



Gympie State High School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy

Department of Education



Queensland
Government

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School overview

Gympie State High School (GSHS) 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 that grows young people of integrity, compassion and wisdom, who honour our past and build our future. Our school provides the broadest range of specialised curriculum offerings in the region. Students at GSHS 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, we are 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. 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 (SSOE) in Maths and Science 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 we cater 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. Our 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 academic pursuits, 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 State High has provided quality education for Gympie families for well over a century and our goal of Excellence in Public Education - Proud of Place and Purpose is reflected in the continued success of students past and present.

School progress towards its goals in 2018

In my fourth year as principal of this great school I am proud to provide a brief snapshot of the 2018 school year – and what a year it has been.

I could wax lyrical on the many successes of our school over the course of the year. From whole school recognition as Gympie Chamber of Commerce's 'Educator of the Year' to community pursuits such as hosting the Gympie Cadet group, last week's Relay for Life, the Red Shield Appeal, to our Year 6 transitions, Highlights program and work with feeder primary schools, our Second Paddock to Plate Dinner showcasing the talents of our agriculture, hospitality and music excellence programs; our industry partnerships; success on the sporting field in volleyball, Futsal and Rugby League and of course the academic and vocational accomplishments of our students.

2018 has been somewhat of a watershed year for Gympie State High. It has been a year where our values of Success, Diversity, Resilience and Tradition have certainly come to the fore.

It has been a year where we as a school community have ridden the highs and lows of the challenges facing all modern schools and have continued to stand firm on the high expectations our community has of our school.

It has been a year of tradition where we have connected with students from years past through several reunions – the last of which was the class of 1958 who returned to our school in September after graduating 60 years ago. It was wonderful to see that these alumni still hold our school dear to their hearts.

The tradition of our school was also recognised through B, C and D Blocks being added to the Queensland State Heritage Register as the first examples of mid-twentieth century educational buildings constructed by the state government.

We are proud that there has been over 100 years of schooling on this site and that our buildings form part of our town's rich history. We continue to work towards providing the best possible facilities for our students and staff. Work has concluded on our ½ million dollar upgrade to the farm facilities, the renewal of our tennis courts, the

refurbishment of the administration building and staffrooms and with the ongoing air conditioning of classrooms thanks to the generous support of our wonderful P&C.

I would like to sincerely thank our P&C executive of President Mal Dodt, Secretary Anette Bambling and Treasurer Paul Norris. They provide sage advice on issues affecting our school, work tirelessly and passionately for our staff and students; and I would like to pass on my personal thanks for your support and dedication.

In thanking the Executive I would like to take a moment to recognise the dedication of Anette Bambling with 2018 seeing the last Bambling child complete Year 12. I believe Anette and Roger have had students at Gympie High continuously since 1994 and you have become part of our extended family. Your passion for our school – especially our students and staff – and the positivity you bring to not only the P&C but to school life has been an example to all. Can I say that just because Edward is finishing up doesn't mean you have to as well! Sincerely, thank you for the decades of service you have given to our school.

As we celebrate success, we all need to remember that none of the opportunities provided to the students of Gympie High can happen without the dedicated staff and supportive parents who go above and beyond for our students.

I am very lucky to have a quality team of school leaders, teachers, administration, facilities and support staff who all work tirelessly to ensure our students have access to a quality education. Education is not a job, it is a vocation and I thank all of my staff for the work done in and out of the classroom for the young people of our community.

Each year at this time, we say a sad farewell to a number of long standing staff members who have made significant contributions to education and particularly to our school.

We thank and farewell Jewell Polkinghorne, Liza Cameron, Robyn Cook and Dom Power for their service to Gympie High.

Dom Power – our resident sound and lighting man – leaves after us 5 years – all the best for the next phase of your career.

Robyn Cook – who continues as our archivist – retired earlier this year after over 3 decades of service to the school.

Jewell Poklinghorne has taught at Gympie High for 17 years working with students with a disability in classroom and leadership roles. I thank her for her passionate advocacy and support of the diverse range of students in our school and wish her the best in a long and enjoyable retirement.

Liza Cameron – our Industry Liaison Officer – leaves us after 15 years. At last week's Employers' Breakfast I spoke about the hundreds of young women and men Liza has supported into life pathways – many of whom would not have found success without her support, guidance and forthright conversations. We wish you the very best and thank you for all you have done for our community.

So what lies ahead for 2019?

Our state's senior schooling system transitions to the new Queensland Certificate of Education for the class of 2020, commencing next year as they enter Year 11. Gympie High is ready for this transition with our staff and students prepared for the new QCE while ensuring the final cohort completing Year 12 on the present OP system will continue to receive the very best senior programs on offer. Our senior outcomes in terms of QCE completion, tertiary admission and transition to the workforce and training will continue to improve.

We will continue to set high standards in behaviour and achievement for all.

We will continue to engage our wonderful community to provide our students with the best possible learning experiences.

And we will continue the positive journey towards creating a future where all in our great school are **proud of this place and of our purpose.**

FOCUS AREA	SCHOOL PRIORITIES 2018	IMPROVEMENT STRATEGIES AND ACTIONS 2018	PROGRESS TOWARDS GOALS		
			Embedded	Consolidating	Beginning
Successful Learners	Literacy and	Literacy and Numeracy Priority <ul style="list-style-type: none"> Mentors in Literacy and Numeracy to support improvement agenda – Revisit Role Description to focus on teacher capability and curriculum design Numeracy – diagnostics, warm-ups and re-culturing of staff in whole school numeracy practices, Gympie Maths Alliance, Partnership with UQ in Research Project; numeracy focus across KLA's – vocab, thinking mathematically 	✓		
	Numeracy		✓		
			✓		

		<ul style="list-style-type: none"> Embed explicit teaching of Writing through Whole School Writing Plan and Targeted intervention including the "7 Steps to Writing Success" program; focus on improvement in reading through Literacy Train, QAR strategies, targeted classes in Junior Secondary and use of short term data cycles and warmups; Academic Vocabulary Focus across KLAs Continue data informed practices in identifying literacy and numeracy focus areas and the Whole of School Literacy Database Maintain testing regime of diagnostics (TORC) for entering Junior Students and distance travelled at end of year junctures in Years 7, 8 and 9 Utilise relative gain analysis from 2017 NAPLAN to inform curriculum focus. Continue to use online school-developed resources for access across school and at home Support of successful Learners Programs through I4S Strategy 	✓	✓	
		<p><u>NAPLAN Strategy</u></p> <ul style="list-style-type: none"> Implement the Junior Secondary NAPLAN Improvement Agenda 2018 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 Upper 3 Band project with focussed intervention in Year 7 and 9 to lift Upper 3 Band results 	✓		
	Behaviour	<p><u>Positive Education</u></p> <ul style="list-style-type: none"> Maintain school wide expectations - <i>Respectful, Responsible, Safe, Learners</i> – market and promote expectations across school community Professionally develop Positive Education team in data analysis, essential skills for classroom management and profiling and roll out to staff through staff led PD and mentor exchanges Extend Non-Negotiables across whole school with focus on ESCMs 	✓	✓	
	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% 		✓	

Great People	Student Achievement	<p><u>Differentiation Strategy</u></p> <ul style="list-style-type: none"> • HOSSES and Learning Support to provide school leadership and support of continued differentiation strategies for students identified as requiring ICPs ✓ • Continue Implementation of Data Informed Classrooms (Getting to Know Your Students G2KYS) – a GSHS approach to Individual Student Achievement and Success ✓ • Curriculum Audit extended through 7 – 12 and consistent Unit Planner to implement National Curriculum and New QCE ✓ • Continue Implementation of class and faculty data walls to monitor and support student improvement ✓ • ICT improvement through BYOX strategy ✓ • Continue dashboard strategies, rollout tracking software for staff to assist G2KYS and Individual case management – 2018 Focus ✓ • Support programs for Complex Case Students and students suffering trauma – Act for Kids Partnership ✓ 			
	Senior Pathways	<p><u>Senior Secondary Priority</u></p> <ul style="list-style-type: none"> • Implement the 2018 QCE Improvement Plan – target 100% ✓ • Continue Year 10 to Senior Strategy ✓ • Success Teams to case manage at risk students in Senior Secondary early Intervention strategy and Academic Coaching ✓ • Utilise data walls to track student progress across classes ✓ • OP 1-5 and 1-15 improvement strategy – Review QSC Preparation Programme, Targeted Programs, Next Steps Survey Improvement ✓ • Continue to Embed Pathways, Empower Futures through the GSHS Senior Secondary Improvement Agenda, ✓ • Implement recommendations post VET Audit ✓ • Prepare staff and community for New QCE Senior Assessment and Tertiary Entrance (SATE) – 2019 implementation ✓ 			
	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 ✓ • Targeted PD for support staff aligned to APR ✓ 			
	Pedagogical Framework	<p><u>Staff Capability – ASOT, Positive Education, Essential Skills for Classroom Management, New QCE and VET</u></p>			

		<ul style="list-style-type: none"> Continue implementation of overarching Curriculum Framework based on ASOT Continue roll out of Design Questions in line with school improvement agenda and Positive Education Actively engage the ASOT team leaders to further and deepen understanding of staff Staff engage in PLCs using ASOT as a reflective framework Provide opportunities for staff training and use in Profiling and Mentor Exchanges Provide Coaching and Feedback through a focus on observational protocols and collegiality – continue use of common observation template based on ASOT Design Questions - & scheduled observations, quality assurance of practice & components New QCE and SATE preparation – trial external examinations, assessment approval, actively source PD and information opportunities VET – Industry Currency, Placement and compliance upskilling 	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓	
	Professional Learning	<p><u>Professional Learning Communities</u></p> <ul style="list-style-type: none"> Regular Faculty meetings will continue to serve as PLCs where staff 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 direction – documented through Professional Learning Plan Professional Development of Staff using National School Improvement Tool (NSIT) Moderation of Standards in assessment as focus for staff PD Writing Continuum across the curriculum and Numeracy GMA 	✓ ✓ ✓ ✓ ✓ ✓	✓ ✓ ✓ ✓ ✓ ✓	
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 – grow programs through local primary schools and gateway schools Continue to grow University Partnerships – USC, UCQ, UQ and QUT Trade Training Centre, Cooloola Schools Cluster Enhance partnerships for sport and community activities for students and staff 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, school signage 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	<u>Community Confidence</u> <ul style="list-style-type: none"> Continue to market school through local media, social media, advertising and rebadging Progress upgrade of school facilities – Ag Farm, Gym, Hall and Performing Arts Further develop and progress School Strategic Infrastructure Plan for 5-10 year vision of school facilities 	✓ ✓ ✓		
	Parent Communication	<u>Parent and Community Engagement Strategy</u> <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, Positive Education Community Sessions and Junior/Senior Student Planner initiatives. Use multiple communication channels to communicate with parents e.g. email, SMS, telephone, web portal, Facebook, Schoolzine Newsletter, School electronic signage and local media, 2017 Q Parents Provide programs and opportunities for parents to build their capacity to support their child's learning – Parenting Programs, Classroom Volunteering, Parent Information Evenings 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, Act for Kids, Reboot, Child Safety, QPS Paddock to Plate Dinner partnering with GSHS P&C, Regional Council, Matt Golinsky and local business to showcase Agriculture and Hospitality Programs 	✓ ✓ ✓ ✓	✓	
High Standards	Explicit Expectations Consistency of Standards Personal Responsibility	<u>Consistency of Standards</u> <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 –Positive Education focus – Cross Classing Procedures and Positive Education Centre operational 2018 Explicit Expectations used to guide discussions regarding student behaviour and teacher consistency of practice Continue BM structure implemented in 2017 with clarity of student behaviour management process Continue utilising Systems Audit Improvement Plan following successful 2016 Audit Ensure WHS processes are compliant Complete mandatory annual training for all staff 	✓ ✓ ✓ ✓ ✓ ✓ ✓		

	<ul style="list-style-type: none"> • Prepare and respond to 2018 School Review • Quadrennial School Review to be conducted through 2018 with the delivery of the next Strategic Plan 2019 – 2022 by Term 4 2018 	✓		
	<p>Opinion Survey Priorities</p> <ul style="list-style-type: none"> • Refer to 2017 SOS Review – Key Areas identified through Parents, Students and Staff as: <ul style="list-style-type: none"> ○ Behaviour Management ○ Staff Morale ○ School Leadership • Improve results for Parents, Students and Staff across key question – “Is this a good school?” • Improved communication to all parents of the community and opportunities to engage in school life. 	✓	✓	✓

Future outlook

While we hold tradition as a key value and honour the past, 2018 has been a year of looking forward. A year where we have reflected on our last 4 years in order to set in motion the steps we need to take to make our school even better.

The Quadrennial School Review, where our school community reflects on the last 4 years and then plans for the future, has allowed us to look at what we as a community want our school to be in 2022.

As Mahatma Gandhi said, “The future depends on what you do today.”

The work our students, parents, staff and community have completed this year will allow us to build the future we want for this great school.

Our vision as a learning community that grows young people of integrity, compassion and wisdom, who honour our past and build our future sets the direction for the years ahead. This sits perfectly with the core values that have guided our school for decades.

To achieve this vision, our school will focus on three key areas – Successful Students, Quality Staff and an Engaged Community.

Our focus will be on building capable, confident, and resilient learners – who value education.

This will be supported by quality staff – skilful, confident, passionate, innovative professionals in and out of the classroom.

And we will actively foster dynamic partnerships with the wider community. We want and need our parents and community to be active partners in the life of the school. The crucial partnership, where parents and school work positively and purposefully together, is fundamental to the success of every child.

Gympie High has provided quality education for Gympie families for well over a century and our goal of Excellence in Public Education – Proud of Place and Purpose is reflected in the continued success of students past and present.

In order to achieve the goal of the 2019 – 2022 Strategic Plan, Gympie State High School will utilise the School Improvement Hierarchy Domains of:

- A culture that promotes learning
- An expert teaching team
- Effective Pedagogical practices

These Domains will support the school’s Explicit Improvement Agenda (EIA) of the New Art and Science of Teaching (NASOT), Student Engagement and the Implementation of the Australian Curriculum and New Queensland Certificate of Education.

Abraham Lincoln once said that the best way to predict the future is to create it. I am confident that this new plan is our opportunity to create the future we want for our school.

Anthony Lanskey

Principal

Gympie State High School STRATEGIC PLAN 2019-2022

**EXCELLENCE IN PUBLIC EDUCATION;
PROUD OF PLACE AND PURPOSE**

Vision

Gympie State High School is a learning community that grows young people of integrity, compassion and wisdom who honour our past and build our future.

IN 2019-2022 OUR KEY AREAS OF FOCUS ARE:



Successful Students

- Capable, confident, innovative, engaged and resilient learners who value education
- Access for all to a wide range of opportunities

Quality Staff

- Skillful, confident, passionate, innovative professionals in and out of the classroom
- Wellbeing and professional growth are embraced by all staff
- Staff have a strong sense of belonging and connectedness

Engaged Community

- Effective communication and positive promotion of school activities and initiatives
- Dynamic partnerships with the wider community
- Active partners in the life of the school

RESILIENCE, DIVERSITY, SUCCESS, TRADITION

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Year 7 - Year 12

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	1099	1057	1006
Girls	533	519	483
Boys	566	538	523
Indigenous	87	83	96
Enrolment continuity (Feb. – Nov.)	88%	87%	88%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

Characteristics of the student body

Overview

Gympie State High School is a Band 11 Enrolment Managed School with an enrolment that fluctuates between 975 and 1100. We currently have enrolments of 75 students with disabilities and over 200 students identified for learning support.

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, Goomboorian, 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

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3			
Year 4 – Year 6			
Year 7 – Year 10	22	21	20
Year 11 – Year 12	19	18	16

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

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 or Futsal programs	Textiles Technology	Music
Mathematics	Food Technology	Graphics
Science	Manual Arts	Digital Media and Coding
History	STEM (Science, Technology, Engineering, Mathematics)	Youth Action Program
	Agricultural Mechanics	Industrial Technology A /B
	Animal Husbandry	Japanese

Year 10 is the new addition to the Senior Secondary phase of learning. Students in Year 10 will continue with the Australian Curriculum objectives; however will also be transitioning into the senior phase. Students will be exploring Year 10 content and knowledge in a senior context. 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 Australian 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 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 using online platforms so students can access curriculum at any time. The school provides 4 learning areas in the library with class sets of desktop computers and 3 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 12 schools across the state access computer coding through courses developed at Gympie SHS
- The extensive deployment of online curriculum 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 Vocational Education 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 continuing challenge for 2019 will be increasing participation in BYOX which has had a limited take up to this point.

Social climate

Overview

At Gympie State High we value *resilience, diversity, success and tradition*. In 2018 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. Behaviour management and student engagement continues to be a priority for Gympie SHS.

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

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 2018 focused on positive feedback to parents on student behaviour through the range of communication methods.

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	93%	92%	89%
• this is a good school (S2035)	92%	90%	88%
• their child likes being at this school* (S2001)	92%	93%	86%
• their child feels safe at this school* (S2002)	84%	90%	84%
• their child's learning needs are being met at this school* (S2003)	91%	90%	86%
• their child is making good progress at this school* (S2004)	92%	92%	86%
• teachers at this school expect their child to do his or her best* (S2005)	95%	95%	95%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	90%	87%	86%
• teachers at this school motivate their child to learn* (S2007)	90%	84%	87%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• teachers at this school treat students fairly* (S2008)	81%	78%	81%
• they can talk to their child's teachers about their concerns* (S2009)	93%	89%	88%
• this school works with them to support their child's learning* (S2010)	90%	88%	87%
• this school takes parents' opinions seriously* (S2011)	82%	83%	78%
• student behaviour is well managed at this school* (S2012)	72%	72%	69%
• this school looks for ways to improve* (S2013)	91%	90%	92%
• this school is well maintained* (S2014)	94%	93%	96%

* 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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	86%	79%	83%
• they like being at their school* (S2036)	84%	61%	74%
• they feel safe at their school* (S2037)	80%	75%	66%
• their teachers motivate them to learn* (S2038)	83%	63%	71%
• their teachers expect them to do their best* (S2039)	92%	93%	91%
• their teachers provide them with useful feedback about their school work* (S2040)	80%	71%	74%
• teachers treat students fairly at their school* (S2041)	66%	59%	60%
• they can talk to their teachers about their concerns* (S2042)	67%	57%	59%
• their school takes students' opinions seriously* (S2043)	63%	52%	64%
• student behaviour is well managed at their school* (S2044)	61%	46%	51%
• their school looks for ways to improve* (S2045)	83%	71%	76%
• their school is well maintained* (S2046)	70%	58%	72%
• their school gives them opportunities to do interesting things* (S2047)	85%	75%	78%

* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	90%	88%	95%
• they feel that their school is a safe place in which to work (S2070)	92%	88%	92%
• they receive useful feedback about their work at their school (S2071)	83%	68%	81%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	82%	79%	87%
• students are encouraged to do their best at their school (S2072)	93%	91%	94%
• students are treated fairly at their school (S2073)	97%	82%	93%
• student behaviour is well managed at their school (S2074)	69%	43%	65%

Percentage of school staff who agree# that:	2016	2017	2018
• staff are well supported at their school (S2075)	71%	50%	66%
• their school takes staff opinions seriously (S2076)	72%	55%	72%
• their school looks for ways to improve (S2077)	89%	82%	88%
• their school is well maintained (S2078)	83%	88%	87%
• their school gives them opportunities to do interesting things (S2079)	92%	78%	88%

* 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.

Students with diverse learning needs are catered for across the range of programs offered with parent consultation key to developing the appropriate support measures for students with diverse needs.

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.

Respectful relationships education programs

The school has developed and implemented programs that focus on appropriate, respectful and healthy relationships. Fundamental to the school's expectations are respect and safety. The school has throughout 2018 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 – Positive Education – and through targeted programs such as Betterman, Empowering Women, Rock and Water and through standalone presentations including Y Lead, Anti- Bullying, Cyber Safety, Brainstorm, National Day of Action Against Bullying and our Apology Day Parade. Further the school embeds healthy relationships in the curriculum through alignment planners and through the HPE Curriculum..

The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable and healthy relationships.

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	253	312	349
Long suspensions – 11 to 20 days	15	25	17
Exclusions	4	1	5
Cancellations of enrolment	15	12	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this 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

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	579,305	533,141	565,783
Water (kL)	7,105		

Note:

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

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

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.

How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

4. Click on 'Finances' and select the appropriate year to view the school financial information.



Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	94	49	<5
Full-time equivalents	87	38	<5

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	0
Masters	12
Graduate Diploma etc.*	19
Bachelor degree	62
Diploma	1
Certificate	0

*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 2018 were \$65,976.48

The major professional development initiatives are as follows:

- Art of Science and Teaching – pedagogical framework, mentor exchange
- Essential Skills for Classroom Management
- Classroom Profiling
- Positive Education
- Literacy and Numeracy

- Compliance Training
- Leadership Development
- New QCE
- Differentiation
- Industry Release

The proportion of the teaching staff involved in professional development activities during 2018 was 100%.

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 92% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Secondary schools was 89%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	87%	88%	86%
Attendance rate for Indigenous** students at this school	81%	86%	77%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

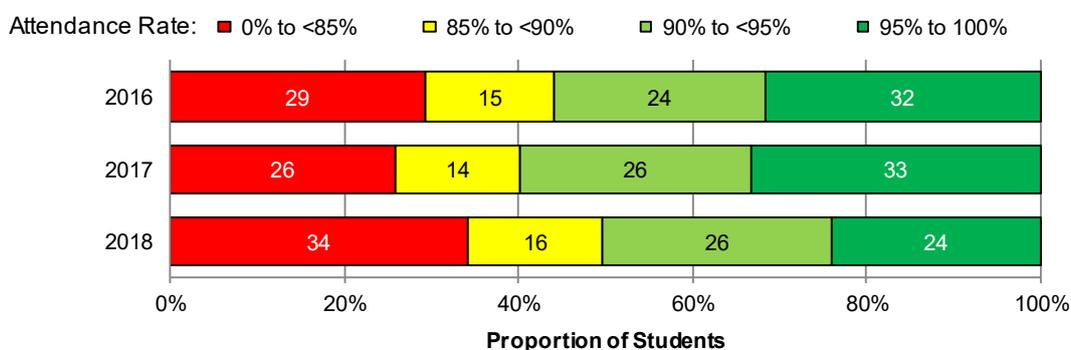
Year level	2016	2017	2018
Year 7	90%	91%	87%
Year 8	88%	89%	84%
Year 9	86%	88%	85%
Year 10	86%	85%	85%
Year 11	87%	85%	84%
Year 12	88%	90%	88%

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education 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. 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 twice per 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 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school
Search website

Go

School sector ▼
School type ▼
State ▼

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

School profile
NAPLAN
Attendance
Finances
VET in schools
Senior secondary
Schools map

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.

Year 12 Outcomes

Tables 13–15 show for this school:

- a summary of Year 12 outcomes
- the number of Year 12 students in each OP band
- the number of Year 12 students awarded a VET qualification.

Details about the types of outcomes for students who finish Year 12 are available in the annual [Year 12 outcomes report](#).

Additional information about the AQF and the IBD program are available at www.aqf.edu.au and www.ibo.org.

Table 13: Outcomes for our Year 12 cohorts

Description	2016	2017	2018
Number of students who received a Senior Statement	167	182	141
Number of students awarded a QCIA	4	4	2
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	149	172	137
Percentage of Indigenous students awarded a QCE at the end of Year 12	100%	90%	86%
Number of students who received an OP	46	70	48
Percentage of Indigenous students who received an OP	0%	60%	29%
Number of students awarded one or more VET qualifications (including SAT)	133	132	120
Number of students awarded a VET Certificate II or above	106	122	105
Number of students who were completing/continuing a SAT	32	27	30
Number of students awarded an IBD	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD	93%	76%	73%
Percentage of Year 12 students who were completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification	98%	98%	99%
Percentage of QTAC applicants who received a tertiary offer.	98%	98%	100%

Description	2016	2017	2018
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Notes:

- The values above:
 - are as at 11 February 2019
 - exclude VISA students (students who are not Australian citizens or permanent residents of Australia).
- *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 14: Overall Position (OP)

OP band	2016	2017	2018
1-5	6	8	5
6-10	17	15	13
11-15	20	30	17
16-20	3	16	12
21-25	0	1	1

Note:

The values in table 14:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Table 15: Vocational Education and Training (VET)

VET qualification	2016	2017	2018
Certificate I	89	84	83
Certificate II	82	104	101
Certificate III or above	38	41	36

Note:

The values in table 15:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

In 2017 Gympie State High offered a diverse range of Vocational Educational Training. Courses were:

- Certificate II in Rural Operations
- Certificate I in Business
- Certificate II in Business
- Certificate I in Information, Digital Media and Technology
- Certificate II in Information, Digital Media and Technology
- Certificate II in Creative Industries (Media)
- Certificate IV in Interactive Digital Media
- Certificate III in Fitness
- Certificate I & II in Hospitality
- Certificate I in Furnishing
- Certificate II in Furniture Making
- Certificate I in Manufacturing Pathways,
- Certificate I in Engineering & Certificate II in Engineering Pathways

Apparent retention rate – Year 10 to Year 12

Table 16: Apparent retention rates for Year 10 to Year 12 for this school

Description	2016	2017	2018
Year 12 student enrolment as a percentage of the Year 10 student cohort	79%	78%	72%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort	40%	59%	69%

Notes:

1. The apparent retention rate for Year 10 to Year 12 = the number of full time students in Year 12 expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).
2. *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Student destinations

The Queensland Department of Education conducts [annual surveys](#) that capture information about the journey of early school leavers and Year 12 leavers from school to further study and employment.

Early school leavers

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.

Next Step – Post-school destinations

The results of the 2019 Next Step post-school destinations survey, *Next Step – Post-School Destinations* report (information about students who completed Year 12 in 2018), will be uploaded to this school's website in September 2019.

To maintain privacy and confidentiality of individuals, schools with fewer than five responses will not have a report available.

This school's report will be available at

<http://www.gympieshs.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx>