Gin Gin State High School

ANNUAL REPORT
2018

Queensland State School Reporting

Every student succeeding
State Schools Strategy
Department of Education

Queensland
Government

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School overview

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 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.

School progress towards its goals in 2018

Reading
In 2018 we have continued with the focus of improving the reading of every year 8 students by one year or more. This was a priority in 2017 with the first group to participate having since completing the year 9 NAPLAN test in 2018. 2018 NAPLAN results for Reading indicated that 92% of students have made a positive gain compared to their results in year 7. 54% of these students made a relative gain by more than the national average, in some cases students improved their scores by three times the national average.

New QCE
In 2018 the school prepared for the introduction of the New QCE. All subject offered in year 11 have been part of the new curriculum which brings Queensland in line with other states. Gin Gin State High School has planned and resourced the introduction of 20 new subjects. Implementation will occur in 2019.

Responsible Behaviour Plan for Students
In 2018 Gin Gin State High School continued to implement with consistency the Responsible Behaviour Plan for Students. This saw a 25% reduction in Student Disciplinary Absences (1-10 days) for the year. Long term suspensions (10–20 days) decreased by 50% for the year. Additionally, the number of incidents which were recorded over the year have decreased by 15%.

Future outlook

In 2019 the school will continue to focus on reading in year 8 as our Explicit Improvement Agenda, with the aim of increasing the reading age of every student by one year or more during the year. This program will also incorporate the understanding of the cognitive verbs which are integral to success in the senior school.

In 2019 we will see the Implementation of the New QCE for every student in year 11. The target is to have every student finding success in their chosen subjects.

We will also continue to focus on consistency of the implementation of the Responsible Behaviour Plan for Students. The aim is to again reduce the number of adverse behaviours for students through positive proactive programs. Reducing the number of student disciplinary absences is also a goal for the school in 2019.

Our school at a glance

School profile

Coeducational or single sex   Coeducational

Independent public school   No

Year levels offered in 2018   Year 7 - Year 12

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	439	449	433
Girls	211	214	206
Boys	228	235	227
Indigenous	27	28	32
Enrolment continuity (Feb. – Nov.)	91%	91%	91%

Notes:

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

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

Characteristics of the student body

Overview

Gin Gin is located approximately 50km west of Bundaberg. The town and surrounding areas have a strong rural background with sugar and beef cattle production being the primary industries. In recent years there has also been an increase in production in the citrus and macadamia nut areas. Small crops also play a vital role in the areas employment opportunities. Mt. Rawdon Gold Mine in located approximately 60km west of Gin Gin and also provides employment opportunities to the Gin Gin community.

Gin Gin State High School had 433 students enrolled at the commencement of 2018. Approximately 6% of these students identified as indigenous, with a further 7% having a diagnosed disability. 53% of the student body were males with 47% females.

Gin Gin has a relatively high unemployment rate, specifically amongst our youth. Many of our exiting students leave the area to secure employment or to engage in university or further study.

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3			
Year 4 – Year 6			
Year 7 – Year 10	20	20	20
Year 11 – Year 12	15	16	14

Note:

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

Curriculum delivery

Our approach to curriculum delivery

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 year 7 provides a targeted focus on STEM development in the junior school.

Middle Secondary (Years 9-10)
- Core: English, Mathematics, Science, History, Geography, Citizenship Education, HPE and Certificate 2 in Skills for Work & Vocational Pathways.
- Electives: Junior Construction, Junior Engineering, Art, Drama, Digital Technologies, Catering, Business Studies, Graphics, LOTE (Japanese), Agricultural Science.

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
- VET: 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)
- Maths team Challenge
- ICAS Mathematics and Science Competitions
- Maryborough Technology Challenge
- Year 11/12 Hospitality Industry Visit

- 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
- School Musical
- 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.

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 2018 this support included multi-touch LED panels in each classroom in the Special Education Unit.

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.

Students are able to participate in a BYOx program with many senior students participating in this scheme. The school is planning to implement a 1:1 laptop program for all students in year 7 in 2019.

Social climate

Overview

Gin Gin State High School has a very supportive environment with an extensive student support team including a full time Guidance Officer and Chaplain who provide support to students in need as well as a Youth Support Coordinator, School Based Youth Health Nurse and Community Education Counsellor. Students, parents and staff are supported as required through these services.

Our school community are engaged with programs including the Gin Gin Alternate Program which sees our students participating in community events. The Alpaca Program which was established in 2017 continued through 2018 with community members engaging in the program at the school and in the community.

Parent, student and staff satisfaction

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

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	96%	97%	95%
• this is a good school (S2035)	96%	93%	98%
• their child likes being at this school* (S2001)	90%	96%	95%
• their child feels safe at this school* (S2002)	98%	96%	97%
• their child's learning needs are being met at this school* (S2003)	94%	91%	94%
• their child is making good progress at this school* (S2004)	92%	96%	94%
• teachers at this school expect their child to do his or her best* (S2005)	94%	96%	94%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	91%	91%	81%
• teachers at this school motivate their child to learn* (S2007)	88%	94%	81%
• teachers at this school treat students fairly* (S2008)	94%	88%	81%
• they can talk to their child's teachers about their concerns* (S2009)	94%	91%	92%
• this school works with them to support their child's learning* (S2010)	89%	90%	88%
• this school takes parents' opinions seriously* (S2011)	83%	89%	89%
• student behaviour is well managed at this school* (S2012)	88%	82%	86%
• this school looks for ways to improve* (S2013)	91%	89%	95%
• this school is well maintained* (S2014)	100%	99%	97%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	90%	86%	91%
• they like being at their school* (S2036)	77%	78%	85%
• they feel safe at their school* (S2037)	84%	83%	90%
• their teachers motivate them to learn* (S2038)	85%	79%	84%
• their teachers expect them to do their best* (S2039)	91%	93%	97%
• their teachers provide them with useful feedback about their school work* (S2040)	84%	84%	88%
• teachers treat students fairly at their school* (S2041)	75%	69%	68%
• they can talk to their teachers about their concerns* (S2042)	64%	66%	62%
• their school takes students' opinions seriously* (S2043)	75%	63%	65%
• student behaviour is well managed at their school* (S2044)	70%	54%	68%
• their school looks for ways to improve* (S2045)	85%	89%	83%
• their school is well maintained* (S2046)	91%	87%	91%
• their school gives them opportunities to do interesting things* (S2047)	85%	78%	82%

Percentage of students who agree# that:	2016	2017	2018

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	90%	98%	100%
• they feel that their school is a safe place in which to work (S2070)	96%	100%	98%
• they receive useful feedback about their work at their school (S2071)	91%	93%	89%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	88%	89%	91%
• students are encouraged to do their best at their school (S2072)	94%	100%	98%
• students are treated fairly at their school (S2073)	90%	100%	96%
• student behaviour is well managed at their school (S2074)	73%	100%	98%
• staff are well supported at their school (S2075)	77%	98%	92%
• their school takes staff opinions seriously (S2076)	79%	94%	90%
• their school looks for ways to improve (S2077)	94%	100%	96%
• their school is well maintained (S2078)	98%	100%	100%
• their school gives them opportunities to do interesting things (S2079)	94%	93%	92%

* 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 6/7 to Secondary 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

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 education 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

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

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	76	108	73
Long suspensions – 11 to 20 days	0	2	1
Exclusions	1	1	1
Cancellations of enrolment	0	9	4

Note:

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

Environmental footprint

Reducing this school's environmental footprint

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	195,875	219,698	220,541
Water (kL)	4772	1324	1645

Note:

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

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

School funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at.

How to access our income details

1. Click on the *My School* link http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.

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

View School Profile

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

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

Note:

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

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	47	30	0
Full-time equivalents	43	20	0

*Teaching staff includes School Leaders.

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

Qualification of all teachers

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

Highest level of qualification	Number of qualifications
Doctorate	
Masters	3
Graduate Diploma etc.*	10
Bachelor degree	32
Diploma	2
Certificate	

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

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were $32,326.00

The major professional development initiatives are as follows:

- STEM
- New QCE curriculum training and development
- Art & Science of Teaching (Pedagogical skilling)
- Positive Behaviour for Learning
- Differentiated instruction
- Leadership

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

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	96%	97%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 91% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

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

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

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	90%	89%	89%
Attendance rate for Indigenous** students at this school	81%	81%	82%

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

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

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

Year level	2016	2017	2018
Year 7	94%	91%	92%
Year 8	90%	90%	88%
Year 9	90%	88%	90%
Year 10	89%	89%	86%
Year 11	87%	88%	87%
Year 12	91%	89%	92%

Notes:

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

Student attendance distribution

Graph 1: Proportion of students by attendance rate
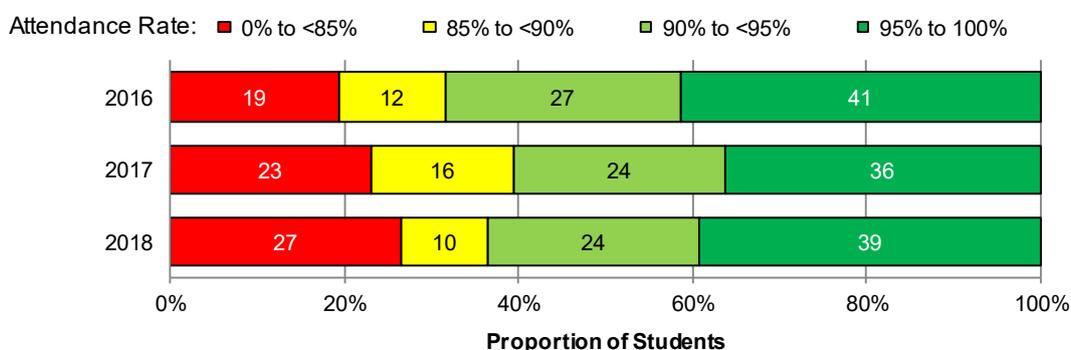
Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education procedures: *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools*; and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

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.
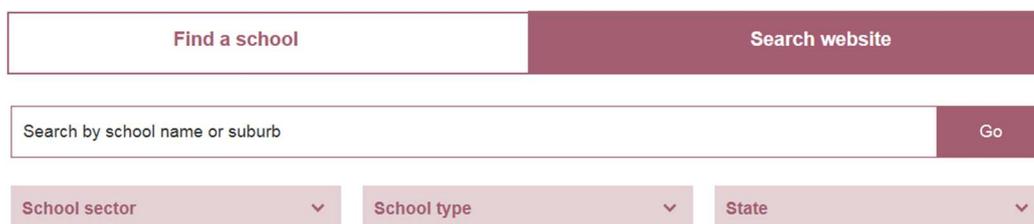If absenteeism continues with no response to the range of support processes the school complies with the DET policy and sends form letters, including notice of cancellation if applicable.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the *My School* website.

How to access our NAPLAN results

1. Click on the *My School* link http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website
Search by school name or suburb	Go
School sector ⌄	School type ⌄	State ⌄

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

> View School Profile

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

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

Notes:

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

2. The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

Year 12 Outcomes

Tables 13–15 show for this school:

- a summary of Year 12 outcomes

- the number of Year 12 students in each OP band

- the number of Year 12 students awarded a VET qualification.

Details about the types of outcomes for students who finish Year 12 are available in the annual Year 12 outcomes report.

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

Table 13: Outcomes for our Year 12 cohorts

Description	2016	2017	2018
Number of students who received a Senior Statement	61	84	51
Number of students awarded a QCIA	1	3	2
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	57	81	49
Percentage of Indigenous students awarded a QCE at the end of Year 12	100%	50%	100%
Number of students who received an OP	22	28	23
Percentage of Indigenous students who received an OP	0%	0%	0%
Number of students awarded one or more VET qualifications (including SAT)	59	81	50
Number of students awarded a VET Certificate II or above	38	62	49
Number of students who were completing/continuing a SAT	11	9	6
Number of students awarded an IBD	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD	91%	79%	74%
Percentage of Year 12 students who were completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification	98%	98%	100%
Percentage of QTAC applicants who received a tertiary offer.	100%	95%	94%

Notes:

• The values above:
  − are as at 11 February 2019
  − exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

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

Table 14: Overall Position (OP)

OP band	2016	2017	2018
1-5	4	4	1
6-10	12	7	9
11-15	4	11	7
16-20	2	6	6
21-25	0	0	0

Note:

The values in table 14:

• are as at 11 February 2019

• exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Table 15: Vocational Education and Training (VET)

VET qualification	2016	2017	2018
Certificate I	53	77	11
Certificate II	38	62	48
Certificate III or above	1	0	7

Note:

The values in table 15:

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

VET Qualifications offered in 2018 were:
Certificate 1

- Certificate 1 in Construction

Certificate 2

- Certificate 2 in Agriculture
- Certificate 2 in Engineering Pathways
- Certificate 2 in Hospitality Practices
- Certificate 2 in Manufacturing
- Certificate 2 in Visual Arts
- Certificate 2 in Skills for Work in Vocational Pathways

Apparent retention rate – Year 10 to Year 12

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

Description	2016	2017	2018
Year 12 student enrolment as a percentage of the Year 10 student cohort	90%	84%	79%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort	67%	100%	100%

Notes:

1. The apparent retention rate for Year 10 to Year 12 = the number of full time students in Year 12 expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).

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

Student destinations

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

Early school leavers

The destinations of young people who left this school in Year 10, 11 or before completing Year 12 are described below.

Gin Gin State High School has a number of students who exit the school prior to completing year 12. We are able to work with a range of support people and agencies to transition these students into alternate learning pathways or employment.

A small number of students in Years 11 and 12 had their enrolment cancelled due to continued non-participation in their program of study. Our Guidance Officer and Youth Support Coordinator supported these students into alternative training pathways.

Next Step – Post-school destinations

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

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

This school's report will be available at
http://www.ginginshs.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx