



Gin Gin State High School

ANNUAL REPORT 2016

Queensland State School Reporting

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School Overview

Gin Gin State High School has proudly been serving the Gin Gin community since 1974. Gin Gin is a co-educational school with approximately 450 students, situated approximately fifty kilometres west of Bundaberg in the Wide Bay Region in Queensland. The school values people, learning, opportunity, teamwork and environment and these values are embedded within the school rules of respecting self, others and the environment. The school has an excellent reputation, providing opportunities for all students to achieve, regardless of their chosen vocational pathway. The school has been recognised for its Senior Schooling Excellence, reflected in the high percentage of students who have received excellent Overall Position scores and/or vocational certificate accreditation in recent years. The school continues to have strong Overall Position results and improvement in Literacy and Numeracy in NAPLAN results. Gin Gin State High School fosters close working relationships and successful links between the school and its community partners in establishing school structured workplace learning opportunities, traineeships and apprenticeships. The school prides itself on providing students with a safe, supportive school environment with many educational and alternate programs in place to support and encourage student engagement in learning. The school plays an active role in the local community and has a very supportive and proud Parent and Citizens Association.

Principal's Foreword

Introduction

School Progress towards its goals in 2016

2016 Priorities	Progress Made
Improving Literacy and Numeracy Outcomes <ul style="list-style-type: none"> <input type="checkbox"/> Whole School Reading Framework <input type="checkbox"/> Cluster Writing Framework <input type="checkbox"/> Problem solving strategy and numeracy warm ups <input type="checkbox"/> Meeting NAPLAN Targets for NMS and U2B 	<ul style="list-style-type: none"> • Whole school reading framework in progress. • Cluster writing framework completed and endorsed by primary cluster schools in term 4 2016. • Numeracy warm ups incorporated into Mathematics classes in 2016. • Problem solving strategies still progressing. Have now developed specific lessons focussed on problem solving and numeracy improvement in 2017.
Support plans for SWD, Students at Risk, Students with Mental Health Issues and Disengaged students	<ul style="list-style-type: none"> • Support plans developed for identified students throughout 2016.
Attendance Improvement	<ul style="list-style-type: none"> • Attendance in 2016 was 88.9%, representing a decline in attendance from 2015. Additional strategies were implemented in term 4 2016 to address the decline. These strategies have continued into 2017. • Our attendance showed an increase in the number of students attending over 95% of the year as well as a decrease in the number of students attending less than 85% of the year.
Senior Schooling Outcomes – QCE, OP1-15, QCIA	<ul style="list-style-type: none"> • OP 1-15 was 90.9% in 2016 representing a slight increase from 2015 • 100% of OP eligible students received a QTAC offer • QCE attainment in 2016 was 93.4% • 100% of eligible students received a QCIA

VET Attainment	<ul style="list-style-type: none"> 62.3% of students received a Certificate 2 or higher qualification. 90% of students who were not OP eligible received a certificate 2 or higher qualification.
Community Partnerships.	<ul style="list-style-type: none"> Through 2016 we continued our community partnerships with the following organisations: Gin Gin Land Care, Gin Gin AP&I,
Closing the Gap and support programs for Indigenous students	<ul style="list-style-type: none"> Employment of Community Education Councillor 2 days/week to support indigenous students with curriculum and social emotional issues. Indigenous attendance for 2016 was 81.3% which is significantly lower than the school average of 88.9%. NAIDOC week celebrations
Effective Teaching in Every Classroom <ul style="list-style-type: none"> Classroom profiling ASOT implementation 	<ul style="list-style-type: none"> All teaching staff participated in classroom profiling in 2016. Refresher training for support staff in Essential Skills for Classroom Management was conducted in 2016. Continued refresher training in ASOT completed through 2016.
High Reliability School <ul style="list-style-type: none"> Leadership Development Staff Annual Development Plan cycles Coaching and feedback 	<ul style="list-style-type: none"> Staff APDP's were completed with mixed success. Several new staff did not complete the process. Support staff had development plans completed. Change to timelines to use APDP information to inform the School AIP and Budgets in 2017.
Staff and Students Health and Wellbeing - Positive Behaviour Learning	<ul style="list-style-type: none"> Referral committee established and meet fortnightly to identify students with needs. PBL committee established to analyse school data and make recommendations. Additional support staff engaged to ensure appropriate support is in place for identified students.

Future Outlook

Focus Area	Target
Attendance	90% or above for 2016
QCE/QCIA Attainment	100% exiting students attain QCE or QCIA
U2B	15% of students in year 7 & 9 reaching upper 2 bands in NAPLAN
Literacy & Numeracy	<ul style="list-style-type: none"> Develop a cluster reading framework Meeting NAPLAN targets
Sharp and Narrow Focus – Reading in Year 8	<ul style="list-style-type: none"> Increase in reading age of at least 1 year for all students Increase of more than 1 year in reading age for those students whose reading age is identified as below chronological age.

Our School at a Glance

School Profile

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

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	379	183	196	21	91%
2015*	445	217	228	23	91%
2016	439	211	228	27	91%

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

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

Characteristics of the Student Body

Overview

Gin Gin State High School is a rural school in an area of significant social disadvantage, unemployment and lack of large industry. Bundaberg, the nearest large centre is accessible, and students access training, sport and extra curricula opportunities within the region. Students at our school demonstrate strong leadership and are involved in community and achieve sporting and academic excellence. Compliance with the school's Responsible Behaviour Plan for Students is high and students participate in a wide range of extra curricula activities. A wide range of cultural backgrounds is represented, including students for whom English is a second language, and less than 10 % of students identified as Indigenous in 2016. Many students access the school buses and students are strongly supported by services such as Chaplaincy, School Based Youth Health Nurse and Youth Support Coordinator, as well as Guidance and Care group structures. In 2016, 93% of students achieved a QCE or QCIA, and the percentage of students with OP 1-5, OP 1-10 & OP 1-15 results emphasises the quality of student leadership and staff support for academic attainment.

Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3			
Year 4 – Year 7			
Year 8 – Year 10	21	21	20
Year 11 – Year 12	15	15	15

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

Curriculum Delivery

Our Approach to Curriculum Delivery

Junior Secondary (Years 7-8)

- Core: English, Mathematics, Science, Humanities and Social Sciences, HPE and LOTE (Japanese)
- Electives: Design and Technologies (ITD, HEC), Art, Drama, Digital Technologies

An additional 2 lessons which we have called "Genius Hour" in years 7 to 9 provides a targeted focus on literacy and numeracy development in the junior school

Middle Secondary (Years 9-10)

- Core: English, Mathematics, Science, History, Geography, Citizenship Education and HPE
- Electives: Junior Construction, Junior Engineering, Art, Drama, Digital Technologies, Catering, Business Studies, Graphics, LOTE (Japanese)

In addition, 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 would benefit from non-traditional styles of learning. Students in GGAP complete the following subjects: English, Mathematics, Health and Physical Education, Life Skills, Agricultural Science, Junior Engineering and Junior Construction.

All year 10 students have the opportunity to complete one week of Work Experience.

Senior Secondary (Years 11-12)

- Authority Subjects: English, Mathematics A, Mathematics B, Physics, Biology, Chemistry, Modern History, Legal Studies, Geography, Visual Art, Drama, Business Communication and Technologies, Physical Education
- Authority Registered Subjects: English Communications. Prevocational Mathematics, Recreation Studies, Short Course Literacy, Short Course Numeracy
- VET: Certificate I – Construction, Information, Digital Media and Technology; Certificate II - Engineering Pathways, Manufacturing Technology, Hospitality, Visual Arts, Agriculture

TAFE Links Program

- Certificate II Automotive Vocational Program
- Certificate II Engineering
- Certificate III Fitness

School Based Apprenticeships and Traineeships continue to grow with strong local industry support.

- Certificate III in Flooring Technology
- Certificate III Construction
- Certificate III Horticulture
- Certificate III Retail
- Certificate III Agriculture (Beef Production)

The following subjects were studied through Brisbane School of Distance Education

- Mathematics C
- Ancient History
- Information Processing and Technology.
- Graphics

Instrumental Music was offered to students in all year levels.

Co-curricular Activities

- Alpaca program (SWD Students)
- Mt Rawdon Gold Mine Year 12 Chemistry
- Maths team Challenge
- Year 12 Physics Dreamworld
- ICAS Mathematics and Science Competitions
- Maryborough Technology Challenge
- Year 11/12 Hospitality Industry Visit
- Instrumental Music camp Bucca Retreat
- Japanese Cultural Day
- Senior Geography Excursions to Burnett Heads, Mon Repos, Bucca Crossing, Gin Gin Creek
- Year 11/12 Geography – Catchment management Bucca Weir, Gin Gin Creek
- Quota Student of Year Quest Bundaberg
- ICAS English competition
- Guest Speakers in Legal Studies classrooms- Law students
- Relay for Life
- Roadcraft Education Program in Gympie.
- Reader's Cup
- Year 12 Camp Wyper park
- Run to the Roar Leadership Camp Year 12
- Year 7 Camp Bucca Retreat
- Rowing – Lead Up Regattas x 2, Head of River, CQ Rowing Title

- Volleyball Cup
- Interschool Summer and Winter Sport – Volleyball, Soccer, Rugby League, Netball, Hockey, Tennis, Ten Pin Bowling
- Small Schools Rugby League
- School Musical
- Dump truck Pull
- Gin Gin Show – Students volunteer during the set up and clean-up of the show weekend. They also form a significant proportion of the competitors in each of the competitions.

How Information and Communication Technologies are used to Assist Learning

Teachers use their laptops to prepare lessons and learning materials, collate and analyse data and perform administrative tasks. They deliver content through multimedia projectors and audio systems (present in every teaching space), document cameras, interactive whiteboards, iPads and various peripheral devices.

School administrative staff use ICTs to access departmental programs and review and analyse school data, as well as communicate school policies and procedures to the wider school community. One School, One Portal, ID Attend and other departmental websites are regularly used for planning and review purposes. The school newsletter is published through Schoolzine and parents also have access to the QSchools App.

Students engage in learning experiences on desktop computers located in specialist labs and in various classrooms. Students have access to dedicated copiers and printers to generate paper based documents or digitise their work and learning materials. Some students bring in their own device/s from home and utilise these in the learning process.

Online delivery platforms such as the Learning Place, BlackBoard, EdStudio and Collaborate help students and teachers to share resources, collaborate on projects, self and peer assess work, and access quality digital learning objects and multimodal resources.

Specialist hardware and software and expertise allow students to undertake study in Computer Aided Design, Graphic Art and Robotics. Students in Science access a variety of devices which interface with computers to record and monitor data, and conduct experiments. Students in Mathematics develop dynamic models using equations, and investigate changing parameters to observe their effects.

Students with Disabilities are supported with assistive technologies through access to iPads, using a range of apps to engage students in learning and prepare them for life beyond school, socially, academically and work related. In 2016 this support included multi-touch LED panels in each classroom in the Special Education Unit.

An after school IT club meets once a week and is well attended, with students pursuing a number of areas of personal interest, including robotics, coding and specialist Microsoft training.

The school actively seeks out opportunities to support students in developing awareness of potential threats and dangers online, becoming cybersafe and constructive in their online contributions.

Digital Technologies was a subject which was delivered to year 7 and 8 students in 2016. Students have gained a knowledge and appreciation of how information technology can be programmed through written code to perform a variety of practical and recreational tasks.

Students continue to be supported in making safe and thoughtful choices online through our cybersafe strategies. Progress has been made towards implementation of the QParents application. This will streamline and enhance communication between the school and community, and support parents in managing their students' affairs.

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 at Gin Gin State High School is placed in one of 24 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.

Each house has a House Coordinator, who is responsible for house spirit and team participation. Within each house there are 3 POD Coordinators who are responsible for student management and student support within their POD of care groups.

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
- Provide Student Support and Welfare Services

We are concerned with advocating positive student attitudes and action through the implementation of:

- Responsible Behaviour Plan for Students
- Drug Education Policies
- Respectful Relationships Policy
- A safe physical environment
- Sun-safe strategies
- 'Smart Choices' tuckshop policy
- Smart moves physical activity
- Positive Behaviour for Learning
- Anti-bullying campaigns
- 'Walk Away Chill Out' campaign
- 'World Anti Bullying Day- Say No To Bullying'
- Motivational Media
- Cyber Safety education through Police Intervention Programs 'Taskforce Argos'
- 'No Limits' Programs focusing 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:

- Guidance Officer
- School Base Youth Health Nurse
- School Chaplain
- Support Teacher Literacy and Numeracy
- Students with Disability Special Education Program staff
- Youth Support Coordinator
- Youth Counsellor

Gin Gin SHS has implemented the Positive Behaviour for Learning program. (PBL)

The focus of PBL is to implement the rules established for Gin Gin SHS which 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
- Teach appropriate behaviour
- Reward positive student behaviour

POD Leaders and Care Group Coaches monitor attendance within their house and care group and encourage student attendance.

Student and Parent survey data indicates that students feel safe at our school. Students are encouraged to report concerns regarding harassment/bullying to Care Group Coaches, POD leaders and/or administration. This includes concerns regarding cyber bullying. The School Chaplain, POD Leaders and Deputy Principals play a significant role in resolving conflict issues amongst students.

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	93%	94%	96%
this is a good school (S2035)	95%	91%	96%
their child likes being at this school* (S2001)	98%	99%	90%
their child feels safe at this school* (S2002)	100%	99%	98%
their child's learning needs are being met at this school* (S2003)	95%	94%	94%
their child is making good progress at this school* (S2004)	95%	94%	92%
teachers at this school expect their child to do his or her best* (S2005)	98%	99%	94%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	91%	90%	91%
teachers at this school motivate their child to learn* (S2007)	90%	84%	88%
teachers at this school treat students fairly* (S2008)	90%	84%	94%
they can talk to their child's teachers about their concerns* (S2009)	93%	93%	94%
this school works with them to support their child's learning* (S2010)	95%	91%	89%
this school takes parents' opinions seriously* (S2011)	82%	87%	83%

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
student behaviour is well managed at this school* (S2012)	93%	80%	88%
this school looks for ways to improve* (S2013)	90%	94%	91%
this school is well maintained* (S2014)	100%	99%	100%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	87%	92%	90%
they like being at their school* (S2036)	81%	87%	77%
they feel safe at their school* (S2037)	87%	96%	84%
their teachers motivate them to learn* (S2038)	85%	89%	85%
their teachers expect them to do their best* (S2039)	94%	93%	91%
their teachers provide them with useful feedback about their school work* (S2040)	80%	87%	84%
teachers treat students fairly at their school* (S2041)	71%	80%	75%
they can talk to their teachers about their concerns* (S2042)	71%	71%	64%
their school takes students' opinions seriously* (S2043)	72%	72%	75%
student behaviour is well managed at their school* (S2044)	63%	78%	70%
their school looks for ways to improve* (S2045)	91%	90%	85%
their school is well maintained* (S2046)	90%	92%	91%
their school gives them opportunities to do interesting things* (S2047)	80%	85%	85%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	98%	98%	90%
they feel that their school is a safe place in which to work (S2070)	100%	100%	96%
they receive useful feedback about their work at their school (S2071)	82%	85%	91%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	91%	88%
students are encouraged to do their best at their school (S2072)	98%	94%	94%
students are treated fairly at their school (S2073)	89%	91%	90%
student behaviour is well managed at their school (S2074)	89%	78%	73%
staff are well supported at their school (S2075)	87%	78%	77%
their school takes staff opinions seriously (S2076)	68%	74%	79%
their school looks for ways to improve (S2077)	84%	85%	94%
their school is well maintained (S2078)	100%	98%	98%
their school gives them opportunities to do interesting things (S2079)	87%	89%	94%

* 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

Parents have the opportunity to become involved in their child's education through:-

- Year 6 to 7 Transition Days and ongoing transition with primary school
- "Meet the Teacher" evening
- Parent teacher interviews in Term 2 and term 3
- Year 10 to 11 – Subject Selection Evening (Including QCE presentation)
- 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 students in alternative programs to discuss future pathway options
- Tertiary Options Evening
- Tuckshop Volunteering
- P & C Meetings
- Volunteering at school events/activities e.g. Technology Challenge
- 4 reports per year (2 interim, 2 semester)
- A communication section in student diary
- Gin Gin SHS Show Display - Marquee with displays from school faculties and community partners
- GGAP links with community partners such as SES, Rural Fire Brigade, local primary producers and Show Society

Regular review meetings are scheduled involving all stakeholders for the following students:-

- Kids in care
- Students with Disability
- At risk students
- Disengaged students

Support plans are developed and implemented to ensure quality outcome for all e.g. Individual Education Plan, Behaviour Support Plan.

Respectful relationships programs

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

- The school has developed a "Respectful Relationships" policy which is updated annually.
- Through the junior curriculum we implement the "Rock & Water" program which teaches students appropriate ways to deal with conflict.
- The school promotes days such as "Walk Away Chill Out" and "One Punch Can Kill"
- Specific school based programs such as "Lead the Way" and "No Limits" enhance student's tolerance and resilience to conflict situations.
- Implementation of "STYMIE" program which gives students and parents the opportunity to report bullying and harassment through an online program.

School Disciplinary Absences

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

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	41	53	76
Long Suspensions – 6 to 20 days	1	0	0
Exclusions	0	0	1
Cancellations of Enrolment	1	1	0

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Environmental Footprint

Reducing the school's environmental footprint

Staff and students are aware of and encouraged to reduce the school's environmental footprint. In 2016 a strategic facilities plan to ensure environmental sustainability and safety was developed. The school also has a recycling process.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	179,572	2,733
2014-2015	183,931	1480
2015-2016	195,875	4772

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

School Funding

School income broken down by funding source

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

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

Find a school

Sector:

Government

Non-government

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

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

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	42	27	0
Full-time Equivalents	40	18	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	4
Graduate Diploma etc.**	10
Bachelor degree	28
Diploma	0
Certificate	0

*Teaching staff includes School Leaders

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

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were \$58076.59.

The major professional development initiatives are as follows:

Great Results Guarantee

- Implementing Digital Technologies
- Mentoring Beginning Teachers
- High Reliability Schools
- High Impact Instructional Leadership
- Peer Coaching/Growth Coaching
- Problem Solving in Numeracy
- QCAA – NAPLAN, QCIA

Other

- NAPLAN
- QSPA – QLD Secondary Principal's Association
- BYOx Workshop
- ASOT – Art and Science of Teaching
- Classroom Profiling
- Mental Health and Wellbeing Conference
- High Impact Instructional Leadership
- Hawker Brownlow
- Placing Faces on Data
- Junior Secondary
- Leading Change
- Lawsense – School Law
- DETE – Sippy Downs
- QCAA W/shops

- AITSL – Australian Institute for Teaching and Learning
- Advanced Profiler training
- QCS Writing task Marker
- PETRA Project

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

Staff Attendance and Retention

Staff attendance

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

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 93% of staff was retained by the school for the entire 2016.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

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

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	89%	89%	90%
The attendance rate for Indigenous students at this school (shown as a percentage).	84%	78%	81%

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

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

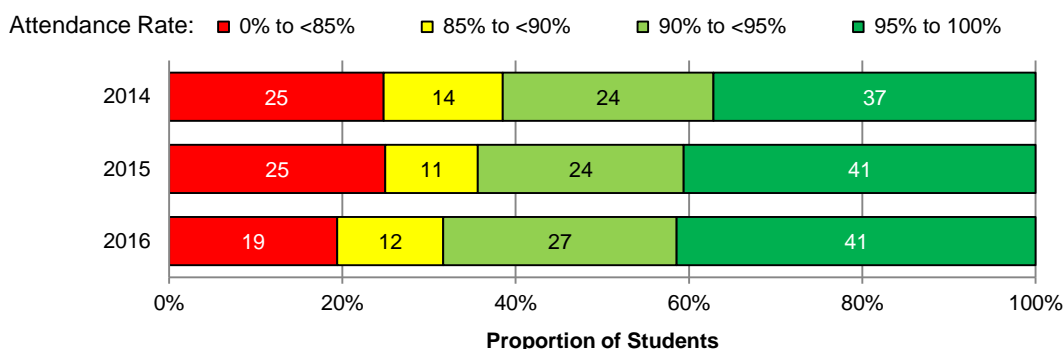
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014									91%	90%	91%	85%	90%
2015								92%	88%	90%	88%	89%	89%
2016								94%	90%	90%	89%	87%	91%

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

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range:



Description of how non-attendance is managed by the school

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

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 allows 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 these 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 and before the end of the school day, they will be recorded as Early (NP) - no penalty provided they comply with procedures re: signing out.

Absences are monitored on a fortnightly basis. Any student with 3 or more unexplained 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 in attendance for less than 80% are contacted by the Deputy Principal to offer support to parents in improving attendance.

Attendance at school is explicitly linked to student performance and student satisfaction. At Gin Gin SHS we implement the following strategies to improve attendance:

- 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 recognition for having few absences and explaining all absences.
- Certificates to recognize students who have 100% attendance each term.
- POD Coordinators and Care Group Coaches monitor attendance within their house and care group and encourage student attendance.

For students at risk in the compulsory participation phase the school works cooperatively with the family and other agencies to plan viable career options and support. The Guidance Officer and Youth Support Coordinator support students at risk. If absenteeism continues with no response to the range of support processes the school complies with the DET policy and sends form letters, including notice of cancellation if applicable.

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

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

Year 12 Outcomes

OUTCOMES FOR OUR YEAR 12 COHORTS				
Description	2014	2015	2016	
Number of students receiving a Senior Statement	56	71	61	
Number of students awarded a Queensland Certificate of Individual Achievement.	0	3	1	
Number of students receiving an Overall Position (OP)	25	32	22	
Percentage of Indigenous students receiving an Overall Position (OP)	0%	0%	0%	
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	5	11	11	
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	45	55	59	
Number of students awarded an Australian Qualification Framework Certificate II or above.	37	41	38	
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	49	68	57	
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	60%	100%	100%	
Number of students awarded an International Baccalaureate Diploma (IBD).	0	0	0	
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	92%	81%	91%	
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%	99%	98%	
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	100%	100%	100%	

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

OVERALL POSITION BANDS (OP)					
Number of students in each band for OP 1 - 25					
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2014	4	9	10	2	0
2015	10	3	13	6	0
2016	4	12	4	2	0

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

VOCATIONAL EDUCATIONAL TRAINING QUALIFICATION (VET)			
Number of students awarded certificates under the Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2014	32	37	3
2015	37	41	2
2016	53	38	1

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

Apparent Retention Rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12			
Description	2014	2015	2016
Year 12 student enrolment as a percentage of the Year 10 student cohort.	59%	67%	90%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	56%	36%	67%

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

Student Destinations

Post-school destination information

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

The report will be available at:

<https://ginginshs.eq.edu.au/Supportandresources/Formsanddocuments/Documents/nextstep2017-summary.pdf>

Early leavers information

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

	YEAR 10	YEAR 11	YEAR 12
Qld State School	11	6	0
Qld Private	2	1	0
Interstate	1	2	0
Other Schooling	2	3	0
Workforce	0	2	2
Unknown	0	2	2
Enrolment Cancelled	0	1	0
Medical	0	0	1