



Gympie State High School

ANNUAL REPORT 2016

Queensland State School Reporting

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School Overview

Gympie State High School is Queensland's oldest state secondary school and boasts a proud history of academic, cultural, sporting and community excellence. The school stands on the hill overlooking the Gympie Region Aquatic and Recreation Centre in a revitalised precinct bounded by Cootharaba and Everson Roads.

While the school has evolved throughout its history it has remained true to its vision of a learning community where positive relationships are the foundation for achievement of everyone's personal best in all aspects of school life. The Four Year Strategic Plan drafted and ratified by our school community holds the values of Resilience, Diversity, Success and Tradition at the core. The vision and values of the plan provide a strong link to our school's great tradition of success. The plan is a clear guide for the future direction and growth of our school.

Our school has a population of approximately 1200 students. Many of our students are from third or fourth generation families who have previously attended the school and recognise the high value we place on academic achievement. Gympie High not only serves the city of Gympie but also communities such as Amamoor, Dagon, Imbil, Kandanga, Rainbow Beach, Tin Can Bay, Glastonbury and Widgee.

Gympie High provides the broadest range of specialised curriculum offerings in the region. Students at Gympie High receive a tailored curriculum that is suited to individual skills, abilities and interests. Our school is future focused to enable our graduates to transition into the community with the skills, knowledge and capability to make a positive contribution.

Beyond the opportunities provided through a diverse curriculum, Gympie High is a school where students are encouraged to thrive as individuals; the school's philosophy is that the education provided extends beyond the classroom to develop the whole child. We are a school which places an emphasis on seeing the importance of social and emotional development and the impact it has on learning.

Our school is divided into two mini-schools: Junior and Senior Secondary. Each Year Level has a Head of Year who works with teachers and a Well-being team to support positive behaviour and social and emotional wellbeing. This stable, challenging environment ensures that all students achieve the best they can.

Our Specialised School of Excellence in Science and Maths is designed to extend gifted and talented Junior Secondary students across core subjects with an integrated and challenging curriculum. It is an example of how Gympie High caters for diversity. This is enhanced by our commitment to traditional literacy and numeracy skills which is reflected in our customised English and Mathematics programs for Junior Secondary, based on specialised testing conducted by our highly trained teaching team.

Gympie High students have the opportunity to take advantage of an extensive range of subjects which are regularly being adapted to reflect dynamic 21st Century career pathways.

This diversity spans OP subjects, University Partnerships, Vocational Certificate Courses and School Based Apprenticeships and Traineeships. This is exemplified by Programs in Engineering Technology, Interactive Digital Media, Sports Excellence, Marine and Aquatic Practices and Rural Excellence Programs. We also have a long and proud tradition in music instruction and performance, which is reflected in the school being a Music School of Excellence.

Gympie High has worked hard to forge close relationships with our community and this has been recognised with the strength of our School Based Apprenticeship and Trainee Program making the state final for the 2015 Showcase Awards. Being named as a state finalist in such a competitive category was a great result for our school. It is a wonderful achievement and a worthy recognition of the hard work of the staff and community. Gympie High remains one of the state's leaders in terms of School-based trainees and apprentices.

Our school motto: E Collegio Metallesque Aurum – translates to 'Gold from the school as well as the mines' and today Gympie High continues over a century of success in learning.

Gympie High has provided quality education for generations of Gympie families and our curriculum offerings, celebration of diversity and focus on the individual will see that tradition of success continue well into the future.

Principal's Foreword

Introduction

This report details the progress Gympie State High has made towards the goals set out in our 2015-2018 Improvement Plan.

The Gympie State High values of resilience, diversity, success and tradition have been evident on a daily basis throughout 2016. The year as Principal of our great school has again been exciting, challenging and rewarding on a number of levels.

At the start of 2016 we set out on an improvement journey with a focus on our key areas of student success through behaviour and attendance, through literacy and numeracy and senior outcomes. I can proudly say that the hard work and dedication of our students, staff, parents and community throughout 2016 has seen pleasing improvements in all of those areas.

The first year of our new uniform has received positive feedback from our community with students proudly presenting themselves in the new uniform. This year will phase out the old day uniform with 2017 seeing all students in the new junior and senior uniform. How we present ourselves as proud members of Gympie State High is important; not just to the individual but to the image of our entire school.

In terms of academic success am delighted to say that our NAPLAN results for many years have shown that Gympie State High students improve their literacy and numeracy better than the national average and that 2016 continued our success particularly in reading and numeracy. This is due to the quality of our literacy and numeracy programs and the dedication of our teachers and teacher aides across the school.

Our Senior Outcomes in 2015 saw our best results for nearly a decade for OP 1-15 students and with 100% of OP eligible students receiving University offers. We are also improving the number of students who complete their Queensland Certificate of Education, who transition into the workforce or further training and 2016 looks to continue those great results.

We continue to make progress in improving student behaviour and attendance and it should be no surprise that the students who cross the stage tonight are regularly rewarded for positive behaviour and full attendance. The support of you, our families, in reinforcing these high expectations is essential in getting the best for your children and setting them up for success beyond the school fence.

Gympie State High leads our region and state in the diversity of programs we offer and with vision and innovation. Our Online College of Coding was proudly featured on the ABC's Good Game Program and reached a national audience. The College now has over 20 schools ranging from Gordonvale in the far north to the NSW border accessing the programs developed and delivered by Gympie State High.

Our Rural Industries School of Excellence including our Cattle Show Teams have gone from strength to strength and continue to lead the region with success. The support of community partners including Nolan's Meats is vital to its continued success and I thank them for their support.

Our Specialised Schools of Excellence in Science and Maths, Music and Sporting Academies have been active in our school and community throughout the year sharing the incredible talents of our students. You will see some of those amazing talents here tonight. None of these incredible opportunities occur without willing staff and willing parents who sacrifice their own time to coach, tutor, and guide, manage and support our students.

Earlier this year our school received national recognition in the 'Not Now Not Ever' campaign to raise awareness over domestic and family violence. The quality of the programs we offer to educate our students was highlighted as best practice and again shows the important role education plays in bettering individuals and hence our community. Thanks to our many teachers, community partners including the Gympie Regional Council, Act for Kids and the Brisbane Broncos and to our support staff for providing these important programs.

In a school of our age, one of the biggest challenges is maintaining quality facilities for our staff and students. The last few years has seen ongoing work with this year's biggest project being the refurbishment of our swimming pool which is now complete.

The refurbishment of classrooms to accommodate the Specialised School of excellence in Science and Maths has set up state of the art learning facilities for our students – A remarkable achievement in a school of our age. Upgrades to our gym and streetscape will commence soon and I must thank our regional council for the wonderful work they have done at the entrance to our school on Everson Road. It is a safe and appealing entry and the added benefit of the Aquatic Centre will only enhance our school.

The strength of any school lies in the quality of its people. We have a skilled and dedicated staff – teachers, aides, and support staff – who work to get the best for your children. I thank them for the time they devote in and out of the classroom and for their support throughout another year at the helm of Gympie State High.

The education of your children is a partnership between school and home and on the first Tuesday of each month our Parents & Citizens Association meet to discuss school issues and provide advice on the direction of the school. I sincerely thank the dedicated group of parents who are our regular attenders. Your support and enthusiasm for our school is certainly valued and your sense of humour makes our meetings always enjoyable. If you have not been to a P&C meeting can I encourage you to come along. Meetings are informative and entertaining and they provide you – our parents – the opportunity to play an important part in the future direction of our school.

I continue to be impressed on a daily basis by the diversity of Gympie State High. The breadth of our learnings in and out of the classroom provides our students with the opportunities to succeed irrespective of their backgrounds and abilities and that is most certainly the strength of our school.

In closing, I wanted to highlight our core values of success and resilience so – as a lapsed English teacher – I thought I would turn to one of my favourite novels – The Power of One by Bryce Courtenay. In the novel the main protagonist PeeKay is learning about resilience. He learns that life can be tough and that success comes from weathering the storms and obstacles that are put in your way.

His mentor explains:

“Let me conclude by saying, in my experience the glittering prizes in life come more to those who persevere despite setback and disappointment than they do to the exceptionally gifted who, with the confidence of the talents bestowed upon them, often pursue the tasks leading to success with less determination.”

Anthony Lanskey

Principal

School Progress towards its goals in 2016

FOCUS AREA	SCHOOL PRIORITIES 2016	IMPROVEMENT STRATEGIES AND ACTIONS 2016	PROGRESS TOWARDS GOALS		
			Embedded	Consolidating	Beginning
Successful Learners	Literacy and Numeracy	<p><u>Literacy and Numeracy Priority</u></p> <ul style="list-style-type: none"> Mentors in Literacy and Numeracy to support improvement agenda Success School Project in Numeracy – diagnostics, warm-ups and re-culturing of staff in whole school numeracy practices Embed explicit teaching of Writing through the “7 Steps to Writing Success” program; focus on improvement in reading through Literacy Train, targeted classes in Junior Secondary and use of short term data cycles and warmups. Continue data informed practices in identifying literacy and numeracy focus areas Utilise relative gain analysis from 2016 NAPLAN to inform curriculum focus. Continue to use online school-developed resources – Partially there through Moodle 		✓	
		<p><u>NAPLAN Strategy</u></p> <ul style="list-style-type: none"> Implement the Junior Secondary NAPLAN Improvement Agenda 2017 NAPLAN preparation through Learning Enhancement Program in all Junior Secondary year levels to ensure development of key skills across Junior Secondary Investing for Success (I4S) funding will primarily be focussed on moving the Year 9 NAPLAN performance mean scores in Reading, Numeracy and Writing towards the National Means 	✓		
		<p><u>Upper 2 Bands Priority</u></p> <ul style="list-style-type: none"> Specialised School of Excellence in Science and Maths in Year 7 and Masterclasses in 8 and 9 to extend U2B 	✓		

	Behaviour	<p><u>Positive Behaviour for Learning</u></p> <ul style="list-style-type: none"> Implement school wide expectations - Respectful, Responsible, Safe, Learners – market and promote PBL expectations across school community Professionally develop PBL team in data analysis, essential skills for classroom management and profiling 	✓	✓	
	Attendance	<p><u>Attendance Improvement Strategy</u></p> <ul style="list-style-type: none"> Whole, school focus on attendance – community awareness campaign, attendance incentives, case management of school refusers and high absentees; incentive system to reward students reaching attendance benchmarks – 90% and 100% 		✓	
	Student Achievement	<p><u>Differentiation Strategy</u></p> <ul style="list-style-type: none"> Establish Diverse Learning Team – HOSES, Learning Support, GO – to provide school leadership and support of continued differentiation strategies through ICPs Continue Implementation of Data Informed Classrooms (Getting to Know Your Students G2KYS) – a GSHS approach to Individual Student Achievement and Success Continue dashboard strategies, rollout tracking software for staff to assist G2KYS and Individual case management 	✓	✓	✓
	Senior Pathways	<p><u>Senior Secondary Priority</u></p> <ul style="list-style-type: none"> Implement the 2016 QCE Improvement Plan – target 95% Year 10 to Senior Strategy Academic Coaching model to case manage at risk students in Senior Secondary using TrackEd and OP Analyser OP 1-5 and 1-15 improvement strategy – QSC Preparation, Targeted Programs Continue to Embed Pathways, Empower Futures through the GSHS Senior Secondary Improvement Agenda 	✓ ✓ ✓ ✓	✓	
Great People	Staff Capability – Performance Review Process	<p><u>Annual Performance Review Process</u></p> <ul style="list-style-type: none"> Continue APR with all staff (teaching and non-teaching) ensuring an alignment to state-wide process, to school improvement priorities in the AIP and to individual staff needs. Teaching staff Performance Plans align with AITSL: National Professional Standards for Teachers Consultation and feedback structures are in place and occur in a timely manner Implement processes to monitor staff and personal wellbeing 	✓ ✓	✓ ✓	
	Pedagogical Framework	<p><u>Teacher Capability – ASOT, PBL and Essential Skills for Classroom Management</u></p> <ul style="list-style-type: none"> Further develop and implement an overarching Curriculum Framework based on ASOT Continue roll out of Design Questions in 	✓ ✓		

		<p>line with school improvement agenda and SWBS</p> <ul style="list-style-type: none"> Actively engage the ASOT team leaders to further and deepen understanding of staff Staff engage in PLCs using ASOT and PBL as a reflective framework Provide opportunities for staff training and use in Profiling Provide Coaching and Feedback through a focus on observational protocols and collegiality – development of common observation template - & scheduled observations, quality assurance of practice & components 	✓	✓ ✓ ✓	
	Professional Learning	<p><u>Professional Learning Communities</u></p> <ul style="list-style-type: none"> Regular Faculty meetings will serve as PLCs where staff will share practice and learn from each other Alignment of strategic agenda through all meetings and PLCs Target PD for staff aligned to systemic and school strategic priorities Professional Learning Communities using GRWTH model to provide consultation, feedback & sharing of Practice 	✓ ✓ ✓	✓	
Engaged Partners	Community Partnerships	<p><u>Partnerships – Region, Local, Schools, Industry, University and Community</u></p> <ul style="list-style-type: none"> Transitions Improvement Agenda - Focus on providing engaging and meaningful transitions at key junctures 6 to 7, 9 to 10 & feeder schools & promoting state education. Gympie State Schools Administrators' Alliance Online College of Coding – trial programs through local primary schools and gateway schools University Partnerships – USC, UQ and QUT Enhance relationships with local primary schools with visible presence and interaction with principals and schools. Continue communication strategies with community regarding relevant changes so as to develop market position that revitalises GSHS using SMS, Facebook to market GSHS Programs of Excellence – Gympie Music School Of Excellence (GMSOE), Specialised School of Excellence in Science and Maths (SSOE), Rural Industries School of Excellence (RISE), Online College of Coding, Centurions Sporting Academy 	✓ ✓ ✓ ✓ ✓ ✓ ✓		
	Community Confidence	<p><u>Community Confidence</u></p> <ul style="list-style-type: none"> Continue rollout of new uniform with full implementation in 2017 Continue to market school through local media, advertising and rebadging Continue renewal of school streetscape on Cootharaba and Everson Rd boundaries Develop School Strategic Infrastructure Plan for 5-10 vision of school facilities 	✓ ✓ ✓	✓	

	Parent Communication	<p><u>Parent and Community Engagement Strategy</u></p> <ul style="list-style-type: none"> Promote parent participation in school events and provide opportunities for families to observe student learning and celebrate student achievement through the Gympie HIGHlights initiative, Learning Curve and Junior/Senior Student Planner initiatives. Use multiple communication channels to communicate with parents eg email, SMS, telephone, web portal, Facebook, Schoolzine Newsletter, School electronic signage and local media, 2017 QParents Provide programs and opportunities for parents to build their capacity to support their child's learning – Parenting Programs, Classroom Volunteering Actively seek and sustain a wide range of community partnerships through SATs, Work Experience, Hospitality catering opportunities, Cooloola Schools Cluster, Gympie Schools Alliance, Gympie Regional Council, Broncos, Chaplaincy Committee, P&C, Australian Institute of Country Music, Academy of Interactive Entertainment Canberra, Gympie Times 	✓	✓	
High Standards	Explicit Expectations Consistency of Standards Personal Responsibility	<p><u>Consistency of Standards</u></p> <ul style="list-style-type: none"> Revise and renew Responsible Behaviour Plan for Students to reflect the Expectations for a Disciplined School Environment and Strengthening discipline – Learning Curve Positive Education focus Explicit Expectations use to guide discussions regarding student behaviour and teacher consistency of practice Continue BM structure implemented in 2015 Ensure successful Systems Audit in 2016 utilising Audit Improvement Plan Ensure WHS processes are compliant 	✓	✓	
		<p><u>Opinion Survey Priorities</u></p> <ul style="list-style-type: none"> Refer to 2015 SOS Review presented to Staff on January Student Free Days for the Top 5 “Things we need to work on” and the Top 5 “Things we are doing well” The top priority to work on for BOTH students and parents is “Student behaviour is well managed at this school”, and for Staff “This school is well maintained”. This supports the focus on community confidence. Improved communication to all parents of the community 	✓	✓	✓

Future Outlook

Gympie High School will continue in 2017 the great progress made in improving students outcomes throughout 2016. The school developed the focus areas for 2015-18, aligned to the DETE Strategic Plan and as summarised in the GSHS Strategic Plan. The Annual Improvement Plan operationalises the Strategic Direction of the school and is summarised in the following structure which is reviewed annually. A copy is available on the school website.

Our Vision:

Gympie High is a learning community where positive relationships are the foundation for achievement of everyone's personal best in all aspects of school life.

Our Values:

Resilience, Diversity, Success, Tradition

Our Expectations:

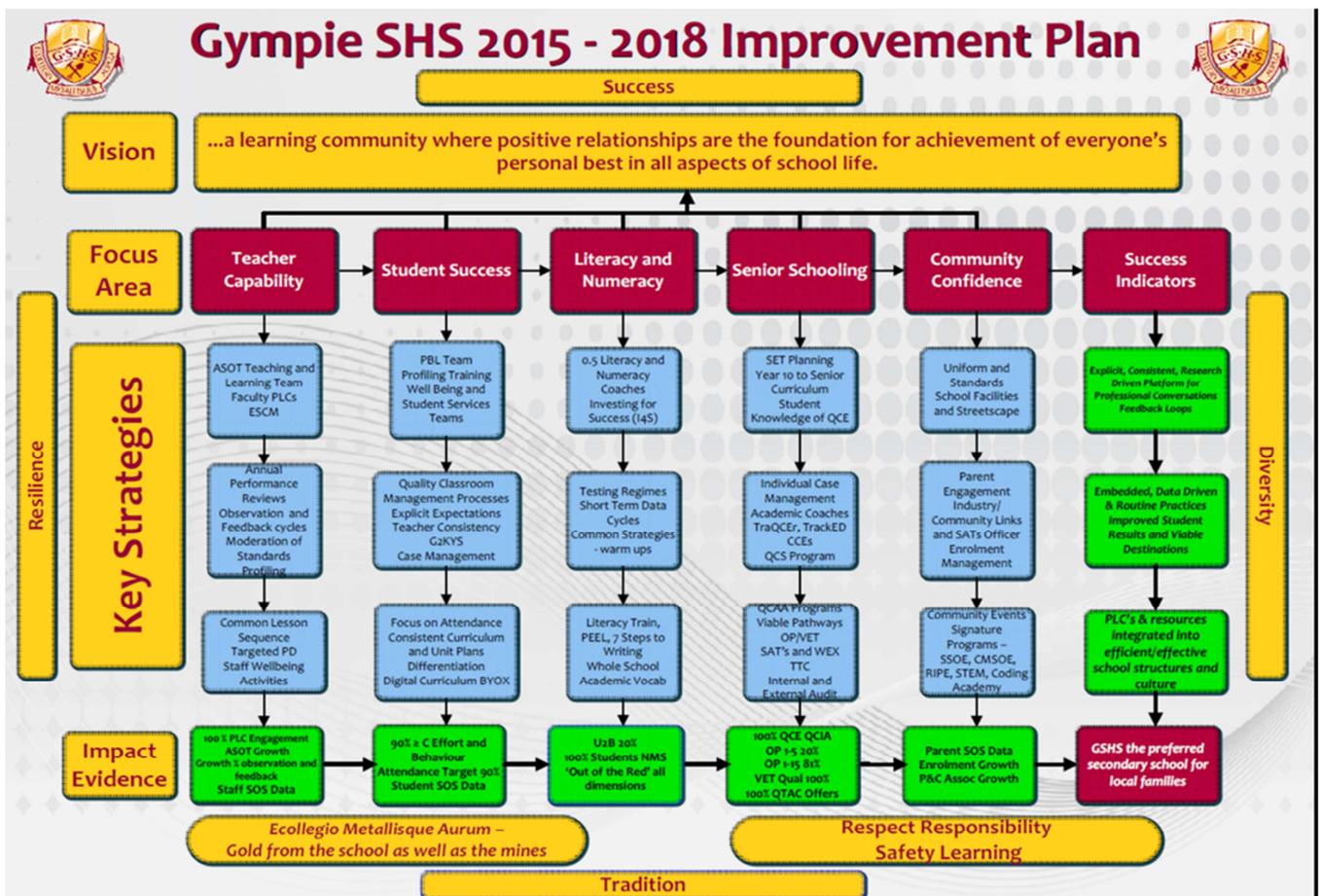
Respectful, Responsible, Safe, Learners

Our Goal:

Gympie State High School: the preferred secondary school for local families.

2017 Explicit Improvement Agenda:

Student Success	Quality Staff	Community Confidence
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> High Expectations for: Achievement, Attendance and Behaviour <input checked="" type="checkbox"/> Literacy and Numeracy Focus <input checked="" type="checkbox"/> Customised Junior Classes and Senior Schooling Pathways <input checked="" type="checkbox"/> Diverse Curriculum 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Targeted Professional Practice and Learning for all Staff <input checked="" type="checkbox"/> Professional Performance Review Processes <input checked="" type="checkbox"/> Learning Communities 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Parent, Community and Industry Engagement <input checked="" type="checkbox"/> Sustainable Partnerships <input checked="" type="checkbox"/> Positive Community Profile



Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2016:	Year 7 - Year 12
Student enrolments for this school:	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	1135	564	571	73	89%
2015*	1165	564	601	87	88%
2016	1099	533	566	87	88%

Student counts are based on the Census (August) enrolment collection.

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2016, there were no students enrolled in a pre-Prep** program.

** pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

Characteristics of the Student Body

Overview

Gympie State High School is a Band 11 Enrolment Managed School with an enrolment that fluctuates between 1100 and 1200. We currently have enrolments of 75 students with disabilities and over 200 students identified for learning support. Our enrolments demonstrate a balance of males to females.

The historic City of Gympie is located on the Bruce Highway 160 kilometres north of Brisbane and approximately 40 kilometres from the coast. It is the centre of the Gympie Region, although recently it has been promoted both within Australia and overseas as the northern tip of the Sunshine Coast. Interestingly recent government released data shows that while Gympie has the lowest per capita income in Queensland, health and stress related illnesses are one of the lowest. The Gympie Region has an estimated population of 37000, with 18000 people living in Gympie City and 9000 in Southside. Currently primary and secondary industries form the economic base of the town and include agriculture, timber (Laminex), and Nestles. The planned Bruce Highway bypass will have an impact on the primary industries in our area but that impact won't be seen for some years to come. Tourism, food production and associated service industries and retail are growing employers in the region.

Gympie State High School was the first state high school to open its doors in Queensland and celebrated its centenary in 2012. The school has a proud tradition of pursuing academic, sporting, community and cultural excellence. Many of our students are from third and fourth generation families who have attended the school. Gympie High not only serves the City of Gympie but also communities such as Amamoor, Dagon, Imbil, Kandanga, Goomborian, Rainbow Beach, Tin Can Bay, Wolvi and Kia Ora. Students generally enrol at Gympie high in two phases – Year 7 students from primary schools across the region and Year 11 students from the feeder P-10 schools in our catchment area. Students are drawn from rural communities with the majority of students travelling to school by bus. Gympie High School caters for the diverse array of students through a broad range of curriculum offerings including the Learning Pathways Program which inclusively caters for students with disabilities.

Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3			
Year 4 – Year 7			
Year 8 – Year 10	22	22	22
Year 11 – Year 12	19	19	19

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

Curriculum Delivery

Our Approach to Curriculum Delivery

The diversity of activities at Gympie High ensures there are opportunities for all students. Highlights include the Gympie Music School of Excellence, the Online College of Coding, Specialised School of Excellence in Science and Mathematics, Rural Industries School of Excellence, Youth Action Program, specialist Sport classes in Futsal and Rugby League and a range of Vocational Certificate courses.

The Junior Secondary curriculum philosophy (Year 7-9) is based on strengthening learning behaviours, foundation and success skills. Engaging minds and Empowering futures through active learning that is engaging and focused on the need so the learner provide a solid foundation for Senior Schooling pathways. Customised classes, differentiated teaching and targeted intervention and extension programs identify where students are at in their learning and ensure accelerated success. A combination of structural (Customised classes) and instructional (targeted teaching) differentiation are combined with personal goal setting ensures that individual learning goals are achieved. Elective programs are offered on a Semester basis to provide exposure and foundation learning across the Arts, Technology and Languages learning areas. Students are encouraged to select electives that pave the pathways foundations for choices in year 10 subjects.

Core	Electives	
English	Dance	Business Essentials
Health and Physical Education	Drama	Art
HPE, Rugby League or Soccer programs	Textiles Technology	Music
Mathematics	Food Technology	Graphics
Science	Manual Arts	Digital Media and Coding
History	STEM (Science, Technology, Engineering, Mathematics)	Youth Action Program
Coding	Agricultural Mechanics	Industrial Technology A /B
	Animal Husbandry	German
		Japanese

Year 10 is the new addition to the Senior Secondary phase of learning. Students in Year 10 will continue with the National Curriculum objectives; however will also be transitioning into the senior phase. Students will be exploring Year 10 content and knowledge in a senior context by utilising the Senior Syllabi for each of the subjects. Year 10 students will also have the opportunity to start banking credits towards their Queensland Certificate of Education (QCE) by engaging in Certificate courses conducted at Gympie State High School, as well as participating in School-based Apprenticeships and Traineeships (SAT).

Students engage in the Senior Program where they will be continuing with meeting the requirements of the National curriculum by studying core subjects English and Mathematics. The remaining subjects are tailored specifically to resemble the expectations of the Senior Subject Syllabus. The Program is designed deliberately to provide all students with the opportunity to explore and trial senior subjects prior to Year 11 and assist with making better informed choices regarding subject selections in your senior years. The intention is to have students in subjects they are capable of completing successfully and reducing the number of subject changes in Years 11 and 12.

In the Senior Years Gympie State High School offers three types of subjects;

(a) Authority Subjects

- syllabus has been approved by the Queensland Curriculum and Assessment Authority (QCAA),
- a Work Program has been accredited by the QCAA,
- assessment of student achievement has been certified by the QCAA through moderation,
- results appear on the Senior Certificate and contribute towards an OP and credits for the QCE.

(b) Authority-Registered Subjects

- a Study Area Specification has been developed by the QCAA,
- a Study Plan has been accredited by the QCAA,
- results appear on the Senior Certificate and accumulate credits for the QCE,
- the result does not contribute towards an OP.

(c) Vocational Education & Training (VET) Certificate

- follows an industry standard Training Package
- is assessed on competency based only assessment items
- flexible delivery, within a class structure or block training
- Nationally recognised qualification
- results appear on the Senior Certificate and accumulate credits for the QCE,

Co-curricular Activities

The school offers a range of extra-curricular activities for students. These are designed to extend and inspire students in ways that may not normally be available within the classroom environment.

Extra-curricular activities include:

- Sport – Rugby League, Football, Futsal, Netball, Athletics, Equestrian, Cricket, Volleyball
- Music – Instrumental music – strings, brass, woodwind and percussion, Gympie Music School of Excellence
- Community – Environmental and Fund Raising Committees; Public Speaking Competitions; Rural Industries School of Excellence; Cattle Show Team

How Information and Communication Technologies are used to Assist Learning

Gympie State High School continued its integration of ICT's across all aspects of the curriculum and in all areas of the school. Over 950 computers were available to all students in the classroom. This included 26 classrooms with class sets of laptops, 4 learning areas in the library with class sets of desktop computers and 5 specialist labs for Business studies, Film and Television, Graphics and Multimedia. 53 classrooms had facilities for delivering ICT enriched learning experiences for students, including data projectors, speakers and laptop connections. All teaching spaces in the school had access to the local area network and internet through high speed wireless or Ethernet connectivity. The school upgraded its filtered internet service to access internet based resources.

Processes and programs within the school which were used to achieve a meaningful use of ICT's in the classroom included:

- The operation of the 'Gympie High Online College of Coding' has seen student from our school as well as 18 schools across the state access computer coding through courses developed at Gympie SHS
- The extensive deployment of ICT's directly into classrooms for all teachers to be able to extend learning experiences by using ICT's to expand the opportunities for learning.
- The highly specialised use of ICT's in senior subjects including the Voc Ed courses in Information Technology, Business Education and Interactive Entertainment.

The tailored deployment of ICT's for special needs students including the use ICT devices for targeted literacy and numeracy activities. The challenge for 2017 will be increasing participation in BYOX.

Social Climate

Overview

At Gympie State High we value *resilience, diversity, success and tradition*. In 2016 Gympie High, through its strategic direction, has focused on high expectations for all students through attendance, behaviour and academic success. Gympie High has seen positive progress towards the goal of increasing community confidence through the school's high expectations around these foundations of quality learning.

Gympie State High School's behaviour expectations – **Respectful, Responsible, Safe and Learner** – provide the foundation of the schools approach to positive behaviour for learning.

We value a rounded education with a diversity of curriculum supplemented by extensive co and extra curricula activities. Gympie High provides opportunities for all students to participate and strive for their personal best. We have a stable, very experienced and dedicated staff maximising student achievement, delivering high expectations and building strong relationships in a learning environment.

Our school is focused on promoting positive behaviours for all students while recognising that some students choose ineffective behaviours to meet their needs. We believe that a framework of positive behaviour support ensures all students have the emotional and social skills needed to succeed in school and beyond.

A key part of establishing a positive school is building partnerships between the school and parents. The school has throughout 2016 focused on positive feedback to parents on student behaviour through the range of communication methods.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree [#] that:	2014	2015	2016
their child is getting a good education at school (S2016)	96%	90%	93%
this is a good school (S2035)	88%	79%	92%
their child likes being at this school* (S2001)	91%	89%	92%
their child feels safe at this school* (S2002)	88%	90%	84%
their child's learning needs are being met at this school* (S2003)	89%	89%	91%
their child is making good progress at this school* (S2004)	93%	90%	92%
teachers at this school expect their child to do his or her best* (S2005)	91%	94%	95%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	93%	84%	90%
teachers at this school motivate their child to learn* (S2007)	84%	82%	90%
teachers at this school treat students fairly* (S2008)	87%	77%	81%
they can talk to their child's teachers about their concerns* (S2009)	94%	84%	93%
this school works with them to support their child's learning* (S2010)	87%	78%	90%
this school takes parents' opinions seriously* (S2011)	84%	75%	82%
student behaviour is well managed at this school* (S2012)	67%	72%	72%
this school looks for ways to improve* (S2013)	85%	87%	91%
this school is well maintained* (S2014)	89%	85%	94%

Student opinion survey

Performance measure			
Percentage of students who agree [#] that:	2014	2015	2016
they are getting a good education at school (S2048)	93%	91%	86%
they like being at their school* (S2036)	88%	81%	84%
they feel safe at their school* (S2037)	90%	81%	80%

Performance measure			
Percentage of students who agree [#] that:	2014	2015	2016
their teachers motivate them to learn* (S2038)	78%	85%	83%
their teachers expect them to do their best* (S2039)	93%	93%	92%
their teachers provide them with useful feedback about their school work* (S2040)	77%	81%	80%
teachers treat students fairly at their school* (S2041)	62%	67%	66%
they can talk to their teachers about their concerns* (S2042)	59%	69%	67%
their school takes students' opinions seriously* (S2043)	62%	65%	63%
student behaviour is well managed at their school* (S2044)	57%	64%	61%
their school looks for ways to improve* (S2045)	91%	86%	83%
their school is well maintained* (S2046)	81%	75%	70%
their school gives them opportunities to do interesting things* (S2047)	88%	84%	85%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2014	2015	2016
they enjoy working at their school (S2069)	96%	100%	90%
they feel that their school is a safe place in which to work (S2070)	94%	93%	92%
they receive useful feedback about their work at their school (S2071)	81%	80%	83%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	86%	93%	82%
students are encouraged to do their best at their school (S2072)	95%	96%	93%
students are treated fairly at their school (S2073)	99%	98%	97%
student behaviour is well managed at their school (S2074)	85%	76%	69%
staff are well supported at their school (S2075)	78%	74%	71%
their school takes staff opinions seriously (S2076)	73%	75%	72%
their school looks for ways to improve (S2077)	96%	87%	89%
their school is well maintained (S2078)	76%	91%	83%
their school gives them opportunities to do interesting things (S2079)	91%	91%	92%

* Nationally agreed student and parent/caregiver items

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Parent and community engagement

Gympie High values and encourages active parental and community involvement in our school. The key areas are the Parents and Citizens Association (P&C), Volunteering and the range of parent communication used by the school to keep parents involved and informed. The Schoolzine eNewsletter accessed by subscription is a key plank in our Parent and Community Engagement Strategy. The school also communicates via multiple channels – email, SMS, Web portal and this year saw a concerted focus on using Facebook more regularly to communicate with our community.

The P&C Association, an essential committee in our school, endeavours to improve school facilities for the benefit of our students as well as providing a window to the operational activities within the school.

The Gympie Highlights program continues to offer our partner Primary students the opportunity to engage in specialist out-of-school programs. STEM Robotics, Agriculture, Sports Academy, Food Technology, Arts and Computer Coding workshops were conducted throughout the year and were a successful marketing strategy in terms of promoting parent participation in school events and providing opportunities for families to observe student learning, and celebrate student achievement. Gympie SHS works closely with parents and our affiliated primary schools to support a differentiated curriculum across the school. The Getting to Know Your Students (G2KYS) focus allows staff to work closely with parents in determining the learning focus for each student.

Strong partnerships with the Gympie Regional Council and the University of the Sunshine Coast have lifted the school's community profile and offered wider opportunities for students.

Our links with industry and employers have been recognized through the State Showcase Awards for Industry Links as best practice in Queensland. Furthermore our work with the Gympie State Schools' Administrators Alliance and the Gympie Mathematics Alliance has also been recognized with Regional Showcase Awards.

Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. Fundamental to the school's expectations are respect and safety. The school has throughout 2016 offered programs for all students which focus on education and awareness in relation to respectful relationships, bullying, domestic violence and conflict resolution. These programs are run through the school's pastoral care program – The Learning Curve – and through targeted programs such as Betterman, Empowering Women, Rock and Water and through standalone presentations including Y Lead, Anti- Bullying, Cyber Safety, Daniel Morcombe Foundation and One Punch Can Kill Campaigns. Further the school embeds healthy relationships in the curriculum through alignment planners for the junior curriculum.

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	202	242	253
Long Suspensions – 6 to 20 days	27	14	15
Exclusions	9	10	4
Cancellations of Enrolment	21	25	15

* 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.

**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.

Environmental Footprint

Reducing the school's environmental footprint

The school has made significant steps towards the reduction of our environmental footprint. Education campaigns to reduce the usage of water and electricity occur on a regular basis with students and staff. The use of solar power and harvesting rainwater for use in the school grounds has made an impact on the reduction of the school's environmental footprint.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	580,316	0
2014-2015	578,905	7,132
2015-2016	579,305	7,105

The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

School Funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

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

Find a school

Sector:

Government

Non-government

Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	96	48	0
Full-time Equivalent	88	38	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	1
Masters	10
Graduate Diploma etc.**	21
Bachelor degree	62
Diploma	2
Certificate	0

*Teaching staff includes School Leaders

**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were \$39,832.

The major professional development initiatives are as follows:

- Art of Science and Teaching – pedagogical framework, mentor exchange
- Essential Skills for Classroom Management
- Classroom Profiling
- School Wide Positive Behaviour Support – known as PBL
- Literacy and Numeracy
- Compliance Training
- Leadership Development

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	96%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 95% of staff was retained by the school for the entire 2016.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	86%	87%	87%
The attendance rate for Indigenous students at this school (shown as a percentage).	79%	82%	81%

*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2016 for all Queensland Secondary schools was 90%.

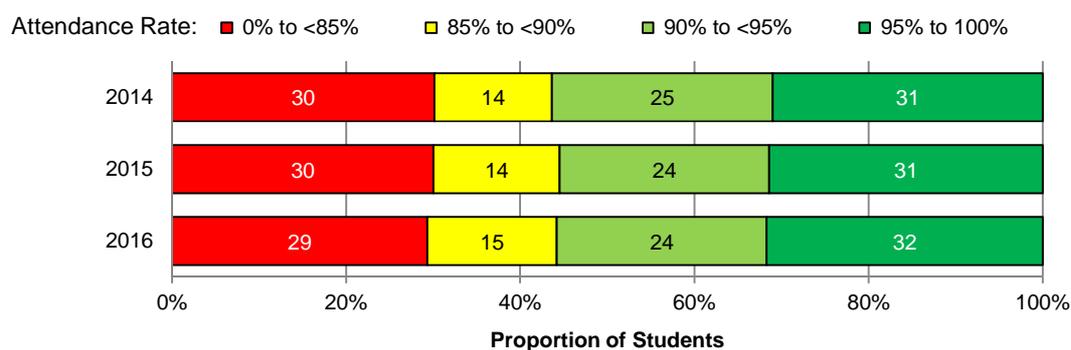
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014									88%	87%	85%	83%	88%
2015								89%	87%	88%	86%	84%	89%
2016								90%	88%	86%	86%	87%	88%

*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range:



Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

Every Day Counts is a focus for our school's improvement agenda and the school has made improvements in attendance since 2014. The school highlights the importance of attendance through all channels of communication and has incentive systems in place to reward students reaching attendance goals of 90% and 100%. The school also operates a "Good Standing Policy" where student access to activities, rewards days and senior activities such as the Senior Jersey and Formal are linked to attendance benchmarks.

To support attendance Gympie State High School uses ID Attend software as our attendance application for day to day roll marking and truancy. It is synchronised each day with One School. Parents are notified on the day via text message if their child is absent and an explanation has not been received. Rolls are marked by teachers for each lesson to track student attendance in each class. If a student has 3 or more unexplained absences parents are contacted by letter in the week following the absence.

If the attendance requirements of the compulsory schooling or compulsory participation phase are not met by a student, the school works with families through our YSC and Attendance Officer to determine causes of absences and possible support provisions to reengage students in learning.

NAPLAN

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

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

Find a school

Sector:

Government

Non-government

Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting '**NAPLAN**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results..

Year 12 Outcomes

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2014	2015	2016
Number of students receiving a Senior Statement	204	213	167
Number of students awarded a Queensland Certificate of Individual Achievement.	1	5	4
Number of students receiving an Overall Position (OP)	78	86	46
Percentage of Indigenous students receiving an Overall Position (OP)	70%	25%	0%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	41	38	32
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	131	139	133
Number of students awarded an Australian Qualification Framework Certificate II or above.	97	114	106
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	178	184	149
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	80%	75%	100%
Number of students awarded an International Baccalaureate Diploma (IBD).	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	68%	86%	93%
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.	92%	95%	98%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	98%	97%	98%

As at 3rd February 2017. The above values exclude VISA students.

OVERALL POSITION BANDS (OP)					
Number of students in each band for OP 1 - 25					
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2014	7	21	25	19	6
2015	12	23	39	11	1
2016	6	17	20	3	0

As at 3rd February 2017. The above values exclude VISA students.

VOCATIONAL EDUCATIONAL TRAINING QUALIFICATION (VET)			
Number of students awarded certificates under the Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2014	79	81	30
2015	69	89	46
2016	89	82	38

As at 3rd February 2017. The above values exclude VISA students.

In 2016 Gympie State High offered a diverse range of Vocational Educational Training. Courses were:

- Certificate II in Rural Operations VRP
- Certificate I in Business VBU
- Certificate II in Business VSB
- Certificate I in Information, Digital Media and Technology VIN
- Certificate II in Information, Digital Media and Technology VIF
- Certificate II in Creative Industries (Media) VCM
- Certificate III in Media VEI
- Certificate IV in Interactive Digital Media VIM
- Recreation Studies RST
- Certificate III in Fitness VFT
- Certificate I & II in Hospitality VHT
- Hospitality Practices HSJ
- Certificate I in Furnishing VFR (Year 11)
- Certificate II in Furniture Making VFN (Year 12)
- Industrial Technology Studies ITU
- Certificate I in Manufacturing Pathways,
- Certificate I in Engineering & Certificate II in Engineering Pathways VEN

Apparent Retention Rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12			
Description	2014	2015	2016
Year 12 student enrolment as a percentage of the Year 10 student cohort.	81%	89%	79%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	53%	75%	40%

* The Years 10 to 12 Apparent Retention Rate is defined as the number of full-time students in Year 12 in any given year expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).

Student Destinations

Post-school destination information

The results of the 2016 post-school destinations survey, Next Step – Student Destination Report (2016 Year 12 cohort), will be uploaded to the school's website in September.

The report will be available at:

<https://gympieshs.eq.edu.au/Supportandresources/Formsanddocuments/Documents/next-step-summary-report.pdf>

Early leavers information

The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12 are described below.

The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12 are varied. Most leave school to enter the workforce as apprentices, trainees or to move to work over 25 hours per week. Others move to further education and training institutions predominately in the Gympie Region such as Gympie Flexible Learning, TAFE and private RTOs. The school works closely with the community's training organisations, alternative education providers, RTOs and TAFE to support students who move from school to work before completion of year 12.