

Gordonvale State High School

Queensland State School Reporting

2015 School Annual Report



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Principal's foreword

Introduction

This report details a sample of achievements and results from Gordonvale State High School in 2015. As a school committed to excellence and continuous improvement, we welcome the data as a catalyst for ongoing reflection, discussion and futures-planning.

In 2015 our school continued to focus on five key areas:

- Improved teaching - a common explicit teaching pedagogy for every classroom focussed on the achievement of every student
- Consistency in curriculum, planning and implementation to improve learning - Alignment to the National Curriculum
- Refining and embedding data based decision making
- Refining and improving systems of attendance; school wide positive behaviour; assessment; feedback
- Connecting parents and caregivers with their children's learning.

School progress towards its goals in 2015

As identified in our school 2015 Annual Implementation Plan (AIP), Gordonvale SHS is a learning community with an unrelenting drive to improve across the school: literacy, numeracy, academic, social and emotional outcomes for all students. Literacy development in 2015 encompassed the implementation of the school's 'Learning to Read' program and 'Reading to Learn' program in the junior phase of learning. In addition, junior students' numeracy skills were consolidated and enhanced through the implementation of a numeracy program. A structural adjustment to the school timetable facilitated this implementation. On top of their English and Maths lessons, students in years 7, 8 and 9 attended two extra lessons per week on 'Learning to Read' and Numeracy. Our 'Reading to Learn' program was embedded across all classes.

% of Year 7 at or above National Minimum Standard (NMS)				% of Year 9 at or above National Minimum Standard (NMS)		
NAPLAN	2014	2015	NMS Imp. Relative to Nation 2014-2015	2014	2015	NMS Imp. Relative to Nation 2014-2015
Reading	90	92.3	1.8	73.1	82.3	9.0
Writing	77.8	75.9	-1.5	54.2	65.0	12.1
Numeracy	96.2	98.1	1.1	90.8	95.0	2.7

The school also trialled a SUMMIT program for highly motivated and self-regulatory learners. Whilst SUMMIT students study the critical content, skills and knowledges defined in the Australian Curriculum, their learning is further extended and enriched through real life projects, a range of inquiry approaches and collaborative learning experiences. The signature pedagogy of the school is explicit teaching (Archer and Hughes). A wide range of professional learning opportunities afforded our teachers the opportunity to develop and enhance their skills in explicit teaching, in using data to really 'know' their learners and in backward mapping from the intended curriculum (Australian Curriculum- ACARA) in order to develop a teaching /learning sequence strongly aligned to ACARA and assessment. An explicit teaching coach was recruited to work with teachers. Many hours were dedicated to professional learning experiences, in a variety of modes, including but not restricted to whole staff learning days; KLA collaborative learning sessions; individual coaching; after school Learning Lounges; on-line learning/web conferences, professional readings and the introduction of the teacher's Individual Development Plan – to support teachers work towards their own professional and career goals.

In 2015, Gordonvale SHS Positive Behaviour for Learning Team (PBL) continued to respond to school data to develop a safe, respectful and responsible learning environment. A behaviour matrix was refined and highlighted the behaviour expectations across a number of areas within the school, including the classroom. This program is continuing to contribute to a more positive school climate and has led to an improved student participation in individual school events. 2015, witnessed more students at school sporting, social and cultural events and on last days of terms than in previous years.

In 2015, the school continued to foster strong partnerships with James Cook University, Central Queensland University and Tropical Far North Queensland TAFE. In addition, the school's science faculty provided extended learning experiences through organisations such as The Great Barrier Reef Marine Park Management Authority, Land Care and the CSIRO. The school also furthered relationships with local business and industry groups with respect to work experience and work placement for students; school base traineeships and apprenticeships. These programs and the school's commitment to quality vocational training resulted in 99% of senior students in 2015, graduating with a VET certificate and or a Queensland Certificate of Education (QCE).

In 2015, a Head of Department of Cultural Perspectives was appointed, charged with the specific aim of ensuring improved academic, social and emotional outcomes for all indigenous students. Mr Todd Chatterton together with Community Education Counsellors, Mrs Veronica Johan and Mr Neal Teale, continued to drive support programs such as Young Indigenous Leadership Program, 'Men's Business' and closely worked with 'at risk' students to support attainment of QCE and strengthen work-readiness skills.

In 2015, the school trialled the 'School and Beyond' program for indigenous students. The program's aim of maximising student success in transitioning to tertiary study or full time employment, was realised through targeted and intensive intervention strategies for students. Two indigenous students received scholarships to Bond University and twenty indigenous students transitioned into either full time work or further training.

The school's vision is Personal Excellence, Successful Futures. As well as informing and supporting students to attain their best academic outcomes, this vision is structurally supported by a very strong school welfare program facilitated by the school's SWAT (School Welfare Action Team). A number of individual programs including 'Sometimes Love Hurts'; 'Be Me'; 'Staying Safe'; 'Puberty Blues'; 'Risky Business'; 'Accepting Differences'; 'Sensibility'; 'Drum Beat'; 'Boxing supported student's social and emotional wellbeing across all year levels in 2015.

Our students with special needs participated in social and emotional skill (life) building programs such as 'Drum Beat'; 'Rock and water'; Work Readiness; Cooking and Nutrition; Sustainable Gardening and Community Access. All SEP staff completed training as part of The Everybody Needs to Know Project through TRUE (formerly Family Planning). As a result, students participated in a Staying Safe Program covering topics including puberty, public and private behaviour, relationships and being safe. A number of students attended work experience at Endeavour Industries, with one student transitioning to fulltime work at the end of year 12. Two students began school based Retail traineeships. One student successfully completed a school-based traineeship in Horticulture and has begun part-time employment. One student was successful in gaining entry into University.

2015 was Gordonvale State High School's fiftieth year of operation. In September, the school celebrated the fifty year milestone with an incredible weekend of memorabilia displays, school tours, morning and afternoon teas, the opening of the Frank Rich Hall and the outdoor gardens centre and the spectacular cabaret evening. An incredible weekend which afforded the opportunity for many hundreds of past students to re-acquaint.

Future outlook

2016 signifies the commencement of the next quadrennial school review cycle for Gordonvale State High School. The 2016 – 2019 Four Year Plan and 2016 Annual Implementation Plan are based on the nine domains of school improvement and identified school priorities.

Explicit Improvement Agenda:

- Publish and widely promote the school's identified priorities
- Establish targets for student academic achievement, behavior, QCE attainment, reading, writing, numeracy and attendance
- Action plans for improvement.

Analysis and Discussion of Date:

- Develop and implement a systematic data plan
- To improve capacity of staff to analyse data to identify gaps in student learning, monitor improvement over time and to monitor growth across the years of school
- To improve capacity of teachers to use data to inform their teaching practice.

A Culture that Promotes Learning:

- To generate a school wide commitment to building a learning environment that is safe, respectful, tolerant and inclusive and that promotes intellectual rigour
- To provide professional learning opportunities to all staff, parents and community
- To build commitment to the behaviour plan and agreed language, procedures and practices.

Targeted Use of Resources:

- Develop school wide processes for identifying and addressing specific student learning needs
- Strong alignment and accountability to budgetary practices.

An Expert Teaching Team:

- Build a school-wide self-reflective culture focussed on improving teaching
- Develop a school-wide share responsibility for student success
- Provide professional learning opportunities, including coaching and mentoring.

Systematic Curriculum Delivery:

- Establish an explicit curriculum delivery plan across the school
- Align the curriculum delivery plan with ACARA.

Differentiated Classroom Learning:

- Identify difference as a feature of every teacher's practice
- Planning highlights multiple opportunities to learn
- Teachers use student achievement data to determine their strengths and weaknesses and to identify starting points for learning.

Effective Pedagogical Practices:

- Implement whole school research based pedagogical practice
- Give clarity to what students are expected to know and be able to do
- Provide timely feedback to guide student action and to allow for self-regulation
- Provide timely feedback to teachers to support teacher's own reflection and improve practice.

Social and Community Partnerships:

- Actively seek ways to enhance student learning and well-being through productive community partnerships
- Implement procedures to ensure effective communication, monitoring and evaluation of the impacts of school partnerships
- Establish clarity around partner roles and responsibilities.

Action Research-Using 5Is to facilitate the Delivery of Improved Student Outcomes:

- Yarrabah to Gordonvale State High School Transition
- Gordonvale State School to Gordonvale State High School Literacy and Numeracy Skills Transition
- Gordonvale State High School Year 7 – 12 Common Curriculum Elements Transference (across year levels and subjects).

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015: Year 7 - Year 12

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	662	319	343	183	87%
2014	809	400	409	210	89%
2015	847	415	432	226	88%

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:

Gordonvale State High School is enrolment managed and draws from the rural and residential community of Gordonvale and Yarrabah. Students may enroll from the southern Cairns suburbs of Edmonton and surrounds, if older siblings are presently enrolled at the school.

The school provides the senior secondary education for the Indigenous community of Yarrabah. Approximately 28% of our students identify themselves as being Indigenous. The majority of indigenous students identify themselves as aboriginal.

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3			
Year 4 – Year 7 Primary			
Year 7 Secondary – Year 10	24	24	22
Year 11 – Year 12	18	18	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.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	255	256	299
Long Suspensions - 6 to 20 days	13	7	8
Exclusions	1	7	3
Cancellations of Enrolment	12	6	10

* 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.

Curriculum delivery

Our approach to curriculum delivery

In 2015, Gordonvale High offered a full range of academic and vocational subjects.

- Gordonvale State High affords its students a varied curriculum in both the Junior and Senior School. This provides the opportunity for students to achieve their very best academically.
- Academic and vocational programs – The Senior School offers Accredited Queensland Curriculum Assessment Authority (QCAA) subjects in the full range of academic and vocational options. Range and diversity are reviewed to meet student needs and pathways for post schooling options. Gordonvale State High offers QCAA traditional subjects with Year 10 being a transition year to the senior phase of learning. Intensive SET planning in year 10 support students to identify their future career goal and determine appropriate pathways to achieve their goals.
- Gordonvale State High also offers:
 - o English for Second Language Learners, specifically speakers of Indigenous dialects, across Years 11 – 12, culminating in highly successful Authority subject in senior
 - o Agriculture, Horticulture and Animal Husbandry studies from Year 8 to Year 12
 - o An extensive elearning program
 - o A range of school based courses and accredited certificate 1 courses for students with disabilities
 - o A range of Certificate II and III courses delivered at school and through elearning.

Extra curricula activities

In 2015, Gordonvale State High School students were involved in a range of activities which built upon the set curriculum. These activities aimed to develop students' skills in a variety of fields as well as providing an opportunity for developing a love of learning. The activities included:

- Instrumental and Vocal Music program
- Debating
- Public speaking – Rostrum, Lions Youth of the Year
- School dances
- A wide range of sports with students being selected to represent their school at local, district /regional and national levels
- Rugby League Development Program
- A genuine care for others as evidenced through student participation in Relay for Life, Forty Hour Famine, World Vision, Shave for a Cure, Red Cross Blood donations
- Student Leadership representation (year 7 – 12)
- Various leadership and pastoral camps
- Chaplaincy activities
- Work Experience

- Various activities arising from curriculum program e.g. excursions, participation in constitutional convention; indigenous leadership programs; 'Aspirations Day'; 'We Will Remember Forums'.
- Ski trip to new Zealand and study tour to Japan
- VIVID.

How Information and Communication Technologies are used to improve learning

Gordonvale High views the appropriate integration of digital pedagogies as a high priority. More than 150 desktop computers and a great number of laptops and tablets were available for student learning in 2015. The school has full wireless access and year 11 and 12 students have the option of availing themselves to the school's take-home laptop program.

Specialist subjects such as Media Studies; Film and Television; Graphics were oversubscribed in 2015.

All staff accessed the Laptops for teachers Program. All communications with staff including staff notices, policy documents, and roll marking were online with the OnePortal and OneSchool system.

In 2015, all staff regularly participated in online learning through The Learning Place and via EdTube the Education Queensland online professional development vehicle.

Social Climate

Our school has a clearly articulated Vision, with Values and Givens which are well known and understood by students, staff and parents alike. The resulting shared understanding of our school's expectations of all stakeholders ensures a positive atmosphere where all contributions are valued. We strongly believe in the establishment of a school wide positive learning environment as the only acceptable platform for our explicit teaching and maximised learning.

The Student Responsible Behaviour Plan ensures that all students are treated fairly while maintaining high expectations in attitude and behaviour. Anti-social behaviour is not tolerated and results in very serious consequences, discouraging repeat offences.

A student leadership model with democratically elected leaders across all year levels, provides opportunity for student involvement in school decisions.

In 2015, the Heads of Department for Junior Secondary and Senior Secondary provided a co-ordinated approach to student welfare services. Working with CEC, School Nurse, Chaplain, Guidance Officer and Youth Support Co-ordinator, the Head of Departments for both the Junior Secondary and Senior Secondary phase of learning make up the school's welfare action team called SWAT. SWAT members met weekly through 2015 to action student case management, facilitate school social and emotional programs and when necessary, referred students to external agencies and organisations cognisant of individual needs.

Support programs included (but were not limited to):

- SWAT case management of identified students
- A wide range of SWAT coordinated and supervised social and emotional programs including the Boxing program; Girls Program; Men's Program; Drum Beat; 'Sometimes Love Hurts'; 'Be Me'; 'Staying Safe'; 'Puberty Blues'; 'Risky Business'; 'Accepting Differences'; 'Sensibility'
- Alcohol and Other Drug's Intervention Programs such as ATODS; QUIT; Awareness Raising Programs; Safe Partying; Red Frogs
- Academic Supervision Programs (close monitoring of all year 11 and 12 students academic progress by the HOD Senior Secondary)
- Cultural Perspective Team (HOD Cultural Perspectives + two Community Education Counsellors) provide targeted and intensive academic, social and emotional support for all indigenous students
- Learning Support Team, led by the HOD for Teaching and Learning provide targeted and intensive support in literacy and numeracy across years 7 – 9.
- Anti-bullying strategy – 'Don't be a Bully-By-Stander'
- Whole school approach to 'Positive Behaviours for Learning Program'.

Parents are always welcome in the school and have an open door to the administration team to discuss student progress or any particular issues.

Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree [#] that:	2013	2014	2015
their child is getting a good education at school (S2016)	84%	85%	89%
this is a good school (S2035)	95%	91%	79%
their child likes being at this school (S2001)	95%	94%	84%
their child feels safe at this school (S2002)	95%	97%	84%
their child's learning needs are being met at this school (S2003)	83%	79%	79%
their child is making good progress at this school (S2004)	89%	91%	84%
teachers at this school expect their child to do his or her best (S2005)	100%	88%	89%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	95%	76%	68%
teachers at this school motivate their child to learn (S2007)	89%	76%	68%
teachers at this school treat students fairly (S2008)	79%	85%	61%
they can talk to their child's teachers about their concerns (S2009)	95%	85%	84%
this school works with them to support their child's learning (S2010)	94%	82%	74%
this school takes parents' opinions seriously (S2011)	83%	87%	74%
student behaviour is well managed at this school (S2012)	79%	77%	71%
this school looks for ways to improve (S2013)	83%	88%	84%
this school is well maintained (S2014)	95%	94%	94%

Performance measure			
Percentage of students who agree [#] that:	2013	2014	2015
they are getting a good education at school (S2048)	89%	96%	96%
they like being at their school (S2036)	88%	86%	94%
they feel safe at their school (S2037)	87%	95%	87%
their teachers motivate them to learn (S2038)	86%	95%	91%
their teachers expect them to do their best (S2039)	97%	97%	96%
their teachers provide them with useful feedback about their school work (S2040)	79%	94%	83%
teachers treat students fairly at their school (S2041)	75%	83%	76%
they can talk to their teachers about their concerns (S2042)	65%	82%	74%
their school takes students' opinions seriously (S2043)	69%	89%	79%
student behaviour is well managed at their school (S2044)	69%	86%	79%
their school looks for ways to improve (S2045)	93%	96%	90%
their school is well maintained (S2046)	91%	95%	91%
their school gives them opportunities to do interesting things (S2047)	82%	95%	85%

Performance measure			
Percentage of school staff who agree [#] that:	2013	2014	2015
they enjoy working at their school (S2069)	94%	95%	75%
they feel that their school is a safe place in which to work (S2070)	96%	94%	89%
they receive useful feedback about their work at their school (S2071)	85%	79%	83%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	67%	83%	86%
students are encouraged to do their best at their school (S2072)	90%	94%	88%
students are treated fairly at their school (S2073)	91%	90%	81%
student behaviour is well managed at their school (S2074)	75%	75%	67%
staff are well supported at their school (S2075)	84%	79%	68%
their school takes staff opinions seriously (S2076)	88%	87%	69%
their school looks for ways to improve (S2077)	95%	95%	92%
their school is well maintained (S2078)	90%	94%	91%
their school gives them opportunities to do interesting things (S2079)	89%	86%	86%

[#] '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

2015 provided many opportunities for Gordonvale High parents and carers to participate in their child's education.

- Junior Secondary and School Wide Positive Behaviour Learning Parent/Carer Reference Group
- Orientation evenings and discussions
- Information evenings
- Parent - Teacher Interviews
- School canteen volunteer assistance
- Collaborative development of Student Education and Training Plans (SETPs)
- Provide feedback on issues through the school newsletter
- Special performances such as VIVID arts expo, student exhibitions, school musical
- Sporting Events
- Special ceremonies & celebrations.

We realise that effective parent / school communication is in the best interests of parents, students and staff.

Regular communication was provided through:

- Regular reports and updates at monthly P & C meetings
- Production of fortnightly newsletters – now available on the school website
- Production of the school magazine
-

In 2015, our most effective and encouraged form of home-school communication was via email. All staff email addresses were available to parents and emailing was strongly recommended. Parents were invited to join Education Queensland's QParents program which provided another avenue of support for parents to access information on their children and communicate directly with the school. In 2015, 13% of our parents had joined QParents.

Community Partners

The school used a number of organisations and community members to extend and enrich student learning during 2015. James Cook University; Central Queensland University; Bond University; Tropical Far North Queensland TAFE; CSIRO; GBRMA; Land Care; Vocational providers such as VPG, Skills 360 and a wide range of business and

industry groups provided valuable training for students. Visiting writers, scientists, artists, politicians, journalists, historians, indigenous elders, community mentors, sportsman and service organisations provide invaluable support to our school activities.

Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns. The school is continuing to ensure student awareness of environmental sustainability. Student influence through science-based community action projects and agriculture-based projects have resulted in our school consistently factoring environmental sustainability into our decision-making. E.g. office stationery supplies are recycled wherever possible, paper cut has been added to every computer to reduce use of paper, trees are planted, chicken manure from the agriculture section of the school together with food scraps from the tuck shop are used as fertiliser for the growing of vegetables. In addition, the school also has a worm farm to support the fertility of the soil.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	395,641	5,841
2013-2014	350,537	7,021
2014-2015	450,911	1,810

*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.

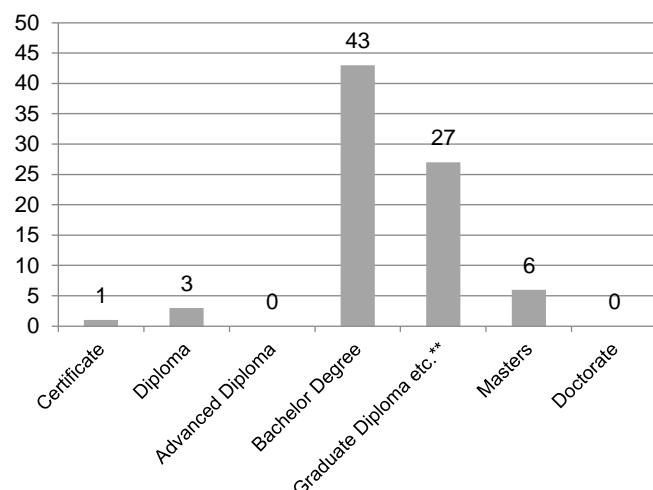
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	80	34	7
Full-time equivalents	74	26	7

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	1
Diploma	3
Advanced Diploma	0
Bachelor Degree	43
Graduate Diploma etc.**	27
Masters	6
Doctorate	0
Total	80



*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 2015 were \$63,998.25

The major professional development initiatives were as follows:

Improving instruction

- E.T. through coaching and professional development
- Differentiation

Literacy – reading and writing

- Reading strategies
 - o Learning to read
 - o Reading to learn
- P-EE-L
- Higher-order thinking strategies
- E.T. of vocabulary
- Comprehension strategies
- NAPLAN preparation

Numeracy

- Numeracy skills consolidation
- NAPLAN preparation

Refining and embedding data

- data interpretation and analysis skills
- Reading NAPLAN. PAT-R , Pat-M
- Tracking and recording student data
- Quality formative and summative assessment writing
- Exemplar writing
- Giving feedback to students

Australian Curriculum

- Alignment / planning / C2C lesson planning and assessment

SWPBL

- Behaviour management

The proportion of the teaching staff involved in professional development activities during 2015 was 100 %.

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	97%	95%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 93% of staff was retained by the school for the entire 2015 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

Sector:

Government

Non-government

Where it says '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

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.

Performance of our students

Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	86%	87%	87%
The attendance rate for Indigenous students at this school (shown as a percentage).	77%	82%	80%

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 attendance rate in 2015 for all Queensland Secondary schools was 90%.

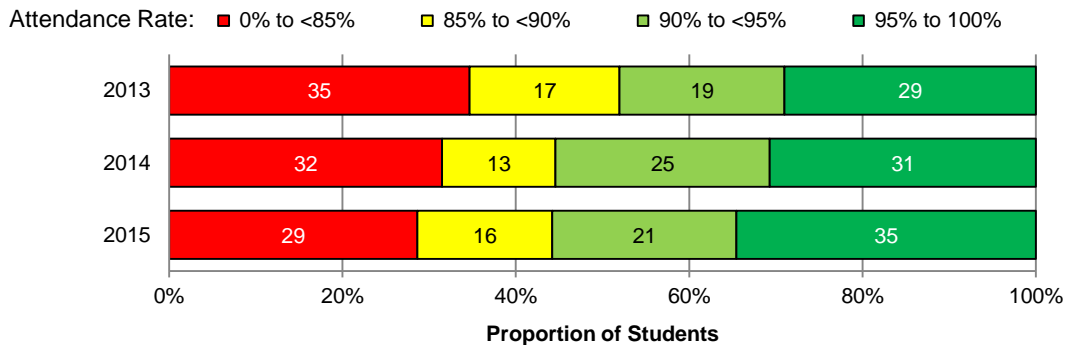
Student attendance rate for each year level (shown as a percentage)													
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013									88%	88%	84%	82%	86%
2014								90%	90%	85%	87%	85%	85%
2015								91%	88%	89%	85%	84%	86%

*From 2013, the methodology used for calculating attendance rates effectively counts 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.

At Gordonvale State School we expect that:

- all staff will mark rolls diligently and accurately every lesson or activity (e.g. sport, music lessons etc.) to which they are responsible.
- class absences are recorded and reported electronically on oneschool
- contact is made with parents/ guardians by Student Service Team if a pattern of absence is noted or a student is absent for three consecutive days with no contact made by parents/guardians.
- students who are found to be truant for any part of a school day, are reported to parents/ guardians immediately by the Student Service Team with appropriate consequences established.
- pro-active & supportive strategies are employed with students who demonstrate an unwillingness to attend school.

Strategies

The Gordonvale SHS approach to increasing student attendance is grounded in four core concepts:

- systems
- making attendance a big deal
- improving pedagogy
- Productive partnerships

Systems

- More accurate and timely recording of student absences.
- Clarification of roles and responsibilities for attendance between students, staff and parents.
- Use of phone calls, SMS and email to notify parents of student absences.
- Weekly reports (briefings and everyday school absence report) to all school staff of the attendance rates for all year levels and classes.
- Monitoring and review of attendance patterns (especially unexplained and unauthorised absences).
- The Student Services Officer, Head of Department for Junior Secondary and Senior Secondary and Deputy Principal (A-Team) meet regularly about coordination of responses for frequently absent students
- Clearance forms. Participation in non-curriculum activities dependent upon the meeting of expectations in relation to attendance, behaviour and assessment.

Spotlighting attendance – making student attendance a ‘big deal’

- Consistent messages to the whole school community at school assemblies and year level parades in school newsletters and at staff meetings.
- Setting a public attendance target of 90% for all students.
- Taking a ‘no-tolerance’ approach to unexplained absence by setting a zero unexplained absence target for every student.
- Educating parents and carers to understand their legal obligation to ensure their child attends school.
- Encouraging parents not to condone absences for reasons such as shopping, birthdays or to look after siblings.
- Offering support to parents if their child refuses to attend school.
- Using rewards for students including excellent attendance certificates and letters to parents about student effort and achievement.

Improving pedagogy

- Explicit teaching of skills, strategies, concepts, vocabulary and rules using the GSHS Explicit teaching Model.
- HOT strategies and the use of graphic organisers.
- Using data to inform teaching practice.

Productive Partnerships

Productive partnerships expand the resources available to the school by:

- Working closely with government and non-government organisations to support families to meet attendance responsibilities
- Building ties with our feeder primary school to aid transition to the secondary school setting
- Working with the Yarrabah Community (through Yarrabah Attendance Officer) and the local Chamber of Commerce, local businesses not serving students in uniform during school hours.

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

Where it says ‘**School name**’, type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school’s *profile* webpage.

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.

Apparent retention rates Year 10 to Year 12	2013	2014	2015
Year 12 student enrolment as a percentage of the Year 10 student cohort.	73%	70%	78%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	74%	53%	64%
Outcomes for our Year 12 cohorts	2013	2014	2015
Number of students receiving a Senior Statement	83	90	107
Number of students awarded a Queensland Certificate of Individual Achievement.	0	4	1
Number of students receiving an Overall Position (OP)	21	33	40
Percentage of Indigenous students receiving an Overall Position (OP)	11%	6%	27%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	8	10	14
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	75	82	98
Number of students awarded an Australian Qualification Framework Certificate II or above.	54	54	54
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	73	79	99
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	68%	81%	86%
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.	67%	61%	55%
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.	96%	94%	99%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	94%	91%	92%

As at 16 February 2016. The above values exclude VISA students.

Overall Position Bands (OP)					
Number of students in each Band for OP 1 to 25					
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2013	2	4	8	7	0
2014	4	8	8	11	2
2015	1	16	5	12	6

As at 16 February 2016. The above values exclude VISA students.

Vocational Educational Training qualification (VET)

Number of students completing qualifications under Australian Qualification Framework (AQF)

Years	Certificate I	Certificate II	Certificate III or above
2013	67	47	10
2014	77	52	5
2015	83	50	9

As at 16 February 2016. The above values exclude VISA students.

Students undertaking Certificate courses studied one or more of the following delivered at school, Tropical Far North Queensland TAFE or through eLearning : Certificate I Hospitality, Certificate I Horticulture, Certificate II Horticulture, Certificate II in Resources and Infrastructure, Certificate II Visual Art, Certificate II Creative Industries – Media; Certificate II Tourism; Certificate II in Information and Technology, Certificate III Early Childhood Education & Care Program.

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2016 post-school destinations survey, Next Step – Student Destination Report (2015 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 school leavers information

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

Gordonvale SHS strongly advocates the critical necessity of education as one of the keys to future success. Students across the senior phase of learning participate in a wide range of learning experiences, including SET planning, participation in work placement, work experience, career expos, information sessions and industry and tertiary institution presentation sessions in preparation for further study or employment on school exit. The school also works very closely supporting families' decisions to transition their children to other educational or work options. Throughout the entirety of their senior phase of learning, students are supported through case management. Principal, Deputy Principals, Head of Department for Senior Secondary, Vocational Pathway Officer, Head of Department of Cultural Perspectives, Community Education Counsellors, Youth Support Counsellor, Guidance Officer, Head of Special Needs and classroom teachers support students towards the attainment of the Queensland Certificate of Education (QCE), and into relevant work and training opportunities to enhance their future career options. These transitions include traineeships and apprenticeships, VPG, TAFE and other alternative educational options.

The school also supports transition to full time work in a wide variety of Vocational Education courses through the leading practice Senior Secondary Office. The staff of this office which includes the school Vocational Pathway Officer, Head of Department Senior Secondary, Cultural Perspectives Team and administrative support assist students with a range of skills required to succeed in work transition. These skills include resume writing, interview skills and job specific skills.

Students in grades 10 – 12 who left the school before completion of their course of study in 2015 were tracked by the school. Of these students:

- 45 transitioned to other secondary schools. 31 transitioned to another specified secondary school; 5 to a specified private school; and 9 to school tech
- 16 commenced full time work, apprenticeship or traineeship ; 1 to part time work
- 8 commenced further study through TAFE or another RTO provider.