



# Cleveland District State High School

# ANNUAL REPORT

# 2018

Queensland State School Reporting

*Every student succeeding*

*State Schools Strategy*  
Department of Education



**Queensland**  
Government

## Contact information

<b>Postal address</b>	PO Box 808 Cleveland 4163
<b>Phone</b>	(07) 3824 9222
<b>Fax</b>	(07) 3824 9200
<b>Email</b>	principal@clevelanddistrictshs.eq.edu.au
<b>Webpages</b>	Additional information about Queensland state schools is located on: <ul style="list-style-type: none"><li>• the <a href="#">My School</a> website</li><li>• the <a href="#">Queensland Government data</a> website</li><li>• the Queensland Government <a href="#">schools directory</a> website.</li></ul>
<b>Contact person</b>	Tracey Hopper (Acting Principal)

## From the Principal

### School overview

This report should be read in conjunction with our Operational Plan 2018 which details our specific planning for the year, and the Presentation Night Program 2018, which highlights our achievements for 2018 and may be found on our website.

In 2004, Cleveland High was identified as a high achieving school that would be suited to apply for international accreditation with the Council of International Schools (CIS). In 2006, after a rigorous self-study and an accreditation visit by 15 local, interstate and overseas educators, Cleveland was accredited. This commenced a journey of school improvement and commitment to global citizenship that has positioned Cleveland High as the school of choice in our local community.

In 2016, we were fully re-accredited with CIS and achieved accreditation to deliver the International Baccalaureate Diploma Program (IBDP). Our commitment to international education and pathways for students was cemented.

We continue to take advantage of the opportunities available to us as an Independent Public School, ensuring we could recruit specialist teachers to deliver the IBDP.

### Enrolments 2010 to 2018

Year	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Total
2011		308	255	301	253	223	1340
2012		288	311	258	299	210	1366
2013	213	309	319	328	263	246	1678
2014	219	335	330	308	310	210	1712
2015	336	256	347	342	312	280	1873
2016	369	341	260	368	315	289	1942
2017	368	373	349	274	342	283	1989
2018	365	396	373	355	250	301	2040

Our enrolments increased slightly in 2018 and for the first time in our school's history, we exceeded 2000 student enrolments. We are an enrolment managed school and as such we need to manage our enrolments outside of our catchment area to ensure we don't over enrol. We still take every student from within catchment and the remaining enrolments are admitted based on strict enrolment criteria. This enrolment plan is on our website together with our catchment area plan.

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.

In 2018, the school realised its long held goal of having a purpose built multi-purpose hall. This new facility, the Paul Bancroft Centre, provided Cleveland High and the community with a facility which boasts tiered seating for 1000, facilities for indoor sports like volleyball and basketball and a huge stage with state of the art lighting and sound.

We are a genuine community school with over 40 organisations using the school premises. Our facilities are in constant use by our school community. This is as it should be for all of our schools. They represent a significant investment by the community that should not remain idle for a major portion of the day.

## School Progress towards its goals in 2018

We believe our progress towards our goals for improvement has been strong. Some of the significant improvements that the school has worked on enthusiastically in 2018 include:

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

- Council of International schools – action planning in response to Team Visit Recommendations.
- International Baccalaureate Diploma – action planning in response to Authorisation visit.
- Review Investing for Success (I4S) – 2017 and develop action plan for Investing for Success (I4S) – 2018.
- Each student has a clear personal improvement plan for each subject with specific actions and targets that are being worked on every single day – data analysis and teacher response.
- Each staff member has an annual performance development plan which informs professional growth.

## Curriculum Continuity

- Continue Implementation of the National Curriculum – continue development of planning units of work within the Australian Curriculum that incorporate school focused pedagogy and philosophy.
- Continue to improve teacher capability in curriculum design, assessment and moderation.
- Further develop Community Language Centre, Asian Literacy Centre and Confucius Classroom.
- Embed Indigenous Culture into the curriculum and investigate indigenous curriculum opportunities.
- Junior Secondary:
  - Consolidate best practise and continue innovation in Junior Secondary.
  - Implement Junior Secondary Assessment Policy.
  - Share units of work, pedagogy and moderation of assessment.
  - Investigate ways of furthering the integration of learning across department disciplines in Junior Secondary.
  - Continue to review progress re Literacy and Numeracy.
  - Examine NAPLAN 2017 and develop improvement plan.
- Senior Secondary:
  - Transition to the new QCE and strengthening the Year 10 curriculum.
  - Continue to implement the International Baccalaureate Diploma Program with Year 10 Preparation Program and Year 11 and 12 in 2018.

## Improved pedagogy and implementation of School Guiding Statements

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

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

### Developing performance

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

### Information Technology

- Continue utilising online learning management systems to centralise the school's knowledge resources, especially DayMap as a student and staff diary
- Continue implementation of the BYOD program.
- Enhance the use of personalised and blended learning models to improve student outcomes – develop clear school wide expectations for all staff.
- Enhance digital communication with parents, students and wider community.
- Teaching staff continue to utilise professional development opportunities to improve and developing strategies to support contemporary teaching and learning practices.

## Global Perspectives

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

## Future Outlook

The future as we enter into the year 2019 could not be brighter.

- We continue as an Independent Public School.
- We are surrounded on two sides by water and by six independent schools and we are “**the school of choice in the Redlands**”.
- We will continue as Redlands only accredited International school with both the Council of International Schools and International Baccalaureate Organisation.
- We continue our progress with our first International Baccalaureate Diploma students graduating Year 12 in 2018 and our first Year 7 students graduating in 2018.
- We continue the 1 to 1 laptop program with BYOX to all of our students, an equity program to cater for all and a commitment to continue to improve our technology.
- We will continue with blended learning and flipping the classroom as we work towards a school for one where each student’s needs are met.
- We will continue to present our work on the world stage.
- We will have further International opportunities for our students.
- We continue to embed a global perspective in the curriculum from Years 7 to 12.
- We will be recognised in the next few years as one of Queensland and Australia’s premier language schools.
- We will continue to be a community school with all that this entails. Our new multipurpose hall will be in constant use by our school community.
- The construction of a three storey building containing 14 new General Learning Areas as well as specialist Creative Arts, Dance and STEM/Robotics room will provide the spaces for a school that has out grown its current teaching spaces.
- We will ensure that we remain a school of excellence in the Arts.
- We will increase our profile as a genuine sports high school with ongoing cooperation with our friends from Redlands United and now Celtic United, Redlands Touch and Redlands Little Athletics.
- We will develop and implement a plan for reducing our carbon footprint and increase our efforts to educate our students in sustainable practices. Recycling is a big opportunity to be further explored.
- We will continue to be one of the highest performing schools in South East Region.

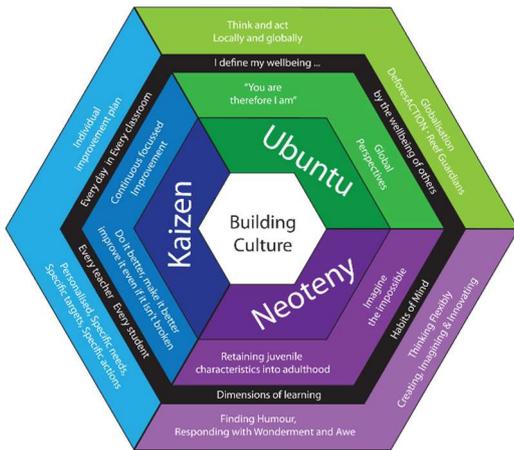
We would not be able to achieve this success without the efforts of our capable, talented and hardworking staff members with the support of our school community.

Cleveland District State High School is dedicated to providing the best education for every student, every lesson, every day. International Accreditation allows us to have insight into how we can best move forward to achieve our goals. We are committed to Continuous Improvement and this is the focus of all our activities.

Underlying all of our operations are three drivers – Kaizen, Neoteny and Ubuntu.

**Kaizen** – Incremental continuous focussed improvement every single day.

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



These require habits of:

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

Our third driver reiterates our commitment to internationalism and interculturalism. Our concern for those around us and the importance of community.

**Ubuntu** – “you are therefore I am”.

A person with Ubuntu is open and available to others, affirming of others, does not feel threatened that others are able and good, based from a proper self-assurance that comes from knowing that he or she belongs in a greater whole. Ubuntu is the essence of being human. Ubuntu speaks particularly about the fact that you can't exist as a human being in isolation. It speaks about our interconnectedness. You can't be human all by yourself, and when you have this quality – Ubuntu – you are known for your generosity. We think of ourselves far too frequently as just individuals, separated from one another, whereas you are connected and what you do affects the whole world. When you do well, it spreads out; it is for the whole of humanity.

Our students are aware of the importance of working hard and having fun at the same time. There is a genuine recognition in our school that **“near enough is never good enough”**.

**World Class 21<sup>st</sup> Century Education**

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

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

We need to prepare our students to be able to tackle 21<sup>st</sup> Century issues, engaging in authentic learning such as our Borneo and Vanuatu partnerships, to think and act both locally and globally and to be active participants in their own learning. At the heart of this education is our commitment to **Ubuntu**.

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

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

# Our school at a glance

## School profile

<b>Coeducational or single sex</b>	Coeducational
<b>Independent public school</b>	Yes
<b>Year levels offered in 2018</b>	Year 7 - Year 12
<b>Student enrolments</b>	

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	1921	1969	2028
Girls	980	1027	1056
Boys	941	942	972
Indigenous	72	85	96
Enrolment continuity (Feb. – Nov.)	94%	94%	94%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

## Characteristics of the student body

### Overview

- Cleveland District State High School was the first secondary school in the Redlands (1956). Redland City is located in South-East Queensland, 26 kilometres south-east of the Brisbane CBD. Redland City is bounded by Moreton Bay (the Coral Sea) in the north and east, Gold Coast and Logan Cities in the south and Brisbane city in the west.
- Approximately 70% of residents own or are purchasing their own homes with the annual median house price of \$516 000 in 2018.
- The population of Redlands City was 156 863 in 2018. The Aboriginal and Torres Strait Islander population was 3427 (2.3%).
- The 2018 school population included 5.2% Aboriginal and Torres Strait Islander students with 7.8% of the student population (including fee paying international students) with a language background other than English.
- Students are from a diversity of socio-economic backgrounds, The ICSEA (Index of Community Socio-Educational Advantage) indicates that 15% of families are in the top quartile (10% lower than the Australian average) while 19% are in the bottom quartile (6% lower than the Australian average).
- Traditionally over 20% of our school population has been from outside of our feeder area. The pressure on enrolments has increased significantly in recent years and an Enrolment Management Plan is now in place for the school.
- Approximately 150 Year 11 and 12 students each year study a University subject or combine a Vocational qualification with their senior school studies.
- Our six main feeder schools (Cleveland, Thornlands, Ormiston, Mt Cotton, BayView and Dunwich) are either within walking distance from the school or are accessible by bicycle, bus, water taxi or train.

- A number of families have lived in the area for a long period of time and have had several students attend the school. Second and third generations of families are now in attendance. As a result there is a high degree of support for and involvement in the school.

### Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Year 7 – Year 10	25	25	25
Year 11 – Year 12	20	19	18

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

## Curriculum delivery

### Our approach to curriculum delivery

#### Junior Secondary School

Students in Year 7 are placed into classes based on their academic, sporting, musical or language interests. Students in Year 7 and 8 remain with their class group throughout the day and move to classes together. The Junior School curriculum has a strong student centred learning focus. The further embedding of Dimensions of Learning (DoL) has been emphasised in Junior Secondary.

The Junior School curriculum is based on the 8 Key Learning Areas. These learning areas have their own integrity with component subjects making their own contribution to the overall learning program. The school delivers the national curriculum via the Queensland Curriculum and Assessment Authority (QCAA) guidelines. The eight KLAS are:

- English
- Health and Physical Education
- Studies of Society and the Environment
- Languages Other Than English
- Mathematics
- The Arts
- Science and
- Technology.

All students in Years 7 and 8 study English, Mathematics, Science and Technology, History, Geography, Health and Physical Education, Creative Arts (Integrated music, drama, art and multimedia) as well as a language of their choice (French, Chinese or Japanese).

In Year 9, students choose either Science or Agricultural science plus three elective subjects while continuing with the core subjects of English, Mathematics, Science, History/Geography and HPE. Students now have each class with a different combination of students. In our experience, students enjoy the change from Year 8 and are experiencing the structure that flows through into the Senior Secondary School. The broad range of elective subjects gives students choices which result in greater engagement and satisfaction with their schooling. Ensuring students continue to have these choices is a key component of our Junior Secondary framework.

*Investing for Success (I4S)* funding for Queensland State Schools supports the Department of Education's (DoE) shared vision of *Every student succeeding* through targeting the achievement of (at least) national minimum standards in literacy and numeracy for all students in the Junior Secondary phase of learning. CDSHS recognises the importance of early intervention and its impact on learning success. This additional funding has allowed the school to employ more staff, as well as, work strategically in line with our school's philosophy of 'Continuous Improvement' (Kaizen), by monitoring and providing targeted support towards improved student outcomes and preparation for the Senior Secondary phase. Students are allocated additional time in English and Maths classes to engage in a focused *Targeted Literacy and Numeracy Program* delivered by English and Maths teachers. This represents a move away from a more contextualised approach, however, a critical component of the recent Junior Secondary review has been the recognition of the importance of expert explicit teaching. This more directed

approach ensures a consistent and strategic approach to the teaching of literacy and numeracy. During these weekly lessons, students are involved in a range of differentiated, blended learning activities to develop key areas for improvement (in reading, writing, spelling, grammar and punctuation, and numeracy). Support staff work collaboratively with English and Maths teachers to regularly monitor a wide range of data sources throughout the year to responsively inform the planning and implementation of differentiated literacy and numeracy activities that target areas of need and provide opportunities for extension. The Australian Curriculum General Capabilities in Literacy and Numeracy and the English and Mathematics curriculum documents underpin the development of this program.

The cross curricular priorities of the national curriculum are addressed through the formal curriculum as well as many co-curricular programs and activities in the school. We have an active EATSIPs (Embedding Aboriginal and Torres Strait Perspectives) Committee in the school working with students, teachers and the community. Australia's engagement with Asia is evident through Languages and a variety of community partnerships including the Confucius Institute and the Australian Japan Wildlife Foundation. Cleveland District State High School has sister school agreements with schools in Japan (Kani City Technical High School) and Pango Village in Vanuatu. Sustainability is a big focus in many aspects of the school including the Global Perspectives and Sustainability strategic planning committee. As an internationally accredited school, global perspectives is embedded in the formal and co-curricular programs at the school.

### **Senior Secondary School**

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

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

The school offered three pathways to Year 10 students in 2018 – Vocational, Overall Position (OP) and International Baccalaureate (IB). Students complete a Senior Education and Training (SET) plan. This process encourages students to reflect on their journey through Year 10, think about their future and investigate their options for careers and further education. This process leads students to a pathway through the Senior School which suits their abilities, aspirations and goals and directly links them to sustainable and rewarding pathways beyond school.

The following subjects were offered to Senior Secondary students in 2018:

#### **Authority Subjects**

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

### **Authority Registered (SAS) Subjects**

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

### **International Baccalaureate Diploma Programme Subjects**

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

### **Co-curricular activities**

Cleveland District State High School offers a varied program of co-curricular offerings to students across a range of interest areas.

#### **Educational Opportunities:**

Homework Centre, Ignite, Creative Writing Alliance, Traction, Seasons for Growth, HIPP, Beyond the Broncos Girls Academy, AIME Program, Youth Parliament, Constitutional Convention, Giddy Up Program.

#### **Cultural:**

F.A.M.E.D. evening (FTV, Drama, Art, Media), Music Camp, Junior Choir, Senior Vocal Ensemble, Junior C-Club, Jazz Orchestra, Decemsextext Project, Symphonic Band, Wind Ensemble, Concert Band, Junior String Ensemble, Senior String Ensemble, Chamber Strings, Flute Choir, Senior Percussion Ensemble, Music Showcase, Dance Fusion, Creative Arts Showcase, Senior Acting Ensemble Junior Drama Club, Year 7 Dance Team, Junior Dance Team, Senior Dance Team, Creative Generations – “State Schools on Stage”, Creative Generations – “Visual Arts Exhibition”, Music Eisteddfods, Fanfare, Dance Eisteddfods, Drama Productions (Alice), Shakefest, Queensland Theatre (The Scene Project), ‘MIC’ – Music Industry Concert, Manly Halloween Festival.

#### **Clubs:**

Environmental Club, Chess Club, Gr8 (Chaplaincy lunchtime activities club for Year 8 students), Show Team, DeforestAction/Environmental committee, Philosophy Club, Photography Club, Cleveland Techgirlz, Debating Training Club, Robotics Club, Makerspace Club, Japan Club, Creative Writing Club, Nathan Burley’s Parkour Mentoring Program.

#### **Multicultural:**

Annual Multicultural Festival, Global Learning Project, Together for Humanity, Chinese New Year, Indigenous cultural performances, NAIDOC week activities – including Close the Gap, Apology Day, Sorry Day and National Aboriginal and Islander Children’s Day, Japanese, Chinese and French lunches, French and Japanese Film Festival, Chung-Tian Temple Visit, Quandamooka Cultural activities, Reconciliation week.

#### **Chaplaincy:**

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

#### **Education Competitions:**

- ICAS English Competition, Westpac English Competition, Premier’s Reading Challenge, The English Teachers Association of QLD Literary Competition, Brisbane Writers Festival: Creative Writing Competition, Write 4 Fun: Poetry and Short Story Writing Competition.

- Rostrum Voice of Youth competition, Quota International Youth Ambassador Competition, Queensland Debating Union (QDU) Competition, The Constitutional Convention, Youth Parliament.
- Australian Geography Competition, Australian Language Competitions, Australian English Competition, Premier's Reading Challenge, Premier's Anzac Challenge.
- Australian Mathematics Competition, ICAS Digital Technologies Competition, Young ICT Explorers.
- Show Team Agricultural Animal Judging, Sheep Handlers' Competition, Royal Australian Chemical Institute Chemical Analysis (Titration Competition) Competition, Robocup, ICAS (International Competitions and Assessments for Schools), STEM Fair, Education Perfect (Science) competitions (various), Science & Engineering Challenge, STEAMathlon, Redlands City STEM Competition, STEMing from Asia Youth Forum
- Australian Computational and Linguistics Olympiad, Brain Bee, ASX Sharemarket Competition.
- Language Perfect World Championship, *Hanzi* Chinese and Cultural Competition, Chinese Bridge Speech Competition.

#### Sporting Competitions:

- Interhouse Swimming Carnival, Interhouse Athletics Carnival, Cross Country, Sport Development Program Competitions, Surfing Competitions.
- Bayside weekly Sport for all year levels, Bayside Swimming Competition, Bayside Cross Country Competition, Bayside Track and Field.
- Touch Football – Schools Touch League, All Schools Touch, Touch Development Squad Training, Refereeing courses.
- Volleyball – Schools Cup Volleyball (both State and National), Beach Volleyball Schools Cup.
- Football – Academy Classes with Redlands United Football Club, Schools Premier League, Bill Turner Cup, VETO Cup, VETO Trophy Competitions, Refereeing courses, South East Queensland Championships.
- Running – Cleveland Running Project, All Schools Cross Country, Cleveland Park Run, Koala Fun Run, 24 hour challenge, Queensland Track Classic relay championship, Training Term 1 to 4 Tuesday and Thursday afternoons Athletics Training Terms 2 to 4.
- Various – State Indoor Netball Tournament, Mission Foods Primary Schools Cup (Netball), Bootcamp/Fitness training, Golden Glove (softball), Vicki Wilson Cup (Netball), Surfing on North Stradbroke Island, Junior Anglers Competition, Schools Hockey Tournament.

#### Leadership opportunities:

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

#### Camps:

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

#### International Tours:

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

#### **How information and communication technologies are used to assist learning**

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

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

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

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

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

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

Cleveland District State High School runs a Bring Your Own Device (BYOD) program for all students. BYOD refers to the teaching and learning environment where students use their personally-owned laptop devices to access the school's information and communication network. The school offers parents advice on minimum device specifications, accidental damage and extended warranties. Education Queensland and the school offer students opportunities to download and install industry standard software free-of-charge including Microsoft Office Suite, AutoCad and Adobe multimedia packages.

The BYOD program is a wonderful opportunity for our students to experience anywhere, anytime learning. We are already well aware of the exponential growth in technology in our society and at Cleveland High we believe that access to this technology should be a normal part of a student's everyday routine. Education in the 21st century is about personalised learning, bringing the world into the classroom and taking our students to the world.

Teachers at Cleveland District State High School continue to embrace eLearning and see the benefits for personalised learning to assist differentiation in the classroom. Each class has an online presence through the department's virtual classroom platform, The Learning Place. The school continues to invest in whole staff and online Blended/Differentiated Learning professional development. The school continues to offer customised online learning opportunities for teachers through pre-recorded instructional videos and a wiki-how repository specific to ICT operations within the school.

The school continues to utilise DayMap as its core online student management system for the day-to-day operations of the school. This system manages attendance, school organisation and communication. Staff and students access the learning management operations within DayMap including class notes, homework and assessment schedule. In 2018 students submitted their assessment items, and received feedback, through the DayMap portal which included the added benefit of plagiarism checking.

Students can also access a personalised student portal and the parent portal will be opened to parents during 2019.

The school's ClickView library is a continuously growing networked digital media library that offers thousands of educational videos designed to support the curriculum and engage students. The ClickView library is accessible in every classroom and on every computer in the school. This level of access across the entire school enables our teachers to deliver and manage digital content to help immerse students in a vibrant multi modal learning environment.

2018 saw the roll-out of a significant digital resourcing model across the school. This shift to digital text-books and resources has been well received by our school community and includes on-line text books, and online learning platforms including MathsOnline, Education Perfect, Language Perfect and Literacy Planet.

The school continues to invest in blended learning models and teacher-as-researcher initiatives. The success of the school's Blended Learning Project led to Mr Shane Mason (Acting Head of School) being invited to present in June 2018 at the International Society for Technology in Education (ISTE) Conference in Chicago, USA.

## Social climate

### Overview

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

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

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

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

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

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

### Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree <sup>#</sup> that:	2016	2017	2018
• their child is getting a good education at school (S2016)	94%	95%	97%
• this is a good school (S2035)	94%	94%	95%
• their child likes being at this school* (S2001)	92%	94%	94%
• their child feels safe at this school* (S2002)	95%	93%	93%
• their child's learning needs are being met at this school* (S2003)	92%	92%	95%
• their child is making good progress at this school* (S2004)	92%	93%	96%
• teachers at this school expect their child to do his or her best* (S2005)	98%	95%	98%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	94%	94%	95%
• teachers at this school motivate their child to learn* (S2007)	93%	88%	90%
• teachers at this school treat students fairly* (S2008)	92%	89%	91%
• they can talk to their child's teachers about their concerns* (S2009)	95%	95%	93%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• this school works with them to support their child's learning* (S2010)	92%	92%	93%
• this school takes parents' opinions seriously* (S2011)	91%	89%	93%
• student behaviour is well managed at this school* (S2012)	86%	86%	80%
• this school looks for ways to improve* (S2013)	94%	96%	92%
• this school is well maintained* (S2014)	93%	90%	90%

\* Nationally agreed student and parent/caregiver items.

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	96%	99%	97%
• they like being at their school* (S2036)	92%	91%	86%
• they feel safe at their school* (S2037)	94%	97%	92%
• their teachers motivate them to learn* (S2038)	93%	94%	85%
• their teachers expect them to do their best* (S2039)	98%	98%	99%
• their teachers provide them with useful feedback about their school work* (S2040)	90%	90%	92%
• teachers treat students fairly at their school* (S2041)	79%	76%	76%
• they can talk to their teachers about their concerns* (S2042)	77%	72%	81%
• their school takes students' opinions seriously* (S2043)	82%	75%	71%
• student behaviour is well managed at their school* (S2044)	76%	66%	67%
• their school looks for ways to improve* (S2045)	94%	94%	92%
• their school is well maintained* (S2046)	87%	83%	83%
• their school gives them opportunities to do interesting things* (S2047)	94%	93%	93%

\* Nationally agreed student and parent/caregiver items.

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	100%	98%	100%
• they feel that their school is a safe place in which to work (S2070)	100%	100%	99%
• they receive useful feedback about their work at their school (S2071)	89%	88%	92%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	84%	85%	90%
• students are encouraged to do their best at their school (S2072)	100%	96%	98%
• students are treated fairly at their school (S2073)	98%	98%	98%
• student behaviour is well managed at their school (S2074)	95%	92%	92%
• staff are well supported at their school (S2075)	100%	96%	88%
• their school takes staff opinions seriously (S2076)	92%	89%	89%

Percentage of school staff who agree# that:	2016	2017	2018
• their school looks for ways to improve (S2077)	98%	98%	98%
• their school is well maintained (S2078)	100%	98%	92%
• their school gives them opportunities to do interesting things (S2079)	98%	94%	93%

\* Nationally agreed student and parent/caregiver items.

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

### Parent and community engagement

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

- Parents and Citizens' Association (P&C).
- School Council – Parent Representatives.
- Chaplaincy – Members of the community are invited to attend meetings, join prayer groups, assist with fundraising and organisation of events etc.
- Canteen.
- Learning Assistance Program (LAP) – Members of the community are invited to assist in the Learning Support and/or Special Education Unit providing in-class support, assisting students with assignments and basic literacy and numeracy.
- Library – Volunteers assist in the library covering books, completing general duties etc.
- Sport – Parents and student alumni volunteer to coach, referee and manage teams.
- Creative Arts Parent Support Group - Volunteers assist with the development of all aspects of the Creative Arts program by preparing resources, helping with major events, and assisting with fundraising.
- Parents Of Show Team (POST) – Volunteers support the sheep show team by organising and running fundraising events, managing uniforms and displays, transporting students and supporting school staff at events and shows. Funds are used to purchase feed for the animals and equipment used in training, showing and judging.
- Welcome Barbeque – annual February event.
- Parent Teacher Interviews – March and July every year.
- Information Evenings – Year 6 and Year 7, Year 8, Year 9.
- SET Plan Information Sessions and Interviews – Year 9.
- International Baccalaureate Information Sessions – Year 9, 10 and 11.

### Respectful relationships education programs

Our school community values a safe and supportive school environment which fosters a sense of belonging and supports academic and personal growth. This is demonstrated through the culture of Ubuntu throughout the school, curriculum initiatives and targeted programs. Positive relationships with self and others are fostered through the school philosophy and through staff and peer modelling.

The skills to establish and maintain respectful relationships are explicitly taught in the school's Access program. The school's Career Development program maintains a focus on knowing self and relating well to others and maps personal and relational skills across year levels. The program offers multiple opportunities for students to rehearse and reflect on their skill development. The school provides social contexts such as our Multicultural Festival, Sports Carnivals and lunchtime activities to enhance a sense of belonging in staff and students.

Targeted support, through trained providers is available through programs which aim to develop students' skills in self-confidence, negotiation and conflict resolution. Students are supported and provided with referral pathways to share their concerns and report on issues of concern. Peer mediation with trained staff, is used to reduce conflict and develop students' relational capacity.

Awareness of and skills to maintain personal safety in the online environment are taught to students. A presentation for parents is delivered with the intent of using the home environment to reinforce cyber safety messages.

Parents and the school community are invited to make use of the link on the school’s webpage to SchoolTV. This service provides evidence-based information and is delivered by professionals. The school has funded this resource to work collaboratively with parents and carers to support the social-emotional learning of our students. Community awareness days are used to actively engage students and promote safety and wellbeing. These days include National Day of Action against Bullying, Harmony Day, R U OK Day, and Mental Health Week. The school maintains positive, professional relationships with external agencies who provide students with therapeutic care and who work to maintain our students’ personal safety and wellbeing.

As mandatory reporters, our staff are trained to recognise issues of concern for our students’ safety and respond and report these using the most appropriate channels.

### School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	129	131	184
Long suspensions – 11 to 20 days	25	24	28
Exclusions	14	10	11
Cancellations of enrolment	0	0	0

Note:  
School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

## Environmental footprint

### Reducing this school’s environmental footprint

In 2017 – 2018, the following strategies were implemented to reduce our Environmental Footprint:

- Solar and Energy Efficiency Program continues
- We have also continued to use tank water to water our oval.
- Monitoring water use across the school.
- Responding and repairing water leaks immediately.
- Recycling program.

Our continued initiatives has resulted in a further 7.8% reduction in electrical usage, even though our enrolments continue to increase. Water usage has also decreased by 18% this year.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	565,235	535,827	493,972
Water (kL)	9,403	9,834	8,054

Note:  
Consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool\* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this school’s environmental footprint.  
\*OneSchool is the department’s comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

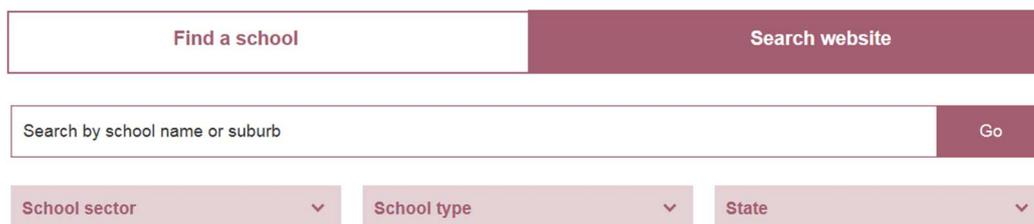
## School funding

### School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the [My School](#) website at.

## How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.



3. Click on 'View School Profile' of the appropriate school to access the school's profile.



4. Click on 'Finances' and select the appropriate year to view the school financial information.



Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

## Our staff profile

### Workforce composition

#### Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	149	57	5
Full-time equivalents	142	41	<5

\*Teaching staff includes School Leaders.

\*\* *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

#### Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	1
Masters	13
Graduate Diploma etc.*	48
Bachelor degree	81
Diploma	5
Certificate	1

\*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

## Professional development

### Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were **\$225 416**.

The major professional development initiatives are as follows:

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

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

In 2018, we undertook significant work in preparations for the new Queensland Certificate of Education (QCE) with teachers and school leaders attending significant amounts of professional development. This was important to ensure that we positioned our school, teachers and students to have the best possible transition in 2019.

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

Participation in the Independent Public School's Principal's Alliance provided valuable opportunities for the school's executive team to participate in crucial professional development related to school leadership and emerging trends in education.

The school continued to participate in opportunities provided by the Professional Development Network and QELI to develop our middle leaders.

The school conducted an extensive professional learning opportunity for teachers through the Aspiring Leader's Program. This involved teachers participating in twilight PD as well as weekends. This comprehensive program used leadership experts from within EQ as well as across sectors to explore many aspects of learning to lead and the practical skills of how to apply for positions.

The beginning teachers' mentoring program involved a broad range of professional learning as well as a residential conference that received excellent feedback from participants.

In 2018, there was an increase in professional learning related to student wellbeing. The school also introduced a workplace reform to introduce Year Level HODs in 2019. A big focus for 2018 was Positive Education and how we can use these principles to produce positive and productive classrooms.

The proportion of the teaching staff involved in professional development activities during 2018 was **100%**.

## Staff attendance and retention

### Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	95%

## Proportion of staff retained from the previous school year

From the end of the previous school year, 98% of staff were retained by the school for the entire 2018.

# Performance of our students

## Key student outcomes

### Student attendance

The overall student attendance rate in 2018 for all Queensland state Secondary schools was 89%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	91%	91%	91%
Attendance rate for Indigenous** students at this school	84%	83%	81%

\* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

\*\* *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

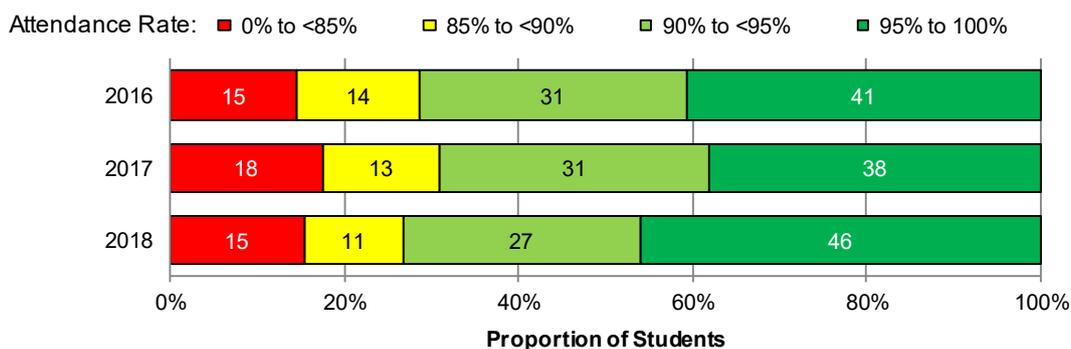
Year level	2016	2017	2018
Year 7	93%	92%	93%
Year 8	91%	90%	90%
Year 9	89%	89%	90%
Year 10	88%	88%	89%
Year 11	92%	92%	93%
Year 12	94%	93%	94%

Notes:

- Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
- Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
- DW = Data withheld to ensure confidentiality.

### Student attendance distribution

Graph 1: Proportion of students by attendance rate



## Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education procedures: [Managing Student Absences and Enforcing Enrolment and Attendance at State Schools](#); and [Roll Marking in State Schools](#), which outline processes for managing and recording student attendance and absenteeism.

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

Attendance is the responsibility of every teacher, every lesson. The school utilises an electronic roll marking system called DayMap. Teachers mark the roll every lesson and this data is stored in a central database. This allows for sophisticated tracking of student attendance. If a student is marked absent during Homegroup, parents are notified via text message the same day. If a student is absent for three consecutive days without notifying the school, parents are contacted by the Administration staff. Twice each term, a letter is sent to the parent of any student with an unexplained absence/s. Deputy Principals receive a daily report of students who have any anomalies in their attendance, for example, present at Homegroup roll marking, but absent later in the day. Students' names are placed on daily notices and the student must report to the Deputy to provide an explanation. If the reason for a class absence is considered unsatisfactory, students will receive an after school detention and this is communicated to the parent via the mail. If there is a pattern of unsatisfactory class absences, the student will be placed on a daily attendance tracking sheet and this is communicated to the parent.

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

Where there are concerns about a child or young person's enrolment or attendance, multiple attempts to contact the parent/s are made. When there is no satisfactory outcome, the school follows procedures outlined in, 'Managing Student Absences and Enforcing Enrolment and Attendance at State Schools' and sends S178 correspondence by registered mail.

## NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

### How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

The image shows a search interface for the My School website. At the top, there are two buttons: 'Find a school' and 'Search website'. Below these is a search bar with the placeholder text 'Search by school name or suburb' and a 'Go' button. Underneath the search bar are three dropdown menus labeled 'School sector', 'School type', and 'State'.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

[View School Profile](#)

4. Click on 'NAPLAN' to access the school NAPLAN information.

[School profile](#)   [NAPLAN](#)   [Attendance](#)   [Finances](#)   [VET in schools](#)   [Senior secondary](#)   [Schools map](#)

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.

### Year 12 Outcomes

Tables 13–15 show for this school:

- a summary of Year 12 outcomes
- the number of Year 12 students in each OP band
- the number of Year 12 students awarded a VET qualification.

Details about the types of outcomes for students who finish Year 12 are available in the annual [Year 12 outcomes report](#).

Additional information about the AQF and the IBD program are available at [www.aqf.edu.au](http://www.aqf.edu.au) and [www.ibo.org](http://www.ibo.org).

Table 13: Outcomes for our Year 12 cohorts

Description	2016	2017	2018
Number of students who received a Senior Statement	259	259	279
Number of students awarded a QCIA	0	1	1
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	255	254	255
Percentage of Indigenous students awarded a QCE at the end of Year 12	100%	100%	100%
Number of students who received an OP	161	152	122
Percentage of Indigenous students who received an OP	17%	25%	57%
Number of students awarded one or more VET qualifications (including SAT)	106	102	111
Number of students awarded a VET Certificate II or above	92	85	88
Number of students who were completing/continuing a SAT	39	50	35
Number of students awarded an IBD	0	0	22
Percentage of OP/IBD eligible students with OP 1-15 or an IBD	71%	73%	68%
Percentage of Year 12 students who were completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification	99%	99%	94%
Percentage of QTAC applicants who received a tertiary offer.	95%	93%	96%

Notes:

- The values above:
  - are as at 11 February 2019
  - exclude VISA students (students who are not Australian citizens or permanent residents of Australia).
- *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 14: Overall Position (OP)

OP band	2016	2017	2018
1-5	21	20	12
6-10	45	48	30
11-15	49	43	40
16-20	44	36	39
21-25	2	5	1

Note:

The values in table 14:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Table 15: Vocational Education and Training (VET)

VET qualification	2016	2017	2018
Certificate I	7	4	11
Certificate II	52	40	55
Certificate III or above	49	50	50

Note:

The values in table 15:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

### Participation in VET (including SATs)

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

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

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

Cleveland District State High School is not an RTO but have offered a Diploma of Business in 2018/19 in conjunction with an external RTO as well as partnerships to deliver courses on site such as Certificate II Tourism and the Construction Industry Safety Course.

## Apparent retention rate – Year 10 to Year 12

Table 16: Apparent retention rates for Year 10 to Year 12 for this school

Description	2016	2017	2018
Year 12 student enrolment as a percentage of the Year 10 student cohort	86%	77%	78%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort	75%	53%	80%

Notes:

1. The apparent retention rate for Year 10 to Year 12 = the number of full time students in Year 12 expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).
2. *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

## Student destinations

The Queensland Department of Education conducts [annual surveys](#) that capture information about the journey of early school leavers and Year 12 leavers from school to further study and employment.

### Early school leavers

The destinations of young people who left this school in Year 10, 11 or before completing Year 12 are described below.

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

The majority of senior students who leave the school prior to completing Year 12 are over 17 years of age and move into work or TAFE. Most early leavers (students under 17), enrol at TAFE, AITC or other RTOs, take up full-time apprenticeships, traineeships or work. In these cases, the school advises the Queensland Curriculum and Assessment Authority (QCAA) of the cease date within thirty days of notification. A small number of students transfer to TAFE in Semester 2 of Year 11. This usually involves students who have been combining a subject at TAFE with their senior studies at school.

### Next Step – Post-school destinations

The results of the 2019 Next Step post-school destinations survey, *Next Step – Post-School Destinations* report (information about students who completed Year 12 in 2018), will be uploaded to this school's website in September 2019.

To maintain privacy and confidentiality of individuals, schools with fewer than five responses will not have a report available.

This school's report will be available at

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