



# Gympie State High School

# ANNUAL REPORT 2017

Queensland State School Reporting

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Department of Education



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## School Overview

Gympie State High School, located 160 kilometres north of Brisbane, is one of the oldest schools in Queensland, having celebrated its centenary in 2012. Our school has a population of approximately 1100 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. 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 vision of Gympie High is a learning community where positive relationships form the foundation for the achievement of everyone's personal best in all aspects of school life. Our diverse demographic comprises a large agricultural community, which is reflected in the school's provision of Agriculture subjects including Senior Certificate courses. Gympie is also home to the annual Gympie Music Muster. The school reflects this community interest through its recognition as a Music School of Excellence (GMSOE) and as such, offers a comprehensive range of Music subjects for all students. We are leading the way into the future, with the implementation, inclusion and continued value of our Specialised Schools of Excellence in Maths and Science, STEM, Rural Industries and The Gympie High Online College of Coding. 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 and 2017 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. From coding academies to academic and sporting achievements; from the state's best trainee and apprenticeship's program to Schools of Excellence in Science and Maths, Agriculture, Country Music and in Sport ; from commitment to community events to improvements in school facilities, the diversity of Gympie State High provides opportunity for all in our school community. 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. Our school motto: E Collegio Metallesque Aurum – translates to 'Gold from the school as well as the mines' and Gympie High continues over a century of success in learning. That is the strength of our school.

## Principal's Foreword

### Introduction

#### School Progress towards its goals in 2017

All areas of human endeavour provide us with stories of success, of individuals striving to achieve their personal best. Our Awards' Night is Gympie High's story of success for 2017.

Sports' Coach Vince Lombardi once said:

"The price of success is hard work, dedication to the job at hand, and the determination that whether we win or lose, we have applied the best of ourselves to the task at hand."



This year we have been able to share the pride we all take in the hard work of those who have applied the best of themselves to the task at hand.

This report covers the academic, social and community achievements of Gympie SHS over the 2017 school year.

I acknowledge the great work of Gympie's partner State schools and the recognition of our work with the Gympie Maths Alliance for winning the state final of the Showcase awards this year. The Maths Alliance along with our own Online College of Coding were judged as two of the state's best programs; a wonderful achievement for our town.

In my Principal's Foreword over the last few years I have tried to provide a snapshot of the school year, highlighting for our community, some of the many and varied achievements of our school. I reflect on the distance our school has travelled since I this time last year and it will be difficult to do justice to the enormous success we have had in 2017.

At the start of 2017 we set out to again improve on our successes through better behaviour and attendance – our students and staff know that we expect all to be respectful, responsible, safe, learners; improvement through an engaging and diverse curriculum, through literacy and numeracy improvement and through clear pathways for our senior students. I can proudly say that the hard work and dedication of our students, staff, parents and community throughout 2017 has seen significant improvements in all of those areas.

In terms of academic success am delighted to say that our NAPLAN results for many years show that Gympie State High students improve their literacy and numeracy better than the national average and that 2017 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 again improved and last year we saw our best results for nearly a decade for OP 1-15 students and with 100% of OP eligible students receiving University offers. Included in those offers were two Vice Chancellor's Scholarship winners – Alex Lobegeier and Jamie Lee Griffin.

We also saw our standing as one of the state's leading schools in Vocational Education and Training continue with increased School Based Trainees and Apprentices, the second cohort of graduates through our Trade Training Centre and increasing numbers of our students transitioning to employment. What is most pleasing is that we continue to improve the numbers of our school leavers engaged in study, training or work beyond school.

Our great senior school outcomes will continue in 2018 and beyond as our senior schooling system changes to the new Queensland Certificate of Education for the class of 2020. Gympie High has already commenced the transition for our staff and students to the New QCE while ensuring students who will complete Year 12 on the present system continue to have the very best senior programs on offer.

The education of your children requires teamwork between school and home and our Parents & Citizens Association is an important part of our team. I would like to sincerely thank our parents who turn up on the first Tuesday of each month to contribute to our school. Your passion, support and enthusiasm are valued and your genuine care for our school and its students is appreciated.

In a rapidly changing world, Gympie High leads our state in the diversity of courses we offer and with innovative programs. Our Online College of Coding was a state Showcase finalist for Industry Partnerships and is I believe the state's best example of collaboration and innovation.

Our Rural Industries School of Excellence including our Cattle Show Teams and our Hospitality Programs have gone from strength to strength and continue to lead the region with success. The inaugural Paddock to Plate Luncheon was a resounding success showcasing the talents of our students under the guidance of Celebrity Chef Matt Golinsky and our teaching staff.

Our Specialised Schools of Excellence in Science and Maths, in Music, the Arts and in Sport have been active in our school and community throughout the year sharing the incredible talents of our students.

Parts of Gympie High have been a worksite on an off for the last few years with our streetscape significantly safer and improved and 2018 will see facilities improvement continue.

Work commenced on our ½ million dollar upgrade to the farm facilities, the renewal of our gym and tennis courts, the refurbishment of the admin building and staffrooms and with the systematic air conditioning of classrooms thanks to the generous support of our wonderful P&C.

I firmly believe that even with the best facilities, a school is nothing without quality people. The strength of our school lies in the quality of our people. We have a skilled and dedicated staff – teachers, teacher aides, and facilities 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

I would also like to thank the wonderful team of school leaders we have at Gympie High. We are lucky to have a skilful and dedicated group of deputy principals, Heads of Department and Special Education Services and Business and Student Services Team to support teaching and learning in our school.

### School Progress towards its goals in 2017

FOCUS AREA	SCHOOL PRIORITIES 2017	IMPROVEMENT STRATEGIES AND ACTIONS 2017	PROGRESS TOWARDS GOALS		
			Embedded	Consolidating	Beginning
<b>Successful Learners</b>	Literacy and	<u>Literacy and Numeracy Priority</u> <ul style="list-style-type: none"> <li>Mentors in Literacy and Numeracy to support improvement agenda</li> <li>Success School Project in Numeracy – diagnostics, warm-ups and re-culturing of staff in whole school numeracy practices</li> <li>Embed explicit teaching of Writing through</li> </ul>	✓		
	Numeracy		✓		



		<p>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.</p> <ul style="list-style-type: none"> <li>Continue data informed practices in identifying literacy and numeracy focus areas</li> <li>Utilise relative gain analysis from 2016 NAPLAN to inform curriculum focus. Continue to use online school-developed resources – Partially there through Moodle</li> </ul>	✓	✓	
		<p><b><u>NAPLAN Strategy</u></b></p> <ul style="list-style-type: none"> <li>Implement the Junior Secondary NAPLAN Improvement Agenda 2017</li> <li>NAPLAN preparation through Learning Enhancement Program in all Junior Secondary year levels to ensure development of key skills across Junior Secondary</li> <li>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</li> </ul>	✓		
		<p><b><u>Upper 2 Bands Priority</u></b></p> <ul style="list-style-type: none"> <li>Specialised School of Excellence in Science and Maths in Year 7 and Masterclasses in 8 and 9 to extend U2B</li> <li>Upper 3 Band project with focussed intervention in Year 7 and 9 to lift Upper 3 Band results</li> </ul>	✓	✓	
	Behaviour	<p><b><u>Positive Behaviour for Learning</u></b></p> <ul style="list-style-type: none"> <li>Implement school wide expectations - <b>Respectful, Responsible, Safe, Learners</b> – market and promote expectations across school community</li> <li>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</li> </ul>	✓	✓	
	Attendance	<p><b><u>Attendance Improvement Strategy</u></b></p> <ul style="list-style-type: none"> <li>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%</li> </ul>		✓	
	Student Achievement	<p><b><u>Differentiation Strategy</u></b></p> <ul style="list-style-type: none"> <li>HOSSES and Learning Support to provide school leadership and support of continued differentiation strategies for students identified through the NCCD requiring ICPs</li> <li>Continue Implementation of Data Informed Classrooms (Getting to Know Your</li> </ul>	✓		

		<p>Students G2KYS) – a GSHS approach to Individual Student Achievement and Success</p> <ul style="list-style-type: none"> <li>Junior Curriculum Audit and consistent Unit Planner to implement National Curriculum</li> <li>Continue dashboard strategies, rollout tracking software for staff to assist G2KYS and Individual case management</li> </ul>	✓	✓	
	Senior Pathways	<p><b>Senior Secondary Priority</b></p> <ul style="list-style-type: none"> <li>Implement the 2017 QCE Improvement Plan – target 98%</li> <li>Year 10 to Senior Strategy</li> <li>Academic Coaching model to case manage at risk students in Senior Secondary using TrackEd and OP Analyser</li> <li>OP 1-5 and 1-15 improvement strategy – QSC Preparation, Targeted Programs</li> <li>Prepare staff and community for Senior Assessment and Tertiary Entrance (SATE) – 2019 implementation</li> </ul>	✓ ✓ ✓ ✓	✓	
<b>Great People</b>	Staff Capability – Performance Review Process	<p><b>Annual Performance Review Process</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>Teaching staff Performance Plans align with AITSL: National Professional Standards for Teachers</li> <li>Consultation and feedback structures are in place and occur in a timely manner</li> <li>Implement processes to monitor staff and personal wellbeing</li> </ul>	✓	✓ ✓ ✓	
	Pedagogical Framework	<p><b>Teacher Capability – ASOT, Positive education and Essential Skills for Classroom Management</b></p> <ul style="list-style-type: none"> <li>Further develop and implement an overarching Curriculum Framework based on ASOT</li> <li>Continue roll out of Design Questions in line with school improvement agenda and SWBS</li> <li>Actively engage the ASOT team leaders to further and deepen understanding of staff</li> <li>Staff engage in PLCs using ASOT and PBL as a reflective framework</li> <li>Provide opportunities for staff training and use in Profiling</li> <li>Provide Coaching and Feedback through a focus on observational protocols and collegiality – development of common observation template - &amp; scheduled observations, quality assurance of practice &amp; components</li> </ul>	✓ ✓ ✓	✓ ✓ ✓ ✓	
	Professional Learning	<p><b>Professional Learning Communities</b></p> <ul style="list-style-type: none"> <li>Regular Faculty meetings will serve as PLCs where staff will share practice and learn from each other</li> <li>Alignment of strategic agenda through all meetings and PLCs</li> </ul>	✓ ✓	✓	

		<ul style="list-style-type: none"> <li>Target PD for staff aligned to systemic and school strategic priorities</li> <li>Professional Development of Staff using National School Improvement Tool (NSIT)</li> <li>Moderation of Standards and Curriculum Alignment as focus for staff PD</li> </ul>	✓ ✓		
<b>Engaged Partners</b>	Community Partnerships	<p><b><u>Partnerships – Region, Local, Schools, Industry, University and Community</u></b></p> <ul style="list-style-type: none"> <li>Transitions Improvement Agenda - Focus on providing engaging and meaningful transitions at key junctures 6 to 7, 9 to 10 &amp; feeder schools &amp; promoting state education.</li> <li>Gympie State Schools Administrators' Alliance</li> <li>Online College of Coding – trial programs through local primary schools and gateway schools</li> <li>University Partnerships – USC, UQ and QUT</li> <li>Enhance relationships with local primary schools with visible presence and interaction with principals and schools.</li> <li>Continue communication strategies with community regarding relevant changes so as to develop market position that revitalises GSHS using SMS, Facebook to market GSHS</li> <li>Programs of Excellence – reviewed and renewed in 2017 – 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</li> </ul>	✓ ✓ ✓ ✓ ✓ ✓ ✓		
	Community Confidence	<p><b><u>Community Confidence</u></b></p> <ul style="list-style-type: none"> <li>Continue rollout of new uniform with full implementation in 2017</li> <li>Continue to market school through local media, advertising and rebadging</li> <li>Continue renewal of school streetscape on Cootharaba and Everson Rd boundaries</li> <li>Progress upgrade of school facilities – Ag Farm, Gym, Hall and Performing Arts</li> <li>Refind School Strategic Infrastructure Plan for 5-10 vision of school facilities</li> </ul>	✓ ✓ ✓ ✓	✓	
	Parent Communication	<p><b><u>Parent and Community Engagement Strategy</u></b></p> <ul style="list-style-type: none"> <li>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.</li> <li>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</li> <li>Provide programs and opportunities for parents to build their capacity to support their child's learning – Parenting Programs,</li> </ul>	✓ ✓	✓	

		<p>Classroom Volunteering</p> <ul style="list-style-type: none"> <li>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&amp;C, Australian Institute of Country Music, Academy of Interactive Entertainment Canberra, Gympie Times</li> </ul>	✓		
<b>High Standards</b>	<p>Explicit Expectations Consistency of Standards Personal Responsibility</p>	<p><b><u>Consistency of Standards</u></b></p> <ul style="list-style-type: none"> <li>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</li> <li>Explicit Expectations use to guide discussions regarding student behaviour and teacher consistency of practice</li> <li>Continue BM structure implemented in 2016 with clarity of student behaviour management process</li> <li>Ensure WHS processes are compliant and all complete mandatory annual training</li> </ul>	✓	✓	
		<p><b><u>Opinion Survey Priorities</u></b></p> <ul style="list-style-type: none"> <li>2017 SOS Review and survey presented to Staff to focus on improvement in 2018</li> <li>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.</li> <li>Improved communication to all parents of the community</li> </ul>	✓	✓	✓

## Future Outlook

In 2018 we will continue the improvements we have worked so hard to achieve through high expectations of attendance and behaviour; through diverse opportunities and experiences for our students and through working to enable our students to achieve their personal best in all aspects of school life. Gympie High School will continue in 2018 the great progress made in improving students outcomes throughout 2017.

2018 will see a Quadrennial School Review the development of the focus areas for 2019-22, aligned to the DETE Strategic Plan.

The 2018 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:**

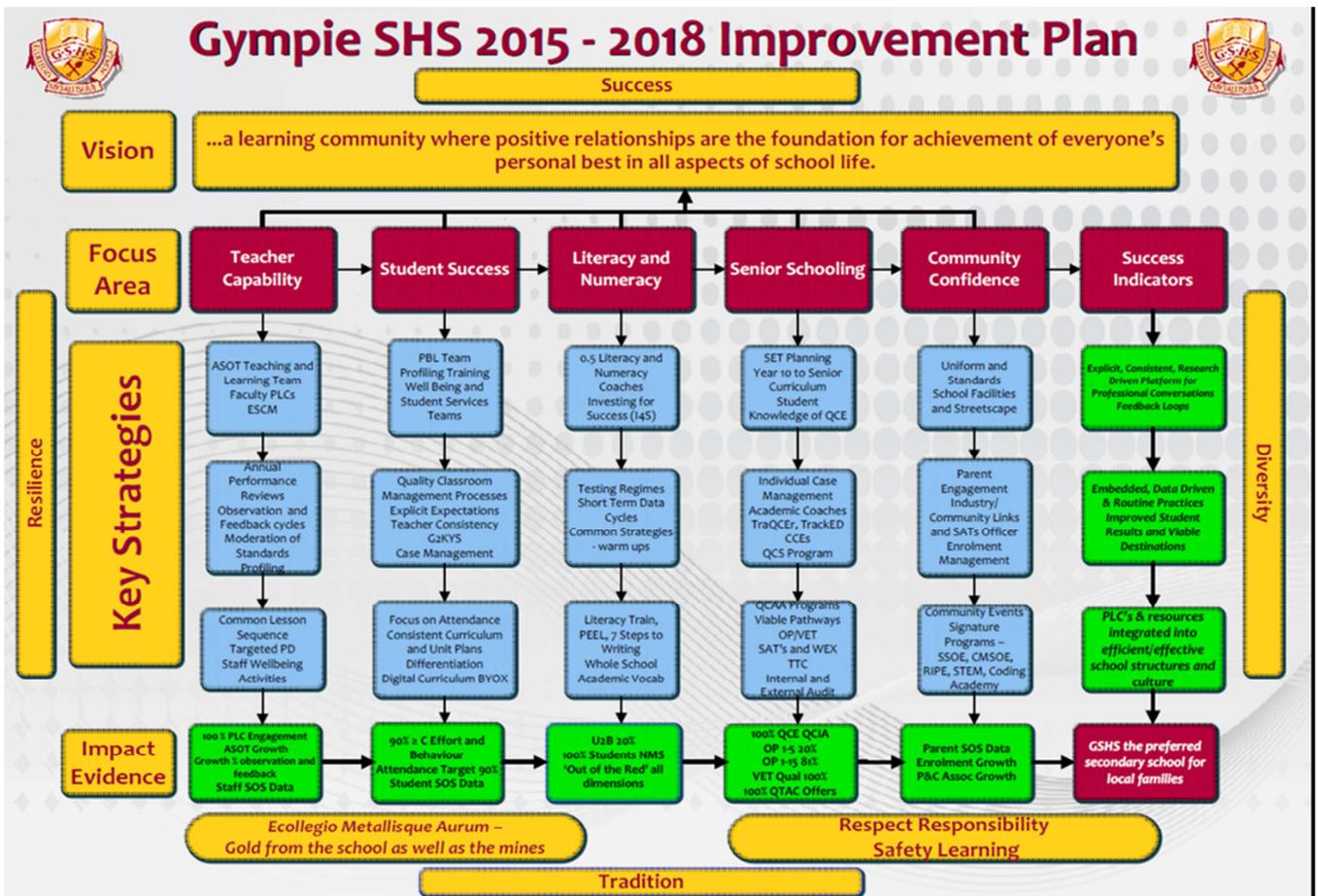
Respectful, Responsible, Safe, Learners

**Our Goal:**

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

**2018 Explicit Improvement Agenda:**

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



# Our School at a Glance

## School Profile

<b>Coeducational or single sex:</b>	Coeducational
<b>Independent Public School:</b>	No
<b>Year levels offered in 2017:</b>	Year 7 - Year 12

### Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2015</b>	1165	564	601	87	88%
<b>2016</b>	1099	533	566	87	88%
<b>2017</b>	1057	519	538	83	87%

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

In 2017, 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 (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

## Characteristics of the Student Body

### Overview

Gympie State High School is a Band 11 Enrolment Managed School with an enrolment that fluctuates between 1000 and 1100. 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	2015	2016	2017
Prep – Year 3			
Year 4 – Year 6			
Year 7 – Year 10	22	22	21
Year 11 – Year 12	19	19	18

## 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 continuing challenge for 2018 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 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 school's 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 2017 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 <sup>#</sup> that:	2015	2016	2017
their child is getting a good education at school (S2016)	90%	93%	92%
this is a good school (S2035)	79%	92%	90%
their child likes being at this school* (S2001)	89%	92%	93%
their child feels safe at this school* (S2002)	90%	84%	90%
their child's learning needs are being met at this school* (S2003)	89%	91%	90%
their child is making good progress at this school*	90%	92%	92%

Performance measure			
Percentage of parents/caregivers who agree <sup>#</sup> that:	2015	2016	2017
(S2004)			
teachers at this school expect their child to do his or her best* (S2005)	94%	95%	95%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	84%	90%	87%
teachers at this school motivate their child to learn* (S2007)	82%	90%	84%
teachers at this school treat students fairly* (S2008)	77%	81%	78%
they can talk to their child's teachers about their concerns* (S2009)	84%	93%	89%
this school works with them to support their child's learning* (S2010)	78%	90%	88%
this school takes parents' opinions seriously* (S2011)	75%	82%	83%
student behaviour is well managed at this school* (S2012)	72%	72%	72%
this school looks for ways to improve* (S2013)	87%	91%	90%
this school is well maintained* (S2014)	85%	94%	93%

### Student opinion survey

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2015	2016	2017
they are getting a good education at school (S2048)	91%	86%	79%
they like being at their school* (S2036)	81%	84%	61%
they feel safe at their school* (S2037)	81%	80%	75%
their teachers motivate them to learn* (S2038)	85%	83%	63%
their teachers expect them to do their best* (S2039)	93%	92%	93%
their teachers provide them with useful feedback about their school work* (S2040)	81%	80%	71%
teachers treat students fairly at their school* (S2041)	67%	66%	59%
they can talk to their teachers about their concerns* (S2042)	69%	67%	57%
their school takes students' opinions seriously* (S2043)	65%	63%	52%
student behaviour is well managed at their school* (S2044)	64%	61%	46%
their school looks for ways to improve* (S2045)	86%	83%	71%
their school is well maintained* (S2046)	75%	70%	58%
their school gives them opportunities to do interesting things* (S2047)	84%	85%	75%

### Staff opinion survey

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2015	2016	2017
they enjoy working at their school (S2069)	100%	90%	88%
they feel that their school is a safe place in which to work (S2070)	93%	92%	88%
they receive useful feedback about their work at their school (S2071)	80%	83%	68%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	93%	82%	79%
students are encouraged to do their best at their school (S2072)	96%	93%	91%

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2015	2016	2017
students are treated fairly at their school (S2073)	98%	97%	82%
student behaviour is well managed at their school (S2074)	76%	69%	43%
staff are well supported at their school (S2075)	74%	71%	50%
their school takes staff opinions seriously (S2076)	75%	72%	55%
their school looks for ways to improve (S2077)	87%	89%	82%
their school is well maintained (S2078)	91%	83%	88%
their school gives them opportunities to do interesting things (S2079)	91%	92%	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.

### 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.

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.

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

### 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	2015	2016	2017
Short Suspensions – 1 to 10 days	242	253	312
Long Suspensions – 11 to 20 days	14	15	25
Exclusions	10	4	1
Cancellations of Enrolment	25	15	12

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## 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
2014-2015	578,905	7,132
2015-2016	579,305	7,105
2016-2017	533,141	

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

School name

Suburb, town or postcode

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.

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## Our Staff Profile

## Workforce Composition

### Staff composition, including Indigenous staff

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	95	48	0
Full-time Equivalents	88	38	0

### Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	10
Graduate Diploma etc.**	21
Bachelor degree	61
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 2017 were \$61,495.98

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
- SATE

The proportion of the teaching staff involved in professional development activities during 2017 was 100%.

## Staff Attendance and Retention

### Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
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, 96% of staff was retained by the school for the entire 2017.

# 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 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	87%	87%	88%
The attendance rate for Indigenous students at this school (shown as a percentage).	82%	81%	86%

\*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 2017 for all Queensland Secondary schools was 90%.

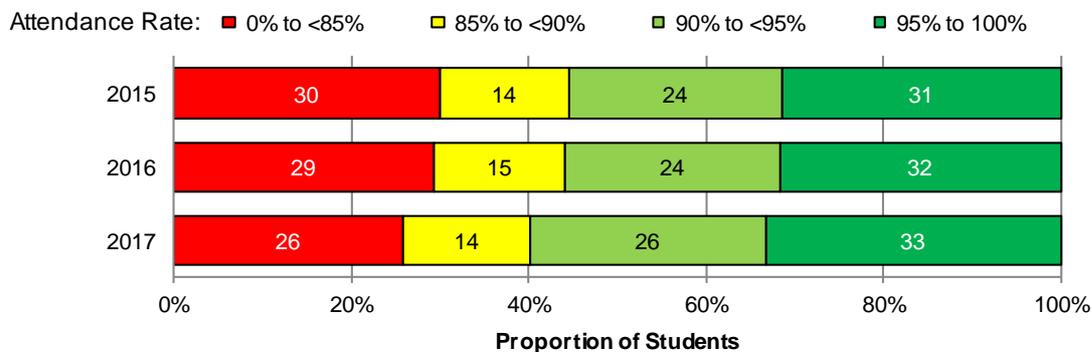
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015								89%	87%	88%	86%	84%	89%
2016								90%	88%	86%	86%	87%	88%
2017								91%	89%	88%	85%	85%	90%

\*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 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 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

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	2015	2016	2017
Number of students receiving a Senior Statement	213	167	182
Number of students awarded a Queensland Certificate of Individual Achievement.	5	4	4
Number of students receiving an Overall Position (OP)	86	46	70
Percentage of Indigenous students receiving an Overall Position (OP)	25%	0%	60%

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2015	2016	2017
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	38	32	27
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	139	133	132
Number of students awarded an Australian Qualification Framework Certificate II or above.	114	106	122
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	184	149	172
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	75%	100%	90%
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.	86%	93%	76%
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.	95%	98%	98%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	97%	98%	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
2015	12	23	39	11	1
2016	6	17	20	3	0
2017	8	15	30	16	1

As at 14th February 2018. 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
2015	69	89	46
2016	89	82	38
2017	84	104	41

As at 14th February 2018. The above values exclude VISA students.

In 2017 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 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	2015	2016	2017
Year 12 student enrolment as a percentage of the Year 10 student cohort.	89%	79%	78%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	75%	40%	59%

\* 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 2017 post-school destinations survey, Next Step – Student Destination Report (2017 Year 12 cohort), will be uploaded to the school's website in September.

Schools with fewer than 5 responses will not have a report available on the post-school destinations of Year 12 completers for reasons of confidentiality.

The report will be available at:

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

### 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.