



Goondiwindi State High School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education

Contact information



Queensland
Government

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School overview

Goondiwindi State High School is united in a shared passion for learning where individual needs are respected and every student has the opportunity to achieve to their potential. Our school is guided by the values of Respect, Learning and Achievement. Goondiwindi State High School is a rural school of approximately 500 students and 85 teaching and ancillary staff, located on the Queensland-New South Wales border less than four hours south-west of Brisbane. At Goondiwindi State High School our year 7 to 12 curriculum is designed to provide diverse pathways through productive community/industry partnerships, innovative challenges to create lifelong learners and active citizens and pride in success by encouraging and rewarding achievement, initiative and enterprise. Goondiwindi State High School is committed to high quality learning programs that cater for the needs and interests of all students. To complement the core curriculum a wide range of extra-curricular activities are available to students. Goondiwindi State High School experiences significant success in the sporting arena and in cultural pursuits. Year 11 can participate in a cultural tour to Melbourne and students in Years 7, 9 and 11 experience the benefits of school camps.

School progress towards its goals in 2018

The Priorities for Our School in 2018 have been defined in the three following areas:

Curriculum Delivery

- Implementation of the National Curriculum/QCAR Framework, utilising collaborative planning, pedagogical strategies, assessment and student feedback practices supported by a HOD and Faculty Plan, as part of embedding the Whole School Curriculum Plan
- Staff explicitly teaching core curriculum elements, literacy, numeracy and high order thinking skills, supported by the implementation of the School Wide Expectations
- Embedding of the School's Pedagogical Framework supported by pedagogical development sessions and 'Master Class' to provide more high quality learning opportunities for engaging students in a Junior or Senior context as part of the school's PD Plan
- Teachers implemented the school's differentiation procedures and utilise this information to inform their pedagogy for all students as part of the student support procedures
- Teachers provide structured formal and informal feedback to students regularly utilising targets and agreed goals for performance and achievement including QCE attainment for senior students
- Faculties reviewed and utilised academic results and achievements to inform teacher conversations around improvements in planning, pedagogical and assessment practises, at planned and known times throughout the year

Positive and Productive Learning Culture

- All staff understand and are committed to developing a Positive School Culture to improve our workplace and student learning
- All Teachers actively implementing the school's developing Schoolwide Expectations for every classroom
- Teachers have utilised the school values to reinforce our Responsible Behaviour Plan for Students and in turn, our Schoolwide Expectations
- Utilised current and developed new events and opportunities to actively engage the community (parents / students / indigenous / business / industry) and publicly reinforce the value of education in a positive school culture
- Professional Development opportunities conducted support teachers and teacher aides in engaging and managing students as part of the schools developing PD Plan
- Continued refinement of Monitoring and Mentoring procedures for students in relation to student behaviour management and academic commitment and achievement

Expert Teaching

- All teachers using student diagnostic and achievement data to differentiate and inform focused unit planning and pedagogy
- Faculties with multiple classes collaboratively planned units and assessment, led by HODs to quality assure this work and ensure consistency
- Continued 'Masterclass' as a crucial element to support pedagogical development with explicit linkages to our developing Pedagogical Framework
- All staff have Developing Performance Framework Plans in place supported by specified regular meetings with their line manager as allocated, to inform personal development and direct areas of focus which will be supported through PD
- Implement the mentor teachers program to better support beginning teachers
- Embedding and scaling up of our Master Teacher research project 'STEAM' – writing focus

Parent and Community Engagement

- Structured and planned communication strategies
- Embed and continue to improve and influence the value of a meaningful education

Curriculum Initiatives

- **Junior school**
 - Reviewed Junior Schooling preparedness and have implemented appropriate initiatives with Year 7 integrated inclusive of programs for support and indigenous students

- Continue support for teachers and faculties for whole school literacy and numeracy improvement through structured professional development and resourcing
- Implemented structured differentiation of students' literacy and numeracy performance data to inform explicit teaching strategies and differentiation both for classes and individuals in junior school
- Continued to implement the Australian Curriculum rollout with the Qld Curriculum to Classroom support materials

- **Senior School**

- Queensland Core Skills (QCS) preparation review and implementation of improvements to this program, inclusive of a Senior School assessment audit

Made improvements to Senior Phase pathway/career planning and individualised quarterly reviews of Senior Education and Training Plans inclusive of parent/caregivers

Future outlook

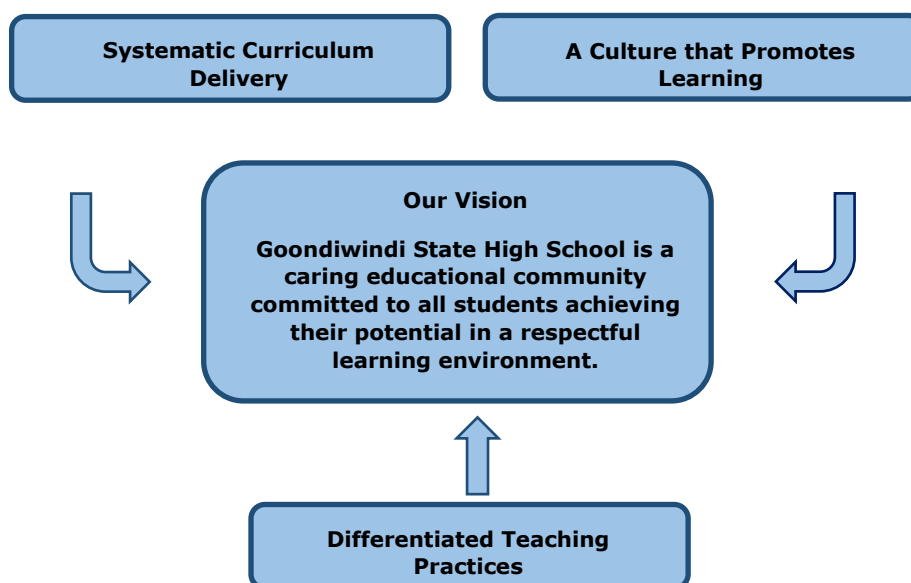
Future Outlook

Our schools planning for improvement in 2018 is focused in the areas listed below:

- **NAPLAN** – Reading, Writing and Numeracy supported by the Investing for Success funding
- **Science** – Improved academic achievement, special programs
- **Retention** – Continued enrolments from Year 7 -12
- **Transition** – Support of students between phases of learning
- **Attendance** – Of all students in all Year levels
- **Closing the Gap** – Between indigenous and non-indigenous, NAPLAN, academic pass rates, attendance and retention, QCE

Our School Based Priorities for 2018:

Every Class, Every Day we work collaboratively to....



GSHS – School Improvement Priorities

Consistency of Practicein relation to :

Systematic Curriculum Delivery

- Develop and implement strategies in how we implement the curriculum across the school in all learning areas and year levels
- Develop and enact and plan to identify, extend, challenge and provide opportunities high performing students
- Develop and implement strategies to lead and support the introduction of the new senior syllabus and tertiary entrance procedures
- Continue to 'scale up' the capacity development of staff to teach writing as part of the existing PLC STEAM

A Culture that Promotes Learning

- Review, refine develop and implement strategies towards creating an improved positive school culture
- Plan, develop and enact the comprehensive review of the pastoral care program

GSHS – School Improvement Priorities

Consistency of Practicein relation to :

A Culture that Promotes Learning (Cont.)

- Continue to review and refine student support structures and programs inclusive of the RBPS and related policies

Differentiated Teaching Practices

- Develop and consistently implement a range of differentiation strategies which will improve all students' ability to engage with the curriculum and achieve improvement in their individual learnings
- Develop a plan to support teachers and teachers' aides to work in greater collaboration to plan and deliver the curriculum
- Develop and enact a plan which has been collaboratively developed with staff to up-skill, inform and provide clarity in relation to the accountable processes for planning and differentiating the curriculum through the utilisation of student data

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	526	498	460
Girls	273	250	223
Boys	253	248	237
Indigenous	88	101	87
Enrolment continuity (Feb. – Nov.)	91%	92%	91%

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

Overview

The Students of Goondiwindi come from a diverse range of families from the town of Goondiwindi and the extended area of Goondiwindi Regional Council as well as local NSW areas. These students typically are from families involved in local agricultural or support industries. We have an 85% non-indigenous and about a 15% indigenous student body, and our school also contains a small amount of students from other ethnic backgrounds.

Our school had a 2017 Index of Community Socioeconomic Advantage (ICSEA) rating of 906 and a percentile of 10. Goondiwindi State High School currently has approximately 500 students enrolled across year 7 to 12.

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	21	21	20
Year 11 – Year 12	17	16	15

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

Academically, Goondiwindi State High School offers a wide range of subject choice including all the traditional subjects as well as a broad selection of subjects based on vocational and technological skills. Students have access to a range of opportunities including School-based Apprenticeships and Traineeships.

Particular features of our curriculum include:

- **Junior School & Transition** – Year 7 students have two key teachers for the majority of their lessons each week as well as a strong team around them to help support their transition from primary school to high school. Year 8 students are all enrolled in a class known as *TLC (Technology License)*. This course ‘teaches’ students how and what skills can continue to make the transition from primary school to high school as smooth and successful as possible. In Year 9 students begin to make decisions about the curriculum they study by choosing electives which they believe will support their personal aspirations.
- **Beginning Senior Phase** - In Year 10, students are encouraged and supported to begin learning about the *Senior Phase of Education*. During this transition year, students will complete core subjects and bridge to or begin senior studies. Parental involvement in this process is vital to support the students in their decision making.
- **Senior School** – Senior Students are eligible to be part of our BYOd which is utilized by teachers to support the teaching and learning process. Years 11 and 12 students are able to choose “multiple pathways” to their chosen career. A broad range of Academic, Vocational and certificate courses to suit the distinctive needs of our students, is available. In addition, students have the opportunity to undertake a school-based Apprenticeship or Traineeship.

Co-curricular activities

Students at Goondiwindi State High School are offered a comprehensive range of cultural, sporting and community opportunities.

Students also can become involved through the formal subjects of Visual Arts and Drama or through such activities as Instrumental Music, School Musical or public speaking and debating.

Sporting activities include all the traditional sports such as rugby league, volleyball, rugby union, cricket, netball and touch football, as well as track and field and swimming. Our school regularly takes part in district inter-school competitions.

The extensive range of extra-curricular activities at Goondiwindi State High School includes:

Year 7 ‘Resilience’ Camp	Specialty Hospitality Courses/Community Event Catering
Year 11 Melbourne Cultural Trip	Year 9 ‘My Identity’ Camp
Year 11 ‘Leadership Camp’	Instrumental Music
Expressive Arts Week	After-school Tutoring
Stage & Concert Bands	University Courses
MacIntyre Young Writers	School Musical (Biannual)
Lions Youth of the Year	Public Speaking & Debating
Debating	

How information and communication technologies are used to assist learning

With the rapid development of new technology, Goondiwindi State High School aims to establish the best practices around the implementation of new Information Communication Technologies (ICTs) and develop curriculum planning and teaching practices which improve student learning potential. In the senior school students have the opportunity to take part in the BYOd laptop program.

Information Communication Technologies are used for whole-of-class activities, group activities and individual access through computer rooms, pods of computers and the iCentre. The entire school offers access to wireless network coverage. However, technology encompasses more than computers. At Goondiwindi State High School, students are actively engaged in a range of technological processes and use of ICTs

Social climate

Overview

Goondiwindi State High School offers a multi-faceted program to enhance student wellbeing.

This occurs within designated curriculum activities:

- Year 7 Pastoral Care program
- Year 8 Junior Secondary support subject: Technology Licence Course (TLC)
- Years 7-10 Health and Physical Education (HPE)
- Years 11 & 12 Care Program

Supported by additional programs and specific school groups:

- Student Welfare and Assistance Group (SWAG). Members include: Deputy Principal, Head of Department, School-Based Youth Health Nurse (SBYHN), Guidance Officer (GO), Youth support coordinators (YSC), Chaplin, Behaviour Support Teacher (BST)
- Needs based universal prevention to early intervention programs. Eg. Love Bites, breakfast club, Think the Drink, Shine, RAP, CPR for Life, lunch activity groups
- Years 10 work experience
- Year 7 'Resilience', Year 9 'Awareness' and Year 11 'Leadership' camps.
- Student Council

Some areas addressed by the above groups/activities include: cybersafety, time management and study skills, careers education, human relationships education, life skills, bullying and harassment, drug and alcohol education, leadership

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)	96%	88%	87%
• this is a good school (S2035)	89%	92%	81%
• their child likes being at this school* (S2001)	89%	85%	78%
• their child feels safe at this school* (S2002)	89%	96%	86%
• their child's learning needs are being met at this school* (S2003)	87%	88%	74%
• their child is making good progress at this school* (S2004)	87%	96%	87%
• teachers at this school expect their child to do his or her best* (S2005)	100%	96%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	96%	96%	82%
• teachers at this school motivate their child to learn* (S2007)	83%	88%	87%
• teachers at this school treat students fairly* (S2008)	73%	77%	73%
• they can talk to their child's teachers about their concerns* (S2009)	98%	92%	91%
• this school works with them to support their child's learning* (S2010)	94%	92%	87%
• this school takes parents' opinions seriously* (S2011)	84%	92%	90%
• student behaviour is well managed at this school* (S2012)	70%	73%	70%
• this school looks for ways to improve* (S2013)	93%	92%	95%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• this school is well maintained* (S2014)	96%	96%	100%

* 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)	94%	93%	95%
• they like being at their school* (S2036)	88%	83%	82%
• they feel safe at their school* (S2037)	94%	87%	92%
• their teachers motivate them to learn* (S2038)	90%	86%	96%
• their teachers expect them to do their best* (S2039)	97%	97%	99%
• their teachers provide them with useful feedback about their school work* (S2040)	90%	88%	94%
• teachers treat students fairly at their school* (S2041)	73%	75%	68%
• they can talk to their teachers about their concerns* (S2042)	71%	72%	84%
• their school takes students' opinions seriously* (S2043)	75%	76%	84%
• student behaviour is well managed at their school* (S2044)	67%	56%	75%
• their school looks for ways to improve* (S2045)	96%	90%	97%
• their school is well maintained* (S2046)	90%	90%	89%
• their school gives them opportunities to do interesting things* (S2047)	89%	82%	93%

* 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)	92%	94%	99%
• they feel that their school is a safe place in which to work (S2070)	97%	97%	100%
• they receive useful feedback about their work at their school (S2071)	81%	77%	82%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	63%	57%	76%
• students are encouraged to do their best at their school (S2072)	92%	85%	92%
• students are treated fairly at their school (S2073)	92%	82%	81%
• student behaviour is well managed at their school (S2074)	82%	72%	75%
• staff are well supported at their school (S2075)	79%	86%	84%
• their school takes staff opinions seriously (S2076)	84%	87%	83%
• their school looks for ways to improve (S2077)	96%	100%	96%
• their school is well maintained (S2078)	90%	96%	95%
• their school gives them opportunities to do interesting things (S2079)	88%	89%	88%

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

Parents are encouraged to become part of our school Parents & Citizens association to provide feedback, suggest ideas for improvements at the school and support school programs and projects. Annually there are many opportunities scheduled within the calendar for parents to meet the staff of the school and be provided with information to guide and support the decisions they are required to make throughout the year. There are also many other opportunities, both cultural and sporting, for parents to support the school and their children.

Respectful relationships education programs

The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable and healthy relationships.

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	171	162	91
Long suspensions – 11 to 20 days	9	6	1
Exclusions	1	2	2
Cancellations of enrolment	1	3	2

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

Our school has been successful in continuing to be a part of the National Solar Schools Program to assist in offsetting some of our electricity usage.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	40,553	264,987	271,263
Water (kL)	2,092		

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.

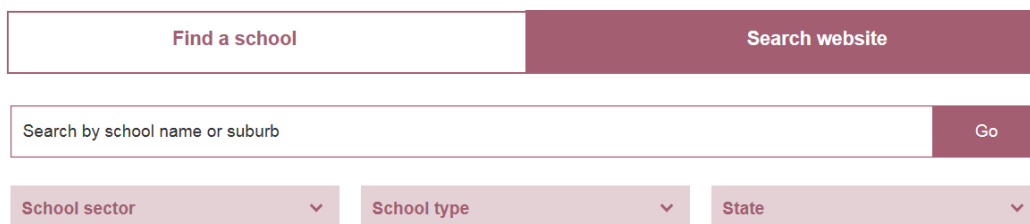
School funding

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 dropdown menus labeled '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.



The screenshot shows a single 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 in white text: '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	54	29	<5
Full-time equivalents	50	21	<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	
Masters	2
Graduate Diploma etc.*	16
Bachelor degree	30
Diploma	2
Certificate	

*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 \$19,105.00.

The major professional development initiatives are as follows:

- 'Masterclass' Professional Learning Community
- Student Management support sessions Essential Skills Classroom Management
- Literacy and Pedagogy
- Explicit Teaching
- STEAM – Smart Teacher Enthusiastically
- Master Teacher Research Project - Writing

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.	97%	97%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 84% of staff were 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	86%	85%	86%
Attendance rate for Indigenous** students at this school	76%	75%	73%

* 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

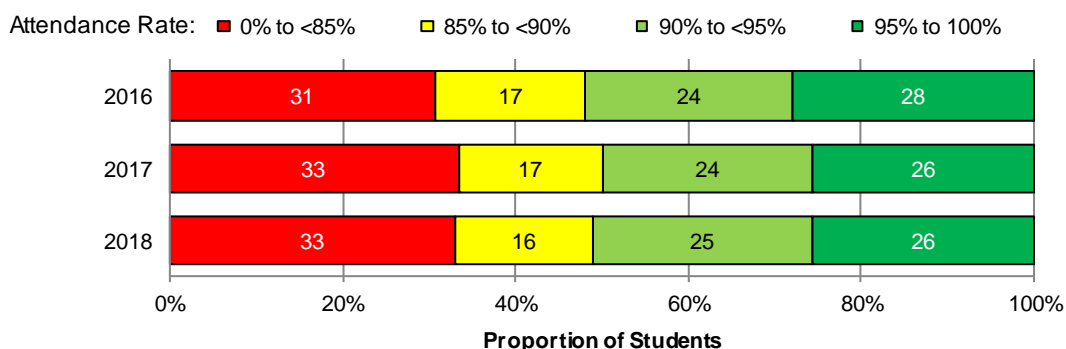
Year level	2016	2017	2018
Year 7	89%	88%	90%
Year 8	88%	87%	84%
Year 9	84%	85%	86%
Year 10	85%	83%	86%
Year 11	85%	84%	81%
Year 12	88%	85%	85%

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.

Goondiwindi SHS also has procedures internally which allow us to text message families with unauthorized absenteeism. Year Level Coordinators also monitor the attendance of students at regular intervals within the year, which aligns with whole school procedures and class specific attendance issues

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.

Find a school
Search website

Go

School sector ▼

School type ▼

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	84	77	76
Number of students awarded a QCIA	1	3	3
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	82	74	73
Percentage of Indigenous students awarded a QCE at the end of Year 12	100%	92%	86%
Number of students who received an OP	41	27	30
Percentage of Indigenous students who received an OP	13%	8%	14%
Number of students awarded one or more VET qualifications (including SAT)	52	65	70
Number of students awarded a VET Certificate II or above	52	64	68
Number of students who were completing/continuing a SAT	10	17	23
Number of students awarded an IBD	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD	71%	85%	67%
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	98%	96%	99%
Percentage of QTAC applicants who received a tertiary offer.	90%	96%	92%

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	4	4	1
6-10	8	9	7
11-15	17	10	12
16-20	10	1	8
21-25	2	3	2

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	9	0	1
Certificate II	51	64	66
Certificate III or above	4	4	5

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).

- Certificate I in Work Education
- Certificate II in Business
- Certificate II in Rural Operations

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	79%	83%	83%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort	80%	76%	62%

Notes:

1. 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%).
2. *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.

The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12 are described below. Goondiwindi State High School works collaboratively with community and government organizations to identify and support early school leavers in making successful transitions to further education, training and/or a combination of employment.

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

<https://goondiwindishs.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Formsanddocuments.aspx>