Cleveland District State High School

59th Annual Presentation Night
2016
2016 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 2016 and foreshadow our plans for 2017 and beyond. By publishing this detailed report on the school website 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 2016 and operational plans for 2017. 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 Jeremy Saywell and Ellen McCulloch will present a student perspective on highlights of the 2016 school year in terms of Cultural, Citizenship and Academic pursuits. Last night at our Sports Award evening, Lauren Spreadborough and Gaige Wilton spoke about our sporting year. This morning, our Junior School Leaders ran our principal’s parade to celebrate those students who have achieved merit awards throughout the year. We must always remain student centred. Our student leaders will chair the proceedings, present reports and introduce our student leaders for the Year 2017.

As well as witnessing the receipt of 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.

Our Business Service Manager Keryn Smith Harvey has taken pre-retirement leave and we have welcomed Fiona Winsor to our school as Business Service Manager. Fiona is an experienced BSM and has been at Cleveland primary School for a number of years. We are grateful to Keryn Smith Harvey for her outstanding work as BSM over the last 7 years.

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 Fiona Winsor 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 2015 or are known for 2017 at this point in time.

**Appointed**
- Armando Sutter
- Louise Dowling
- Nick Cooper
- Natalie Yankovic
- Pearl Salmon
- Megan Fairbairn
- Sarah Sammut

**Retiring**
- Amanda Courtney
- Barbara Thomas
Transfer in 2017
Adam Salmon
Flavien Potaire
Alex Zemenznikov
Athena Humphries

Returning from Extended Leave
Michelle Cleminson
Catherine Carroll
Sabine Gulliver

Enrolments 2001 to 2016

<table>
<thead>
<tr>
<th>Year</th>
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<th>Year 8</th>
<th>Year 9</th>
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Thirty percent of students in 2016 live outside of our catchment area. There are currently over 330 students enrolled for Year 7 in 2017 with no spaces for enrolments left this year. Year 10 and Year 11 enrolments are also expected to increase as students are attracted to the school’s broad curriculum offerings, our introduction of the International Baccalaureate, 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 the only genuine International School in the
Redlands and we continue to embed an understanding of Global perspectives among our students.

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 2017 Year 9, and 10 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 2016 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 2016.

**Strategic Priority Area**

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

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

**Improved pedagogy and implementation of School Guiding Statements**

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

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

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

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

Faculty Reports
Sport Development
Our Sports Development Program continues to provide our students with opportunities to improve their skills and talents within the school setting. Various links with community sporting groups have allowed our students access to specialised coaching and knowledge.

The standard of our program continues to attract interest from across the Redlands evidenced through our Year 7 sports trials for 2017 with over 200 students involved across Volleyball, Football and Touch Football for 84 positions, thereby reinforcing the value the Sports Development Program holds amongst the school community.

Football
The partnership between the school and the Redlands Football Club continues to be successful, with the club providing access to their high performance coach, Mr Graham Fyfe and Emilee Rochelet aiding in the development of our teams and our classes. Brisbane Roar
Football Club provided school visits from Club Talent ID officer John Sime. We are working towards continuing and developing these partnerships into 2017.

The specialised teaching and quality coaching is evident through the results of football teams. At a District Level, our teams were crowned District Champions in nine of the ten divisions, which is an outstanding achievement, while our Open Girls team were crowned VETO Cup Champions.

Jo Buckley and Paul Eldridge implemented a Football referee program that has seen a number of students receive their Level 4 accreditation which allows them to referee at club level and earn money as a part-time hobby. Through this program CDSHS has supplied referees to the following events:
- Metropolitan East 12 years Football Carnival
- Metropolitan East 15 and 19 years Football trials
- Bayside Primary School Cluster day carnivals
- Independent School Saturday morning sport
- SPL and Interschool football games.

**Touch**

The touch development program was expertly co-ordinated by National team member and Elite 8 player, Mr Adam Pryde this year. Through his guidance, the touch program continues to strengthen and expand, with partnerships between Redlands Touch Association, South Qld Sharks and Qld Touch established. The benefits of these partnerships have been evident in the success of the Touch teams and individual student performances this year, particularly in the junior divisions. At the Bayside District finals eight of our ten teams won the District Championship. Further to this success, our Year 7 Boys, Year 7 Girls, Year 8 Boys, Year 9 Boys and Year 10 Girls teams went on to win the Metropolitan Championships, evidence that the development through our specialist classes is paying dividends.

South Qld Sharks also facilitated a level 1 referee’s course with our Year 9 Sports Development class. Because of this, our school was able to provide all student officials at the 12 years Regional touch trials.

**Volleyball**

The volleyball program continues to grow, with our students and teams featuring heavily in District finals. Our school continues to be leaders in the district in volleyball. The Annual Primary schools Volleyball day continues to attract scores of entries from local and regional schools, and is facilitated by students in the volleyball program.

**Health and Physical Education**

This year has seen a major focus on program redevelopment and curriculum in our department. As part of our focus on continuous improvement (Kaizen), HPE teachers have continued to embed the Dimensions of Learning and the Australian curriculum into the program. Professional peer observations, internal monitoring, data analysis and writing workshops have allowed us to share teaching strategies and resources with each other to further improve pedagogy in the school, while the development of rich learning tasks has also occurred. The department is keenly working on the redevelopment of the Senior
Physical education and Health Education syllabus, while the Junior 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.

Links with community groups and personnel have enriched the learning experiences of our students. Health Education students immersed themselves with activities at Redlands Special School, while our Junior students have enjoyed expert tutelage from Olympic weightlifter Damon Kelly and PCYC instructor Chelsie Buckley. Our involvement in the Australian Sports Commission’s Youth Participation Project (Sporting Schools Program) allowed our students access to high level athletics instruction through the second part of the year.

The Cleveland High Physical Education Department continues to work towards holding our standing at the District level Athletics and Cross country. The District results were again extremely close, with our school finishing second in both the Cross Country and Track and Field Championships. This result has resolved our staff and students to win back the title of District Champions next year. Involvement in this competition is an important way to build school spirit and further our culture of excellence. We have also had a very successful year in the District Sport fixtures. The teachers have worked incredibly hard to place our teams at the top in all competitions and this has seen a number of our teams awarded District Premierships and a number going on to win South East Metropolitan Finals.

It is also pleasing to see the culture of sport in the school improve and students are committing to their teams to improve the position of the school not just their personal outcomes. This year we will acknowledge approximately 450 students for their contribution to their sports both as individuals and part of a wider team.

Not only have our teams been involved in District Sport Competition, we have entered a number of teams in extracurricular competitions also, providing our students with a wide variety of opportunities to participate and develop vital social and cognitive skills that are involved with team sports. Competitions include:

- Schools Touch League
- Schools Premier League
- Qld All Schools Touch
- VETO Cup
- Bill Turner Cup
- Australian Volleyball Schools Cup Melbourne
- Junior and Senior Schools Volleyball Cup
- Qld Beach Volleyball Schools Cup
- LIVIN Touch Competition
- Qld Surf Lifesaving State Championships
- Qld Futsal Championships

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 and the staff who have worked tirelessly to encourage,
motivate, organise and coach our students. The achievements for individuals and the school come only through the hard work and dedication shown by everyone here at our school. 2016 has proven to be a great year in sport.

**Major Sporting Achievements**
This year the schools has excelled through the interschool sports pathway. In both the senior and junior sports season we had a total of fifty teams who made a District or South East Metropolitan Finals. This result is due to the high level of support the students receive from their coaches and also the commitment the students have shown to training and the games. These results place our school as one of the top sports schools in the Southeast region.

**Metropolitan Finals**

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<thead>
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**District Premiers**

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**District Finalist**

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<td>Open Boys Basketball</td>
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<td>7 Girls Volleyball</td>
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<tr>
<td>Open Girls Netball</td>
<td>8 Girls Netball</td>
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Complementing our team’s achievements in 2016, a number of individual students have achieved extremely high honours in their chosen sports. This year seven students have achieved either National selection or an equivalent National standard of competition and a further twelve students gaining selection in State sports teams or the equivalent State level of competition.

### National Level Honours

<table>
<thead>
<tr>
<th>Student</th>
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<tbody>
<tr>
<td>Oceane Rousseau-Forwood</td>
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<tr>
<td>Shekinah Friske</td>
<td>Football</td>
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<tr>
<td>Dyson Black</td>
<td>Triathlon</td>
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<tr>
<td>Ethan Catlow-Elliott</td>
<td>Weightlifting</td>
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<tr>
<td>Tony Buncuga</td>
<td>Touch Football</td>
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<tr>
<td>Brandon Ford</td>
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<tr>
<td>David Pinto</td>
<td>Triathlon</td>
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<tr>
<td>Elijah Purnell</td>
<td>Hwa Rang Tae Kwon Do</td>
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### State Level Honours

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<tr>
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<td>Hockey</td>
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<tr>
<td>Nelson McCutcheon</td>
<td>Athletics</td>
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<td>Jayde Beutel</td>
<td>Gymnastics</td>
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<td>Byron Humble</td>
<td>Baseball, Softball</td>
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<td>Callum Turner</td>
<td>Softball, Softball Officiating</td>
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<tr>
<td>Ryan O'Connor</td>
<td>Football</td>
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<tr>
<td>Clementine Rousseau-Forwood</td>
<td>Football - Qld Roar Development</td>
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<tr>
<td>Bailie Nash</td>
<td>Surf Life Saving</td>
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<tr>
<td>Ellen Hepburn</td>
<td>Football</td>
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<tr>
<td>Jamie McCutcheon</td>
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<tr>
<td>Lauren Spreadborough</td>
<td>Football</td>
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### Business Education

The Business Education Faculty has had another extremely busy and successful year. During 2016 we welcomed Paul Haynes to our school and faculty. Paul brings a wealth of experience and knowledge to our school. This year he replaced Philip Sinfield who is currently on leave. Paul teaches Information Processing and Technology, Information Communication and Technology and Mathematics. This year our faculty has offered a variety of educational activities and opportunities which have assisted our students to produce their best student outcomes.

In Grade 10 Economics, students have been given the opportunity to participate in a ‘Global Learning Project’ (GLP) with a partner school in Danang, Vietnam. Students in the GLP explored a crucial global issue in depth which involved research, collaboration and planning.
in groups; culminating in the presentation of several projects shared with classmates and their partner class overseas through video conferencing. They were able to apply their knowledge of economic decision making to complex problems through thinking interdependently, thus working towards a sustainable future for all.

A number of our students in Years 7 to 10 competed in the annual ICAS Digital Technologies Competition. Special mention goes to Jacinta Barrett, Year 10 who achieved a Distinction and Matthew O’Connor Year 10 and Miles Jaffrey Year 9 who achieved a Credit.

This year our Year 11 Legal Studies students were given the opportunity to visit the Brisbane District and Supreme Courts. Upon arrival at the courts the students were escorted past the waiting media, through security, and then welcomed by Justice Byrne who was the residing Supreme Court Judge in the infamous Baden-Clay Case. Justice Byrne spoke to the group about his role as a Supreme Court Judge. After the Judge’s address the students were separated into small groups and proceeded to sit in on court cases. The students heard evidence examinations, witness interviews, saw juries in progress and witnessed criminals being sentenced to imprisonment. The cases ranged from drug charges, assault charges, grievous bodily harm and alleged fraud to an infamous murder trial. To end an intriguing day at the courts, the Year 11 students visited the Queensland Police Museum to view the visitors’ exhibits and observe the evolution and history of the law enforcers, who are a crucial component of our legal system. This excursion was a valuable experience for our students and has given them an insight into the operations of our Legal System and Police Force. It also provided the stimulus for engaging classroom discussion.

We also offered students in Years 7 to 12 the opportunity to participate in the Australian Stock Exchange Sharemarket game. This game simulates the real sharemarket with students creating their own virtual sharemarket portfolio to experience what it is like to invest in the sharemarket without spending their money. Each student (or team of students) has a hypothetical $50 000 to spend on shares from the Top 100 Companies’ List.

As the Business Education Head of Department, I would like to publicly thank and acknowledge the efforts of this dedicated team, Livi Stevenson, Joni Edwards, Victoria Sadleir, Kiran Chandra, Vanessa Blackburn, Paul Haynes, Brad Merson, Penny Allman-Payne, Di Russell and Alina Ryan, who work extremely hard each year to ensure that our students are given every opportunity to achieve to their potential. We look forward to another challenging and very productive and exciting year in 2017 in the Business Education Faculty.

Creative Arts
Cleveland District State High School had over 60 students involved in this year’s Creative Generation: State School’s On Stage. This year we had students successfully audition for all categories within the show, including: featured vocalist, featured dancers, massed dance, company (dance), choir, stage crew, jazz band, drumline, drama group and orchestra. Several of our Indigenous students had the privilege of performing in the Indigenous piece which was choreographed by Bangarra Dance Theatre. All of our staff and students had been rehearsing since March and were fortunate to be mentored by industry professionals across a range of Creative arts fields. Congratulations to all of the staff and students involved, the 2016 show was exceptional.
**Dance**
The Year 7, Junior, and Senior Dance teams spent the year rehearsing in preparation for the annual ‘Dance Fusion’ evening. This was the fourth year we held Dance Fusion at RPAC; it allowed our dancers to experience working within a professional environment using industry standard sound and lighting. It was truly a remarkable evening which showcased the incredible talent of our students; all of the dance pieces were choreographed by the students and dance teachers.

Senior Dance Team were invited to perform at many prestigious events in and around the community. This year students performed at the ‘Paniyiri Greek Festival Fashion Parade’, Morningside SS Art Show and the OSAKA school performance; students performed as roving entertainers, live sculptures and presented a Physical Theatre performance. It was an honour to have been invited to perform at such events and the students were commended on their professionalism.

**Drama**
An important component of the study of Drama is to exposure students to live theatre and this year all senior drama students attended several live theatre productions; they thoroughly enjoyed all of the performances and it sparked many meaningful conversations about theatrical devices. Students were then able to write critiques about these productions as a part of their assessment for class.

A handful of our senior drama students had the opportunity to compete in the state-wide ‘Shakefest’ competition; students were required to perform a modernised piece from one of Shakespeare’s plays. Two of our senior groups were successful in going through to the Regional Finals, a wonderful achievement and a reflection of the dedication and hard work of our staff and students. Our drama students were also selected to participate in a workshop with the Queensland Theatre Company and the cast from Othello (featured at RPAC in October).

During November we will showcase the talent from our Senior Drama program with two production evenings; a Senior Drama night and a Year 10 Documentary Drama evening, both feature profound and innovative pieces from the curriculum.

**Film and TV**
It has been another creative and exciting year for our film students with over 140 students participating across Years 10, 11 and 12; this subject proves to be growing each year with students producing high quality and innovative productions.

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 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. Students produced Australian TV Drama Segments and to finish off the year the students presented their oral presentations about Censorship 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. Both Year 11 and 12 classes have been fortunate to experience working on the 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 annual ‘Film Gala’ was part of the F.A.M.E evening held in early October. F.A.M.E was an evening which celebrated the incredible talent from our Film and TV, Visual Arts and Media students. It showcased a range of innovative works across a variety of spaces including our two art galleries and drama space; some of our senior Creative Arts students utilised the Drama Space to create live visual art pieces involving a range of media. It was wonderful to see collaborative projects and for the first time we were fortunate to work with the IDT department; IDT students also showcased a range of works from within their curriculum.

**Instrumental Music**

This year we saw Cleveland District High School Instrumental Music students engaged in a range of workshops and performances. Some students rehearsed up to six hours a week 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.

Our Ensembles and Choirs 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, Fanfare, Redlands Eisteddfod, Redfest, Ormiston House, Seniors Citizens Week, Annual Rotary Dinner, Jazz at the Grand View, Manly Halloween Festival and various performances in and outside the school community.

Our program continues to grow from strength to strength, with approximately 240 students and 15 ensembles within the Instrumental Program in 2017.

**Music and Music Extension**

In April we held our ‘War and Peace’ concert which provided an opportunity for classroom music students to present their first piece of assessment. 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 concerts. Congratulations to Jamie Horay, one of our IB Music students, who gained third place in the Queensland Music Festival composing competition ‘Score It’. Jamie competed alongside 90 entries and these were judged by the Head of Composition at the Brisbane Conservatorium of Music.

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 performers, composers and musicology students; these students delivered a creative range of artistic works which demonstrated their emerging skills as competent and unique artists.
Music Industry
During early September, Cleveland DSHS hosted the annual MIC (Music Industry Concert) night. It featured most students from Years 11 and 12, with a small selection of students from Year 10. MIC was well attended and very well received by the audience and many guests commented on the consistent quality across all of the performances.

The music industry department continued to provide valuable support for school events, such as ANZAC Day, Athletics Carnival, 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
Our annual Visual Arts Evening, now titled ‘F.A.M.E’ was held in early October; the evening showcased innovative and creative pieces by our amazing visual art students. The D4 gallery also housed the Year 12 Exhibition; this space has been crucial in allowing the senior Visual Art students to resolve their art works. We have been fortunate to create a second gallery which houses the works of our Year 10 International Baccalaureate program, once again this provides invaluable experience for our students when they resolve their art work.

Recently three of our Year 12 Visual Art students were selected to display their work in the ‘Creative Generations-Regional Exhibition’ at the Redlands Art Gallery. Jenna Mitchell, Aimy Park and Maddy Randall’s major pieces were selected and displayed with other student works from all over the region. Jenna and Maddy’s pieces were awarded a commendation award, an incredible achievement within this state-wide competition.

Media Arts in Practice
For the first time, the Media department participated fully in our annual Visual Arts Evening (F.A.M.E.), with games, photographic series and animations featuring in the display. The Media Arts in Practice program has changed significantly over the last couple of years, and students are seeing the benefit, with a diverse range of practices being covered, from photography, graphic design, audio and video editing, animation, game design to web design and coding. The quality of work across the cohort is very consistent, and is evidence of the widely applicable skills being imparted to our students.

English
English has had a busy and successful year in 2016. Our department welcomed back Grace Lam and Amie Rutherford and we welcomed to the team; Rebecca Webb, Blaine McGuinness, Leesa Richardson, Kiran Govind, Tracey James and Jared Kerwin. We were also fortunate to continue working with a great group of dedicated individuals who are continually committed to providing quality teaching and learning programs of instruction where our ultimate goal was to improve learning outcomes for students.

This year in English we have continued a National Curriculum focus where programs continue to be refined from Years 7 to 10. A priority for the department this year was to ensure we were delivering quality programs where consistency was of utmost importance. In order to achieve this, programs were examined across the year levels and the goal of engaging students was employed. Programs were refined and we also introduced our senior students to the world of the virtual classroom. In Years 11 and 12, we launched an English
page on the ‘Learning Place’ and this enabled students to access all current unit information for English from home. Year 11 English also took part in a whole school project on Blended Learning and we engaged in a different feedback process for students on their assessment task. Students were surveyed at the end of the unit and they stated that they found the process helpful and meaningful. The English Communication focus for the year was again to equip students with skills needed for the world of work and to liaise with local businesses to ensure our programs were relevant and meaningful.

Literacy has also continued to be at the forefront of all that we do and once again our department has been working hard to improve the literacy of our students. The extra lessons that have been allocated for literacy in the junior school have progressed to include different activities and our results show that these programs continue to have an impact. 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 and preparation for NAPLAN. Our teachers also continue to attend the ‘Reading to Learn’ workshops which are geared at improving students’ reading and comprehension across the curriculum in all year levels. We are already seeing results across the school due to the departments’ great work in engaging in strategies that have literacy as a focus in their everyday teaching sequence.

Students across the school have engaged in a number of English opportunities outside of the classroom during 2016. We have had a number of students enter poetry and creative writing competitions across the year as well as taking part in activities during the Brisbane Writer’s Festival. One of our Year 8 classes undertook a letter writing activity around the ANZAC day period that involved the class writing letters to Australian Defence Force members. The letters were then dropped to our local RSL and were delivered on their behalf. The recipients of our letters were the Royal Australian Air Force, Middle East Region, Operation OKRA and they returned a letter to the Year 8 class detailing how thrilled they were to receive them.

Book week this year provided some light relief for our students! In order to promote Book week and highlight the importance of reading and generate conversation, our English staff stepped out of their comfort zones, dressing as famous characters from different literary works. Again this year we saw an array of creative costumes! This was a great initiative where the students enjoyed seeing our staff embrace their love of literacy whilst attempting to impart some of that love of reading to the students.

Many staff are also involved in co-curricular activities such as the Borneo trip, LIVIN 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, 2016 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. We look forward to an even bigger and better 2017.

**Social Science**

We are coming to the end of another school year, and what a great opportunity this presents to reflect on the outstanding teaching and learning occurring within the Social Science faculty. I am again so grateful to have been able to lead such a passionate and dynamic department
within the school. It is very exciting to offer Natalie Yankovic and Amando Sutter permanent teaching positions within the school, they have worked tirelessly for our department, school and students. We have also had a number of contract staff who have been great additions to our faculty throughout the year. 2016 shaped up to be a big year for our staff and their growing families with Sabine Gulliver, Emma Vardy-Bragg, Di Russell and Meggin Bahr all welcoming new additions. We look forward to having them all back from leave over the next 12 months.

Our implementation of the National Curriculum has continued to be a priority this year, with countless hours being dedicated to reviewing our programs and assessment. We are confident that we have developed programs that engage students, align with ACARA and begin developing skills needed for studies in the senior phase of learning. A large focus of this has been creating opportunities for students to engage in fieldwork, particularly for Geography.

Our year 7 students participated in field work at the Hinze Dam as part of their Water in the World unit. This provided a number of learning experiences including water sampling and information session with the team from SEQ Water. They were also fortunate in semester 1 to visit the medieval exhibition that visited the Queensland Museum for a short time. Semester 2 will see History students participate in the Egypt Workshop, this is a large scale exhibit that comes to us. Our Year 7 students also held the annual Ancient Chinese Museum, displaying their artefacts they created in their study of history and for their technology assessment. Attendance to the museum by parents, families, staff and other students was significant. As always, the artefacts produced by students are exceptional and reflect their dedication to their studies and the learning in history.

An integral part of our Year 9 Geography program is a visit to Australia Zoo. The students use the knowledge gained from their trip to design an animal enclosure based on the Biome it lives in. Similarly, our Year 8 Geography students attended a day trip to Stradbroke Island visiting several locations studying the coastal processes and impacts. We were also able to offer our year 8 history students the opportunity to visit the Abbey Museum in Caboolture, a learning experience enjoyed by all attended.

All senior Geography students participated in the Australian Geography Competition and did amazingly well. Our senior Geography students attended field trips to Indigiscapes, Urban Planning Centre and Bulimba Creek Water Catchment. These field trips are essential to providing students with authentic experiences to collect and analyse data. Our year 10 ESS (IB) and Geography students also had a fantastic day at Tangalooma, they enjoyed snorkelling and boom netting, while collecting samples and data.

We also had another Vietnam Tour this year, thanks to a very dedicated Vanessa Blackburn and Shane Pavitt taking students during the Easter holiday period. This is a fantastic learning experience for our students, and certainly highlights the reality of war, conflict and the impact of this on communities. We look forward to another opportunity in two years.

We have had a very successful start to our IB program, and look forward to its growth in the coming years. We are also looking forward to the transition to the new ATAR program in the senior phase of learning, and the learning and development that this will bring. This year has
been busy but rewarding, and we look forward to meeting the challenges that 2017 presents. As HOD Social Science, Meggin Bahr finishes up for maternity leave we wish Vanessa Blackburn all the best in leading the faculty for 2017.

**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*

Learning today demands new pedagogical and technological approaches to using Information and Communication Technologies (ICT). School leaders and teachers have the responsibility to prepare students for the demands of an ever-changing world by facilitating learning in a technology-rich environment where students and teachers don't just learn about technology, they use it to achieve powerful learning and teaching, and improve student learning outcomes.

Teachers plan for the effective use of digital technologies in their everyday practices to prepare students for the demands of an ever-changing world, to achieve powerful learning and teaching, and improve learning, teaching and administration.

Cleveland High is now a 100% 1-to-1 laptop school. Since the appearance of the Australian Government’s Digital Education Revolution, a substantial investment has been made in ICT facilities and training in schools. The benefits of a 1-to-1 program, which commenced six years ago, set up our school as a leader in using technology to enhance and engage student learning. Technology which has become part of our student’s everyday routine. The ever shifting ICT landscape will see the phasing out of the school owned devices and move towards the Bring Your Own Device (BYOD) program for all of our students. BYOD is a term used to describe a digital device ownership model where students use their personally owned mobile devices to access the department’s ICT network.

One year after the implementation of the Managed Print Solution we have seen the benefits of a reduction of paper waste and energy waste. Students, with a swipe of their student card, 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.

The teachers at Cleveland District State High School have embraced eLearning and see the benefits for personalised learning to assist differentiation in the classroom. We believe that powerful technology combined with a strong pedagogy are key elements in engaging students and improving outcomes. Whole school site licences such as, Microsoft IT Academy, Adobe Creative Suite, CiteMaker, Verso, Sony Vegas Movie Studio Platinum and the latest Microsoft Office 365 enable teachers to plan and deliver cutting edge lessons using the latest technology. The recent purchase of Read&Write literacy software is now available
to every student and teacher. This software makes the web, documents and files more accessible – any time, any place and on any platform or device. By 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 now accessible to staff and students online. This level of access across the entire school enables our teachers to deliver and manage digital content to help immerse students in a vibrant multi modal learning environment. The introduction of the Library Management System – Oliver is another example of any time, any place and on any platform software which provides student an integrated library system to find online resources (physical or digital) easily and all in one location. This will enable the library to improve its services to our school community through the implementation of a one-stop shop for knowledge, information and resources.

The school promotes the School Philosophy, objectives and programs through Facebook, School Website, School Newsletters, Twitter, QSchools App, Newspaper Articles and Newspaper advertisements. For example, our Facebook page is very active and updates are used as a means of disseminating information about our Tuckshop, Uniform Store, Homework Centre and Laptop Program and to give parents reminders about events such as Parent/Teacher/Student progress interviews, Music Camp, Photo Day and upcoming P&C Meetings. The school also uses Facebook to post photos and update progress on special event days such as Interschool Swimming, Cross Country and Athletics Carnivals and Multicultural Day. We currently have reached a milestone with over 55,000 people from Australia, United Kingdom, Germany, Japan, Taiwan, Indonesia, USA, New Zealand, Myanmar, Bangladesh, Brazil, South Africa, Italy, Egypt plus many more other countries, accessing our Facebook page.

The school newsletter is emailed out to parents and is available to the wider community via the School Website and QSchools App. A recent update to the QSchools App means our parents will now be able to find tuckshop and class time information more easily. On top of being able to access calendar, newsletter and other information from our school website, the upgraded App can also access uniform shop information and school social media pages. It all makes staying in touch and up to date a little easier for your family.

To support the success of the QSchools and QParents, this year we are investigating the implementation of a Learning Management System, DayMap. This system will be tailor-made to engage our students by publishing Timetables, Lesson Resources, and Assessment Tasks in an easy-to-use format, accessible on any device. Assist teachers by providing a one-stop dashboard for managing lesson plans, attendance, student data, assessments and enable easy contact with parents in our school community. All these applications will assist both staff and parents in sharing and responding to information in an efficient and effective way.

At Cleveland District State High School we believe the technology is transforming our school and the communication with our school community.
Junior Secondary

It has once again been a very busy yet exciting year for our Junior School in 2016 with over 400 new students joining our junior school. Our number of prospective enrolment applicants (both within and out of catchment) continue to increase each year which is a testament to the hard work the school has put into enhancing the quality and therefore reputation of the Junior Schooling Program.

In January we welcomed to our Junior School our fourth cohort of Year 7 students (13 classes) who were excited to be starting the next stage of their education at Cleveland District State High School. Students were welcomed by their Homegroup/Core teachers and their Year 11 Representatives who were also there for support.

All new families to the school were invited to a casual yet valuable Welcome BBQ in February. With backing music by senior students and the aroma of sausages cooking on the barbecue, hundreds of parents were given the opportunity to meet their children’s teachers for 2016. Our Year 7 students and new students to Year 8 and 9 settled quickly.

Student Representatives are an important aspect of our transition program, assisting new students to transition smoothly. This relationship between the Year 12 and Year 8 students and the Year 11 and Year 7 students commences with Orientation Day the preceding year. Inspired by their own Reps when in Year 8, a large number of Year 10 students nominated last year to become a Year 7 Rep with successful applicants undergoing SHRO (Student Harassment Referral Officer) training. These Year 7 representatives will continue on with their homegroup into Year 8 in 2017.

To further assist with a smooth transition into High School and an opportunity to build new friendships whilst having fun, all Year 7 students attended two Fun and Friendship Activity Days. The students and staff had a great time with the days living up to their goal and name. The two venues selected provided the students with fun and adventure: Kindilan Outdoor Education Centre was the stage for activities such as canoeing, raft building, abseiling and high ropes, and back at school students participated in rock climbing and a variety of activities revolving around team building facilitated by the School Based Police Officer, the Chappies, Guidance Officer and support staff. Over the two days many students forged new friendships and participated in both fun and challenging activities.

Providing Junior School students with leadership opportunities is one of the six guiding principles of Junior Secondary. This years’ Junior Leadership team was valiantly led by Nathalie Hannay, Hannah Barker, Julian Lilly-Howe and James D’Arcy Miles. These students worked tirelessly all year running the Junior School Student Council, and attending and assisting at such events as the Anzac Day Dawn Service and March, the International Women’s Day breakfast, Parent – Teacher interviews night, Junior School Dance, Year 6 into 7 Parent Information evening, and hosted the 2016 Principals Parade to name but a few.

Following in the footsteps of our Junior Leaders for 2016, Year 8 students 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 for 2017 with student nominations and teacher feedback, 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 is therefore with great pleasure that we announce the following Junior School Leaders for 2017:

**Junior School Leaders:**
- Rachael Fitzgibbons
- Trinity Bobnar
- Ruben Grobbelaar
- William D’Arcy Miles

**Junior School House Leaders:**
- Macleay: Elijah Purnell and Hayley O’Connor
- Moreton: Libby Muller and Kirra Stonehouse
- Peel: Charlie Eagle and Bronti Thompson
- Russell: Laura McKillop and Dannielle Burdfield

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 600 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, Spelling and Numeracy. 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 year capped off with all student school leaders from the cluster primary schools coming together with our Junior School Leaders for an exciting yet informative Leadership day. Here students learnt some important leadership skills to utilise not only throughout the year but into their futures. Our 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.

This Year’s Cleveland Cup Volleyball Competition was again a success with hundreds of students from Mt Cotton SS, Cleveland SS and Ormiston SS taking part. This one day competition was a great success full of excitement and enthusiasm by all involved with the Grand Finalist and Champion School for 2016 being awarded to Ormiston SS. The final extension day will take part in December with students coming to Cleveland DSHS to take part in the Creative Arts day. Reports from students, parents and teachers have been
exceptionally positive after every extension day. Due to the success of these extension days, they are set to continue as a permanent fixture in our transition program.

Another very exciting event in the Junior School calendar was our Junior School Dance which was held in August. 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. The Dance was 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 fourth year of the High Resolve Global Citizenship Program being delivered to all students in Years 7 and 8. The Year 7 Global Citizenship Program involved participation in two half day sessions covering the concepts of Collective Identity and Independent Thinking while the Year 8 Program covered Social Justice and Integrative Thinking. Students explored the mindsets and skills needed to thrive in a global society. They developed empathy and a sense of social justice, learnt to respect and integrate multiple perspectives and resolved to act as purposeful global citizens.

For the second year in a row, the High Resolves Global Leadership Program has seen 30 Year 9 students develop and implement a School Action Project centred on social exclusion, particularly for those suffering from a disability. Students developed a video presentation delivered to all Junior School students, generating much discussion about social exclusion. Complementing this presentation was the Amazing Inclusive Race held at our Multicultural Festival, where student’s had to complete a series of challenges in order to promote social inclusion. Upon successful completion of these challenges, students were encouraged to visit the ‘Pledge Tree’, and add their coloured thumbprint to the image of a tree, as a tangible reminder of the individuals and school’s commitment to inclusion. 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 and develop their leadership skills. To conclude the program, students will attend the Leadership Summit at QUT in November where they can share the success of their project. The students worked together with impressive cohesion, and were a credit to our school.

Junior school students have performed well across various areas of the school in academic, cultural, sporting and citizenship arenas in 2016 with many outstanding achievements. 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
This year has been a very exciting and successful year for the Languages Department with 55% of our students across the school studying a language and achieving high levels of academic achievement whilst participating in cultural activities.
Four senior language studying students have been successful in receiving placements on various Study Tours to China, Taiwan and Japan organised by Education Queensland International. Year 11 student, Chloe Williamson participated in the Shanghai International Sister Cities Youth Camp, Year 10 students, Jasmine Apiata and Alexandra Marks (IB) participated in the Jiangsu Study Tour and STEM Taiwan Study Tour and Year 10 International Baccalaureate (IB) student, Connor Martinuzzo was successful in a placement on the STEM Japan Study Tour. We commend these students' commitment to their language studies and enthusiasm for widening their cross-cultural understanding of the Chinese and Japanese culture. Ms Sun, Chinese teacher, was also successful in being selected as a chaperone for the Jiangsu Study Tour. This is a wonderful opportunity for Ms Sun and testament to the fantastic work she does both for our students and our Languages Department at the school.

Once again 120 primary school students from our feeder schools were invited to Cleveland District State High School for the annual Languages Fun Day. This event gives students the opportunity to experience language in a high school environment. Students participated in a variety of activities, ranging from Chinese calligraphy and paper cutting, singing body parts in French, Matisse paper cutting and making Japanese hachimaki (headbands) and origami. They enjoyed an International Banquet for lunch and cultural performances including the Can Dance and Chinese Lion Dancing by Cleveland District State High senior students. It was a wonderful day and the feedback from the primary school students was overwhelmingly positive.

The school was successful in receiving a Languages Innovation and Improvement Grant and our project has been to initiate the delivery of Indonesian Language Studies through classes and partnerships. Indonesian language lessons have been provided on Monday afternoons after school whereby Cleveland District State High School students, primary school students and members of the community are invited to attend. The number of participants has been regular with an average of 20 students each week. The classes have taken a ‘conversational’ approach with a focus on cultural activities and experiences such as puppetry, cooking, games, songs, dances and online quizzes. The group even enjoyed eating lunch at Sendok Garpu Indonesian restaurant one week-end where the students could put all those learned phrases to practice!

The study of food and food etiquette is a popular and interesting component of the Languages curriculum and to coincide with this unit of work all three language areas organised a day in which students could purchase traditional Chinese, Japanese or French food. The French studying students could enjoy a traditional French dessert from Ormiston Bakery for morning tea and the Chinese and Japanese studying students could order a takeaway or obento (boxed lunch) for lunch from Kam Fay Chinese Restaurant Cleveland and Sushi Lover Restaurant Cleveland.

This year the Year 9 to 12 students have had the opportunity to use an online program called Language Perfect which they have been thoroughly enjoying. Students also entered the Language Perfect World Championships and seven of our students received Bronze and Credit Awards which is a fantastic achievement since 1100 schools enter this competition globally.
Multicultural Day – French, Chinese and Japanese stalls offered students cultural activities and food such as Chinese shuttlecock and lucky dip, spring rolls, *manga* drawing competition, *okonomiyaki* (Japanese savoury pancakes), sushi and crepes. The Parade of Nations commenced with our Chinese Lion Dancing team performing a loud, exciting and colourful routine that the audience thoroughly enjoyed. Students had a great time wearing traditional dress in the Parade of Nations.

**Students learning languages via Distance Education**

There continues to be a significant interest from students to learn other languages not currently offered at the school or continue their language studies if there is a timetable clash through the Brisbane School of Distance Education. Currently 10 students of various year levels are successfully studying French, German, Spanish and Chinese through this mode of education. Four of these students are senior international students who are required to keep up their studies of a foreign language whilst in Australia so it’s great that our department is able to provide this support for their language learning.

**French**

It has been a very interesting year for the students of French with various opportunities to experience the French culture. The Taste of French was a great opportunity for Year 12 students to be involved in one of the most popular activities organised 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.

Year 9 students attended the French Film Festival and saw “Belle et Sebastian” which they thoroughly enjoyed and appreciated the opportunity to experience the festival and improve their listening skills. Year 10 and 11 students participated in a French excursion to Alliance Française to experience a taste of French culture through various activities. It was a great opportunity for them to be immersed in French and meet real French-speaking people. The tour included a wide range of activities chosen according to the students’ needs: French music, French general knowledge, food, French advertisement, Francophonie, pronunciation and theatre. Students also learned more about Alliance Française, while enjoying a “goûter à la française” with an exquisite pain au chocolat. Through the excursion, students learnt to appreciate the French culture, as well as understand and foster awareness of cultural and language diversity as a global citizen.

**Japanese**

This year, we have hosted Study Tours from Osaka School of Music, Nisho Gakusha University Kashiwa Junior High School, Toyama Chubu High School and students from our sister city, Kani City. Cleveland District State High School 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.

A group of 14 Japanese students and three chaperones from Kani City visited for one week and enjoyed a homestay with our students, experienced Australian school life and sightseeing on the Gold Coast and Brisbane. Their busy itinerary included meeting the
Major of Cleveland, Ms Karen Williams, attending the Japanese Consulate in Brisbane city, the Moggill Koala Hospital, Southbank and North Stradbroke Island. It was a very successful trip, strong bonds were formed between students and homestay families and we look forward to continuing our sister city relationship with Kani City on our Japan Tour in November this year.

The two week Japan Study Tour will involve 22 students and three teachers travelling to Tokyo, Tsukuba, Kyoto and Kani City. Students will undergo a homestay in Kani City and visit Kani Technical High School where students will experience Japanese school life and cultural activities. The group has been very busy preparing and fundraising for their upcoming tour and look forward to catching up with their Japanese friends in Kani City.

Skype conferencing lessons have also been ongoing this year between Cleveland District SHS students and two Japanese schools including, Kani Technical High School and Toyama Chubu High School. When the Toyama Chubu High School Study Tour arrived earlier this year our students were able to meet their ‘buddies’ who they’ve been skyping and emailing for the past six months. This was a most rewarding experience for the students and a friendship they endeavour to maintain.

**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! The Chinese program welcomed visiting groups from Taiwan and China. Students of Chinese of all year levels 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.

Through the World Exchange Program (WEP), our Chinese studying students have had two consistent language assistants this year providing invaluable assistance to the teaching and learning of the Chinese program. The first-hand information about the development of China and the dialogues spoken by three Chinese speaking people has fascinated students and motivated them to continue their language studies.

Earlier in the year, a group of 39 Year 7, 8 and 9 Chinese studying students participated in an excursion to the Chung-Tian Temple where they experienced tea ceremony, meditation and Chinese calligraphy followed by lunch at a Chinese restaurant in Sunnybank to experience authentic Chinese food and eating out etiquette.

Most recently, more than 140 students across Year 7 to 10 entered the 2016 Hanzi Character and Culture Festival – Language and Arts Competition. Our students demonstrated outstanding standards in their Mandarin commitments and six of our students, Rebecca Hopwood, Olivia Miller, Barney Smith, Emma Muller, Emma Schmidt and Freya Barber were awarded with Distinction and Merit medals and certificates. The students
attended the Awards Presentation Ceremony in Sunnybank with their parents and Miss Sun, Chinese teacher, and we congratulate these students and look forward to their future achievements in their language studies journey.

Mathematics
2016 has been a year of progress and improvement. Professional growth continues around classroom pedagogy through peer lesson observation, professional reflection through Dimensions of Learning. The maths staff have sustained growth in the areas of improved assessment packages and ICTs in the senior and junior school. These efforts have been rewarded with high results in student performance in maths across all maths subjects.

The core maths staff include Brian Allen, Penny Allman-Payne, Nick Cooper, Regina Edwards, Anthony Elliott, Adam Engel, Matt Green, Vivian Kalas, Brad May, Eleen Miller, Lynda Nicol, Mitch Siebenhausen, Jamie Tarapore and Julie Wall.

Together, these teachers share a pursuit for the improvement of student outcomes through attention to individual student needs. Their individual pursuits collectively centre on the emotional welfare, equity and academic progress of each of their students. This is a group that openly shares its educational knowledge and works together to create a supportive environment for the student and the teacher. It is a dedicated group that continues to volunteer their time to support students outside the classroom.

I would also like to acknowledge the great contribution of the maths teachers who are located in the Departments of Business: (Kiran Chandra, Paul Haynes, Brad Merson, Victoria Sadlier), English: (Barb Thomas), HPE: (Adam Pryde), Languages: (Pearl Salmon); LSU: (Sam Neil, Ryan Pugh, Denise Sung, Jo Zietsch), Science: (Nooshin Ansari, Rachel Drovdelic, Adam Klints, Jacquelin Morgan, Adam Salmon, Jamie Tarapore), Social Sciences: (Lou Kennedy, Shane Pavitt), Student Support Services: (Debra Bozhoff, Andrea Cameron-Smith, Kari Johns, Liesl Tyndall, Marina Warrilow).

It is through the combined efforts of all of these teachers that Cleveland District State High School provides a quality maths education for its students.

The maths staff are continuing to integrate ICTs into the classroom. This has been demonstrated from Year 7 through to 12 with the use of OneNote, digital texts and www.mathsonline.com.au. In practice, students have access to digital based mathematical content from school and home 24/7.

It is this model of mathematics education which our department intends to fully develop throughout the school over the coming years. Combining the power of web based resources with the laptop program provides a platform for teachers to better meet the individual needs of students. It also provides students the opportunity to be proactive in their education. They can extend themselves or revisit concepts they need to embed. For this program to continue, parents will need to support the BYOD program.

Quality and specific homework are part of the puzzle of mathematical success. I would like to thank all those parents/carers who persist with encouraging their students to complete their homework.
**Sciences**

The Science Department started 2016 with a freshly renovated and extended staffroom, to accommodate new teachers in our growing faculty. We welcomed many new staff to our faculty this year, bringing experience and expertise to our wide range of Senior subject offerings: Dr Adam Salmon (Physics), Mrs Pearl Salmon (Physics and Agriculture), Miss Kate Berwick (Biology), Miss Sarah Sammut (Biology and Chemistry), Mr Liam Tille (Chemistry), Miss Megan Fairbairn (Biology) and Ms Vivian Kalas (Marine Science).

Students of Science and Agriculture, have had a busy and rewarding 2016. Students have been involved in a wide range of hands-on learning activities, from science experiments in the lab to visiting Agricultural shows and participating in informative excursions and incursions on a variety of science topics. The following is just a snapshot of the exciting things students have achieved this year in the Sciences.

Year 7 and 8 students have carried out investigations in Science and Technology in the laboratories. They have investigated mixtures and solutions Chemistry, forces and energy in Physics, rocks, minerals and the solar system in Earth & Space and cells and ecosystems in Biology.

In Technology, Year 7 students started the year learning how to make the most of their BYOD laptop for organisation and learning. Students have designed and tested paper planes, built models of Ancient Chinese artefacts and cosmic phenomena in our Solar System, designed logos, and designed and constructed Rube Goldberg chain reaction machines using the skills they've developed in Technology classes.

In Year 9, students had the choice to study either Science or Agricultural Science, as well as a range of elective options, Animal Husbandry, Agricultural Mechanics or STEM (Science, Technology, Engineering and Mathematics). Through these subject choices, Year 9 students have been able to explore a range of scientific topics as diverse as: forms of energy; the importance of soil; beekeeping; robotics; combustion engines; earthquakes and volcanoes.

Our STEM participated in the inaugural CDSHS STEM Fair in April, for which groups demonstrated their Scientific Inquiry experiments to an audience of family, friends and members of the school and scientific communities. Awards were presented in the following categories:

- **Top Scientific Process** (based upon the experiment’s design, findings and relevance) – Freya Barber and Hannah Barker for their project investigating the effect of different genres of music on heart rate, blood pressure and memory.
- **Top Scientific Communication** (based upon the team’s verbal and written communication and their physical display) – Megan and Abbey Barclay for their project investigating Snell’s Law linking refraction of a laser beam to find the speed of light.
- **Top Scientists** (a team who demonstrated excellent teamwork and enthusiasm to share their findings) – Hassan Ullah and Melanie O'Regan for their project investigating the effectiveness of different types of antacid.
- **Top Overall Presentation** (based upon both Scientific Process and Communication) – Sarah Linning and Samantha Roe for their project investigating the effect of temperature of different liquids on the rate of corrosion.
- **People’s Choice** (based upon votes collected from our audience on the night) – Tyler Nordberg, Shanil Gomes, Morgan Rayner and Jayden Hansen for their investigation into coloured flames.

2016 saw the expansion of our Senior Sciences programs to incorporate International Baccalaureate Diploma preparation courses in Biology, Chemistry, Physics and Environmental Systems & Societies. We thank Mrs Lawrence, Mr Tille, Ms Edwards and Mr Gauthier for the hard work they’ve put into developing these programs, which will expand into Year 11 IB courses and involve a wider range of teachers in 2017.

Science students across all year levels have had opportunities to put their knowledge into action, through a variety of incursions, excursions and fieldwork experiences:

- Year 12 Biology students undertook a major field study at North Stradbroke Island, investigating the coastal and island ecosystems and preparing a presentation for their peers.
- Year 12 Biology 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 to investigate the antimicrobial potential of natural plant extracts.
- Marine Science students were involved in various marine ecosystem field studies: Year 10 students conducted field studies on Coochiemudlo Island, while Year 11 and 12 students spent several days exploring the bay and coastal ecosystems and were given the opportunity to complete a boating course.
- ESS, Marine Science and Biology students have participating in snorkelling activities in Moreton Bay.
- Year 10 Biology and IB Biology classes spent a day at Indigiscapes, collecting ecological data and specimens while learning about a range of ecosystems.
- Year 7 classes have the opportunity to learn from 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.

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

- Royal Australian Chemical Institute’s Chemistry Quiz – 123 Chemistry students across Years 10 to 12 participated in this quiz, with 28 students achieving in the top 40% of the state. Congratulations to the following students who were awarded with Distinction certificates, for achievement in the top 25%:
  - Year 10: Che Boschert, Harley Friske, Amelia Rowhani, Clancy Smith
  - Year 11: Matthew Barker, Bjorn Bjorndal, Seb Doyle, Isabella Smith, Tyson Thomson, Liyuqian Xu
  - Year 12: Brandon Ford, Madeline Lily-Howe
ICAS – run by EAA, a leading international educational assessment organisation, student skills and knowledge of science were assessed through an exam – 30 students across Years 7 to 12 participated and half of those students have received an achievement certificate. Congratulations to the following students who were awarded with Credit certificates, for achievement in the top 35% of students who participated nationally for each year level:

- Year 7: Aneisha Ceder and Alex Macnamara
- Year 9: Madeline Cheesman, Jordan Dunstone, Brendon Else and Ethan Williams
- Year 10: Jacinta Barrett

Robocup – senior students Dylan Kaufman, Jayden Sleep, Rachel Low and Natalia Blades took on the challenge of Robocup Junior, under the guidance of Dr Salmon. These students met weekly as Robotics Club from the beginning of the year, developing a Lego Mindstorms EV3 robot to meet competition specifications and design briefs. While they didn’t bring home any awards from the August competition, these students have developed some great programming and teamwork skills. They have also willingly participated in a range of Science events throughout the year, sharing their robot’s progress and capabilities.

In Term 3, CDSHS hosted the annual Science Cluster day for local primary school students. They spent the day in the science labs meeting a range of wildlife, conducting exciting experiments, and programming our new OzoBots to compete in a bowling challenge. Robotics Club students accompanied by Dr Salmon also demonstrated the capabilities of our Lego EV3 Mindstorms robots during the lunch break.

This year’s Primary School science show was based on Magic Chemistry. Mr Baguley, supported by Mrs Drvodelic, Dr Salmon, Miss Fairbairn and Mr Oishi toured the show to five local primary schools, after giving a sneak preview to some lucky Year 7 and 8 classes. Year 5 and 6 students from Cleveland, Bayview, Ormiston, Thornlands and Mt Cotton State Schools had fun predicting the outcomes and explaining the ‘magic’ involved.

Students of all year levels have been able to access the facilities at our own agricultural farm to maintain gardens; grow a range of their own horticultural crops; maintain a protective windbreak containing plant species endemic to our region; learn about bee keeping, aquaculture and vermiculture; and to care for the large collection of animals at the farm, including sheep, horses, chickens, ducks, guinea pigs and cats. Ms Dowling and a group of keen gardeners have also set up a Horticulture Club, allowing students to tend to gardens around the farm in their lunchtimes. We look forward to this club expanding in 2017.

The School Show team continues to experience success, thanks to the dedication and hours of time volunteered by teachers Ms Price, Mr Williams, Ms Dowling and Mrs Lawrence as well as a team of valued parent volunteers. The team attends a range of Agricultural shows to show the school’s flock of Suffolk sheep and compete against animals from other schools. Our sheep have won top honours (Supreme sheep of show; Champion and Reserve Champion Ewe and Ram) and have been recognised as prime stock by breeders at almost every show we attended this year, thanks to the hard work of our teachers, parents and Show Team students.
As well as sheep success, we are exceptionally proud of our students who have competed 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 sheep knowledge and skills in handling, particularly:

- Kasey Knight - Marburg Show, Junior Judging 1st place; Mudgeeraba Show, Handlers 1st place; Pine Rivers Show, Junior Judging 2nd place; Ekka, Handlers Finalist (Highly Commended)
- Makayla Crawford - Pine Rivers Show, Junior Judging 1st place; Ekka, Junior Judging Finalist (Highly Commended)
- Aneisha Cedar-Cheal - Mt Gravatt Show, Junior Judging 1st place
- Willem van den Broek - Marburg Show, Junior Judging 2nd place
- Paige Frost-Jones - Mudgeeraba Show, Junior Judging 2nd place
- Kealy Losch - Mudgeeraba Show, Junior Judging 3rd place; Ekka, Junior Judging Finalist (Highly Commended)
- Tim Burgess - Mt Gravatt Show, Junior Judging 3rd place
- Patrick Day - Pine Rivers Show, Junior Judging 4th place
- Daniel O’Regan – Ekka, Handlers Junior Finalist (Highly Commended)
- Declan Aird – Ekka, Handlers Junior Finalist (Highly Commended)
- Bridget Darvill – Ekka, Handlers Senior Finalist (Highly Commended)
- Tiarnah Robinson – Ekka, Handlers Senior Finalist (Highly Commended)
- Holly Luback – Ekka, Handlers Senior Finalist (Highly Commended)

We also congratulate Year 11 student Shaina Schwarz who alongside a number of CDSHS students participated in a goat judging competition at the Ekka. Shaina was able to transfer her knowledge of sheep to a new species and was awarded a Highly Commended prize.

Another highlight of the Show team’s year is the animal nursery display at REDFEST. Proceeds from this venture 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.

2016 has been another year of success and buzzing activity in the Science and Agriculture department. A huge thanks to the fantastic hard-working team of Science teachers, who share their passion and experience to give students all these valuable opportunities. Special mention must go also to our team of Scientific Assistants who prepare all of the materials needed for the hundreds of practical experiments that our students conduct each term. We look forward to an even more exciting year in 2017.

**Senior Schooling Highlights**

The Senior Phase of Learning at CDSHS is the time to start embarking on the pathways for work and study. Some students have their sights firmly set on University entry and have a full timetable of subjects preparing them for the rigours of study at that level. Others have identified a TAFE pathway to prepare them for Diploma courses post-year 12. Some
students like to combine work and study as they gain industry experience through a blend of school, work and training.

Year 10 students are well prepared for the demands of the Senior School through the Senior Study Skills (10SSS) program that runs on a Monday. This program provides students with the opportunity to develop and strengthen their study habits, identify their learning styles and consider employment possibilities for the future. Guest speakers often feature in the 10SSS program from both industry and tertiary study providers and students are helped to develop resume and interview skills and techniques.

For the first time this year, we introduced the International Baccalaureate Diploma Program Preparatory Year 10 as an alternate university entry pathway. We had 45 students enter the program and are very well prepared for the first year of the two year course in Year 11, 2017.

In Years 11 and 12, some students choose to take on a School Based Traineeship/Apprenticeship (SAT) or participate in a Vocational Education Course at TAFE or another Registered Training Organisation. This year, we have 35% of our senior students taking up one or both of these options. The range of industries our students participate in include retail, hospitality, business and a variety of construction trades. The students will gain nationally recognised qualifications from a Certificate II level, all the way through to Diplomas. Those students who are undertaking apprenticeships will transition through to full time work in some instances, having completed up to 12 months of their full-time apprenticeship.

As an indication of the pathways students choose, 52 students are undertaking school-based traineeships; 9 are in school-based apprenticeships; 110 are completing a Vocation Certificate through TAFE or another registered training organisation; and 21 students are completing a Diploma of Business.

In preparation for University entry, we had a large group of Year 12 students sit the Queensland Core Skills (QCS) test with 181 students filling the community hall for two days of testing. They were well prepared with the practice tests they had been working on through Year 11 and 12 and the wonderful breakfast supplied by the Student Council both mornings.

Once again, Cleveland High presented the Redlands Courses and Careers Expo at the new venue, Cleveland Showgrounds. This event has become an important part of not only the school calendar, but the community calendar as well. Schools and the general public throughout the district attend, gathering valuable information about work and study options. Thanks must go to Heather Booth, our school Industry Liaison Officer for the work she puts into organising this.
I would like to take this opportunity to thank the hard working Year Co-ordinators in the senior school – Alison Bowser (Year 10), Tim McKenney (Year 11) and Kym Whitfield (Year 12). We appreciate your time and efforts with our students.

We are also fortunate to have two very hardworking teacher aides in the Senior School who work with our students on an individual basis to assist them in successfully completing their assessment, providing some extra assistance when the going gets tough – Jacqui Boumford and Lisa Jones, we are very grateful for all that you do. Thanks must also go to our Senior School Guidance Office, Annie Schultz who assisted with the QTAC applications of all of our OP eligible students. It is definitely a team effort in the Senior School. I look forward to the challenges and rewards of 2017. Karen Abraham (Year 11 Deputy Principal)

Student Support Services

Ninety-eight students are supported through Student Support Services at Cleveland District State High School. A majority of these, with support from teachers and teacher aides, participate in the mainstream setting for all/most of their classes. A small percentage of these students participate in alternative classes that are taught by our special education teachers. These classes include Maths, English, Science, History, Geography and Independent Living Skills. Our experienced team of teachers and teacher aides support a high percentage of students within mainstream and alternate classes. Students who work in alternate classes have highly individualised programs and work towards an Individual Curriculum Plan (ICP).

Alternative subjects are offered to support students to participate in the Australian Curriculum at the students’ individual level. During one subject, Independent Living Skills (ILS), life skills such as budgeting, meal planning and preparation, friendship skills, travel training, etc. The students also have the opportunity to practice social skilling, communication with peers, social etiquette, friendship skills and self-regulation strategies.

Teachers use technology and hands on materials, such as interactive whiteboards, iPads and interactive websites to engage our students and help them participate as effectively as possible, in their learning process. Special education teachers are trained in various disability areas and provide the students with multiple strategies and adjustments to help them achieve the best result they can. Our teachers also case manage individual students which allows them to communicate between parents, mainstream teachers and teacher aides to best support and accommodate for student’s goals, achievements and behaviour plans. The Student Services Support staff provide lunchtime support and assistance for those students who may be overwhelmed or anxious during break times.

In the senior years, our students work towards a Personal Future Action Plan (PFAP) and are given opportunities to link to a Disability Employment Service (DES) and outside
agencies. The agencies continue post-school, to assist students to gain work experience, traineeships and employment. Various other organizations have also assisted us in providing work experience for any of our students who may be at risk of disengaging from formal education. Our senior students are currently on track to transition to the workforce or into further learning, after gaining an OP, a Queensland Certificate of Education (QCE) or Queensland Certificate of Individual Achievement (QCIA).

**Behaviour Support**
The Behaviour Support Teacher, working with the SSST, coordinates the recommended interventions for at risk students and provides individual support for students and classroom support in collaboration with classroom teachers. Programs are also offered to assist students to further develop their skills in areas such as: communication, conflict resolution; mediation; emotional intelligence; goal setting; and stress management.

The Behaviour Support teacher also works closely with community agencies such as INsync, to provide additional support for students. This year we have established a partnership with Traction Community Bike Build program. Traction is a community-based program which helps young people discover their talents, build self-belief and create their own positive and successful futures. In Semester 2, volunteer bike mentors assisted our students in this action-based learning environment. On completion of the 9 week program, students reported an increase in skills, confidence, positivity in outlook, and improvements in academic achievement at school. We look forward to building on this exciting partnership.

**Learning Support Services/Literacy and Numeracy**
The Literacy and Numeracy – Learning Support faculty continues to provide assistance for those students who have learning difficulties.

Our aim: To work collaboratively with mainstream teachers to plan and implement appropriate strategies to enable all students with learning difficulties to maximise their learning outcomes. Support provided may include: team teaching; program specific targeted intervention; advice regarding differentiation and scaffolding; individual student focus (in both academic and practical areas); small group work; examination administration; exemplar writing for specific units of work; student observations.

Fifty-six students from Years 7 to 9 are currently withdrawn from one academic subject to access support in the Learning Support Unit (LSU). Literacy and Numeracy – Learning Support staff, (five teachers and six Teacher Aides), enhanced by a team of 12 Volunteer Tutors, also assist in 183 mainstream lessons in a variety of capacities. Students in Years 10 to 12, who are studying English Communication and Prevocational Mathematics are currently supported by two of the teacher aides, who liaise with senior mainstream teachers and the students themselves, to tailor specific intervention whenever required. These teacher aides either work in the classrooms, or with individual/small groups of students in the library during non-timetabled periods.

All staff teaching in the LSU are focussing on: Signpost algorithms; deconstruction and rewriting of genres, (in relation to English assignment work); detailed reading of Maths assignments and a procedures guideline for all Maths concepts.
To enhance the Literacy and Numeracy skills of all students in Years 7, 8 and 9, an hour each week is dedicated to this goal. A continuum for both Literacy and Numeracy tasks for each year level, across each of the four terms, is now in place. Following the guidelines in these documents ensures that all concepts are covered at the appropriate stages of development. To support a differentiated approach where required, testing of basic skills (Oral Reading and Mental Arithmetic) is undertaken for all Year 7, 8 and 9 students. The results are available and the valuable data on this continuous standardized assessment, shows each student’s progress through their junior years. In addition, Progressive Assessment Testing (PAT), has been introduced for Mathematics and Comprehension. Many students were assessed using this standardised instrument in primary schools, thus using this same tool in high school as well, gives a more reliable indicator of individual progress.

All Year 7 students are getting close to completing the CARS (Comprehensive Assessment of Reading Strategies) and STARS (Strategies To Achieving Reading Success) Reading Comprehension program. This program involves focussing on 12 reading strategies which enhances understanding of all literary genres. It will be interesting to compare the PAT Comprehension results (testing mid-November) with those from the first test at the beginning of the year.

Three Year 7 classes have been involved in the Mentals Mastery program, as a targeted part of their Numeracy lessons, during Terms 2 and 3. Post testing of the mental arithmetic ability for these students, as well as all others in Years 7, 8 and 9 took place late in Term 3 and early in Term 4. The overall results are positive, as well as informative.

The Homework Centre, available to all students, is staffed, Monday to Thursday, in the Library, from 2.45 – 4.00, by the Literacy and Numeracy – Learning Support Team. Attendance each week, on average, is 100 students. Additionally, mainstream class teachers also make appointments with a particular student, or students, and meet them at the Homework Centre. These teachers then stay on and work with others. Students are given a healthy snack and a drink of water before commencing work. Staff are emailed each Friday, re attendance numbers and student names. Overall, a very productive initiative.

Nineteen staff, including mainstream and Learning Support teachers, have now completed the eight day Reading To Learn (R2L) professional development. Three Year 7 Maths teachers also completed the one day of Maths specific training. Staff involved in using R2L in their classrooms have collaborated in their staffrooms, regarding the planning of lessons and writing exemplars, specific to their individual year level requirements. The resulting documents, all downloaded into the R2L file on “G” drive, provide ideas for future reference. Staff consistently provide feedback on the strategies being actively used and the positive outcomes achieved. As a member of the South East Queensland R2L Team, the improvement in student writing has been monitored, evaluated and recorded during the year. A small group of students were selected from each class, nominated by an R2L teacher, and their work was marked, using the R2L marking procedure, at specific assessment points. This data, over the timeframe, was recorded and shared with the central database at Sydney University, therefore building up a larger “picture” of the benefits of the R2L strategies across Australia.
All of these initiatives have resulted in excellent performance by our Year 7 and 9 students on the 2016 NAPLAN tests.

Percentage of students achieving above National Minimum Standard (NMS) 2016:

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<thead>
<tr>
<th>Strand</th>
<th>Year 7</th>
<th>Year 9</th>
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<tbody>
<tr>
<td>Numeracy</td>
<td>99%</td>
<td>98%</td>
</tr>
<tr>
<td>Reading</td>
<td>98%</td>
<td>95%</td>
</tr>
<tr>
<td>Writing</td>
<td>95%</td>
<td>86%</td>
</tr>
<tr>
<td>Spelling</td>
<td>98%</td>
<td>95%</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>97%</td>
<td>90%</td>
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Students in Year 7 have achieved above both state and national Mean Scale Score (MSS) in all strands. Students in Year 9 have achieved above state and similar to national for all strands. Thank you to all the teachers and support staff at Cleveland High who assist our students to achieve their best.

Installing and implementing the Read and Write program is our newest initiative for Term 4 2016, into 2017. This program helps computer users independently improve their reading and writing skills. The school has purchased a license for both school and home access. Professional learning in the effective use of this program is currently being delivered to teachers, teacher aides and students. Parents will have the opportunity to learn more about Read and Write at the beginning of 2017.

**Aboriginal and Torres Strait Islander Support**

Well it has been a busy and exciting year with many successes to celebrate. As usual Multicultural Festival on the last day of the term 3 was a fantastic celebration of culture with Welcome to Country by Aunty Joan Hendriks followed by song man Josh Walker and our fantastic dance troupe dancing a selection of Quandamooka dances. Students enjoyed painting, beading and bush tukka.

Other events such as Close the Gap Day, Sorry Day, Reconciliation Week and NAIDOC Week were celebrated in a variety of ways. Displays in the library and activities about the meaning of the Aboriginal and Torres Strait Islander flags to name a few. Stars woven in the colours of the flags were donated to the One Million Stars Against Violence Project. In July we saw more stars in our midst with Preston Cockatoo-Collins, Jada Laurie and Emily Dufficy training with the Bangarra Dance Company, then dancing in the Creative Generations Concert at the Convention Centre. Their talent and dedication was exceptional.

Many of our students have also performed at various events in The Quandamooka Festival and we are looking forward to this opportunity again next year. Congratulations to Aimy Park. One of her art works was selected to be exhibited in the Creative Generation Excellence Exhibition at Redlands Art Gallery. In the June/July holidays Cheyenne Doyle proudly represented the school on the CDSHS Chaplaincy’s biennial tour to Vanuatu, establishing libraries in remote communities.
Preston Cockatoo Collins and Kendelle Satour were the Cleveland High representatives at the South East Queensland Schools Constitutional Convention for Aboriginal and Torres Strait Islander students at Parliament House in October.

Our students have performed well in the sports arena, making finals in their various sports and representing the school at District Athletics and Swimming. These outstanding achievements will be celebrated at the Sports Awards evening.

In the academic and citizenship arena there have been many successes. Many of our students have earned merit and excellence awards. Most of our Year 11 students were awarded a Queensland Aboriginal and Torres Strait Islander Fund scholarship in recognition of good attendance, behaviour and outstanding academic results. We congratulate recipients of the Year 12 scholarships who will soon graduate with a Queensland Certificate of Education. Well done to our senior students who have also completed their school based traineeships and apprenticeships in a variety of fields.

Over 90% school attendance was recognised with awards presented by Jharal Yow Yeh, as part of the Beyond Broncos Redlands Girls’ Academy Mentoring Program. In semester 2 we welcomed Angela Johnston who supports our students three days a week as Liaison Officer for this program. Various workshops presented by Scott Prince and Bo de la Cruz have been well received.

Successful partnerships with other organisations such as: the Yulu Burri Ba Health Services; the Institute of Urban Health; Minjerribah Moorgumpin Elders In Council Aboriginal Corporation; and Cooee Elders, have continued to provide wonderful support, enriching the schooling of our students.

Thanks to our support staff, Wendy Ingram, Jasmin Stephenson and Jason Kitchener. We continue to work together with staff, students, parents and community through the Moving Together cluster and our EATSIPs (Embedding Aboriginal and Torres Strait Islander Perspectives) Committee and in other forums to ensure the best educational outcomes for our students. We look forward to continuing to celebrate successes in 2017.

**Industrial Design and Technology**

2016 has been another busy year for the Technology Department with lots to look back on with pride. This year we welcomed back Susannah Allan from maternity leave to our team of Alison Bowser, Brian Brennan, Clare Cosovan, James Elcock, Damien McKenzie, Debbie Newitt, Kym Whitfield and Chad Wooding. Gerard Marsh and Andrea Cameron-Smith also taught subjects within our subject area.

The end of 2015 was busy planning and writing work programs to suit the new suite of syllabuses in the manufacturing area. For IDT, this meant Engineering, Building and Construction, Furnishing and Industrial Graphics. It was a great team effort to get all these written and subsequently all approved on their first attempt. Lots of good work has been going this year putting those plans into action. Special thanks to the following staff for taking the lead with the following subjects: Chad Wooding – Engineering, Damien McKenzie – Building & Construction, Clare Cosovan – Furnishing. Industrial Graphics is brand new to our school in 2016 (not just a revised program) and I would like to acknowledge Susannah
Allan for the tireless work she has committed in setting up and delivering a quality program in the subject’s first year in the senior school.

Also in late 2015 a new laser cutter was commissioned and tested. Across 2016 it has been used extensively across almost all subjects, but predominately Technology Studies.

February saw our senior Graphics and Technology Studies students attend the Gold Coast campus of Griffith University and the Queensland College of Art. Students attended two workshops of their choice as well as getting an insight into the day to day of university life. The workshops students selected were: 3D Printing, Architectural Drawing, AutoCAD, Adobe Illustrator and Adobe InDesign. The workshops were run by current professionals in the industry, so it was a great experience for students to talk with design practitioners about their work. The day was a success and the IDT department will be looking to run a similar day in 2017, along with including other experience days at the Queensland University of Technology and the University of Queensland.

Industrial Graphics was delivered in Year 11 for the first time this year, and the previous Year 10 program rewritten to match the new QCAA senior syllabus. Students have expanded upon their knowledge and skill set of CAD/3D modelling using industry standard software. These applied skills contributed with an in-depth investigation of industry practice and processes will continue to create a well-rounded student who can utilise their knowledge and skills in a variety of drafting career outcomes. The two classes have been involved with some interesting projects that also allow students to manufacture objects from their own drawings.

Year 9 Graphics classes have enjoyed their first opportunity in the subject. They have been developing foundation skills in the design process, sketching and CAD skills. Among the best sketches in the cohort are Lily Farr, Ethan Williams and Mai Naito.

In 2016, Year 10 Graphics students have experienced a flipped classroom format utilising an online classroom ‘The Learning Place’. Students are able to access software tutorials and design theory at home to equip them with the knowledge and skillset required for their assessment. This has allowed students to apply further understanding during contact time during class and allows more time to develop better assignment outcomes.

Year 11 Graphics has been involved with a QCAA external assessment trial. Students responded to this unit and subsequent assessment task very well and produced a high standard of work. Alissa Nowak and Jacob Hawkins are both students that have produced excellent work this year and have embraced both the sketching and CAD elements of the subject.

The Year 10 Furnishings class have a very strong group of students this year with a good percentage of the class in the VHA category. Of this group, Ryan Jamieson and Lucas Spiropoulos have shown great interest in the subject and we look forward to their achievements in the subject as they progress through the school.
Year 11 Furnishings have been busy this year working through the new QCAA Syllabus. Corey Adams has worked hard to achieve a very high standard in his practical work. His enthusiasm is contagious, encouraging other students to improve their work also.

Year 12 Furnishings have not only completed their coursework, but have been involved in additional community work. The class have hosted three international tours where Cleveland students guided our visitors from Japan and Taiwan through hands on activities in the workshop. The class has also built dartboard cabinets for a community group in Boonah that are an excellent display of the high standard of work produced by our students. I would like to thank Mr Brian Brennan for organising these opportunities for the class.

The Year 10 Building and Construction class have completed some good work this year that will set them up well for the senior course. Students of note are Ryan Jamieson, Reed Hoare, Samuel Turnbull and Brandon Coimbra who take great care in their work, and will make great apprentices should they choose that pathway.

The Year 9 Technology Metal classes have enjoyed experimenting with a wide variety of materials and used their newfound knowledge in hand tools and machinery to produce some amazing results for their projects. One of the favourite pieces of equipment among the students is the metal lathe as they have learnt how to turn a piece of ordinary steel hex bar into a functioning part for their recently completed hacksaws. Workshop time looks and sounds productive with students conducting themselves in a safe and supportive atmosphere.

The Year 11 and 12 Engineering classes have been hard at work producing a range of products with the excellent facilities in our senior workshop. Our engineering students are often very motivated by the real world products they make and the skills they develop along the way. Many of these students will be well placed to secure an apprenticeship or job when they leave Cleveland due to the high quality training they have received in the subject. In the Year 12 class, Thomas Kennington has shown particular skill in this area.

Home Economics subject area
The Year 9 Food and Design Technology have been working on mix of textiles and kitchen based activities. The textiles results have been particularly pleasing. As most of the class had never sewn before, the student’s motivation, effort and resulting practical work has been truly inspiring. In the kitchen, students planned and created Designer Muffins complete with creative packaging ready for sale.

Year 9 Practical cookery students have excelled themselves in creating some wonderful dishes this year. Our “Let’s have a Party” unit once again saw students create amazing themed birthday cakes. Piñata cakes have been particularly popular this year, with Kayla McKenzie making a four tiered Rainbow Piñata Cake. Special mentions to Abbey Taylor who created an amazing Pink Flamingo cake and Jessie Willis for her Butterfly Cake. Jessie also created a wonderful Honey Sesame Chicken meal with very professional packaging for her “Food in the Fast Lane” assessment. Zac Trewheellar’s home-style Macaroni Cheese Bake is also worthy of a mention. Zac also created outstanding packaging for his product.

Students in Year 10 Home Economics have been feeding the Australian Family by planning and preparing a two course evening meal in 70 minutes, and learning how our food habits
have been influenced by the many different cultures that have made Australia home. Dragana Matic’s Chicken, Chickpea and Avocado salad and Chocolate Brownie dessert were beautifully prepared and presented, while Jessica McMahon’s Cheesy Vegetable and Bacon parcels made the mouth water. The ‘Creating with Textiles’ unit saw students work hard to create a pair of summer PJs and a patchwork item for their bedroom.

In the textiles unit of Year 11 Home Economics, students were challenged with making an educational toy using textiles and design. Ashlee Taylor’s ‘Let’s Go Shopping’ toy provided lots of fun and educational stimulus, while Haylee Muller excelled with her Activity Cube that provided hours of fun and new skills to learn. Well done girls.

The Year 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, wall hangings, throw rugs, curtains to doona covers. Casey Willis, Hannah Thorlsey, Mollie Buckley, Aimy Park and Georgia Suffolk are to be commended on the quality of the products they designed and created. In our Food and Nutrition unit, students prepared a new product to add to the current canteen 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. Casey Willis, Georgia Suffolk, Mollie Buckley and Natalie Eagle all produced and presented canteen products of a very high standard. Well done.

Year 10 Hospitality students have created dishes from appetisers to desserts and after dinner treats, with a focus on producing quantities for an event. Special mention to the following students for the effort they put into their planning and presentation of their meals. Well done: Emalee Bruce, Heather Porter, Sara Hanagan, Yasmin Mooring and Grace Tobin. In Term 3 the class studied food from around the world. The task was to run a market type stall at multi-cultural day. Students have embraced this task and shown a great deal of enthusiasm when planning and trialling their products. The winning group for this year is Jordi Moormann, Jake Payne and Javas Walton who will showcase Vietnamese fried rice at multicultural day. These students will lead the class in organising and producing the food for multicultural day.

The Year 11 Hospitality students have been very busy improving their practical skills creating a number of sweet and savoury dishes. The Year 11 Hospitality class is responsible for running the catering ventures for school functions. Students have showcased their food and beverage skills at a range of school functions this year including the welcome BBQ, Badge Ceremony, Anzac Day, CIS Presentation and Presentation Night. The class also ran a very successful Sandwich venture during Semester 1 Exam block, creating a range of tasty, made to order sandwiches for staff. Students are now honing their coffee skills for their end of year Coffee Shop.

The main highlight for Year 12 Hospitality was planning and preparing a three course meal for staff and parents. The parents and staff really enjoyed the meals and the students worked really well as a team and gained great satisfaction from planning and delivering a successful function from start to finish.
Year 10 Early Childhood gives students an insight into what to expect when working in the childcare industry. Students have enjoyed working on the assessment piece where they chose a story that children could relate to in everyday life. Students visited the Cleveland library to choose their books and worked closely with our Librarian to develop strategies for reading to young children. Students also produced an activity to go with their story and implemented this with small groups in the class. This has been a valuable experience and one they will be able to refer back to next year when they work with local child care centres to trial activities. The maturity and dedication shown by this class is truly commendable.

This year has seen the introduction of Early Childhood in Year 11. Students have studied all areas of development in children and have particularly enjoyed focusing on producing literacy and numeracy activities for 3-4 year olds. Students have produced a range of different activities and are currently looking forward to trialling their activities with students from local day care centres. Special mention must go to Michelle Meadows, Lauren Hodges and Leah Smith who are also completing traineeships: this involves completing a Certificate III in Children’s Services with a local RTO and a considerable amount of work experience in a local day care centre.

Chaplaincy
Cleveland High Chaplaincy has continued to serve the community at Cleveland High. Chappy Neale (4 days per week) has now been at the school 15 years, and Chappy Heather (2 days per week) has been at the school three years. 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 connect with other students. 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. The purpose of this committee is to develop leadership skills and encourage students to make a difference in our wider world. The Committee has certainly achieved this during the 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, and Canteen’s Bandanna Day. They also ran a sock drive, collecting socks for the homeless in Brisbane.
- “Girl’s Only” (a group of 20 Year 8 and 9 students) meets every Tuesday afternoon. This group focuses on life skills such as self-esteem, self-care, stress management, managing emotions and dealing with conflict.
• Vanuatu Gift Shoe Boxes. Students and staff participated in the shoe box appeal, providing gift boxes for children in Vanuatu. These were distributed when Chappy Neale took a team of students and staff to Vanuatu in the July holidays. This was a great success, with many happy faces from children when they opened their gift.

• Chaplaincy week, including Live ‘Angry Birds’ Game, Global Treasure Hunt, Minute to Win It Games, Painting for our sister school in Vanuatu, 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 students address their fears and questions about High School. It also allows us to be a friendly face for students coming to Cleveland. This is a continuing success, 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 Spin-Off Gym Bike Challenge.

We would 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 Spin-Off, in order to raise funds for Chaplaincy.

We would also like to thank the P&C, many local businesses and churches and dozens of individual donors and volunteers 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.

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

2016 Vanuatu Mission Trip – 10th Anniversary

Wonderful friendships, fantastic experiences and great team spirit were some of the highlights of the 2016 Vanuatu Mission Trip – all while making a big impact in three villages.

For months before we left, we collected books, shelving and resources. We held a ‘Book Sort Day’ and sorted many thousands of donated books into categories ready for different libraries. These were packed into a container and shipped to Vanuatu.

Heading to Vanuatu over the winter break was no holiday for our team of 16 staff and students! In Santo, they worked hard, installing libraries in two schools, upgrading four kindies and distributing over 200 gift boxes. For a week they became part of the local Fanafo and Tiasia communities and built special friendships. They washed their clothes in the local river, ate traditional food, slept in a classroom and played games with the children every day. At the hand-over ceremonies, the teachers expressed their overwhelming thanks to Cleveland High and our local community for answering their desperate requests for a school library.
The team then spent two days with home stay families from our Sister School in Pango, Efate. They were made to feel like part of the families they visited. Pango Centre School went to a huge effort to celebrate 10 years of building relationships between the schools by organising an official ceremony where they expressed their appreciation for the relationship that has built up over the past ten years. This was followed by a huge banquet and music night. Each class put on a musical item full of energy, excitement and enthusiasm. It was a fitting celebration.

For the final two days of the trip, the team were able to enjoy some well-deserved tourist time snorkelling at Hideaway Island, visiting The Mele Cascades and shopping at the Mama’s Markets.

The team would like to say a massive thank you to everyone who contributed towards the success of the 2016 Vanuatu Mission Trip. Tanku tumas!

**Council of International Schools (CIS)**

On Tuesday 6 September we were delighted to officially accept re-accreditation with the Council of International Schools (CIS). We were very fortunate to have Jane Larsson Executive Director of CIS and Ray Davis Schools Evaluation and Support Officer CIS to come to the school to present the official plaque to our school community represented by our Principal Paul Bancroft, our School Council Chair Grahame Young and our student leaders. The ceremony was conducted on Senior Assembly led by our masters of ceremony, Elizabeth Hopper and Rebekah Reed. Special mention must be made of the Senior Choir, conducted by Mrs Purnell, who sang so beautifully.

Re-accreditation is an important milestone in the life of Cleveland District State High School. This marks 10 years as an accredited international school and the culmination of a rigorous self-study and a successful accreditation team visit. This reaffirms our commitment to continuous school improvement (Kaisan). It also means that we commit our students to being lifelong learners who care about each other (Ubuntu) and the world in which they live. Our graduates will be global citizens with the skills and attributes to be ‘always worthy’ and prepared to meet the future. Our students will have the habits of successful leaners and have fun (Neoteny).

Council of International Schools’ membership has resulted in a growing emphasis on global citizenship and we are extremely proud of this aspect of school improvement. In 2016 we have documented how we are embedding global pillars in our curriculum. The global pillars are: interdependence and globalisation, identity and cultural diversity, social justice and human rights, peace building and conflict resolution and sustainable futures. The High
Resolves program in Years 7 – 9 builds on these global pillars, especially the in-depth leadership program in Year 9. We continue to foster relationships with schools around the world and broaden our students’ horizons. The introduction of the International Baccalaureate Diploma Program in the senior phase demonstrates our commitment to quality global education and delivering multiple pathways for our students to achieve their very best. The State Showcase Awards in excellence in Schools will see Cleveland acknowledged as a leader in global education.

Cleveland High’s growing success across all quantitative and qualitative measures can be linked back to Council of International Schools’ accreditation. It is great to be part of a world class school. We have measured ourselves against international standards and we can be proud as a community of our school. Congratulations all.

Debating
2016 has been a fantastic year for debating at Cleveland District State High School. Each year, students enter the Queensland Debating Union Secondary School Competition, where they compete in a series of planned and short preparation debates against other schools in the region. All debates are held out of school hours, and students put in a considerable amount of time and effort to write and rehearse these debates.

Year 11 Team
Gemma Price, Naomi Burgess, Lawrence Grieve, Sebastian Doyle.
Coached by Alice Elwell.

Year 10 Team
Sarah Elliott, Sarah Ferguson, Jamie Horay, Alexandra Marks.
Coached by Nooshin Ansari.

Year 8/9 Team
Tess Conaghan, Hannah Barker, Rachael Elliott, Erin Main, Jordan Dunstone, Joweni Sweet.
Coached by Laura Potaka.

Year 7 Team
Coached by Alice Elwell and Laura Potaka.

This year we have entered the Junior Secondary School competition for the first time, with our very first Year 7 team making a strong debut. They conducted themselves with professionalism and impressed many adjudicators with their well-researched and well-constructed arguments. Although they were unsuccessful in the first round of the competition, they swept to victory in the second round, with a very convincing win. The Junior Secondary competition is continuing into Term 4 and our students are hard at work practising their arguments.

Our year 8/9 team are a passionate group who bring a positive attitude to every debate. The team worked incredibly hard, spending many lunch times researching and crafting strong arguments. They won two out of four debates in the first round of the competition, and although they were unable to progress to the next round of the competition they have earned valuable experience which will help them next year.
Year 10 featured some students who were new to debating and others who had debated in the past but were keen to return. These students worked tirelessly with their coach to prepare strong arguments on a range of challenging topics. Their hard work paid off with a well-earned win in their final debate. These students are to be commended for their persistence and dedication to debating despite their many academic commitments.

Year 11 had an extremely impressive run, winning all four of their debates in the first round of the competition for the second year in a row which is a record for our school. They met weekly and worked tirelessly to craft interesting and passionate arguments that were difficult to rebut. Unfortunately, they were narrowly defeated in the finals series. This team has shown an extraordinary commitment to debating, and their record-breaking winning streak will be very difficult to beat.

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 three 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.

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 2017 competition.

Gifted and Talented
The Gifted and Talented programme continues to gain strength at Cleveland District State High School. Our programme is centred on three key concepts: identification, the Ignite programme and extra-curricular activities. The Ignite programme caters to the top 9% of the junior school and is in its second year after being launched in 2015. Ignite is founded on theoretical research on giftedness and aims to provide high-performing students with opportunities to extend themselves. Students in grades seven, eight and nine invited to join in the programme participated in a series of exciting after-school workshops, excursions and information evenings.

The workshops were centred on broad themes including: What are the ‘big’ questions? What are the limits of artificial intelligence? Why do societies need government? Students participated in a range of activities including group challenges, philosophical role play, building challenges, creativity challenges, inductive reasoning activities and many more. Students learnt about non-Googleable questions, Hobbes and Rousseau’s theories of the social contract and the ‘uncanny valley’ of robot design. These high-energy workshops provided students with the opportunity to learn new skills, collaborate and to have fun exploring exciting concepts.

In Term 2, students were invited to attend an Ignite Careers Night, where professionals from the community spoke to students about their careers. The students were treated to passionate talks by a psychologist, lawyer, video game designer, stem cell researcher, architect and a content manager for a marketing firm. This evening provided students with insight into the day-to-day lives of high-performing careers in a range of professions.
Ignite provided students the opportunity to attend two excursions: the World Science Fair and the Brisbane Writers Festival. At the World Science Festival, students witnessed turtles being hatched live before attending a talk on the study of comets. This fascinating panel discussion featured a range of perspectives, with a geologist, engineer and a scientist sharing their views on the trials and tribulations of landing a probe on a comet. At the Brisbane Writers Festival excursion students were treated to talks by authors David Levithan, Meg Rosoff and Jaclyn Moriarty. Students were entertained by their witty anecdotes, readings from their books and insightful writing advice.

In addition to the Ignite programme, the Gifted and Talented programme partnered with the library to celebrate Book Week with this year’s theme being, “Australia, Story Country”. Altogether, over four hundred students from Years 7 to 9 were invited to participate in workshops presented by celebrated Australian author, Simon Higgins. An Ambassador for Asia Literacy by the Australian government's Asia Education Foundation, Simon shared his experiences as a successful author of Asian-inspired historical adventure fiction that features the exploits of ninjas and ancient warriors. The students were spellbound with his authentic stories of adventure and gleaned masses of expert knowledge on how to write a story that captivates the viewer. Our Cleveland District State High School Creative Writing Alliance authors were invited to lunch with Simon to spend time discussing their favourite books, projects they were working on and how to get started as an author.

Students at Cleveland District State High are also able to participate in a range of extra-curricular activities designed to complement their curriculum studies. Academic extra-curricular activities that students have been involved with include the Rostrum Voice of Youth Competition, Queensland Debating Union Secondary School competition, Australian Mathematics Competition, Royal Geography Society Geography Competition, Premier’s Reading Challenge and the High Resolves programme. Participation in these activities helps students to improve their teamwork skills, problem-solving abilities, time management and critical and creative thinking.

2016 has been a fantastic year for the Gifted and Talented programme. There are many opportunities for our students and we are looking forward to the continuing growth of our programme.

**Guidance and Counselling Service**
Guidance Officers in State schools are experienced teachers who have undertaken postgraduate studies and specialist training in guidance and counselling.

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 7, 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. Opportunities to explore a range of post-school career and training options have been provided to the students throughout the year.

This year the Guidance Officers subscribed to a careers service, which provides a newsletter with updates on careers news and events. The Guidance Officer has emailed the newsletter to every student’s school email address so that students are kept well informed about career news. The newsletter has been very popular with students, with many students contacting the Guidance Officer to follow-up on newsletter information.

The school hosted an event for R U OK day. Based on the idea that a conversation can change a life, students from Year 10 dressed in yellow and handed out cards with messages and strategies to help students connect with others. Feedback from the day was very positive.

Mental Health Week was promoted this year through guest speakers and festive activities. These were designed to connect and celebrate our safe, supportive school community. Staff and students engaged with the week’s events.

Parents, carers, students and staff are always welcome to contact the Guidance Officers regarding any issue or concern, or to celebrate achievements or obtain information or advice.

**International Baccalaureate**
The International Baccalaureate Diploma Program is a very prestigious, university preparation program offered to students in Years 11 and 12 around the world. As part of our commitment to global education and preparing our students to be active participants in the
world around them, we have been preparing our staff and our resources for the rigorous accreditation process which would allow us to be classified as an IB World School. In May this year, a team of international educators came to us with a rigorous set of standards by which they would measure our curriculum, resources, management and staff training to see if we had met the benchmark in high quality education that typifies an IB school. I am very pleased to report that the team were in awe of the commitment and dedication of our staff, glowing in their praise of our Year 10 IB Preparatory students, and highly impressed with the resources and learning experiences we offer our students.

At Cleveland High, the IB journey starts with a preparatory year in Year 10 and our IB students are already on track to achieve great things. Part of the IB program looks at service learning and requires the students to reflect and act on ways that they can help others and their environment. They are already working on creating mentoring programs for next year’s IB students, fundraising for Chaplaincy projects, Relay for Life and other worthwhile causes.

These students are extremely motivated learners and keen to make a difference in the world around them. An example of this is Mr Gauthier’s Year 10 IB Environmental Systems and Societies class who skyped with Anita Nedosyko from Flinders University in Adelaide. The students learned about the university’s new campaign, Saving Nemo which aims to inform the wider public of the issues surrounding collection of marine fish (including nemo and dory) from the reef (http://www.savingnemo.org/). The students learned about the animal husbandry requirements of clown fish as our school will be the first high school in Australia to take part in the Saving Nemo campaign, to successfully breed captive clownfish to provide them to fish stores preventing the need to collect wild clown fish. We are pleased to announce that our first Clown Fish joined the CDSHS family on Tuesday 25 October.

Academically, our IB students are also making an impression across faculty areas. Connor Martinuzzo has been successful in receiving a placement on the 2016 STEM Student Study Tour to Japan from 4 December to 17 December. This pilot program has been organised by the Department of Education and Training in collaboration with the Hiroshima Prefectural Board of Education and Kyoto Prefectural Board of Education to provide an offshore opportunity to high-performing Year 10 students who are currently studying Japanese and at least one STEM subject. Connor is 1 of 10 recipients from the state.
Congratulations also to Jamie Horay who received 3rd place in the Queensland Music Festival Composing Competition ‘Score It’. Jamie competed against 84 entries and the Head of the Conservatorium judged the state wide competition.

Additionally, we would like to congratulate Alexandra Marks, who was been selected to participate in this year’s STEM student study tour to Taiwan in September. Alexandra studies Biology and Chinese as part of the IB program and was selected from applicants from throughout Queensland. Alexandra had the opportunity to participate in real world examples of the importance of STEM and partnerships between schools and industry, as well as attending a high school in New Taipei City.

Our IB students are a very talented and hard working group of students who embody the IB Learner Profile – Inquirers, Knowledgeable, Thinkers, Communicators, Principled, Open-minded, Caring, Risk-takers, Balanced and Reflective. They are very well supported by staff who have undertaken extra training to be qualified to deliver the IB curriculum. We look forward to 2017 with our new IB learners entering Year 10 and the continuing success of our Year 11 cohort.

International Student Program – Jan Laing
Cleveland District State High School community has now been hosting International students for over twenty years. The program has grown from just one or two visiting students a year to over eighty students in 2016 from countries including: Brazil, Switzerland, India, Norway, the Netherlands, Spain, Taiwan, China, Japan, Mexico, Austria, Italy, the Philippines, Thailand and Germany. Already there is an indication that numbers for 2017 will be substantially higher.

In 2016 Cleveland hosted visiting education agents from Brazil, Hong Kong, Taiwan, China, Japan, Korea, Vietnam, Thailand, India, Malaysia and Indonesia.

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 2016 we hosted student groups from Japan, Taiwan and China. The school community, especially students of Japanese and Mandarin, guided by their teachers, excelled themselves as 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 reciprocal 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 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 responsibility for the welfare of students far from 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 we 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 Senior and Junior Leaders and all representatives have once made an outstanding contribution to the school. It has been a privilege to work with this group of dedicated students. The Senior Executive consisted of Elizabeth Hopper as Student Council President, Rebekah Reed as Executive Officer, Olivia Well as Public Relations Officer. The Junior leaders were Hannah Barker, James D’Arcy, Nathalie Hannay and Julian Lilly-Howe.

Throughout the year the Student Council organised a range of fundraising activities which raised money to benefit our school and the wider community. The year started with a stall at the Swimming carnival where we sold Interschool Sporting merchandise and icy cups. Then we organised roses for Valentine’s Day and conducted the Easter Raffle. We held our
famous Aussie Barbeque and drinks stall at the Athletics and Cross Country Carnivals and the Multi-Cultural Festival.

We hosted Shave for Cure which turned out to be our biggest fundraiser, with eight students having their heads shaved for this fantastic cause. Our thanks goes to Jacob Bonner, Ruth Nicholls, Dylan Roberts, Raymond Stewart, Lawton Hare, Conrad Prior, Christine Bloxham and Piper Konias for being so brave and participating in this worthy cause. We also organised a Breast Cancer Fundraiser which included a Gold Coin Day and BBQ.

Throughout the year we also fundraised and assisted other school committees such as the Formal Committee, Vietnam tour and Chaplaincy. Community organisations also received donations including the Special Christmas Appeal, World’s Greatest Cure, Jeans for Genes Foundation, Bentham Foundation, Redkite and RSL (ANZAC day and Legacy).

The Student Council and representatives marched in the ANZAC Day Parade in Cleveland. We had representatives at both the Dawn and Day services. It has been amazing year working with this wonderful team.

Multicultural Festival Report
On the final day of Term 3, staff and students gathered to celebrate multiculturalism at Cleveland District State High School. As evidenced by the introduction presented by Mr Shane Mason and Mr Grant Mitchell (Deputy Principals), CDSHS is a proudly multicultural school, with a vast range of representation from countries and cultures all over the world. The day featured an incredible array of activities and food which represented many of our connections to these countries and cultures.

The school was pleased to welcome some special participants to the Multicultural Festival this year, including Amnesty International and LIVIN’, a charity related to mental health. We were also honoured by the attendance of Indonesian Vice-Education Minister, Pak Wahono. Year 9 High Resolves students presented a range of activities to promote social inclusion, including a series of activities and a pledge tree.

Multicultural Festival featured a wide variety of performances. In the first session, as is traditional, Dr Aunty Joan Hendricks was an honoured guest for Welcome to Country. This was followed by the national anthem, performed by the Dunwich preppies, and an Indigenous music and dance performance featuring Josh Walker and Tyrone Costelloe, along with staff and students from Cleveland DSHS. We were also very pleased to have a spectacular Indonesian performance, with Vila (13 years old) from Indooroopilly State High School and Vasha (11 years old) from Ironside State Primary School performing the ‘Peacock’ dance, a traditional dance originally from West Java, Indonesia.

Parade of Nations has become a signature part of Multicultural Festival. This year, First Nation, Germany, India, Canada, South Africa, France, Poland, Japan, China, Vanuatu, Scotland, Italy and Brazil were represented. It takes significant planning and effort to participate in the Parade, so congratulations to all entrants.

In the second performance session, CDSHS showcased some of our brightest talent, with a Lion Dance, Latin Dance (featuring Dr and Mrs Salmon), Year 7 Dance Team performance,
solo performance by Year 12 student Josh Aldred, and a Shakespeare performance by Billy Summers. During Cleveland’s Got Talent in the afternoon session, students were enthusiastically supported as they presented a wide variety of performances.

Mr Watson and Mrs McConnell would like to thank the hard working Multicultural Committee for an enormous effort in putting the day together, and everyone who participated on the day for contributing to a wonderful Festival.

Year 10

2016 has been a challenging and rewarding year for our Year 10 cohort. Students have achieved great success in managing their first year as part of the senior school. As members of the senior school, they have been encouraged to be independent with their study to ensure future success. Our Year 10 students have also been provided with opportunities to take on more active roles within the school and wider community that allow them to further grow as individuals and young adults.

An integral part of the Year 10 program is Senior Study Skills, which provides students with practical skills that encourage success in Years 11 and 12. Time management, research and note taking, stress management and job interview skills are just a few of the topics covered this year. In addition to these topics, students have also had the opportunity to learn the vital skill of CPR.

2016 has seen a new and exciting addition to the Senior Study Skills program. In conjunction with Livin and Queensland Health, we have been privileged to present to our Year 10 cohort a three week course in teen Mental Health First Aid. This initiative has been part of the Cleveland Project, co-ordinated by Mr Tim McKennariey, and aims to remove the stigma associated with mental health issues by encouraging students to start a conversation with those they are close to, and provide strategies for seeking help. We are so pleased that at the time of writing, approximately 75% of Year 10 students have completed the course.

In compliance with the Queensland Government’s “learning or earning” initiative, which aims to encourage young people to stay in learning and achieve better educational outcomes, Sam Porteous (Year 10 Deputy Principal) and Senior Studies teachers have worked closely with Year 10 students to develop Senior Education and Training (SET) Plans for each student. The Senior Education Framework has enabled Year 10 students to select subjects that closely align with subjects offered in Years 11 and 12. This has made the SET planning process more effective as it has allowed students to trial subjects in Year 10, thereby creating a seamless transition into Year 11 and putting them on the right path to achieving their Queensland Certificate of Education.

Thanks must go to the Rotary Club of Cleveland who generously sponsored Kate Gibson, David Samson, Jacinta Barrett and Emma Muller to attend the Rotary Youth Program of Enrichment (RYPEN) camps this year. The camps provide a wonderful opportunity for students to improve their self-awareness and leadership skills and develop an understanding of the diversity that exists in society, enabling students to realise their own and others full potential.
As Year Co-ordinator, it has been my pleasure to see the maturity and confidence growing in our Year 10 students this year. They have represented themselves, their families and their school in an exemplary fashion in the fields of academia, sport, culture and citizenship.

This report would not be complete without a special thank you to Mr Sam Porteous, Year 10 Deputy Principal for the care and guidance he has offered the Year 10 students to ensure they reach their full potential. It has been a privilege and a pleasure to work with you. I look forward to watching our Year 10 students of 2016 enter Year 11 with confidence and enthusiasm, ready to take on the challenges of their final years of school.

**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 2016 cohort take this in their stride and achieve great success. For some, the transition to Year 11 has been relatively straightforward and is testament to the great work we are doing in Year 10 at Cleveland District State High School with regard to our Senior Phase of Learning. 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 2017.

Naomi Burgess (School Captain), Emma Cutler (School Captain), Seb Doyle (Student Council Executive Officer), Lawrence Grieve (School Captain), Gemma Price (School Captain), Michael Putt (Student Council President), Jaime Taylor (Student Council Public Relations Officer) and Jolly Xu (International Student Liaison Officer).

These students will be involved in a variety of leadership conferences and courses toward the end of the year and in early 2017 to further develop and refine their leadership qualities. Selection for students wishing to be Sports House Captains and Year 8 Representatives in 2017 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.

A number of students from Year 11 played a pivotal role in CDSHS’s successful sporting year. Cleveland District SHS finished second in both the Bayside District Cross Country and Track and Field Carnivals, and we provided numerous Bayside and Metro Region Champion
Premiers. Our Year 11 cohort have contributed significantly to the reputation of this school as being the Bayside Champion School.

This year, the Year 11 Leadership Program will be held 23 – 25th November. The aim of the program is to prepare all senior students for the leadership responsibilities we place on them as Senior Students in 2017 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. In addition, Paul Stanley from the Matthew Stanley Foundation will address the students regarding the issues surrounding violence, in particular that One Punch Can Kill. Also, Sam Webb and Casey Lyons from the Charity Organization “Livin” will present their message in relation to mental health and youth suicide, specifically that “it ain’t weak to speak!” Jason Fiddes (NRL State of Mind Queensland Coordinator and CDSHS Old Boy) will present a session on goal setting.

In 2017, 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 2017 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 2016 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 2016 Student Leaders: Asha Mortel, Madeline Lilly-Howe, Matthew Hodgson, Neah Rose Salton, Elizabeth Hopper, Rebekah Reed and Olivia Wells. These students should be acknowledged for their achievements both in the school and for their representation of the school in the wider community. This was a huge undertaking and these students should be exceptionally proud of their efforts. Our Senior Leaders have also given considerable personal time raising awareness for “school community and camaraderie through the yLead project and fundraising through the Student Council.

As well as the seven 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, Senior students agree to uphold the
reputation of Cleveland District State High School both within the school and in the wider community.

The Seniors of 2016 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, Grand View Jazz Evening 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 15 November. The students look forward to celebrating not only their achievements during 2016 but the completion of their schooling years. This will be followed by a BBQ at the Cleveland Pool on November 16. The end of year activities will culminate when the students will be farewelled at their Graduation Ceremony in the Community Hall on November 17; 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 2016 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 2016 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:
The purpose of the SBYHN program is to promote positive health outcomes for young people through delivery of accessible, appropriate and culturally respectful Primary health Care Services in the State Secondary school setting. This service provides the opportunity for young people, their parents, carers and members of the school community to access a health professional in the school setting for matters relating to the health and wellbeing of young people.

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.

The University of the Third Age
U3A is an international organization which started in France at the Faculty of Social Sciences, Toulouse in 1978. U3A Redlands District was established in 1998 and continues to provide academic, cultural, physical and recreational activities for retired and semi-retired people in our community. Currently there are over 100 volunteer Tutors and Activities Coordinators, all experienced in their field, who provide more than 100 courses to 1750 members each week.