



The Gap State High School

ANNUAL REPORT 2016

Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future.

Every student succeeding. State Schools Strategy 2016-2020
Department of Education and Training

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School Overview

The Gap State High School has been proudly serving this north-western suburban community of Brisbane since 1960. Nestled at the foothills of Mt Coot-tha, the school with its landscaped grounds, extensive sporting, classroom and learning facilities boasts a strong tradition of academic, cultural, citizenship and sporting excellence. With a focus on 'educating the whole person in a supportive local school community', this holistic approach gives students a well-rounded education and balanced school experience. The Gap State High School has a clear focus on student development with acclaimed programs in leadership, personal development, music, instrumental music, visual and performing arts and more recently Chinese language studies. These programs attract a highly motivated and academically-focused student body which enhances academic performance and extension opportunities for all participating students. The school strives to provide a quality educational experience appropriate to the needs of students in a child-centred, caring, supportive environment where mutual respect, tolerance and understanding are fostered within the teaching and learning process.

Principal's Forward

Introduction

This report is designed to make explicit the growth and development of the school. Education provides a diverse array of focal points and each year we align our energies into a few key areas of improvement. As an Independent Public School in 2016 our students attained high academic performances, developed their leadership and emotional intelligences and participated in a wide range of academic, musical, artistic, adventure, sporting, cultural and social activities. As a school we continually aim to develop the whole person, ready for a successful future in an ever changing world.

Vision:

"Educating the whole person in a supportive local community"

Mission:

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.

Values:

Courage, Commitment, Consideration, Co-operation and Courtesy.

Our values are underpinned by common sense and developing personal traits towards good character.

School Progress towards its goals in 2016

Implementing our current Strategic Plan 2014-2017 focuses on four main domains to improve educational outcomes for our students.

- An Exceptional Learning Environment
- High Quality Teaching
- Quality Relationships
- Building the Future

The school provides extensive additional support for students who achieve below the national minimum benchmark for NAPLAN. Students have access to specifically designed literacy and numeracy classes when required. With a high proportion of academically focused students, one of our key measures in the current strategic plan has been providing more talented students with work that challenges them. The following table provides an overview of the progress we have made in relation to the number of students who are awarded an A or B for their subjects:

Year	2012	2013	2014	2015	2016
%As & Bs	58.8%	61.0%	63.3%	65.3%	66.4%

Table: Level of achievement at the end of Semester 1, whole school data

These results indicate that our strategies around providing challenge and support have been creating an exceptional learning environment. Students at all levels of achievement have benefited from these changes with the overall pass rates improving by more than 6% during this time.

Future Outlook

In 2017 we have focused on four key areas of the strategic plan, namely;

- using higher order thinking,
- progressing our skills in writing,
- developing the curriculum and assessment to ensure alignment with national standards
- aspects of Positive Education

We are currently in the process of creating a performing arts precinct and significant extensions and improvements will occur between the JA Robertson Hall and our music/performing arts building.

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	Yes
Year levels offered in 2016:	Year 7 - Year 12
Student enrolments for this school:	1401

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	1065	487	578	11	95%
2015*	1220	567	653	13	97%
2016	1294	595	699	12	98%

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

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

Characteristics of the Student Body

Overview

Eighty percent of our students live in our catchment area with a further 20% coming from nearby suburbs in the north-west area of Brisbane. The majority of our students transition from the local primary schools in the Mt Coot-tha cluster.

The student body exhibit many strong personal characteristics including quality student relationships, a large instrumental music program and an appreciation of the performing and visual arts. It also has a rich blend of international students who study at our school over various periods of time from 6 months to 3 years. Our International Student Program gives the school an international perspective and a considerable number of our students aspire to furthering their studies overseas after completing their Secondary Schooling and/or University courses. Another aspect of this program is that it positions our school well with a future focus and awareness of the opportunities that lie ahead in an increasing global community.

Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3			
Year 4 – Year 7			
Year 8 – Year 10	26	26	26
Year 11 – Year 12	20	20	19

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

Curriculum Delivery

Our Approach to Curriculum Delivery

Leadership Program: Year 7-12

All students study the award winning GOALS program - Gap Outdoor Leadership Studies, which focuses on leadership skills and the personal development and wellbeing 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 an Outdoor Education Federation Award 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. Furthermore the school provides a variety 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.

Academic Programs	Year 7 – 10
Honours Academic	Year 8 – 10
AMPed Music	Year 7 - 11
STEM (Science, Technology, Engineering & Mathematics)	Year 9 - 10
AMEB Classroom Music Theory.	Year 9 – 12
Extension Mandarin Chinese (Teaching with comprehensible Input)	Year 7 - 12
Visual Art Enrichment classes	Year 7 - 12
Mathematics Extension classes	Year 7 - 12
Whole of school tutorial program	Year 12
Year 12 Music Extension	Year 11 - 12
QCAA subjects – Multiple Vocational Education Pathways including Electro technology and Engineering (Trade Training Centre), Fitness and Hospitality.	Year 11 - 12
Enhanced Studies Program at University of Queensland – START program at Queensland University of Technology.	Year 12

Co-curricular Activities

Instrumental music ensembles and orchestras involving over 250 students.	Year 7-12
Student choirs.	Year 7-12
Public Speaking competitions.	Year 11-12
Year Level Camping program for all year levels	Year 7-11
International Excursions. China Year 11, Adventure Hiking New Zealand	Year 11-12
World Challenge S.E Asia or Africa Year 10-11 Snow Skiing	Year 10 -12
Sporting teams – Interschool, District, and Metropolitan North and State competitions.	Year 7 -10
Special Interest Volleyball program,	Year 10-12
Addition coaching in athletics, swimming and cross-country.	Year 7-12
Student organised School Dances – 3 per year.	Year 7-12

How Information and Communication Technologies are used to Assist Learning

The Gap State High School is building innovation through technologies in the curriculum where the teachers provide the opportunity for students to learn in the 21st century. The focus on inquiry-based, project-based and personalised learning pedagogies is used with programs such as Stile App, Arduino robotics program and coding. Stile App is a program that is used by students and teachers at The Gap State High School that allows self-paced student learning and caters for all levels of achievement. Robotics and coding are a core part of the curriculum at The Gap State High School. Arduino is an open-sourced electronic prototyping platform based on flexible, easy-to use hardware and software used for Robotics. This builds capacity for student innovation and prepares students for jobs in the future.

Social Climate

Overview

The Gap State High School experiences a strong demand for enrolment places from students outside the school's defined catchment area. The school is characterised by a history 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, all very well regarded by students, parents and the education community.



Social development is structured around the Year Level Coordinators each responsible for a year level cohort of students. The coordinators with form teachers travel through the year levels together. This allows for a group of teachers to 'get to know' students very well. The year coordinators 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.

Bullying and Harassment strategies are used throughout the school to raise awareness in the school and wider community regarding bullying and harassing behaviour and its negative impact on not only individuals but also the atmosphere of a classroom and the climate of the school. School programs, parades and talks are used to promote the development of skills to minimise the incidence and impacts of bullying and harassment and all students are encouraged to be proactive so that they can make a difference.

The school works towards developing a whole school commitment to tolerance of differences, whether they be based on gender, age, race, ethnicity or ability and provide guidelines and procedures for dealing with bullying when it occurs. Student Leaders are a role model 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.

The school opinion survey results below also indicate how the school is meeting the needs of students, parents and staff.

The Student Executive Leaders are a very influential group within the school who lead parent, student and staff satisfaction with the school

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	97%	96%	97%
this is a good school (S2035)	98%	98%	96%
their child likes being at this school* (S2001)	97%	96%	96%
their child feels safe at this school* (S2002)	97%	95%	98%
their child's learning needs are being met at this school* (S2003)	97%	94%	94%
their child is making good progress at this school* (S2004)	94%	95%	95%
teachers at this school expect their child to do his or her best* (S2005)	96%	99%	97%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	94%	95%	92%
teachers at this school motivate their child to learn* (S2007)	93%	94%	91%
teachers at this school treat students fairly* (S2008)	92%	95%	90%
they can talk to their child's teachers about their concerns* (S2009)	97%	94%	98%
this school works with them to support their child's learning* (S2010)	94%	93%	94%
this school takes parents' opinions seriously* (S2011)	94%	90%	89%
student behaviour is well managed at this school* (S2012)	93%	92%	92%
this school looks for ways to improve* (S2013)	99%	97%	95%
this school is well maintained* (S2014)	99%	98%	99%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	97%	99%	96%
they like being at their school* (S2036)	97%	98%	92%
they feel safe at their school* (S2037)	98%	98%	93%
their teachers motivate them to learn* (S2038)	97%	97%	97%
their teachers expect them to do their best* (S2039)	100%	98%	99%
their teachers provide them with useful feedback about their school work* (S2040)	97%	97%	91%
teachers treat students fairly at their school* (S2041)	97%	92%	89%
they can talk to their teachers about their concerns* (S2042)	90%	89%	83%
their school takes students' opinions seriously* (S2043)	92%	94%	87%
student behaviour is well managed at their school* (S2044)	88%	91%	85%
their school looks for ways to improve* (S2045)	98%	98%	99%
their school is well maintained* (S2046)	97%	98%	96%
their school gives them opportunities to do interesting things* (S2047)	97%	98%	96%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	99%	97%	99%
they feel that their school is a safe place in which to work (S2070)	99%	99%	100%
they receive useful feedback about their work at their school (S2071)	93%	86%	90%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	88%	84%	89%
students are encouraged to do their best at their school (S2072)	100%	100%	99%
students are treated fairly at their school (S2073)	100%	99%	97%
student behaviour is well managed at their school (S2074)	94%	93%	93%
staff are well supported at their school (S2075)	93%	93%	96%
their school takes staff opinions seriously (S2076)	92%	92%	86%
their school looks for ways to improve (S2077)	99%	99%	97%
their school is well maintained (S2078)	100%	100%	100%
their school gives them opportunities to do interesting things (S2079)	93%	96%	96%

* 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

A weekly newsletter is emailed to all parents (over 1200 email addresses) or a hard copy can be collected from the office. Two times a year the school produces The Gap Connexion a brochure outlining school and student successes. The publication is distributed to 10,000 letter boxes in the local school catchment area.

In January a welcome cuppa is provided on the first day of school for all new parents. In February Year 7 parents are invited to attend information evenings to hear from key teachers and meet their students' teachers. In March, an information evening for Year 11 and 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 April Term 1 Parent Interviews for all year levels.

In May information sessions for Year 8 and Year 10 were provided to assist with subject selections for 2016. In July, Year 10 parents and students are invited to attend a twenty minute Senior Education and Training Plan (SET Plan) to discuss their future plans and educational requirements.

Throughout the year all future Year 7 students have an enrolment interview with parents and the administration. A web based on-line appointment booking system is implemented to improve access and assist parents in making bookings for parent-teacher interviews, SET Plan interviews and enrolment interviews.

Family support:

The Parents & Citizens Association and Chaplaincy have established a Family Benefit Fund to minimize 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.

The P&C Association and School Council are very supportive and active within the school community. The regular meetings have a very good cross section of parental representation and through the executive, general meetings and council meetings provide regular guidance and input to school. 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-curricular activities of students and teachers in these special curriculum areas. The Parent & Citizens Association has 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 is steadily increasing from past years

Respectful relationships programs

The school has developed and implemented a program that focus on appropriate, respectful and healthy relationships. Our Positive Education program explicitly teaches students skills associated with healthy minds and bodies under the scientifically researched PERMA model, developed by Martin Seligman. Students learn topics such as grit, resilience, character strengths, positive relationships, positive emotions, engagement strategies, mindfulness and positive health. The program is planned and taught as part of our GOALS curriculum, as well as being embedded in most classrooms across the school.

Recently the school has been involved with the initiation of the Queensland branch of PESA (Positive Education Schools Association) with one of our staff the inaugural chair on that committee. Through this association we will continue to improve our offerings in this area.

School Disciplinary Absences

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

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	42	22	30
Long Suspensions – 6 to 20 days	1	1	4
Exclusions	2	2	1
Cancellations of Enrolment	5	1	5

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

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

Environmental Footprint

Reducing the school's environmental footprint

In 2016 additional air conditioning units were installed across the school and in the new buildings. The school oval has had increased usage by community groups and a higher level of maintenance has been required to maintain the grassed playing areas.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	556,084	2,260
2014-2015	632,485	7,352
2015-2016	657,322	10,591

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

School Funding

School income broken down by funding source

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

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

Find a school

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Government

Non-government

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

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	107	49	<5
Full-time Equivalent	96	38	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	3
Masters	11
Graduate Diploma etc.**	21
Bachelor degree	67
Diploma	5
Certificate	0

*Teaching staff includes School Leaders

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

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were \$93,000.

The major professional development initiatives are as follows:

School literacy and pedagogical workshops, middle schooling strategies and positive psychology.

Updating professional knowledge and assessment practices across all the key learning areas through the Queensland Curriculum and Assessment Authority, Subject Associations and Department of Education and Training.

Courses were attended in Auto-Cad, Mathematics, Biology, Physics, Chinese, HPE, English, Chemistry, Information Services, E-learning courses and Art and Science of Teaching 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, 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. Outdoor education qualifications, 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 proportion of the teaching staff involved in professional development activities during 2016 was 100%

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	98%	97%	97%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 98% of staff was retained by the school for the entire 2016.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

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

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	92%	93%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).	81%	90%	90%

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

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

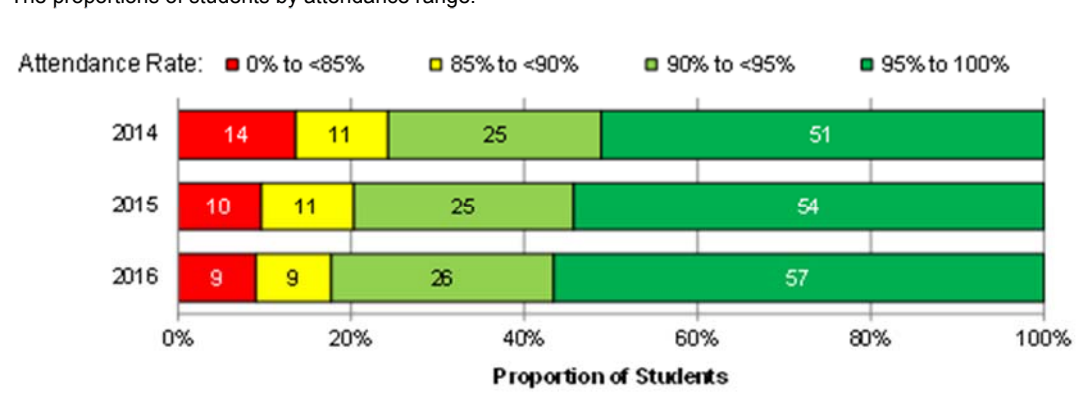
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014								94%	94%	90%	90%	92%	94%
2015								95%	94%	92%	92%	94%	93%
2016								94%	94%	93%	92%	94%	94%

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

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range:



Description of how non-attendance is managed by the school

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

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 all class rolls are marked in every 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. SMS are sent each day to notify parents/guardians if their student has not arrived at school. 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

NAPLAN

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

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

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Suburb, town or postcode

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

Year 12 Outcomes

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2014	2015	2016
Number of students receiving a Senior Statement	171	178	161
Number of students awarded a Queensland Certificate of Individual Achievement.	0	0	0
Number of students receiving an Overall Position (OP)	114	125	106
Percentage of Indigenous students receiving an Overall Position (OP)	0%	0%	100%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	9	18	16
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	60	87	80
Number of students awarded an Australian Qualification Framework Certificate II or above.	45	81	79
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	167	176	161
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	100%	100%	100%
Number of students awarded an International Baccalaureate Diploma (IBD).	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	93%	95%	93%
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.	99%	100%	100%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	97%	95%	99%

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

OVERALL POSITION BANDS (OP)					
Years	Number of students in each band for OP 1 - 25				
	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2014	31	45	30	8	0
2015	42	44	33	6	0
2016	28	40	31	7	0

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

VOCATIONAL EDUCATIONAL TRAINING QUALIFICATION (VET)			
Number of students awarded certificates under the Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2014	20	25	21
2015	14	62	32
2016	4	62	52

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

The school offers students significant choice with VET classes, including the VET subjects taught at our school. These include:

- Certificate II in Hospitality
- Certificate III in Fitness
- Certificate III in Business
- Certificate II in Engineering
- Certificate II in Electrotechnology
- Certificate II in Auto-Mechanical

Apparent Retention Rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12			
Description	2014	2015	2016
Year 12 student enrolment as a percentage of the Year 10 student cohort.	92%	90%	95%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	200%	33%	100%

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

Student Destinations

Post-school destination information

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

The report will be available at:

<http://www.thegapshs.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx>

Early leavers information

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

Students who leave before the completion of Year 12 either move with their families interstate or overseas or international students return to their home country. Other students who leave have been selected into scholarship programs or have secured full-time employment in the workforce or have been assisted with placements into full time training programs such as apprenticeships and TAFE courses.