Introduction

The Gin Gin State High School Annual Report contains the following:

School Progress towards its goals in 2011
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 2011

In 2009 Gin Gin State High School was identified as a National Partnership School. Progress made throughout the 2011 year included:

- Attendance has increased to 89%, now equal to the state average and increasing by 3% in the past three years.
- Senior Schooling results remain amongst the best in the State with 93% of students receiving OP 1-15 in 2011; above the 80% benchmark for the 7th year in a row.
- 54 Certificate 1 Certificates were awarded, 47 Certificate 11 qualifications and 8 Certificate 111 qualifications were issued.
- 75.5% of students enrolled in Cert. 11 completed their qualifications, the 6th best completion rate in the North Coast Region.
- Gin Gin State High School reached National Mean Scale Standards in all Literacy and Numeracy domains in 2011 and scored above national mean in writing.
- Similarly, Gin Gin State High School reached national mean in the upper 2 bands in all domains of literacy and numeracy, with the exception of writing, which was also above the National Mean.
- Significantly, 2 in every 5 year 9 students achieved placement in the upper 2 bands in writing placing Gin Gin State High School as the best performing school in the North Coast Region.
- In 2011 the school received the remainder of its laptop quota of 1:1 in round 3 of the NSSCF rollout program.
Gin Gin State High School (2131)

- Increased connections with the local businesses and property owners occurred in the Gin Gin Alternative Pathways (GGAP) program resulting in Gin Gin State High School receiving the Commonwealth Bank Middle Phase of Learning State Award.
- Introduction of Certificate 11 Agriculture in the senior school.
- Completion of Building Education Revolution Science Projects and Trade Training Projects increasing % of students completing Cert 11 qualifications and exposed to Science resources and new infrastructure.

**Future outlook**

- In 2012, Gin Gin State High School will roll out the National Curriculum in English, Maths and Science in years 8, 9 and 10.
- The school will deliver on the NSSCF laptop program by offering a take home lap top program to students in years 9 and 10.
- Expansion of alternative school/transition programs for middle phase learners into the senior school and the formalising of Gin Gin Industry Partners.
- Discussions commence around the advent of Junior Secondary in 2015.
Our school at a glance

School Profile
Coeducational or single sex: Coeducational
Year levels offered: Year 8 - Year 12

Total student enrolments for this school:
<table>
<thead>
<tr>
<th>Total Enrolment</th>
<th>Girls</th>
<th>Boys</th>
<th>Enrolment Continuity (Feb 2011 – Nov 2011)</th>
</tr>
</thead>
<tbody>
<tr>
<td>434</td>
<td>217</td>
<td>217</td>
<td>91%</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 in its third year tracking through a four year strategic plan.
In 2011, Gin Gin High enrolled 27 indigenous students and 30 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 2011

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep – Year 3</td>
<td></td>
</tr>
<tr>
<td>Year 4 – Year 10</td>
<td>22.1</td>
</tr>
<tr>
<td>Year 11 – Year 12</td>
<td>16.8</td>
</tr>
<tr>
<td>All Classes</td>
<td>19.9</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>84</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td>16</td>
</tr>
<tr>
<td>Exclusions</td>
<td>0</td>
</tr>
<tr>
<td>Cancellations of Enrolment</td>
<td>6</td>
</tr>
</tbody>
</table>
Curriculum offerings

Our distinctive curriculum offerings
In 2011 Gin Gin State High School offered the following Stand Alone vocational education certificates:-

Certificate I
- Hospitality
- Visual Arts and Contemporary Craft
- Work Education
- Information Technology
- Business
- Construction (Some students also completed “Doorways to Construction”)
- Engineering

Certificate II
- Information Technology
- Business (Embedded in Business and Communication Technologies)
- Sampling and Measurement
- Hospitality

TAFE Links Program
- Retail
- Engineering
- Hospitality
- Child Care
- Aged care
- Automotive
- Visual Arts and Contemporary Crafts

In 2011 14 completed a Certificate II in Public Safety (Fire Fighting Operations) through a partnership agreement with Qld Fire and Rescue Service

The following subjects were studied through the Brisbane School of Distance Education in 2011: - Mathematics C, Accounting, Indonesian and Information Processing and Technology

The school continues to provide specific literacy and numeracy development in the junior school with NAPLAN classes scheduled for all year 9 students (Semester 1) and year 8 students (semester 2). The aim of this program is to provide coaching in the areas of literacy and numeracy to enable students to improve their literacy and numeracy skills and subsequent improved placement in NAPLAN bandings.

The Gin Gin Alternate Program (GGAP) was offered to students in years 8 to 10 and provided an alternative course of study for students who were disengaged from traditional styles of learning. Students in GGAP complete the following subjects: – English, Mathematics, Work Education, Enterprise Learning Projects, Certificate I in Rural Operations and Junior Construction.
Our school at a glance

Extra curricula activities
Ninety students participated in the school musical ‘A Night On Broadway’ which presented three performances to the community.

- 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. 100 students represented the school or local community groups.
- Students participated in 11 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.

How Information and Communication Technologies are used to assist learning
2011 Gin Gin SHS saw the completion of renovations and extensions to our science facilities, as well as the commercial kitchen fit out, and all these facilities are now equipped with multimedia presentation equipment and extensive networking capabilities. This level of capability is also shared by all classrooms, and the installation of wireless networking throughout the site was completed. These resources, along with the implementation of our first student laptops and upgrade to our internet bandwidth have supported teachers in pursuing their goals of creating digitally rich learning environments. Significant planning and preparation to develop our trial 1:1 eLearning program, to be implemented in 2012 with years 9 and 10 supported by the acquisition of over 160 laptops for student use, was a major focus in 2011. Teachers have undertaken ongoing professional development focussed on using technology to enhance and extend the teaching and learning experience. Both staff and parents express a high level of satisfaction with our ICT facilities and their use in the learning process.

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 and activities.
Our school at a glance

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
- ‘Smart Choices’, tuckshop policy
- Smart moves physical activity
- School Wide Positive Behaviour Support Program
- Anti-bullying campaigns
- ‘Matthew Stanley Day’
- ‘One Punch Can Kill Campaign’
- ‘World Anti Bullying Day- Say No To Bullying’
- Drama performances around passive bullying
- Motivational Media presentations aligned to anti-bullying
- Curriculum units such as “Erasing Bullying”
- Cyber Safety education through Police Intervention Programs ‘Taskforce Argos’
- ‘No Limits Programs focussing on Boys Leadership and Disengaged Students Program’

To support the welfare and development of students our school has the following support personnel and programs available:
- School Base Youth Health Nurse (3 days per fortnight)
- Guidance Officer (2 days per week)
- School Chaplain (5 days per week)
- Behaviour Management Support Officer (2 days per week)
- Officer for Aboriginal and Torres Strait Islander Support (2 days per week)
- Community Solutions Youth Support Coordinator (1 day per week)
- Student support - Impact (1 day per week)
- Uniting Care Coordinator
- Industry Transition Officer (1 day per week)

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

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
- Review data to drive decisions around behaviour management and identify areas of concern
- Provide a forum where student encouragement and support strategies can be developed
- House Coordinators and care group Coaches monitor attendance within their house and care group and encourage student attendance
Our school at a glance

Parent, student and teacher satisfaction with the school

Parent and Student Satisfaction- School Opinion Survey 2011

- 72.7% of parents are either satisfied or very satisfied that their child is safe at school
- 52.4% of students are either satisfied or very satisfied that they feel safe at school
- 86.3% of parents are either satisfied or very satisfied that their child is treated fairly at school
- 54.2% of students are either satisfied or very satisfied that they are treated fairly at school
- 77.7% of parents are either satisfied or very satisfied with behaviour and discipline at school
- 33% of students are either satisfied or very satisfied with behaviour and discipline at school
- 100% of parents are either satisfied or very satisfied that their child is happy to go this school
- 54.7% of students are either satisfied or very satisfied that they are happy to go this school
- 100% of parents are either satisfied or very satisfied that the school is developing literacy and numeracy skills
- 100% of parents are either satisfied or very satisfied with the variety of school activities available to their child
- 95.5% of parents are satisfied or very satisfied with what their child is learning at this school

Performance measure

| Percentage of parents/caregivers satisfied that their child is getting a good education at school | Result 2011 |
| Percentage of students satisfied that they are getting a good education at school | 100% |
| Percentage of parents/caregivers satisfied with their child's school | 95% |
| Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives | 80% |
| Percentage of staff members satisfied with morale in the school | 84% |

DW – Data withheld

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 and QCE tracking
- Meeting parents of alternative programs to discuss future pathway options
- Online literacy and numeracy tutorials
Our school at a glance

Reducing the school’s environmental footprint

Data is sourced from school’s annual utilities return and is reliant on the accuracy of these returns.

Gin Gin High is continuing to benefit from the water tanks installed in previous years, therefore reducing the amount of public water sourced.

Electricity increase to be expected with new buildings in use.

The school is involved in recycling cardboard and paper and currently sourcing a grant to provide recycling bins around the school for plastic and glass bottles and cans.

Environmental footprint indicators, 2010-2011

<table>
<thead>
<tr>
<th></th>
<th>Electricity KwH</th>
<th>Water KL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>152,305</td>
<td>1,237</td>
</tr>
<tr>
<td>2010</td>
<td>112,519</td>
<td>2,373</td>
</tr>
<tr>
<td>% change 10 - 11</td>
<td>35%</td>
<td>-48%</td>
</tr>
</tbody>
</table>
Our staff profile

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>42</td>
<td>24</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>38</td>
</tr>
<tr>
<td>Diploma</td>
<td>2</td>
</tr>
<tr>
<td>Certificate</td>
<td>0</td>
</tr>
</tbody>
</table>

One teacher is currently undertaking their Masters degree.
Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was $41,871 including National Partnerships funding.

The major professional development initiatives are as follows:
- National Smart Classrooms/eLearning PD
- QSA Workshops and Conferences
- Subject Area Conferences
- School Wide Positive behaviour
- Numeracy and Literacy Professional Development Initiatives
- Leadership Professional Development
- Education Queensland Policy Training

The proportion of the teaching staff involved in professional development activities during 2011 was 100%.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 97% in 2011.

Proportion of staff retained from the previous school year

From the end of the previous school year, 95% of staff was retained by the school for the entire 2011 school year.

School income broken down by funding source

School income 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

Search by school name

Search by suburb, town or postcode

School financial information is available by selecting ‘School finances’ in the menu box in the top left corner of the school’s entry web page. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.
Performance of our students

Key student outcomes

Student attendance - 2011
The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 89%.
The overall attendance rate for all Queensland state Secondary schools over the same period was 89%.

Student attendance rate for each year level

<table>
<thead>
<tr>
<th>Year</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rate</td>
<td>93%</td>
<td>89%</td>
<td>88%</td>
<td>87%</td>
<td>90%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Student Attendance Distribution
The proportions of students by attendance range.

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET 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.

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.
Performance of our students

Absences are monitored on a weekly basis. Any student with 2 or more absences will have a letter sent home requesting an explanation for absences. These letters are generated by the office and are signed by the Deputy Principal.

On a fortnightly basis all absences, explained and unexplained are analysed. Those students who are absent for less that 80% are contacted by the House Coordinators to offer support to parents in improving attendance.

Attendance at school is explicitly linked to student performance and student satisfaction. At Gin Gin SHS in 2011 we have implemented the following new strategies to improve attendance:

- Creation of an attendance clerk position who regularly monitors student attendance and liaises with parents to achieve the best possible attendance.
- As part of the Care Group incentive scheme, students can achieve points for having few absences and explaining all absences.
- Creation of the 100% club which recognises students who have attended 100% of the term.
- House Coordinators and care group Coaches monitor attendance within their house and care group and encourage student attendance.

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 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.

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.
Performance of our students

Achievement – Closing the Gap

There were a total of 27 indigenous students enrolled in Gin Gin State High School in 2011. Student retention rate year 10-12 was low due to majority of students relocating and/or attaining work placement or traineeships. In Semester 1 2011, indigenous students had a rate of 85.3% attendance, compared to 89.5% for non-indigenous attendance. This was up from 81.4% in 2010. In Semester 1, 2011, 40% of indigenous students had attendance of 90 to 100% compared to 58% of non indigenous students. 8% of indigenous students had attendance at 100% compared to 6% of non indigenous students.

Apparent retention rates Year 10 to Year 12.
Year 12 student enrolment as a percentage of the Year 10 student cohort. 66%

Outcomes for our Year 12 cohort of 2011

<table>
<thead>
<tr>
<th>Outcome Description</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students receiving a Senior Statement.</td>
<td>63</td>
</tr>
<tr>
<td>Number of students awarded a Queensland Certificate Individual Achievement.</td>
<td>0</td>
</tr>
<tr>
<td>Number of students receiving an Overall Position (OP).</td>
<td>16</td>
</tr>
<tr>
<td>Number of students who are completing/continuing a School-based Apprenticeship or Traineeship.</td>
<td>4</td>
</tr>
<tr>
<td>Number of students awarded one or more Vocational Educational Training qualifications.</td>
<td>60</td>
</tr>
<tr>
<td>Number of students awarded an Australian Qualification Framework (AQF) Certificate II or above.</td>
<td>47</td>
</tr>
<tr>
<td>Number of students awarded a Queensland Certificate of Education at the end of Year 12.</td>
<td>49</td>
</tr>
<tr>
<td>Number of students awarded an International Baccalaureate Diploma (IBD).</td>
<td>0</td>
</tr>
<tr>
<td>Percentage of OP/ IBD eligible students with OP 1-15 or an IBD.</td>
<td>94%</td>
</tr>
<tr>
<td>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.</td>
<td>98%</td>
</tr>
<tr>
<td>Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.</td>
<td>100%</td>
</tr>
</tbody>
</table>

Overall Position Bands (OP)
Number of students in each Band for OP 1 to 25.

<table>
<thead>
<tr>
<th>OP 1-5</th>
<th>OP 6-10</th>
<th>OP 11-15</th>
<th>OP 16-20</th>
<th>OP 21-25</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>7</td>
<td>5</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>
Performance of our students

Vocational Educational Training qualification (VET)
Number of students awarded certificates under the Australian Qualification Framework (AQF).

<table>
<thead>
<tr>
<th>Certificate I</th>
<th>Certificate II</th>
<th>Certificate III or above</th>
</tr>
</thead>
<tbody>
<tr>
<td>55</td>
<td>47</td>
<td>8</td>
</tr>
</tbody>
</table>


Additional opportunities are available to our students through external providers. Gin Gin State High School students attended TAFE, as part of the Schools Links Pathways Program. Certificate II qualifications are available in Retail, Tourism, Engineering, Hospitality, Child Care, Aged Care, Automotive, Visual Arts and Contemporary Craft, Water Sustainability and Information Technology.

A number of students participate in School Based Traineeships (SBTs) and School Based Apprenticeships (SBAs). Students are undertaking SBTs in:
- Certificate III in Business Administration;
- Certificate III in Hospitality Operations;
- Certificate III in Retail; and
- Certificate III in Agriculture (Beef Production & cropping).

The SBAs that our students are engaged in are:
- Certificate III in Engineering - Mechanical Trade;
- Certificate III in Carpentry;
- Certificate III in Plumbing;
- Certificate III in Glass and Glazing;
- Certificate III in Automotive Mechanical Technology; and
- Certificate III in Hairdressing.

Post-school destination information
At the time of publishing this School Annual Report, the results of the 2011 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
The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12.
All students are encouraged to stay at school to the end of year 12. However, some students elect to leave early and in 2011 transferred to another school, went into traineeships and apprenticeships or alternative education provider, found employment or went onto further study at TAFE.