

Gordonvale State High School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education

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From the Principal


School overview

Gordonvale is the most southern high school in the Cairns district nestled at the base of The Pyramid. We provide coeducational secondary education to the youth of Gordonvale and Aloomba 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 non-negotiable values, 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 in our art, maths, graphics, English, physical education and science departments. Specialist support is offered by our staff including special needs, learning support, school-based youth nurse, youth support coordinator, 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 high quality projects provoking higher order thinking and delivering improved student outcomes.

School progress towards its goals in 2018

This report provides a snap-shot of the academic, social and community achievements of Gordonvale State High School in 2018. As a school committed to excellence and continuous improvement, we showcase our achievements, celebrate distance travelled, and continue to seek valuable feedback to inform future planning.

In 2018 our school focused on three key areas:

 GORDONVALE <i>State High School</i>			<h1>2018 Targets</h1>		
We all know our students		We are all improving our performance	We are all visibly learning		
		Reading & Writing			
By the end of 2019: <ul style="list-style-type: none"> 90% of students attend school every day 80% of our students achieve an 'A' or 'B' for behaviour 75% of our students achieve an 'A' or 'B' for effort 40% reduction in the number of student referrals to A12 and B13 By the end of 2018: <ul style="list-style-type: none"> 85% of students receive 'A-C' LOA 100% of students graduate with a QCE 		By the end of 2019: <ul style="list-style-type: none"> 95% of students make a positive net gain in NAPLAN reading 70% of students make a positive net gain in NAPLAN writing By the end of 2018: <ul style="list-style-type: none"> 100% of students in Individual Curriculum Plans (ICP's) achieve their reading and writing goals 90% of students in Focussed Intervention improve their reading age by one year 	By the end of 2019: <ul style="list-style-type: none"> 100% of staff engage authentically in professional learning - including self-reflection and coaching and or mentoring 100% of the School Leadership Team implement EQ Model of Inquiry By the end of 2018: <ul style="list-style-type: none"> 100% of the the School Leadership Team are proactively engaged in the High Performance Team professional learning 100% of the School Leadership Team are implementing the Model of Inquiry phases; 'act' and 'review' with their own staff 		

Key

Target achieved	Working towards	Not yet commenced
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As identified in our schools 2018 Annual Implementation Plan (AIP), Gordonvale SHS is a learning community with an unrelenting drive to improve across the school: alignment to the Australian Curriculum; the explicit teaching of reading and writing; a safe and positive learning environment; student engagement and wellbeing; staff development and wellbeing, and the connection of parents and caregivers with their children's learning.

During 2018, the focus across the school in all Key Learning Areas (KLA's) was to quality assure the alignment of units of work and assessment to the Australian Curriculum in Years 7-10. The explicit teaching of literacies focussing on a whole school approach to the teaching of reading and writing further continued to be embedded across all KLAs, supported by the Teaching and Learning Capability Team (TLCT). Students identified as performing well below their year-level appropriate juncture continued to access focussed intervention programs targeting 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, and supported accelerated learning towards their age (or capability) appropriate juncture.

Concurrently, Heads of Department and classroom teachers continued to plan for the successful implementation of the New Queensland Certificate of Education in 2019, which sees a new way of assessing student achievement. A significant amount of financial and human resource investment in professional development for teachers in unpacking the features of the new syllabi, the design and endorsement of internal assessment, and pedagogy, ensured Gordonvale High was positioned to support a seamless transition into the new system for the 2019 Year 11 cohort - whilst continuing to support the Year 12's in the final year of the previous model.

The schools Program of Excellence – SUMMIT – continued to support students to reach their academic potential and develop higher-order thinking skills. The program's innovative delivery of the Australian Curriculum through inquiry and project-based learning models promoted the development of critical and creative thinkers who were encouraged to be risk-takers while engaging in collaborative learning.

At Gordonvale State High, we acknowledge the importance of ensuring our teachers are abreast of the latest research-based best practice in pedagogy to support student success. As such, a wide range of professional learning opportunities was accessed, affording our teachers the opportunity to develop and enhance their skills across the domains of curriculum, pedagogy and inclusion, including (but not limited to) collaborative planning sessions, targeted whole of staff professional development in Explicit Instruction (schools signature pedagogy), using data to inform teaching practices, access to teaching and learning coaches, on-line learning conferences, and regular sharing of professional readings.

In 2018, Gordonvale State High's Wellbeing Team – consisted of two Heads of Departments (Senior and Junior Secondary), two student behaviour managers, two Community Education Counsellors, two Youth Support Counsellors, a School-based Health Nurse, and a Chaplain. This team continued to support students across all year levels, delivering a number of school-based wellbeing programs and fostering partnerships with external agencies to support a holistic approach to mental wellbeing, engagement, attendance and positive education. Our 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 published to the school community, and unpacked explicitly with the whole of school, with learning resources developed to clearly define the expected desired behaviours – both in and out of the classroom.

In 2018, the school continued to foster strong partnerships with James Cook University, Central Queensland University and Tropical Far North Queensland TAFE. 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 100% of senior students in 2018 graduating with a VET certificate and /or a Queensland Certificate of Education (QCE), or a Queensland Certificate of Individual Achievement (QCIA).

The Gordonvale Clontarf Academy continued to support our young Indigenous boys, intentionally focussing on improving attendance, behaviour and positive engagement 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. In 2018, 92 Indigenous boys were registered as Academy students, with every student given the opportunity to travel on leadership camps across Far North Queensland. Three camps in total across the various age groups were delivered, as were a number of excursions. These camps provided students the opportunity to engage with other academy students, a range of guest speakers, businesses and organisations. In 2018, we had 100% (14 students) of our Year 12 Clontarf Academy students successfully graduate school and achieve their QCE, an increase on 8 students in 2017. These students were afforded the opportunity to travel to Sydney and Canberra for their End of Year Trip. Twelve out of our 14 graduates attended this course after meeting the agreed criteria around engagement, attendance and QCE achievement. These graduating students now go on to work closely with two Clontarf Regional Employment Officers.

In 2018, our students with verified disabilities participated in a range of social and emotional (life) skill programs, work readiness programs, and relationship building camps, such as I CAN, Community Access and Staying Safe. Our senior students had access to a vocational education pathway, with students enrolled in Certificate I Agri-food, Certificate I Access to Vocational Pathways, and Hospitality. Further, a number of our Years 10, 11 & 12 SWD were engaged in work experience across a range of sectors, including the Endeavour Industries, Gordonvale SHS agricultural facility and tuckshop, and local primary schools.

Future outlook




In August 2018, the School Improvement Unit, using the National School's Improvement Tool, conducted the Quadrennial School Review to provide feedback on our schools progress towards achieving outstanding practice across each of the identified 9 domains. The Review team compiled a detailed report following three days of unpacking a range of school data, and interviewing staff, students, parents and community partners – acknowledging achievements and identifying areas for improvement. The key improvement strategies summarised in the report are as follows:

- Build a clear vision and refine practices to inclusion informed by departmental policy, research and best practice, and external expertise
- Continue to build the instructional leadership capability of school leaders
- Further develop teachers capability in utilising data to track students to determine and implement the specific strategies that will lead to a lift in the performance of students including those in the upper two bands (U2B) and other target groups
- Further build and communicate high expectations for student attendance, behaviour and engagement, ensuring consistency in school-wide practice and commitment of all stakeholders

In response to key findings, the development of focus areas for continual improvement for 2019-2022 aligned to the DETE Strategic Plan was developed in consultation with representatives from stakeholder groups. The 2019 Annual Implementation Plan operationalises the strategic direction of the school and is summarised in the following structure which is reviewed annually.



2019 Annual Improvement Plan

Priorities	Focused Improvement Practice	Our School's Performance Indicators	Our Teachers' Performance Indicators
<p>We all know our students</p> 	<p>Using student data: <i>Plan and deliver teaching and learning sequences using student data from classroom dashboard; oneschool profile; NAPLAN</i></p> <p>Student Goals: <i>Empower students to be self-regulatory learners by supporting them to establish SMART learning and performance goals with actionable strategies.</i></p>	<p>WHOLE SCHOOL</p> <ul style="list-style-type: none"> 85% of students receiving A-C LOA All students set goals, monitor progress towards goals and use evidence Attendance rate is at 90% Student academic and social wellbeing are at high levels Personalised Learning Plans, Individual Behaviour Plans completed for all identified students <p>SENIOR</p> <ul style="list-style-type: none"> 100% of students graduate with a QCE and or QCIA OP results: 15% 1-5; 40% 1-10; 75% 1-15 <p>JUNIOR</p> <ul style="list-style-type: none"> ICPs developed for all students identified as below or above age appropriate levels 100% of students on individual Curriculum Plans (ICPs) achieve their reading and writing goals 90% of students in Focussed intervention improve their reading age by one year 80% A or B for behaviour: 75% A or B for effort 	<p>WHOLE SCHOOL</p> <ul style="list-style-type: none"> I know my learners and can pinpoint their improvement on my data ladder I have helped my students keep As move from a B to an A, or from a C to a B I ensure that all my students can access the curriculum, are engaged in their learning to ensure at least a C LOA (Stage 1) I provide differentiated support to ensure appropriate levels of challenge I ensure that my placemat highlights my students on (ICP, FI, SWD, U2B students, indigenous students, Students with social/emotional issues) I know how my students are tracking towards their rank order, QCE and OP I keep my students, parents and HOD informed of my students' QCE progress I provide every opportunity for my students to achieve their QCE
	<p>We are all improving our performance</p> 	<p>Reading and Writing: <i>Plan and implement the Reading and Writing Frameworks within a school-wide context using a wide range of texts and improve our students' reading and writing skills by offering our teachers targeted professional development</i></p>	<p>WHOLE SCHOOL</p> <ul style="list-style-type: none"> 95% of students make a positive net gain in NAPLAN reading 70% of students make a positive net gain in NAPLAN writing 85% students receiving A-C in Level of Achievement All eligible students reach National Minimum Standard in reading, writing and numeracy or have a plan to do so All students can use cognitive verbs, subject specific vocabulary and apply to subject specific genres All students understand the literacy demands of the assessment tasks
<p>We are all visibly learning</p>  <p>1. How are our students doing in their learning? 2. How do we know? 3. What are we doing to improve students' learning? 4. How do we know it is working?</p>	<p>Reflective Practice: <i>Teachers collaboratively plan and use a range of evidence to regularly reflect on practice and inform their teaching and APDP</i></p> <p>All Students Learn: <i>Learning Intentions / Success Criteria CFU/ Formative Assessment/Data Ladders Feedback/Reflection</i></p>	<p>WHOLE SCHOOL</p> <ul style="list-style-type: none"> All teachers purposefully apply surface (explicit), deep (inquiry model) and transfer (application across disciplines) learning All teachers develop deeper understanding of formative assessment and CFU, clearly link these to the learning intent and success criteria and use a variety of strategies including digital, graphic organisers, models and frameworks All students receive timely and effective feedback All teachers target deeper knowledge of pedagogy (school's Pedagogical Framework) on their APDP There is a strong culture of collaborative learning amongst all staff 	<p>WHOLE SCHOOL</p> <ul style="list-style-type: none"> The School's Pedagogical Framework and Standards of Practice (including the Reading and Writing Framework) are embedded in my practice I effectively CFU regularly and use formative assessment to shape my students' learning and give timely and relevant feedback to my students I can articulate how I have made improvements to my practice and how I have moved my students' performance I use my APDP to guide my professional development I use professional learning including coaching to improve my practice I collect and interrogate a range of evidence to reflect on my practice I work collaboratively to ensure high quality outcomes for my students I engage with my HOD and colleagues in the inquiry model to ensure best practice and improved student outcomes

A copy is available on the schools website

Our school at a glance

School profile

Coeducational or single sex Coeducational

Independent public school No

Year levels offered in 2018 Year 7 - Year 12

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	861	818	793
Girls	414	390	396
Boys	447	428	397
Indigenous	254	229	246
Enrolment continuity (Feb. – Nov.)	91%	90%	92%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

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 enrol from the southern Cairns suburbs of Edmonton and surrounds, under the Out of Catchment guidelines.

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

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

Phase of schooling	2016	2017	2018
Prep – Year 3			
Year 4 – Year 6			
Year 7 – Year 10	23	23	23
Year 11 – Year 12	18	17	16

Note:

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

Curriculum delivery

Our approach to curriculum delivery

In 2018, Gordonvale State High offered a full range of academic and vocational subjects. The Junior Phase of Learning continued to support students to achieve to their individual potential in each of the core learning areas through a differentiated learning model, whilst further providing students an opportunity to sample a range of elective offerings from all four disciplines of The Arts, as well as Design and Digital Technologies.

The Senior Phase of Learning offered 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:

- Agriculture from Year 8 to Year 12
- An extensive e-Learning 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 e-Learning.

Co-curricular activities

In 2018, 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

- James Cook University
- CQU
- BLA breakfasts and forums
- We will Remember Forum and Constitutional Convention
- Entrepreneurs of Tomorrow / INTERACT Club
- Robotics
- Debating
- Speaking Competitions – 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
- Student Leadership Council
- Indigenous Leaders Program- Junior and Senior
 - Indigenous Leaders for Tomorrow program

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:
 - Soccer
 - Netball
 - AFL
 - Touch Football
 - Volleyball

Cultural

- Harmony Day Celebrations
- Overseas school visits- Education Queensland International (EQI)
- NAIDOC
- Reconciliation Week
- Trip to New Zealand

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 (ICT's) are used to assist learning

Gordonvale State High views the appropriate integration of digital pedagogies as a high priority. More than 500 desktop computers, laptops and tablets were available for student learning in 2018. 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 2018. Bring Your Own Device (BYOD) was piloted in Semester 2, 2018, with limited uptake.

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 systems. In 2018, all staff regularly participated in online learning through The Learning Place and via EdTube, the Education Queensland online professional development vehicle.

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 2018, the Heads of Department for Junior Secondary and Senior Secondary provided a co-ordinated approach to student welfare services. Working with CEC's, CLONTARF, School Nurse, Chaplain, Guidance Officer and Youth Support Co-ordinator's, the Heads of Department for both the Junior Secondary and Senior Secondary phase of learning made up the School's Welfare Action Team (SWAT). SWAT members met weekly through 2018 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 'Be Me'; 'Staying Safe'; Men's and Women's Business
- 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 Years 11 & 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 – Whole school approach,
- 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

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

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	82%	95%	91%
• this is a good school (S2035)	82%	95%	91%
• their child likes being at this school* (S2001)	88%	95%	89%
• their child feels safe at this school* (S2002)	88%	97%	93%
• their child's learning needs are being met at this school* (S2003)	76%	95%	89%
• their child is making good progress at this school* (S2004)	88%	90%	91%
• teachers at this school expect their child to do his or her best* (S2005)	88%	98%	91%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	94%	93%	88%
• teachers at this school motivate their child to learn* (S2007)	88%	93%	88%
• teachers at this school treat students fairly* (S2008)	88%	95%	89%
• they can talk to their child's teachers about their concerns* (S2009)	94%	98%	93%
• this school works with them to support their child's learning* (S2010)	88%	93%	91%
• this school takes parents' opinions seriously* (S2011)	81%	92%	85%
• student behaviour is well managed at this school* (S2012)	76%	82%	79%
• this school looks for ways to improve* (S2013)	87%	95%	91%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• this school is well maintained* (S2014)	88%	95%	95%

* Nationally agreed student and parent/caregiver items.

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

DW = Data withheld to ensure confidentiality.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	91%	91%	92%
• they like being at their school* (S2036)	87%	78%	91%
• they feel safe at their school* (S2037)	87%	76%	93%
• their teachers motivate them to learn* (S2038)	88%	82%	89%
• their teachers expect them to do their best* (S2039)	97%	93%	98%
• their teachers provide them with useful feedback about their school work* (S2040)	88%	89%	93%
• teachers treat students fairly at their school* (S2041)	83%	73%	83%
• they can talk to their teachers about their concerns* (S2042)	77%	71%	73%
• their school takes students' opinions seriously* (S2043)	73%	77%	82%
• student behaviour is well managed at their school* (S2044)	69%	64%	77%
• their school looks for ways to improve* (S2045)	92%	87%	92%
• their school is well maintained* (S2046)	88%	83%	93%
• their school gives them opportunities to do interesting things* (S2047)	84%	81%	88%

* Nationally agreed student and parent/caregiver items.

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

DW = Data withheld to ensure confidentiality.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	93%	97%	93%
• they feel that their school is a safe place in which to work (S2070)	96%	95%	95%
• they receive useful feedback about their work at their school (S2071)	88%	89%	88%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	86%	98%	87%
• students are encouraged to do their best at their school (S2072)	93%	95%	90%
• students are treated fairly at their school (S2073)	91%	97%	93%
• student behaviour is well managed at their school (S2074)	77%	70%	73%
• staff are well supported at their school (S2075)	81%	84%	81%
• their school takes staff opinions seriously (S2076)	85%	88%	86%
• their school looks for ways to improve (S2077)	95%	97%	93%
• their school is well maintained (S2078)	95%	97%	95%
• their school gives them opportunities to do interesting things (S2079)	87%	92%	90%

Percentage of school staff who agree# that:	2016	2017	2018
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* 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

2018 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. 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
 - SUMMIT
 - Subject selection
 - New QCE implementation
- 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 (Terms 2 & 3)
- Student diaries
- SMS notification of unexplained student absences
- Qparents
- Email and SMS reminders

In 2018, 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.

Respectful relationships education 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.

School disciplinary absences

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

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	236	164	197
Long suspensions – 11 to 20 days	4	0	0
Exclusions	6	4	1
Cancellations of enrolment	2	6	3

Note:

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

Environmental footprint

Reducing this school's environmental footprint

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, PaperCut has been added to every computer to reduce use of paper, trees are planted, chicken manure from the agriculture section is 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. The school also operates a bore to water agriculture paddocks and gardens.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	409,934	437,205	425,561
Water (kL)	4,791	4,634	3,291

Note:

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

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

School funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the [My School](#) website at.

How to access our income details

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

The screenshot shows a search interface with a dark red header bar. On the left, a white box contains the text 'Find a school'. On the right, a dark red box contains the text 'Search website'. Below this is a search input field with the placeholder text 'Search by school name or suburb' and a dark red 'Go' button. At the bottom, there are three filter buttons: 'School sector', 'School type', and 'State', each with a downward arrow.

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

A rectangular button with a dark red border and the text 'View School Profile' in dark red.

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

The screenshot shows a dark red navigation bar with several menu items: 'School profile', 'NAPLAN', 'Attendance', 'Finances', 'VET in schools', 'Senior secondary', and 'Schools map'. The 'Finances' item is highlighted with a white underline.

Note:

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

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	73	41	5
Full-time equivalents	69	31	<5

*Teaching staff includes School Leaders.

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

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	0
Masters	8
Graduate Diploma etc.*	29
Bachelor degree	32
Diploma	4
Certificate	0

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

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$86 693.

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
- Explicit Teaching
- QCAA syllabus workshops for all teachers of the new QCE
- Literacy Boosters / consolidations
- Unpacking assessment verbs
- Digital technologies
- Short Course in Career Development
- Profiling
- Higher Order Thinking Skills
- Explicit teaching of Reading and Writing
- 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 2018 was 100%.

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 90% of staff was retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Secondary schools was 89%.

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

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	87%	87%	86%
Attendance rate for Indigenous** students at this school	81%	81%	80%

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

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

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

Year level	2016	2017	2018
Prep			
Year 1			
Year 2			
Year 3			
Year 4			
Year 5			
Year 6			

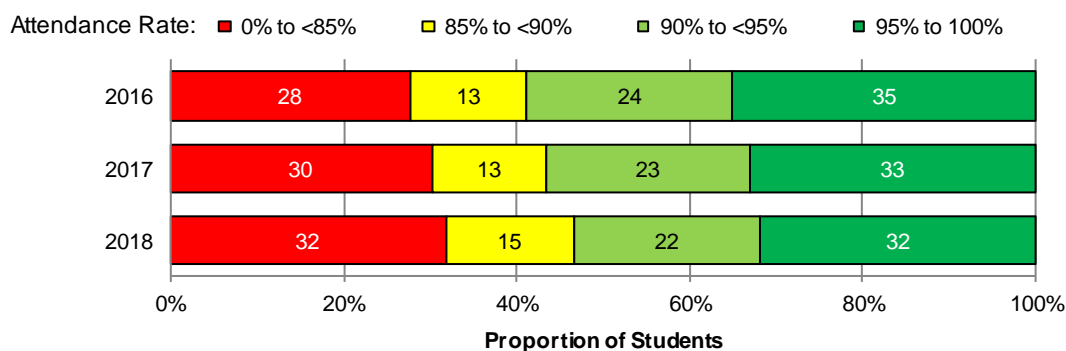
Year level	2016	2017	2018
Year 7	90%	90%	90%
Year 8	90%	88%	88%
Year 9	86%	90%	84%
Year 10	87%	86%	85%
Year 11	83%	84%	84%
Year 12	87%	84%	86%

Notes:

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

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

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

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

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 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, rewards activities and postcards 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 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

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

The image shows a search interface for the My School website. At the top, there are two buttons: "Find a school" and "Search website". Below these is a search bar with the placeholder text "Search by school name or suburb" and a "Go" button. Underneath the search bar are three dropdown menus labeled "School sector", "School type", and "State".

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

View School Profile

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

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

Notes:

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

Year 12 Outcomes

Tables 13–15 show for this school:

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

Details about the types of outcomes for students who finish Year 12 are available in the annual [Year 12 outcomes report](#).

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

Table 13: Outcomes for our Year 12 cohorts

Description	2016	2017	2018
Number of students who received a Senior Statement	136	103	111
Number of students awarded a QCIA	3	4	1
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	131	98	110
Percentage of Indigenous students awarded a QCE at the end of Year 12	96%	96%	97%
Number of students who received an OP	43	30	43
Percentage of Indigenous students who received an OP	4%	19%	32%
Number of students awarded one or more VET qualifications (including SAT)	89	54	50
Number of students awarded a VET Certificate II or above	69	48	44
Number of students who were completing/continuing a SAT	27	16	12
Number of students awarded an IBD	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD	53%	63%	58%
Percentage of Year 12 students who were completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification	100%	98%	100%
Percentage of QTAC applicants who received a tertiary offer.	86%	100%	97%

Description	2016	2017	2018
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Notes:

- The values above:
 - are as at 11 February 2019
 - exclude VISA students (students who are not Australian citizens or permanent residents of Australia).
- Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 14: Overall Position (OP)

OP band	2016	2017	2018
1-5	2	3	3
6-10	9	4	12
11-15	12	12	10
16-20	17	10	14
21-25	3	1	4

Note:

The values in table 14:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Table 15: Vocational Education and Training (VET)

VET qualification	2016	2017	2018
Certificate I	36	4	2
Certificate II	64	47	40
Certificate III or above	11	3	4

Note:

The values in table 15:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

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 in Resources and Infrastructure, , Certificate II Creative Industries; Certificate II Tourism; Certificate II in Information and Technology, Certificate III Early Childhood Education & Care Program.

Apparent retention rate – Year 10 to Year 12

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

Description	2016	2017	2018
Year 12 student enrolment as a percentage of the Year 10 student cohort	82%	78%	71%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort	111%	104%	75%

Notes:

- The apparent retention rate for Year 10 to Year 12 = the number of full time students in Year 12 expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).
- Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Student destinations

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

Early school leavers

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

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.

56 students in grades 10 – 12 left the school before the completion of their course of study in 2018. Of these students:

- 20 transitioned to other State Schools across the state / 2 students enrolled into Catholic Colleges
- 9 students obtained full time work and or apprenticeships
- 6 students enrolled into School Tech at the end of year 10
- 3 students moved interstate
- 2 students enrolled in TAFE or another Registered Training Organisation (RTO)
- 14 students left with unknown destinations.

Next Step – Post-school destinations

The results of the 2019 Next Step post-school destinations survey, *Next Step – Post-School Destinations* report (information about students who completed Year 12 in 2018), will be uploaded to this school's website in September 2019.

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

This school's report will be available at

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