

Gordonvale State High School

Executive Summary





Contents

1. Introduction	3
1.1 Review team.....	3
1.2 School context.....	4
1.3 Contributing stakeholders	5
1.4 Supporting documentary evidence.....	5
2. Executive summary.....	6
2.1 Key findings.....	6
2.2 Key improvement strategies	8



1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Gordonvale State High School** from **30 July to 1 August, 2018**.

The report presents an evaluation of the school's performance against the nine domains of the [National School Improvement Tool](#). It also recommends improvement strategies for the school to consider in consultation with its regional office and school community.

The report's executive summary outlines key findings from the review and key improvement strategies that prioritise future directions for improvement.

Schools will publish the executive summary on the school website within two weeks of receiving the report.

The principal will meet with their Assistant Regional Director (ARD) to discuss the review findings and improvement strategies.

For more information regarding the SIU and reviews for Queensland state schools please visit the SIU [website](#).

1.1 Review team

Lee Goossens	Internal reviewer, SIU (review chair)
Jenny Maier	Senior internal reviewer, SIU
Raelene Fysh	External reviewer



1.2 School context

Location:	Sheppards Street, Gordonvale
Education region:	Far North Queensland Region
Year opened:	1965
Year levels:	Year 7 to Year 12
Enrolment:	802
Indigenous enrolment percentage:	30 per cent
Students with disability enrolment percentage:	6.7 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	910
Year principal appointed:	2014
Full-time equivalent staff:	71 teaching staff 28.93 non-teaching staff
Significant partner schools:	Gordonvale State School, Aloomba State School, Yarrabah State School
Significant community partnerships:	Gordonvale Independent Grocers of Australia (IGA), Mulgrave Mill, Gordonvale Police Station, Gordonvale MacDonald's, Technical and Further Education (TAFE), Universities, Great Barrier Reef Marine Park Authority (GBRMPA), Commonwealth Scientific and Industrial Research Organisation (CSIRO), Gordonvale Historical Society
Significant school programs:	SUMMIT- Junior Secondary Academic Excellence and Extension Program, Clontarf, INTERACT, Indigenous Leadership Groups, Indigenous Men's and Women's Groups, Boxing program, Circus Troupe, Singing, Guitar, Gaming Club, Chess Club, School-Based Youth Health Nurse (SBYHN) activities, Youth Support Coordinator (YSC) activities



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, two deputy principals, 10 Heads of Department (HOD), master teacher, guidance officer, 12 Student Welfare Action Team (SWAT), Positive Behaviour for Learning (PBL) team leaders, 40 teachers, Business Manager (BM), four administration officers, 10 teacher aides, two cleaners, 97 students and five parents.

Community and business groups:

- Two Parents and Citizens' Association (P&C) executive officers, Gordonvale Police Sergeant, Gordonvale Feed Shop owner, Gordonvale IGA manager and Gordonvale MacDonald's manager.

Partner schools and other educational providers:

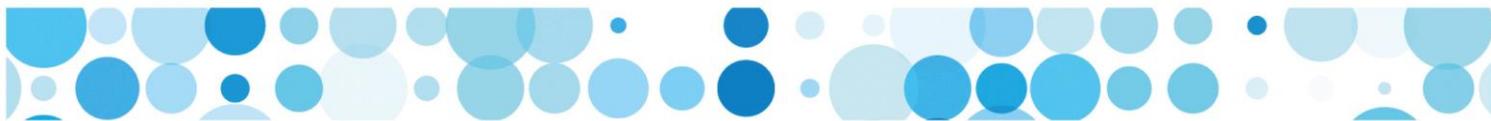
- Gordonvale State School and Yarrabah State School.

Government and departmental representatives:

- Local Councillor for Division 1 Cairns Regional Council, State Member for Mulgrave and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2018	School policies and procedure 2018
Investing for Success 2018	4 Year Plan 2015- 2018
Headline Indicators (Term 1, 2018)	School Data Profile (Semester 1, 2018)
OneSchool	School budget overview
Behaviour Management Systems 2018	Curriculum planning documents
School improvement targets	School standards of practice 2018 - 2019
School pedagogical framework	Professional learning calendar 2018
School data plan	School newsletters and website
Responsible behaviour plan	School Opinion Survey 2017
School organisational structure and leadership team specific role descriptions	School 7 -12 Curriculum Plan 2018



2. Executive summary

2.1 Key findings

The school has established strong connections and relationships across the local community to support the learning and wellbeing needs of students.

Parents are highly valued as partners in their child's learning and their involvement in the school is welcomed. Parents speak positively regarding the school and the way in which the education programs offered provide students with a solid foundation for life after high school. Staff members and students comment that a positive approach and pride exist in the school.

Teaching staff are highly committed to supporting their students' learning and possess experience, confidence and a range of expertise in the fields in which they teach.

The leadership team facilitates the development of a culture of collegiality and collaboration between staff members. Staff members demonstrate a strong collegial approach to teaching, learning and student support. The strong outcomes for students at the school are enhanced through the efforts of a professional, dedicated and capable teaching and non-teaching staff.

The school has a clearly documented plan for curriculum delivery and assessment aligned with the Australian Curriculum (AC) and Queensland Curriculum and Assessment Authority (QCAA) syllabuses.

This plan makes clear what teachers should teach and when, and what students should learn. Collaborative planning is a priority and school leaders have allocated considerable resources to enable release time for this work to be undertaken during each term. A full review of AC units and assessment is being undertaken by all faculties to ensure alignment and reliability.

The school communicates clearly its commitment to driving an Explicit Improvement Agenda (EIA) to improve the learning outcomes of all students in the school.

There is a strong belief by all staff members that every student is able to learn and achieve successfully. Staff members are aware of the challenges some students face in order to engage in learning and a strong wellbeing philosophy underpins the operation of the school. Differentiation is viewed as the core business of teachers with the expectation that the individual needs of students are identified through data, planned for in collaborative planning and addressed through evidence-based pedagogical practices. A clear vision and refined practices for inclusion are yet to be developed.

School leaders are highly committed to supporting students' learning and have expressed a desire to continue to build their instructional leadership capability.

Collegial professional learning and curriculum planning processes are developed through instructional coaching and High Performance Teams (HPT). School leaders acknowledge a need for the development of instructional leadership capability of key curriculum leaders across the school to support: the implementation of the pedagogical framework; the



curriculum requirements of the AC; and, the requirements of the new Queensland Certificate of Education (QCE) and Senior Assessment and Tertiary Entrance (SATE) agenda.

The principal views the development of staff members into an expert teaching team as central to improving outcomes for students.

The recruitment and retention of skilled leaders, teachers and support staff members are priorities for the leadership team. Professional learning opportunities to support the preferred pedagogical approach and inclusive education practices of the school are regularly provided to support and enhance effective teaching practices for new and beginning teachers.

A strong data culture exists with all teachers using a comprehensive range of data to identify starting points for future learning and monitor progress over time.

A comprehensive and authentic whole-school data plan has been collaboratively developed through an inquiry cycle process that is well-embedded across the school. OneSchool is the preferred location for the recording of student data and a wide range of functionalities is utilised for this purpose. Teachers' capability varies in terms of 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 Upper Two Bands (U2B) and other target groups.

School leaders communicate high expectations for student attendance, behaviour, and engagement.

The school has documented policies and procedures that guide the management of student behaviour, attendance and engagement. Some teachers indicate there is some degree of inconsistency in implementation at a classroom level. Attendance is well-tracked and the school actively resources and implements strategies to improve attendance. Attendance is yet to be 'owned' by all members of the school community.

The school has a strong commitment to improving educational, social and wellbeing outcomes for Aboriginal and Torres Strait Islander students.

The Community Education Counsellors (CEC) and Clontarf Academy play an important role in supporting students to attend school and strive to be the best they can be. Local business and the community willingly support the programs through the provision of work experience, work readiness, School-based Apprenticeships and Traineeships (SATS) and casual employment. There is a close relationship with the Yarrabah P-10 State School and the schools are working together with the community and region to find ways to address attendance issues and increase the transition of Year 10 Yarrabah State School students into Year 11 at Gordonvale State High School.



2.2 Key improvement strategies

Build a clear vision and refine practices for inclusion informed by departmental policy, research and best practice, and external expertise.

Continue to build the instructional leadership capability of school leaders.

Continue to invest in the recruitment, development and retention of a skilled and professional workforce.

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 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.