


# QUEENSLAND STATE SCHOOL REPORTING - 2010

The Gap State High School (2053)

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## Introduction

The Gap State High School experienced another year of successes which has been a result of sustained work by teachers and students working together to provide the best opportunities and outcomes for all students.

Our vision is "Educating the whole person in a supportive local community"

Our mission is to provide a dynamic, co-educational environment founded on sound, innovative and research based teaching practice. In this context we encourage parents to work closely with us to ensure young people in our care develop their unique potential and use their knowledge and abilities to create a better future for all.

Our values are Courage, Commitment, Consideration, Co-operation, Courtesy and Character.

Our Motto is Ours the Future

### School progress towards its goals in 2010

Academic Excellence, Student Achievement, State Awards and successes have again been a common theme for attaining our goals throughout 2010.

Our Year 12 Outcomes Results maintained the strong tradition of high achievement by gaining 87% of students achieving an Overall Position (OP) score of 1- 15 and 30% of our students attained an OP of 1-5.

The school won the 2010 State Showcase Award for Academic Excellence with our Amp-ed Music Theory into Best Practice program.

The Instrumental Music School Orchestra was the 2010 Metropolitan Winner and State Finalists in the bi-annual Fanfare Festival.

Our GOALS program received further recognition as a State winner at the Queensland Outdoor Recreation Awards 2010 for Encouraging Participation in Outdoor Recreational Activities.

Chinese Mandarin Language: We have continued to develop innovative teaching and learning frameworks to support language studies within our school. This innovative technology rich approach has been recognised by the QUT Confucius Institute with an award winning presentation by one of our language teachers.

Throughout 2010 the school has led a consortium of five schools to build an Australian Government funded Trade Training Centre. Our school is the lead school in this project. The centre costing \$4.2 million is built at Mitchelton State High School and in 2011 will offer pre apprenticeship training in Electro-technology and Renewable Energy and Engineering Fabrication; all courses are Certificate II level.

Our leadership program has again produced many high achieving students who have excelled in their particular field of expertise. Students have travelled to China and New Zealand as part of their curriculum studies and competed at International levels in Volleyball, gymnastics, soccer and curling. National levels in athletics, percussion ensemble and water polo. State and Regional level in choral competitions, public speaking and many other sports

### Future outlook

The future challenges for the school will be:

To maintain the high standards of student achievement in all areas of the curriculum.

The maintenance and possible expansion of high profile, high quality specialist programs.

The ongoing upgrading of quality facilities and resources.

Maximising the use of Information Communication Technologies in all teaching and learning.

Further expansion of the higher order thinking framework "Dimensions of Learning".

Providing quality Vocational Education Training options for students in the senior school.

The implementation of the Australian Curriculum; English, Mathematics and Science in 2012.

## School Profile

**Coeducational or single sex: Coeducational**

**Year levels offered: Year 8 - 12**

**Total student enrolments for this school:**

**Enrolments for this school:**

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2010 – Nov 2010)
1048	482	566	90%

**Characteristics of the student body:**

A special feature of the school is a strong and rich combination of domestic and international students who study at our school. Our International Student Program of 50 students gives the school a real global perspective and a considerable number of our students aspire to furthering their studies overseas after completing their Secondary School or University courses. Another aspect is that it positions our school well with a future focus and awareness of the opportunities that lie ahead in a global world.

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

Phase	Average Class Size	Percentage of classes in the school			
		On or under target	Under Target	On Target	Over Target
Year 8 – Year 10	24	100%	95%	4%	0%
Year 11 – Year 12	18	94%	90%	3%	6%
All Classes	22	98%	94%	4%	3%

**School Disciplinary Absences**

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	78
Long Suspensions - 6 to 20 days	11
Exclusions	4
Cancellations of Enrolment	0

## Curriculum offerings

**distinctive curriculum offerings**

#### Our distinctive curriculum offerings

Our school offers a unique leadership program that all students study for five (5) years. The GOALS program - Gap Outdoor Leadership Studies focuses on leadership skills and the personal development of students. The program is diverse and contains a rich blend of theory, practical knowledge, relationship development and challenges. The program has previously won a State Showcase Award for Excellence in Leadership and continues to be a centre piece within the school curriculum. The course is staffed by teachers who are required to attain additional qualifications so that students can experience the unique purpose built Leadership Centre. Further to this the school provides plenty of opportunities for students to demonstrate leadership skills in formal and informal roles at school, in the community and throughout the outdoor education program and sporting programs.

Other distinctive curriculum offerings are listed below;

Music and Chinese accelerated subjects.

Visual Art Enrichment classes

Whole school tutorial program

Year 12 English and Music Extension - QSA subjects

Multiple Vocational Education Pathways.

Enhanced Studies Program at University of Queensland

START program at Queensland University of Queensland

Mathematics extension classes.

Senior Foundation Units from year 10 semester.2.

Dimensions of Learning – a whole school approach to teaching students how to develop and use higher order thinking skills.

#### **Extra Curricula activities:**

Instrumental music program involving over 240 students.

Student choirs

Debating teams

Camping program for all year levels Year 8 -12

Sporting teams – Interschool, District, and Metropolitan North and State competitions.

Addition coaching in athletics, swimming and cross-country.

School Dances – 3 per year.

Special groups – Environmental group The Gap Greenies and Rotary Interact.

School trips: GOALS adventure to New Zealand, Snow Skiing and China language trip.

#### **How Information and Communication Technologies are used to assist learning**

How Information and Communication Technologies are used to assist learning:

In 2010 the school expanded the number of networked data projectors in classrooms to over 95% and increased the number of interactive white boards (IWBs) in selected classrooms. Additional data points were upgraded and provided in various teaching spaces around the school.

Staff were provided and offered additional professional development to expand the ICT integration into the curriculum and develop more extensive e-learning opportunities for students. Many teachers attended state wide conferences and workshops to enhance their ICT knowledge and share their practice with other schools.

The school also doubled its internet bandwidth and extensive work was undertaken by the department to increase and fix wireless connectivity in preparation for Round 3 NSSCF..

Chinese language lessons continued using the IWB language software and technologies while music, film and TV continuously improved their Apple Mac labs increasing the creativity and complexities for learning digital music and media assignments. The music department installed 3 Interactive Smart boards which complement their Showcase winning MacBook based Music curriculum. IWB boards are also in use in Mathematics, English, Science & Humanities

All departments continued to use laptops provided from NSSCF Round 2.1 throughout the school. In the Library 28 new All-In-One Windows 7/Office 2010 workstations were provided for the use of independent students and classes working in the library.

The Hall AV systems underwent a significant upgrade to improve the screens, control systems and projection quality. This will benefit not only school productions and assemblies but also community users of the facility.

The use of industry leading plagiarism checking software Turnitin was trialled successfully. All teachers were trained in its effective use in teaching and learning.

## Social climate

The Gap State High School experiences a strong demand for enrolment places from students both within and outside the school's defined catchment area. The school is characterised by a tradition of high achievement in the academic, cultural, and personal development fields, offers a diverse curriculum together with a number of high profile, high quality specialist courses, and is very well regarded by students, parents and staff members.

Socially the development of students is structured around the Year Level Co-ordinators each responsible for a year level cohort of students. The co-ordinators with form teachers continue to travel through the year levels together. This allows for a group of teachers to 'get to know' students very well. The year co-ordinators take an active role in the social well being of all their students and work closely with other staff and students to organise special events and also be a point of contact for students who require assistance or support at times throughout the year.

The Student Executive Leaders are also a very influential group within the school who lead by example and promote student activities regularly on weekly parades and year level assemblies. The students also organise many activities including student dances, fashion parades and working bees all these activities have been well attended and very successful.

The school has a strong tradition of social justice. It celebrates harmony week annually with a week of activities and financially supports numerous charities. Students and staff regularly invite guest speakers to come and share their special experiences with students to create an awareness and understanding of the more complex social issues within our society.

There are also many groups, music ensembles, clubs, committees and activities for students to be involved in during lunch breaks and after school activities.

The school is well supported by a Guidance Officer, School Chaplains, School Nurse and a Youth Support Worker.

## Parent, student and teacher satisfaction with the school

The results below indicate that parents and teachers are generally satisfied or well satisfied with the school. The student satisfaction results (row 2) are from year 9 & year 11 students and reflect if they agree with the statement. There is usually a significant neutral response by students to these questions meaning they neither, agree or disagree.

This year the school doubled the professional development budget to allow all staff members to be involved in a whole of school initiative in developing literacy skills for all students. It appears staff members are generally eager for more opportunities to access professional development.

Performance measure	Result 2010
Percentage of parents/caregivers satisfied that their child is getting a good education at school	89%
Percentage of students satisfied that they are getting a good education at school	64%
Percentage of parents/caregivers satisfied with their child's school	95%



Our school at a glance

Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	66%
Percentage of staff members satisfied with morale in the school	88%

**Involving parents in their child's education.**

A weekly newsletter is sent to all parents via email or a hard copy can be collected from the office. Each term the school also produces The Gap Highlights a glossy brochure outlining student successes. The publication is distributed to 11,500 letter boxes in the local school catchment area. Information sessions/evenings.

In January a welcome cuppa is provided on the first day of school for all new parents.

In February Year 8 parents are invited to attend the Year 8 information evening and hear from key teachers and meet their students' teachers.

In March, an information evening for Year 11 & 12 parents is held to inform parents about the requirements during their final years and the resources and options available during and post senior schooling.

In May information sessions for Year 8 and Year 10 were provided to assist with subject selections for Semester 2.

In June Year 10 parents and students are invited to attend a twenty minute Senior Education and Training Plan (SETP) to discuss their future plans and educational requirements.

In August all future Year 8 students have an enrolment interview to meet students with their parents.

On-line booking interview system:

A web based on-line appointment booking system is implemented to improve access and assist parents in making bookings for parent-teacher interviews, SETP interviews and enrolment interviews.

Family support:

The Parents & Citizens Association and Chaplaincy have established a Family Benefit Fund to minimise the risk of limiting access to learning due to financial hardship, emotional issues or family relationships. The funds are managed through the Chaplain, Principal and Business Services Manager.

P&C Association:

The P&C Association are very supportive and active within the school community. The regular monthly meetings have a very good cross section of parental representation and through the executive and general meetings provide regular guidance and input to school decision making and future directions.

The P&C Association has also been active in providing financial support to the POPARTS committee (Parents of Performing Arts Students) and SHAPE committee (Sport Health & Physical Education). These sub committees become involved in supporting the core and co-curricula activities of students and teachers in these special curriculum areas. In 2010 the Parent & Citizens Association developed a five year action plan with input from all stakeholders in the school. This plan will guide and direct the allocation of resources both now and into the future.

Parent participation and attendance at school activities, parent meetings, parent-teacher interviews, Set Plan interviews, student performance evenings and social evenings has steadily increased over the 2009 numbers.

### Reducing the school's environmental footprint

The school has recently had solar electricity panels installed and connected to the electricity supply. The current real time electricity usage can be viewed and accessed on line by staff and students and is used as a valuable source of information for student assignments and awareness of energy consumption.

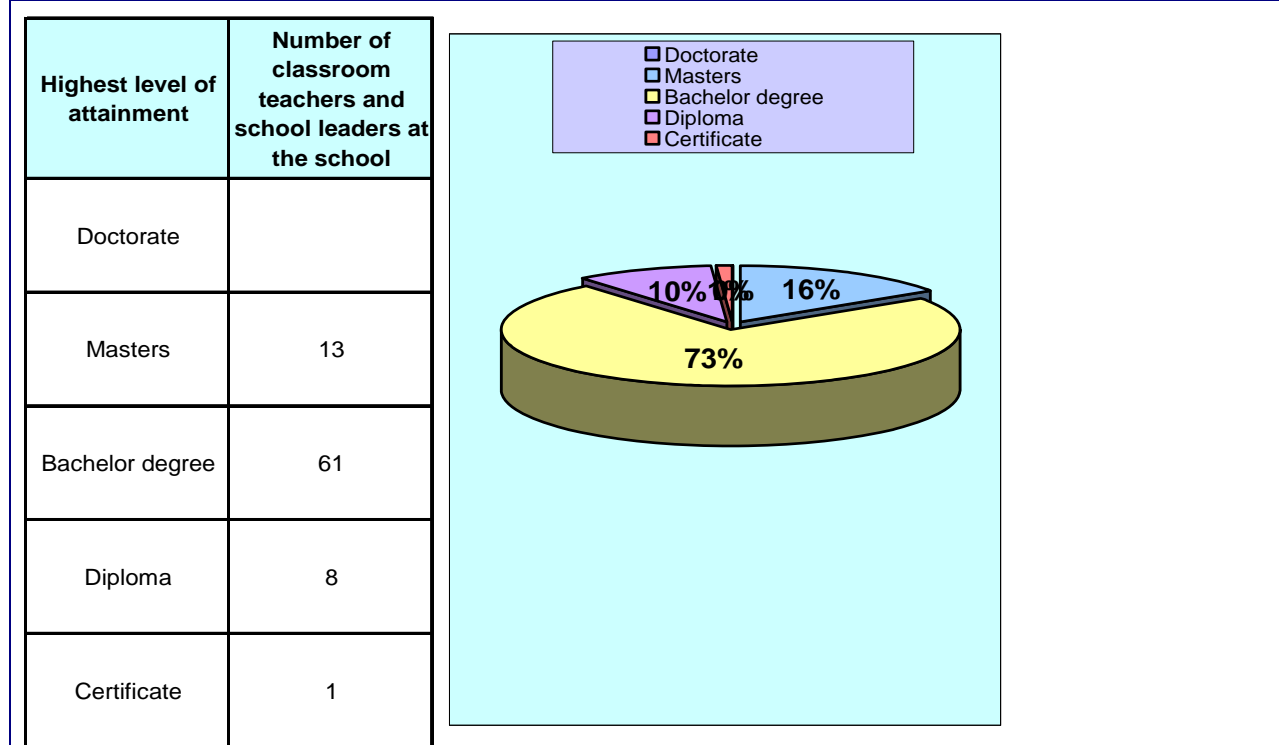
Year	Total	Electricity	Sewerage	Waste	Water	Gas	Other	Electricity KwH	WaterKL	GasMJ
2010	\$122,605	\$79,448	\$14,124	\$12,393	\$12,370	\$1,210	\$3,060	372,995	5,045	0
2009	\$117,726	\$76,786	\$0	\$0	\$31,004	\$0	\$9,936	443,504	3,266	0
% change 2009 - 2010	4%	3%	N/A	N/A	-60%	N/A	-69%	-16%	54%	N/A

## Our staff profile

### Staff composition, including Indigenous Staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	83	31	<5
Full-time equivalents	78	24	<5

### Qualifications of all teachers.



### Expenditure on and teacher participation in professional development.

The total funds expended on teacher professional development in 2010 was \$110,550.

The major professional development initiatives are as follows:

## Our staff profile

Whole of school literacy workshops for all teaching staff.

Updating professional knowledge and assessment practices across all the key learning areas through the Queensland Studies Authority, Subject Associations and Education Queensland.

Courses were attended in Auto-Cad, Mathematics, Biology, Physics, Chinese, Inter-active White Board Beginner and Advanced Courses, E-Learning Courses, and Dimensions of Learning Training.

The following conferences were attended for ongoing professional learning. National and State Vocational Education Trends, Qld Principals' Association, BEAQ - Business Studies Conference, Art Teachers Conference, VET Network, VET Symposium, Home Economics Conference, English Teachers Conference, Industrial Technology Conference, Science Teachers Conference, Learning Support Conference and the Professional Development Network

Staff participated in courses and/or received accreditations in; Year Co-ordinators participated in a professional learning circle with an external facilitator. Outdoor education qualifications, Rock & Water, Wilderness First aid training, Peer Skills Facilitator Training and Peer Mediation Training.

Compliance training was completed in; Workplace Health & Safety, First Aid Instructors re-certification, Cert IV in Career Development, Cert IV in Training and Assessment, AQTF – workshop,

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

### Average staff attendance

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

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

From the end of the previous school year, 99% of staff were retained by the school for the entire 2010 school year.

## Performance of our students

Key student outcomes

### Attendance

#### Student attendance - 2010

The average attendance rate for the whole school as a percentage in 2010 was 91%.

#### Student attendance for each year level

	Year 8	Year 9	Year 10	Year 11	Year 12
	94%	92%	90%	89%	89%

#### 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.

The school uses an electronic roll marking system whereby class rolls are marked at the beginning of the day in Form class and then marked in every subsequent lesson through-out the day. Students arriving late or leaving early are recorded by school office staff and a paper receipt displaying date, time and the student's photograph is issued for each occurrence. Parents are required to authorise these absences by letter, email message or phone call.

Unexplained absences are when parents have not contacted the school about an absence or the student has not attended school by choice. The Deputy Principals and year Co-ordinators monitor the roll marking databases for unexplained absences and will speak directly to students and contact parents about unexplained absences. Students who truant classes as a consequence will attend after school detentions to make –up the time. Frequent offenders will be issued an attendance card to be taken to each lesson for teacher initialling and checking by the administration at the end of each day. In more complex situations the Guidance Officer and other support staff become involved to provide support and assistance to improve regular attendance at school.

Attendance check are always readily available for parents and each term a report card is sent home detailing explained and unexplained absences.

### Achievement – Years 3, 5, 7, and 9

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

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

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

The screenshot shows a search interface titled "Find a school". It contains two main search sections. The first section is "Search by school name", which includes a text input field and a yellow "GO" button. The second section is "Search by suburb, town or postcode", which includes a text input field, two radio button options for "Sector" (Government and Non-government), and a yellow "SEARCH" button.

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

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

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

### Achievement – Closing the Gap

The school has approximately less than 1% of students that identify as indigenous. Therefore the school's progress towards closing the gap between Indigenous and Non-Indigenous students is not easily defined due to the small number of students. However it is safe to say that just about all our indigenous students are performing very well. Our school actively promotes acceptance and tolerance of all cultures and annually recognizes and draws attention to NAIDOC week activities. We encourage all students to participate and gain awareness that cultural backgrounds are important and valued.

### Attainment and Achievement – Year 12

#### Apparent retention rates Year 10 to Year 12.

Year 12 student enrolment as a percentage of the Year 10 student cohort.	101%
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#### Outcomes for our Year 12 cohort of 2010

Number of students receiving a Senior Statement.	155
Number of students awarded a Queensland Certificate of Individual Achievement (QCIA).	0
Number of students receiving an Overall Position (OP).	120
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	17
Number of students awarded one or more Vocational Educational Training (VET) qualifications.	69
Number of students awarded an Australian Qualification Framework (AQF) Certificate II or above.	45
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	125
Number of students awarded an International Baccalaureate Diploma (IBD).	0
Percentage of OP/ IBD eligible students with OP 1-15 or an IBD.	87%
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.	92%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	92%

## Performance of our students

Information provided by the QSA does not include VISA International students. Including the VISA students the OP 1-15 = 88%

### Overall Position Bands (OP)

Number of students in each Band for OP 1 to 25.

OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
38	36	30	11	5

### Vocational Educational Training qualification (VET)

Number of students awarded certificates under the Australian Qualification Framework (AQF).

Certificate I	Certificate II	Certificate III or above
23	21	33

Students completed a Certificate 1 in Workplace Place readiness.

## Post-school destination information

### NEXT STEP 2011 STUDENT DESTINATIONS The Gap State High School



#### Introduction

This report is based on the findings of the Queensland Government *Next Step* survey, which targeted all students who completed Year 12 and gained a Senior Statement in 2010, whether they attended a Government, Catholic or independent school, or a TAFE secondary college. The Office of the Government Statistician conducted the survey between 4 April and 16 May 2011, approximately six months after the young people left school. Responses were predominantly collected via computer-assisted telephone interviewing with an online and paper-based survey collected from a small number of students for whom telephone details were not available.

The statewide and regional reports of the *Next Step* survey can be located at the *Next Step* website at [www.education.qld.gov.au/nextstep](http://www.education.qld.gov.au/nextstep)

#### Response rate for The Gap State High School

Table 1 below reports the response rate for The Gap State High School. It expresses the number of respondents from this school, as a percentage of all Year 12 completers attending The Gap State High School in 2010.

It has not been possible to ascertain how representative these responses are of all students at this school.

Table 1 Survey response rate

Number of respondents	Number of students who completed Year 12	Response rate (%)
126	169	74.6

#### Definitions of main destinations

The pathways of Year 12 completers were categorised into ten main destinations. Respondents who were both studying and working were reported as studying for their main destination. A table defining these categories can be found in the statewide report at [www.education.qld.gov.au/nextstep](http://www.education.qld.gov.au/nextstep)

#### Summary of findings

In 2011, 67.5 per cent of young people who completed their Year 12 at The Gap State High School in 2010 continued in some recognised form of education and training in the year after they left school.

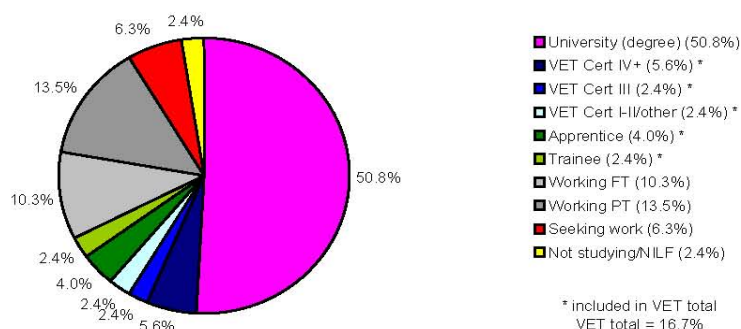
The most common study destination was university (50.8 per cent). The combined VET study destinations accounted for 16.7 per cent of respondents, including 10.3 per cent in campus-based VET programs, with 5.6 per cent of Year 12 completers entering programs at Certificate IV level or higher.

6.3 per cent commenced employment-based training, either as an apprentice (4.0 per cent) or trainee (2.4 per cent).

In addition to the above study destinations, a further 11.1 per cent of respondents from this school deferred a tertiary offer in 2011 (deferrers are shown in Figure 1 in their current destination).

32.5 per cent did not enter post-school education or training, and were either employed (23.8 per cent), seeking work (6.3 per cent) or neither studying nor in the labour force (2.4 per cent).

Figure 1 Main destinations of Year 12 completers



## Performance of our students

### Early leavers information

Students who leave before the completion of Year 12 generally move with their families either interstate or overseas. Other students who have moved have won scholarships into special entry programs, or have secured full-time employment in the workforce. Some students have been assisted with placements in full-time TAFE courses or with an organization that transitions students into structured work placements or with further work readiness training.