

Goondiwindi State High School

Queensland State School Reporting

2015 School Annual Report



Postal address	LMB 1 Goondiwindi 4390
Phone	(07) 4670 0333
Fax	(07) 4671 3293
Email	principal@goondiwishs.eq.edu.au
Webpages	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
Contact person	Brett Hallett

Principal's foreword

Introduction

Goondiwindi State High School is a caring educational community committed to all students achieving their potential in a respectful learning environment. Our school is guided by the values of Respect, Learning and Achievement.

Goondiwindi State High School is a rural school of approximately 540 students and 75 teaching and ancillary staff, located on the Queensland-New South Wales border less than four hours 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 compliment 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. In addition, students have the opportunity to participate in a bi-annual tour to Gallipoli and the Western Front.

This document is a report which outlines specifically, progress made in strategic areas of priority, the achievement of specific targets and the reporting of significant data and information for the year of 2015.

School progress towards its goals in 2015

The Priorities for Our School in 2015 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
- 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

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
 - 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

Our schools planning for improvement in 2016 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 8-12
- **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

School Based Priorities:

- **A Positive and Productive Learning Culture**
 - Continued implementation schoolwide expectations
 - PD and training for staff
 - A focus on fairness and consistency in our practice
- **Expert Teaching**
 - Utilise I4S to implement a structural model change to improve support to each year level
 - Coaching and Mentoring support, structured with feedback
 - PD/training and support – continue Masterclass
- **Parent and Community Engagement**
 - Structured and planned communication strategies
 - Celebration of school achievements and communication with the community

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015: Year 7 - Year 12

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	454	233	221	45	90%
2014	477	245	232	54	93%
2015	531	285	246	73	91%

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

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2015, there were no students enrolled in a Pre-Prep program.*

*Pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

Characteristics of the student body:

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 a 90% non-indigenous and about a 10% indigenous student body, and our school also contains a small amount of students from other ethnic backgrounds.

Our school had a 2010 Index of Community Socioeconomic Advantage (ICSEA) rating of 936 and a percentile of 19. Goondiwindi State High School has experienced a small amount of growth over the past few years and appears to be reaching a school population of 550 students.

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3			
Year 4 – Year 7 Primary			
Year 7 Secondary – Year 10	22	23	21
Year 11 – Year 12	16	17	16

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	69	115	130
Long Suspensions - 6 to 20 days	7	6	7
Exclusions	2	1	1
Cancellations of Enrolment	0	0	0

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Curriculum delivery

Our approach to curriculum delivery

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 8 students are all enrolled in a class known as *TLC (Technology License)*. This course 'teaches' students how and what *skills* can make the transition from primary school to high school as smooth and successful as possible. This course specifically addresses the curriculum from the Technology Key Learning Area, however the intent and purpose of this class is to build a positive supportive relationship between the parent, student and teacher for the complete duration of the year to support each student in managing their journey through the Junior School.
- **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 1:1 Laptop Program which is extensively 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.

Extra curricula activities

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

Culturally, students are offered many kinds of enrichment. Our school proudly conducts a Biannual 'Gundy to Gallipoli' ANZAC Study Tour, which over the past 8 years has become a significant event for the community of Goondiwindi.

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-curricula activities at Goondiwindi State High School includes:

Year 7 'Resilience' Camp	Specialty Hospitality Courses/Community Event Catering
'Gundy to Gallipoli' Study Tour (Biannual)	School 'Ski Trip'
Year 9 'My Identity' Camp	Year 11 'Leadership Camp'
Expressive Arts Week	Instrumental Music
Stage & Concert Bands	Arts Council
University Courses	After-school Tutoring
MacIntyre Young Writers	School Musical (Biannual)
Lions Youth of the Year	Public Speaking & Debating
Debating	

How Information and Communication Technologies are used to improve learning

With the rapid development of new technology, Goondiwindi 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 1:1 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 i-Centre. 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

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

This occurs within designated curriculum activities:

- 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 & 11 work experience
- Year 7 'Resilience', Year 9 'Awareness' and Year 11 'Leadership' camps.
- Student Council
- eSmart Committee

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 with the school

Performance measure			
Percentage of parent/caregivers who agree [#] that:	2013	2014	2015
their child is getting a good education at school (S2016)	100%	80%	88%
this is a good school (S2035)	100%	97%	88%
their child likes being at this school (S2001)	76%	80%	82%
their child feels safe at this school (S2002)	94%	97%	100%
their child's learning needs are being met at this school (S2003)	88%	77%	76%
their child is making good progress at this school (S2004)	94%	76%	82%
teachers at this school expect their child to do his or her best (S2005)	100%	93%	94%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	100%	90%	76%
teachers at this school motivate their child to learn (S2007)	100%	90%	76%
teachers at this school treat students fairly (S2008)	88%	80%	65%
they can talk to their child's teachers about their concerns (S2009)	100%	97%	94%
this school works with them to support their child's learning (S2010)	100%	83%	88%
this school takes parents' opinions seriously (S2011)	100%	79%	82%
student behaviour is well managed at this school (S2012)	93%	66%	82%
this school looks for ways to improve (S2013)	100%	97%	82%
this school is well maintained (S2014)	100%	93%	88%

Performance measure			
Percentage of students who agree [#] that:	2013	2014	2015
they are getting a good education at school (S2048)	95%	97%	95%
they like being at their school (S2036)	92%	87%	81%
they feel safe at their school (S2037)	97%	90%	96%
their teachers motivate them to learn (S2038)	88%	96%	84%
their teachers expect them to do their best (S2039)	97%	98%	96%
their teachers provide them with useful feedback about their school work (S2040)	91%	91%	86%
teachers treat students fairly at their school (S2041)	77%	68%	69%
they can talk to their teachers about their concerns (S2042)	81%	73%	71%
their school takes students' opinions seriously (S2043)	84%	77%	77%
student behaviour is well managed at their school (S2044)	73%	64%	67%
their school looks for ways to improve (S2045)	93%	93%	97%
their school is well maintained (S2046)	92%	89%	95%
their school gives them opportunities to do interesting things (S2047)	91%	89%	89%

Performance measure			
Percentage of school staff who agree [#] that:	2013	2014	2015
they enjoy working at their school (S2069)	96%	96%	87%
they feel that their school is a safe place in which to work (S2070)	100%	94%	94%
they receive useful feedback about their work at their school (S2071)	76%	71%	81%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	65%	64%	58%
students are encouraged to do their best at their school (S2072)	91%	86%	87%
students are treated fairly at their school (S2073)	95%	86%	79%
student behaviour is well managed at their school (S2074)	66%	67%	69%
staff are well supported at their school (S2075)	77%	72%	72%
their school takes staff opinions seriously (S2076)	82%	66%	74%
their school looks for ways to improve (S2077)	89%	90%	94%
their school is well maintained (S2078)	95%	86%	87%
their school gives them opportunities to do interesting things (S2079)	89%	84%	83%

'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.

In addition, the school is committed to the Parents and Community Engagement committee for indigenous families and works collaboratively with the community and parents to provide support for indigenous families and students, with local indigenous perspectives as a priority for consideration and collaboration.

Reducing the school's environmental footprint

Data is sourced from the school's annual utilities return and is reliant on the accuracy of these returns.

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. Last year we have applied to be part of the second phase of this National Program.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	251,991	39,086
2013-2014	586,189	17,767
2014-2015	115,054	11,126

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

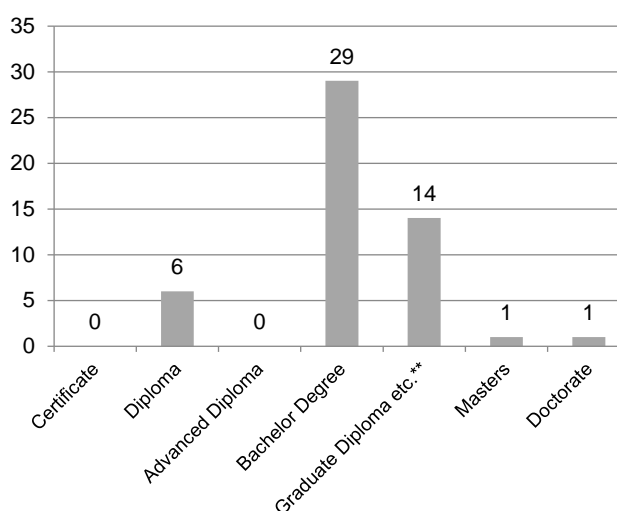
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	53	27	<5
Full-time equivalents	48	18	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	6
Advanced Diploma	0
Bachelor Degree	29
Graduate Diploma etc.**	14
Masters	1
Doctorate	1
Total	51



*Teaching staff includes School Leaders

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

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2015 were \$24 000.

The major professional development initiatives are as follows:

- 'Masterclass' of 21st Century Learning
- Student Management support sessions Essential Skills Classroom Management
- Literacy and Pedagogy
- Explicit Teaching

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

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

Proportion of staff retained from the previous school year

From the end of the previous school year, 91% of staff was retained by the school for the entire 2015 school year.

School income broken down by funding source

School income broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

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

Find a school

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

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Performance of our students

Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	86%	87%	87%
The attendance rate for Indigenous students at this school (shown as a percentage).	77%	77%	74%

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

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

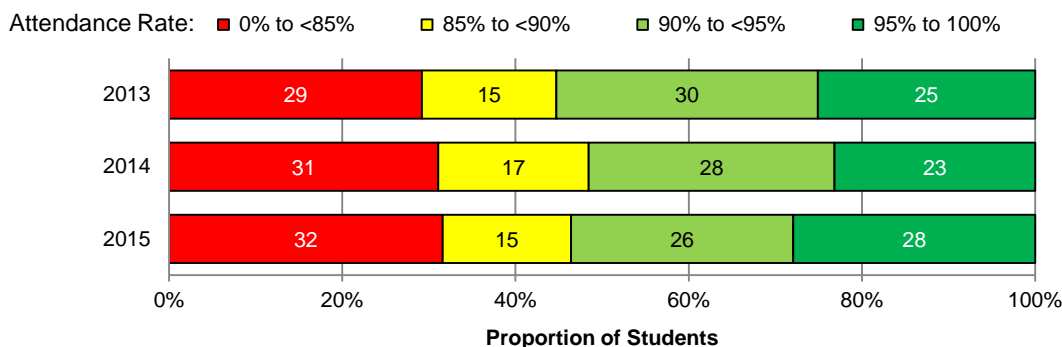
Student attendance rate for each year level (shown as a percentage)												
Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013								91%	86%	86%	86%	83%
2014								89%	89%	87%	85%	86%
2015							89%	88%	88%	87%	85%	86%

*From 2013, the methodology used for calculating attendance rates effectively counts attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.



Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

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

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7, and 9.

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

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

Find a school

Sector:

☒ Government

☒ Non-government

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

School NAPLAN information is available by selecting 'NAPLAN' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Apparent retention rates Year 10 to Year 12	2013	2014	2015
Year 12 student enrolment as a percentage of the Year 10 student cohort.	68%	88%	88%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	38%	100%	67%
Outcomes for our Year 12 cohorts	2013	2014	2015
Number of students receiving a Senior Statement	61	74	89
Number of students awarded a Queensland Certificate of Individual Achievement.	2	1	1
Number of students receiving an Overall Position (OP)	25	40	38
Percentage of Indigenous students receiving an Overall Position (OP)	0%	0%	50%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	9	13	11
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	55	68	87
Number of students awarded an Australian Qualification Framework Certificate II or above.	34	34	43
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	50	62	86
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	100%	25%	100%
Number of students awarded an International Baccalaureate Diploma (IBD).	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	76%	55%	74%
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification.	92%	96%	99%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	94%	88%	93%

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

Overall Position Bands (OP)					
Number of students in each Band for OP 1 to 25					
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2013	5	10	4	5	1
2014	2	7	13	11	7
2015	3	16	9	10	0

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

Vocational Educational Training qualification (VET)

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

Years	Certificate I	Certificate II	Certificate III or above
2013	52	34	2
2014	60	32	3
2015	85	43	2

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

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

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2016 post-school destinations survey, Next Step – Student Destination Report (2015 Year 12 cohort) for the school were not available. Information about these post-school destinations of our students will be uploaded to the school's website in September.

Early school leavers information

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

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.