The Gap State High School

ANNUAL REPORT

2019

Queensland State School Reporting

Every student succeeding
State Schools Improvement Strategy
Department of Education

Queensland
Government

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The Gap State High School is a high performing, co-educational, Independent Public School that values diversity and supports full inclusion. Proud to have served this Brisbane suburban community 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.

We believe in: Learners who Flourish

We value: Thinking Big, Stepping Up, Paying it Forward and Being Kind

We trust that: Every student every day has the opportunity to feel a sense of belonging in our community and are able to engage in learning that sparks their engagement, curiosity, joy and passions.

We currently have four major areas that underpin what we value:

Academic growth and excellence

Arts excellence; performing and visual arts

Specialist Volleyball Program: developing physical and mental toughness

Being a leader in student wellbeing and student leadership, though our Applied Positive Psychology Program; putting our values into practice.

Into the future we aspire to become a leader in: STEAM teaching and learning (Science, Technology, Engineering, Arts and Maths) Global teaching and learning; introduction of more languages, increasing extra-curricular and co-curricular program that allow students to learn and have experiences at a global level.

We will achieve this by: Implementing our school based, high quality teaching and learning framework that supports thinking and self-regulation. Developing every student and staff member's wellbeing through a lens of positive psychology.

Educational Goals:

Learners

To **create a flourishing environment** where **thinking minds discover possibilities**, **push boundaries** and **take charge** of **their learning**.

Staff

To **build** a **dynamic culture of collective efficacy** to enable **transformational practice** and **inspire a ripple effect of impact on all learners**.

Community

To **forge relationships** that **enrich** and **create limitless opportunities** for The Gap community to **create a sense of belonging.**

Corporate

To **cultivate an agile environment** conducive to **igniting the aspirations of learners** for **an ever changing world.**

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	Yes
Year levels offered in 2019	Year 7 - Year 12

Characteristics of the student body

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2017	2018	2019
Total	1393	1456	1536
Girls	657	663	723
Boys	736	793	813
Indigenous	14	19	18
Enrolment continuity (Feb. – Nov.)	97%	97%	96%

Notes:

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

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

3. pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2019, there were no students enrolled in a pre-Prep program.

Average class sizes

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

Phase of schooling	2017	2018	2019
Year 7 – Year 10	26	25	24
Year 11 – Year 12	20	20	19

Note:

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

Curriculum implementation

At The Gap State High School we are committed to providing a school environment for all Learners to Flourish and where each child can experience success on a daily basis. We believe for 'Learners to Flourish' they need to Think Big, Step Up, Pay it Forward and Be Kind. We have explicitly focused on Systematic Curriculum Delivery to develop Curriculum, Assessment and Reporting alignment and moderation processes to focus on Marking Guides and quality assuring Assessment to align to the Australian Curriculum. Refinement of Unit and Year Level Plans in years 7-10 and implementation of Teaching and Learning Plans (TLAPs) in year 11 to commence delivery of the new Queensland Certificate of Education subject offerings have been the focus in 2019.

Integral to support our students and teachers in Systematic Curriculum Delivery was development and training in The Gap State High School Pedagogical Framework. With the goal to create a flourishing environment where thinking minds discover possibilities, push boundaries and take charge of their learning. Teachers received professional development in the products and aspects of the framework in preparation for 2020 launch.

Co-Curricular activities

- Academic Programs
- Honours Academic Excellence Program
- Accelerated Music Excellence Program
- Special Interest Volleyball Excellence Program
- STEM (Science, Technology, Engineering & Mathematics)
- Visual Art Enrichment classes
- Mathematics Extension classes
- Whole of school tutorial program
- Year 12 Music Extension
- QCAA subjects – Multiple Vocational Education Pathways including Electro technology and Engineering (Trade Training Centre), Fitness and Hospitality.
- Enhanced Studies Program at University of Queensland – START program at Queensland University of Technology.

Extra-curricular activities

Awards and Academic Opportunities:

Speech Night Awards:
- Academic Excellence Badges
- Certificates of Distinction
- Growth Excellence

Special Prizes:
- P & C Fellowship Awards
- Citizenship
- Leadership
- Cultural
- UQ Academic Excellence
- Outstanding Academic Excellence
- ADF Long Tan Award
- All-rounder Awards
- Vocational
- Dux

Sporting Awards:
- Junior & Senior Sportsperson of the year
- Gold
- Silver
- Age Champions

Sporting Opportunities & Service to Sport
- Cross Country
- Athletics
- Swimming
- Lunchtime Interhouse
- Interschool and Intraschool Competitions
- NW, Met North, Qld & National Representation opportunities
- Boys/Girls Volleyball
- Beach Volleyball
- Netball
- Aussie Rules
- Futsal
- Sports Climbing
- Boys Rugby League
- European handball
- Special Interest Volleyball Program
- Service to Sport

Cultural Development:
- Debating and Public Speaking
- Musical Evenings
- School Choir
- Drama Evenings
- Film Evenings
- Art Festivals
- Reelies
- Tula Arts Festival
- Drama Performance Groups
- Art Extension
- ArtScape

Instrumental Music Program:
- Music Camp
- QYMA, Music Fest and/or other competitions
- Chorale
- The Gap Voiceworx
- Symphonic Winds
- Vivaldi Strings
- Stage Band
- Big Band
- Concert Band
- Amadeus Strings
- Judd Percussion
- Cello Choir
- Wind Ensemble
- Paganini Strings
- Asymmetry

Student Support Programs:
- Year 10 –Year 7 Ambassadors

Competitions:
The school fosters strong links with universities, other schools and community groups. Some of the competitions students participate in are:
- Westpac Maths
- Australian Schools Science
- Lions Youth of the Year
- QMEA
- English Competition
- Titration (Chemistry)
- Maths Teams Challenges
- Australian Computing Competition
- Language Competitions
- National Chemistry Quiz
- ICAS Competitions
- BIG Science Competition
- World Scholar's Cup
- Reader's Cup
- Debating
- Queensland Youth Parliament
- Quest Competition

Special Events:
- School Open Evening
- International Children's Day
- Harmony Week
- School Dances
- Senior Formal Year 12
- Senior Citizen's Concert
- Boat Cruise Year 9
- Battle of the Bands
- School Musical
- Trivia Night
- Christmas in July
- Talent Quest
- Astronomy Night
- Grandparents Day

Special Projects:
- 40 Hour Famine
- Kokoda Challenge
- Boomerang Bags

Student Voice:
- School Newsletter
- School Magazine
- Student Council

Enrichment Programs:
- Excursions
- University Early Placement
- School Study Tours: China
- Music Tours
- Ski Trip (New Zealand)
- Outdoor Education – Kepler Track
- Antipodeans Abroad

School Camps:
- APP Year Level Camps
- Instrumental Music Camps
- Art Camp

Clubs and Societies:
- Environmental Club
- Year 12 Formal Committee
- Chess Club
- SAC
- Rotary Interact
- Lions - Leos
- Climbing Club
- Tech Crew
- Interact
- Climbing Club

How information and communication technologies are used to assist learning

The Gap is a one-to-one device learning environment. Since July 2019, students and staff have begun to use the online learning portal STILE in conjunction with face to face curriculum delivery. STILE provides a platform for enrichment, extension, and the ability to monitor progress and check for understanding through analytics and quizzes. Box of Books (BoB) is another digital platform which provides students with textbooks at each year level. All staff and students use the digital textbooks and chapter extensions to supplement homework, study and independent investigations. As part of the explicit improvement agenda for writing, the school currently subscribes to an online writing program called Write That Essay. The program allows teachers and students to monitor and evaluate their writing progress using analytics and targeted workshops for writers at all levels of ability.

The school has been successfully running a Bring Your Own Device (BYOD) program with two IT technicians for support. 95% of students participate in BYOD; in years 7-9 students use iPads, and in years 10 – 12 they use laptops. An equity program provides device access to all families. Across the different faculties and subjects, a range of dedicated software programs are supported. For example, the Sibelius program in Music, the AutoDesk suite in Graphics and Engineering, and Adobe Creative Suite in Film and Television are of industry standard.

Social climate

Overview

At The Gap State High School we value of Thinking Big, Stepping Up, Paying it Forward and Being Kind, these virtues will allow our students to be "Learners who Flourish". 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.

Student Growth Heads of Department continue to support student growth, development and wellbeing. Our Student Growth Heads of Department and Year Level Coordinators monitor student achievement, attendance and behaviour. These staff work together to draw upon the expertise of specialist staff including Guidance Officers, School Health Nurses, Industry Liaison Officers, Inclusion Learning Support personnel to provide case management, individual learning plans and specialised programs as required by students.

Online safety and education is supported via various Cyber safety programs. We continue to use Stymie as a means to report bullying anonymously. Parent sessions have heard presentations by Stymie, Speak Teen and Andrew Lines – The Rite Journey to support parents to support our student community and adolescent development.

The school has a strong tradition of social justice. It celebrates many events and action days annually with targeted 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.

Our goal to forge relationships that enrich and create limitless opportunities for The Gap community to create a sense of belonging. We continue to work towards developing a whole school commitment to tolerance of difference, whether based on gender, age, race, ethnicity or ability. NAIDOC week activities were held in 2019 to celebrate the history, culture and achievements of Aboriginal and Torres Strait Islander peoples. The school and Gap community eagerly supported our 2019 musical, The Wiz.

Student Leaders are a role model and promote student activities regularly on year level assemblies and through the organisation of many activities including, battle of the bands. All these activities have been well attended and very successful.

In 2019, the school continued its implementation of training staff through Discovering Positive Education with the Institute of Positive Education Geelong Grammar School focusing on the development of student and staff wellbeing. This program draws upon the growing field of positive psychology, a scientific field that studies the flourishing and optimal functioning of individuals, groups and institutions.

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

Parent, student and staff satisfaction

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

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2017	2018	2019
• their child is getting a good education at school (S2016)	97%	95%	93%
• this is a good school (S2035)	98%	93%	93%
• their child likes being at this school* (S2001)	93%	89%	94%
• their child feels safe at this school* (S2002)	96%	95%	99%
• their child's learning needs are being met at this school* (S2003)	93%	89%	91%
• their child is making good progress at this school* (S2004)	94%	91%	90%
• teachers at this school expect their child to do his or her best* (S2005)	99%	97%	97%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	93%	89%	91%
• teachers at this school motivate their child to learn* (S2007)	93%	87%	89%
• teachers at this school treat students fairly* (S2008)	94%	89%	90%
• they can talk to their child's teachers about their concerns* (S2009)	96%	93%	93%
• this school works with them to support their child's learning* (S2010)	95%	89%	88%
• this school takes parents' opinions seriously* (S2011)	93%	84%	85%
• student behaviour is well managed at this school* (S2012)	87%	83%	85%
• this school looks for ways to improve* (S2013)	95%	92%	89%
• this school is well maintained* (S2014)	99%	97%	97%

* Nationally agreed student and parent/caregiver items.

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

DW = Data withheld to ensure confidentiality.

Table 4: Student opinion survey

Percentage of students who agree# that:	2017	2018	2019
• they are getting a good education at school (S2048)	98%	93%	97%
• they like being at their school* (S2036)	96%	87%	93%
• they feel safe at their school* (S2037)	97%	91%	97%
• their teachers motivate them to learn* (S2038)	92%	85%	89%
• their teachers expect them to do their best* (S2039)	100%	94%	97%
• their teachers provide them with useful feedback about their school work* (S2040)	92%	85%	84%
• teachers treat students fairly at their school* (S2041)	86%	71%	82%
• they can talk to their teachers about their concerns* (S2042)	78%	60%	80%
• their school takes students' opinions seriously* (S2043)	82%	62%	77%

Percentage of students who agree# that:	2017	2018	2019
• student behaviour is well managed at their school* (S2044)	87%	58%	80%
• their school looks for ways to improve* (S2045)	93%	84%	90%
• their school is well maintained* (S2046)	94%	89%	93%
• their school gives them opportunities to do interesting things* (S2047)	96%	89%	87%

* Nationally agreed student and parent/caregiver items.

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

DW = Data withheld to ensure confidentiality.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2017	2018	2019
• they enjoy working at their school (S2069)	98%	79%	76%
• they feel that their school is a safe place in which to work (S2070)	97%	87%	82%
• they receive useful feedback about their work at their school (S2071)	85%	63%	62%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	81%	78%	82%
• students are encouraged to do their best at their school (S2072)	98%	91%	91%
• students are treated fairly at their school (S2073)	93%	84%	78%
• student behaviour is well managed at their school (S2074)	74%	47%	63%
• staff are well supported at their school (S2075)	90%	50%	50%
• their school takes staff opinions seriously (S2076)	82%	56%	48%
• their school looks for ways to improve (S2077)	97%	79%	73%
• their school is well maintained (S2078)	100%	95%	96%
• their school gives them opportunities to do interesting things (S2079)	95%	83%	76%

* Nationally agreed student and parent/caregiver items.

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

DW = Data withheld to ensure confidentiality.

Parent and community engagement

Parents are involved in volunteering in the canteen & uniform shop and being part of the music, sporting and performing arts programs as assistants, coaches, and mentors.

Parental involvement is also encouraged through the School Council and P&C. Parents are involved in strategic planning, fund raising, and supporting the school through various sub-committees such as SHAPE, POPARTS, PEG, SWAAG and A4A. Our parents and community play a vital part in providing input and direction for major decisions related to the ongoing development of the school.

The Gap SHS hosts a number of Parent Information Evenings and Parent events, covering aspects such as transition, Senior Schooling, Subject Selection, SET Planning and Parent Teacher and Enrolment Interviews.

A fortnightly newsletter is emailed to all parents and twice a year the school produces The Gap Connexion a brochure outlining school and student successes which is distributed to letterboxes in the local school catchment area.

Intervention Program

Intervention for students in Year 7 and Year 8 who have specific learning needs like dyslexia, or who may be struggling with the academic workload of high school. The intent of this program is that allows for shorter cycles that will support more students to improve on the areas where they have gaps in their learning. The program provides an opportunity for students to be taught in small groups, by teachers and teacher aides to improve literacy and numeracy and reduce the barriers to learning and completing assignments.

Respectful relationships education programs

A variety of age appropriate programs are delivered across the school that are focussed on respectful and healthy relationships. These programs are facilitated throughout Connect and Applied Positive Psychology (APP) by a broad range of staff.

Our Positive Psychology program explicitly teaches students skills associated with healthy minds and bodies under the scientifically researched PERMA-H 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 APPs curriculum, as well as being embedded in most classrooms across the school.

Focusing on influencing behavioural change to build a culture based on equality and respect in our students, staff, parents and wider community, Students are provided opportunities to explore social and emotional learning in self-awareness, self-regulation, social awareness, relationships, ethics, values, social norms, gender roles, stereotypes, human rights, risk and responsible decision-making.

School disciplinary absences

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

Type of school disciplinary absence	2017	2018	2019
Short suspensions – 1 to 10 days	68	79	122
Long suspensions – 11 to 20 days	0	6	20
Exclusions	1	2	2
Cancellations of enrolment	2	1	5

Note:

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

Environmental footprint

Reducing this school's environmental footprint

Environmental education has been a feature of Queensland schools for more than 30 years. In many schools it has been creatively and proactively incorporated into the curriculum in each phase of learning, and is also reflected in the school's facilities and in the actions of its principals, teachers and students.

Table 7: Environmental footprint indicators for this school

Utility category	2016–2017	2017–2018	2018–2019
Electricity (kWh)	667,195	631,838	700,729
Water (kL)	19,703	10,746	7,597

Note:

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

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

School funding

School income broken down by funding source

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

How to access our income details

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

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

Search by school name or suburb	School sector ⌄	School type ⌄	State ⌄	🔍

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

View School Profile

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

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

Note:

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

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	119	54	5
Full-time equivalents	113	44	<5

*Teaching staff includes School Leaders.

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

Qualification of all teachers

Highest level of qualification	Number of qualifications
Doctorate	3
Masters	14
Graduate Diploma etc.*	5
Bachelor degree	117
Diploma	0
Certificate	0

*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 2019 were **$258,014**

The major professional development initiatives are as follows:

- School literacy and pedagogical workshops, middle schooling strategies and positive psychology.
- PESA/ Geelong Grammar Positive Education Conference
- Write That Essay
- 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.
- 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.
- 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.

- Professional Development Workshop attended included Ancient History, Visible Learning Sumposium, PDN Workshop, Geography, BEAQ, Snr Biology, Biodiversity & Ecology, Future Libraries, Thinking Tech, D16 Solutions Unit, ASDAN Training, Chapters International – New Delhi, Maths Inclusion for students, NCCD Pathways, Assessment & Modification Workshops 2 & 3, Leaders First Wellbeing Workshop, Writing Workshop, Aspiring Leaders & Thinkers Program, Cleaners Annual Training, BMDG, TrackEd, RTO Management, Curriculum Data & Dashboard, Platinum Package – New beginning teachers, QTAC, Rock Water,
- Conferences attended included Legal Studies, QHTA, Maryborough Music, HEIA, Webinar SCIS Data & Digital, iEducate, Metro Secondary Principals Cluster Meeting, Principals Conference, Principals Symposium, GMS Principals Forums, QCAA Leader Meeting, IPS, QSPA, Girls in Property Meeting, Generation Next, QELi, ALEA, Schools Officers,

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2017	2018	2019
Staff attendance for permanent and temporary staff and school leaders.	97%	96%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 92% of staff were retained by the school for the entire 2019.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2019 for all Queensland state Secondary schools was 89%.

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

Table 11: Overall student attendance at this school

Description	2017	2018	2019
Overall attendance rate* for students at this school	93%	92%	92%
Attendance rate for Indigenous** students at this school	87%	87%	84%

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

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

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

Year level	2017	2018	2019
Prep			
Year 1			
Year 2			
Year 3			
Year 4			
Year 5			
Year 6			

Year level	2017	2018	2019
Year 7	94%	94%	94%
Year 8	93%	92%	92%
Year 9	93%	91%	91%
Year 10	92%	91%	92%
Year 11	94%	90%	91%
Year 12	94%	92%	93%

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

Student attendance distribution

Graph 1: Proportion of students by attendance rate

Attendance Rate: ■ 0% to <85% ■ 85% to <90% ■ 90% to <95% ■ 95% to 100%

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2017	10	10	24	56
2018	14	15	26	45
2019	12	12	27	49

Proportion of Students
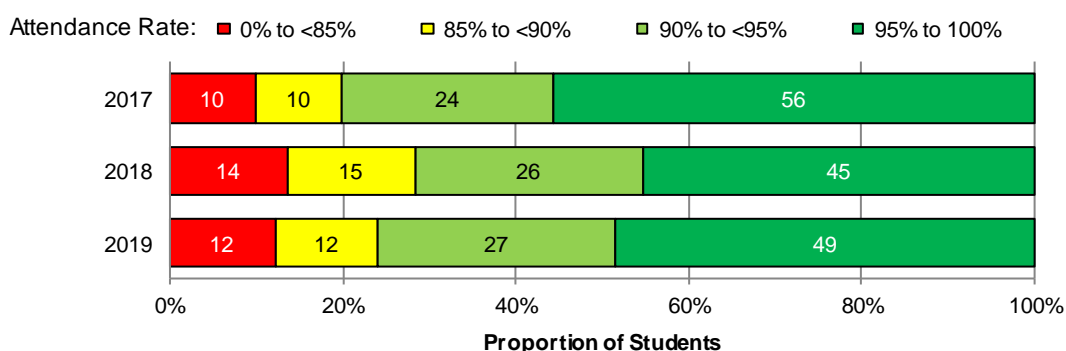
Description of how this school manages non-attendance

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

2019 - 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 Growth Heads of Department 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 checks 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 NAPLAN tests are available via the *My School* website.

How to access our NAPLAN results

1. Click on the *My School* link http://www.myschool.edu.au/.
1. Enter the school name or suburb of the school you wish to search.

| Search by school name or suburb | School sector ⌄ | School type ⌄ | State ⌄ | 🔍 |

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

> View School Profile

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

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

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

Year 12 Outcomes

Tables 13–15 show for this school:

- a summary of Year 12 outcomes
- the number of Year 12 students in each OP band
- the number of Year 12 students awarded a VET qualification.

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

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

Table 13: Outcomes for our Year 12 cohorts

Description	2017	2018	2019
Number of students who received a Senior Statement	176	193	140
Number of students awarded a QCIA	1	1	0
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	175	190	140
Percentage of Indigenous students awarded a QCE at the end of Year 12		100%	100%
Number of students who received an OP	102	127	94
Percentage of Indigenous students who received an OP		0%	0%
Number of students awarded one or more VET qualifications (including SbAT)	93	87	59
Number of students awarded a VET Certificate II or above	93	84	54

Description	2017	2018	2019
Number of students who were completing/continuing a SbAT	11	9	8
Number of students awarded an IBD	0	0	0
Percentage of OP/IBD eligible students with OP 1–15 or an IBD	98%	95%	98%
Percentage of Year 12 students who were completing or completed a SbAT or were awarded one or more of the following: QCE, IBD, VET qualification	99%	99%	100%
Percentage of QTAC applicants who received a tertiary offer.	95%	97%	96%

Notes:

- The values above:
  - are as at 05 February 2020
  - exclude VISA students (students who are not Australian citizens or permanent residents of Australia).
- *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 14: Overall Position (OP)

OP band	2017	2018	2019
1-5	33	43	33
6-10	34	52	36
11-15	33	26	23
16-20	2	6	2
21-25	0	0	0

Note:

The values in table 14:

- are as at 05 February 2020
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Table 15: Vocational Education and Training (VET)

VET qualification	2017	2018	2019
Certificate I	1	15	12
Certificate II	74	73	46
Certificate III or above	54	49	28

Note:

The values in table 15:

- are as at 05 February 2020
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

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

- Certificate II in Engineering Pathways
- Certificate II in Auto mechanics
- Certificate II in Electro technology
- Certificate III in Health Support Assistance
- Certificate II in Hospitality
- Certificate III in Hospitality
- Certificate III in Fitness
- Certificate III in Business
- Certificate I in Construction
- Certificate I in Information Digital Media and Technologies

Apparent retention rate – Year 10 to Year 12

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

Description	2017	2018	2019
Year 12 student enrolment as a percentage of the Year 10 student cohort	94%	93%	95%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort		100%	100%

Notes:

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

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

Student destinations

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

Early school leavers

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

Schools work closely with a range of external agencies to support students who left school early.

Our Principal, Deputy Principal, Regional Transitions Officer or Guidance Officer liaises with early school leavers and their parents, providing a service 'beyond the school gate' to assist early leavers make a successful transition to other educational pursuits or employment.

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.

Next Step — Post-school destinations

The results of the 2020 Next Step post-school destinations survey, *Next Step – Post-School Destinations* report (information about students who completed Year 12 in 2019), will be uploaded to this school's website in September 2020.

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

This school's report will be available at https://thegapshs.eq.edu.au.