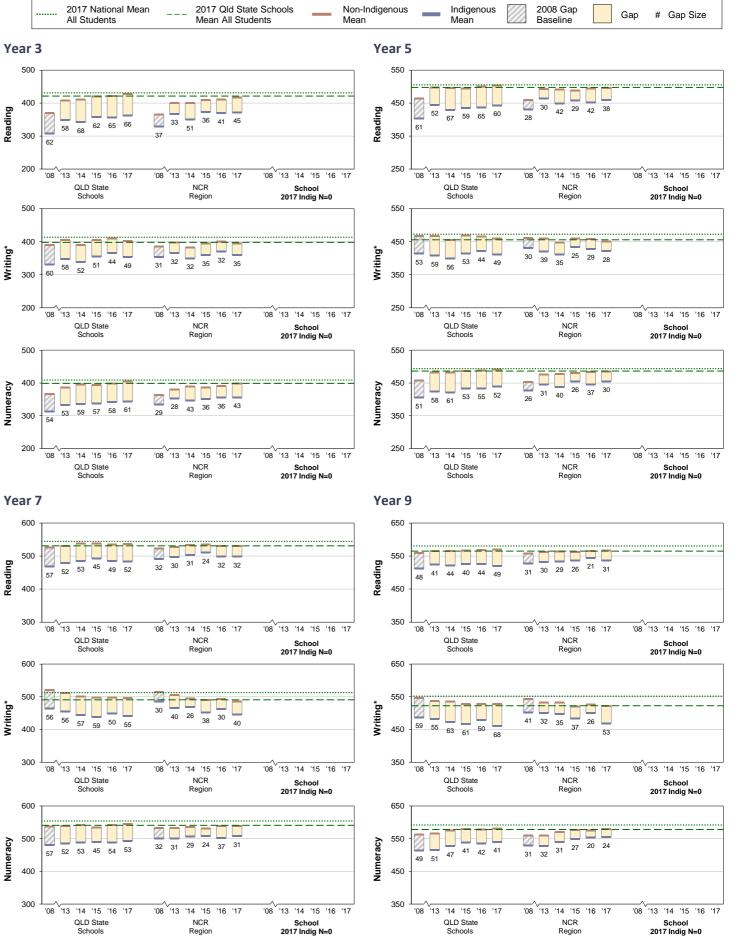
Apparent Retention Year 10 to Year 12 - Indigenous/Non-Indigenous Gap



Apparent retention rates are computed as the ratio of the number of year 12 full-time students in a given year to the number of year 10 full-time students 2 years prior. The retention rates are labelled "apparent" as they do not take account events such as interstate or overseas migration, repeating students, return of adult students and the movement of students to and from the state sector. For these reasons it is possible to obtain apparent retention rates greater than 100%. Based on the August Census enrolment collection.

NAPLAN Indigenous/Non-Indigenous Gap

In Confidence - Not for Distribution



^{*} Writing results from 2011 cannot be compared to previous years.

Indig N is the count of indigenous students with a score (excludes absent, exempt & withdrawn students).