



Council of International Schools



Cleveland District State High School

ANNUAL REPORT 2017

Queensland State School Reporting

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Department of Education



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School Overview

Cleveland District State High School was founded in 1956 and is the first secondary school in the Redlands. With over 2000 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 internationally accredited school in the Redlands. We are accredited with the Council of International Schools (CIS) and also 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 Foreword

Introduction

This report should be read in conjunction with our Operational Plan 2017 which details our specific planning for the year, and the Presentation Night Program 2017, which highlights our achievements for 2017 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”.

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 2017, our initial group of Year 7 students, as part of the Flying Start project, entered Year 11. We enrolled 368 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 2017

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
2017	368	373	349	274	342	283	1989

Our enrolments increased slightly in 2017 and, at the end of the year, enrolments for 2018 were over 2000 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.

Twenty per cent of students in 2017 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 2017

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 2017 include:

Focus on Continuous Improvement (Kaizen) - continuous focussed improvement every single day.

- Council of International schools – action planning in response to Team Visit Recommendations.
- International Baccalaureate Diploma – action planning in response to Authorisation visit.
- Review Investing for Success (I4S) – 2016 and develop action plan for Investing for Success (I4S) – 2017.
- 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 the 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.
- Further develop Community Language Centre, Asian Literacy Centre, Confucius Classroom and Continue Indonesian as an option after school for Primary Schools and Cleveland High.
- Embed Indigenous Culture into the curriculum and investigate indigenous curriculum opportunities.
- 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.
 - Continue to review progress re Literacy and Numeracy.
 - Examine NAPLAN 2016 and develop improvement plan.

- Senior Secondary:
 - Transition to the new Senior Secondary Curriculum and Assessment system – Professional Development, QCAA External Assessment Trials, strengthening the Year 10 curriculum.
 - Continue to implement the International Baccalaureate Diploma Program with Year 10 Preparation Program and Year 11 in 2017.

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 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 Heads of Department.
- Review and enhance teacher observation protocols and peer mentoring.
- Enhance mentoring beginning teachers program and support for future leaders.

Information Technology

- Continue utilising online learning management systems to centralise the school's knowledge resources.
- Continue implementation of the BYOD program.
- Enhance the use of personalised and blended learning models to improve student outcomes – develop clear school wide expectations for all staff.
- 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

The future as we enter into the year 2018 could not be brighter.

- We continue as an Independent public school.
- We are surrounded on two sides by water and by six independent schools and we are **“the school of choice in the Redlands”**.
- 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 12 in 2018 and our first Year 7 students graduating.
- We continue the 1 to 1 laptop program with BYOX to all of our students, an equity program to cater for all and a commitment to continue to improve our technology.



- 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 continue to present our work on the world stage.
- 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. We now have 58% of our students studying languages with nearly 50% of our Year 8 students having chosen a language for Year 9 In 2017. We continued to offer Indonesian after school and, in 2018 we will expand this program. Our Jandai program will be reinvigorated in 2018.
- We will continue to be a community school with all that this entails. Our new multipurpose hall will be in constant use by our school community.
- 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 now Celtic United, Redlands Touch and Redlands Little Athletics.
- 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 the end of 2019.
- We will continue to be one of the highest performing schools in South East Region.

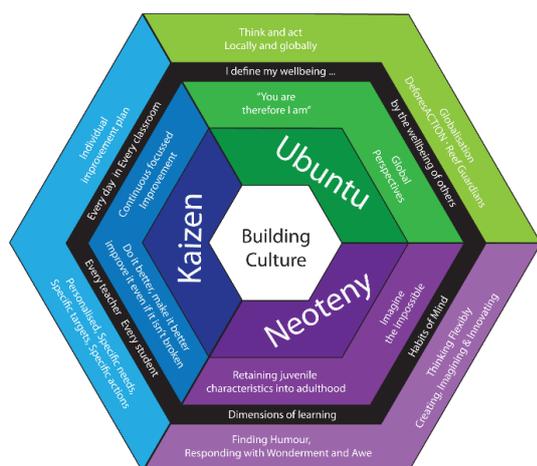
We would not be able to achieve this success without the efforts of our capable, talented and hardworking staff members with the support of our school community.

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”**.

World Class 21st Century Education

We hear references from policy makers and politicians about the importance of developing a world class education system. The immediate reaction from many of us is to question what this means. What does a World Class 21st Century Education look like?

At Cleveland District State High School, we consider that a world class education means that you “prepare your students to meet the future”, to be able to take their place in the 21st century world rather than an outdated 19th Century factory model that stifles cooperation, innovation and creativity with an unhealthy obsession with standardised testing.

We need to prepare our students to be able to tackle 21st Century issues, engaging in authentic learning such as our Borneo and Vanuatu partnerships, to think and act both locally and globally and to be active participants in their own learning.

At the heart of this education is our commitment to **Ubuntu**.

It is important that we are at the forefront of access to technology to improve our teaching and our student learning. We need to ensure that we take advantage of all that blended learning offers. We must take advantage of the growing accessibility to eLearning, online opportunities and, at the same time, be aware of the continued need for a human involvement in teaching and learning. A blended approach ensures that the learner is an active participant in their own learning and that they are in control and driving the process. In this way we are catering for student individual needs.

There is a misconception that 21st century learning is simply about technology or access to technology. It is much more than this. The best use of technology in teaching and learning relies on exceptional relationships. These are tools to assist learning, to help students best prepare themselves to meet the future. 21st Century Learning is about Relationships. It is Learner Centred. It is about knowing the learner and building on their interests.

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	Yes
Year levels offered in 2017:	Year 7 - Year 12
Student enrolments for this school:	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	1888	955	933	80	95%
2016	1921	980	941	72	94%
2017	1969	1027	942	85	94%

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

Characteristics of the Student Body

Overview

- Cleveland District State High School is the first secondary school in the Redlands.
- 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 approximately 11% 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 16% of families are in the top quartile (9% lower than the Australian average) while 19% are in the bottom quartile (6% 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 over 20% 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	2015	2016	2017
Year 7 – Year 10	25	25	25
Year 11 – Year 12	21	20	19

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.

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.

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 District State High School has sister school agreements with schools 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 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 2017 – 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 2017:

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/SL
- French Ab Initio
- Japanese Ab Initio
- Mandarin Ab Initio
- Business and Management HL/SL
- History HL/SL
- Environmental Systems and Societies SL
- Biology HL/SL
- Chemistry HL/SL
- Physics HL/SL
- Mathematics HL/SL
- Mathematical Studies SL
- Music HL/SL
- Visual Art HL/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, Unleashing Personal Potential, Creative Writing Alliance, Traction, Seasons for Growth, HIPP, Beyond the Broncos Girls Academy, AIME Program, Youth Parliament, Constitutional Convention.

Cultural:

F.A.M.E.D evening (FTV, Drama, Art, Media), Music Camp, Junior Choir, Senior Choir, Junior C-Club, Jazz Orchestra, Decemsextext Project, Symphonic Band, Wind Ensemble, Concert Band, Junior String Ensemble, Senior String Ensemble, Chamber Strings, Flute Choir, Clarinet ensemble, Drumline, Percussion Ensemble (junior and senior), 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, Dance Eisteddfods, Drama Productions (Alice), Shakefest, Queensland Theatre (The Scene Project), ‘MIC’ – Music Industry Concert, Jazz at the Grandview, Manly Halloween festival.

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, Japan Club, Creative Writing Club.

Multicultural:

Annual Multicultural Festival, Together for Humanity, 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, French and Japanese Film Festival, Chung-Tian Temple Visit, Quandamooka Cultural activities, Reconciliation week.



Chaplaincy:

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

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.
- Language Perfect World Championship, *Hanzi* Chinese and Cultural Competition, Chinese Bridge Speech Competition.

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 – Academy Classes with Redlands United Football Club, Schools Premier League, Bill Turner Cup, VETO Cup, VETO Trophy Competitions, Refereeing courses, South East Queensland Championships.
- 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.

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, Global Impact Leadership Program.

Camps:

Biology Camp, Lady Elliot Island Environmental Camp, Year 7 Fun and Friendship Days, International student tours to Cairns and Sydney; Dance & Drama Tour to Sydney, Confucius Institute of Queensland Chinese Language and Cultural Camp.

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 Creative Arts and Linguistic 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.

Our Digital Strategy is a strategic approach to eLearning and identifies the required support and structures to ensure a successful whole school approach to the meaningful integration of digital technologies to improve teaching and learning outcomes. The school's digital strategy focuses on continual improvement in the three key domains:

Teaching and Learning: Providing platforms for both targeted and personalised professional learning to ensure our staff are best placed to integrate meaningful digital technologies into their teaching practices to improve student outcomes.

Infrastructure & Support: Delivering a physical infrastructure and support program to ensure the best possible connectivity and services required to sustain our school in its day-to-day operations, and support our school community.

Digital Resourcing: Sourcing and maintaining sustainable quality digital resources which provide equitable and relevant access to suit the needs of the school community and support contemporary learning practices.

Students have access to a number of specialty computer labs throughout the school with industry standard software. These rooms include dedicated Graphics, Digital Art, Music Technology, and Film and Television technology spaces. Students also have access to a general computer laboratory in the Library and additional devices for student loan as required. The school is also well equipped with digital technologies inside classrooms including data projectors, interactive touch screens and video conferencing facilities.

Cleveland District State High School runs a Bring Your Own Device (BYOD) program for all students. BYOD refers to the teaching and learning environment where students use their personally-owned laptop devices to access the school's information and communication network. In 2017, 98% of Cleveland High students were connected to the BYOD network. 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. Each class has an online presence through the department's virtual classroom platform, The Learning Place. The school continues to invest in whole staff and online Blended/Differentiated Learning professional development. The school offers customised online learning opportunities for teachers through pre-recorded instructional videos within the eTeacher Index.

In 2017 the school introduced DayMap, an online student management system. This system manages attendance, school organisation and communication. Students can currently access a personalised student portal and the parent portal will be implemented in the future.

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.

2017 also saw the planning, trialling and roll-out of significant digital resourcing models across the school. This will see the implementation of on-line text books for the Junior School in 2018, and online learning platforms which include MathsOnline, Education Perfect, Language Perfect and Literacy Planet.

The school continues to invest in blended learning models and teacher-as-researcher initiatives. The success of the school’s Blended Learning Project has seen Mr Shane Mason (Deputy Principal) invited to present at the International Society for Technology in Education (ISTE) Conference in San Antonio, Texas in June 2017.

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:	2015	2016	2017
their child is getting a good education at school (S2016)	93%	94%	95%
this is a good school (S2035)	93%	94%	94%
their child likes being at this school* (S2001)	94%	92%	94%



Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
their child feels safe at this school* (S2002)	95%	95%	93%
their child's learning needs are being met at this school* (S2003)	91%	92%	92%
their child is making good progress at this school* (S2004)	91%	92%	93%
teachers at this school expect their child to do his or her best* (S2005)	97%	98%	95%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	91%	94%	94%
teachers at this school motivate their child to learn* (S2007)	87%	93%	88%
teachers at this school treat students fairly* (S2008)	86%	92%	89%
they can talk to their child's teachers about their concerns* (S2009)	91%	95%	95%
this school works with them to support their child's learning* (S2010)	89%	92%	92%
this school takes parents' opinions seriously* (S2011)	86%	91%	89%
student behaviour is well managed at this school* (S2012)	90%	86%	86%
this school looks for ways to improve* (S2013)	92%	94%	96%
this school is well maintained* (S2014)	94%	93%	90%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	90%	96%	99%
they like being at their school* (S2036)	89%	92%	91%
they feel safe at their school* (S2037)	95%	94%	97%
their teachers motivate them to learn* (S2038)	85%	93%	94%
their teachers expect them to do their best* (S2039)	94%	98%	98%
their teachers provide them with useful feedback about their school work* (S2040)	90%	90%	90%
teachers treat students fairly at their school* (S2041)	76%	79%	76%
they can talk to their teachers about their concerns* (S2042)	65%	77%	72%
their school takes students' opinions seriously* (S2043)	77%	82%	75%
student behaviour is well managed at their school* (S2044)	74%	76%	66%
their school looks for ways to improve* (S2045)	92%	94%	94%
their school is well maintained* (S2046)	82%	87%	83%
their school gives them opportunities to do interesting things* (S2047)	89%	94%	93%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
they enjoy working at their school (S2069)	98%	100%	98%
they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
they receive useful feedback about their work at their school (S2071)	84%	89%	88%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	88%	84%	85%

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
students are encouraged to do their best at their school (S2072)	100%	100%	96%
students are treated fairly at their school (S2073)	98%	98%	98%
student behaviour is well managed at their school (S2074)	96%	95%	92%
staff are well supported at their school (S2075)	92%	100%	96%
their school takes staff opinions seriously (S2076)	90%	92%	89%
their school looks for ways to improve (S2077)	100%	98%	98%
their school is well maintained (S2078)	100%	100%	98%
their school gives them opportunities to do interesting things (S2079)	92%	98%	94%

* 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 organising 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 9.
- 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 the school "I CARE" philosophy and through staff and peer modelling.

The skills to establish and maintain respectful relationships are explicitly taught in the school's Access program. Students are provided with multiple opportunities for rehearsal and reflection on skills



development. Students are provided with referral pathways and supported to share their issues and concerns.

Targeted support, through trained providers is available through programs which aim to develop students' skills in negotiation, 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 these using the 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	2015	2016	2017
Short Suspensions – 1 to 10 days	171	129	131
Long Suspensions – 11 to 20 days	35	25	24
Exclusions	13	14	10
Cancellations of Enrolment	0	0	0

Environmental Footprint

Reducing the school's environmental footprint

In 2016 – 2017, the following strategies were implemented to reduce our Environmental Footprint:

- Solar and Energy Efficiency Program continues and has provided the school with the opportunity to introduce air conditioning to classrooms without increasing our electricity usage from the grid. We have installed a remote monitoring system which automatically turns on and off the newest air conditioners so they are not left on accidentally.
- We have also continued to use tank water to water our oval.
- Monitoring water use across the school.
- Responding and repairing water leaks immediately.
- Recycling program.

This latest initiative regarding air conditioning has still resulted in a 5% reduction in electrical usage, even though our enrolments continue to increase. Water usage increased by 4% despite all efforts to repair aged pipes across the school.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	692,424	7,296
2015-2016	565,235	9,403
2016-2017	535,827	9,834

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

School name

Suburb, town or postcode

Sector:
 Government

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

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

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	147	55	<5
Full-time Equivalents	139	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	13
Graduate Diploma etc.**	46
Bachelor degree	81
Diploma	5
Certificate	1

*Teaching staff includes School Leaders
**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2017 were **\$197,746**.

The major professional development initiatives are as follows:

Professional learning remains a priority at Cleveland District State High School. As a high performing school, we expect all our staff to commit to continuous learning through their annual performance plans, ensuring alignment with faculty, school, and Education Queensland strategic priorities.

Professional development related to the school's pedagogical model provides the overarching framework driving professional learning with the key areas being Dimensions of Learning, Approaches to teaching and learning in the International Baccalaureate, a commitment to personalised learning initiatives, the global education pillars, student wellbeing and the Australian Professional Standards for Teachers. Through our school philosophy, all students and teachers commit to being lifelong learners.

In 2017, we undertook significant work in embedding the global education pillars in our curriculum and this was supported through relevant professional development for individual teacher leaders as well as whole school initiatives. Global education and the International Baccalaureate program continue to be important areas for professional development.

As a member of the Council of International Schools (CIS) we continue to attend the annual CIS conference and have staff members on evaluation teams in Australia and abroad. Being part of an evaluation team is very powerful professional development as participants are exposed to new ways of working, thinking and leading.

As a school we commenced our preparations for the new Queensland Certificate of Education (QCE) with teachers and school leaders attending significant amounts of professional development. This was important to ensure that we positioned our school, teachers and students to have the best possible transition in 2019.

Cleveland High delivers a very successful BYOD program for students. In 2017, we continued to deliver professional development to support teachers in their ICT professional growth with an emphasis on blended learning. In 2017, we also introduced a new attendance and learning management system called Daymap further developing teacher reliance on ICTs and promoting professional learning. A school initiative called the eTeacher Index required teachers to reflect on their ICT knowledge and learning goals. The school was then able to deliver targeted professional development opportunities for teachers.

Literacy and numeracy professional development, particular with an emphasis on improving the upper two bands, was a key priority. The implementation of Mathletics and Literacy Planet was accompanied by other professional learning with the goal of improving student outcomes.

In 2017, the school appointed a HOD Student Wellbeing and Engagement, demonstrating our commitment to this important work. This led to an increase in attendance at professional development related to student wellbeing as plans and programs were reviewed and improved.

The proportion of the teaching staff involved in professional development activities during 2017 was **100%**.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	96%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 99% of staff was retained by the school for the entire 2017.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

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

STUDENT ATTENDANCE 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	91%	91%	91%
The attendance rate for Indigenous students at this school (shown as a percentage).	86%	84%	83%

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

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

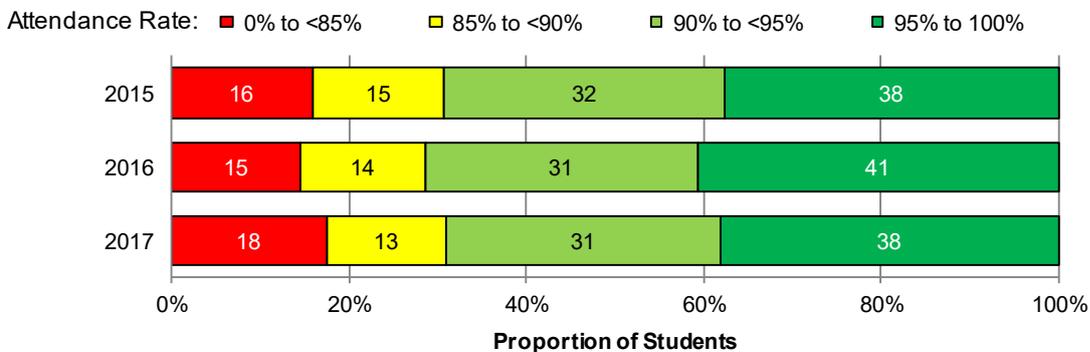
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015								93%	90%	89%	88%	93%	94%
2016								93%	91%	89%	88%	92%	94%
2017								92%	90%	89%	88%	92%	93%

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

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range:



Description of how non-attendance is managed by the school

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

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. 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 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

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

Find a school

School name

Suburb, town or postcode

Sector:

Government

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

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

Year 12 Outcomes

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2015	2016	2017
Number of students receiving a Senior Statement	266	259	259
Number of students awarded a Queensland Certificate of Individual Achievement.	0	0	1
Number of students receiving an Overall Position (OP)	141	161	152
Percentage of Indigenous students receiving an Overall Position (OP)	10%	17%	25%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	56	39	50
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	184	106	102
Number of students awarded an Australian Qualification Framework Certificate II or above.	96	92	85
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	261	255	254
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	100%	100%	100%
Number of students awarded an International Baccalaureate Diploma (IBD).	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	75%	71%	73%
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification.	99%	99%	99%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	98%	95%	93%

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

OVERALL POSITION BANDS (OP)					
Number of students in each band for OP 1 - 25					
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2015	23	40	43	28	7
2016	21	45	49	44	2
2017	20	48	43	36	5

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

VOCATIONAL EDUCATIONAL TRAINING QUALIFICATION (VET)			
Number of students awarded certificates under the Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2015	127	47	55
2016	7	52	49
2017	4	40	50

As at 14th February 2018. 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/ATAR 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 have offered a Diploma of Business in 2017/18 in conjunction with an external RTO as well as partnerships to deliver courses on site such as Certificate II Tourism and the Construction Industry Safety Course.

Apparent Retention Rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12			
Description	2015	2016	2017
Year 12 student enrolment as a percentage of the Year 10 student cohort.	80%	86%	77%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	67%	75%	53%

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

Student Destinations

Post-school destination information

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

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

The report will be available at:

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

Early leaver's 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.