Principal’s foreword

Introduction

This report should be read in conjunction with our Operational Plan 2013 which details our specific planning for the year, and the Presentation Night Program 2013, which highlights our achievements for 2013 and may be found on our website under Strategic Planning.

In 2004, Cleveland High was identified as a high achieving school that would be suited to apply for International Accreditation. In May of 2005, we had our preliminary visit by representatives of the Council of International Schools and we were put forward as candidates for accreditation. What followed was a rigorous review of every aspect of the school’s operation and curriculum referred to as a Self Study. In October 2006, we had our accreditation visit from a team of fifteen educators from Queensland, interstate and overseas, who examined our self-study, visited our classrooms and interviewed staff, parents and members of the community. This confronting process of quality assurance provided us with many areas to celebrate our high standards and successes.

In 2011 we received a five year visit by representatives of CIS. The five Year Visit took place between the 18th and 20th October 2011 and was undertaken by two CIS Visitors with extensive experience in International schools. Their report noted that “The 5 Year Report was submitted well in advance of the visit and more than adequately addressed the status of the recommendations arising from the 2006 Visiting Team Report”. “There have been some significant developments at the school in the period between the initial Team Visit in 2006 and the Five Year Visit.” It also gave us the invaluable outside objective perspective that has guided our strategic planning for the future.

In 2013 we enrolled our first Year 7 students as part of the Flying start project and became an Independent Public School. We enrolled over 200 Year 7 students and piloted the largest flying Start program in the state. The feedback from our parents, students, the constant stream of visiting administrators to our school and senior officers have reinforced the perception that we have one of the best Year 7 programs in the State.
We are mindful of the great support that we have received from our colleagues in the Redlands Bayside cluster of schools in helping to make this program successful. From our official commencement parade with over 200 parents and a Chinese dragon dance, through to our celebration at the end of 2013, Year 7 at Cleveland District State High School has had a memorable year.

We took advantage of the opportunities available to us when we were selected to be one of the first group of Independent Public Schools. We interviewed and selected more than 20 new staff, to increase our Behaviour, Guidance and Support Teachers and Learning needs staff to provide increased support for our students and to develop relationships with Government agencies and business which will increase the opportunities for our students.

### Enrolments 2010 to 2014

<table>
<thead>
<tr>
<th>Year</th>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>238</td>
<td>278</td>
<td>254</td>
<td>239</td>
<td>196</td>
<td></td>
<td>1205</td>
</tr>
<tr>
<td>2011</td>
<td>308</td>
<td>255</td>
<td>301</td>
<td>253</td>
<td>223</td>
<td></td>
<td>1340</td>
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<tr>
<td>2012</td>
<td>288</td>
<td>311</td>
<td>258</td>
<td>299</td>
<td>210</td>
<td></td>
<td>1366</td>
</tr>
<tr>
<td>2013</td>
<td>213</td>
<td>309</td>
<td>319</td>
<td>328</td>
<td>263</td>
<td>246</td>
<td>1678</td>
</tr>
<tr>
<td>2014</td>
<td>219</td>
<td>335</td>
<td>330</td>
<td>308</td>
<td>310</td>
<td>210</td>
<td>1712</td>
</tr>
</tbody>
</table>

Our enrolment capacity increased significantly with the opening of our Junior Secondary complex. We now have capacity for 1770 students.

We are an enrolment managed school and as such we need to manage our enrolments outside of our catchment area to ensure we don’t over enrol. We still take every student from within catchment and the remaining enrolments are admitted based on strict enrolment criteria. This enrolment plan is on our website together with our catchment area plan.

Thirty per cent of students in 2013 lived outside our catchment area. We are in the challenging position of having substantially more students wishing to enrol at Cleveland High than we have room for. Students are attracted to the school’s broad curriculum offerings, our Excellence programs in Creative Arts, Science, Sport development and Languages, the high performances of our graduates and because of our reputation as a genuine community school with supportive student policies.

One of the most common reasons for choosing Cleveland High is one of which we should all be proud. Cleveland is seen as a school with high standards but also a caring school that supports the individual, involves students and parents in decisions about their learning and provides a welcoming environment.

We are a genuine community school with over 40 organisations using the school premises. Our facilities are in constant use by our school community. This is as it should be for all of our schools. They represent a significant investment by the community that should not remain idle for a major portion of the day.
School Progress Towards its Goals in 2013

We believe our progress towards our goals for improvement has been outstanding and our CIS visitors commended the school’s current strengths. Some of the significant improvements that the school has worked on enthusiastically in 2013 include:

A Focus on Continuous Improvement (Kaizen)
Embed three drivers in school operations and collective understanding; Kaizen, Neoteny and Ubuntu.

Curriculum Continuity P – 9
- National curriculum in Science, Mathematics and English complete to Year 10. Introduction of History and Geography into Year 7 and 8.
- Review Junior Secondary with emphasis on Years 8 and 9.
- Implementation of Year 7. Share units of work, pedagogy and moderation of assessment across cluster.
- Investigate ways of furthering the integration of learning across department disciplines in Junior School.
- Continue and review progress re Literacy, Numeracy, LOTE.
- Examine NAPLAN 2012 and develop improvement plan.

Curriculum Continuity 7 – 12
- Developing a process for planning units of work within the Australian Curriculum that incorporate school focused pedagogy and philosophy.
- Further develop Community Language Centre, Asian Literacy Centre and Confucius classroom.
- Embed Indigenous Culture into the curriculum, investigate indigenous curriculum opportunities.

Continue focus on improved pedagogy and implementation of School Philosophy and Objectives
- Continued implementation of Dimensions of Learning; underlying focus on Neoteny in terms of every day Habits of Mind.
- Investigate additional strategies to embed the incorporation of Dimensions of Learning pedagogy into teaching and learning in the Junior School.
- Clarify and further develop links between staff performance and professional development and the school’s AIP to facilitate enhanced teacher pedagogy and student learning opportunities.
- Continue to implement DPF, introduce focus on data analysis and teacher response.
- Continue beginning teachers program and support for future leaders.
- Formalising procedures and/or tools to enable the school to determine how effectively the philosophy reflects actual practice in the classroom and how individual faculties are aligning their pedagogy to the new philosophy.
- Implement whole school, long range plan to guide the use and development of ICT resources.
- Planning and initial implementation of 1 to 1 program, Years 7, 11 and 12 in 2013; Years 8 and 10 in 2014 and Year 9 in 2015.
- Continue the development of an ethos in the school where internationalism and inclusive intercultural relationships are understood and embedded in practice.
- Use five elements of Global Perspectives as a foundation of internationalism and international mindedness. Embed an understanding and commitment to Ubuntu throughout the whole school community.
Future Outlook

Some of the key tasks facing the school include:

- We have become an Independent Public School. We will continue to have all of the advantages of being part of a large interconnected organisation with the freedom to develop new partnerships while being less encumbered by bureaucracy.
- We have taken advantage of the introduction of Year 7 to high school to review all aspects of Junior Secondary schooling. In 2014 we will introduce changes to Year 8 to align it with Year 7 and in 2014 we will continue the review of Year 9 to create a genuine three year Junior Secondary program.
- We will investigate the introduction of the International Baccalaureate.
- We continue the phasing in of 1 to 1 laptop program next year with Years 7, 8, 10 11 and 12 and extending to all levels by 2015. During 2014 we will plan and start the implementation of a Bring Your Own Device program.
- Our students have access to state of the art modern technology and we will continue to be at the forefront of innovation. We will continue to flip the classroom as we work towards a school where each student’s needs are met.
- We will have tours to sister schools in Vanuatu and Japan and will have tours to Borneo, Vietnam and New Caledonia.
- We will embed a global perspective in the curriculum from Years 7 to 12.
- We will be recognised in the next few years as one of Queensland and Australia’s premier language schools. We have a firm belief that every child should speak at least two languages, 80% of the world is bilingual. Language education should start before formal schooling and continue every year from Prep to Year 12.
- We will continue to be a community school with all that this entails.
- We will strengthen our focus on improving literacy and numeracy. Our 2014 NAPLAN results showed that our students are above State and at or above National Means in all areas with 100% of Year 7 at or above National levels in Numeracy.
- We will ensure that we remain a school of excellence in the Arts. This is the soul of our school and must not be diminished in any way as we improve our performance elsewhere.
- We will increase our profile as a genuine sports high school.
- We will advocate for our building program particularly a sports hall. It is hard to believe that every High School in Queensland and most primary schools have a sports hall while Cleveland High with over 1700 students next year does not.
- We will implement the National Curriculum over the next two years with the introduction of Geography in 2014.
- We will develop and implement a plan for reducing our carbon footprint and increase our efforts to educate our students in sustainable practices.
- We will continue to be one of the highest performing schools in South East Region.
Cleveland District State High School is dedicated to providing the best education for every student, every lesson, every day. International Accreditation allows us to have insight into how we can best move forward to achieve our goals. We are committed to Continuous Improvement and this is the focus of all our activities. Underlying all of our operations are three drivers – Kaizen, Neoteny and Ubuntu.

**Kaizen** – Incremental continuous focussed improvement every single day.

**Neoteny** – This is a scientific word referring to retaining juvenile characteristics into adulthood.

Our third driver reiterates our commitment to internationalism and interculturalism. Our concern for those around us and the importance of community.

**Ubuntu** – “you are therefore I am”

A person with Ubuntu is open and available to others, affirming of others, does not feel threatened that others are able and good, based from a proper self-assurance that comes from knowing that he or she belongs in a greater whole. Ubuntu is the essence of being human. Ubuntu speaks particularly about the fact that you can’t exist as a human being in isolation. It speaks about our interconnectedness. You can’t be human all by yourself, and when you have this quality - Ubuntu - you are known for your generosity. We think of ourselves far too frequently as just individuals, separated from one another, whereas you are connected and what you do affects the whole world. When you do well, it spreads out; it is for the whole of humanity.

Our students are aware of the importance of working hard and having fun at the same time. There is a genuine recognition in our school that “near enough is never good enough”.

- Empathy
- Decision
- Relations
Our school at a glance

School Profile

Coeducational or single sex: Coeducational
Year levels offered in 2013: Year 7 - Year 12

Total student enrolments for this school:

<table>
<thead>
<tr>
<th></th>
<th>Total</th>
<th>Girls</th>
<th>Boys</th>
<th>Enrolment Continuity</th>
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<tr>
<td>2011</td>
<td>1333</td>
<td>653</td>
<td>680</td>
<td>91%</td>
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<td>2012</td>
<td>1351</td>
<td>683</td>
<td>668</td>
<td>92%</td>
</tr>
<tr>
<td>2013</td>
<td>1651</td>
<td>862</td>
<td>789</td>
<td>94%</td>
</tr>
</tbody>
</table>

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

Characteristics of the student body:

- Cleveland District State High School was the first secondary school in the Redlands. There are now a total of five State secondary schools and five Private schools that offer secondary in Redland City.

- Redland City is located in South-East Queensland, 26 kilometres south-east of the Brisbane CBD. Redland City is bounded by Moreton Bay (the Coral Sea) in the north and east, Gold Coast and Logan Cities in the south and Brisbane city in the west.

- The demographics of the general population are reflected in the school population – 4% indigenous students and 5% of students with a language background other than English.

- Students are from a diversity of socio-economic backgrounds. In 2013 the ICSEA (Index of Community Socio-Educational Advantage) indicated that 19% of families are in the top quartile (6% lower than the Australian average) while 20% are in the bottom quartile (5% lower than the Australian average).

- Over 70% of residents own or are purchasing their own homes with houses starting in cost from approximately $400,000 up to several million for waterside and canal properties. The average rent is between $400 and $460 per week.

- Traditionally 30% of our school population has been from outside of our feeder area. The pressure on enrolments has increased significantly in recent years and an Enrolment Management Plan is now in place for the school (see website).

- Between sixty and eighty Year 11 and 12 students each year study a university or TAFE subject at the same time as their secondary studies and a further fifty to sixty Year 11 and 12 students complete a school-based apprenticeship or traineeship in conjunction with their senior studies.

- Our six main feeder schools (Cleveland, Thornlands, Ormiston, Mt Cotton, BayView and Dunwich) are either within walking distance from the school or are accessible by bicycle, bus, water taxi or train.

- A number of families have lived in the area for a long period of time and have had several students attend the school. Second and third generations of families are now in attendance. As a result there is a high degree of support for and involvement in the school.
Our school at a glance

Average Class Sizes

<table>
<thead>
<tr>
<th>Phase</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 7 Secondary – Year 10</td>
<td>25</td>
<td>24</td>
<td>26</td>
</tr>
<tr>
<td>Year 11 – Year 12</td>
<td>18</td>
<td>19</td>
<td>19</td>
</tr>
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</table>

School Disciplinary Absences

<table>
<thead>
<tr>
<th>Disciplinary Absences</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Suspensions - 1 to 5 days</td>
<td>134</td>
<td>126</td>
<td>90</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td>35</td>
<td>42</td>
<td>33</td>
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<tr>
<td>Exclusions</td>
<td>7</td>
<td>16</td>
<td>15</td>
</tr>
<tr>
<td>Cancellations of Enrolment</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Curriculum offerings

Our distinctive curriculum offerings

Junior School
Students in Year 7 are placed into classes based on their academic, sporting or musical interests. Students are asked to identify friendships on their enrolment forms which help us to place students in classes based on a combination of educational and social outcomes. This has proved incredibly powerful in terms of assisting the smooth transition of our students into the secondary setting. Students in Year 7 and 8 remain with their class group throughout the day and move to classes together.

The Junior School curriculum has a strong student centred learning focus. The introduction of Dimensions of Learning (DoL) has been emphasised in Junior Secondary. Through implementing Dimensions of Learning we hope to, “Establish strong bonds of trust and respect and affection… revealing strategies for organising knowledge, demonstrate ways of storing that knowledge is a systematic way and encourage students in the ownership of their own learning process are fully supported through the DoL framework. Without fail, students can achieve at a higher level and enjoy the learning process as they become aware of their own learning style and needs.” (Grainger, P. and Allen, J. 2007)

Our pedagogical framework is based upon:
- School Philosophy
- Dimension of Learning
- Focus on outcomes for students.
- The Junior School curriculum is designed to enable students to obtain a sound general education.
- Students need maximum learning time. Quality teaching and learning time is essential.
- Students need rigorous learning in a supportive environment.
Our school at a glance

- Maximum flexibility is provided within a clear framework and parameters.
- Students need choice.
- The Junior School curriculum is based on the 8 Key Learning Areas. These learning areas have their own integrity with component subjects making their own contribution to the overall learning program. The school will deliver the national curriculum via the Queensland Studies Authority (QSA) guidelines.

The 8 KLAs are:
- English
- Health and Physical Education
- Studies of Society and the Environment
- Languages Other Than English
- Mathematics
- Science
- The Arts
- Technology

English, Mathematics, Science, and History Junior curriculum follows the national curriculum. Cleveland is using the Curriculum to the Classroom materials developed by the Queensland Studies Authority (QSA) for these subjects. The draft Geography national curriculum is also being used as a guide to develop units for Junior Geography. This will be further developed with the QSA materials in 2014.

All students in Years 7 and 8 study English, Mathematics, Science and Technology, History, Geography, Health and Physical Education, Creative Arts (Integrated music, drama, art and multimedia) as well as a language of their choice (French, Mandarin or Japanese).

In Year 9, students get to choose either Science or Agricultural science plus three elective subjects while continuing with the core subjects of English, Mathematics, Science, History/Geography and HPE. Students now have each class with a different combination of students. In our experience, students enjoy the change from Year 8 and are experiencing the structure that flows through into the Senior Secondary. The broad range of elective subjects gives students choices which result in greater engagement and satisfaction with their schooling. Ensuring students continue to have these choices is a key component of our Junior Secondary framework.

The explicit teaching of literacy and numeracy will continue to be given a high priority. The lessons will be delivered by English and Mathematics teachers. This represents a move away from a more contextualised approach; however a critical component of the recent Junior Secondary review has been the recognition of the importance of expert explicit teaching. This more directed approach ensures a consistent and strategic approach to the teaching of literacy and numeracy. The literacy and numeracy indicators as well as the National Curriculum English and Mathematics Syllabus documents underpin the development of this program.

The cross curricular priorities of the national curriculum are address through the formal curriculum as well as many co-curricular programs and activities in the school. We have an active EATSIPIs (Embedding Aboriginal and Torres Strait Perspectives) Committee in the school working with students, teachers and the community. Australia’s engagement with Asia is evident through Languages and a variety of community partnerships including the Confucius Institute and the Australian Japan Wildlife Foundation. Cleveland has sister school agreements with a school in Japan (Kani City Technical High School) and Pango Village in Vanuatu. Sustainability is a big focus in many aspects of the school including the DeforestAction student committee as well as the Global Perspectives and Sustainability strategic planning.
committee. As an internationally accredited school, global perspectives is embedded in the formal and co-curricular programs at the school.

**Senior School**
The school recognises that a three year senior best supports students to complete Year 12. The Senior Schooling curriculum has been designed around the concept that students become more engaged and gain more from school when they are given choices that match their interests, aspirations and capacities.

In 2013, Year 10 students studied English (English or English Language), Mathematics (A or B or Prevocational), and four electives.


In 2013, Year 11 and 12 students were offered a wide range of academic and vocational subjects including:


- **Vocational Education and Training Qualifications (do not contribute to an Overall Position)** – Certificate III in Children’s Services.

Senior students work a flexible timetable (four day week). Students undertake University study, TAFE programs, School-based Apprenticeships and Traineeships or private study on their Monday options day.
Our school at a glance

Co-curricular activities
Cleveland District State High School offers a varied program of co-curricular offerings to students across a range of interest areas including:

Cultural: Visual Art Expo, Music Camp, Choirs, Jazz Orchestra, Decemsextext Project, Symphonic Band, Wind Ensemble, Concert Band, String Ensembles, Flute Choir, Nights of Music, Dance Fusion, Creative Arts Showcase, Film and Media Presentation Night, Film and TV club, Drama Club “Suburban Lights”, Year 7 Dance Team, Junior Dance Team and Senior Dance Team, Creative Generations - Visual Arts Exhibition.

Clubs: Chess Club, Gr8 (Chaplaincy lunchtime activities club for Year 8 students), Show Team, DeforestACTION/Environmental committee, Philosophy Club, Photography Club, Tech gURLs Club, Debating Training Club, Robotics Club.


Chaplaincy: Chaplaincy Committee, Compassion Club, Lunchtime clubs.

Education Competitions: Rostrum Voice of Youth competition, Quota International Youth Ambassador Competition, Bond University Mooting Competition, Queensland Debating Union (QDU) Competition, The Constitutional Convention.

Australian Geography Competition, Australian Language Competitions, Australian English Competition, Premier’s Reading Challenge, Premier’s Anzac Challenge.

Australian Mathematics Competition, ICAS (International Competitions and Assessments for Schools) Computer Skills Competition, Young ICT Explorers.

Show Team Agricultural Animal Judging, Sheep Handlers Competition, Royal Australian Chemical Institute Chemical Analysis (Titration Competition) Competition, Robocup, Big Science Competition.

Australian Computational and Linguistics Olympiad, Brain Bee, Ecoman Program. ASX Sharemarket Competition.

UQ Young Scholars Program.


Bayside Swimming Competition, Bayside Cross Country Competition, Bayside Track and Field.

Touch Football – Schools Touch League, All Schools Touch, Touch Development Squad Training, All Halloys Carnival.

Volleyball – Schools Cup Volleyball (both State and National), Beach Volleyball Schools Cup.

Football – Schools Premier League, Bill Turner Cup.

Junior Anglers Competition.

How Information and Communication Technologies are used to assist learning
ICT Vision: Our teaching and learning drives the use of technologies in the classroom where we engage students in a rich learning environment that draws upon an international perspective. As a community we value the safe and ethical use of technologies.
Students have access to a number of computer rooms throughout the school with industry standard software. These rooms include dedicated Graphics, Digital Art, Music Technology, and Film and Television. Students also have access to a number of Laptop devices which allow flexible ICT integration within a more traditional learning space, like a science laboratory, the school’s library or the Technology Innovation Centre.

In 2013 the school 1-to-1 take home laptop program was extended to students in Year 7 and Year 9. From 2014 the school's 1-to-1 take home laptop program will be offered in Years 7, 8, 10, 11 and 12.

The 1-to-1 laptop program is a wonderful opportunity for our students to experience anywhere, anytime learning. We are already well aware of the exponential growth in technology in our society and at Cleveland High we believe that access to this technology should be normal part of a student’s everyday routine. Education in the 21st century is about personalised learning, bringing the world into the classroom and taking our students to the world.

The teachers at Cleveland District State High School have embraced eLearning and see the benefits for personalised learning to assist differentiation in the classroom. The school has invested time in developing electronic resources using such delivery methods as Microsoft OneNote, or online learning spaces like The Learning Place and edStudio. By giving students access to resources, lessons and learning pathways outside of the classroom allows the teacher to focus on higher order and problem solving skills in the classroom.

The school’s ClickView digital video library continues to grow and is accessible in every classroom and on every computer in the school. This level of access across the entire school enables our teachers to deliver and manage digital content to help immerse students in a vibrant multi modal learning environment.

In the 2013 School Opinion Survey:
- 95.5% of parents agree they understand how computers and other technologies are used at this school to enhance their child's learning.
- 98.3% of students agree they can access computers and other technologies at school for learning.

### Social climate

Cleveland District State High School is an established school with a caring staff devoted to the creation of a safe, supportive environment where all students are valued, individual differences are respected and international students are welcomed. We aim to build positive, meaningful relationships within our school and the wider community.

Our school is committed to the development of lifelong learners who have the confidence and abilities necessary to face the challenges of our rapidly changing society. Our teaching staff are dedicated to the delivery of an engaging curriculum that ensures intellectual discipline and academic rigour. There is a culture of continuous improvement.

Cleveland District State High School prepares students to meet the future by promoting the all-round development of each student through the equitable provision of a wide range of academic, vocational, cultural, sporting and citizenship opportunities. Students have access to flexible pathways and are encouraged to pursue every opportunity available to them to develop as young people. The school aims to:
Our school at a glance

Develop life skills in …
- Communication
- Research
- Decision making
- Problem solving
- Critical and creative thinking
- Thinking and working collaboratively
- 21st Century technologies
- Autonomous learning

and promote …
- Respect for self, others and the environment
- International mindedness
- Cultural understanding and respect for diversity
- Knowledge of and respect for Australia’s heritage
- Individuality
- Ethical behaviour
- Self discipline
- Personal integrity and
- Independence

Cleveland District State High School encourages our students to strive for personal excellence and be “always worthy” in an inclusive environment where all members of the school community are welcomed.

Parent, student and staff satisfaction with the school

<table>
<thead>
<tr>
<th>Performance measure (Nationally agreed items shown*)</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of parents/caregivers who agree that:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>their child is getting a good education at school (S2016)</td>
<td>89%</td>
<td>100%</td>
</tr>
<tr>
<td>this is a good school (S2035)</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>their child likes being at this school* (S2001)</td>
<td>96%</td>
<td>95%</td>
</tr>
<tr>
<td>their child feels safe at this school* (S2002)</td>
<td>96%</td>
<td>95%</td>
</tr>
<tr>
<td>their child’s learning needs are being met at this school* (S2003)</td>
<td>89%</td>
<td>95%</td>
</tr>
<tr>
<td>their child is making good progress at this school* (S2004)</td>
<td>89%</td>
<td>100%</td>
</tr>
<tr>
<td>teachers at this school expect their child to do his or her best* (S2005)</td>
<td>89%</td>
<td>100%</td>
</tr>
<tr>
<td>teachers at this school provide their child with useful feedback about his or her school work* (S2006)</td>
<td>93%</td>
<td>91%</td>
</tr>
<tr>
<td>teachers at this school motivate their child to learn* (S2007)</td>
<td>89%</td>
<td>91%</td>
</tr>
<tr>
<td>teachers at this school treat students fairly* (S2008)</td>
<td>93%</td>
<td>91%</td>
</tr>
<tr>
<td>they can talk to their child’s teachers about their concerns* (S2009)</td>
<td>96%</td>
<td>91%</td>
</tr>
<tr>
<td>this school works with them to support their child’s learning* (S2010)</td>
<td>89%</td>
<td>100%</td>
</tr>
<tr>
<td>this school takes parents’ opinions seriously* (S2011)</td>
<td>93%</td>
<td>100%</td>
</tr>
<tr>
<td>student behaviour is well managed at this school* (S2012)</td>
<td>100%</td>
<td>95%</td>
</tr>
<tr>
<td>this school looks for ways to improve* (S2013)</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>this school is well maintained* (S2014)</td>
<td>100%</td>
<td>95%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Performance measure (Nationally agreed items shown*)</th>
<th>2012</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Percentage of students who agree that:</td>
<td></td>
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</tr>
<tr>
<td>they are getting a good education at school (S2048)</td>
<td>100%</td>
<td>98%</td>
</tr>
</tbody>
</table>
### Our school at a glance

- **they like being at their school** (S2036) 100% 93%
- **they feel safe at their school** (S2037) 100% 96%
- **their teachers motivate them to learn** (S2038) 100% 97%
- **their teachers expect them to do their best** (S2039) 100% 99%
- **their teachers provide them with useful feedback about their school work** (S2040) 100% 96%
- **teachers treat students fairly at their school** (S2041) 100% 83%
- **they can talk to their teachers about their concerns** (S2042) 99% 84%
- **their school takes students' opinions seriously** (S2043) 100% 85%
- **student behaviour is well managed at their school** (S2044) 100% 88%
- **their school looks for ways to improve** (S2045) 99% 96%
- **their school is well maintained** (S2046) 100% 93%
- **their school gives them opportunities to do interesting things** (S2047) 100% 95%

### Performance measure

<table>
<thead>
<tr>
<th>Percentage of school staff who agree that:</th>
<th>2013</th>
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<tbody>
<tr>
<td>they enjoy working at their school (S2069)</td>
<td>98%</td>
</tr>
<tr>
<td>they feel that their school is a safe place in which to work (S2070)</td>
<td>98%</td>
</tr>
<tr>
<td>they receive useful feedback about their work at their school (S2071)</td>
<td>88%</td>
</tr>
<tr>
<td>students are encouraged to do their best at their school (S2072)</td>
<td>100%</td>
</tr>
<tr>
<td>students are treated fairly at their school (S2073)</td>
<td>98%</td>
</tr>
<tr>
<td>student behaviour is well managed at their school (S2074)</td>
<td>99%</td>
</tr>
<tr>
<td>staff are well supported at their school (S2075)</td>
<td>94%</td>
</tr>
<tr>
<td>their school takes staff opinions seriously (S2076)</td>
<td>95%</td>
</tr>
<tr>
<td>their school looks for ways to improve (S2077)</td>
<td>99%</td>
</tr>
<tr>
<td>their school is well maintained (S2078)</td>
<td>95%</td>
</tr>
<tr>
<td>their school gives them opportunities to do interesting things (S2079)</td>
<td>99%</td>
</tr>
</tbody>
</table>

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

* Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

**DW = Data withheld to ensure confidentiality.**

### Involving parents in their child's education

Parents and members of the community are invited to become involved in the school in a number of ways including:

- Parents and Citizens' Association (P&C).
- School Council - Parent Representatives.
Our school at a glance

- Chaplaincy - Members of the community are invited to attend meetings, join prayer groups, assist with fundraising and organisation of events etc.
- Canteen.
- Learning Assistance Program (LAP) - Members of the community are invited to assist in the Learning Support and/or Special Education Unit providing in-class support, assisting students with assignments and basic literacy and numeracy.
- Library - Volunteers assist in the library covering books, completing general duties etc.
- Sport – Parents and student alumni volunteer to coach, referee and manage teams.
- Cleveland High Instrumental Music Program Supporters (CHIMPS) – Volunteers assist with the development of the music program by preparing resources, managing bands and uniforms, as members of the steering committees for major events, assisting with the production of concerts and coordination of fundraising and events.
- Parents Of Show Team (POST) – Volunteers support the sheep show team by organizing and running fundraising events, managing uniforms and displays, transporting students and supporting school staff at events and shows. Funds are used to purchase feed for the animals and equipment used in training, showing and judging.
- Welcome Barbeque – annual February event.
- Parent Teacher Interviews – March and July every year.
- Information Evenings – Year 6 and Year 7, Year 8, Year 9.
- SET Plan Information Sessions and Interviews – Year 10.
Reducing the school’s environmental footprint

We have continued in our endeavours to improve our environmental footprint with strategies such as rubbish recycling, mulching of gardens and educating staff on correct air conditioning temperatures. With an ever increasing student and staff population we have now formed a Waste Minimisation Committee which will look at new initiatives to further improve our outcomes.

Our new Waste Minimisation Committee was awarded a $10 000 grant for a “Zero Waste-Greener Place” Recycling Project. They have purchased new eye-catching bins to help educate our students. Our school has also invested $140 000 in a new solar farm. At present we have solar panels totalling 60kw with approval from Energex to have a maximum solar farm of 167kw.

<table>
<thead>
<tr>
<th>Year</th>
<th>Electricity kWh</th>
<th>Water kL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010-2011</td>
<td>698,755</td>
<td>10,683</td>
</tr>
<tr>
<td>2011-2012</td>
<td>797,911</td>
<td>13,603</td>
</tr>
<tr>
<td>2012-2013</td>
<td>690,848</td>
<td>12,107</td>
</tr>
</tbody>
</table>

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. 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

<table>
<thead>
<tr>
<th>2013 Workforce Composition</th>
<th>Teaching Staff *</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>122</td>
<td>44</td>
<td>&lt;5</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>111</td>
<td>31</td>
<td>&lt;5</td>
</tr>
</tbody>
</table>

Qualifications of all teachers

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Number of Teaching Staff *</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate</td>
<td>0</td>
</tr>
<tr>
<td>Diploma</td>
<td>5</td>
</tr>
<tr>
<td>Advanced Diploma</td>
<td></td>
</tr>
<tr>
<td>Bachelor Degree</td>
<td>107</td>
</tr>
<tr>
<td>Graduate Diploma etc.</td>
<td></td>
</tr>
<tr>
<td>Masters</td>
<td>10</td>
</tr>
<tr>
<td>Doctorate</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>122</td>
</tr>
</tbody>
</table>

* 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 2013 was **$111 780**.

Major professional development initiatives are as follows:
There is a strong emphasis on professional development and renewal at Cleveland District State High School. The school philosophy commits all members of the school to continuous improvement. Our teaching staff are dedicated to the delivery of an engaging curriculum that ensures intellectual discipline and academic rigour.

Since introducing Professional Development Plans in 2005 as part of the Council of International Schools accreditation process, the school has advanced these processes from a reflective teacher model to develop a genuine professional learning community. There is a culture of sharing best practise through teacher observation and feedback. In the first three terms of each year, teachers have completed a
teacher observation and provide feedback on a targeted pedagogical focus, a particular aspect of Dimensions of Learning.

In 2013, through the Teaching and Learning Focus Group, eight teachers took this process to the next stage by videoing each other teach. Based on this successful trial, videoing teacher lessons has commenced with all teachers. While providing quality feedback is an important component of this process, teacher self-reflection is likely to be the most powerful outcome we expect to achieve. When teachers in the trial watched themselves teach, they were very self-critical and motivated to work at improving their teaching. The school has placed high importance on the success of this professional development and this is reflected in the 1½ hours of SFD TOIL time that has been allocated each semester to teachers to complete the reflection.

Professional Development Plans are aligned with the National Standards for Teachers, our school philosophy and our school pedagogical framework. Teachers are asked to reflect on their performance and then set personal targets and professional goals. These goals are shared with their HODs in a colligate manner at the end of each school year. HODs use the Professional Development Plans and their performance conversations with staff to help inform the faculty professional development priorities for the following year.

Professional Development aligns with teachers’ Professional Development Plans, Faculty AIPs and the whole school strategic priorities through the Whole School Professional Development Plan. Teachers are supported to develop and achieve their personal best. Approximately $100,000 was spent on professional development in 2013. Examples of professional development in 2013 include:

- International Middle Years of Schooling Conference
- Leading a Digital School
- Council of International Schools Annual Conference
- Various QSA subject specific PDs
- Habits of Mind Professional Learning Network
- Regional Literacy PD
- Andrew Fuller Cluster presentation
- Dimension of Learning – Tina Doe
- Hawker Brownlow Thinking and Learning Conference
- Big History Conference
All teachers are provided with a staff diary. The diary has the facility for teachers to track their professional learning. Teachers are also encouraged to log their professional learning on the Queensland College of Teachers’ website. The School Opinion Survey data reveals that 98% of teachers and 95% of non-teaching staff say they are encouraged to complete professional development and that 98.8% of teachers find working at Cleveland High rewarding.

All teachers are expected to maintain their currency with Education Queensland policy and procedures. Most of this professional development is delivered through Student Free Days and staff meetings.

As part of the school’s commitment to professional development and working with our cluster schools, Cleveland hosts the Bayside Excellence in Teaching Association. Every term professional development is offered free of charge to teachers in the cluster. In response to demand, these afternoons often have a focus on ICTs but many topics have been covered in recent years around teaching and learning.

The proportion of the teaching staff involved in professional development activities during 2013 was 100%.

<table>
<thead>
<tr>
<th>Average staff attendance</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff attendance for permanent and temporary staff and school leaders.</td>
<td>96%</td>
<td>96%</td>
<td>96%</td>
</tr>
</tbody>
</table>

**Proportion of staff retained from the previous school year**

From the end of the previous school year, 97% of staff was retained by the school for the entire 2013 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/](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 search form](http://www.myschool.edu.au/)
Where it says ‘Search by school name’, type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being given access to the school’s My School entry web page.

School financial information is available by selecting ‘School finances’ in the menu box in the top left corner of the school’s entry web page. 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

<table>
<thead>
<tr>
<th>Year</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The overall attendance rate for the students at this school (shown as a percentage). 91% 94% 91%

The overall attendance rate in 2013 for all Queensland state Secondary schools was 88%.

Student attendance rate for each year level (shown as a percentage)

<table>
<thead>
<tr>
<th>Year</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>92%</td>
<td>89%</td>
<td>88%</td>
<td>93%</td>
<td>92%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2012</td>
<td>95%</td>
<td>93%</td>
<td>91%</td>
<td>96%</td>
<td>95%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2013</td>
<td>93%</td>
<td>92%</td>
<td>89%</td>
<td>90%</td>
<td>92%</td>
<td>93%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.

<table>
<thead>
<tr>
<th>Attendance Rate:</th>
<th>0% to &lt;85%</th>
<th>85% to &lt;90%</th>
<th>90% to &lt;95%</th>
<th>95% to 100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>* 2013</td>
<td>15</td>
<td>12</td>
<td>30</td>
<td>42</td>
</tr>
<tr>
<td>2012</td>
<td>8</td>
<td>10</td>
<td>25</td>
<td>58</td>
</tr>
<tr>
<td>2011</td>
<td>18</td>
<td>17</td>
<td>30</td>
<td>35</td>
</tr>
</tbody>
</table>

* The method for calculating attendance changed in 2013 – care should be taken when comparing data from 2013 to that of previous years.

Description of how non-attendance is managed by the school
Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

Attendance is the responsibility of every teacher, every lesson. The school utilises an electronic roll marking system called ID attend. Teachers mark the roll every lesson and this data is stored in a central database. This allows for sophisticated tracking of student attendance. A “paper copy” of student attendance also occurs once each day in the morning during Home Group. This ensures that there is a back-up system in the case of an interruption to the network as well as another point of reference to ensure accuracy of data.

If a student is marked absent during Home Group, parents are notified via text message the same day. If a student is absent for three consecutive days without notifying the school, parents are contacted by the Administration staff. Twice each term, a letter is sent to the parent of any student with an unexplained absence/s. Deputy Principals receive a daily report of students who have any anomalies in their attendance, for example, present at home group roll marking, but absent later in the day. Students’ names are placed on daily notices and the student must report to the Deputy to provide an explanation. If the reason for a class absence is considered unsatisfactory, students will receive an after school detention and this is communicated to the parent via the mail. If there is a pattern of unsatisfactory class absences, the student will be placed on a daily attendance tracking sheet and this is communicated to the parent.

Where there are absences for which no explanation has been received or an absence for which the explanation received is unsatisfactory, it is the responsibility of that student's Deputy Principal to follow up personally with the parent. This may be done over the telephone or in a meeting. Where there are persistent absences that are deemed unsatisfactory, the Deputy Principal would communicate with the parents their legal responsibilities but also provide advice around exemptions and alternatives to schooling, if this was considered appropriate. If the Deputy had reason to suspect risk or harm to the student, the Department of Child Safety or the Queensland Police would be informed.

Where there are concerns about a child or young person's enrolment or attendance, multiple attempts to contact the parent/s are made. When there is no satisfactory outcome, the school follows procedures outlined in SMS-PR-043 and sends S178 correspondence by registered mail.

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/](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

Where it says ‘Search by school name’, type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school’s NAPLAN results.

Achievement – Closing the Gap

In 2013 there were 73 Indigenous students enrolled at the school. This is an increase from 63 in 2012.

In 2013, indigenous student attendance rates decreased from the previous year from 91% to 88.1%. The gap between indigenous and non-indigenous students attendance has remained the same as the previous two years at 3.4%.

The retention rate of Indigenous students has shown a significant increase from 2012 to 2013. The gap between indigenous and non-indigenous retention rates for 2013 has decreased by 20.9%. The schools indigenous retention rate is 4.7% better than non-indigenous students. This indigenous retention rate is better than that of all Queensland State Schools and SER Region. The schools gap between indigenous and non-indigenous retention rates of -4.7% is also the only gap where indigenous students are higher than non-indigenous in any Queensland State Schools.

Year 9 indigenous/non-indigenous gap in Mean Scale Score in NAPLAN numeracy results have decreased from 31 in 2012 to 9 in 2013. The gap in indigenous/non-indigenous numeracy is 42 points less than that of Queensland State Schools. Year 9 indigenous/non-indigenous gap in Mean Scale Score in NAPLAN Reading results have decreased from 62 in 2012 to 11 in 2013. Year 9 indigenous/non-indigenous gap in Mean Scale Score in NAPLAN Writing results have decreased from 58 in 2012 to 52 in 2013.

Year 7 indigenous/non-indigenous gap in Mean Scale Score in NAPLAN reading and writing results in 2013 have been -8 and -23 respectively, meaning the schools indigenous students have achieved better than non-indigenous students in the school. These mean scores are significantly better than Queensland State Schools and SER Region schools. Year 7 indigenous/non-indigenous gap in Mean Scale Score in NAPLAN numeracy results is 6, which is 46 points less than that of Queensland State Schools.
# Performance of our students

## Apparent retention rates Year 10 to Year 12

<table>
<thead>
<tr>
<th></th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 12 student enrolment as a percentage of the Year 10 student cohort.</td>
<td>85%</td>
<td>77%</td>
<td>79%</td>
</tr>
</tbody>
</table>

## Outcomes for our Year 12 cohorts

<table>
<thead>
<tr>
<th></th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students receiving a Senior Statement.</td>
<td>196</td>
<td>192</td>
<td>236</td>
</tr>
<tr>
<td>Number of students awarded a Queensland Certificate Individual Achievement.</td>
<td>3</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Number of students receiving an Overall Position (OP).</td>
<td>125</td>
<td>134</td>
<td>135</td>
</tr>
<tr>
<td>Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).</td>
<td>27</td>
<td>36</td>
<td>32</td>
</tr>
<tr>
<td>Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).</td>
<td>155</td>
<td>145</td>
<td>181</td>
</tr>
<tr>
<td>Number of students awarded an Australian Qualification Framework Certificate II or above.</td>
<td>128</td>
<td>124</td>
<td>164</td>
</tr>
<tr>
<td>Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.</td>
<td>170</td>
<td>178</td>
<td>213</td>
</tr>
<tr>
<td>Number of students awarded an International Baccalaureate Diploma (IBD).</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Percentage of OP/IBD eligible students with OP 1-15 or an IBD.</td>
<td>80%</td>
<td>72%</td>
<td>77%</td>
</tr>
<tr>
<td>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.</td>
<td>96%</td>
<td>99%</td>
<td>97%</td>
</tr>
<tr>
<td>Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.</td>
<td>95%</td>
<td>94%</td>
<td>91%</td>
</tr>
</tbody>
</table>

As at 5 May 2014. The above values exclude VISA students.

## Overall Position Bands (OP)

<table>
<thead>
<tr>
<th></th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students in each Band for OP 1 to 25.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>OP 1-5</td>
<td>17</td>
<td>13</td>
<td>11</td>
</tr>
<tr>
<td>OP 6-10</td>
<td>29</td>
<td>49</td>
<td>45</td>
</tr>
<tr>
<td>OP 11-15</td>
<td>54</td>
<td>34</td>
<td>48</td>
</tr>
<tr>
<td>OP 16-20</td>
<td>22</td>
<td>33</td>
<td>26</td>
</tr>
<tr>
<td>OP 21-25</td>
<td>3</td>
<td>5</td>
<td>5</td>
</tr>
</tbody>
</table>

As at 5 May 2014. The above values exclude VISA students.

## Vocational Educational Training qualification (VET)

<table>
<thead>
<tr>
<th></th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students awarded certificates under the Australian Qualification Framework (AQF).</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Certificate I</td>
<td>111</td>
<td>125</td>
<td>14</td>
</tr>
<tr>
<td>Certificate II</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Certificate III or above</td>
<td>14</td>
<td>14</td>
<td>14</td>
</tr>
</tbody>
</table>
Performance of our students

<table>
<thead>
<tr>
<th>Year</th>
<th>Year 10</th>
<th>Year 11</th>
<th>OP</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>103</td>
<td>117</td>
<td>24</td>
</tr>
<tr>
<td>2013</td>
<td>122</td>
<td>154</td>
<td>39</td>
</tr>
</tbody>
</table>

As at 5 May 2014. The above values exclude VISA students.

The majority of Certificate I courses are offered to Year 10 students. The only Certificate I courses offered to Year 11 and 12 students in 2013 were Certificate I in Furnising, Certificate I in Engineering and Certificate I in General Construction. Certificate I course options in Year 10 allow students to bank up to five credits towards their Queensland Certificate of Education.

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2014 post-school destinations survey, Next Step – Student Destination Report (2013 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 leavers information

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

Compulsory School Age – There were very few early leavers in 2013. Students who left the school generally moved out of the area and enrolled in another high school.

Compulsory Participation Phase – The majority of students who leave the school prior to completing Year 12 are over 17 years of age. Most early leavers (students under 17), take up full-time apprenticeships, traineeships or work. In these cases, the school advises the Queensland Studies Authority of the cease date within thirty days of notification. A small number of students transfer to TAFE in Semester 2 of Year 11. This usually involves students who have been enrolled in a TAFE subject during Semester 1. Year 11 and 12 students are given the option to study one subject at TAFE while completing their Senior schooling at Cleveland District State High School. This is a popular option for students who are not studying towards an OP.