Principal’s foreword

Introduction

This report should be read in conjunction with our Operational Plan 2012 which details our specific planning for the year, and the Presentation Night Program 2011, which highlights our achievements for 2011 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. It also gave us the invaluable outside objective perspective that has guided our strategic planning since our accreditation.

In 2011 we received a five year visit by representatives of CIS. The 5 Year Visit took place between the 18th and 20th October 2011 and was undertaken by two CIS Visitors. Their report noted that “The 5 Year Report was submitted well in advance of the visit and more than adequately addressed the status of the recommendations arising from the 2006 Visiting Team Report”. There have been some significant developments at the school in the period between the initial Team Visit in 2006 and the Five Year Visit.

These include, but are not limited to the following:

- Adoption of Dimensions of Learning as the pedagogical framework for the entire school and embedding the pedagogy into actual practice.
- Redefining the roles of the Deputy Principals to include the positions of Deputy Principal Middle School, Deputy Principal Senior School and Deputy Principal Year 10.
- Restructuring of the Head of Department framework.
- The development of a coherent, whole school, long range plan to guide the use and development of ICT's.”
We believe our progress towards our goals for improvement has been outstanding and our CIS visitors commended the school’s current strengths including the following:

- The demonstrated and ongoing commitment of all who constitute the CDSHS community (faculty, staff, School Council members, Student Council and administrators) for whole school improvement and the collective desire to embrace change that is in the best interests of improving teaching and learning.
- The revised school leadership structure, including Heads of Department that provides a solid framework for supporting and developing teaching and learning.
- The strong commitment to ongoing professional development across all Departments of the school.
- An operational structure that includes a clearly defined Middle School and Senior School and is supported by a well delineated leadership and support structure.
- The improved ICT platform and supporting hardware underpinned by a commitment to relevant professional development.
- The broad programme of studies which provides students with the opportunity to engage in courses that are suited to their talents and future career paths.
- The empowering of Heads of Department with professional development in the Dimension of Learning pedagogy which enables them to lead pedagogical change within their respective departments.
- The opening in 2011 of the Redlands District Community Language Centre which has provided enriched language experiences for CDHS students and members of the wider community.

Some of the significant improvements that the school has worked on enthusiastically in 2011 include:

**A Focus on improved pedagogy**
- Implemented Dimensions of Learning.
- Clarified and further developed links between staff performance, review, professional development and the school’s AOP to facilitate enhanced teacher pedagogy and student learning opportunities.
- Continued to implement DPF, Beginning teacher program and support for future leaders.

**Curriculum Continuity P-9**
- Focus for 2011 - History and Geography, Literacy, Numeracy, Sciences, LOTE.
- Reviewed ACARA developments and implications and began implementation.
- Developed Middle School Framework.
- Implemented whole school, long range plan to guide the use and development of ICT resources.
- A strong five year plan has been developed and will be refined as the school works towards a 1:1 ratio of computer access for students. Planned and implemented an initial 1:1 program for Years 11 and 12.
- There has been significant professional development for our staff with improved pedagogical practice as the main theme of ICT integration. Almost all our staff have an ICT Certificate and many have achieved their pedagogical licences.
- We developed an Innovations Centre and a professional development lecture area with State of the Art Technology.

**Continue the development of an ethos in the school where internationalism and inclusive intercultural relationships are understood and embedded in practice.**
- Cleveland High to become a recognised school of excellence for Languages Other Than English (LOTE).
- Opening and further development of Community Language Centre and Asian Literacy Centre.
- Development of a Confucius Classroom.
- Introduction of Video Conferencing and Virtual Classroom.
- As an Internationally Accredited School, we have embraced internationalism and embedded intercultural understanding in our curriculum. There are many obvious examples of how this has been achieved including the International Student Program, Multicultural Day, student homestays from Japan, Korea and Canada, the European Cultural Tour and the Chaplaincy Mission Tour to Vanuatu to name but a
Performance of our students

few. Just as important are the global perspectives that we give our students every day in the classroom in an attempt to broaden their horizons, promote tolerance, and prepare them to be citizens of an ever changing global community.

Continue to implement Developing Performance Framework, Beginning teachers program and support for future leaders.
- All classified officers completed a systemic Developing Performance Process which focussed on their own personal development.
- A structured new and beginning teachers program was continued and improved.
- School Based Aspiring Leaders program was expanded. All classified Officers and aspiring leaders were involved in a leadership benchmarking process.
- A reflective leaders group was developed. All staff were involved in a personal review process and the development of a personal improvement plan after consultation with their Head of Department.

Develop Middle School Framework.
- Preliminary work has started in this area involving a review of current practice and preparation for Year 7 students moving to High School.

Future outlook

Some of the key tasks facing the school include:
- Successful implementation of the Year 7 Pilot Program as part of the Flying Start initiative.
- Embedding personalised learning across the whole school.
- Formalizing procedures and/or tools to enable the school to determine how effectively the School Philosophy reflects actual practice in the classroom and how individual departments are aligning their pedagogy to the new philosophy.
- Developing a contextually appropriate definition of internationalism/international mindedness as a precursor to further developing initiatives in this area.
- Investigating additional strategies to embed the incorporation of Dimensions of Learning pedagogy into teaching and learning in the Middle School.
- Developing a process for planning units of work within the Australian Curriculum that incorporate school focused pedagogy and philosophy.
- Investigating ways of furthering the integration of learning across department disciplines in the Middle School.
- Reviewing the effectiveness of the new school administrative structure and, if necessary, making appropriate adjustments, especially when Year 7 join the school in 2013.
- Developing a Strategic Plan which identifies, addresses, prioritizes and costs strategic initiatives over the medium to long term.
- As part of the curriculum review process, identifying areas in the curriculum where greater emphasis can be given to international themes and/or units of study.
- Investigating what additional data, if any, could be added to the pool already used by the school to better inform teaching, learning and curriculum development.

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** – Incremental continuous focussed improvement every single day.

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

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”.

School Profile

Coeducational or single sex: Coeducational
Year levels offered: Year 8 - Year 12

Total student enrolments for this school:

<table>
<thead>
<tr>
<th>Total Enrolment</th>
<th>Girls</th>
<th>Boys</th>
<th>Enrolment Continuity (Feb 2011 – Nov 2011)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1333</td>
<td>653</td>
<td>680</td>
<td>91%</td>
</tr>
</tbody>
</table>

Characteristics of the student body:
- Cleveland District State High School was the first secondary school in the Redlands. There are now a total of five State secondary schools and four 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.
- Redland City is a growing residential area, with substantial rural, rural residential, conservation and parkland areas, and pockets of industrial and commercial land use. Redland City encompasses a total land area of about 537 square kilometres, including islands, coastal areas, bushland and national parks.
Performance of our students

- The demographics of the general population are reflected in the school population – 1.5% indigenous, Australian born (74.3%), Overseas born (20.9%).
- Just over 10% of the population have a Bachelor Degree or higher with over half (50.5%) having no qualifications.
- Students are from a diversity of socio-economic backgrounds.
- Over 70% of residents own or are purchasing their own homes with houses starting in cost from approximately $350,000 up to several million for waterside and canal properties. The average rent is between $350 and $400 per week.
- There is high mobility into the area with over 80 students entering Years 9 to 12 at the start or during the school year.
- There were 56 fee paying International students in 2011. These are a mixture of Study Abroad students who come for between three and twelve months and others who study a formal program of two years or more leading to a senior qualification.
- Traditionally 30% of our enrolment has been from outside of our feeder area. The pressure on enrolments has increased significantly in recent years and an Enrolment Management Plan was put in place in 2011.
- Between 10 and 20 Year 11 and 12 students each year study a university or TAFE subject at the same time as their secondary 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.

Class sizes – Proportion of school classes achieving class size targets in 2011

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 8 – Year 10</td>
<td>25.2</td>
</tr>
<tr>
<td>Year 11 – Year 12</td>
<td>18.1</td>
</tr>
<tr>
<td>All Classes</td>
<td>22.4</td>
</tr>
</tbody>
</table>

School Disciplinary Absences

<table>
<thead>
<tr>
<th>Disciplinary Absences</th>
<th>Count of Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Suspensions - 1 to 5 days</td>
<td>134</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td>35</td>
</tr>
<tr>
<td>Exclusions</td>
<td>7</td>
</tr>
<tr>
<td>Cancellations of Enrolment</td>
<td>0</td>
</tr>
</tbody>
</table>
Curriculum offerings

Our distinctive curriculum offerings

Middle School
The Year 8 curriculum has been designed to ensure that students have the opportunity to experience a wide range of subjects in a caring and supportive environment. Emphasis is placed on ensuring a smooth transition from the primary school. Teachers draw on available data to prepare and deliver the curriculum in a manner appropriate for their classes.

Cleveland District State High School provides the opportunity for students to be involved in specialised classes catering for Music, Sport, Chinese and Academic excellence. Inclusion in these classes may also involve trials (sport) and auditions (music).

Subjects studied in Year 8 are prescribed in order to give students as much exposure to different subjects as possible before they are asked to choose electives in Year 9. The only choice required to be made by Year 8 students is their LOTE (Language Other Than English), which can be French, Japanese or Chinese.

Subjects studied by Year 8 students are as follows:


Extension classes - Maths, English, Science, History, Geography, HPE, LOTE, Music, Art and Technology (Graphics). All students involved in academic extension classes study five lessons of LOTE each week, two more than General classes.


Students in Year 9 enjoy the choice that the elective subjects provide. The combination of a prescribed program in Year 8 and limited choice in Year 9, provides an excellent foundation for success in the Senior Phase.

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

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

Year 11 and 12 students are offered a wide range of academic and vocational subjects including:


- **SAS Subjects (do not contribute to an Overall Position)** - English Communication, Prevocational Mathematics, Industrial Technology Studies Manufacturing (Year 12 only).


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

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**Co-curricula Activities**

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

- **Cultural**: Cultural Tour to Europe, Chaplaincy Vanuatu Mission Tour, Art Expo, Music Camp, Choir, Jazz Orchestra, Decemsextext Project, Symphonic Band, Wind Ensemble, String Orchestra, Flute Choir, Nights of Music, Dance Fusion, School Productions, Debating, Film and Media Presentation Night.

- **Clubs**: Chess Club, Gr8 (Chaplaincy lunchtime activities club for Year 8 students), Show Team.

- **Multicultural**: Annual Multicultural Festival, Chinese New Year, Japanese and French lunches, Indigenous cultural performances, NAIDOC week activities.

- **Chaplaincy**: Chaplaincy Committee, Compassion Club, Mission Tour to Vanuatu, Lunchtime clubs.

- **Education Competitions**: Asia Wise Competition, Australian Geography Competition, Australian Language Competitions, Australian Mathematics Competition, Australian Science Competition, Australian Computational and Linguistics Olympiad, ICAS (International Competitions and Assessments for Schools) Computer Skills Competition, Chemistry Quiz, Optiminds, Show Team Competitions, Brain Bee, Ecoman Program, Bond University Mooting Competition.

- **Sporting Competitions**: Sports Competitions, Interhouse Swimming Carnival, Interschool Swimming Carnival, Interhouse Athletics Carnival, Interschool Athletics Carnival, Cross Country, Sport Development Program Competitions, Surfing Competitions, Futsul Competitions, Bill Turner Cup, Vicki Wilson Cup.

- **Camps**: Year 11 Leadership Camp, Snowy Tour, Chaplaincy Splash Out Camp, Biology Camp.
Performance of our students

How Information and Communication Technologies are used to assist learning

ICT Vision: Our teaching and learning drives the use of technologies in the classroom where we engage students in a rich learning environment that draws upon an international perspective. As a community we value the safe and ethical use of technologies.

Students have access to a number of computer rooms throughout the school with industry standard software. These rooms include dedicated Graphics, Digital Art, Film and Television rooms as well as Music Technology and Science Research Technology labs. Students also have access to a number of Laptop devices which allow flexible ICT integration within a more traditional learning space, like a science laboratory or the school’s library.

The 1:1 take home program commenced for students in term 4 2011 for students in Years 10 and 11. This device can be used at home and at school to optimise student outcomes across the curriculum. Every device is 3G enabled so the student can continue learning anywhere, anytime.

All teaching staff engage with Education Queensland’s Smart Classroom Framework. All teachers either have an ICT Certificate or are working towards their Digital Pedagogical Licence This provides a pathway for staff to establish a way of learning and working in a digital world.

We are AAA rated school on the Smart Classrooms eLearning Index for: Working Digitally, Enabling Learners and Harnessing the Enterprise Platform. Very few schools in the state could boast a similar result on their eLearning index with 100% of parents and guardians satisfied with online access to school and curriculum information and with how the school uses digital technology for planning, teaching, assessing, reporting and communication.

Social climate

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

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

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

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

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

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

Parent, student and teacher satisfaction with the school

The overall responses to questions on the 2011 Student School Opinion Surveys and Parent School Opinion Surveys indicate that the majority of students and parents are Satisfied or Very Satisfied with all aspects of the school. Parent Survey Responses indicate high satisfaction levels across all Performance Areas with the following notable results:

- 100% Satisfied (40.9%) or Very Satisfied (59.1%) with the Science, Technology and Mathematics programs at this school.
- 100% Satisfied (68.2%) or Very Satisfied (31.8%) with the methods the school uses to communicate with them.
- 100% Satisfied (13.6%) or Very Satisfied (86.4%) that this is a good school.
- 100% Satisfied (54.5%) or Very Satisfied (45.5%) with the quality of teaching their child receive.
- 100% Satisfied (63.6%) or Very Satisfied (36.4%) with the online access to school information.
- 100% Satisfied (50.0%) or Very Satisfied (50.0%) that their child is safe at this school.
- 100% Satisfied (36.4%) or Very Satisfied (63.6%) that their child is treated fairly at this school.
- 100% Satisfied (22.7%) or Very Satisfied (77.3%) that their child is happy to go to this school.
- 100% Satisfied (50.0%) or Very Satisfied (50.0%) that the school staff are approachable when they want to talk to them about their child.
- 100% Satisfied (27.3%) or Very Satisfied (72.7%) that the school makes them feel welcome.
- 100% Satisfied (45.5%) or Very Satisfied (54.5%) that the school communicates well with them.
- 100% Satisfied (59.1%) or Very Satisfied (40.9%) that their child is making sufficient progress.
- 100% Satisfied (59.1%) or Very Satisfied (40.9%) that the school is developing their child’s numeracy skills.
- 100% Satisfied (54.5%) or Very Satisfied (45.5%) that the school is developing their child’s literacy skills.
- 100% of Satisfied (54.5%) or Very Satisfied (45.5%) that their child is getting a good education at this school.

<table>
<thead>
<tr>
<th>Performance measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of parents/caregivers satisfied that their child is getting a good education at school</td>
</tr>
<tr>
<td>Percentage of students satisfied that they are getting a good education at school</td>
</tr>
<tr>
<td>Percentage of parents/caregivers satisfied with their child’s school</td>
</tr>
<tr>
<td>Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives</td>
</tr>
<tr>
<td>Percentage of staff members satisfied with morale in the school</td>
</tr>
</tbody>
</table>
Involving parents in their child’s education

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

- Parents and Citizens' Association (P&C).
- School Council - Parent Representatives.
- Chaplaincy - Members of the community are invited to attend meetings, join prayer groups, assist with fundraising and organization 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.

Reducing the school’s environmental footprint

The school has been working to reduce its environmental footprint through reducing its water and electricity use. The school has installed water tanks and has taken steps to ensure that there are no water leaks. Gardens are also regularly mulched to ensure that there is no water wastage. The school has also installed solar panels to reduce electricity use. These initiatives have resulted in reduced water and power use in 2011.

Environmental footprint indicators, 2010-2011

<table>
<thead>
<tr>
<th></th>
<th>Electricity KwH</th>
<th>Water KL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>22,362</td>
<td>10,683</td>
</tr>
<tr>
<td>2010</td>
<td>22,817</td>
<td>11,317</td>
</tr>
<tr>
<td>Change 2010 – 2011 (%)</td>
<td>-2%</td>
<td>-6%</td>
</tr>
</tbody>
</table>
### Staff composition, including Indigenous staff

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>103</td>
<td>40</td>
<td>&lt;5</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>94</td>
<td>28</td>
<td>&lt;5</td>
</tr>
</tbody>
</table>

#### Highest level of attainment

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Number of classroom teachers and school leaders at the school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>0</td>
</tr>
<tr>
<td>Masters</td>
<td>8</td>
</tr>
<tr>
<td>Bachelor degree</td>
<td>87</td>
</tr>
<tr>
<td>Diploma</td>
<td>8</td>
</tr>
<tr>
<td>Certificate</td>
<td>0</td>
</tr>
</tbody>
</table>

### Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was **$90,182**.

Staff at Cleveland District State High School participated in a wide range of professional development opportunities during 2011. All teaching staff received Professional Development around the whole school priorities of:

- Dimensions of Learning
- Elearning – Teaching in the 21st Century
- National curriculum
- Lesson Observations
- Embedding Indigenous Perspectives
- NAPLAN
- Literacy
- Numeracy
Teachers also attended a wide range of professional development opportunities. A sample of some of the kinds of professional development that was undertaken in 2011 includes:

- ICT Pedagogical license
- QSA Program writing and panel training
- Council of International Schools Conference
- VET Training
- Vocational Education and Training
- Creating Positive Experiences
- ISP Conference
- Refereeing
- QCAT Training
- Dream Business
- Language Learning Strategies
- LOTE and ICTs
- Trade and Technical Skills Institute visit
- Elearning Conference
- Beginning Teachers PD – QTU
- VELG Conference
- QSA Conference
- Maths 3.0
- Professional Standards for Teachers
- Literacy and Reluctant Reader
- Leading a Digital School Conference
- Sports Fusion Conference
- Indigenous Employment Learn and Earn Conference
- EATSIP – Embedding Aboriginal and Torres Strait Islander Perspectives

The proportion of the teaching staff involved in professional development activities during 2011 was 100%.

**Average staff attendance**

For permanent and temporary staff and school leaders, the staff attendance rate was 96% in 2011.

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

From the end of the previous school year, 96% of staff was retained by the school for the entire 2011 school year.
**Performance of our students**

**School income broken down by funding source**

School income broken down by funding source is available via the My School website at [http://www.myschool.edu.au/](http://www.myschool.edu.au/).

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

Where it says ‘**Search by school name**’, type in the name of the school you wish to view, and select **<GO>**. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's My School entry web page.

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

**Key student outcomes**

**Student attendance - 2011**

The overall attendance rate for the students at this school (shown as a percentage) in 2011 was **91%**.

The overall attendance rate for all Queensland state Secondary schools over the same period was **89%**.

**Student attendance rate for each year level**

<table>
<thead>
<tr>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>92%</td>
<td>89%</td>
<td>88%</td>
<td>93%</td>
<td>92%</td>
</tr>
</tbody>
</table>

**Student Attendance Distribution**

The proportions of students by attendance range.
Performance of our students

Description of how non-attendance is managed by the school

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

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

If a student is marked absent during Home Group parents are notified via email the same day.

If a student is absent for three consecutive days without notifying the school, parents are contacted by the Administration staff. Each Monday, unexplained absence proformas are generated and placed in the students’ home group roll. At the end of each month, a letter is sent to the parent of any student with an unexplained absence/s. Deputy Principal’s 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 was considered unsatisfactory, students would receive an after school detention and this is communicated to the parent via mail. If there was a pattern of unsatisfactory class absences, the student would be placed on a daily attendance tracking sheet and this would be communicated to the parent.

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

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

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

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Year 9 are available via the My School website at [http://www.myschool.edu.au/](http://www.myschool.edu.au/).

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

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

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

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

Achievement – Closing the Gap

There are currently 57 Indigenous students enrolled at the school. This is a slight increase from 55 in 2010.

The retention rate of Indigenous students has shown a slight increase between 2010 and 2011. The gap between indigenous and non-indigenous retention rates has increased by 4% due to the increased retention rate of non-indigenous students.

In 2011, indigenous student attendance rates have remained similar to 2010 attendance rates. The gap between indigenous and non-indigenous students has decreased slightly. The Semester 1, 2011 Indigenous and non-indigenous <80% attendance rate gap was 2.6% which is a decrease from 4.9% in 2010.

Year 9 indigenous/non-indigenous gap in Mean Scale Score in NAPLAN reading results have decreased from 79 in 2010 to 44 in 2011.

Apparent retention rates Year 10 to Year 12.

Year 12 student enrolment as a percentage of the Year 10 student cohort – 89%.
## Performance of our students

### Outcomes for our Year 12 cohort of 2011

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students receiving a Senior Statement.</td>
<td>196</td>
</tr>
<tr>
<td>Number of students awarded a Queensland Certificate Individual Achievement.</td>
<td>3</td>
</tr>
<tr>
<td>Number of students receiving an Overall Position (OP).</td>
<td>125</td>
</tr>
<tr>
<td>Number of students who are completing/continuing a School-based Apprenticeship or Traineeship.</td>
<td>27</td>
</tr>
<tr>
<td>Number of students awarded one or more Vocational Educational Training qualifications</td>
<td>155</td>
</tr>
<tr>
<td>Number of students awarded an Australian Qualification Framework (AQF) Certificate II or above.</td>
<td>128</td>
</tr>
<tr>
<td>Number of students awarded a Queensland Certificate of Education at the end of Year 12.</td>
<td>170</td>
</tr>
<tr>
<td>Number of students awarded an International Baccalaureate Diploma (IBD).</td>
<td>0</td>
</tr>
<tr>
<td>Percentage of OP/ IBD eligible students with OP 1-15 or an IBD.</td>
<td>80%</td>
</tr>
<tr>
<td>Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification.</td>
<td>96%</td>
</tr>
<tr>
<td>Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.</td>
<td>95%</td>
</tr>
</tbody>
</table>

### Overall Position Bands (OP)

<table>
<thead>
<tr>
<th>Band</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>OP 1-5</td>
<td>17</td>
</tr>
<tr>
<td>OP 6-10</td>
<td>29</td>
</tr>
<tr>
<td>OP 11-15</td>
<td>54</td>
</tr>
<tr>
<td>OP 16-20</td>
<td>22</td>
</tr>
<tr>
<td>OP 21-25</td>
<td>3</td>
</tr>
</tbody>
</table>

### Vocational Educational Training qualification (VET)

<table>
<thead>
<tr>
<th>Certificate I</th>
<th>Certificate II</th>
<th>Certificate III or above</th>
</tr>
</thead>
<tbody>
<tr>
<td>111</td>
<td>125</td>
<td>14</td>
</tr>
</tbody>
</table>
The majority of Certificate I courses are offered to Year 10 students (Certificate I in Agrifood Operations, Certificate I in Animal Studies, Business and Technology Studies, Certificate I in Creative Industries (Media), Certificate I in Creative Industries (Entertainment), Certificate I in Information Digital Media and Technology, Certificate I in Visual Arts and Contemporary Craft). The only Certificate I courses offered in Year 11 and 12 are Certificate I in Furnishing, Certificate I in Engineering and Certificate I in General Construction. Certificate I course options in Year 10 allow students to bank up to five credits towards their Queensland Certificate of Education before they begin Year 11 and 12 while gaining a valuable insight into the study of Vocational Education. Most students continue to complete the Certificate II offerings in Year 11 and 12.

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2011 Year 12 post-school destinations survey, Next Step – Student Destination Report for the school were not available. Information about these post-school destinations of our students will be incorporated into this Report in September.

Early leavers information

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

Compulsory School Age – There were very few early leavers in 2011. Students who left the school generally moved out of the area and enrolled in another high school. A small number of students were referred and accepted into the “Get Set for Work” program (one) and the “Access 10” program (two). A further four students were given a 12 month exemption to engage in employment (one) or attend TAFE (three).

Compulsory Participation Phase – The majority of students who leave the school prior to completing Year 12 are over 17 years of age. Most early leavers (students under 17), take up a full-time apprenticeships, traineeship or work. In these cases, the school advises the QSA of the cease date within 30 days of notification. A small number of students transfer to TAFE in Semester 2, Year 11. This usually involves students who have been enrolled in a TAFE subject during Semester 1.