2014 Principal's Report
We have had another great year with much happening and so much more to come over the next few years. I am extremely pleased to report on our achievements for the year 2014 and foreshadow our plans for 2015 and beyond. By publishing this detailed report in the Presentation Night Program we are providing parents, students and community members with a permanent record of our activities. This will become the basis of our School Annual Report for 2014 and Operation plans for 2015. The official speech of the evening will focus on the future.

The focus of our Presentation Night and indeed this school is always student excellence and achievement. Two of our senior students, Laura Randall and Liam Choules will present a student perspective on highlights of the 2014 school year in terms of Cultural, Citizenship and Academic pursuits. Yesterday at our Sports Award evening, James Summers spoke about our sporting year. We must always remain student centred. Our student leaders will chair the proceedings, present reports and introduce our student leaders for the Year 2015.

As well as witnessing the receipt of Merit, Excellence and Special Awards in the above areas, you will be provided with a glimpse of our school through a number of student items. We are proud of our students and the active role they play in the running of our school. At Cleveland High, we try to give our students every opportunity to demonstrate the range of their talents and celebrate their achievements.

Meggin Bahr was appointed Head of Humanities and Yuki Asano was appointed Head of Languages and Jo Zietsch was appointed Head of Literacy and Numeracy to implement the Great Results Guarantee program.

I would like to thank publicly our Deputy Principals, Robyn Przewloka, Grant Mitchell, Sam Porteous, Tracey Hopper, Karen Abraham and Shane Mason as well as our Business Service Manager Keryn Smith-Harvey and the other members of our Senior Leadership Team for their support for me personally as well as their commitment to our students’ welfare. We are fortunate that we have a group of capable staff members who have been willing to take on new roles working together to support our students, set strategic direction and be involved in the associated decision making processes.

The following are staff changes that have occurred since our presentation night 2013 or are known for 2015 at this point in time.

Appointed permanently
Yuki Asano HOD Languages
Meggin Bahr HOD Social Science
Kelli Hutton (English/History)
Eleni Symeou (Creative Arts/English)
Helen Li (Mandarin Chinese Cluster teacher)
Jacquelin Morgan (Maths/Science)

Transfer out
Nil
Retiring
Lyn Norris

Transfer in 2015
Alicia Menzies (English)
Nathan Burley (Year 7 English/History/Geography)
Glen Klints (Year 7 Maths/Science)
Anica Maguire (Biology/Science)
Emma Vardy-Bragg (English/History)

Enrolments 2001 to 2014

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Thirty percent of students in 2014 live outside our catchment area. There are currently over 320 students enrolled for Year 7 in 2015 and 260 for the half cohort in Year 8 with very few spaces for enrolments left this year. Year 11 enrolments are also expected to increase as students are attracted to the school’s broad curriculum offerings, our Excellence programs in Creative Arts, Science, Sport development and Languages, the high performances of our graduates and because of our reputation as a genuine community school with supportive student policies.

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 30% of enrolments are admitted based on strict enrolment criteria. This enrolment plan is on our website together with our catchment area plan.

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.

Preliminary subject selections for 2015 Year 9, 10 and Year 11 students should have been completed. We will need to closely monitor class sizes and student offerings. Staffing will continue to be based on enrolments at the start of the year. It is important that all students attend school on the first day. We will have to make adjustments and delete from subject choices, anyone who does not return by day one. Those students who return late may miss out on their first choices unless we have received parent contact before the end of the 2014 school year.

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.

These require habits of:
- Finding humour – retaining a sense of humour
- Retaining a sense of awe and wonder
- Remaining open to continuous learning
- Listening with understanding and empathy
- Creating, imagining, innovating
- Thinking flexibly, persisting
- Questioning and problem posing
- Thinking interdependently
- Applying past knowledge to new situations

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”.

**Curriculum, Teaching and Learning** is the major focus for our school and there has been much development, opportunity and achievement throughout 2014.

**Focus on Continuous Improvement (Kaizen)**
Continuous focussed improvement every single day. Each student and each staff member has a clear personal improvement plan with specific actions and targets that is being worked on every single day.

**Curriculum Continuity**
National Curriculum
- History complete to Year 10.
- Begin implementation of Geography to Year 10.
- Developing a process for planning units of work within the Australian Curriculum that incorporate school focused pedagogy and philosophy.
- Review Junior Secondary with emphasis on Year 9.
- Continue “Flying Start Pilot” implementation of Year 7. Share units of work, pedagogy and moderation of assessment across cluster.
- Investigate ways of furthering the integration of learning across department disciplines in Junior Secondary.
- Continue and review progress re Literacy, Numeracy, LOTE.
- Examine NAPLAN 2013 and develop improvement plan.
- Further develop Community Language Centre, Asian Literacy Centre, Confucius classroom.
- Embed Indigenous Culture into the curriculum, investigate indigenous curriculum opportunities.

**Improved pedagogy and implementation of School Philosophy and Objectives**
Continued implementation of Dimensions of Learning;
- Underlying focus on **Neoteny** in terms of every day **Habits of Mind**.
- Investigate additional strategies to embed the incorporation of Dimensions of Learning pedagogy into teaching and learning in Junior Secondary.

**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 DPF, **focus on placemats, data analysis and teacher response**.
- **Continue** beginning teachers program and support for future leaders.
- Formalizing procedures and/or tools to enable the school to determine how effectively the philosophy reflects actual practice in the classrooms and how individual departments are aligning their pedagogy to the new philosophy.

**Information Technology**
- Implement whole school, long range plan to guide the use and development of Information Technology.
• Continue implementation of 1 to 1 program, Years 7, 8, 10, 11 and 12 in 2014 and Year 9 in 2014.
• Begin preparations for whole school progression to BYOD.
• Continue development of resource centre as a Learning Hub.

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.
• Develop and implement global perspectives action plan using five elements of Global Perspectives as a foundation of internationalism and international mindedness.
Bayside Sports Academy – Sport Development
As always it has been an extremely busy year with plenty of hard work being completed by students and teachers both in and out of the classroom. This work has seen some excellent results on and off the field for individuals and teams alike.

In the classroom some of the interesting work that has stood out this year has been the work completed by the Year 10 students with some excellent technical analysis using video footage while applying biomechanics principles. Other successes in the classroom across all three focus sports involved students completing their officiating courses allowing them to become involved at club level as referees and umpires.

The sporting successes for the focus sports of the Academy of Football, Touch and Volleyball continue to be impressive. Some of these are as follows:

Football
In the Schools Premier Leagues, four teams competed with Open Girls and Boys and Junior Boys showing inconsistent performances. Our Junior Girls Premier team is still undefeated heading into the final round of the competition and hopefully will continue this form into the Grand Final to take out the title.

Across other competitions our football teams have continued to perform well with excellent performances in district and regional to claim the honour of Champion School for South East Queensland in Football for the second year in a row. Standout teams who led the way included the Year 8 Girls coached by Mrs Alina Ryan, Open Girls coached by Mr Jarred Corby and the Open Boys coached by Mr Ross Paige after all teams won their respective South East Queensland Finals.

Individually there have been some outstanding performance with Sunny Franco, Elise Franco and Danny Driver all training with the Queensland Academy of Sport. Additionally Liam O’Bryan was selected for the Queensland Schoolboys U19 team. Sunny capped this off with receiving a contract to play for the Brisbane Roar in the national W-League and is now preparing for training with Australia’s Young Matilda’s team.

An overview of Football results is as follows:

Schools Premier Leagues
Junior Girls – Champions

Bayside District
Year 8 Girls – Champions
Year 8 Boys – Runner-up
Year 9 Girls – Runner-up
Year 9 Boys – Champion
Year 10 Girls – Champion
Year 10 Boys – Champion
Open Girls – Champion
Open Boys – Champion
South East Queensland
Year 8 Girls – Champions
Year 9 Boys – Quarter Finalist
Year 10 Girls – Semi Finalist
Year 10 Boys – Quarter Finalist
Open Girls – Champions
Open Boys – Champions

South East Queensland Football Overall Champion – Cleveland District State High School.

Touch
Touch continues to grow from strength to strength with excellent numbers of students showing great commitment both in class and on the field. Tim McKenneriey established the Schools Touch League to provide more elite competition for our touch students.

The Schools Touch League in its inaugural year was established to compete on two days against quality touch football schools including Chancellor Park, Helensvale SHS, Southport SHS and Rochedale SHS. The competition provided opportunities for teams including Junior Boys, Junior Girls and Year 8 mixed and provided excellent match practice for our teams leading into All Schools in October.

To further the development of specific school teams they are also involved in Friday night competitions at Redlands Touch, and performing extremely well.

Specific individual achievements include the following students achieving representative honours:

**Bayside Teams:** Nick Holm, Jayden Sleep, Marcus Holm, Kyle Coghill, Casey Karklis, Amy Karklis, Savannah Nash, Kelsey Parkin, Kelsey English, Millie Despot, Alisa Mackenzie, Jess Covill, Sarah Hale, Gemma Price, Emmerson Lee.

**Metropolitan East:** Marcus Holm

**Queensland Club:** Marcus Holm

Teams are busily preparing for the major carnival for the year – The All Schools Touch Carnival in October at Whites Hill. We have entered 6 teams this year – 2 x Year 8 Mixed, Junior Boys, Junior Girls, Open Boys, and Open Girls. We are looking forward to some positive results from each of these teams.

The Academy continues to build strong links with Redlands Touch, with coaches from Redlands Touch attending after school training sessions. We look forward to this continuing into next year.

**A summary of Touch results so far:**
Year 7 Boys – Runner-up Bayside District
Year 7 Girls – Bayside District Champions
Year 8 Girls – Bayside District Champions
Year 9 Girls – Bayside District Champions
Business Education
In 2014, the Business Education Faculty has enjoyed another busy but successful year. Our focus this year has been on renewal. Our faculty has introduced three new Authority Registered Subjects and restructured the Year 10 Information and Technology Studies Work Program.

Year 10 Information and Technology Studies in 2014 was rewritten to focus on more hands-on computing and programming to prepare students for the Authority Registered Subject Year 11 Information Processing and Technology.

The students started the year building their own computer using the Raspberry Pi module. Students loaded and installed the operating system (Linux) and configured it, including network (Ethernet) access. Students downloaded programs from the Internet and via USB drives and installed them. Lastly, they learned the basics of the Python programming language. In Term III, students used microprocessor boards called Arduino to complete a set of activities including controlling LEDs, motors and stepper motors. Finally, they combined all this knowledge together to create a Robot Car that uses Ultrasonic sensors to avoid obstacles. In Term IV, students will learn how to program Android based devices such as tablets and mobile phones, creating simple games that can be played on Android devices. This change has been enthusiastically received by the students and Jessica Verrall, Scott Howie and Naveen Campbell are to be congratulated on their efforts in this subject.

In 2014 we also introduced three new Authority Registered Subjects – Business Studies, Information Communication and Technology Studies and Tourism Studies. These subjects have a vocational focus and are delivered in simulated environments.

This year Business Education students from Year 10 participated in a series of Footprint of the Future Workshops. At these workshops Business leaders met with Redlands school students to discuss life in the commercial world. All students of Business cycled through six talks from professionals with legal, human resources, event planning, banking and finance, marketing and entrepreneurial backgrounds. The second workshop for the year was held at Cleveland District State High School and the main focus of the workshops was Tourism and Hospitality. The workshops, created through partnerships with the Redland City Chamber of Commerce, Redland City Council and local high schools, are designed to connect students directly with the business world, encourage networking and facilitate possible internships.

The Certificate II in Tourism students organised an International Travel Destinations Expo. This year ten countries were represented – Japan, France, Italy, Greece, USA, Scotland, Switzerland, Wales, Bali and Canada. Students worked in groups of two to prepare a stall based on a country of their choice. This event simulated a real Tourism Expo where the students gained experience in customer service and working with colleagues. The students competed with one another selling their holiday product to their customers. The clients were
asked to vote for their favourite holiday product at the end of the day. The winners were Shannon Hill 12MCA and Nicole Erickson 12MCA who represented France and runners up were Kristina Putt 12PLA and Chloe Stacey 12MCA who represented the USA.

During 2014 our Faculty has continued to embed the Dimensions of Learning into our curriculum and as part of this process we have participated in classroom video observations with teachers from other faculties. This year during Terms II and III staff members observed and videoed their colleagues. The teachers then watched their video with each teacher providing feedback to their video observation partner.

Creative Arts
2014 was an innovative and rewarding year for the Creative Arts with many of our students reaching new personal heights and levels of achievement. Our staff and students have been involved with numerous public performances, professional productions, workshops, exhibitions and live performances; these opportunities have positively influenced the creativity and outcomes of our students.

Creative Generation – State Schools Onstage was again a major event on our Creative arts calendar. Many of our students and staff from the Creative Arts Department were involved in this year’s performance. Our students also had the opportunity to be mentored by industry professionals such as James Morrison and Alison Rogers. The evening was truly spectacular and our students represented the school with pride and professionalism. Further to this, we held our first ever ‘Creative Arts Showcase’ at the Cleveland Hall in May this year, it was a brilliant production which featured our dancers, musicians, music industry and media students.

Dance
In 2014, Dance has increased in numbers, particularly with the growth of the junior secondary school and we have also seen a steady growth within many of the dance classes. The Year 7 Dance Team, under the direction of Eleni Symeou, Junior Dance team, under the direction of Claire Hollanby, and the Senior Dance Team, under the direction of Ainslie Murray, have spent the year developing dances in preparation for the annual ‘Dance Fusion’ evening. This is the second year we have held Dance Fusion at RPAC; allowing our dancers to experience working within a professional environment with sound, lighting and media. It was truly a remarkable evening which showcased the incredible talent of our students and dance teachers. Throughout the year the Dance team spent their time preparing for major school events including: Dance Fusion, Presentation Night, Multicultural Festival and Graduation. Many dance items were works choreographed by students themselves, once again demonstrating the wide and varied talent we have within the Dance curriculum.

A number of students spent the first semester auditioning, rehearsing and performing for Creative Generation: State Schools on Stage. These students dedicated their weekends, holidays and school time preparing for the performance, which was indeed a fabulous display of the amazing talent Queensland’s State Schools are nurturing. A number of our students from Year 7 to Year 12 participated in various dance items and represented the school with pride.
In 2015 we will continue our partnership with ‘Strictly Dance’ in Cleveland; this joint program allows our elite students, who specialise in ballet and musical theatre, to engage with an intense program which will help these students work toward a professional dancing career.

**Drama**
Once again drama students from all year levels were given the opportunity to see live theatre. Senior drama students saw *Scattered Lives*, a play about refugees and *Ruby Moon*, the distressing story of a young girl who disappears without trace. Fortunately the two pieces were devised in genres being studied by Year 12 and 11 students, namely Brechtian and Gothic theatre.

The Year 12 drama class was fortunate to be able to perform extracts from their indigenous drama studies at a fund raising function for drama teacher Chris Day who is accompanying eight indigenous youth to Antarctica. The students’ work was much appreciated by their audience and gave them invaluable performance experience. Junior classes saw *Svargo*, an individual mime artist who focusses on audience participation. Year 7 Creative Arts students saw *Stompin’ Ground* a didjeribone and storytelling performance by indigenous artist Tjupurrur.

The Cleveland High Drama club, *Suburban Lights* was also established this year and many students happily spend Fridays lunch times in the drama room with some of these students performing at the mid-year Showcase production.

**Film and TV**
It has been another creative and exciting year for our film students with over one hundred students participating across Years 10, 11 and 12; this subject proves to be growing each year with students producing high quality and innovative productions. This year has seen the continuation of the FTV club; this is directed by past student Logan Kelk, who takes a small selection of our senior students through aspects of advanced film techniques and editing. Students within this club are working on external film projects and competitions; we look forward to seeing results of their hard work in the near future.

The Year 10 classes have learnt basic camera and editing skills; with these skills in place they have been able to re-enact one of their favourite scenes from a film and produce it. Students have also learnt to analyse film and discover how films are marketed. Their final task for the year was to design their own film and produce a trailer.

Year 11 learnt basic camera and editing skills and progressed to designing and producing Music Videos; there were some highly entertaining music clips! Students produced Australian TV Drama Segments and to finish off the year the students presented their oral presentations about Censorship and related issues.

Year 12 students created some memorable short films across a range of genres including psychological thriller, drama, supernatural, and mysteries. These were followed by some very interesting documentaries investigating a variety of current social issues. Year 11 and 12 classes have been fortunate to experience working on the new Apple Mac computers; the computers and software are industry standard and allow our students to gain the necessary skills in order to meet current demands within the industry.
The film program will present its annual ‘Film Gala’ which will be held in November; the night will feature outstanding productions from all year levels and the most outstanding students will be recognised during CDSHS’s own ‘Oscar’ Awards Ceremony. This forum provides the opportunity to showcase our talent and recognise outstanding student achievement.

**Instrumental Music**
This year we saw Cleveland District High School Instrumental Music students engaged in outstanding performances. Some students rehearse up to six hours a week and attend a half hour lesson in preparation for major performances throughout the year. All music students were invited to attend the annual music camp at “Camp Currimundi” to kick-start the year; this culminated in the first of the concert series back at school.

Our Ensembles and Choirs have featured in the schools “Music Showcase” concert held at the Redlands Performing Arts Complex; this evening acknowledged the achievements of our talented musicians. Throughout the year we saw performances at the Schools ANZAC ceremony, Bayside Beginners Music Week, Festival of Bands, Million Paws Walk, Redfest, Ormiston House, Senior Citizens’ Week, Annual Rotary Dinner, Jazz at the Grand View, Manly Halloween Festival and various performances in and outside the school community.

Several ensembles performed at Redlands Eisteddfod with the following excellent results:
- Jazz Orchestra – 3rd
- Decemsextet – 3rd
- Symphonic Band – 3rd
- Flute Choir – 1st
- Junior Choir – 2nd
- Wind Ensemble – Highly Commended
- Senior Choir – Encouragement Award
- Senior Strings Highly commended.

They also competed in Fanfare and achieved the following fantastic results:
- Gold: Wind Ensemble and Jazz Orchestra
- Silver: Senior Strings and Symphonic Band
- Bronze: Concert Band.

**Music and Music Extension**
The current 2014 Music and Music Extension class is a diverse and talented cohort; we have students studying both Authority subjects and their results have indeed been impressive this year.

In April we held our ‘War and Peace’ concert which provided an opportunity for classroom music students to present their first piece of summative ‘performance’ assessment; this is the fifth year we have presented this assessment within a live evening concert format in order for students to experience the process of ‘live performance’. All the students performed exceptionally well and grew from the experience; many took this as a chance to refine their skills for the Music Extension concert in June.

June saw our Music Extension students present their first performances; this was supported with outstanding sound and lighting supported by Mr Watson and his Year 12 industry class. The Music Extension cohort consisted of twelve performers, one composer and one musicology student; these students delivered a creative range of ‘artistic works’ which demonstrated their emerging skills as competent and unique artists.

October the 9th was the final concert for the year and the final submission of the performers and compositions. The performance students excelled and entertained our audiences well
into the night; it was also a fantastic opportunity to acknowledge our composition students who were able to showcase their original pieces.

Each year we have numerous students audition for music and music industry courses at various universities and institutions; to date we have an exceptionally high success rate of students gaining entry into a music or music industry course. 2013 saw Jacqueline Duckworth gain entry into the Conservatorium of Music and Jal Joshua achieve national success on Australia’s Got Talent. Good luck to those students who auditioned during the September holidays to achieve a place within their desired music course, we wish these students well for the future.

**Music Industry**

On the 18th of May, a group of Cleveland District State High School’s Year 12 music industry students set up and operated a P.A. system for the Cleveland Million Paws Walk, a fundraising initiative run by the R.S.P.C.A., and organised by members of the Rotary Club of Cleveland, such as Mr Denis Haines. Mr Bruce Douglas again liaised with the school in organising the event, and made a donation to the music industry department for further equipment purchases. Cleveland DSHS looks forward to further collaborations with Rotary and the R.S.P.C.A., and is grateful for the fundraising opportunity.

On the 4th of September, Cleveland DSHS hosted the annual MIC (Music Industry Concert) night. Featuring most students from Years 11 and 12, and a selection of students from Years 9 and 10, the night was a final send-off for the Year 12 cohort, and their last chance to showcase the skills acquired through their two year Certificate II qualification.

MIC was extremely well attended, and very well received by the audience, who enjoyed a night of variety and musicality. The Year 12 students finished on a high note, with quality performances from each ensemble. The concert was recorded, and will be released at a later stage to the participants. Many guests commented on the consistent quality across all of the performances, and the efficiency of the changeovers, which led to the shortest MIC yet, at just over two hours.

Another major event for the music industry department was the inaugural Variety Showcase. Music industry students from Year 12, under the guidance of Mr Greg Loxton and Mr Simon Watson, were responsible for the setting up of the entire PA and lighting system for the Showcase, and selected students helped during the dress rehearsals, technical rehearsals and the actual show. The students had not experienced anything to this scale during their two year Certificate II, and so the experience took their understanding to a new level.

The music industry department continued to provide valuable support for school events, such as ANZAC Day, Athletics Carnival, Jazz at the Grandview, Music and Music Extension concerts, and many more. The level of professionalism and expertise shown by the music industry students is a credit to Cleveland District State High School.
Visual Arts

Innovation and experimentation continued in Cleveland District High School’s Visual Art Department in 2014. There was an emphasis on using recycled materials and developing projects with environmental concerns. Year 8 and 9 students in art craft and design all made objects out of recycled materials or tried to make others aware of local environmental issues through their artworks. Works included drawings of sea creatures made from rubbish, environmental animations, hats made from recycled materials and robotic sculptures made out of E-waste.

Year 10 Practical Art students participated with a ‘Creative Conversations’ project where refugee artists from Iraq, Pakistan and Iran visited the school and worked with the students to create designs for skateboard decks. Through the sharing of stories, students gained an appreciation of the artist's experiences and developed valuable making skills that saw their works exhibited alongside the artists at the State Library in South Brisbane.

This year several of our Year 12 students were rewarded for their efforts. Four of our students were participants in the prestigious annual Creative Generations Visual Arts Award. We congratulate Florian Groenvold, Laura Randall, Emily Millar and Natalie Radajewski on their fabulous submissions. Ellie Suffolk won the competitive wearable art competition at this year’s Brisbane Exhibition with her dress made from natural materials created in Living Environment Unit, well done Ellie!

Students in Year 10 Visual Art participated in a unique workshop with Gowie-Paul Robinson from the Australian Marine Conservation Society. This was a great experience for students inspiring passion to promote environmental awareness and lead to the renewal of the Art courtyard with a series of new murals bringing life and creativity to the outdoor space.

The Media Studies courses have continued to develop student skills in multimedia by exploring methods of animation, design, photography and games. This year, students created fantastic animations using a variety of different techniques and showcased them at our annual Visual Art Exhibition which was held in Cleveland High’s art gallery “D4 ArtSpace” and surrounding art rooms. The Exhibition highlighted the diverse and exciting artworks of all Visual Art classes from Years 7 to 12.

Health and Physical Education

2014 has been an exciting year for the Health and Physical Education Department in both sport and through the curriculum.

Our Year 8 and 9 curriculum continues to be reflective of the development of student knowledge on issues that will affect them through their teenage years. It also seeks to build a community citizen who makes decisions based on their understanding of the impact on their local, national and global community. We have also reviewed our Year 7 curriculum to create a three year junior secondary program. Since the release of the Australian Curriculum for Health and Physical Education we will be identifying how we will be delivering this to the Cleveland High students from 2015 and beyond.
Year 10 has seen the Physical Education class study information and materials they will be researching in Year 11 so that by the end of Year 10 they will have the skills and ability to handle the demands of the Senior Physical Education, Health Education and Recreation Studies programs. The Physical Education course represents a seamless pathway from Year 10 into the Year 11 and 12 phase of learning. The move to the three years on Senior has increased the numbers of students achieving a Very High level of Achievement. This highlights the importance of including Senior Physical Education and Health Education in the Year 10 selection of subjects.

Moving forward into 2014, the senior program remains a highly successful area within the faculty with many of the students achieving very high results. Our only change for 2014 is the move from Certificate courses to the Authority Registered subjects Recreation Studies – General or Soccer focus. This course still enables the students to achieve recognised qualifications within the sporting field while allowing greater flexibility within the context of the classroom.

The Senior Physical Education students in Term IV will be undertaking a significant tournament activity with the Year 7 students based around European Handball. This tournament will provide them with primary research data to guide their research assessment on the physical activity policies of Local, State and Federal governments. They will also provide as part of their assessment, valuable insight into the types of activities the school should plan moving into the new school year.

The Cleveland High Physical Education Department has been working towards improving our standing at the District level Athletics and Cross country for the past three years. I would like to take the opportunity to thank all the staff who have worked tirelessly to develop our student's capacity to compete in these events. In particular it has been the efforts of Ms Tracey Host and Mr Jarred Corby who have driven the school's resurgence in Cross Country with this also having positive effects on our Athletics team. Involvement in these trials is an important way to build school spirit and further our culture of excellence.

This year our Cleveland Cross Country and Athletics team came second in this competition. This is an outstanding effort and we now have our sights set on the top spot in 2015.

**Sport**

**Swimming Age Champions:**

<table>
<thead>
<tr>
<th>Name</th>
<th>Age</th>
<th>Champion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kara-Shae Elers</td>
<td>12</td>
<td>Connor Duffy</td>
</tr>
<tr>
<td>Jessica Black</td>
<td>13</td>
<td>Ryan Jamieson</td>
</tr>
<tr>
<td>Emma Cutler</td>
<td>14</td>
<td>Ethan Catlow – Elliottgifte</td>
</tr>
<tr>
<td>Alex Wevers</td>
<td>15</td>
<td>Hatoa Sweet</td>
</tr>
<tr>
<td>Brooke Donald</td>
<td>16</td>
<td>David Pinto</td>
</tr>
<tr>
<td>Emily Donald</td>
<td>17</td>
<td>Baylee Byrne-Perrett</td>
</tr>
</tbody>
</table>

**Cross Country Age Champions:**

<table>
<thead>
<tr>
<th>Name</th>
<th>Age</th>
<th>Champion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lauren Dickson</td>
<td>12</td>
<td>Scott Myler</td>
</tr>
<tr>
<td>Kailey Wilton</td>
<td>13</td>
<td>Jackson Honeyman</td>
</tr>
<tr>
<td>Gemma Price</td>
<td>14</td>
<td>Justin McKillop</td>
</tr>
<tr>
<td>Kiah Ryding</td>
<td>15</td>
<td>Toby Hughes</td>
</tr>
</tbody>
</table>
Abigail Burgess  16   David Pinto  
Lucy Smith       17   Sam Matthews  

**Athletics Age Champions:**
Stephanie Kirk     12    Scott Myler  
Jessica Black     13   Jackson Honeyman  
Erin Stonehouse    14   Justin McKillop  
Lauren Spreadborough    15    Caleb Warton  
Demi Robins          16    Brian Calingasan  
Ocearna Conaty-Boxall   17    Caiden Robinson  

**Other Notable Achievements**
Sunny Franco   Women’s Roar Football   Football  
Lucy Smith   Queensland Representative   Triathlon  
Kurt Ford   Queensland Representative   Hockey  

**Interschool Sport**
This was the last season that the current format of the competition will be used. In 2015 Brisbane Bayside Secondary College and Wynnum SHS will join our District format to make it an eight team competition. The Bayside school sport interschool competition is noted as a high standard and the inclusion of the other bayside schools with further develop an already strong competition.

**Sports Co-ordinators**
Ms Tracey Host (Junior School) and Mr Andrew Neil (Senior School)  
**Year 8 and 9 Sport**
- 22 Bayside finals  
  - 14 Bayside Premierships Teams  
  - 1 Metropolitan Championship  

**Summer Sport**
8 Girls Touch     District Premiers  
9 Girls Touch     District Finalist  
8 Boys Baseball    District Premiers  
9 Boys Touch       District Finalist  
9 Girls Basketball  District Premiers  
9 Boys Basketball  District Premiers  
8 Boys Volleyball  District Premiers  

**Winter Sport**
8 Girls Football     Metropolitan Premiers   Mr Paul Bancroft  
8 Boys Football     District Premiers   Mr Sam Porteous  
9 Boys Football     District Premiers   Mr David Cooke  
9 Girls Volleyball  District Premiers  Mrs Lyn Tipper  
8 Boys AFL       District Finalists  Mr Jared Corby  
9 Girls Netball    District Finalists  Ms Elise Kennedy  
8 Boys Tennis     District Premiers   Ms Joni Edwards  

Year 10, 11 and 12 Sport

- 19 Bayside Finals
  - 11 Bayside Premiership Teams
  - 2 Metropolitan Premiership Team

Winter Sport

10 Girls Touch District Premiers
Open Girls Touch District Premiers
Open Boys Baseball District Premiers
10 Boys Volleyball District Premiers

Summer Sport

10 Girls Football District Premiers
Open Girls Football Metropolitan Premiers
10 Boys Football District Premiers
Open Boys Football Metropolitan Premiers
10 Girls Volleyball District Premiers
Open Girls Volleyball District Finalists
Open Girls Hockey District Premiers

Year 7 Sport

The Year 7 sport competition moved into its second year and the Cleveland High teams performed exceptionally well again. The competition only has three schools at this stage however 2015 will see all high schools in the district compete. As with the Tuesday and Wednesday sport, Brisbane Bayside Secondary College and Wynnum SHS will be included to make an eight team competition.

The following teams also won their respective District Premierships in the 2014 season:

Summer

Girls Touch A and B
Boys Touch B
Boys Basketball A and B
Girls Softball A
Girls European Handball A
Boys Baseball A
Boys Volleyball A

Winter

European Handball Boys A and B
Football Girls A and B
Rugby League B
Football Boys B

Other Competitions:

Primary Schools All Schools Touch
Mission Cup Primary Schools Netball
All Schools – Touch
Bill Turner Cup – Soccer
QLD Beach Volleyball Schools Cup
Junior Volleyball Schools Cup
Senior Volleyball Schools Cup
National Volleyball Schools Cup Melbourne
Schools Premier League (Football)
Schools Touch League (STL)

Congratulations to all students who have excelled in their chosen sports this year for the School, Region, State and Country. We must also say a huge thank you to all students who have participated throughout the year. The achievements for individuals and the school come only through the hard work and dedication shown by everyone here at our school. It has been a great year and we are all looking forward to 2015.

English

The Humanities faculty has now been split into two faculties with English becoming a separate faculty in Term II this year. The National Curriculum in English is still being refined from Year 7 to Year 10. Staff have undertaken internal monitoring to ensure that ratings are consistent across the faculty. After the introduction of the National curriculum into Year 10, some refinement has been necessary to ensure that Year 10 is excellent preparation for Year 11 and 12 so that students studying English will be well prepared. Similarly, English Language has been an excellent preparation for English Communication in Year 11 and 12. In 2015, its name will be changed to English Communication to strengthen this link.

We have been working very hard this year to improve the literacy of our Junior school students. Extra lessons have been allocated to literacy lessons and some new programs have been introduced. In Year 7, students have been working on the CARS and STARS program which strengthens reading and comprehension. Year 8 and 9 have continued with the SRA program as well as undertaking literacy booklets and activities. Editing skills and sessions of Grammar minutes have been introduced in Term III. Some of our teachers have also been attending the Reading to Learn workshops which are geared at improving students’ reading and comprehension across the curriculum. Hopefully, we will start to see the results of all of this in the near future.

This year nineteen students entered the ICAS English competition and the following students performed well:

Evelyn Appleby Year 12 – Distinction
Ellen McCulloch Year 10 – Credit
Lawrence Grieve Year 9 – Credit
Hudson Laroche Year 8 – Credit
Natalia Blades Year 8 – Credit
Jacinta Barrett Year 8 – Credit

Many staff are also involved in co-curricular activities such as the Borneo trip and debating that take up a lot of their time and energy. I would like to thank them all for their work again this year. Overall, 2014 has been another successful and busy year in our faculty. Everyone has worked extremely hard to ensure that the students’ experiences in our classrooms have been positive and that they are given every opportunity to achieve to their potential.
Social Science
This year has been busy and exciting in the Social Science faculty, particularly with the division of the Humanities faculty, creating separate English and Social Science faculties. With this came the appointment of new Head of Department (Social Science), Mrs Meggin Bahr to our school.

This year we introduced the new National Curriculum for Geography and are in our second year of National Curriculum for History. This year has presented the perfect opportunity to review and refine our units and assessment in both History and Geography, therefore we are confident we have developed units and assessment that are engaging and meaningful for our junior school students. We have also undertaken some review of the senior Ancient and Modern History work programs, again a process that ensures we are delivering the best possible programs for our students. Complimentary to developing exceptional programs is the use of technology and varied pedagogies in the classroom. Teachers are always exploring new ways of delivering lessons, particularly incorporating technology.

Our Year 7 to 9 students participated in the Living History workshops. These sessions involve an external provider bringing artefacts and performing re-enactments of key historical events relevant to their topics of study. These interactive sessions allow students to be involved in the re-enactment and handle the artefacts at the conclusion of the show.

Our Year 7 students also held the annual Ancient Chinese Museum, displaying the artefacts they created in their study of history. Attendance to the museum by parents, families, staff and other students was significant. Thank you to the students and teachers for their time and efforts in creating these artefacts.

A number of students from Years 7 to 9 participated in the Australian Geography Competition and did amazingly well. A special mention must go to Rebecca Kornas, Hannah Pitt and Jaime Taylor who received a junior distinction in the competition.

Our senior Geography students attended field trips to Stradbroke Island (Years 10 and 12) and Indigiscapes (Year 11) as a mandatory element of their course of study. These field trips are essential to providing students with authentic experiences to collect and analyse data.

Our senior History students were also fortunate to attend an excursion to the State Library of Brisbane. This is not only a great opportunity for students to gather research for their assessment, it also provides them with the skills required to return at any time to conduct research for assessment, not only in History but across the curriculum.

Our students were also fortunate to attend a study tour to Vietnam, led by Vanessa Blackburn and Shane Pavitt. This was an amazing opportunity for our students to see many historically significant sites and engage in an authentic learning experience. Student feedback was highly positive, for example; “The trip is highly beneficial and insightful for students. It will provide you with an awesome opportunity to see how other people live, and also the effects and legacies of the Vietnam War. I recommend this trip to any students interested in Modern History and in broadening their cultural knowledge”, and “the most important thing I learnt from the trip was the differing perspectives that the Vietnamese
people hold about the Vietnam war as opposed to the American perspective that is so globally renowned”. The time and dedication of Vanessa, Shane, students and families in fundraising and planning this trip was phenomenal and the benefits were equally worthwhile.

Our teachers have engaged in a range of professional development opportunities across the year targeting historical and geographical skills and curriculum. This has allowed us to extend our ‘teacher toolkit’ and create exciting learning opportunities for our students. The entire faculty also attended a workshop on the history standards for assessment, a valuable session to support our ongoing moderation of student work.

2014 has been a huge year for the social science faculty and its teachers. Without the dedication and support of our amazing teachers we would not have been able to achieve so much. We have made some great developments in our programs and units, and are very excited to see what the new school year brings. Thank you to our students and families for their ongoing support.

Information Technology

A whole school commitment to the continual improvement of educational practices through the support of digital technologies.

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 school community we value the safe and ethical use of technologies – Our ICT Vision.

Cleveland High is committed to offering students the best ICT learning experiences by continually improving resources, access and pedagogy. Now more than ever before, our students, teachers and our learning spaces are equipped with the technology needed to engage in a rich learning environment.

Students have access to a number of computer rooms throughout the school with industry standard software. These rooms include dedicated Graphics, Digital Art, Science, Technology Engineering and Maths (STEM), Music Technology, and Film and Television. The iMac lab is allowing our students to collaborate and create professional standard movies using the same tools the professionals use. Final Cut Pro software gives our students the advantage of the power of the Mac to enhance photographs, make music and edit video. The robotics lab in STEM has students gaining fundamental problem solving skills while creating and programming robots. The library computer lab is a bookable space, where teachers can incorporate specialist software into their lesson to enhance student learning.

Students have also been experimenting with Raspberry Pi technology. An innovative product which combines mobile phone processors with software in a compact electronics package. Raspberry Pi’s programming logic is used to explore Bluetooth technologies, create web browsers and control systems. One of our students invented a GPS Tracker device using Raspberry Pi. The possibilities of this technology are endless.

In response to increased demand for student ownership of their digital content, our school has implemented a Managed Print Solution. Students are now able, with a swipe of their student card, to print, photocopy, and scan in colour or black and white. Hand drawn pictures can now be emailed in full colour to teachers. Students can photocopy in colour, documents can be collated and stapled, all this is set up while sitting in the classroom. Due
to the swipe and release technology, printouts can be collected at any time during the day to
different printers located throughout the school. This has improved the schools response to
its green footprint by reducing waste as well as our energy and paper consumption.

In 2014 the school’s 1-to-1 take home laptop program has continued strongly with Years 7, 8,
10, 11 and 12 participating in the program. The 1-to-1 laptop program is a wonderful
opportunity for our students to experience anywhere, anytime learning. We are already well
aware of the exponential growth in technology in our society and at Cleveland High we
believe that access to this technology should be normal part of a student’s everyday routine.

The success of the program can be measured by the results of the 2013 School Opinion
Survey where:

• 95.5% of parents agree they understand how computers and other technologies are used
  at this school to enhance their child’s learning.
• 98.3% of students agree they can access computers and other technologies at school for
  learning.

The teachers at Cleveland District State High School have embraced eLearning and see the
benefits for personalised learning to assist differentiation in the classroom. The school has
invested time in developing electronic resources using such delivery methods as Microsoft
OneNote, or online learning spaces like The Learning Place Contemporary Practice
Resource. Whole school site licences such as, Adobe Creative Suite, Sony Vegas Movie
Studio Platinum and the latest Office 365 Outlook enable teachers to plan and deliver cutting
edge lessons using the latest technology. Office 365 powered by the cloud will give our
teachers access to their Outlook files from virtually anywhere and any device. Giving
students access to resources, lessons and learning pathways outside of the classroom
allows the teacher to transform the ways students think and discover knowledge, giving them
greater control over how, where and when they learn.

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

The benefits of a 1-to-1 program are many and it is no surprise that there is currently an
international move towards providing students with laptops and other personal learning
devices. Cleveland District State High School constantly strives to ensure its students are
provided with the very best educational opportunities that will keep them alongside their
counterparts in Australia and overseas. The ever shifting ICT landscape will see the
introduction of a flexible BYOD program in 2015. This program will enable our 1-to-1
program to continue and support student learning outcomes. Education in the 21st century
is about personalised learning, bringing the world into the classroom and taking our students
to the world.

Junior Secondary
Year 7
In January we welcomed the second phase of Year 7 students who voluntarily enrolled into
the Flying Start program. The term Flying Start means just that, students have been given
an opportunity to be very prepared for the new demands of secondary schooling and this will be advantageous to them especially in Year 8.

Just like their predecessors of phase 1, these students arrived on the first day looking every bit like secondary students. They were very excited to be starting the next stage of their education at Cleveland High. They were welcomed by their Home Group and Core teachers and their Year 11 Representatives were also there to offer support.

Our school has gained a reputation for providing an excellent Flying Start program enabling for a smooth transition of the compulsory entry of Year 7 students into the secondary sector in 2015. This is evidenced by our steady growth in enrolments during the year. Day 1 we had 214 students and by end of September this number had grown to 225 students.

Our Year 8 classes have had the opportunity to work in extension classes catering for those with academic, sporting and musical talents. They have benefited from the 1-1 laptop program and the development of their ICT skills was a direct result of this.

Throughout the year the Year 7 students have again added a fresh level of enthusiasm to school activities with high participation rates in the Swimming carnival and the Athletics carnival. Other highlights of the year included the Living History Incursion, Junior School dances and of course the camp at Curramundi. This was very successful and enabled students to test themselves in a range of activities and to make new friends. A highlight was the Giant Swing.

The school farm has once again been enthusiastically embraced with students having a chance to grow their own plants and to be up close with the farm animals.

The year has been exciting and challenging and these students are now ready to embrace their second year of High School.

**Junior Schooling Highlights**

It has once again been a very busy and exciting year for Junior Schooling in 2014 with over 400 new students to the school. With 223 Year 7 and 128 Year 8 students joining the Junior School, this has enabled us to continue to build and strengthen our distinct Junior School identity and culture.

Providing Junior School students with leadership opportunities is one of the six guiding principles of Junior Secondary. Students in Year 8 in 2013 were made aware of the roles and responsibilities of leaders within the school community and also the importance of being valuable role models to both fellow and younger students. The leadership selection process commenced with student nominations, followed by short listing of applicants and then interviews in front of a panel of selectors. The calibre of applicants was exceptionally high and it was therefore with great pleasure that we announced the following Junior School Leaders for 2014:

**Junior School Leaders:**

<table>
<thead>
<tr>
<th>Gemma Price</th>
<th>Emma Cutler</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lawrence Grieve</td>
<td>Jaime Taylor</td>
</tr>
</tbody>
</table>
Junior School House Leaders:
Macleay: Fraser Haynes and Emily O'Brien
Moreton: Justin McKillop and Serenade Teava
Peel: Naomi Burgess and Sammy Fudge
Russell: Erin Stonehouse and Michael Malouf

The numbers of students have continued to grow throughout the year in the Junior School which is a testament to the hard work the school has put into enhancing the quality and therefore reputation of the Junior Schooling program. This trend of increased student enrolments has continued with the number of students enrolling for Year 7 in 2015 already reaching in access of 310, with more enrolments still filtering in. This will potentially require a staggering twelve Year 7 classes for 2015.

The 400 Year 7, 8 and new students to Year 9 settled quickly at the start of this year. The Welcome BBQ held in February was a casual yet important way for the hundreds of parents who attended to meet and greet their children’s teachers for 2014.

In Year 8, both Fun and Friendship Activity Days were well attended. The students and staff had a great time with the Activity Days living up to its name. The two venues selected provided the students with fun and adventure: Kindilan Outdoor Education Centre was the stage for activities such as rock climbing, abseiling and high ropes, and back at school students participated in a variety of activities revolving around team building facilitated by the Police, the Chappies, Guidance Officer, support staff and HPE staff. Over the two days many students forged new friendships and participated in both fun and challenging activities.

Student Representatives are a wonderful aspect of our transition program, which will continue in future years. This relationship between the Year 12 and Year 8 students and the Year 11 and Year 7 students commences with the Orientation Day the preceding year. With the introduction of Year 7 students in the Junior Secondary campus, a large number of Year 10 students nominated and successful applicants were selected to act as Year 7 Representatives. These Year 7 representatives will continue on with their homegroup into Year 8 in 2015.

In May our Year 7 and 9 students sat the National Assessment Program – Literacy and Numeracy (NAPLAN) Test over three days. The logistics of such a large group (approximately 540 students) sitting in a common area can sometimes be difficult to organise and manage, however, due to the flexibility of teachers and the exemplary behaviour and attitude of our students, the testing procedure went smoothly. Both students and teachers are to be commended on the exceptional results achieved this year. In Year 9, our students were significantly above the National Minimum Standard (NMS) across all areas of Reading, Writing, Grammar and Punctuation and Numeracy. Our mean results were above like schools, state and similar or above national. In Year 7, our students were significantly above NMS across all areas. These results are outstanding and again reflect the dedication and commitment of both our teachers and students in the Junior School.

We continue to enjoy an excellent working relationship with our feeder primary schools, particularly through our transition and extension programs. Throughout the year students
from Cleveland SS, Thornlands SS, Bayview SS, Ormiston SS, Mt Cotton SS and Dunwich SS visited Cleveland High on numerous occasions to undertake a variety of extension programs.

The public speaking day saw a small number of students from each school take part in a program designed to improve public speaking skills with the day concluding with a debating competition. Our LOTE emersion day saw a wide array of students engaging with and experiencing French, Japanese and Chinese cultures. In line with Science week, selected keen and enthusiastic students took part in the Stellar Science Quest which allowed students to take part in hands on science activities and further encouraged their enthusiasm for science. Such an event required significant organisation but the communication and planning undertaken by the cluster was worthwhile with all students attending the day reporting it to be informative, fulfilling, enjoyable and therefore highly successful.

High achieving Maths students from our feeder schools also visited Cleveland High School to participate in a Maths Extension Day run by Maths staff. These students were challenged in a variety of activities that extended their Maths knowledge whilst engaging them in hands on tasks. This Year’s Cleveland Cup Volleyball Competition was again a success with hundreds of Year 7 students from our feeder schools competing. This one day competition was a great success full of excitement and enthusiasm by all involved. The Grand Final match was between Mt Cotton State School and Cleveland District State High School, with Cleveland taking out the title for 2014.

The final extension day will take part in December with students coming to Cleveland DSHS to take part in the Creative and Performing Arts day. Reports from students, parents and teachers have been extremely positive after every extension day. Due to the success of these days, they are set to continue as a permanent fixture in our transition program.

Another very exciting inclusion into the Junior School calendar is our two Junior School Dances, one in each Semester. Students paid a $5.00 entry fee and were treated to raffle prizes and two and a half hours of music, lights and dancing. A huge thank you must go to the Year 11 and 12 Representatives who came along to assist, the Junior School Student Council and Leaders who ran the canteen as well as the teachers who kindly volunteered their time. Both Dances were a huge success with funds raised being used by our Year 9 High Resolves Leadership Team to fund their School Action Project.

This year was the third year of the High Resolve Initiative Program being delivered to all Year 8 students with the help of over sixty enthusiastic Year 10 and Year 11 facilitators. On the day students learnt about global citizenship through activities such as role playing and reflecting. The first session ‘Collective Identity’ explored the fact that all human beings are connected and the second session ‘Justice’ looked at applying fairness to unjust situations. Not only is this program highly educational, it is also a lot of fun. Students got involved and excited all whilst learning about some very relevant concepts around being a global citizen.

For the second year in a row, the High Resolves Global Leadership Program has seen Year 9 students develop and implement a School Action Project centred on an issue that they deem to be important and relevant to our school. Students decided to focus on and highlight the fact that many young people face very real challenges around social inclusion. Their project was to create a lesson with resources to explore the issue of social inclusion and to
hold a Colour Run on Multicultural Day. Throughout the year the members of The Action Project were required to develop this project under the guidance of High Resolves and as such, it enabled them to work with corporate mentors, develop their leadership skills and participate in a Leadership Seminar at QUT in November where they can share the success of their project.

Junior school students have performed well across various areas of the school in academic, cultural, sporting and citizenship arenas in 2014 with many outstanding performances.

The culture of preparing students to meet the future means that our students strive for excellence in all activities they undertake. Congratulations to all those students and thank you to the parents, staff and community members who provide the positive environment for our students to learn, achieve and thrive.

Languages
The languages department welcomed Yuki Asano, Head of Department at the beginning of Term I. The year began with a Languages Cluster Day. This involved inviting 250 primary school students from our feeder schools for a full day to experience language in a high school environment. The feedback was overwhelmingly positive.

In order to encourage students to continue their language studies, we held a Languages Breakfast Day in the second week of Term II this year. We invited the top 5% of our language students (as determined in the Semester 1 report card) and their parents for breakfast and celebrated their achievements. Further, students doing well (getting As and Bs) received a letter from the Languages Department, encouraging them to continue with the subject.

The Languages Department has been heavily involved in a variety of Study Tours this year. We welcomed into our classrooms students from Taiwan, China and several schools in Japan. We are certainly becoming a much-coveted school among the number of schools that host study tours, with EQI citing Cleveland District SHS as one of the top host schools.

We have had two overseas trips this year. We took a group of Year 8 and 9 students to New Caledonia in September and are in the final stages of organising to take a group of 21 students to Kani City in Japan in November/December. Next year, our students are set to join fellow Confucius Classroom Kedron SHS students on a trip to China.

We have begun the process of becoming a registered SEO (student exchange organisation). This is mandatory if students are to go/come from sister schools and not go through EQI for exchanges over three months. We currently have a sister school arrangement with Kani City Technology High School in Japan. Further to this arrangement, we have begun negotiations with Kobe University High School, a school similar to Cleveland District SHS in that it is a highly academic school.

This year, we have also begun negotiations with a school in France and China with the goal of having a sister school in each of the countries of the languages we teach. Yuki Asano is going to China in September through Hanban and the Confucius Institute (QUT). There, she will begin talks to set up a sister school arrangement with Jiangsu High School near Nanjing.
Jiangsu High School is similar to Cleveland District SHS in that it is a highly academic school. Alina Augustin-Ibanescu is currently in contact with her French school counterpart and is advancing talks along similar lines. This is very exciting as with each sister school arrangement will come opportunities for a more personal and long-lasting interaction with students from those countries.

Multicultural Day – each of the three tours (Japan, China and France) set up stalls to fundraise for the various trips. There were also some not-for-profit cultural stalls. We procured 18 kimonos from the Language Centre at Coorparoo and the students had a great time wearing and parading around in them.

**Students learning other languages**
There has been a significant interest from students to learn other languages not currently offered at the school. Two students (one Year 8, one Year 9) are currently learning Italian through the Cairns School of Distance Education. Two other Year 8 students are now studying Spanish during their lunchtimes, with the view to continuing Spanish into Year 9 next year.

Leander is from Germany and will be here for 9 weeks (28 July to 26 September). He is being hosted by the lovely Noble family. Jarrod Noble (Cleveland District SHS student) will be exchanging to Germany for nine weeks from November to January. Jarrod Noble currently learns German through BSDE (Brisbane School of Distance Education).

For the fifth year in a row, students of French and Japanese took part in the Australian Linguistics Olympiad and all of them should be congratulated on getting the Participation Certificate. We will be back again next year!

**French**
It has been a very interesting year for the students of French with various opportunities to experience the French culture.

**Taste of French** was a great opportunity for students to be involved in one of the most popular activities organized to promote the French culture in Brisbane. The main goals were raising awareness of possibilities for pursuing studies of French at university level, through participation in language workshops taught by UQ French lecturers based on their language course content through a presentation of French studies in Brisbane.

**The French Film Festival** which was in its 25th year, is always a great opportunity for students to be involved in one of the most popular pastimes of the French culture, the cinema. This Festival is the biggest foreign film event in Australia and offers an eclectic selection of the finest movies to emerge from France over the previous 12 months.

For eight fortunate students, an exciting year lies ahead with a **trip to New Caledonia** organised for the September holidays in 2014. The students in Years 8 - 10 will take part in cultural visits and structured lessons as well as be immersed in everyday French. They will be able to put into practice much of their language skills acquired in the classroom and use their skills in a practical and meaningful way.
This year a record number of students have chosen to begin or continue with their French studies creating dynamic classes and students who are achieving impressive results. Two Year 12 students had excellent results in 2013, VHA9 Elena Ryan and VHA7 Clara Jiang, both of them being OP1 students.

Finally, congratulations must go to Olivia Wells in the Year 10 French class who successfully secured a place on an exchange program to Canada. Olivia will spend six months living and going to school in Canada and this will no doubt catapult her language skills putting her in a position of strength to begin her Year 11 studies. We congratulate Olivia and all students of French on a very successful year.

**Japanese**

2014 has been and continues to be a wonderful year for Japanese.

The Japanese Consulate gave opportunities to three lucky students studying Japanese to go on an all-expenses paid trip to Japan, for two weeks. These students are Madeleine Lilly-Howe (10MCB), Matt Hodgson (10CLA) and Lucas Shaw (11RLB). The three students will depart in the second week of the September holidays and will no doubt return further enthused with the Japanese language.

We received students from Study Tours from Matsuyama High School, Shizuoka Johoku High School and Shukutoku High School in Japan. Cleveland District SHS students made us proud by taking very good care of the students while they were here. There was no shortage of willing and responsible buddies, which was a delight to see. We have received excellent feedback from the various schools involved, and they all want to come back to our school.

We welcomed Nanae Nakamura for two weeks from September 1 – 12 as a volunteer assistant. Nanae is 20 years old and came to us through OKC Agency. She helped out in many of the Japanese language classes, which was a big lift for our students.

Two branches of two-way conferencing sessions have been organised between Cleveland District SHS students and Kani Technical High School students. One branch involves a Year 8 Japanese class and the students going to Kani City on the Kani City Ambassador Tour. The other branch will involve Kani City and Meggin Bahr’s humanities class.

**Chinese**

The Chinese curriculum has included a range of learning experiences in relation to proving that “inclusive intercultural relationships are understood and embedded in school practice.”

Firstly, real audience produces real results! Thanks to International Student Coordinator Ms Jan Laing and her team’s efforts, the Chinese program welcomed visiting groups from Taiwan and China. Students of Chinese from Year 7 had opportunities to buddy up with visiting students from Taiwan and China. Friendships developed with visiting students from China and Taiwan are a strong motivation to students’ continuous learning of Mandarin Chinese. This partnership has allowed students of Chinese to put their learning into practice and widened students’ social circle on an international scale. Students of both sides
exchanged cards, photos, contact details and promised each other they would learn each other’s language with rigour.

Secondly, the phenomenal support from school administration has enabled two outstanding Year 11 students of Chinese to attend Shanghai Youth Camp, China and Mandarin Immersion Camp, QLD held both in July. These two lucky students, Maddi Nix and Caley Wheeler, met with people and students from other QLD high schools as well as from other countries.

Thirdly, on Language Fun Day, the Chinese program followed tradition and set up calligraphy exercises to challenge the students attending. Students watched, learned and employed basic techniques of using a brush pen to write and draw lucky symbols and bamboo leaves. There were many happy faces when they held up their work for a photo shoot!

Furthermore, through the World Exchange Program, Amy, a language assistant from China, provided her invaluable assistance to the teaching and learning of the Chinese program in Term III. The first-hand information about the development of China and the dialogues spoken by two Chinese speaking people fascinated students!

Finally, the Confucius Institute’s educational program was a valuable addition to Multicultural Day. QUT’s Confucius Institute has been a strong supporter of CDSHS. Their Fan Dance and Kongfu demonstrations were very popular with the Cleveland District State High School students. Additionally, Chinese shuttlecock making and kicking competition made a full complement to the Chinese program at the Multicultural Festival.

Mathematics
2014 is racing along and another year of change and improvement has nearly passed. Faculty and individual teacher professional improvement has continued to evolve through personal and faculty professional development and the enhanced integration of Dimensions of Learning into the classroom. The Maths staff has sustained growth in the areas of assessment and student focus. Much of the professional development has been around the embedding of the National Curriculum and the implementation of C2C into the classroom from Years 7 to 10. These efforts have been rewarded with high results in student performance in Maths across the school.

The Year 7 cohort continue to be supported through the tireless efforts of the Year 7 Maths team, Jennifer Moriarty (coordinator), Rachael Drvodelic and Shane Pavitt. It continues to be a pleasure to work with such a professional and dedicated group.

The Maths staff is a dynamic mixture of youth and experience. There is a combined 80 plus years of teaching experience with Brian Allen, Regina Edwards, Lynda Nicol, Julie Wall, Nooshin Ansari, Penny Allman-Payne, Brad May, Anthony Elliott and Eileen Miller. This knowledge base combines well with the youthful enthusiasm and commitment of Alex Stephenson-Eddie. We welcome to our staffroom Avinash Ranchandani who has a strong interest in the outcomes of his students and provides many opportunities for coaching maths outside the classroom. This team share a thirst for the improvement of student outcomes through pedagogical change and assessment development. Their individual pursuits
collectively centre on the emotional welfare and academic progress of their students. This is a group that shares its educational knowledge openly and works well together to create a supportive environment for the student and the teacher. This group goes above and beyond the call of duty by volunteering their time for Maths tutoring. I would also like to acknowledge the great contribution of Maths teachers who are located in the Departments of English – Barb Thomas, Business – Kiran Chandra, Philip Sinfield, HPE – Tim McKennarney, Science – Jamie Tarapore, Zorana Durdevic, Jacquelin Morgan and IDT – Damien McKenzie. It is through the combined efforts of all of the Maths group that Cleveland DSHS provide a quality Maths education for its students.

The Maths staff continues to integrate ICTs with greater proficiency in the classroom. This has been demonstrated from Year 7 through to Year 12 with the use of OneNote, digital texts and www.mathsonline.com.au. In practice students have access to web based teaching lessons from school and home 24/7. It is this model of Mathematics education which our department intends to develop throughout the school over the coming years. Combining the power of web based resources with the lap top program provides a platform for teachers to better meet the individual needs of students. This future classroom becomes a more exciting and realistic development as the school moves towards a laptop program throughout the school by 2015. For this program to continue parents of Year 7 and 10 students in 2015 will need to support the BYOD program.

Teachers have been observing teachers from their own and other faculties in a classroom context. This internal process allows teachers to see how other professionals work and helps them to develop and improve teaching in their pedagogical frameworks. Teachers critiquing and analysing their peers enables professional dialogue around individual areas of strength and areas for growth.

**Sciences**

The Science Department, incorporating both Science and Agriculture, have had another busy year in 2014. Once again students have been given plenty of opportunities this year, from performing science experiments in the lab to visiting Agricultural shows and participating in various competitions held throughout the year. The large range of courses on offer is inspiring students in the fields of science and agriculture. Below is just a small sample of some of the more interesting things students have achieved this year in the Sciences.

This year saw the new technology subject taught by science teachers extended into Year 8. The students in Years 7 and 8 engaged in a range of projects which encouraged them to be creative in their designs, demonstrate hands-on skills in the construction of their design and then evaluate their products for use in the real world. The Year 7 projects were building an original toy for a young child and designing a settlement suitable for habitation on the moon or Mars. Year 8 students built a stringed instrument and an indoor herb garden. The students have shown maximum engagement and enthusiasm in the tasks and have also developed some important life skills, particularly the importance of organisation, persistence, team work and showing responsibility.

Year 7 and 8 students have enjoyed being able to participate in Science in the science laboratories, conducting a range of experiments after first receiving their Bunsen burner
licences. The students engaged in studies of Chemistry, Physics, Earth & Space and Biology. Many of the classroom lessons were delivered using Microsoft OneNote and using their own laptops the students had access to a multitude of learning tools - information, learning objects, videos and interactive activities.

This year saw the introduction of a new Year 9 subject STEM (Science, Technology, Engineering and Mathematics). Students who achieved highly in Year 8 were invited to join this program which exposes them to topics which aim to develop their higher order thinking and problem solving skills through experimental enquiry based learning. The key areas of study have a program called Thinking Science combined with robotics and mathematical modelling.

A number of classes have been able to experience science in action, through excursions and field work:

- Year 12 Biology students undertook a major ecosystem study at North Stradbroke Island. Some of these students also spent a day at the Queensland Institute of Medical Research, where they toured the laboratories, spoke with scientists about their current research projects and performed some experiments in the new education lab.
- Year 12 Physics students were able to learn about the application of meteorology and climate studies when they heard about flying fighter jets from guest lecturer Flight Lieutenant Todd Oakley of the Australian Air Force.
- Marine Science students were involved in various marine ecosystem field studies and the senior students completed their boating course.
- Year 10 Living Science students conducted field studies in the mangroves at Coochiemudlo Island. A range of students from these and the marine science classes enjoyed a day on Moreton Bay, snorkelling the Tangalooma Wrecks and wildlife spotting turtles, rays and dugongs.
- Year 7 students will be visiting the Science Centre and Qld museum to further their studies in class on classification of living things. There will also be an incursion with Wild Rangers to reinforce classification and biological keys with the students as they are able to handle a range of Australian animals.
- Year 9 Science classes conducted an investigation of the creek behind the community hall, evaluating the impacts that humans have had on the environment and the organisms that live there.
- Year 9 STEM students have attended three sessions at the QUT Cube where they have learnt about astrophysics, water filtration and energy. Students are able to engage in creative, critical thinking and problem-solving; collaborate with professional and academic STEM experts; develop relevant, 21st century skills and STEM literacy; and to be inspired through real-world experiences.

A number of students have also participated in the following competitions:

- Royal Australian Chemical Institute’s Chemical Analysis Competition (“School Titration Competition”). Using laboratory skills developed in the science classroom, students were required to determine the concentration of a sample of an acid within 90 minutes. Our teams were quite competitive and good representatives for the school. The students were awarded the following
  - High Distinction: Habibul Shaik (Year 11), Stacey O’Reagan (Year 11)
Distinction: James Catlow-Elliott (Year 11)
Credit: Harry McNeale (Year 11), Alex Tabrett (Year 11)
Competent: Chayce Pullen (Year 11), Ciara O’Brien (Year 11)

- National Chemistry Quiz – students were able to sit an exam to examine their understanding of a range of chemistry concepts. Some of the outstanding results were:
  - High Distinction – Alexandra Tabrett (Year 11), Llewellyn Tennant (Year 11) and James Durand (Year 12)
  - Distinction – Jacinta Barrett (Year 8) and Chamika Samarakoon (Year 12)

- ICAS – run by EAA, a leading international educational assessment organisation, student skills and knowledge of science were assessed through an exam. Some outstanding results were:
  - Distinction – Jacinta Barrett (Year 8), Che Baschert (Year 8), Madeline Lily-Howe (Year 10) and Llewellyn Tennant (Year 11)
  - There were also 20 credit and 13 merit awards.

The school once again hosted a Science Cluster day for local primary school students. They spent the day in the science labs conducting experiments and designing unsinkable bridges.

At the farm all year levels of Agricultural science have had the opportunity to grow a range of their own horticultural crops including radish, silver beet, peas, beans, lettuce, tomatoes, sweet corn, zucchinis and herbs. Students are also busy maintaining the large collection of animals at the farm, including sheep, horses, chickens, ducks, guinea pigs and cats.

The School Show team continues to show the school's livestock at the Agricultural shows. The school’s flock of Suffolk Sheep go to various shows to compete against animals from other schools. The Show Team continues to do exceptionally well under the stewardship of Ms Price, Miss Bandrowski and Mrs Lawrence. Cleveland High has achieved success with a number of ribbons won against flocks from other schools. Agricultural shows attended this year and the highlights include:

- Mudgeeraba – Champion Ram, Reserve Champion Ram and Supreme Sheep of the Show
- Gatton – 1st Ram Lamb, 3rd Ram over 110kg and 3rd Ewe over 2 years (quite a feat given that we were competing against breeders as well as schools)
- Mt. Gravatt – Champion Ram, Reserve Champion Ram, Reserve Champion Ewe, 1st Breeders Group
- Pine Rivers – Champion Ram, Reserve and Champion Ewe, 1st Breeders Group and 1st Progeny Group
- RNA Brisbane (Ekka) – Reserve Champion School Suffolk Ewe

As well as sheep success, the main highlight of the shows has been the outstanding results of the students in the junior judging and handling competitions. Students have also been learning the importance of working as a team and good sportsmanship. The junior judging competitions are open to not only school students but anyone up to 25 years of age. Numerous students have done well at various shows, being awarded for their skills in sheep knowledge and handling, these include Nathan Lees, Cameron Dunn, Phoebe Brown,
Christine Jones, Ashley Brooker and Bridget Darvill. Congratulations to all show team students who have represented the school at the various shows.

Again this year the Show teams set up a baby animal display at REDFEST. Proceeds from this venture will go towards helping the show team continue its activities and success at shows. Thanks to the great efforts of all POST parents, staff and the many volunteers students who helped out on the Festival weekend.

This year showing animals at five district shows and the EKKA and the REDFEST would not have been possible without the support of our Parents Of the Show Teams, or POST. Thank you to each and every parent who has assisted during 2014, without your support we would find it very difficult to continue to maintain a registered Suffolk sheep stud along with the poultry, miniature horses and other livestock on the land available.

As you can see, this has been another very busy year for The Sciences. Through the great efforts of the entire Sciences staff we have given students the best possible experiences in Science and Agriculture.

Senior Schooling Highlights
Our students in Years 10, 11 and 12 have once again had a very successful year as they work towards embarking on careers and pathways beyond the school gates. This is when they start to think about OPs and University and TAFE study options, some of which they can begin in Years 11 and 12. Other students successfully combine work and school to get a head-start on their careers.

Each year the Order of Australia Association presents twelve students with a prestigious Secondary School’s Citizenship Award. Emma Clinnick in Year 12 was nominated by the school for this award and the nomination was successful. Emma was presented with her award by the Governor of Queensland at Parliament House on 19 September.

Emma was nominated for the leadership roles that she has taken on at the school as well as the work that she has done to improve the lives of others. Emma has been involved in humanitarian work in Pango Village (Vanuatu), Corozal (Belize) and Popua (Tonga). She has given up time with her own family at Christmas to provide Christmas lunch for the homeless, has volunteered to make hygiene packs for the Red Cross and has worked to make the money needed to support the business venture of an impoverished family via Kiva. In Emma’s own words – “I may not be changing the world for every single person but I am changing it for the people I have affected. For these people, I have managed to change their world”.

We are excited to be taking the first steps this year to become authorised to be an International Baccalaureate World School to deliver the Diploma Program (IBDP) to students in Year 11 in 2017. The IBDP will be offered alongside the QCAA OP program and our VET pathways. Students who choose to enter the IBDP will be challenged by the curriculum offerings, foreign language component and community service aspects of the Diploma. The road to authorisation will see many days, weeks and months of planning, program writing, staff development and resource gathering. The IBDP will provide another high quality, academic pathway for our students.
Around 80 of our senior students are enrolled in School Based Apprenticeships or Traineeships (SATs) across a wide variety of industries including Retail, Hospitality, Business Administration and Construction Trades which are a great way to combine work and study. In many cases, these students will continue in this work when they have completed Year 12 or go on to study a higher qualification in a related field. SATs offer fantastic rewards and incentives for both students and employers and it is encouraging to see so many of our students taking advantage of this pathway.

Students wishing to pursue practical, hands-on VET training while still at school have access to a wide range of Certificate courses through the partnerships we have established with TAFE, Skillstech and a variety of Registered Training Organisations. Currently, around 90 students across Years 11 and 12 are accessing courses such as Business, Electrotechnology, Justice, Fitness and Beauty.

Another way for students to identify their chosen pathway is to participate in Work Experience. We have seen the number of students participating in work experience rise again this year with more students taking advantage of an opportunity that enables them to get a taste of work in a variety of industries. Thanks must go to our Industry Liaison Officer Heather Booth who co-ordinates student placements, SATs and TAFE applications.

Students in Year 12 have the opportunity to participate in a number of early entry to University programs offered by QUT, UQ and Griffith Universities. Congratulations this year to Rosie Wagner and Brayden Cotter who successfully completed their courses in Event Management at QUT and Biology at Griffith University respectively. This is a challenging but ultimately rewarding opportunity for high-achieving students who want to study at University post year 12 and both Rosie and Brayden are to be commended for their commitment to these programs.

This year, Alexandra Tabrett was accepted into the QUT Future Leaders Program. This two year program provides students with the opportunity to participate in academic and study skills enrichment as well as leadership, social justice and community engagement. The events and experiences Alexandra will participate in will provide with lifelong skills for work and university study in the future and she is to be congratulated for her commitment to it.

The fourth annual Courses and Careers Expo held in May at RPAC and hosted by Cleveland District State High School in partnership with Redland City Council and Redland City Bulletin saw over 50 exhibitors come together from Universities, TAFE, Group Training Organisations and Employer groups to advise students from throughout the Redlands about work and study options. Schools from the local area attended and we received overwhelmingly positive feedback from all participants. We were very grateful to our sponsorship partners for allowing us to have such a modern and spacious venue to host the Expo. We already have a waiting list of exhibitors for 2015 who are keen to provide the local community with information and opportunities.

It is always rewarding to reflect on a busy year and contemplate our achievements. Students studying VET subjects continue to receive outstanding completion rates, attaining meaningful, nationally recognised qualifications. Academically, students are achieving
remarkable results in a range of settings in the Senior School. We will finish the year with Year 11 Leadership Activities to enhance the skills and capabilities of our 2015 Seniors and of course, the Formal and Graduation will be the highlight of the year for our current Year 12 cohort. Thanks must also go to Mrs Di Russell for her role as Year 11 and 12 Co-ordinator for 2014 and the fantastic job she has done organising both year levels. We would like to congratulate students in the Senior School for a year full of highlights and memorable moments.

**Student Support Services**

The Student Support Services (SSS) department consists of ten teachers, and ten Student Learning Advocates (SLAs). This group, in collaboration with the: Guidance Officer; School-based Police Officer; Chaplains; and Youth Health Nurse, form the Student Support Services Team (SSST) which works to assist students throughout the school to achieve their educational and vocational goals.

SSS support approximately 400 students who are identified within the categories of: Special Education; Learning Difficulties; English as a Second Language (ESL); Aboriginal and Torres Strait Islander; Behavioural/Social/Emotional Difficulties. The provision includes individual, small group or in-class support. The after school Homework Centre, staffed by SSS staff runs every afternoon from 3.00 – 4.00pm in either C Block or the Library. This combination of support allows students to experience success in their schooling, life choices and/or transition to tertiary education or work.

In order to increase technology skills, which have become so crucial for employment opportunities in the future, the curriculum at all year levels incorporates the use of ICT. This year the Student Support Services programs have increased their use of computers to facilitate maximum laptop usage. Our faculty also has 12 departmental laptops and 10 iPads, available for student use.

**Special Education Program**

Seventy-six students are supported through the Special Education Program. The majority are in the mainstream setting for all their classes but some, especially in the junior school, are given focussed support in one of the nine “Alternative” classes. Our SLAs support these students in 120 classes during the school week.

Alternative Special Education Program subjects are offered to support students to participate in the Australian Curriculum at an appropriate level. During the Independent Living Skills (ILS) component, life skills such as: budgeting; meal planning and preparation; resume writing; form completion, and work placement skills are explicitly taught. Community Access gives students the opportunity to further develop skills such as “real life” budgeting, shopping, price comparisons, and best buys.

This year the ILS classes have focussed on teaching students to plan healthy and economical meals. The students have prepared some delicious and nutritious meals for themselves and their families, as well as for school activities such as the Help Increase the Peace Program (HIPP) and community morning teas.
All our senior students, by the time they leave Year 12, are linked to a Disability Employment Service (DES). Services such as EPIC and Ostara continue to assist students to gain work experience, traineeships and employment. Various other organisations have assisted us in providing work experience for our students with disabilities and also those at risk of disengaging from formal education. Our senior students are on track to transition to the workforce or into further learning after gaining a Queensland Certificate of Education or Queensland Certificate of Individual Achievement.

**Learning Support**
This year the Learning Support Unit has continued to provide literacy and numeracy support for those students who have learning difficulties. Thirty-five students from Years 7 to 10 are withdrawn from one academic subject to access the Learning Support Unit, where ‘one on one’ or ‘small group’ intensive coaching is provided to help students to improve their outcomes and stay focussed in school. Aided by a team of 13 Volunteer Tutors, Learning Support is extended into classrooms. At present, 50 mainstream classes are supported by the learning support team including these wonderful tutors who work with those students identified with high learning needs in both academic and practical subjects. Learning Support staff work collaboratively with classroom teachers to plan and implement appropriate strategies to enable all students with learning difficulties to maximise learning outcomes.

**Behavioural Support**
The Behavioural Support Teacher, working within with the SSST, coordinates the recommended interventions for at risk students and works closely with the In-Sync Youth Agency, Cleveland Child and Youth Mental Health Service and other agencies to help our students develop resiliency and the ability to cope with the demands of life.

Social Emotional Education is also a crucial part of the holistic education of students and a number of programs are offered which promote a variety of skills using topics such as: conflict resolution; mediation; emotional intelligence; goal setting; and stress management. A number of students have participated in HIPP (Help Increase the Peace Program), a conflict resolution program aimed at reducing violence and strengthening cross-racial and cross-cultural understanding through increased empathy and the development of effective communication skills.

**Aboriginal and Torres Strait Islander Support**
Our Aboriginal and Torres Strait Island students continue to perform well in academic, sporting and cultural arenas in 2014. A number of our senior students have gained traineeships with various employees such as Redland City Council, and major banks and more. The Titans Girls’ Sporting Chance Academy continues to see successful outcomes and improvements. The Salt Water Attendance Project is assisting us to ensure that students are attending and learning every day.

Our Embedding Aboriginal and Torres Strait Islander Perspectives in Schools (EATSIPS) Committee commenced this year and we value community, staff and student participation to ensure that students receive a quality education. The Committee are not only working hard to ensure that students’ educational outcomes are the best they can be but are also working alongside staff to support them to embed perspectives into their curriculum and pedagogy.
Cleveland District State High School is one of several schools with membership in the Redlands-Bayside Cluster of Schools undertaking the Moving Together journey. The relationships with other schools, community and community organisations continue to flourish as we work in partnership under the Cluster’s School-Community Partnership Agreement.

We have celebrated and shared culture at many important events throughout the year such as our Multicultural Festival, National Reconciliation Week and National Close the Gap Day.

One of our Indigenous staff members, Mr Chris Day, has been working with eight Indigenous youths from remote communities across Australia for a once-in-a-lifetime Indigenous leadership and mentoring experience where he will travel from Outback to Icecap and summit an Antarctic mountain peak later this year. The objective of the trip is to bring about the youths’ evolution as future leaders in their own communities.

Whilst we actively promote and participate in Quandamooka Culture, we are looking forward to the implementation of a study of Jandai Language as a school subject in 2015. Work is already underway in developing an enriched language program to be offered to Junior students next year.

We look forward to continuing to celebrate successes in 2015.

**English as a Second Language (ESL) Support**

There are thirty-eight identified ESL students who require varying levels of support with managing the English language in the academic setting. There is an allocation of ten SLA hours per week to support our ESL students in class and from 1.00pm each lunch time in the Learning Support room if they choose to attend. These students, at teacher request, may also be withdrawn to complete assignment work or assessments.

Student Support Services and the Student Support Services Team strive to promote a positive, inclusive school environment. The faculty encourages lifelong learning whilst also developing a strong sense of community, where all individuals are accepted and valued. We look forward to new challenges in 2015 and wish success for all Cleveland District State High School students.

**Technology Highlights**

At the beginning of the year the Industrial Design and Technology department (IDT) relocated some of the fixed machinery and hand tools from the Stradbroke Island secondary department. Equipment relocated included: two metal lathes, two wood lathes, two drill presses, a bandsaw, various hand tools and storage cupboards. The workshops are now well stocked and old fixed machinery has been replaced.

Special thanks to Sibelco sand mining company on Stradbroke for providing the shipping container and transport to relocate the equipment from the Island to the mainland. Thanks must also be given to the Principal from Stradbroke primary, Jenny Wilson and Lorry the groundsman who their assistance in the organisation of the removal. Special thanks to Steve Dyba, Damien McKenzie and the staff of Cleveland IDT department for the installation and organisation of the new equipment into the various rooms.
Congratulations to the following past and present students who have commenced apprenticeships/school based apprenticeships this year:
Trey Clough – Carpentry apprenticeship
Jacob Lawson – School based plumbing apprenticeship

The Year 9 Technology Wood class are working well, learning about timber joints and hand tools while making a folding tray table. Outstanding students include Jacqueline Van Akker who not only produces work of a very high standard but also happily helps her fellow classmates. Casey Barwick made an excellent duck box with a motorcycle on the top that he had especially crafted for this project.

The Year 10 Engineering students have been working well this term on Sheet metal Non-spill Funnels and Tack Hammers which they will be using when shown the basics of manual metal arc welding. They have learnt how to use industrial metalworking machines such as lathes, drilling machines and hand tools to produce very good projects. Standout students in this class have been Thomas Kennington, David Day, Peter Markley, Jakob Trieger and Jacob Collard.

The Year 11 Engineering Studies class are a motivated group who are producing work of a very high standard. They have been making boat anchors, meat mallets and cantilever toolboxes. The projects they are making utilise the excellent facilities in our senior workshop including vertical milling machine, metalworking lathe, pan breaks, hand tools and three types of welding including Mig (GMAW) Stick (MMAW) and TIG (GTAW). The students who are racing ahead and completing great work are Brodie Buttenshaw and Theo Krueger.

The Year 12 metal work students have almost completed their Certificate I in Engineering. They have all been working very hard to complete their projects and competencies for Skills Tech. The current projects they are working on are a Ute Toolbox and an engineering vice that they can use in future years when in the trade or at home. The stand out students who are achieving great results are Tyson Bool, Aiden Caddies, Travis McCarthy and Shaylin Rogers.

Year 9 Technology Studies introduces students to design-based projects within the IDT department. Each student must design their own projects within certain constraints, allowing them to challenge themselves. They work on a total of three projects throughout the year that allow each student to focus on their newfound strengths as well as completing a Design Folio, preparing their journey for Senior Technology Studies. A special mention to all the students in this class as they are highly motivated and have so far produced a high level of practical work for this year.

Year 10 Technology studies encourages all the students, especially those from the Year 9 TCS class in the previous year, to challenge their skills even further. They work on a total of three design-based projects which they will be able to bring home. The project that the students especially enjoy is the IPod speaker unit, where they design and make their own working sound unit. Special mention to Callum Pearce, Will Forshaw, Jordan Mullen, Katie Parker, Alastair Patman, and John Wishey who excelled in this project receiving As for all criteria.
Technology Studies is a senior Authority subject that contributes to a student's OP. This is a 50% theory subject where a background in graphics is encouraged. They have a range of hand and power tools to assist in the construction of their projects. Year 11 Technology Studies has recently gone through a change in Work Program so this is the first class to go through on the new Syllabus. Students in this class are highly motivated and driven to excel. As a result, their folios and practical work have been exceptional.

Year 12 Technology Studies is the second half of Senior Technology Studies, with this year focusing specifically on Community. Special mention to Lachlan Northcott and Andrew Arthur, who have worked hard to complete intricate design problems and folios whilst juggling the stresses of a Year 12 workload.

This is the final year for the Certificate I in Construction. There are only 13 students remaining in the class and all students will receive their Certificate. The cubby house project was a very popular project with the students and saw the students work closely in gangs to complete their houses. An additional completely finished and sheeted cubby house has been constructed and will be raffled on Multicultural Day with all proceeds being donated to our sister school in Vanuatu.

A new graphics syllabus has seen the subject take a very different direction from previous years. Being design based, students are asked to solve given problems using graphical means. While not all students have taken to the new direction a number of Year 11 students have excelled at the given design challenges. As of mid-year ranking, six students have comfortably been placed in the VHA band. Two of these Jasmine Daly-Hayes and Habibul Shaik settling into the VHA5 band and fighting it out for top of subject.

In Furnishings we have been making some high quality solid timber furniture. Jobs have included the colonial table, bread box with sliding lid and bread board and a dartboard cabinet with timber panel doors and blackboard inserts. This class is one of the keenest in a long time and are a pleasure to work with. All students are really engaged in learning and this is reflected in the marks most students have received with all but a couple getting As or Bs. Well done to all students in this class.

Construction Studies, a new subject introduced this year, has run very successfully. Students show a real interest in the projects and there is great camaraderie within the class. This is evident with the amount of peer help and assistance that occurs in all classes. The standard of produced work improves visibly with each project. Most recently Ashley Erksine received an A and produced the best quality stepping stool in the class. A great improvement on his early work. All students have been successful with Josh Wiltshire, Brody Lenz and Lachlan Twort receiving As for all of their projects so far this year. Well done to all students in this class.

Three full classes of Year 9 Graphics emphasises the continued popularity of graphics at CDSHS. Along with covering a considerable amount of formal graphics these classes are also completing three major design assignments that mirror the senior graphics study areas. Assignment topics have included Production Graphics, where students designed mag wheels and produced final drawings using Inventor, 3D modelling CAD and Built
Environment where students design housing plans to meet given criteria. Presentation drawings for this assignment are completed using Revit Architectural. A number of students have excelled in these classes with three in particular Tyson Thomson, Supreeda Phengcheam, and Tom Hennessy receiving straight As for all assessable work.

Year 9 Technology Metal are always very noisy and busy classes. The course of study sees students complete sheet metal projects like the carry all, fitting projects like the hacksaw, and acrylic projects like the surfboard. Most students are enjoying the challenge of working with and modifying new and unfamiliar materials. A number of students in particular are excelling in their efforts to produce the highest quality work they can. Ezra Appleby, Nic Evans, Kobi Campbell and Justin McKillop should be congratulated for their excellent efforts.

**Home Economics**
Our current Year 12 Certificate III Children’s Services students have all completed their Certificate III requirements early and are eagerly awaiting news of their success from Cairns Training Academy. Students have worked hard to complete theory and practical units for this course. Two of our students have already had placements organised for after school care.

Special thanks to Heather Booth who finds childcare placements within the community. Thank you to the following childcare centres and their staff for welcoming our Year 11 and Year 12 students and for assisting our students with their practical placements.

- Bambini Early Childhood Development Capalaba
- Community Kids
- Cleveland Kidz X-Press
- Bay House Early Education
- Sunkids Children's Centre Ormiston
- Rose Rainbow Pre-School Kindergarten & Child Care
- Mother Duck Childcare Centre
- Jumping Beans Childcare
- Bayside Park Early Education Centre
- Community Kids
- Educare on Anson
- Lead Childcare
- Grasshopper Early Learning Centre
- Stradbroke Early Learning Centre
- Ormiston Preschool and Childcare Centre

The Year 11 Hospitality class commenced the year on the new course. The change from VET to the Authority Registered Course has shown a marked improvement in student retention within the subject. Semester 1 results were significantly better than at the same time last year with students who were enrolled in the Certificate II Hospitality course. Students are currently honing their coffee skills in preparation for multicultural day and for the coffee shop they will be running in Semester 2. Year 11 students have also prepared and provided food and beverage service for a number of school functions this year, including Presentation Night, Graduation Ceremony and Anzac Day.
Year 12 Certificate II in Hospitality have been very busy finalising their competencies in order to obtain their certificates by the end of the year. Students completed industry placements with local clubs, restaurants and coffee shops. This gave them invaluable work experience, and even led to part-time work for some. They ran a very successful Restaurant Venture at the end of Semester 1, serving a two course meal to very grateful diners. Practical lessons have seen a variety of sweet and savoury dishes prepared and presented. Finger foods and dip platters were particular favourites.

First semester saw Year 10 Hospitality creating dishes from each section of the menu, from appetisers to desserts and after dinner treats. Rhiannon Williams did an outstanding job preparing and presenting a platter of cucumber and salmon canapés for a 21st birthday and James Lewis created a restaurant quality pork cutlet and lentil main course. In Semester 2, students studied various cultures and created entrees, mains and desserts. Natalie Eagle and James Lewis made the Italians proud – Natalie for her fettuccine carbonara entrée, and James for his spiced pana cotta dessert.

Year 9 Practical Cookery have planned birthday parties, and decorated a themed birthday cake. Breanna Barber did a wonderful job on her pig-pen cake using pink marshmallows and chocolate icing to create the cutest pig-pen. Students also learnt how to use convenience foods to make a balanced, healthy meal and then created their own convenience food product together with the packaging for their product. Georgia Van Akker made her own dough to create a delicious Mexican themed pizza. Both classes are to be congratulated on the effort they have put into their assignments this semester, it was inspiring to see them so engrossed in their process journals.

The Year 11/12 Home Economics students completed a Textile unit during Semester One. As a final practical assessment each student was required to create a soft furnishing item for their home. A wide variety of items were made ranging from cushion collections, table runners to doona covers. Jess White, Sarah Woodward, Ellie Suffolk, Evelyn Appleby, Heather Harrison and Chloe Stacey are to be commended on the quality of the products they designed and created.

In our Food and Nutrition unit, the students were required to evaluate the school canteen menu and then prepare a new product to add to the current menu. This product was required to meet nutritional guidelines (Healthy Food and Drink Strategy) but still be appealing to adolescents. After much experimentation and trialling, an amazing range of canteen products were produced. Sian Hall, Jess White and Andrea Melanson all produced and presented canteen products of a high standard. Well done.

Year 10 Food and Design Technology have had a busy year creating food for the family, foods from other cultures, patchwork and summer pj’s. Alex Wevers and Hannah Thorley made wonderful two course meals for their families, and also created very clever patchwork cushion covers which will look great in their rooms.

Year 9 Food and Design Technology students have been very creative planning and making Designer Muffins and Healthy Snacks as part of the assessment for the foods unit. Erin Stonehouse created a healthy spinach and feta savoury muffin, Loren Beutal made a delicious berry and almond muffin and Reyse Solomon a unique kiwifruit topped muffin. In
Semester 2 during our textiles study the students designed, produced and decorated a pencil case and a very useful satchel bag. The practical skills shown by this class has been very impressive.

I would like to take this opportunity to thank all the staff in Home Economics, Industrial Design and Technology, the teacher aides and volunteers for their dedication to students and the hard work they have put in to develop and deliver the curriculum.

**Great Results Guarantee**

As a result of the Federal Government’s “Students First” – A fairer funding agreement for schools initiative, the Queensland Government will invest $800 million over the next four years, directly to Queensland schools, targeting the funding to where schools need it most.

This annual funding boost for Queensland state schools “Great Results Guarantee” comes with a guarantee that every Queensland state school student will either:

- achieve the National Minimum Standard (NMS) for literacy and numeracy for their year level;
  
  or

- have an evidence-based plan, developed by the school, in place, to address their specific learning needs.

Our responses/goals at Cleveland DSHS following the receipt of $188,920 at the beginning of 2014:

- The appointment of a Literacy and Numeracy Project Leader HOD (Joanne Zietsch) to deliver targeted programs, as well as develop a whole school literacy and numeracy plan.
- Focused NAPLAN preparation to occur during Term I for students in Years 7 and 9.
- Improve reading and numeracy in the target Year 7 group and across all students in Years 7 to 9.
- Target the withdrawal of Year 7 students identified as below NMS. These students will be identified through a range of pretesting strategies including PAT Maths, NAPLAN testing, Slosson Oral Reading Test (SORT), CARS (Comprehension Assessment) and the Schonell Mental Arithmetic Test.
- Involve all Year 7, 8 and 9 students in reading comprehension programs CARS and STARS, and SRA. Pre and post testing will be a feature of these programs.
- Develop a Years 7, 8 and 9 continuum for both Literacy and Numeracy, which is delivered in dedicated literacy and numeracy lessons. The learning needs of each class group will be identified, thus allowing for a differentiated approach.
- Ascertain the professional development requirements for staff, in literacy and numeracy strategies across the curriculum, using a Survey Monkey.
- Develop school based literacy and numeracy digital resources.
- Purchase resources and teacher aide time to support literacy and numeracy strategies.
- Build capacity in teachers across the curriculum in literacy and numeracy. Programs include “Reading To Learn” (six staff to attend the training) and numeracy professional development through consultants such as ‘Count on Numeracy’ and ‘Logon Literacy.’
- Develop school based digital resources, using teacher release, such as OneNote lessons to support literacy and numeracy which complement the C2C materials.
Targets

- Post testing of the targeted Year 7 group. Success will be measured by an improvement of at least 12 months in reading age and mental arithmetic age.
- All students in Year 9 2015 will achieve NMS or have an Individual Learning Plan. A comprehensive report, detailing the individual student improvement data following the targeted interventions, will be presented to the School Council on 10 November 2014.

Chaplaincy

Cleveland High Chaplaincy has continued to serve the community at Cleveland High. Chappy Neale (four days per week) has now been at the school 13 years, and Chappy Heather (two days per week) has completed her first year. Together they continue to keep the Chaplaincy centre open on most school days throughout the year.

Some of the highlights in Chaplaincy this year are:

- The chaplaincy centre has been a fun, vibrant, safe drop in centre during morning tea and lunch to hang out, play games, and have a chance to draw on the board. It is the hub and meeting centre for all the groups and programs chaplaincy runs. Many Year 7 students found the chaplaincy centre a safe place during their first few months of high school and continue to visit each lunch break. It is also a great place to make new friends, particularly for students who are struggling to connect with others in the school environment.
- The most important part of our service is to be available to students, staff and parents to offer support where it is needed. We have seen many students throughout the year and have been able to provide guidance and support through many difficult issues, referring on where necessary.
- Our Student Chaplaincy Committee has continued this year, with a committed and hard working group of students, ranging from Year 7 to 12. We have seen some great initiatives and developing leadership skills amongst the students this year.
- The Student Committee held many small fundraisers through the year supporting charities that uplift children and communities in poverty in Third World countries, including raising money for our sister school and other Vanuatu communities, Walk For Hope, World Vision 40 Hour Famine, Samaritan’s Shoe Box Appeal, Tear Chickens for Easter Appeal, NSW Bushfire Appeal and Philippines Typhoon Aid! The committee also focused on supporting young people with Cancer through Bandanna Day.
- Neale and a team of students and staff visited Vanuatu on a mission trip, during the July school holidays. In the first week, our team visited our Sister School, Pango Centre School, Efate Island. The team built and painted a new sign and created a “Lets Learn About the World” mural. We also donated Science, Maths and English equipment and posters, which the teachers were grateful to receive. In the second week, two remote schools on Santo Island were given substantial new school libraries. Our old library shelving had been shipped by container, along with thousands of donated books to create the libraries. Resources, such as books, puzzles, toys, shape sorters, dress ups, building blocks, swings and slides, etc were also provided to four remote kindies. It was a wonderful time for both students and staff and made a large difference to these
Thank you to all who donated books, toys, money and other items, or who helped with the many fundraisers that went towards this project.

- Inspirational talk by Ashley and Youth Ambassador, Medina from World Vision about the 40 Hour Famine. Students were inspired by stories presented by Motivational Media’s M.A.D. For Life program.

- Chaplaincy week, including Live ‘Angry Birds’ Game, Hot Dog sale in support of the Vanuatu project, Minute to Win It Games, Popcorn and Surge Youth Pancake Breakfast.

- Outbreak Surf Camp, organised by local chaplains and youth leaders, was a great experience for the students from Cleveland who joined up with other Redlands high schoolers for a week on the Sunshine Coast.

- The Hi-Jump Program where we visit primary schools and help Year 6 and 7 students address their fears and questions about High School. It also allows us to be a friendly face for students coming to Cleveland. This was certainly a success last year, as many of the Year 7 students we connected with during Hi-Jump, have become part of our student committee and continue to visit the chaplaincy centre during break times.

- Many fundraisers throughout the year, including a Trivia Night, Trash N Treasure and a dinner at Jaipur Palace, Wellington Point to celebrate 20 years of Chaplaincy at Cleveland High.

- Moving from the old Chaplaincy Centre in F Block to the wonderful, new Drop-In Centre in C Block. This allows us to work more closely with Student Support Services, and has positioned us more centrally in the school, making us easier to access for all students.

We would like to thank the P&C, many local businesses and churches and dozens of individual donors for their support for Chaplaincy. We are a charity, totally dependent on our parents and community for support. Your donations have ensured that we continue to be open all week, and are always ready and available to all students and staff when the need arises.

We would also like to thank the Student Council for their donations to many of our fundraisers. We also thank our Local Chaplaincy Committee for working so hard at the Trash and Treasure Sale, Trivia Night and Celebration Dinner, in order raise funds for chaplaincy.

Thanks to everyone who has supported us in so many ways. We look forward to another year of service to our school community.

**Council of International Schools (CIS)**

Cleveland District State High School became an accredited member of the Council of International Schools in 2006. The Council of International Schools (CIS) is a global non-profit membership organisation that provides services to schools, higher education institutions and individuals focused on international education. Schools around the world join CIS for guidance, support and access to like-minded peers as they develop challenging international programmes for their students. As a global organisation, CIS helps schools access new international educational practices, gain recognition for
accomplishments, attract qualified staff, and provide a quality international education experience to students and parents.

The CIS accreditation process has been a critical component of Cleveland District’s drive for improvement. In 2016 we will have been an accredited school for ten years. This is a significant milestone for the school and we will complete a complete self-reflection and self-study to evaluate where we have made improvements and where we can continue to improve. The Self Study process commences with a preliminary visit from the Council of International Schools 13-15 May 2015 and a full team visit the following year. The Self Study requires input from all members of the school community and we look forward to undertaking this process.

The importance of global education cannot be underestimated. Our school is committed to:
- Understanding globalisation and interdependence
- Developing cultural competence through a greater sense of identity and cultural diversity
- Reflecting and acting for social justice and human rights
- Building positive relationships for peace and conflict resolution
- Creating sustainable futures

In 2014 the High Resolves Leadership Program has continued to be an integral component of our commitment to embedding global perspectives and developing global citizens. The Year 8 program was very successful with a one day program adopted in 2014. The Year 9 program has been absolutely outstanding, with the students’ social inclusion project of a Colour Run on Multicultural Day a huge success. The students are all looking forward to the leadership summit at Queensland University in November.

**Debating**

2014 has been a fantastic year for debating at Cleveland District State High School. We started the year by getting ready for the Queensland Debating Union Secondary Schools’ Competition, which takes place in terms 1, 2 and 3. Students attended an informative training session run by the Queensland Debating Union. This provided our more experienced students with an opportunity to refresh key concepts, whilst students new to debating were able to learn how it all worked. This year our teams were as follows:

**Year 11 Teams:**
- Team 1: Bethany Cramb, Madison Nix, Alexandra Tabrett, Ebony Jolley.
- Team 2: Raven Shuttleworth, Holly Fuller, Ronald Johnson, Matinka Carter-Good.

Coached by Alice Elwell.

**Year 9 Team:**
Coached by Kylie Barrett, Alice Elwell and Laura Potaka.

**Year 8 Team:**
Jamie Horay, Lachlan Nix, Natalia Blades, Chloe Beadle.
Coached by Laura Potaka and Myrika Sailor.
This year Cleveland has improved significantly from last year, with all teams recording wins. Our Year 8 team was made up of students with varied levels of experience but a high level of enthusiasm across the board. This enthusiasm served them well in the first round of the competition. They won two out of their four debates, which is an impressive debut.

Our Year 9 team had cut their teeth on the competition last year and the experience they had in Year 8 gave them a solid foundation to build on. Their hard work paid off as they won three out of four debates in the first round of the competition which meant that they progressed to the finals series. Unfortunately, they were defeated in the first round of the competition but it provided valuable experience which will help them next year.

Year 11 Team 2 were all new to debating this year and they approached the competition with eagerness and interest. We were very impressed when they won their first debate – no easy feat considering that most Year 11 teams have had many years’ experience. Although they didn’t progress to the next round of the competition they showed a level of enthusiasm and spirit that made us all very proud.

Year 11 Team 1 had a very strong season, winning three out of their four debates in the first round of the competition and progressing to the finals. After a strong start winning their first finals debate they had only one week to prepare for their next match, and were unfortunately knocked out of the competition in a particularly difficult debate. The team has been debating since Year 8 and they continue to improve.

With a debate taking place every two to three weeks, the students are to be commended on the high level of commitment and effort they demonstrated. All teams met one to two times per week to work on team cases, practise skills, and write speeches. The debaters are to be commended as they were wonderful ambassadors for our school.

After the QDU competition ended in Term 3, Year 11 Team 1 had another debate to prepare for. They were invited to participate in a friendly debate against local public speaking group Cleveland Forum Communicators. The excursion was an excellent learning experience for the students. They enjoyed having an opportunity to debate against adults and were very impressed by the exemplary public speaking demonstrated by Forum.

Terms 3 and 4 saw coaching commence for students new to debating. After such a momentous year the coaches were eager to train new students who would be interested in the 2015 QDU competition. Students were taught the basics of debating, practiced their public speaking, and were mentored by the current debating teams. We now have a new crop of interested students eager to try their luck in the competition for next year!

Debating would not be possible without the assistance of the teachers who give up so much of their time and the wonderful parents who support us by driving students to venues and being our cheer squad. We thank you for your support and we look forward to working with you all next year for the 2015 competition.
Gifted and Talented
The Gifted and Talented program continues to gain strength at Cleveland District State High School. Each year Cleveland District State High school Gifted and Talented program and the library join together to spend a week celebrating book week. The 2014 Book week theme “Connect to Reading” explored the experience of travelling to other worlds through the reading aloud of great Australian stories.

Our school each year invites an Australian author. Our guest author, Brian Falkner ran a series of workshops for 150 students from Year 7 to Year 9. His highly entertaining talk has covered everything from tips to budding writers, to inspiration for reluctant readers to small drops of wisdom on life, the universe and everything in between. The highlight of the talk was the taste challenge where students competed to see who could pick the "Real Thing". Each winner was awarded a signed copy of Brian's book. Budding student authors were invited to lunch with Brian to spend time discussing their favourite books, projects they were working on and how dreams can become reality.

In August the 2014 Young ICT Explorers Competition finals took place at the University of Queensland, St Lucia. There were one hundred competitors ranging from Years 4 – 12. Year 10 student, Scott Howie, represented Cleveland District State High School in the Years 10 – 12 category with his submission of the Arduino GPS Tracker.

Scott's project was assessed by a panel of six judges from industry and academia. During his ten minute presentation he had to showcase and sell his project idea, *The Arduino GPS Tracker is a device that when activated, it will begin logging positioning information and saves it onto an SD card for later review. The data can also be accessed remotely via Bluetooth and a nearby phone. The Arduino is an open source microcontroller board that has three modules attached: A GPS Module, SD card module and the Bluetooth module. All three are used to create the Arduino GPS Tracker. The data (the location of the user) is saved every two seconds.* Scott’s performance on the day was very impressive and received a lot of praise from the judging panel and fellow competitors.

This year, the Year 7 students of Cleveland District State High School undertook the Premier’s Reading Challenge. This is an annual state wide competition open to any student in Prep to Year 7.

The aim of this competition is to improve students’ literacy skills, and to encourage children to engage in reading for learning as well as pleasure. Students can read any suitable books as well as books on the provided book list. Some books on the book lists include, ‘To The Light,’ by Pat Flynn, ‘Stay Where You Are & Then Leave,’ by John Boyne, ‘Ice, Wind, Rock: Douglas Mawson In The Antarctic,’ by Peter Gouldthorpe, ‘The 39 Storey Treehouse,’ by Andy Griffiths. To encourage students to read Teachers took up the challenge by reading a novel, selected by students, each month. The challenge ran until September 5th. In this time period, students read as many books as they could.

**Overall Winner**
- Jaya Love
Students in Years 8 – 11 were invited to submit a multimedia presentation to win The Premier’s Anzac Prize. All submissions needed to be between two and five minutes long and in one of the following formats: mov, wmv or mp4. The multimedia presentation addresses the following themes: How has the Anzac tradition shaped our nation? Why is the Anzac tradition still important? How will future generations keep the Anzac tradition alive?

Students were encouraged to source material from interviews, experiences of friends and relatives, media resources and individual research. All sources must be acknowledged and referenced. Students were asked to refer to evidence of the Anzac spirit from Australia’s involvement in wars and conflicts from Gallipoli through to the present day, and to relate those experiences to positive values and activities in everyday life. Gemma Price was selected to enter her submission.

During August, students from Year 9 STEM and Year 11 and 12 Physics and Maths B attended a series of workshops at the University of Queensland, St Lucia as part of Engineers Australia Week. Students were given the chance to work in teams of power engineers to design model power transmission systems that supplied power to a small town within financial, environmental and time constraints. They also experienced a hands-on introduction to the life-saving process of water filtration and learnt about how Civil and Environmental Engineering contribute to a more sustainable environment.

These workshops gave our students a chance to experience science and engineering in a university setting, as well as introducing them to experiences they can expect if they pursue a career in these areas. All students thoroughly enjoyed the workshops.

Guidance and Counselling Service – Lisa Thomas and Joy Ganter
Guidance Officers in State schools are experienced teachers who have undertaken postgraduate studies and specialist training in guidance, counselling and psychology.

Guidance Officers in high schools provide direct assistance to students and parents or caregivers regarding any issue that impacts on the students’ smooth progress through school, their progression to further study or training and/or their transition into the world of work.

The Guidance Officer offers a confidential counselling service to help students make informed and realistic decisions to assist them whilst they are at school and to prepare them for life
after school. This service involves working with students, parents or caregivers, often in conjunction with teachers, specialist support personnel and/or other community agency professionals.

The Guidance and Counselling Service provides assistance in three main areas:

**Educational Counselling** assists students to monitor and understand their own development through a process of planning and goal setting. This process includes educational planning through the provision of subject selection advice; Overall Position (OP) and Queensland Certificate of Education (QCE) information; post-school study and training options; advice on time management and study skills. It also involves providing assistance with any matter that affects a student’s educational performance.

**Personal Counselling** is a responsive service that addresses the immediate concerns of students, parents/caregivers and staff by addressing personal matters which impact on their lives, either at school or outside of school. This is achieved through a process of prevention, counselling intervention or support, and focuses on areas such as academic, school related and/or relationship concerns; self-esteem issues; anxiety and stress management; family issues; grief and loss; or other personal issues. When concerns of a more serious nature arise, referrals to community agency professionals can be arranged.

**Career Guidance** encompasses career investigation and subject selection programs for Years 8, 9 and 10 students; a tertiary study application program for Year 12 students applying to QTAC; and the provision of information to all students and parents or caregivers about post-school education, training and employment options.

Career information and training opportunities are regularly communicated to students via emails directly to their school email address, via daily student notices, and when the Guidance Officer visits year level parades.

Opportunities to explore a range of post-school career and training options have been provided to the students throughout the year. Some of these opportunities included:

- thirty Year 10, 11 and 12 students attending the Allied Health Careers Forum at the Princess Alexandra Hospital;
- three students from Years 10 to 12 attending the Australian Defence Force Military Aviation Expo in Toowoomba;
- four Year 12 students applying to Griffith University’s Connect Guaranteed Admission Scheme to gain guaranteed admission to Griffith University degrees; and
- many senior students attending university, TAFE and private provider Open Days and career events.

This year the Guidance Officers subscribed to the *My High School Careers* service, which provides weekly updates on careers news and events. The Guidance Officer emails the weekly newsletter to every student’s school email address so that students from Years 7 to Year 12 are kept well informed about career news. The weekly newsletter has been very popular with students, with many students contacting the Guidance Officer to follow-up on newsletter information. Parents also have the opportunity to access the newsletters at home.
via the My High School Careers website. The login and password required for website access is available from the Guidance Officer.

Also this year, the Guidance Officer coordinated the implementation of the Year 7 to Year 12 Student Wellbeing Program, which was delivered during Friday Access lessons and in Year 7 Care lessons. Access lesson topics across the year levels included:

**Year 7** – Being Cybersmart; Habits of Mind; Action for Happiness; Religious Instruction; Global Perspectives and community focussed activities

**Year 8** – In the Mix (how to settle into High School); Habits of Mind; Religious Instruction; Litter Project; Career Investigation and subject selection; Resilience and Mental Health

**Year 9** – Cyber Safety; Habits of Mind; Religious Instruction; Career Investigation and subject selection; Resilience and Mental Health

**Year 10** – How to succeed in Year 10; Career Investigation and subject selection; Getting ready for Senior studies; Religious Instruction; Driver Education and Keeping Your Mates Safe

**Year 11** – How to succeed in Senior; Resilience and Mental Health; QCS Test preparation; Religious Instruction

**Year 12** – Looking after yourself in Senior; Resilience and Mental Health; Options after Year 12; QCS Test preparation; Applying to QTAC; Religious Instruction

**Year 7 Care** topics included Project High School (how to settle into High School); Time Management and Getting Organised; Gardening Project; Litter Project; Coping with Stress; Daniel Morcombe Child Safety Curriculum.

The above outline of the Guidance and Counselling Service is by no means an exhaustive one. Parents, carers, students and staff are always welcome to contact the Guidance Officers regarding any issue or concern.

**International Student Program – Jan Laing**

Cleveland District State High School community has now been hosting international students for over fifteen years. The program has grown from just one or two visiting students a year to over thirty students in 2014 from countries including; Brazil, Thailand, Myanmar, Finland, Taiwan, Hong Kong, India, China, Japan, Norway, Austria, Italy and Germany. Already there is an indication that numbers for 2015 will be substantially higher.

Some students come for the social and cultural experience of Australia while others come to participate in our academic program with a view to graduating to tertiary study in Australia.

Some students visit our school only briefly – study tours for short periods between two days and three weeks. In 2014 we hosted student groups from Japan, Taiwan and China. The school community, especially students of Japanese and Mandarin, guided by their teachers, Amanda Courtney, Jing Lee and Yuki Asano, excelled themselves as friendly and welcoming
hosts. Cleveland District State High School has earned a reputation as a friendly and welcoming school. Many of these groups will return next year and several have invited a study tour from Cleveland in future years.

The exchange of knowledge and opinions which occurs between domestic students and international students is a powerful one. What is more, it is a lot of fun. International students contribute to classroom discussion from a unique standpoint, broadening the perceptions of domestic students. They offer firsthand information about other cultures and countries previously gleaned only from textbooks.

Many of the international students have chosen Cleveland High as the institution where they hope to gain their senior secondary qualifications with a view to going on to further study. You will see some of them acknowledged here tonight for their academic excellence.

On the sporting field, international students participate with enthusiasm and many have represented the school in competition at a high level. Our coaches look forward eagerly to each new cohort of visitors. Several International students were acknowledged last night at the Sports Award night for their sporting excellence.

The International Student Program aims to provide students with the best experience possible. To that end, several excursions are planned each semester. Trips include The Cairns Adventure, complete with scuba diving and snorkelling on the Great Barrier Reef, and Surf Day at beautiful Cylinder Beach on North Stradbroke Island.

The International students hosted by Cleveland District State High School enrich not only the school community but the general community of the Redlands. Each student is hosted by an Australian family. Homestay Coordinator Carol LaRoche is responsible for the recruitment and support of these families. It is to their credit that we have so many caring homestay families prepared to host international students.

These families assume the responsibility for the welfare of students far from their home, parents and friends. These families are perhaps the most important element of a successful international student program – without caring homestay families the program would not exist. The benefits are shared equally. The homestay family gains a family member – sometimes a friend, a big brother or sister for their own children and sometimes, a person to fill that empty nest. Many times there are strong and lasting links forged between host families and natural parents as they share parenting duties across continents.

We hope the International Student Program continues to expand and will take every opportunity to nurture it and provide the best possible international experience for all involved. The success of this program indicates a healthy progression towards a truly global community.

**Student Council Report**

This year the Student Council Executive consisted of Jayden Paynter as Student Council President, Dominic Au, Rosie Wagner as Executive Officers, Emily Donald as Public Relations Officer & International Liaison Officer. As the voice of the students of Cleveland
District State High School, we have provided a platform for the students to put forward their opinions and suggestions for change.

Throughout the year the Council has undertaken a range of fundraising activities which raises money to benefit our school and the wider community. The Student Council is divided into Junior and Senior Councils and has the responsibility of organising the Councils and collecting ideas from the home group representatives to present to the Administration team for discussion. The aim of this process is to achieve satisfactory outcomes for both staff and students.

Student Councils consists of home group representatives from Years 7 to 12 as well as the senior leaders who meet every month to meet and discuss issues concerning the students of the School and to plan Council events and activities. Once again we had a successful year with our many fundraisers. We ran successful barbeques and drinks stalls at Athletics and Cross Country carnivals and Multi-Cultural festival. The Student Council representatives assisted in the canteen two days a week and we assisted supported other committees such as the Formal Committee and Chaplaincy as well as community organisations such as Red Cross, Special Christmas Appeal, The World’s Greatest Cure, Jeans for Genes Foundation, RSL and Beyond Blue.

The year started with selling icy cups, face painting and novelties at the swimming carnival with all money going to the Beyond Blue. Then, a Valentine day service was organised where students were able to purchase roses for their special someone. Our Shave for Cure day turned out to be our biggest in recent years, with four people having their head shaved for this fantastic cause.

This year the Junior Student Council has also run its own stalls. They ran the canteen for both Discos and sold refreshments at all the sporting events. The Junior Leaders of Gemma Price, Emma Cutler, Jaime Taylor and Lawrence Grieve worked with both committees to ensure a successful Student Council team.

This year we purchased a water cooler for M Block and some more portable eskies to assist with the selling of refreshments. It has been a very successful year, and I would like to thank all the leaders for their assistance with Student Council this year. I would like to wish Jayden, Dominic, Emily, Rosie, Demi, Shannon, Brittany and Lewis all the best for 2015. They have all represented our school with integrity and I have thoroughly enjoyed working with them.

**Access Teaching and Learning (Student Wellbeing)**

2014 has seen the introduction of this new committee focusing on improvement of student wellbeing. Student wellbeing is defined as a sustainable state of positive mood and attitude, resilience, and satisfaction with self, relationships and experiences at school.

Our aim has been to look at areas where we can improve student wellbeing which in turn leads to higher academic achievement, better mental health and a more pro-social and responsible lifestyle.

During term one Cleveland DSHS participated in the annual National Day of Action Against Bullying and Violence by strengthening our existing everyday messages that bullying and
violence at school are not okay at any time. The school’s Year 11 and 12 Student Harassment Referral Officers assisted with an activity to encourage students to sign a pledge committing to positive peaceful actions within the school community. They received an orange ribbon to wear in recognition of this pledge.

We have been working closely with the Access program to facilitate programs to improve students’ mental health such as the “R U OK” day on Thursday 11th September where students were encouraged for the week by all teachers to check in with their peers, family and friends and make sure they are “ok”. Teachers were provided with a short clip each day representing well known positive influences that advocate for “r u ok” and encourage students to stop and reflect on how they are doing and what they can do to help others around them.

We also celebrated National and World Mental Health Day with pancakes being provided by Chaplaincy for breakfast and slinky apples at lunch time. During Access lessons students were provided with the opportunity to learn more about maintaining good mental health and a range of strategies they could use to deal with issues such as anxiety and depression. Throughout the day students engaged with an activity which encouraged them to make an individual pledge to take a positive approach to their mental health.

Multicultural Festival Report
Multicultural Festival 2014 was held on Friday 19th September. This was our 8th year of a celebration which aims to promote cultural understanding and respect for diversity. The Multicultural Committee led by Mrs Sam McConnell (Chair) and Ms Denise Sung (Co-Chair) worked tirelessly planning for the event during Terms 2 and 3. Faculties and student groups organised successful stalls and activities. Community groups added to the global perspective. Overall, 65 stalls and activities created an exciting atmosphere.

Areas under and around M block and the ovals were transformed into a colourful, vibrant and action packed carnival where students, staff and invited dignitaries sampled foods, joined in activities from many cultures and were entertained by music and dance performances. Games, competitions and the High Resolves ‘Colour Run’ encouraged students to be active. The attendance of over 1100 students indicated the growing attraction of this annual event. Our gratitude goes to the Redlands City businesses who donated prizes, shade shelters and materials. The fantastic support from the whole school community ensured a most enjoyable final day for Term III.

Year 10
Year 10 have had a busy and fulfilling 2014. Not only have they embarked on their first year in the Senior School, but they have taken on a number of new challenges and responsibilities in which they have achieved great success. As members of the Senior School, the students have been encouraged to be more autonomous and take responsibility for their behaviour and future success. In addition, the students have been given the opportunity to take a more active role in the school community and school events.

In compliance with the Queensland Government’s “learning or earning” initiatives, which aim to encourage young people stay in learning and to achieve better educational outcomes, Sam Porteous (Year 10 Deputy Principal) and staff have worked closely with Year 10
students to develop a Senior Education and Training (SET) Plan. The Senior Schooling Framework in 2014 has enabled the selection of subjects offered to Year 10 students that closely align with subjects offered in Years 11 and 12. This has made the SET planning process more effective as students have already trialled their Year 11 and 12 subjects. This should ensure a smooth and effective transition into Year 11 and puts students on the right path to achieving their Queensland Certificate of Education (QCE).

Year 10 students have had continued success in preparing for Years 11 and 12 through the study of Senior Study Skills. All Year 10 students have participated in this subject which has aimed to explicitly teach practical skills that encourage success in our Senior School. Time management, avoiding procrastination, dealing with study stress and effective referencing procedures are just some of the topics we have covered throughout the year.

As Year Coordinator, I have taken great pride in the vast array of talent that is evident in our diverse Year 10 student body. Students have proudly represented themselves, their families and the school community in sporting, cultural, academic and citizenship achievements, with exemplary results.

Many of our Year 10 students took an active leadership role in delivering the High Resolves program to our Year 8 students. Working closely with Ms Hough, these students took on this responsibility with pride and diligence while extending and refining their leadership and mentoring skills as group leaders with Year 8 students.

Four of our students further sharpened and developed their leadership skills participating in RYPEN, the Rotary Youth Program of Enrichment, a three day camp which pushed students out of their comfort zones and encouraged excellence and the development of their leadership skills.

A special thank you must go to Sam Porteous, the Year 10 Deputy Principal for the pastoral care and guidance he has offered the Year 10 students to ensure they reach their full potential. It has been a pleasure working with you. I have full confidence in the limitless potential of the amazing cohort of students we have had in Year 10 in 2014. I look forward to watching these students enter Year 11 with enthusiasm and confidence, ready to take on any challenge that is thrown their way.

Year 11

Our Year 11 students are well and truly in the midst of their Senior Phase of Learning. It is with great pride that we have watched the 2014 cohort take this in their stride and achieve great success. For some, the transition to Year 11 has been seamless and is testament to the great work we are doing in Year 10 at Cleveland District State High School. For others, Year 11 has been a chance to re-evaluate their future direction and make meaningful changes to ensure a successful transition in to future study and work. In particular, the senior timetable and the additional responsibilities that have been bestowed upon the Year 11 students within the school community have been taken on with vigour.

Outside the classroom, Year 11 students have been extremely active as evidenced by their involvement in a range of co-curricular activities. The achievements of many students in areas such as music, dance, agriculture and sport have been outstanding. Students have
also been involved with volunteering their time at such events as Parent/Teacher Interview evenings and assisting with Student Council fundraising efforts on a regular basis.

In preparation for next year, the leadership selection process has been an extremely important and exciting aspect of Term 3. All student leader applicants were of an extremely high calibre and should be commended on their professionalism in their interview. It is with great pleasure we announce that the following students were selected as the Student Leaders of Cleveland District State High School for 2015:

Bethany Cramb (School Captain), Holly Fuller (Student Council President), Ronald Johnson (School Captain), Maddi Nix (School Captain), Raven Shuttleworth (Student Council Executive Officer), Emily Smith (Student Council Public Relations Officer), Alexandra Tabrett (School Captain).

These students will be involved in a variety of leadership conferences and courses toward the end of the year and in early 2014 to further develop and refine their leadership qualities. Selection for students wishing to be Sports House Captains and Year 8 Representatives in 2015 has also commenced. Year 11 students will also have the opportunity to train as Student Harassment Referral Officers (SHRO) towards the end of Term 4.

This year, the Year 11 Leadership Program will be held 26 – 28 November. The aim of the program is to prepare all senior students for the leadership responsibilities we place on them as Senior Students in 2015 and as such, it is expected that all students will attend.

The program will consist of activities which foster initiative, teamwork, communication and leadership skills. In addition, the program will prepare them for some of the challenges they will face as young adults, such as driving and voting. Students will attend the Rotary RYDA (Roadsafe Youth Driver Awareness) Program; a road safety education program aimed at reducing death and injury amongst young people on Australian roads and has been exceptionally well received by previous cohorts.

With 2015 being the Year 11 students’ final year of formal school education, these students will have many expectations of hard work, diligence and time management placed upon their shoulders. We are exceptionally confident that our students are well prepared for the challenges and excitement that 2015 will bring.

It is therefore with great anticipation and excitement that we watch these Year 11 students develop into confident and responsible young people who are prepared to accept the challenges that lie before them with enthusiasm, determination and dedication.

Year 12
Each year, the Year 12 cohort faces a plethora of challenges and opportunities and 2014 has been no different. It has been with great pride that we have watched our Year 12 students confront the rigours of school work, while accepting the challenges of balancing other commitments and acting as role models to younger students, providing our entire student body with a shining example of leadership.

In particular, special mention must go to the 2014 Student Leaders who have done a fine job in their roles this year. Dominic Au, Emily Donald, Lewis Edwards, Brittany Lamb, Maddy
Morse, Jayden Paynter, Demi Shannon and Rosie Wagner worked exceptionally hard on presenting “I Care Week” in Term 3; a week-long celebration of the core values and philosophy at Cleveland District State High School which focused around one whole school activity for each day. This was a huge undertaking and these students should be exceptionally proud of their efforts.

As well as the eight School Leaders, House Captains, Year 8 Representatives and Student Harassment Referral Officers were also selected, and along with all Year 12 students, were presented with their badges at our Badge Ceremony in February. All of our Year 12 students are considered leaders of our school and wear their Senior badge and Senior jersey with pride. By signing a contract and wearing this badge, Seniors agree to uphold the reputation of Cleveland District State High School both within the school and in the wider community.

The Seniors of 2014 have also experienced and shared great success outside of the classroom. Many individuals and teams have achieved on the sporting field with outstanding results at district, regional, state and national competitions. Our Seniors have set an excellent example to younger athletes and have always demonstrated the importance of participation and sportsmanship to other students, officials and coaches. Many Year 12 students have also been heavily involved within the Creative Arts Department and have been involved in a variety of performances such as Creative Generations, Dance Fusion, Showcase and many more community based events. The Year 12 students involved in the Creative Arts have always set a high standard and have shown younger students the importance of commitment and hard work.

This year, the Senior Formal will be held at Royal on the Park on 18 November. The students look forward to celebrating not only their achievements during 2014 but the completion of their schooling years. This will be followed by a BBQ at the Cleveland Pool on November 19. The final weeks’ activities will all culminate when the students will be farewelled at their Graduation Ceremony in the Community Hall on November 20; a day when tears may be shed but many friendships will be forged forever.

As always, it is with mixed emotions that we will say farewell to our Seniors. Our initial melancholy is soon replaced with hope for their future and confidence in the skills they have developed and fine-tuned during their time with us. The potential of our 2014 Seniors is restricted only by their imagination and we wish them every possible success in the years to come.

**School-Based Youth Health Nurse Service: Elaine Latham**

The School Based Youth Health Nurse Service was designed as an early intervention approach, based on a harm minimisation framework specifically focusing on the health and wellbeing of young people during their transition through adolescence to young adulthood. Placing youth health nurses within schools enables the nurse to contribute and participate in curriculum and whole of school activities. Young people are provided with opportunities to receive education and support for health and wellbeing via the classroom setting or through individual consultations.

This has been my first year at the school and it has been a pleasure to work with the Cleveland District State High School and school community. I support and respect the
supportive philosophy emphasised throughout the school ethos. I hope I have assisted with the provision of evidence based information and strategies for the students in the transition into their young adult lives. I wish them all the very best in the next exciting phase of their journeys.

**The University of the Third Age**

U3A is a worldwide organisation which commenced activities in the Redlands 25 years ago. U3A Redlands District was established in 1999 and continues to provide academic, cultural, physical and social activities for retired and semi-retired people. Currently there are over 100 volunteer Tutors and Activity Co-ordinators all experts in their field of knowledge providing 85 classes each week for 1600 members.

U3A Redlands believes “Life is for Learning and Learning is for Life”. Its activities assist in every way to keep ageing minds and bodies active. There is no pressure, no exams, just companionship between people of similar interests who combine together to encourage each other. For more information, visit the U3A Office which is located in F Block at Cleveland District State High School.