Principal’s foreword

Introduction

The Gin Gin State High School Annual Report contains the following:
School Progress towards its goals in 2010
Future Outlook
School Profile
Curriculum offerings
Social climate
Parent, student and teacher satisfaction with the school
Parental Involvement
Staff Profile
Professional Development Expenditure/Attendance
Student Performance
Attendance
Achievement- Literacy and Numeracy
Attainment and Achievement- Year 12
Post School Destination
## School progress towards its goals in 2010

In 2009 Gin Gin State High School was identified as a National Partnership School. Progress made throughout the 2010 year included:

- Introduction of I.D.ATTEND and focus on attendance has increased attendance from 86.4% (2009) to 87.5% in 2010.
- Our Senior Schooling results remain amongst the best in the State with 83.3% of students receiving OP 1-15 in 2010; above the 80% benchmark for the 6th year in a row.
- 48% of students in 2010 received a Certificate 11 qualification or better.
- Gin Gin State High School reached all National Minimum Standards in literacy and numeracy in 2010 and 3 of 5 literacy and numeracy domains statistically similar to the nation in the upper 2 bands.
- Incentive scheme was introduced as part of the school’s School Wide Positive Behaviour Scheme in 2010.
- Increased connections with the local businesses and property owners occurred in the Gin Gin Alternative Pathways (GGAP) program in the Middle Phase of Learning.

## Future outlook

- Embedding whole school curriculum framework such as Dimensions Of Learning and/or Productive Pedagogies
  - In 2011 the school will receive the remainder of its laptop quota of 1:1 in round 3 of the NSSCF roll out program and the school will explore different models of delivery.

- Expansion of alternate programs for disengaged middle phase learners including Gin Gin Industry Partners

- Enhancing Emotional Social Learning and Values through the implementation of School Wide Positive Behaviour Program

- Improved Attendance focussing on ‘Every Day Counts’ and I.D. Attend programs.

- Literacy and Numeracy intervention through the advent of National Assessment Program for Literacy and Numeracy (NAPLAN)strategies

- Implementation of Embedding Aboriginal and Torres Strait Islander Programs (E.A.T.S.I.P.S.) and a focus on providing post schooling options for indigenous students.

- Enhanced access to alternative, educational and post schooling opportunities, including Cert II in Public Safety (QFRS) and the feasibility of Cert II in Agriculture in the senior school.
Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered: 8-12

Total student enrolments for this school:

<table>
<thead>
<tr>
<th>Total Enrolment</th>
<th>Girls</th>
<th>Boys</th>
<th>Enrolment Continuity (Feb 2010 – Nov 2010)</th>
</tr>
</thead>
<tbody>
<tr>
<td>422</td>
<td>212</td>
<td>210</td>
<td>85%</td>
</tr>
</tbody>
</table>

Characteristics of the student body:

Gin Gin State High School is a National Partnership Low S.E.S school. It is currently tracking through a four year strategic plan. It has approximately 20 indigenous students and 20 students with disabilities. There is significant social disadvantage in our school community yet this does not distract from the high expectations around student and school performance. Our vision is “A Community Working Together To Achieve Quality Outcomes For All” and our purpose is “to inspire learning that creates confidence, choice and opportunity now and in the future.” Social and emotional programs are in place to address issues arising from social and family disadvantage.

Class sizes – Proportion of school classes achieving class size targets in 2010

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
<th>Percentage of classes in the school</th>
<th>On or under target</th>
<th>Under Target</th>
<th>On Target</th>
<th>Over Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep – Year 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 4 – Year 10</td>
<td>22</td>
<td></td>
<td>95%</td>
<td>89%</td>
<td>6%</td>
<td>5%</td>
</tr>
<tr>
<td>Year 11 – Year 12</td>
<td>11</td>
<td></td>
<td>100%</td>
<td>99%</td>
<td>1%</td>
<td>0%</td>
</tr>
<tr>
<td>All Classes</td>
<td>17</td>
<td></td>
<td>97%</td>
<td>93%</td>
<td>4%</td>
<td>3%</td>
</tr>
</tbody>
</table>

School Disciplinary Absences

<table>
<thead>
<tr>
<th>Disciplinary Absences</th>
<th>Count of Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Suspensions - 1 to 5 days</td>
<td>95</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td>15</td>
</tr>
<tr>
<td>Exclusions</td>
<td>0</td>
</tr>
<tr>
<td>Cancellations of Enrolment</td>
<td>3</td>
</tr>
</tbody>
</table>
Our distinctive curriculum offerings

In 2010 Gin Gin State High School offered the following stand-alone vocational education certificates:-

- Hospitality - Certificate I & II
- Engineering - Certificate I
- Construction - Certificate I & Doorways To Construction Program
- Information Technologies - Certificate I & II
- Work Education - Certificate I
- Visual Art and Contemporary Craft - Certificate I
- Business - Certificate I
- Sampling And Measurement - Certificate II
- Gin Gin State High School students also attended T.A.F.E. as part of the Schools Links Pathways Program in the following courses:-
  - Retail
  - Engineering
  - Hospitality
  - Child Care
  - Aged Care
  - Mechanics
  - Visual Arts

- In the senior school, a range of subjects are offered through the virtual school service including Maths C and Information and Technology. Distance Education is also offered.
- In the junior school, the Gin Gin Alternative Pathways (GGAP) program continues to flourish, offering alternative vocational and educational pathways to students looking for an alternative pathway to mainstream subject selection.
- In 2010 Gin Gin High also continued specific literacy and numeracy coaching strategies in the junior school, aiming to increase the number of students moving into the upper bands of each NAPLAN domain. This proved very successful as evidenced through our NAPLAN results in 2010.

Extra curricula activities

- Ninety students participated in the school musical ‘Back To The Eighties’ which presented three performances to the community.
- Year 11 and 12 students participated in the Docudrama Road Accident Program.
- All Year 12 students participated in ‘Preparation for Schoolies Week’ safety talks.
- All Year 11 students completed an introductory driver education program.
- The student council facilitated 3 socials and 4 free dress days for charity.
- Students represented the school in Anzac Day ceremonies - approx. 70 students.
- Students participated in 14 teams over summer and winter sports (approx. 200 students) within the Bundaberg district sports competition.
- Students competed in a wide range of academic and public speaking competitions including Australian Maths, English and Computer competitions, Maths Team Challenge, Lions Youth of the Year and Apex Public Speaking.
- $3,500 was raised in the Fun Run Sponsorship.
How Information and Communication Technologies are used to assist learning

Teachers frequently access and utilize computers for planning, assessment, curriculum delivery and reporting. Teachers are encouraged to be innovative with tasks around the use of ICTs in the classroom, exploring eLearning opportunities. All teachers are encouraged to gain their Pedagogical Licence or Certificates. Gin Gin State High School has an ‘eLearning’ HOD in place as a result of a workplace reform.

In 2010 Gin Gin State High School reached its computer: student ratio of 1:2, and established its 20:20 classroom.

Social climate

Our House Structure

The school has 3 houses that frame our supportive school environment, care structure, sport, extra curricular activities and incentive schemes.

They are:

BARANGA – Blue        CORANG – Green        MANUMBAR - Red

Each student is placed in a care group that contains students from all year levels. There are 10 care groups to each house. Students are in the same care group as their siblings.

Each house has a House Coordinator.

Each student at Gin Gin State High School is placed in one of 30 care groups from three houses – Baranga, Corang, Manumbar. These comprise approximately 14-15 students. All members of the family are placed in the same care group. The care group meets at least three days a week in the morning for 15 minutes.

The purpose of Care Group is to:

- Foster a belonging for each student within a team environment.
- Promote house pride and school spirit.
- Ensure accountability of school policies and procedures.
- Facilitate communication between school, students and carers.
- Educate and promote positive behaviours and values through School Wide Positive Behaviour Support Programs.
- Student Support and Welfare Services
- We are concerned with advocating positive student attitudes and action through the implementation of:
  - Responsible Behaviour Plan
  - Drug Education Policies
  - Respectful Relationships Policy
  - A safe physical environment
  - Sun-safe strategies

Queensland Government

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Our school at a glance

- ‘Smart Choices’, tuckshop policy
- Smart moves physical activity
- School Wide Positive Behaviour Support Program
- Anti-bullying campaigns involving the Student Council including ‘Matthew Stanley Day’ and the ‘One Punch Can Kill Campaign’ ‘ World Anti Bullying Day- Say No To Bullying’ and Drama performances around passive bullying.
- Cyber Safety education through Police Intervention Programs ‘Taskforce Argos’.
- ‘No Limits Programs focussing on Boys Leadership and Disengaged Students Program’.

School climate continued:

- To support the welfare and development of students our school has the following support personnel and programs available:
  - School Base outh Health Nurse (1½ days per fortnight)
  - Guidance Officer (2 days per week)
  - School Chaplain (5 days per week)
  - Behaviour Management Support Officer (1½ days per week)
  - Officer for Aboriginal and Torres Strait Islander Support (2 days per week)
  - Youth Support Coordinator (2 days per week)
  - Industry Transition Officer (1 day per week)

- Gin Gin SHS has implemented the School Wide Positive Behaviour Support (SWPBS) Program.

- The focus of SWPBS is to:
  - Reward positive student behaviour
  - Establish 3 to 5 school rules that align with the school’s values. The rules established for Gin Gin SHS include:
    - Respect Self
    - Respect Others
    - Respect Environment
  - Teach explicitly expected whole school student behaviour, in and out of the classroom.

Parent, student and teacher satisfaction with the school

- Parent and Student Satisfaction- School Opinion Survey 2010
- 74% of parents and 62% of students (above like schools) are either satisfied or very satisfied that their child is safe at school.
- 74% of parents and 46% of students are either satisfied or very satisfied that their child is treated fairly at school.
- 51% of parents and 40% of students (above like schools) are either satisfied or very satisfied with behaviour and discipline at school.
- 76% of parents and 56% of students are either satisfied or very satisfied that their child is happy to go this school.
Performance measure | Result 2010
--- | ---
Percentage of parents/caregivers satisfied that their child is getting a good education at school | 66%
Percentage of students satisfied that they are getting a good education at school | 63%
Percentage of parents/caregivers satisfied with their child’s school | 74%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives | 62%
Percentage of staff members satisfied with morale in the school | 91%

Involving parents in their child’s education

Parents are encouraged to become involved in their child’s education through:

- Year 7 to 8 Transition Day and ongoing transition with primary school
- Year 8 Meet the Teacher Night
- Parent / Teacher interviews in Semester 1 & 2
- Year 10 – 11 Subject Selection Evening
- Queensland Certificate of Education (QCE) Parent evenings
- Four Term reports issued per year
- A communication section in the junior diary
- An extensive S.E.T. planning process in the senior school involving consultation with parents regarding senior subject selection
- Meeting parents of alternative programs to discuss future pathway options.
Reducing the school’s environmental footprint

The school has installed two water tanks from a green voucher program to assist in the watering of gardens and plants.

Through a community water grant water closet measures have been put in place.

Administration block has also installed solar panels to offset electricity costs.

<table>
<thead>
<tr>
<th>Year</th>
<th>Total</th>
<th>Electricity</th>
<th>Sewerage</th>
<th>Waste</th>
<th>Water</th>
<th>Gas</th>
<th>Other</th>
<th>Electricity KWh</th>
<th>Water KL</th>
<th>Gas MJ</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>$41,582</td>
<td>$24,022</td>
<td>$9,936</td>
<td>$3,549</td>
<td>$4,075</td>
<td>$0</td>
<td>$0</td>
<td>112,519</td>
<td>2,373</td>
<td>0</td>
</tr>
<tr>
<td>2009</td>
<td>$50,448</td>
<td>$35,618</td>
<td>$0</td>
<td>$0</td>
<td>$3,341</td>
<td>$0</td>
<td>$11,489</td>
<td>217,611</td>
<td>1,435</td>
<td>0</td>
</tr>
<tr>
<td>% change 2009 - 2010</td>
<td>-18%</td>
<td>-33%</td>
<td>N/A</td>
<td>N/A</td>
<td>22%</td>
<td>N/A</td>
<td>-100%</td>
<td>-48%</td>
<td>65%</td>
<td>N/A</td>
</tr>
</tbody>
</table>
### Staff composition, including Indigenous Staff

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>43</td>
<td>25</td>
<td>0</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>40</td>
<td>16</td>
<td>0</td>
</tr>
</tbody>
</table>

### Qualifications of all teachers

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Number of classroom teachers and school leaders at the school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>0</td>
</tr>
<tr>
<td>Masters</td>
<td>2</td>
</tr>
<tr>
<td>Bachelor degree</td>
<td>39</td>
</tr>
<tr>
<td>Diploma</td>
<td>2</td>
</tr>
<tr>
<td>Certificate</td>
<td>0</td>
</tr>
</tbody>
</table>
### Expenditure on and teacher participation in professional development.

The total funds expended on teacher professional development in 2010 was $35,371 (including National Partnership funding).

The major professional development initiatives are as follows:

- Boys Education
- VET Symposia
- QSA Workshops
- Subject Area Conferences
- Numeracy and Literacy Professional Development Initiatives
- Leadership Professional Development
- Education Queensland Policy Training

The involvement of the teaching staff in professional development activities during 2010 was 100%.

### Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 97% in 2010.

### Proportion of staff retained from the previous school year.

From the end of the previous school year, 95% of staff were retained by the school for the entire 2010 school year.
Performance of our students

Key student outcomes

Attendance

Student attendance - 2010

The average attendance rate for the whole school as a percentage in 2010 was 88%.

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>91%</td>
<td>87%</td>
<td>86%</td>
</tr>
</tbody>
</table>

Student attendance for each year level

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

All students are expected to attend all timetabled classes each day.

Explanations are required for all absences. Parents should provide these unless the student is 18 and/or living independently. Notes showing the student’s name and care group and the date of and the reason for absence should be given to the Care Group Coach in Care Group. In the case of phone calls, details are entered on a slip, which then becomes an absentee note.

I.D Attend was implemented in 2010, allowing for SMS notification to parents/guardians on a daily basis for non attendance.

I.D. Attend shows whether or not notes have been received. Notes are filed for future reference.

After five (5) days of absence without notification, the Care Group Coach will contact parents to ascertain the student’s whereabouts.

When a student accrues three (3) unexplained absences in a term a letter will be sent to parents signed by the House Coordinator. This will occur on Tuesdays each week.

If a student arrives after care group at 8.55 am but before 9.30 am they are recorded as Late- no penalty as long as they comply with appropriate procedures of signing in.

To be credited with a half day morning attendance a student must have a minimum attendance from 9.30 am to 11.20 am. If a student does not satisfy this criteria they will be recorded as absent (AM).

To be credited with a half day afternoon attendance a student must have a minimum attendance from 12 noon to 2.30 pm. If a student does not satisfy this criteria this will be recorded as absent (PM)

If a student departs after 2.30 pm they will be recorded as Early (NP)- no penalty provided they comply with procedures re: signing out.
Achievement – Years 3, 5, 7, and 9

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9.

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

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

Where it says ‘Search by school name’, type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school’s NAPLAN results.
Achievement – Closing the Gap

There were a total of 16 indigenous students enrolled in Gin Gin State High School in 2010.
The apparent retention rate year 10 -12 was 100%, but numbers exiting were fewer than 5 students.
In Semester 1 2010, indigenous students had a rate of 81.4% attendance, compared to 87.8% for non-indigenous attendance. This was up from 78.2% in 2009.
In Semester 1, 2010, 50% of indigenous students had attendance under 80%, compared to 18.6% of non indigenous students. 19% of indigenous students had attendance above 90% compared to 52% of non indigenous students.

The following sections refer only to schools with Senior Secondary students. Please delete if not applicable.

Attainment and Achievement – Year 12

<table>
<thead>
<tr>
<th>Apparent retention rates Year 10 to Year 12.</th>
<th>81%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 12 student enrolment as a percentage of the Year 10 student cohort.</td>
<td>81%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Outcomes for our Year 12 cohort of 2010</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students receiving a Senior Statement.</td>
<td>65</td>
</tr>
<tr>
<td>Number of students awarded a Queensland Certificate of Individual Achievement (QCIA).</td>
<td>0</td>
</tr>
<tr>
<td>Number of students receiving an Overall Position (OP).</td>
<td>18</td>
</tr>
<tr>
<td>Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).</td>
<td>11</td>
</tr>
<tr>
<td>Number of students awarded one or more Vocational Educational Training (VET) qualifications</td>
<td>60</td>
</tr>
<tr>
<td>Number of students awarded an Australian Qualification Framework (AQF) Certificate II or above.</td>
<td>31</td>
</tr>
<tr>
<td>Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.</td>
<td>43</td>
</tr>
</tbody>
</table>
Performance of our students

| Percentage of OP/IBD eligible students with OP 1-15 or an IBD. | 83% |
| Number of students awarded an International Baccalaureate Diploma (IBD). | 0 |
| 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. | 100% |
| Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer. | 92% |

| Overall Position Bands (OP) |
| Number of students in each Band for OP 1 to 25. |
| OP 1-5 | OP 6-10 | OP 11-15 | OP 16-20 | OP 21-25 |
| 4 | 6 | 5 | 3 | 0 |

| Vocational Educational Training qualification (VET) |
| Number of students awarded certificates under the Australian Qualification Framework (AQF). |
| Certificate I | Certificate II | Certificate III or above |
| 57 | 31 | 0 |

Certificate 1 courses are offered in Hospitality, Engineering, Construction, Work Education, Visual Art And Contemporary Craft and Business.

| Post-school destination information |
| At the time of publishing this School Annual Report, the results of the 2010 Year 12 post-school destinations survey, Next Step – Student Destination Report for the school were not available. Information about these post-school destinations of our students will be incorporated into this Report in September. |

| Early leavers information |
| All students are encouraged to stay at school to the end of year 12. However, some students elect to leave early and the majority of these students move into the workforce or into apprenticeships and/or traineeships. A small minority of students study at T.A.F.E. |