



# Goondiwindi State High School



# ANNUAL REPORT 2017

Queensland State School Reporting

*Inspiring minds. Creating opportunities. Shaping Queensland's future.*

*Every student succeeding. State Schools Strategy 2017-2021*  
Department of Education



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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 Safety, Respect, Learning and Achievement.

Goondiwindi State High School is a rural school of approximately 500 students and 75 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.

## Principal's Foreword

### Introduction

At Goondiwindi State High School, we are committed to providing a local, high quality education for families and their children, utilising the unique support and strength of a strong rural community.

The learning programs that we deliver cater for the needs and aspirations of all students. The pursuit of academic excellence for all students has proven to generate successful employment opportunities, access to tertiary education and the pursuit of lifelong learning.

Our school has an unrelenting focus on the teaching and learning processes that result in these opportunities for our students. Goondiwindi State High School stands by our relationships with families and their children, committed teachers, innovative programs, quality facilities, and strong community ties.

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 2017.

## School Progress towards its goals in 2017

The Priorities for Our School in 2017 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

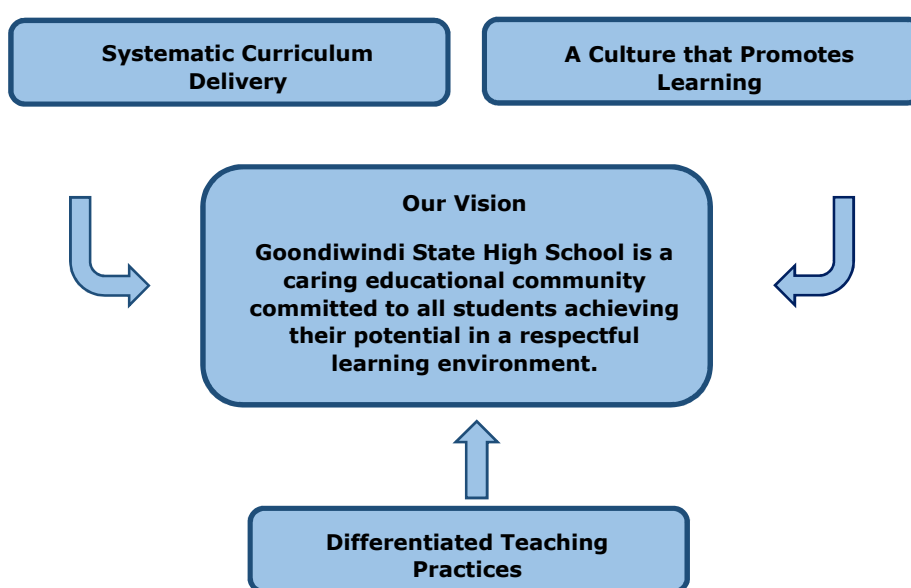
## Future Outlook

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 Practice ....in 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 Practice ....in 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

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

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2015</b>	531	285	246	73	91%
<b>2016</b>	526	273	253	88	91%
<b>2017</b>	498	250	248	101	92%

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

In 2017, 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 (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

## Characteristics of the Student Body

### 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

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

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3			
Year 4 – Year 6			
Year 7 – Year 10	21	21	21
Year 11 – Year 12	16	17	16

# 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	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 Assist 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 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 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

### Overview

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

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

### Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
their child is getting a good education at school (S2016)	88%	96%	88%
this is a good school (S2035)	88%	89%	92%
their child likes being at this school* (S2001)	82%	89%	85%
their child feels safe at this school* (S2002)	100%	89%	96%
their child's learning needs are being met at this school* (S2003)	76%	87%	88%
their child is making good progress at this school* (S2004)	82%	87%	96%
teachers at this school expect their child to do his or her best* (S2005)	94%	100%	96%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	76%	96%	96%
teachers at this school motivate their child to learn* (S2007)	76%	83%	88%
teachers at this school treat students fairly* (S2008)	65%	73%	77%
they can talk to their child's teachers about their concerns* (S2009)	94%	98%	92%
this school works with them to support their child's learning* (S2010)	88%	94%	92%
this school takes parents' opinions seriously* (S2011)	82%	84%	92%
student behaviour is well managed at this school* (S2012)	82%	70%	73%
this school looks for ways to improve* (S2013)	82%	93%	92%
this school is well maintained* (S2014)	88%	96%	96%

### Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	95%	94%	93%
they like being at their school* (S2036)	81%	88%	83%
they feel safe at their school* (S2037)	96%	94%	87%
their teachers motivate them to learn* (S2038)	84%	90%	86%
their teachers expect them to do their best* (S2039)	96%	97%	97%
their teachers provide them with useful feedback about their school work* (S2040)	86%	90%	88%
teachers treat students fairly at their school* (S2041)	69%	73%	75%
they can talk to their teachers about their concerns* (S2042)	71%	71%	72%
their school takes students' opinions seriously* (S2043)	77%	75%	76%
student behaviour is well managed at their school* (S2044)	67%	67%	56%
their school looks for ways to improve* (S2045)	97%	96%	90%
their school is well maintained* (S2046)	95%	90%	90%
their school gives them opportunities to do interesting things* (S2047)	89%	89%	82%



## Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
they enjoy working at their school (S2069)	87%	92%	94%
they feel that their school is a safe place in which to work (S2070)	94%	97%	97%
they receive useful feedback about their work at their school (S2071)	81%	81%	77%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	58%	63%	57%
students are encouraged to do their best at their school (S2072)	87%	92%	85%
students are treated fairly at their school (S2073)	79%	92%	82%
student behaviour is well managed at their school (S2074)	69%	82%	72%
staff are well supported at their school (S2075)	72%	79%	86%
their school takes staff opinions seriously (S2076)	74%	84%	87%
their school looks for ways to improve (S2077)	94%	96%	100%
their school is well maintained (S2078)	87%	90%	96%
their school gives them opportunities to do interesting things (S2079)	83%	88%	89%

\* 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 programs

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

## School Disciplinary Absences

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

SCHOOL DISCIPLINARY ABSENCES			
Type	2015	2016	2017
Short Suspensions – 1 to 10 days	130	171	162
Long Suspensions – 11 to 20 days	7	9	6
Exclusions	1	1	2
Cancellations of Enrolment	0	1	3

## Environmental Footprint

### Reducing the 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.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	115,054	11,126
2015-2016	40,553	2,092
2016-2017	264,987	

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

## School Funding

### School income broken down by funding source

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

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

### Find a school

Sector:

Government

Non-government

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

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

## Our Staff Profile

### Workforce Composition

#### Staff composition, including Indigenous staff

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	52	29	<5
Full-time Equivalents	48	20	<5

#### Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	3
Graduate Diploma etc.**	13
Bachelor degree	30
Diploma	2
Certificate	

\*Teaching staff includes School Leaders

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

### Professional Development

#### Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2017 were \$24,520

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 2017 was 100%.

## Staff Attendance and Retention

### Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	97%	97%	97%

### 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 2017.

## Performance of Our Students

### Key Student Outcomes

#### Student Attendance

##### Student attendance

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

STUDENT ATTENDANCE 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	87%	86%	85%
The attendance rate for Indigenous students at this school (shown as a percentage).	74%	76%	75%

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

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

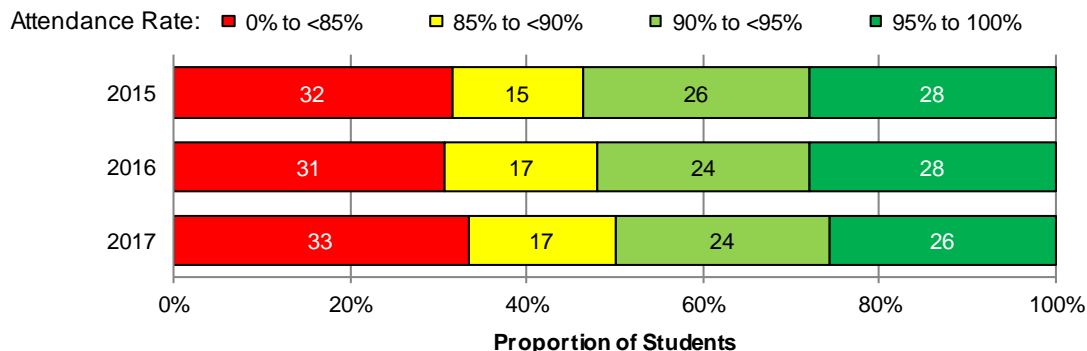
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015								89%	88%	88%	87%	85%	86%
2016								89%	88%	84%	85%	85%	88%
2017								88%	87%	85%	83%	84%	85%

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

DW = Data withheld to ensure confidentiality.

## Student Attendance Distribution

The proportions of students by attendance range:



## Description of how non-attendance is managed by the school

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

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 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

School name

Suburb, town or postcode

Sector:

Government

Non-government

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

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

## Year 12 Outcomes

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2015	2016	2017
Number of students receiving a Senior Statement	89	84	77
Number of students awarded a Queensland Certificate of Individual Achievement.	1	1	3
Number of students receiving an Overall Position (OP)	38	41	27
Percentage of Indigenous students receiving an Overall Position (OP)	50%	13%	8%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	11	10	17
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	87	52	65
Number of students awarded an Australian Qualification Framework Certificate II or above.	43	52	64
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	86	82	74
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	100%	100%	92%
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.	74%	71%	85%
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification.	99%	98%	96%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	93%	90%	96%

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

OVERALL POSITION BANDS (OP)					
Number of students in each band for OP 1 - 25					
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2015	3	16	9	10	0
2016	4	8	17	10	2
2017	4	9	10	1	3

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

VOCATIONAL EDUCATIONAL TRAINING QUALIFICATION (VET)			
Number of students awarded certificates under the Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2015	85	43	2
2016	9	51	4
2017	0	64	4

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

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

## Apparent Retention Rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12			
Description	2015	2016	2017
Year 12 student enrolment as a percentage of the Year 10 student cohort.	88%	79%	83%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	67%	80%	76%

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

## Student Destinations

### Post-school destination information

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

Schools with fewer than 5 responses will not have a report available on the post-school destinations of Year 12 completers for reasons of confidentiality.

The report will be available at:

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

### Early leavers information

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.

