Gayndah
State High School

School Annual Report and Operational Plan 2005
Valuing Our Future – Maximising Potential

Central and North Burnett Community Education Precinct – incorporating Gayndah SHS, Wide Bay TAFE and other community training providers
Statement of Purpose

The School Annual Report and Operational Plan is a reporting and planning document which is developed by the principal in collaboration with the school and community. It reports on student and school performance, measured against indicators and targets, and establishes direction for the coming 12 months. The School Annual Report and Operational Plan reflects:

- Systemic planning priorities outlined in the Education Queensland QSE 2010 and Destination 2010
- School determined activities derived from the School Planning Overview.

Gayndah State High School is committed to the vision and purpose of Education Queensland as stated in Destination 2010.

The vision for Education Queensland is for all Queensland students to become active citizens in a learning society – the Smart State.

The purpose of state education is to meet the needs of different students pursuing high levels of educational attainment. This is to be achieved by:

- creating a safe, tolerant and disciplined environment for students;
- preparing young people to be active and reflective Australian citizens;
- developing the skills and desire for life-long learning in our students;
- supporting students to become active citizens in community, economic and political life;
- building students’ confidence in their relationships with other cultures in Australia and abroad.

Three key questions we must ask ourselves that drive our planning and activities. These are:

- **Students**
  *Is what I am doing promoting the best interests of students?*
- **Quality**
  *Is this the very best I can do?*
- **Accountability**
  *Am I prepared to accept personal accountability for this?*

We acknowledge and support the overall goals of QSE – 2010 to:

- Improve the quality of the educational experience for all our students
- Increase the number of our students who complete 12 years of schooling.
School Profile
Our School Community

Physical Location

Gayndah is one of the major centres of the Central and North Burnett and has a strong affinity with the other centres. The closest, Mundubbera, has a P-10 school so many students from there complete their senior education at Gayndah State High School. The town of Gayndah is located about four hours North West of Brisbane on the Burnett Highway with Mundubbera another half an hour away. Gayndah is serviced by the major centres of Bundaberg, Hervey Bay, Maryborough and Kingaroy which are all about two hours away.

Community

The Gayndah Shire has a population of approximately 2800 with about 2000 living in the town. Mundubbera Shire has a similar make up with a population of approximately 2500 including 1700 living in the town. The significant rural population reflect the main industries of the districts. Agricultural industries are mainly based on orcharding and animal production and its diversity and challenges are reflected in differing levels of prosperity which impacts on the communities and the school.

The towns are basic service centres with many more specialist services based out of town.

Employment opportunities reflect the state trends but there is substantial fluctuations due to the seasonal nature of the orchards.

The towns provide a limited range of sporting facilities. There are only limited cultural opportunities.

Central and North Burnett Community Education Precinct

Gayndah State High School, Wide Bay Institute of TAFE and Isis-Burnett District Office have conducted detailed discussions and negotiations since June 2003 to investigate a preferred joint management model and partnership. The Education and Training reforms agenda has accelerated the need to increase training options and pathways, and to find creative solutions for training, especially in rural communities.
The model creates a new entity that will be known as the Central and North Burnett Community Education Precinct.

This innovative partnership forms a unique opportunity to manage a school and TAFE operations under one leadership structure and is one of the first of its kind in Queensland. We will work collaboratively with the Gayndah, Central and North Burnett communities to develop localised services and enhanced access to education and training. The campus Principal will take responsibility for the management of service delivery, staff and operations across both the school and TAFE campus.
### Students

<table>
<thead>
<tr>
<th>Year Level</th>
<th>Males</th>
<th>Females</th>
<th>P/T Males</th>
<th>P/T Females</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>08</td>
<td>18</td>
<td>26</td>
<td></td>
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<td>09</td>
<td>17</td>
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<td>10</td>
<td>18</td>
<td>15</td>
<td></td>
<td></td>
<td>30</td>
</tr>
<tr>
<td>11</td>
<td>22</td>
<td>13</td>
<td>12</td>
<td>32</td>
<td>33</td>
</tr>
<tr>
<td>12</td>
<td>17</td>
<td>23</td>
<td></td>
<td></td>
<td>79</td>
</tr>
<tr>
<td>Total</td>
<td>92</td>
<td>97</td>
<td>12</td>
<td>32</td>
<td>233</td>
</tr>
</tbody>
</table>

### Characteristics

<table>
<thead>
<tr>
<th>Characteristics</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Ascertained Students</td>
<td>5</td>
</tr>
<tr>
<td>Indigenous Students</td>
<td>11</td>
</tr>
<tr>
<td>Main LOTE spoken at home</td>
<td>1</td>
</tr>
</tbody>
</table>

Students attending Gayndah State High come from diverse socio-economic backgrounds. Most students attending state primary schools in the district continue their education at our school and we have enrolments in Year 11 from the feeder P-10 school at Mundubbera. Many students are bus students travelling from as far away as Mundubbera and Ban Ban Springs on a daily basis.
Achieving our Goals in 2004

We Set Out To Increase Subject and Training Options and Pathways for Students

We installed a Videoconferencing Facility
- Our Dance program (10 students), is delivered by a teacher at the Gold Coast using live - real time - video technology.
- Cert II Retail – delivered using mixed mode including Videoconferencing, CD Rom and Work Placement.
- We trialled lesson delivery in Drama, Cattle Judging and First Aid
- Our community adults accessed – Electrical Safety certificate, Cert IV Workplace Assessor, using VC technology

We provided additional training programs to make sure our students were more competitive in the labour market.
- Blue Card – Safety Induction Program for the construction industry
- Skills Passport – Safety Induction for the Citrus Industry
- Responsible Service of Alcohol card
- First Aid

In 2005 we will introduce access to an additional 9 subjects in year 11, either using traditional face to face delivery or the new technologies of Virtual schooling.
We are investigating hairdressing, Maritime Services, Child care and Aged care and community service programs.

We set out to Improve and Develop Community Partnerships

Rural Production
Our current negotiations with Brian Pastures through Agforce and DPI will create a training partnership that ensures we provide the highest quality training in local industry needs of beef production, Horticulture, Pork and Crop production. The new Rural Production program is set to be in my opinion the most effective model of industry relevant vocational training that I have seen. Proof we be in the delivery, but our patience in designing this creative and
unique model with high levels of community consultation will reap rewards.

**Shared service delivery in Youth Support**
In 2003 the Central Burnett Cluster of schools identified in its District Youth Achievement Plan a significant need to create stronger partnerships between services that provide support to youth.

This initiative aimed at developing shared services and teamwork between Education Queensland, Community Health, the department of communities and other key support agencies.

We aim to create a model where all youth support services that engage with young people work together in a shared service model. Executive officers from each organisation are discussing strategic initiatives while practitioners in the field will design a model of shared service delivery and case management.

Youth support workers meet each month and are designing a referral pathway.

**School Based Traineeships and Apprenticeships**
We have 27 students participating in School Based Traineeships across 15 different industries. Few schools would have statistics to match.

**We set out to become a Community Education and Training Centre**
Against many who said that it wasn’t possible, our Adult Education program led to 65 Adults enrolling as secondary students in a modified enrolment model. 52 students still remain enrolled. Our modified enrolment agreements have proved successful with a number of students completing year 12 at the end of a two year trial of the model.

**We Aimed to Re-negotiate a New TAFE Agreement**
For nearly two years now we have been negotiating a new agreement and model between Education Queensland and TAFE. These long and challenging negotiations for our new TAFE partnership have now reached a conclusion. The essence of a new agreement is to incorporate the leadership and management of both the Gayndah State High School and the Gayndah TAFE into a single entity.
I am proud to announce that this new entity will be known as the **Central and North Burnett Community Education Precinct**.

This innovative partnership forms a unique opportunity to manage a school and TAFE operations under one leadership structure and is one of the first of its kind in Queensland. We will work collaboratively with the Gayndah, Central and North Burnett communities to develop localised services and enhanced access to education and training. As campus Principal I will take responsibility for the management of service delivery, staff and operations across both the school and TAFE campus.

With the foresight that this model would reach agreement by our two departments we have been operating under a trial for some months now.

As you may very well know TAFE training delivery in the Burnett is clearly the highest it has ever been.

Gayndah SHS will continue to maintain its own identity and the traditions that it holds dearly, but we are now better positioned to lead education and training for our whole community and the wider Burnett.

**We wanted to develop and implement a pastoral care program that delivers improved outcomes for students from yrs 6-12 in study skills, personal development and leadership.**

One extended home group each week has proved moderately successful however staff in some cases don’t find it long enough to achieve good outcomes. Some staff also believe it was too long at times with students difficult to engage. The creation of an 8 to 12 plan is aimed at improving the coordination and organisation of this, including increased access to outside specialists.

We begun a pathway towards Middle Schooling with the aim of **developing and implementing strategies to improve outcomes for students from yrs 6 to 9.**

The appointment of a middle schooling coordinator led to a work shadowing program and some joint meetings with feeder primary schools. A shared numeracy plan is in the early planning stages and in 2005 we will begin a curriculum review process.

**We implemented strategies to improve the skills of our workforce in priority areas.**

We are still concerned that we are not maximising the performance of professional development funds and have implemented a P.D. application process which includes the identification of strategies for
implementation by staff applicants. Our focus appears too broad and not always central to our main priorities.

**We set out to develop and implement strategies for improved communication with stakeholders and within our education community.**
There are few complaints about communication however community engagement is too low. P&C meetings are moderately attended and tuckshop volunteers are very low. This issue still appears to be a concern as few parents attend year level information evenings. Our premier event, the school Speech night, is attended by a very wide and supportive cross section of the school community. We need to target this priority area further in 2005.

**We implemented the new behaviour management plan including systems to track and support all students.** This has proved very successful, especially our new computer system for tracking recorded information on all students. This has improved access to a broader picture of student welfare needs. Suspension numbers are lower than 2003 and standards appear to be improved. Standards are not yet at an optimum level however and we will continue to consider this as a priority area for 2005.

**We set out to improve Grounds and Facilities**

At this point in time for 2005 we have spent or are committed to spend by June 30 next year over $1m on facilities and refurbishments to upgrade our school in a range of areas including:

- Disability access
- New Kitchen including stainless steel bench tops
- Courtyard between A and B block.

Recently awarded and committed for the rest of this year and term 1 next year is:

- A new Admin building and funds to return current facilities to a student support centre and flexible learning spaces.
- $80 000 in new paint and carpet
- $50 000 for new computer cabling and wireless systems that allow Pocket PCs and Lap tops to connect to the internet without cables

Student council is also completing a new seating area behind the under covered area

We have begun the creation of a Training Orchard, supported by Gayndah Lions Club and the school and the generous support of local producers and the wider community.
## Education and Training Reforms

<table>
<thead>
<tr>
<th></th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Based Traineeships and Apprenticeships</td>
<td>18</td>
<td>22</td>
<td>27</td>
<td></td>
</tr>
<tr>
<td>Accredited short course enrolment by school students</td>
<td>0</td>
<td>0</td>
<td>53</td>
<td></td>
</tr>
<tr>
<td>Accredited VET Enrolments (Whole Cert)</td>
<td>0</td>
<td>23</td>
<td>88</td>
<td>129</td>
</tr>
<tr>
<td>Access to training via Videoconferencing or other technology - Enrolments</td>
<td>0</td>
<td>12</td>
<td>53</td>
<td></td>
</tr>
<tr>
<td>Adult Enrolments</td>
<td>0</td>
<td>12</td>
<td>64</td>
<td>52*</td>
</tr>
</tbody>
</table>

*8 from previous year transitioned into TAFE

ETRF data demonstrates the most improved area of productivity in the school. Key factors include:
- Regaining RTO status
- TAFE partnership
- Resources for technology including videoconferencing
- Industry and community partnerships
<table>
<thead>
<tr>
<th>COURSES CONDUCTED BY WIDE BAY TAFE - GAYNDAH</th>
<th>NO. ENROLLED</th>
<th>STUDENT CONTACT HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course in General Safety Induction</td>
<td>60</td>
<td>240</td>
</tr>
<tr>
<td>Responsible Service of Alcohol</td>
<td>16</td>
<td>96</td>
</tr>
<tr>
<td>Use Business Technology</td>
<td>5</td>
<td>75</td>
</tr>
<tr>
<td>Produce Simple Wordprocessed documents</td>
<td>7</td>
<td>210</td>
</tr>
<tr>
<td>Operate a personal computer</td>
<td>3</td>
<td>60</td>
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<tr>
<td>Chainsaw certificate</td>
<td>47</td>
<td>1645</td>
</tr>
<tr>
<td>Cert IV in Assessment and Workplace Training</td>
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<td>1350</td>
</tr>
<tr>
<td>Create and Use Simple Spreadsheets</td>
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<td>20</td>
</tr>
<tr>
<td>Photography made easy</td>
<td>8</td>
<td>32</td>
</tr>
<tr>
<td>Perform Routine manual arc welding</td>
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<td>40</td>
</tr>
<tr>
<td>Develop keyboard skills</td>
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<td>20</td>
</tr>
<tr>
<td>Chemical Certificate</td>
<td>46</td>
<td>425.5</td>
</tr>
<tr>
<td>Test and Tag</td>
<td>3</td>
<td>24</td>
</tr>
<tr>
<td><strong>TAFE TOTAL</strong></td>
<td><strong>205</strong></td>
<td><strong>4237.5</strong></td>
</tr>
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<table>
<thead>
<tr>
<th>Courses conducted by other providers</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>First Aid</td>
<td>86</td>
<td>1376</td>
</tr>
<tr>
<td>CPR</td>
<td>11</td>
<td>44</td>
</tr>
<tr>
<td><strong>Non-accredited Community Training</strong></td>
<td><strong>Approx. 75</strong></td>
<td><strong>150</strong></td>
</tr>
<tr>
<td>eg. Wine appreciation, card making, photography, cooking.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL** 377 5807.5

The achievement of a CTP grant has assisted with the acceleration and increase of training at the centre. We expect to double these figures for 2005.
Unauthorised absences have reduced over the last 3 years, however there are still concerns about absence within the school day, particularly in some subject areas. Strategies will be employed to monitor and address this issue.
The trends remain fairly similar in this area will little significant change.
The trends remain fairly similar in this area will little significant change. We expect that curriculum perceptions will increase as the community becomes more aware of the significant increase in student pathways now available. In 2005 we are targeting pedagogy more specifically.
The trends remain fairly similar with little significant change for most areas. School community relations are of concern as there is conflicting data that needs further analysis.
The trend remains fairly similar. This data is highly dependant on the cohort of students. We believe the 2004 student group achieved their potential in the main.
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