

James Nash State High School

Queensland State School Reporting

2013 School Annual Report



Postal address	PO Box 492 Gympie 4570
Phone	(07) 5480 6333
Fax	(07) 5480 6300
Email	the.principal@jamesnashshs.eq.edu.au
Webpages	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
Contact Person	Mr Darrin Edwards

Principal's foreword

Introduction

My name is Darrin Edwards and I am proud to be the Principal of James Nash State High School. Located on the northern side of the growing township of Gympie, James Nash State High School is a Band 10 secondary school in the North Coast Educational Region and services the communities of Gympie, Rainbow Beach, Tin Can Bay, Mary Valley, Tiaro and Kilkivan.

Gympie is the administrative, heritage and cultural centre of the Gympie Region. Gympie boasts a tradition that few areas in Queensland can offer. A city of 16,000 people, Gympie has the warm hospitality of a country town with all the conveniences of a modern city. Known as the 'Town that Saved Queensland', Gympie's proud heritage began in 1867 with the discovery of gold by prospector James Nash at the site now occupied by the Town Hall.

The school's core purpose is to "*Inspire Learning*" and our goal is to be a hub of educational excellence for all learners. The core values that underpin our operation are: *Respect, Responsibility, Honesty/Integrity, Excellence, Safety and Equity/Fairness*. Our school's Strategic Planning and Performance Reporting are referenced against seven Key Planning Areas. They are: Strategic/Leadership Planning, Curriculum Planning, Effective Teaching & Learning Planning, Facilities Planning, ICT Planning, Workforce Planning and Student Services Planning.

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School progress towards its goals in 2013

Improving student performance is critical to our success as a high performing state high school. The measures of this success include the performance of our students at key junctures including NAPLAN in year 9 and Exit in year 12. I am proud to share with our community the successes of our school for 2013.

PRIORITIES

PROGRESS

<p>1. Improve Student Performance Data with a specific focus on:</p> <ul style="list-style-type: none"> improving student writing performance across the school a minimum of 85% of students in English, Maths and Science achieve C or better in all 3 areas increasing the percentage of students in the upper two bands of NAPLAN Writing and Numeracy to a minimum of 20% maintaining the percentage of students receiving OP 1-5 at 25% 	<ul style="list-style-type: none"> There was no improvement in writing in the Year 9 NAPLAN results but there was a significant improvement in the writing performance of Year 12 students in the QCS Writing Task. Percentage of C or better in English was 80.5%, 88.6% in Maths and 81.4% in Science. 14.5% of students in upper two bands in Numeracy and 7.6% in upper two bands in writing. The percentage of students receiving as OP 1-5 was 16.4% in 2013.
<p>2. Implement the National Curriculum requirements in English, Mathematics and Science for Years 8, 9 and 10.</p>	<p>The National Curriculum was implemented fully in English, Mathematics, Science and History in 2013.</p>
<p>3. Undertake Quadrennial School Review to set new Strategic Directions for 2013-2016. Review Goal and Teaching and Learning Charter and embed Flying Start-Year 7 into Junior Secondary planning strategies into all Key Planning documents.</p>	<p>The Quadrennial School Review was conducted and strategic goal for 2014-2017 was established. A new Teaching and Learning Charter was developed and published. Flying start is embedded across all Key Planning Documentation.</p>
<p>4. Continue with the implementation of our Effective Teaching and Learning Plan with a continued focus on alignment of James Nash's School Wide Pedagogy and the North Coast Region's Art and Science of Teaching.</p>	<p>The School Wide Pedagogy has been updated to incorporate the design intent of the Art and Science of Teaching. Our Effective, Teaching and Learning Plan has been modified to include Explicit Direct Instruction as signature classroom practice for Junior Secondary from 2015.</p>
<p>5. Student Behaviour Management with a focus on promoting and recognising positive behaviour and all students above 90% attendance standards. Review our RSBP to guide our maintenance of a safe, calm and disciplined learning environment.</p>	<p>Annual review of Responsible Student Behaviour Plan has been conducted. The school performed well in its Discipline Audit and the language of Safe, Calm and Disciplined is more clearly evident in planning documents and has translated in clearly understood expectations within the school.</p>

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Future outlook

2014 Operational/Improvement Plan

STRATEGIC DIRECTIONS (2014-2017)

Our Core Purpose is: **To Inspire Learning**

Our Goal is: **To be a hub of Educational Excellence for all Learners**

Therefore we will be focused on:

- **Positive relationships around learning**
Relationships between staff, students and parents will demonstrate care, safety, discipline and happiness. Calm, open and positive communication will underpin all relationships
- **Delivery of high quality classroom practices integrating current technology**
Implementing high quality classroom practices reflecting our school-wide pedagogy, seamlessly integrating modern technologies
- **Promoting excellence in behaviour and performance in our community**
Establishing a proud, respectful and diverse culture that values and accepts excellence through pursuing high performance by staff and students and fosters learning partnerships with the community
- **Facilities and grounds**
Creating an environmentally sustainable yet pleasant ambience throughout the school
- **Providing curriculum pathways for either earning or learning (employment or further education)** Maintaining a high quality, diverse and differentiated curriculum ensuring future employment options in a rapidly changing workplace
- **Valuing and celebrating difference and diversity**
Recognising and responding appropriately to individual learning needs within the learning culture of the school and the community
- **Developing a sustainable Junior Secondary culture** Effectively integrating and transitioning students through the Junior Secondary school community guided by agreed principles, specifically strong leadership, fostering a distinct identity, local decision-making reflecting local needs, quality teaching practices relevant to the cohort, the student's well-being and authentic parent and community involvement.

2014 PRIORITIES:

1. Improve Student Performance Data with a specific focus on:
 - improving student **reading, numeracy** and **writing performance** across the school through the development of School-wide agreed strategies to teach writing and an "Intelligent " data system to monitor improvement.
 - **a minimum of 85%** of students in all subjects achieve C or better.
 - increasing the percentage of students in **the upper two bands of NAPLAN Writing and Numeracy** to a minimum of **20%**
 - percentage of students receiving **OP 1-5 at 25%**
2. Implement the **National Curriculum** requirements in English, Mathematics, History and Science for Years 8, 9 and 10.
3. Embed **Flying Start-Year 7 into Junior Secondary** planning strategies into all Key Planning documents and develop Explicit Instruction expectations across all Junior Secondary classes.
4. Continue with the implementation of our **Effective Teaching and Learning Plan** with a continued focus on alignment of James Nash's **School Wide Pedagogy**.
5. **Student Behaviour Management** with a focus on promoting and recognising positive behaviour and all students above **90% attendance standards**. Review our RSBP to guide our maintenance of a safe, calm and disciplined learning environment.

School-wide Key Targets for 2014

100% of Year 12's achieving QCE

A minimum of 85% of students achieving A,B or C for all students in all subjects

A minimum of 20% of Year 9 students in Upper 2 Bands in NAPLAN Writing

A minimum of 90% attendance for all students

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2013: Year 8 - Year 12

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	932	440	492	86%
2012	933	465	468	89%
2013	965	471	494	90%

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

Characteristics of the student body:

James Nash State High School had an enrolment in 2013 of approximately 965 students who are drawn from a variety of small to large feeder primary schools.

Our students are our greatest resource and our greatest asset. Our classrooms are the most important environment for learning and are characterised by high expectations of student behaviour and respect for the rights for people to learn.

As a result of our focus on learning, students at James Nash High School are recognised for their academic excellence.

At James Nash we are focused on developing a school with positive relationships around learning. This will mean that relationships between staff, students and parents will provide care, safety and happiness.

Average Class sizes

Phase	Average Class Size		
	2011	2012	2013
Prep – Year 3			
Year 4 – Year 7 Primary			
Year 7 Secondary – Year 10	21	20	21
Year 11 – Year 12	18	15	16

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	211	197	161
Long Suspensions - 6 to 20 days	10	8	9

Our school at a glance

Exclusions	2	3	1
Cancellations of Enrolment	0	1	0

Curriculum offerings

Our distinctive curriculum offerings

The James Nash Curriculum Plan is comprised of a Junior School Curriculum Plan, a Senior School Curriculum Plan and Whole School Literacy/Numeracy Plan. James Nash offers a distinctive, differentiated middle-schooling curriculum model where we believe that an appropriate match between student learning styles and class groupings is critical to student achievement.

Junior School

All class groupings were available to students in years 8 and 9 which implement the Queensland Curriculum Assessment and Reporting (QCAR) Framework to deliver cohesive learning programs which help students achieve deep levels of understanding. These groupings include:

Extension Programs:

Extension Plus – designed to challenge students with a demonstrated capacity for excellence and a willingness take learning risks with a range of subject matter.

Extension – designed to challenge and extend students who enjoy school, have an aptitude for schooling and are self-directed learners.

Mainstream Programs:

Essentials – reduced size class group designed to cater for the majority of students.

Active – designed to accommodate students who prefer physical activity as their medium for learning.

Digi – designed to accommodate students who best learn in an electronic digital environment.

Learning Support – small class designed for students with learning difficulties

Structured Learning Programs:

Structured Learning – designed for ascertained students who would benefit from small group teaching and learning with specialist teachers to assist with success in the curriculum and assessment process.

James Nash also has a long established learning partnership with the University of the Sunshine Coast to offer Middle School Excellence Programs in Creative Writing, Mathematics and Science.

Senior School

Subject offerings are structured to meet the needs of both the tertiary-bound and vocationally orientated students. An extensive curriculum comprising of 34 QSA Subjects and 6 VET Qualifications is offered.

Extension programs are available to senior students excelling in English, with the opportunity to study English

Extension (Literature) in Year 12.

Subjects available for study in the Senior School included; English, English Communications, English Extension (Year 12 Only), Prevocational Mathematics, Mathematics A, Mathematics B, Mathematics C, Biology, Chemistry, Science in Practice, Physics, Ancient History, Economics, Social and Community Studies, Geography, Modern History, Physical Education, Physical Recreation (Recreation Studies), Visual Art, Practical Art, Drama, Music, Home Economics, Hospitality Practices (Intro To Hospitality), German, Graphics, Technology Studies, Industrial Skills (Building And Construction), Industrial Skills (Engineering Manufacturing), Industrial Skills (Practical Applications), Accounting, Business Communication & Technologies, Information Processing And Technology, Legal Studies, Certificate I in Hospitality, Certificate II & III in Tourism, Certificate II in Business, Certificate II in Information Digital Media & Technology, Certificate II in Workplace Practices.

International Program

James Nash is an accredited International School who proudly hosts International students from counties across the world. Our International Program builds our school's cultural wealth and provides our students with an International perspective on curriculum topics.

Extra curricula activities

We offer a varied, dynamic and connected Curriculum. We recognise that much valuable learning happens in places other than the classroom. In addition to the respected academic curriculum, we offer a great number of engaging and challenging opportunities for students to develop their talents and special skills.

All students are encouraged to participate in extra curricula activities as we understand that these will contribute significantly to the student's personal satisfaction and enjoyment of school.

Faculty Organised:

- Minister's Awards for Art Education competition
- International German Trip (International Travel opportunity)
- Coolooloolo Gallery exhibition of student works
- Annual Musical excursion
- Brisbane Show school Band performances
- Gympie Show school Band performances
- Community concerts for Primary schools and Aged Care Facilities
- Fanfare competition
- Muster
- Noosa jazz festival
- Brisbane theatre excursion
- ACA intensive
- IM camp
- Goma excursion
- Gympie gallery excursions
- Dingo creek jazz festival
- Gold rush parade
- Whole School Musical Production
- JACA showcase event
- Gympie Eisteddfod
- Music Performance Evening
- Human Powered Vehicles Challenge
- Tournament of the Minds
- National Chemistry Quiz
- Science ICAS Competition
- Science Investigation Awards
- Science, Engineering and Technology Expo Science and Engineering Challenge Green City Challenge
- Public Speaking: including Lions Youth of the Year Plain English Speaking Competition
- ASX Sharemarket Game
- Creative Writing and Science Excellence programs
- Gympie Heart of Gold Short Film Festival
- Athletics
- Australian Maths Competition
- Coolooloolo Maths Teams Challenge
- Sunshine Coast Rugby Union competition
- Futsal – Bill Turner Cup
- Inter School Hockey, Netball, rugby League
- Vicki Wilson Cup Netball
- Tin Can Bay Gala Sports Day
- Wide Bay volleyball championships
- Girls AFL
- Tennis
- Swimming, Athletics, Cross Country, Triathlon
- Assisting Gympie West Cross Country & Athletics
- JN Chess club
- RACI National Chemistry Quiz

Student Services :

- The "Bully Off" Program which compliments our Anti Bullying Policy
- A breakfast program initiated by the Chaplin run with community partnerships between local churches, James Nash SHS and the Chaplaincy.
- Cultural appreciation activities
- Peer Skills Program
- Rock and Water
- Hope Reigns
- Driver Education Programs throughout 2011 including Roadcraft for Year 12 students and RYDA for Year 11 students.
- Year 12 Senior Conference
- Gympie Regional Careers Expo

How Information and Communication Technologies are used to assist learning

At James Nash State High School our goal is to provide world-class ICT infrastructure and support, enabling excellence in teaching and learning. This goal is founded on the imperative to reform education and training in Queensland, toward realisation of the Queensland Government's Smart State agenda. It will function to move our learning community to those new teaching and learning processes which will deliver an education appropriate to the "Information Age" of the 21st century.

Our planning continues to recognise the desirability of access to computers in many/most classrooms and the possibility of students having their own portable computers or other technologies (privately or school purchased). The school has embedded a 1:1 Mobile Device Program across the school, providing IT native students ICT tools they are familiar with and will support their learning.

It is recognised that further development of teacher ICT competencies is a precondition to effective learning and teaching practices involving information communication technology. For this reason considerable investment in the provision of teacher ICT resources is a feature of our future planning. Cyclic upgrading and flexible innovative approaches to the use of ICT's are key features of the implementation of this plan.

Social climate

James Nash Student Services program aims:

To enable all students to develop self-confidence, optimism, high self-esteem, respect for others and achievement of personal excellence.

To ensure effective responsible student behaviour planning and strategies are identified and implemented to create a safe, supportive and productive learning environment.

To provide appropriate co-ordinated support strategies for all students whilst ensuring that gifted and talented, Aboriginal and Torres Strait Islander students, students with Learning Disabilities and students with other disabilities are identified and supported.

To supplement the school's curriculum (academic outcomes) plan with the provision of social emotional, health, cross-cultural and spiritual learning programs.

The student support service team at James Nash State High School comprises of the Year Level Co-ordinators, Guidance Officer, HOSES, School Nurse, School Youth Co-ordinator, Chaplin, Learning Support Co-ordinator and Structured Work Placement Officers.

Parent, student and staff satisfaction with the school

There are many measures we utilize to allow us to reflect on the level of satisfaction that our staff, parents and students feel with regard to James Nash SHS. For these measures we have set improvement targets that far exceed those systemic targets set by Education Queensland. Our current performance predominantly exceeds both school and systemic targets. This indicates to us that all of our stakeholders are more than satisfied with the general performance of our school. The key measures, targets and school performance are outlined in the table below.

Measure	School Target (%)	Systemic Target (%)	Current School Performance (%)
Percentage of students satisfied that they are getting a good education at this school	90	79	91
Percentage of parents / caregivers satisfied that their child is getting a good education at this school	90	74	96
Percentage of parents / caregivers satisfied with their child's school	90	84	96
Percentage of school workforce satisfied with access to professional development opportunities	90	78	87
Percentage of staff members satisfied with morale in the school	90	87	94

Performance measure (Nationally agreed items shown*)

Percentage of parents/caregivers who agree that:	2012	2013
their child is getting a good education at school (S2016)	96%	100%
this is a good school (S2035)	96%	100%
their child likes being at this school* (S2001)	96%	100%
their child feels safe at this school* (S2002)	96%	100%
their child's learning needs are being met at this school* (S2003)	100%	100%
their child is making good progress at this school* (S2004)	87%	100%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	96%	96%
teachers at this school motivate their child to learn* (S2007)	96%	100%
teachers at this school treat students fairly* (S2008)	88%	96%
they can talk to their child's teachers about their concerns* (S2009)	92%	100%
this school works with them to support their child's learning* (S2010)	92%	100%
this school takes parents' opinions seriously* (S2011)	86%	96%
student behaviour is well managed at this school* (S2012)	88%	100%

Our school at a glance

this school looks for ways to improve* (S2013)	96%	100%
this school is well maintained* (S2014)	96%	100%

Performance measure (Nationally agreed items shown*)

Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	91%	94%
they like being at their school* (S2036)	91%	90%
they feel safe at their school* (S2037)	89%	94%
their teachers motivate them to learn* (S2038)	85%	89%
their teachers expect them to do their best* (S2039)	95%	97%
their teachers provide them with useful feedback about their school work* (S2040)	84%	90%
teachers treat students fairly at their school* (S2041)	75%	85%
they can talk to their teachers about their concerns* (S2042)	80%	78%
their school takes students' opinions seriously* (S2043)	75%	83%
student behaviour is well managed at their school* (S2044)	77%	86%
this school looks for ways to improve* (S2045)	96%	96%
this school is well maintained* (S2046)	88%	98%
this school gives them opportunities to do interesting things* (S2047)	92%	91%

Performance measure

Percentage of school staff who agree that:	2013
they enjoy working at their school (S2069)	99%
they feel that their school is a safe place in which to work (S2070)	96%
they receive useful feedback about their work at their school (S2071)	93%
students are encouraged to do their best at their school (S2072)	100%
students are treated fairly at their school (S2073)	96%
student behaviour is well managed at their school (S2074)	96%
staff are well supported at their school (S2075)	93%
this school takes staff opinions seriously (S2076)	90%
this school looks for ways to improve (S2077)	100%
this school is well maintained (S2078)	95%
this school gives them opportunities to do interesting things (S2079)	93%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

At James Nash we believe our role is to assist parents with the education of their child. We aim to provide the highest quality educational opportunities and strive to work closely with parents and the wider community to ensure we are meeting your expectations. We believe the greatest factor that can affect the performance of students at school is parental involvement and it is for this reason we encourage close links between school and home.

Parents are involved in school governance through School Council, Ladies Auxiliary (meet at 7:30pm 1st Wednesday of every month), Parents and Citizenship Association (meet at 7:30pm 4th Tuesday of every month) and through representation on our Key Planning Area Groups and the School Council.

We invite parents into the school to discuss their student's progress at any time but we offer two formal occasions in the school year for parent/teacher interviews and issue written reports 3 times a year.

We maintain a vibrant school website and publish our school newsletters fortnightly and post them electronically to help provide parents with the highest levels of communication.

This School Annual Report aims to provide you with information about our great school and provide a forum to celebrate the wonderful achievements of our students.

Reducing the school's environmental footprint

- James Nash SHS continued with its Clean and Green program
- Select staff and students complete TAFE course "Sustainability in the Workplace"
- JNSHS Environmental Committee holds 2 successful fundraising BBQs.
- Facilities Reference Group grows to include whole school sustainability agenda and efforts.
- JNSHS Environmental Committee implement staff room recycling program.
- JNSHS Environmental Committee planted, cared for and harvested fresh organic produce in the Science Garden.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2010-2011	309,284	1,294
2011-2012	341,540	3,282
2012-2013	323,205	5,497

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.

Our staff profile

Staff composition, including Indigenous staff

James Nash has professional and committed staff who strongly believe in building positive relationships between themselves, students and parents. The school has an excellent blend of experienced and new staff all of whom are focused on ensuring the best possible learning opportunities for students. We believe in building positive relationships around learning and accept that we too need to be learners to be effective teachers.

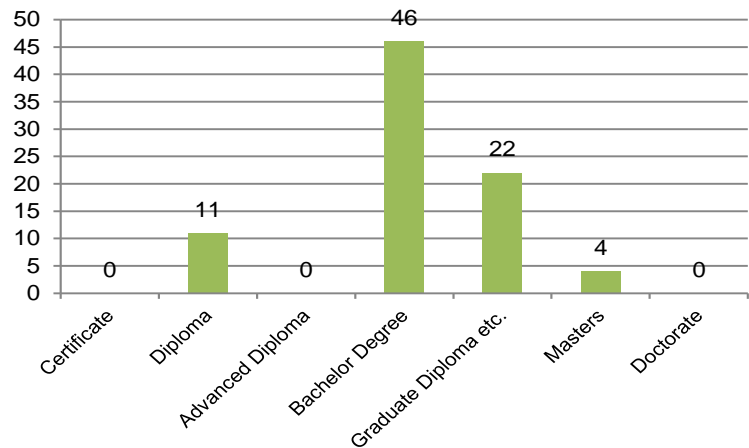
2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	83	45	0
Full-time equivalents	76	31	0

All teaching staff were engaged in learning and development activities around our agreed model of excellence in teaching and learning.

A professional commitment is expected in all that we do, and we invite parents to communicate directly with us if they wish to clarify any issues with regards to your child's progress. The school comprises 83 teachers and 45 non-teaching staff and we access many additional support personnel from the local community.

Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	
Diploma	11
Advanced Diploma	
Bachelor Degree	46
Graduate Diploma etc.	22
Masters	4
Doctorate	
Total	83



* Teaching Staff includes School Leaders

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

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2013 were \$13500. The major professional development initiatives are as follows:

- **Curriculum, Teaching, Assessment and Reporting:**
Middle Phase of Learning pedagogy (preparation for Year 7s into high school)
Literacy across the curriculum/ improving writing
School Wide Pedagogy / Effective Teaching and Learning
Differentiation, Adjustments and Variations
- **Digital pedagogies and embedding ICT:**
eLearning in 1:1 environments
ICT Certificate and Digital Pedagogy Licence
- **Leadership and Performance Culture:**
Corporate Training requirements : Code of conduct

The proportion of the teaching staff involved in professional development activities during 2013 was 100%.

Average staff attendance	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 94% of staff was retained by the school for the entire 2013 school year.

School income broken down by funding source

School income broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

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

Find a school

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

Where it says 'Search by school name', type in the name of the school 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 given access to the school's *My School* entry web page.

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

Key student outcomes

Student attendance	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	88%	88%	88%
The overall attendance rate in 2013 for all Queensland state Secondary schools was 88%.			

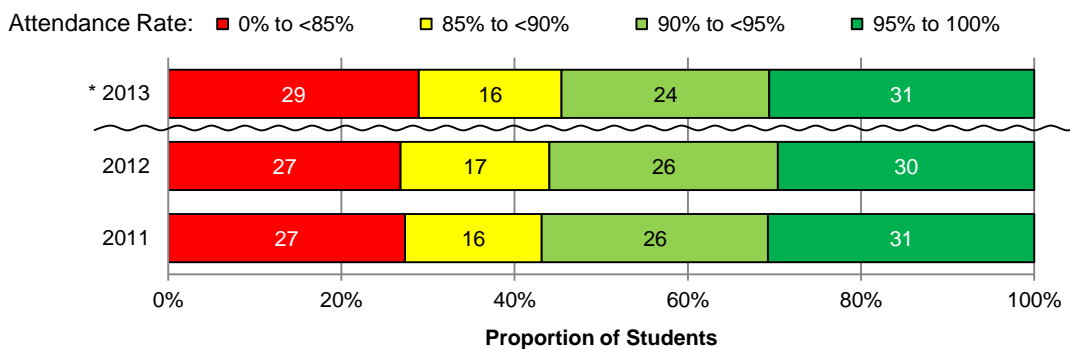
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2011	N/A	N/A	N/A	N/A	N/A	N/A	N/A	91%	85%	86%	89%	88%
2012	N/A	N/A	N/A	N/A	N/A	N/A	N/A	91%	89%	86%	87%	89%
2013	N/A	N/A	N/A	N/A	N/A	N/A	N/A	91%	88%	87%	87%	87%

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.



* The method for calculating attendance changed in 2013 – care should be taken when comparing data from 2013 to that of previous years.

Performance of our students

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 has introduced "IDAttend" to allow text messaging of absent student alerts to parents. Support and intervention is provided to identify students who have inconsistent or concerning attendance patterns.

Many strategies are used by our school to provide appropriate consequences for unacceptable student behaviour. The use of School Disciplinary Absences - suspensions, exclusions and cancellations of enrolment - are consequences used after consideration has been given to all other responses.

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

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

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

Find a school

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

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

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

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

Performance of our students

Achievement – Closing the Gap

There is a 2.4% gap in attendance data between Indigenous and Non-Indigenous students. This represents an improvement from 3.5% last year. The school maintains a very low retention gap of just 5.3% for Indigenous students moving from Year 10 through to Year 12. In 2013, there was no gap in Academic achievement in Reading, writing and Numeracy for Indigenous students, as a cohort they outperformed the Non-Indigenous cohort.

Apparent retention rates Year 10 to Year 12	2011	2012	2013
Year 12 student enrolment as a percentage of the Year 10 student cohort.	81%	72%	80%

Outcomes for our Year 12 cohorts	2011	2012	2013
Number of students receiving a Senior Statement.	145	152	141
Number of students awarded a Queensland Certificate Individual Achievement.	0	0	0
Number of students receiving an Overall Position (OP).	66	69	67
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	15	18	16
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	86	109	94
Number of students awarded an Australian Qualification Framework Certificate II or above.	82	101	85
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	126	139	131
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.	74%	75%	76%
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%	96%	95%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	98%	91%	98%

As at 5 May 2014. The above values exclude VISA students.

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
2011	14	18	17	12	5
2012	13	20	19	14	3
2013	11	21	19	15	1

As at 5 May 2014. The above values exclude VISA students.

Performance of our students

Vocational Educational Training qualification (VET)

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

	Certificate I	Certificate II	Certificate III or above
2011	34	82	13
2012	50	97	14
2013	44	82	13

As at 5 May 2014. The above values exclude VISA students.

Students are able to study Certificate I in Hospitality SIT10207. Our SEP students also undertake a Certificate I in Business BSB10107 and Certificate I in Information, Digital Media and Technology ICA10111 as part of their learning program.

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2014 post-school destinations survey, Next Step – Student Destination Report (2013 Year 12 cohort) for the school were not available. Information about these post-school destinations of our students will be uploaded to the school's website in September.

Early leavers information

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

Due to the community's socio-economic circumstances, there is significant movement of students from the school as families move to seek employment opportunities. A small number of students pursue enrolment in other schools or training providers in and around the Gympie community. Any students who seek to change enrolment into another State Secondary School in town are required to have an "Exit Interview" with the school before the transfer of the student is completed.