



*Always Worthy*

# Cleveland District State High School

# ANNUAL REPORT 2016

Queensland State School Reporting

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

*Every student succeeding. State Schools Strategy 2016-2020  
Department of Education and Training*



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## School Overview

Founded in 1956, Cleveland District State High School was the first secondary school in the Redlands. With over 1900 students, we offer a wide range of academic, vocational, cultural, sporting and citizenship opportunities. We are committed to the development of active, compassionate, lifelong learners who have the confidence to face the challenges of our rapidly changing society. Our caring staff are dedicated to the delivery of an engaging curriculum that ensures intellectual discipline and academic rigour.

Cleveland District State High School has a culture of continuous improvement and is the only school in the Redlands area accredited with the Council of International Schools (CIS) and authorised to deliver the International Baccalaureate (IB) Diploma. CIS accreditation and IB authorisation processes help us to develop a school ethos where internationalism and inclusive intercultural relationships are understood and embedded in practice. Cleveland District State High School encourages students to strive for personal excellence in a safe and supportive environment.

## Principal's Forward

### Introduction

This report should be read in conjunction with our Operational Plan 2016 which details our specific planning for the year, and the Presentation Night Program 2016, which highlights our achievements for 2016 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 18<sup>th</sup> and 20<sup>th</sup> 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”.

In 2015, we had a preliminary reaccreditation visit and received a full CIS team reaccreditation visit in May 2016. There have been some significant developments at the school in the period between the initial Team Visit in 2006 and 2015. In 2015, we continued the journey towards International Baccalaureate Diploma Authorisation. We submitted our preliminary application in October 2014 and became a candidate school in January 2015. We received an authorisation pre-visit in December 2015 and a full visit for authorisation in May 2016. In 2016 we were successful in being reaccredited by the Council of International Schools and receiving Authorisation to offer the International Baccalaureate Diploma. The CIS and IB accreditation processes help keep our focus on Kaizen (continuous improvement). They also provide us with an invaluable outside objective perspective that guides our strategic planning.

In 2016, our initial group of Year 7 students, as part of the Flying Start project, entered Year 10. We enrolled 369 Year 7 students and continued as the school of choice in the Redlands.

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.

We continue to take advantage of the opportunities available to us as an Independent Public School. We interviewed and selected more than 20 new staff and increased 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 2016

Year	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Total
2010		238	278	254	239	196	1205
2011		308	255	301	253	223	1340
2012		288	311	258	299	210	1366
2013	213	309	319	328	263	246	1678
2014	219	335	330	308	310	210	1712
2015	336	256	347	342	312	280	1873
2016	369	341	260	368	315	289	1942

Our enrolments increased significantly in 2016 and, at the end of the year, enrolments for 2017 were 1994 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 2015 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 reputation as the Redland's only Internationally Accredited School, and our Excellence programs in Creative Arts, Languages Science and Sport Development, 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 2016**

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 2016 include:

**Focus on Continuous Improvement (Kaizen)** – Continuous focussed improvement every single day.

- Council of International Schools – self assessment and planning for reaccreditation visit.
- International Baccalaureate Diploma – planning and preparation for Authorisation visit.
- Review Great Results Guarantee (GRG) 2015 and develop action plan for *Investing for Success* (I4S) – 2016.
- Each student has a clear personal improvement plan for each subject with specific actions and targets that are being worked on every single day - data analysis and teacher response.
- Each staff member has an annual performance development plan which informs professional growth.

### **Curriculum Continuity**

- Continue Implementation of National Curriculum. Continue development of planning units of work within the Australian Curriculum that incorporate school focused pedagogy and philosophy.
- Continue to improve teacher capability in curriculum design, assessment and moderation.
- Junior Secondary:
  - Consolidate best practise and continue innovation in Junior Secondary.
  - Implement Junior Secondary Assessment Policy.
  - Share units of work, pedagogy and moderation of assessment.
  - Investigate ways of furthering the integration of learning across department disciplines in Junior Secondary.
  - Document the Junior Secondary guiding principles.
- Continue to review progress re Literacy and Numeracy.
- Examine NAPLAN 2015 and develop improvement plan.
- Further develop Community Language Centre, Asian Literacy Centre, Confucius Classroom, introduce Indonesian as an option after school for Primary Schools and Cleveland High.
- Embed Indigenous Culture into the curriculum, investigate indigenous curriculum opportunities.

## Improved pedagogy and implementation of School Guiding Statements

### Continued implementation of Dimensions of Learning (DoL)

- Underlying focus on **Neoteny** in terms of every day **Habits of Mind**.
- Continued implementation of the Dimensions of Learning pedagogical framework.
- Unit Planners and assessment cover sheets that reflect explicit teaching of Dimension of Learning (Dol-a-tron).

### Developing performance

- Clear links between staff performance and professional development and the school's AIP to facilitate enhanced teacher pedagogy and student learning opportunities.
- Continue to Implement staff Annual Performance Review Process.
- Implement DET Annual Performance Review process for Principals, Deputy Principals and Head of Department.
- Review and enhance teacher observation protocols and peer mentoring.
- Enhance mentoring beginning teachers program and support for future leaders.

### Information Technology

- Continue to use the whole school, long range plan to guide the use and development of Information Technology.
- Implement a learning management system to centralise the school's knowledge resources.
- Continue transition from the school owned 1-to-1 program to BYOD program.
- Continue to enhance the use of personalised and blended learning models to improve student outcomes.
- Enhance digital communication with parents, students and wider community.
- Teaching staff continue to utilise professional development opportunities to improve and developing strategies to support contemporary teaching and learning practices.

### Global Perspectives

- Embed an understanding and commitment to **Ubuntu** throughout the whole school community.
- Continue the development of an ethos in the school where **internationalism and inclusive intercultural relationships** are understood and embedded in practice.
- Review and implement global perspectives action plan using five elements of Global Perspectives as a foundation of internationalism and international mindedness.

### Future Outlook

There is much to celebrate at Cleveland District State High School and our future is very bright:

- We continue as an Independent public school.
- We will continue as Redlands only accredited International school with both the Council of International Schools and International Baccalaureate Organisation.
- We continue our progress with our first International Baccalaureate Diploma students commencing Year 11 next year.
- We continue the 1-to-1 laptop program with an extension of BYOX to all of the school next year.
- We will continue with blended learning and flipping the classroom as we work towards a school for one where each student's needs are met.
- We will have further International opportunities for our students.
- We continue to 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. In 2016, we offered Indonesian for the first time and, in 2017 we will expand this program.

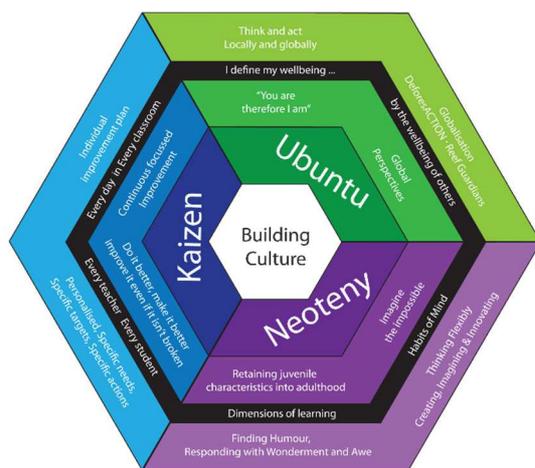
- We will continue to be a community school with all that this entails.
- We will ensure that we remain a school of excellence in the Arts.
- We will increase our profile as a genuine sports high school with closer cooperation with our friends from Redlands United and Redlands Touch.
- We will continue advocate for our building program particularly a sports hall.
- We will develop and implement a plan for reducing our carbon footprint and increase our efforts to educate our students in sustainable practices. We aim to generate 100% of our electricity needs by 2018.
- 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.



These require habits of:

- Persisting
- Gathering data through all senses
- Listening with understanding and empathy
- Creating, imagining, innovating
- Thinking flexibly
- Striving for greater accuracy and precision
- Finding humour
- Questioning and problem posing
- Thinking interdependently
- Applying past knowledge to new situations
- Remaining open to continuous learning.

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”.

# Our School at a Glance

## School Profile

<b>Coeducational or single sex:</b>	Coeducational
<b>Independent Public School:</b>	Yes
<b>Year levels offered in 2016:</b>	Year 7 - Year 12

### Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2014</b>	1714	902	812	74	95%
<b>2015*</b>	1888	955	933	80	95%
<b>2016</b>	1921	980	941	72	94%

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.

## Characteristics of the Student Body

### Overview

- 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 – 3.7% indigenous students and approximately 5% of students (including fee paying international students) with a language background other than English.
- Students are from a diversity of socio-economic backgrounds. The ICSEA (Index of Community Socio-Educational Advantage) indicated that 18% of families are in the top quartile (7% lower than the Australian average) while 17% are in the bottom quartile (8% lower than the Australian average).
- Over 70% of residents own or are purchasing their own homes with houses starting in cost from approximately \$450,000 up to several million for waterside and canal properties. The average rent is \$480 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).
- Approximately 150 Year 11 and 12 students each year study a University subject or combine a Vocational qualification with their senior school 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.

### Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Year 7 – Year 10	26	25	25
Year 11 – Year 12	20	21	20

\*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.

## Curriculum Delivery

### Our Approach to Curriculum Delivery

#### Junior Secondary School

Students in Year 7 are placed into classes based on their academic, sporting or musical interests. 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.

Our pedagogical framework is based upon:

- Our School Philosophy.
- Our pedagogical framework – Dimensions of Learning.
- A 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.
- 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 delivers the national curriculum via the Queensland Curriculum and Assessment Authority (QCAA) guidelines. The eight KLAs are:
  - English
  - Health and Physical Education
  - Studies of Society and the Environment
  - Languages Other Than English
  - Mathematics
  - Science
  - The Arts and
  - Technology.

English, Mathematics, Science, Geography and History curriculum follows the national curriculum. Cleveland is using the Curriculum to the Classroom materials developed by the Queensland Curriculum and Assessment Authority (QCAA) for these subjects.

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, Chinese or Japanese).

In Year 9, students 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 School. 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.

Investing for Success (I4S) funding for Queensland Schools targets achievement of National Minimum Standards for all students in the Junior Secondary phase of learning. This extra funding has allowed the school to employ more staff as well as work strategically towards improved student outcomes. The most significant initiative is the introduction of Reading to Learn. This program is a whole school reading comprehension and writing improvement plan. 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 addressed through the formal curriculum as well as many co-curricular programs and activities in the school. We have an active EATSIPs (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 Secondary School**

The school recognises that a three year senior best supports students to complete Year 12. The Senior Secondary School 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 capabilities.

Year 10 is organised as a transition year where students have the opportunity to trial the subject content, processes and assessment methods before committing to the subject for Year 11 and 12. By the time they are in Year 10, students are at different stages of their learning journeys and need different programs to build on their strengths and work on their weaknesses as they prepare to enter Year 11 and 12.

The school offered three pathways to Year 10 students in 2016 – Vocational, Overall Position (OP) and International Baccalaureate (IB). During Year 10, the students complete their Senior Education and Training (SET) plan. This process encourages students to reflect on their journey through Year 10, think about their future and investigate their options for careers and further education. This process leads students to a pathway through the Senior School which suits their abilities, aspirations and goals and directly links them to sustainable and rewarding pathways beyond school.

The following subjects were offered to Senior Secondary School students in 2016:

### Authority Subjects

- Accounting
- Agricultural Science
- Ancient History
- Biology
- Business Communication and Technologies
- Chemistry
- Chinese
- Dance
- Drama
- Economics
- English
- English Extension (Year 12 only)
- Film, Television and New Media
- French
- Geography
- Graphics
- Health Education
- Home Economics
- Information Processing and Technology
- Japanese
- Legal Studies
- Marine Science
- Mathematics A
- Mathematics B
- Mathematics C
- Modern History
- Music
- Music Extension (Year 12 only)
- Physical Education
- Physics
- Technology Studies
- Visual Art

### Authority Registered (SAS) Subjects

- Agricultural Practices
- Building and Construction Skills
- Business Studies
- Early Childhood Studies
- Engineering Skills
- English Communication
- Furnishing Skills
- Hospitality Practices
- Industrial Graphics Skills
- Information and Communication Technology
- Media Arts in Practice
- Music in Practice
- Prevocational Mathematics
- Recreation
- Tourism
- Visual Arts in Practice

### International Baccalaureate Diploma Programme Subjects

- English Language and Literature HL
- English Language and Literature SL
- French Ab Initio
- Japanese Ab Initio
- Mandarin Ab Initio
- Business and Management HL
- Business and Management SL
- History HL
- History SL
- Environmental Systems and Societies SL
- Biology HL
- Biology SL
- Chemistry HL
- Chemistry SL
- Physics HL
- Physics SL
- Mathematics HL
- Mathematics SL
- Mathematical Studies SL
- Music HL
- Music SL
- Visual Art HL
- Visual Art SL
- Extended Essay (Core)
- Theory of Knowledge (Core)
- Creativity, Activity, Service (Core)

### 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:

## **Educational Opportunities**

Homework Centre, Ignite, Creative Writing Alliance, Traction.

## **Leadership opportunities**

Junior Student Council and Senior Student Council, Year 11 Senior Leadership Program, RYPEN (Rotary Youth Program of Enrichment), RYDA (Rotary Youth Driver Awareness) program, QUT Future Leaders program, UQ Young Scholars Program, Griffith Connect.

## **Education Competitions**

- ICAS English Competition, Westpac English Competition, Premier's Reading Challenge, The English Teachers Association of QLD Literary Competition, Brisbane Writers Festival: Creative Writing Competition, Write 4 Fun: Poetry and Short Story Writing Competition.
- Rostrum Voice of Youth competition, Quota International Youth Ambassador Competition, Queensland Debating Union (QDU) Competition, The Constitutional Convention, Youth Parliament.
- Australian Geography Competition, Australian Language Competitions, Australian English Competition, Premier's Reading Challenge, Premier's Anzac Challenge.
- Australian Mathematics Competition, ICAS Digital Technologies Competition, Young ICT Explorers.
- Show Team Agricultural Animal Judging, Sheep Handlers' Competition, Royal Australian Chemical Institute Chemical Analysis (Titration Competition) Competition, Robocup, ICAS (International Competitions and Assessments for Schools) and STEM Fair.
- Australian Computational and Linguistics Olympiad, Brain Bee, ASX Sharemarket Competition.

## **Cultural**

Visual Art, Film TV and Multimedia Evening, Music Camp, Junior Choir, Senior Choir, Junior C-Club, Jazz Orchestra, Decemsextent Project, Symphonic Band, Wind Ensemble, Concert Band, Junior String Ensemble, Senior String Ensemble, Chamber Strings, Flute Choir, Drumline, Percussion Ensemble, Music Showcase, Dance Fusion, Creative Arts Showcase, Drama Club, Year 7 Dance Team, Junior Dance Team, Senior Dance Team, Creative Generations – "State Schools on Stage", Creative Generations – Visual Arts Exhibition, Music Eisteddfods, Fanfare, Choral Fanfare, Drama Night, Shakefest, Queensland Theatre (The Scene Project).

## **Clubs**

Environmental Club, Chess Club, Gr8 (Chaplaincy lunchtime activities club for Year 8 students), Show Team, DeforestAction/Environmental committee, Philosophy Club, Photography Club, Cleveland Techgirlz, Debating Training Club, Robotics Club.

## **Multicultural**

Annual Multicultural Festival, Chinese New Year, Indigenous cultural performances, NAIDOC week activities – including Close the Gap, Apology Day, Sorry Day and National Aboriginal and Islander Children's Day, Japanese, Chinese and French lunches.

## **Chaplaincy**

Student Chaplaincy Committee, Lunch-time Drop-In Centre, Girls' group.

## **Sporting Competitions**

- Interhouse Swimming Carnival, Interhouse Athletics Carnival, Cross Country, Sport Development Program Competitions, Surfing Competitions.
- Bayside weekly Sport for all year levels, Bayside Swimming Competition, Bayside Cross Country Competition, Bayside Track and Field.

- Touch Football – Schools Touch League, All Schools Touch, Touch Development Squad Training, Refereeing courses.
- Volleyball – Schools Cup Volleyball (both State and National), Beach Volleyball Schools Cup.
- Football – Schools Premier League, Bill Turner Cup, VETO Cup, VETO Trophy Competitions, Refereeing courses.
- Running – Cleveland Running Project, All Schools Cross Country, Cleveland Park Run, Koala Fun Run, 24 hour challenge, Queensland Track Classic relay championship, Training Term 1 to 4 Tuesday and Thursday afternoons Athletics Training Terms 2 to 4.
- Various – State Indoor Netball Tournament, Mission Foods Primary Schools Cup (Netball), Bootcamp/Fitness training, Golden Glove (softball), Vicki Wilson Cup (Netball), Surfing on North Stradbroke Island, Junior Anglers Competition, Schools Hockey Tournament.

### **Camps**

Biology Camp, Lady Elliot Island Environmental Camp, Year 7 Fun and Friendship Days, International student tours to Cairns and Sydney; Dance and Drama Tour to Sydney.

### **International Tours**

Borneo Tour (DeforestAction Group), Vietnam History/Geography Tour, Japan Kani City Sister-School Exchange and Linguistic Tour, New Caledonia French Linguistic Tour, China Sister-School and Linguistic Tour, Europe Sister-Schools and Creative Arts Tour, International Baccalaureate (IB) USA Tour, Sister-School Tour to Vanuatu (Vanuatu Library Project), Taiwan Linguistic Tour.

### **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 specialty 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 general computer laboratory in the Library and additional devices for student loan as required.

2016 saw the continuation of the successful school 1-to-1 laptop program in Years 9 and 12. It was also the second year for the school's BYOD (Bring Your Own Device) program which has grown to include Years 7, 8, 10 and 11. Year 12 students were given the option to continue the school based 1-to-1 laptop program, or to choose the more flexible BYOD pathway.

BYOD is a term used to describe a digital device ownership model where students use personally owned mobile devices to access the department's ICT network. In 2017 the school's BYOD program will be run across all year levels.

The BYOD 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 a 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.

Teachers at Cleveland District State High School continue to embrace 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.

The school's ClickView library is a continuously growing networked digital media library that offers thousands of educational videos designed to support the curriculum and engage students. The ClickView library 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.

The school continues to invest in blended learning models and in 2016 we saw a number of staff take up an opportunity to take part in action projects around using digital learning tools to improve learning outcomes. These include peer-to-peer feedback, flipped learning and collaborative online learning. This program was so successful, Shane Mason (Deputy Principal) was invited to present a key note address about CDSHS's Blended Learning Project at the Tokyo International Education Conference in August 2016.

## Social Climate

### Overview

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 active, compassionate, 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 (Kaizen).

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 inspires students to become independent, knowledgeable, reflective thinkers and communicators and fosters:

- International mindedness
- Intercultural understanding and respect for diversity
- Knowledge of and respect for Australia's heritage
- Honesty, integrity and respect for self, others and the environment
- A love of learning through inquiry, creativity, research and a sense of fun (Neoteny).

Cleveland District State High School encourages students to strive for personal excellence and be "always worthy" in an inclusive environment where we actively care for the well-being of others (Ubuntu).

## Parent, Student and Staff Satisfaction

### Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	89%	93%	94%
this is a good school (S2035)	95%	93%	94%



Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child likes being at this school* (S2001)	92%	94%	92%
their child feels safe at this school* (S2002)	97%	95%	95%
their child's learning needs are being met at this school* (S2003)	85%	91%	92%
their child is making good progress at this school* (S2004)	89%	91%	92%
teachers at this school expect their child to do his or her best* (S2005)	95%	97%	98%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	84%	91%	94%
teachers at this school motivate their child to learn* (S2007)	85%	87%	93%
teachers at this school treat students fairly* (S2008)	85%	86%	92%
they can talk to their child's teachers about their concerns* (S2009)	92%	91%	95%
this school works with them to support their child's learning* (S2010)	88%	89%	92%
this school takes parents' opinions seriously* (S2011)	89%	86%	91%
student behaviour is well managed at this school* (S2012)	84%	90%	86%
this school looks for ways to improve* (S2013)	89%	92%	94%
this school is well maintained* (S2014)	92%	94%	93%

### Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	95%	90%	96%
they like being at their school* (S2036)	91%	89%	92%
they feel safe at their school* (S2037)	98%	95%	94%
their teachers motivate them to learn* (S2038)	94%	85%	93%
their teachers expect them to do their best* (S2039)	99%	94%	98%
their teachers provide them with useful feedback about their school work* (S2040)	97%	90%	90%
teachers treat students fairly at their school* (S2041)	83%	76%	79%
they can talk to their teachers about their concerns* (S2042)	75%	65%	77%
their school takes students' opinions seriously* (S2043)	83%	77%	82%
student behaviour is well managed at their school* (S2044)	84%	74%	76%
their school looks for ways to improve* (S2045)	93%	92%	94%
their school is well maintained* (S2046)	93%	82%	87%
their school gives them opportunities to do interesting things* (S2047)	98%	89%	94%

## Staff opinion survey

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2014	2015	2016
they enjoy working at their school (S2069)	95%	98%	100%
they feel that their school is a safe place in which to work (S2070)	93%	100%	100%
they receive useful feedback about their work at their school (S2071)	85%	84%	89%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	85%	88%	84%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	98%	98%	98%
student behaviour is well managed at their school (S2074)	100%	96%	95%
staff are well supported at their school (S2075)	87%	92%	100%
their school takes staff opinions seriously (S2076)	93%	90%	92%
their school looks for ways to improve (S2077)	98%	100%	98%
their school is well maintained (S2078)	98%	100%	100%
their school gives them opportunities to do interesting things (S2079)	91%	92%	98%

\* 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 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.
- 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.
- International Baccalaureate Information Sessions – Year 9, 10 and 11.

## Respectful Relationships Programs

Our school community values a safe and supportive school environment. This is demonstrated through the culture of the school, curriculum initiatives and targeted programs. Positive relationships with self and others are fostered through school philosophy and staff and peer modelling. The skills to establish and maintain respectful relationships are explicitly taught in Care and Access programs with multiple opportunities provided for rehearsal and reflection on skill development. Students are supported and provided with referral pathways to share their concerns and report on issues of concern.

Targeted support, through trained providers is available through programs which aim to develop students' skills in negotiation and conflict resolution and awareness of mental health concerns. Peer mediation with trained staff, is used to reduce conflict and develop students' relational capacity. Awareness of and skills to maintain personal safety in the online environment are taught to students. A presentation for parents is delivered with the intent of using the home environment to reinforce cyber safety messages.

Community awareness days are used to actively engage students and promote safety and wellbeing. These days include National Day of Action against Bullying, Harmony Day, R U OK Day, and Mental Health Week. The school maintains positive, professional relationships with external agencies who provide students with therapeutic care and who work to maintain our students' personal safety and wellbeing.

As mandatory reporters, staff are trained to recognise issues of concern and report using appropriate channels.

## 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	2014*	2015**	2016
Short Suspensions – 1 to 5 days	92	171	129
Long Suspensions – 6 to 20 days	13	35	25
Exclusions	5	13	14
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.

## Environmental Footprint

### Reducing the school's environmental footprint

In 2015 – 2016, the following strategies were implemented to reduce our Environmental Footprint:

- Solar and Energy Efficiency Program. This initiative involved stage 3 of solar panel installation at our school.
- Monitoring water use across the school.
- Responding and repairing water leaks immediately.
- Recycling program.

These initiatives have resulted in a 4% reduction in electrical usage, despite a 4% increase in enrolments. Water usage increased by 2107kl despite all efforts to repair aged pipes across the school. There were two major main pipe issues during this timeframe.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	697,298	19,255
2014-2015	692,424	7,296
2015-2016	565,235	9,403

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

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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

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	140	56	<5
Full-time Equivalents	133	38	<5

#### Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	1
Masters	14
Graduate Diploma etc.**	25
Bachelor degree	96
Diploma	4
Certificate	0

\*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 2016 were **\$248,408**.

#### The major professional development initiatives are as follows:

The staff of Cleveland District State High School place high importance on continuous improvement, excellence in teaching and learning and improving outcomes for every student. There is a clear commitment to professional learning and alignment of professional learning goals to Department of Education and Training's strategic priorities as well as the Australian Professional Standards for Teachers.

Dimensions of Learning remains our school's pedagogical model. In 2016 the school devoted multiple days for faculty representatives to work with a pedagogical coach, Dr Tina Doe. These intensive collaborative planning and professional learning days ensured that the pedagogical framework is embedded in practice.

Cleveland High was successful in being reaccruited with the Council of International Schools and gaining authorisation to deliver the International Baccalaureate Diploma Program in 2016. Global education remains a core value of our school. The school leadership team continues to ensure that teachers and students are engaged in professional development that enhances our knowledge and skills to deliver a world class curriculum and co-curricular program.

The Investing for Success initiative allows schools to deliver improved programs to students with a focus on literacy, numeracy and QCE attainment. Teachers participated in a wide range of professional development directly related to Investing for Success like Reading to Learn, Regional PD to promote U2B achievement and QCAA professional development.

In 2016 the school undertook a complete review of the Responsible Behaviour Plan for Students. This resulted in teachers participating in a variety of student wellbeing and positive behaviour professional development opportunities including Essential Skills for Classroom Management.

Supporting our beginning teachers is a key priority for DET and Cleveland High. Several experienced teachers completed the Mentoring professional development to undertake their role as mentors to our first year teachers. Beginning teachers participated in a range of professional development opportunities around pedagogy, building relationships to create a safe and supportive classroom and work/life balance. Beginning teachers also participated in the school organised weekend retreat where intensive work around each of these vital areas could be undertaken.

The Principal led a formal aspiring leaders program and facilitated guest presenters and professional development for teachers. In a growing school, the importance of capacity building cannot be underestimated.

Information Communication Technology professional development continued to have a high priority with the school moving to a full BYOD program for students. A wide range of ICT professional development was undertaken by teachers including a strategic focus on blended learning.

Teachers also attended various other professional development opportunities including:

- Reading to Learn
- QELI Leadership Professional Development
- Professional Development Network Leadership Conference
- Positive Schools Conference
- Working Memory Conference
- Edutech Conference
- Leading a Digital School Conference
- Council of International Schools (CIS) Conference
- CIS Accreditation Team Visits
- International Baccalaureate Asia Conference
- International Baccalaureate Subject Specific training
- Japanese Symposium
- Asia Education Foundation Study Tour
- First Aide and Bronze Medallion
- Various QCAA professional development

The proportion of the teaching staff involved in professional development activities during 2016 was **100%**.

## Staff Attendance and Retention

### Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	96%

### 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 2016.

## 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 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	91%	91%	91%
The attendance rate for Indigenous students at this school (shown as a percentage).	87%	86%	84%

\*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 2016 for all Queensland Secondary schools was 90%.

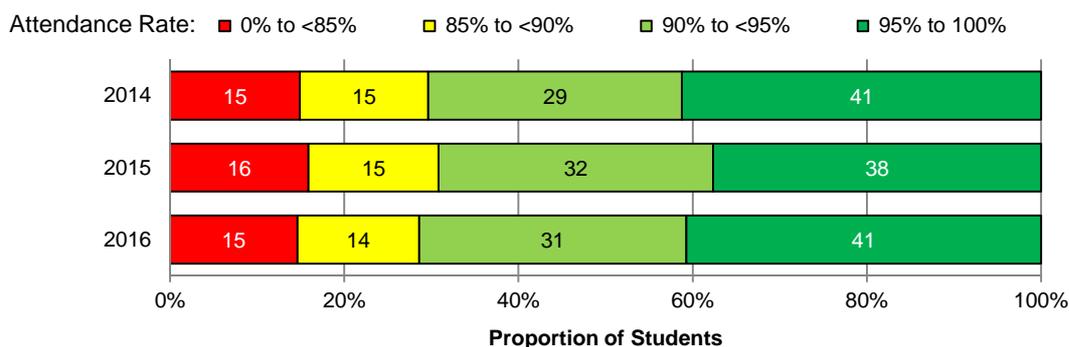
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL						
Year Level	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	93%	91%	89%	89%	93%	93%
2015	93%	90%	89%	88%	93%	94%
2016	93%	91%	89%	88%	92%	94%

\*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 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.

Attendance is the responsibility of every teacher, every lesson. The school utilises an electronic roll marking system called Daymap. 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, ‘Managing Student Absences and Enforcing Enrolment and Attendance at State Schools’ and sends S178 correspondence by registered mail.

## NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 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.

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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	2014	2015	2016
Number of students receiving a Senior Statement	200	266	259
Number of students awarded a Queensland Certificate of Individual Achievement.	2	0	0
Number of students receiving an Overall Position (OP)	120	141	161
Percentage of Indigenous students receiving an Overall Position (OP)	27%	10%	17%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	25	56	39
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	152	184	106
Number of students awarded an Australian Qualification Framework Certificate II or above.	113	96	92
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	186	261	255
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	91%	100%	100%

OUTCOMES FOR OUR YEAR 12 COHORTS				
Description	2014	2015	2016	
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.	65%	75%	71%	
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.	98%	99%	99%	
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	98%	98%	95%	

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
2014	12	39	27	34	8
2015	23	40	43	28	7
2016	21	45	49	44	2

As at 3rd February 2017. 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
2014	115	99	36
2015	127	47	55
2016	7	52	49

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

### Participation in VET (including SATs)

Every year approximately 150 Year 11 and 12 students choose to combine a Vocational qualification with their senior school studies. All **OP ineligible** students are strongly encouraged to follow this pathway.

Students have the opportunity to participate in the TAFE at Schools courses with students choosing courses at Certificate I, II or III level in areas such as Health Care, Animal Studies, Recreation, Fashion, Graphic Design, Media (Film and Television), Millinery, Photo Imaging, Horticulture, Telecommunications, Beauty, Community Services, Children's Services, Business Studies, Automotive, Electrical, Music, Photography, Maritime Studies, Events Management, Fitness, Graphic Design, Hospitality, Justice, Engineering, Plumbing, Construction and Retail Makeup. Most students choose to attend courses at the South Bank, Mount Gravatt or Alexandra Hills TAFE campuses.

Students also have the opportunity to sign up for a School Based Traineeships or School Based Apprenticeship (mostly at Certificate III level) in areas such as Hairdressing, Carpentry, Business Studies, Hospitality, Retail, Fitness, Children's Services, Information Technology, Plumbing, Concreting, Automotive, and Refrigeration and Air Conditioning.

Cleveland District State High School is not an RTO but did offer a Diploma of Business in 2016/17 in conjunction with an external RTO as well as partnerships to deliver courses on site such as Certificate II Logistics and the Construction Industry Safety Course.

## Apparent Retention Rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12			
Description	2014	2015	2016
Year 12 student enrolment as a percentage of the Year 10 student cohort.	78%	80%	86%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	50%	67%	75%

\* 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 2016 post-school destinations survey, Next Step – Student Destination Report (2016 Year 12 cohort), will be uploaded to the school's website when it becomes available in September.

The report will be available at:

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

### Early leavers information

There are few early leavers in Years 7 to 10. Students who do leave the school have generally moved out of the area and enrol at another school.

The majority of senior students who leave the school prior to completing Year 12 are over 17 years of age and move into work. Most early leavers (students under 17), enrol at TAFE or other RTOs, take up full-time apprenticeships, traineeships or work. In these cases, the school advises the Queensland Curriculum and Assessment Authority (QCAA) 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 combining a subject at TAFE with their senior studies at school.