



Gordonvale State High School

ANNUAL REPORT 2017

Queensland State School Reporting

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Contact Information

Postal address:	PO Box 66 Gordonvale 4865
Phone:	(07) 4043 3222
Fax:	(07) 4056 3990
Email:	principal@gordonvalehigh.eq.edu.au
Webpages:	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
Contact Person:	Principal - Jan Carr

School Overview

Gordonvale State High is the most southern high school in the Cairns district nestled at the base of the Pyramid (Walshs Pyramid). We provide coeducational secondary education to the youth of Gordonvale and Alooomba communities. Many students also choose to travel to Gordonvale High from the Cairns southern suburbs of Bentley Park and Edmonton. In addition, we provide senior secondary education to the youth of the indigenous community of Yarrabah. 'Personal Excellence, Successful Futures' is the vision that shapes the teaching, learning and assessment at Gordonvale State High School. This vision for our students is underpinned by our school motto of 'Strive to Excel', which captures the spirit of our students, as they strive for and achieve individual successes. Our school is founded on strong values - Respect, Quality, Safety and Honesty. These are our non-negotiable givens, which are reflected in the wide range of curricular, extra-curricular and social programs offered at the school. We enjoy connecting with our community and do so through our strengths, which include school farm produce, music and band performances, art, public speaking and drama presentations. The challenge of our school motto, 'Strive to Excel', has been met by individual achievement across all our curriculum departments. Specialist support is offered by our staff, including, special needs, learning support, school-based youth nurse, youth support counsellors, guidance officer and chaplain. Our Summit program challenges hard working students to design, implement and evaluate projects within the context of environmental sustainability, cultural and community involvement. The strong focus on student inquiry, supported through an intensive mentoring program ensures quality projects provoking higher order thinking and delivering high student outcomes.

Principal's Foreword

Introduction

School Progress towards its goals in 2017

This report details a sample of achievements and results from Gordonvale State High School in 2017. As a school committed to excellence and continuous improvement, we welcome the data as a catalyst for ongoing reflection, discussion and futures-planning.

In 2017 our school focused on four key areas:

- Improved teaching - a common explicit teaching pedagogy for every classroom focussed on the achievement of every student
- Improved student A-C level of achievement data across the core subjects – mathematics, English, humanities and science
- Improved literacy skills with a focus on reading and comprehension
- Improved literacy skills with a focus on writing

As identified in our school 2017 Annual Implementation Plan (AIP), Gordonvale SHS is a learning community with an unrelenting drive to improve across the school: the strong alignment to the Australian Curriculum; the explicit teaching of reading and writing; a safe and positive environment; student engagement and wellbeing; staff development and wellbeing and the connection of parents and caregivers with their children's learning.

Throughout 2017, classroom teachers across the Key Learning Areas (KLAs), made explicit in their planning and classroom practices the literacies embedded within their KLAs. Teachers unpacked with their classes the salient features demanded within genres, unique to their KLAs. Assessment tasks and criteria clearly highlighted the literacy demands. Exemplars with each assessment task supported student learning. The introduction of the school's Teaching and Learning Capability Team (TLCT), identified the students requiring extra support or focussed intervention in reading fluency, comprehension, vocabulary and decoding. The TLCT supported classroom teachers and parents/caregivers in the development of Individual Curriculum Plans (ICPs) for students well below or well above the Australian Curriculum Assessment Standards. Measureable, challenging yet attainable goals ensured that each student on an ICP could achieve at their level of learning readiness.

The school continued its 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 through the school's annual professional development plans – to support teachers work towards their own professional and career goals.

In 2017, Gordonvale State High's Positive Behaviour for Learning Team (PBL) continued to respond to school data to further enhance a safe, respectful and responsible learning environment. A behaviour matrix was refined and classroom learning resources developed to clearly define 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. 2017, witnessed more students at school sporting, social and cultural events and on last days of terms than in previous years.

In 2017, 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 2017, graduating with a VET certificate and or a Queensland Certificate of Education (QCE) or a Queensland Certificate of Individual Achievement (QCIA).

In 2017, a second Community Education Counsellor was appointed, charged with the specific aim of ensuring improved academic, social and emotional outcomes for all indigenous students. Mrs Thecla Matthews and Mr Neal Teale, continued to drive support programs such as Young Indigenous Leadership Programs, 'Men's Business'; 'Women's Business' and closely work with 'at risk' students to support attainment of QCE and strengthen work-readiness skills.

In 2017, the school welcomed the Gordonvale Clontarf Academy. The Academy has an intentional focus on improving the attendance, behaviour and positive engagement of our indigenous boys through the 'Clontarf Pillars'. The 'Pillars' represent the six learning areas, upon which the development of our male indigenous students occurs. They are Education, Employment, Leadership, Wellbeing, Football/Sport and Partner/Community.

Our Clontarf boys participated in a wide range of sporting pursuits, outdoor activities, camps and physical challenges. Boys also participated in industry visits, work placement and job readiness. Together, they celebrated their individual and collective achievements and stood united in combating societal issues that mattered to them, such as "Breaking the Silence" on domestic abuse.

2017, started with 60 boys registering allegiance to the Academy. By the end of semester one, 91 boys had joined the program. Term four culminated in an intense transition program to welcome the new year 6 Gordonvale State Primary boys and a fantastic life time opportunity for our graduating year 12 boys who were farewelled in their end of year trip to Central Australia.

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 and Boxing, all supported student's social and emotional wellbeing across all year levels in 2017.

Our students with verified disabilities participated in social and emotional skill (life) programs such as 'Drum Beat'; 'Rock and Water'. Work readiness, based around a paper shredding program in the school, allowed students to develop fundamental work skills. Community Access, into which literacy and numeracy skills are embedded, teaches students how to access businesses and services in Gordonvale. Likewise, Cooking and Nutrition, had literacy and numeracy embedded. Students participated in a 'Staying Safe' program based on

the Everybody Needs to Know Project from TRUE. In 2017, two students completed Certificates II in partnership with a Cairns employment agency – one in Retail and one in Business. The student who completed the Retail Traineeship is now in full employment. Students accessed a range of Work Experience placements, one student on work experience with Endeavour Industries accepted an offer of full time employment with them.

Future outlook

In August, 2018, the School Improvement Unit, using the National School's Improvement Tool will carry out a full review of the school performance data and speak with a range of staff, students, parents and community members to gauge an accurate picture of our school.

Gordonvale State High School's 2018 Annual Improvement Plan is focussed on three key objectives cognisant of the nine domains of the National School Improvement Hierarchy:

Three Key Priorities for 2018

1. **We all know our students.** Our target is for 85% of our students to achieve at or higher than a 'C' level of achievement and an overall attendance rate of 90% or above.
2. **We are all improving our performance.** Our target is to improve all our students' reading and writing assessment results by delivering across the school our researched based, Reading and Writing Framework. We will continue refining and consolidating our tier one support (universals of explicit teaching); tier two focused intervention and ICP support and tier three intensive support.
3. **We are all visibly learning** – we are all learning so that in essence we are creating a culture of reflective practice.

Nine Domains of the School Improvement Hierarchy

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 Education Queensland Model of Inquiry - School Curriculum Faculties are working with Master Teacher to effect improved literacy teaching and student literacy outcomes. The focus of each KLA is as follows:

- English – grammar
- Science – vocabulary
- HPE – reading comprehension
- Humanities – reading and reading comprehension
- Mathematics – literacy of mathematics
- The Arts – formative assessment

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2017:	Year 7 - Year 12
Student enrolments for this school:	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	847	415	432	226	88%
2016	861	414	447	254	91%
2017	818	390	428	229	90%

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

Characteristics of the Student Body

Overview

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

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

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3			
Year 4 – Year 6			
Year 7 – Year 10	22	23	23
Year 11 – Year 12	19	18	17

Curriculum Delivery

Our Approach to Curriculum Delivery

In 2017, Gordonvale State 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.
- 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:
 - English for Second Language Learners, specifically speakers of Indigenous dialects, across Years 11 – 12, culminating in highly successful Authority subject in senior
 - Agriculture, Horticulture and Animal Husbandry studies from Year 8 to Year 12
 - An extensive elearning program
 - A range of school based courses and accredited certificate 1 courses for students with disabilities
 - A range of Certificate II and III courses delivered at school and through elearning.

Co-curricular Activities

In 2017, 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:

Academic

- Chemistry Titration Competitions
- James Cook University
- CSIRO – I2S2 science inquiry
- Science Club
- BLA breakfasts and forums
- We will Remember Forum and Constitutional Convention
- Entrepreneurs of Tomorrow / INTERACT Club
- Robotics
- Debating
- Speaking Competitions – Rostrum, Lions Youth of Year
- Spelling Bee Competitions
- Premier's Reading Challenge
- Page Turners Club

The Arts

- Stage band
- Concert band
- School musicals/ VIVID
- Tanks Art
- Tech Crew

Leadership Development

- School Captains -Year 12 Senior Leaders
- Indigenous Leaders Program- Junior and Senior
- Indigenous Leaders for Tomorrow program
- Student Leadership Council
- Orientation and Leadership Camps

Sporting

- Trinity Coast South Secondary School Sport, Peninsula and State Representation
- Rugby Union
- Rugby League
- Swimming House Carnival
- Cross Country House Carnival
- Athletics House Carnival
- A wide range of interschool sports including:

- o Soccer
- o Netball
- o AFL
- o Touch Football
- o Volleyball

Cultural

- Harmony Day Celebrations
- Overseas school visits- Education Queensland International (EQI)
- NAIDOC
- Reconciliation Week
- Trip to NZ / study tour of Japan

Civic

- Charity events – Relay for Life; World Vision; Shave for a Cure; Red Cross
- Work experience/work placement
- Local community events

Chaplain

- Bible reading group – Chaplaincy activities
- Scripture Union

How Information and Communication Technologies are used to Assist Learning

Gordonvale State High views the appropriate integration of digital pedagogies as a high priority. More than 500 desktop computers and a great number of laptops and tablets were available for student learning in 2017. 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 2017.

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 2017, all staff regularly participated in online learning through The Learning Place and via EdTube, the Education Queensland online professional development vehicle.

Bring Your Own Device (BYOD) will be trialled in semester two of 2018.

Social Climate

Overview

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 2017, 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 made up the school's welfare action team called SWAT. SWAT members met weekly through 2017 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)
- Two Community Education Counsellors provided targeted and intensive academic, social and emotional support for all indigenous students
- Clontarf Academy supported the engagement of indigenous male students through their six pillars
- Learning Support Team, led by the HOD for Teaching and Learning provided 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 welcomed 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

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
their child is getting a good education at school (S2016)	89%	82%	95%
this is a good school (S2035)	79%	82%	95%
their child likes being at this school* (S2001)	84%	88%	95%
their child feels safe at this school* (S2002)	84%	88%	97%
their child's learning needs are being met at this school* (S2003)	79%	76%	95%
their child is making good progress at this school* (S2004)	84%	88%	90%
teachers at this school expect their child to do his or her best* (S2005)	89%	88%	98%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	68%	94%	93%
teachers at this school motivate their child to learn* (S2007)	68%	88%	93%
teachers at this school treat students fairly* (S2008)	61%	88%	95%
they can talk to their child's teachers about their concerns* (S2009)	84%	94%	98%
this school works with them to support their child's learning* (S2010)	74%	88%	93%
this school takes parents' opinions seriously* (S2011)	74%	81%	92%
student behaviour is well managed at this school* (S2012)	71%	76%	82%
this school looks for ways to improve* (S2013)	84%	87%	95%
this school is well maintained* (S2014)	94%	88%	95%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	96%	91%	91%
they like being at their school* (S2036)	94%	87%	78%
they feel safe at their school* (S2037)	87%	87%	76%
their teachers motivate them to learn* (S2038)	91%	88%	82%
their teachers expect them to do their best* (S2039)	96%	97%	93%
their teachers provide them with useful feedback about their school work* (S2040)	83%	88%	89%
teachers treat students fairly at their school* (S2041)	76%	83%	73%
they can talk to their teachers about their concerns* (S2042)	74%	77%	71%
their school takes students' opinions seriously* (S2043)	79%	73%	77%
student behaviour is well managed at their school* (S2044)	79%	69%	64%
their school looks for ways to improve* (S2045)	90%	92%	87%
their school is well maintained* (S2046)	91%	88%	83%
their school gives them opportunities to do interesting things* (S2047)	85%	84%	81%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
they enjoy working at their school (S2069)	75%	93%	97%
they feel that their school is a safe place in which to work (S2070)	89%	96%	95%
they receive useful feedback about their work at their school (S2071)	83%	88%	89%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	86%	86%	98%
students are encouraged to do their best at their school (S2072)	88%	93%	95%
students are treated fairly at their school (S2073)	81%	91%	97%
student behaviour is well managed at their school (S2074)	67%	77%	70%
staff are well supported at their school (S2075)	68%	81%	84%
their school takes staff opinions seriously (S2076)	69%	85%	88%
their school looks for ways to improve (S2077)	92%	95%	97%
their school is well maintained (S2078)	91%	95%	97%
their school gives them opportunities to do interesting things (S2079)	86%	87%	92%

* 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

2017 provided many opportunities for Gordonvale High parents and carers to participate in their child's education.

- Parents and Citizens (P&C), is the most significant parent volunteer group in the school. Affiliated with the Parents and Citizens Association, Queensland, our P&C aims to serve the needs of our school community and acts as a voice for all parents and caregivers whose students attend Gordonvale SHS. Whilst the P&C does not actively engage in fund raising, the profits of the school's tuckshop and uniform shop, solely operated and managed by the P&C come back into the school. The P&C financially contributes to Gordonvale SHS's academic, cultural and sporting awards for Presentation Evening, Year 12 Graduation and to the supply of resources needed by faculties across the school. Our P&C consults and endorses a number of pertinent documents including the school's AIP, Responsible Behaviour Plan for Students, and Student Resource Scheme. In 2017, the Gordonvale SHS P&C was instrumental in the school's successful School Subsidy Scheme bid for over \$500,000-00 to build a new undercover area between B and C blocks. The P&C contributed over \$180,000-00. The P&C meet on the third Monday night of each month. Meetings start at 6pm.
- Junior Secondary and School Wide Positive Behaviour Learning Parent/Carer Reference Group meetings
 - 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 –available on the school website
- Production of the school magazine
- Facebook
- Student subjects selection booklets and information booklets
- Two formal parent/caregiver and teacher interview meetings (term 2 & 3)
- Student diaries

In 2017, 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 2017, 23% 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 2017. 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.

Respectful relationships programs

Gordonvale State High School has a comprehensive student support services system that includes a vast array of programs to support students. The Student Welfare Action Team provides a social, emotional and behaviour support service to students.

The Responsible Behaviour Plan for Students (RBP) ensures that all students are treated fairly while maintaining high expectations in attitude and behaviour. Anti-social and inappropriate behaviour are not tolerated and results in consequences, discouraging repeat offences. All students own their own behaviour. The RBP is premised by the school's 4 values of: Respect, Safety, Honest and Quality Teaching and Learning. The school has developed a number of programs such as Drumbeat, Street Movement's, Boxing, Women Talk, Men's Talk and also hosts a wide range of behaviour learning programs within the junior Learn to Learn program that focus on appropriate, respectful, equitable and healthy relationships.

School Disciplinary Absences

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

SCHOOL DISCIPLINARY ABSENCES			
Type	2015	2016	2017
Short Suspensions – 1 to 10 days	299	236	164
Long Suspensions – 11 to 20 days	8	4	0
Exclusions	3	6	4
Cancellations of Enrolment	10	2	6

Environmental Footprint

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. The school encourages students and teachers not to use air-conditioners in the cooler months and to turn air-conditioning and lights/fans off when a room is exited.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	450,911	1,810
2015-2016	409,934	4,791
2016-2017	437,205	4,634

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

School Funding

School income broken down by funding source

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

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

Find a school

Sector:

Government

Non-government

Where it states '**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.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	75	38	<5
Full-time Equivalents	71	29	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	8
Graduate Diploma etc.**	30
Bachelor degree	33
Diploma	4
Certificate	0

*Teaching staff includes School Leaders

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

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2017 were \$73,740-00.

The major professional development initiatives (within KLA sessions; whole school staff sessions; collaborative planning sessions or after-school learning lounges) are as follows:

- Key Learning Area Collaborative planning release time (one day per week for 32 school weeks) - all teachers collaboratively worked in subject and year level groups on curriculum planning aligned to the Australian Curriculum and on embedding KLA literacies
- Explicit Teaching
- Literacy Boosters / consolidations
- Unpacking assessment verbs
- Digital technologies
- Short Course in Career Development
- Profiling
- Higher Order Thinking Skills
- Explicit teaching of Reading and Writing
- STEM (Science, Technology, Engineering and Mathematics) professional development
- All faculties had access to the services of a curriculum coach to develop the Whole School Curriculum and
- Assessment Plan based on the Australian Curriculum
- QCAA Professional Development as required
- Mandated DETE professional development i.e. Code of Conduct, Asbestos, Student Protection
- More Support for Students With Disabilities (MSSWD) professional development
- One School Training for Administration staff
- One School Training for teaching staff
- Essential Skills for Classroom Management
- Student Support Services professional development and coaching
- First Aide training
- Work Placement for VET qualifications
- Cleaners and School Officer professional development

The proportion of the teaching staff involved in professional development activities during 2017 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	95%	96%	96%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 86% of staff was retained by the school for the entire 2017.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

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

STUDENT ATTENDANCE 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	87%	87%	87%
The attendance rate for Indigenous students at this school (shown as a percentage).	80%	81%	81%

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

The overall student attendance rate in 2017 for all Queensland Secondary schools was 90%.

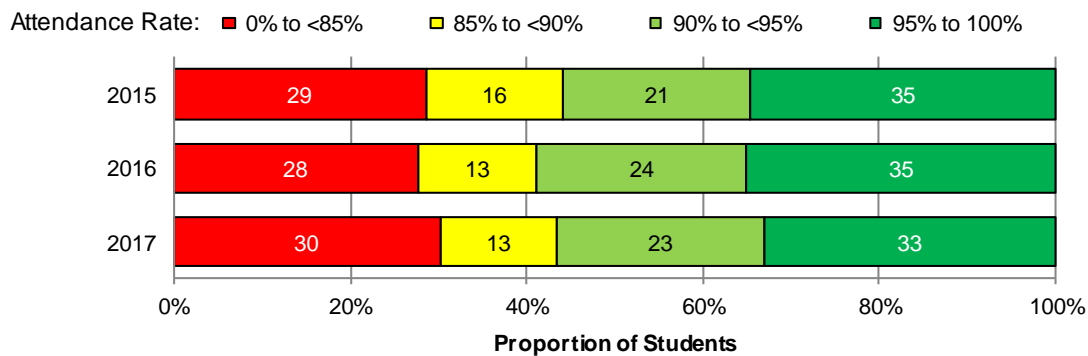
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015								91%	88%	89%	85%	84%	86%
2016								90%	90%	86%	87%	83%	87%
2017								90%	88%	90%	86%	84%	84%

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

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range:



Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the 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.

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 High School's 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 same day text message, phone calls and email to notify parents of student absences.
- Regular 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 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 and the local Chamber of Commerce, local businesses not serving students in uniform during school hours.

NAPLAN

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

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

Find a school

Sector:

Government

Non-government

Where it states '**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.

Year 12 Outcomes

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2015	2016	2017
Number of students receiving a Senior Statement	107	136	103
Number of students awarded a Queensland Certificate of Individual Achievement.	1	3	4
Number of students receiving an Overall Position (OP)	40	43	30
Percentage of Indigenous students receiving an Overall Position (OP)	27%	4%	19%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	14	27	16
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	98	89	54
Number of students awarded an Australian Qualification Framework Certificate II or above.	54	69	48
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	99	131	98
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	86%	96%	96%
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.	55%	53%	63%

OUTCOMES FOR OUR YEAR 12 COHORTS

Description	2015	2016	2017
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification.	99%	100%	98%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	92%	86%	100%

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

OVERALL POSITION BANDS (OP)

Years	Number of students in each band for OP 1 - 25				
	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2015	1	16	5	12	6
2016	2	9	12	17	3
2017	3	4	12	10	1

As at 14th February 2018. The above values exclude VISA students.

VOCATIONAL EDUCATIONAL TRAINING QUALIFICATION (VET)

Years	Number of students awarded certificates under the Australian Qualification Framework (AQF)		
	Certificate I	Certificate II	Certificate III or above
2015	83	50	9
2016	36	64	11
2017	4	47	3

As at 14th February 2018. 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.

Apparent Retention Rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12				
Description	2015	2016	2017	
Year 12 student enrolment as a percentage of the Year 10 student cohort.	78%	82%	78%	
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	64%	111%	104%	

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

Student Destinations

Post-school destination information

The results of the 2017 post-school destinations survey, Next Step – Student Destination Report (2017 Year 12 cohort), will be uploaded to the school's website in September.

The report will be available at:

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

Early leaver's information

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

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, Heads of Department across the curriculum areas, Vocational Pathway Officer, Community Education Counsellors, Youth Support Counsellors, 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, Vocational Partnership Group (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 senior secondary office. The staff of this office which includes the school Vocational Pathway Officer, Head of Department Senior Secondary, Clontarf Academy 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.

152 students in grades 10 – 12 left the school before the completion of their course of study in 2017. Of these students:

- 80 transitioned to other State Schools across the state / 12 students enrolled into private schools
- 22 students obtained full time work and or apprenticeships
- 11 students enrolled into School Tech at the end of year 10
- 9 students moved interstate
- 8 Students enrolled in Vocational Partnership Group (VPG)
- 6 students enrolled in TAFE or another Registered Training Organisation (RTO)
- 4 students left with unknown destinations.