60th Annual

2017 Presentation Night Report
2017 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 2017 and foreshadow our plans for 2018 and beyond. By publishing this detailed report in the Presentation Night Program we are providing parents, students and community members with a permanent record of our activities. This will become the basis of our school annual report for 2017 and operational plans for 2018. 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 Gabriella Boumford and Jessica Bird will present a student perspective on highlights of the 2017 school year in terms of Cultural, Citizenship and Academic pursuits. Last night at our Sports Award evening, Ethan Catlow-Elliot and Savannah Rhind 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 2018.

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.

We welcomed our Business Service Manager Keryn Smith Harvey back after a period of leave and we are grateful to Fiona Winsor for so capably acting as Business Service Manager in her absence. Fiona is an experienced BSM and has been at Cleveland primary School for a number of years.

I would like to thank publicly our Heads of School Robyn Przewlока and Tracey Hopper as well as our Deputy Principals, , Grant Mitchell, Sam Porteous, Karen Abrahams and Shane Mason as well 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 2016 or are known for 2018 at this point in time.

**Appointed**
Leesa Richardson Kim Hodges Jarred Kirwin
Jessica Kraak Wendy Bergin Ranbir Sarai
Michelle Rosiak Jo-anna Longley Philip Canalese
Joshua Harrison Rebecca Webb
Jodie Preston (HOD Engagement and Well being)

**Retiring**
Jackie Dobson Fran Forsythe Kirsty Weston

**Transfer Out for 2018**
Penny Allman- Payne

**Returning from Extended Leave**
Meggin Bahr (HOD Social Science)
Enrolments 2001 to 2017

<table>
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<tr>
<th>Year</th>
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Twenty Five percent of students in 2017 live outside of our catchment area. There are currently over 340 students enrolled for Year 7 in 2018 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 25% 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 2018 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 2017
school year. We are in the process of changing our senior subject offerings in line with progress towards the new senior assessment and Tertiary Entrance Procedures commencing in 2018.

Underlying all of our operations are three drivers:

**Kaizen** – Small 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 2017.

**Strategic Priorities for 2017**

**Strategic Priority Area**

**Focus on Continuous Improvement (Kaizen)** - Continuous focussed improvement every single day
- Council of International schools – Action planning in response to Team Visit Recommendations
• International Baccalaureate Diploma – Action Planning in response to Authorisation visit

• Review Investing for Success (I4S) – 2016 and develop action plan for Investing for Success (I4S) - 2017

• Each student has a clear personal improvement plan for each subject with specific actions and targets that are being worked on every single day - data analysis and teacher response.

• Each staff member has an Annual Performance Development Plan which informs professional growth

Curriculum Continuity

• Continue Implementation of National Curriculum - Continue development of planning units of work within the Australian Curriculum that incorporate school focused pedagogy and philosophy.

• Continue to improve teacher capability in curriculum design, assessment and moderation

• Further develop Community Language Centre, Asian Literacy Centre, Confucius classroom, Continue Indonesian as an option after school for Primary Schools and Cleveland High.

• Embed Indigenous Culture into the curriculum, investigate Indigenous curriculum opportunities

Junior Secondary

• Consolidate best practise and continue innovation in Junior Secondary

• Implement Junior Secondary Assessment Policy

• Share units of work, pedagogy and moderation of assessment

• Investigate ways of furthering the integration of learning across department disciplines in Junior Secondary

• Continue to review progress re Literacy and Numeracy.

• Examine NAPLAN 2016 and develop improvement plan.
Senior Secondary
- Transition to new Senior Secondary Curriculum and Assessment system – Professional Development, QCAA External Assessment Trials, strengthening the Year 10 curriculum.

Continue to implement the International Baccalaureate Diploma Program with Year 10 Preparation Program and Year 11 in 2017.

Improved pedagogy and implementation of School Guiding Statements

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

Developing performance
- Clear links between staff performance and professional development and the school’s AIP to facilitate enhanced teacher pedagogy and student learning opportunities.
- Continue to Implement staff Annual Performance Review Process
- Implement DET Annual Performance Review process for Principals, Deputy Principals and 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 utilising online learning management systems to centralise the school’s knowledge resources
- Continue implementation of the BYOD program
- Enhance the use of personalised and blended learning models to improve student outcomes – develop clear school wide expectations for all staff
- Enhance digital communication with parents, students and wider community
- Teaching staff continue to utilise professional development opportunities to improve and developing strategies to support contemporary teaching and learning practices

Global Perspectives
- Embed an understanding and commitment to Ubuntu throughout the whole school community.
- Continue the development of an ethos in the school where internationalism and inclusive intercultural relationships are understood and embedded in practice.
- Review and implement Global Perspectives action plan using five elements of Global Perspectives as a foundation of internationalism and international mindedness.
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 2018 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, 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 upon these partnerships into 2018.

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 all ten divisions, which is an outstanding achievement, while our Open Girls and Boys teams were narrowly defeated in VETO cup finals.

Fatima Flores 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 19yrs 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 of our ten teams won the District Championship. Further to this success, our Year 7 Boys, Year 8 Boys, Year 9 Boys and Year 8 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 12yrs Regional touch trials. CDSHS also finished in overall 3rd Position in the School’s Touch League competition (STL), which includes schools from around SEQ that have a recognised touch football program at their school. CDSHS was responsible for the creation of the STL competition to allow our students to play more games against quality opposition, and our recent success indicates that the STL has contributed greatly to the skill development of our students.
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. This year CDSHS was invited to participate in the inaugural School’s Volleyball League (SVL) which involves schools from across SEQ who have volleyball specific programs in place. This Junior school event provided our students with opportunities to compete against quality opponents, and we look forward to being involved in the SVL in future years.

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. This year, approximately 450 students are expected to attend this annual event from our feeder schools, and allows our Sport Development Volleyball students to showcase their skills, ability to officiate and organise a tournament of this size.

Our volleyball students have also represented the school at various competitions throughout the state and country. Our Junior Schools Cup team travelled to Toowoomba and competed very strongly, and later this year some of our students and coaches will be attending the National Schools Cup in Melbourne. We have also entered teams into Beach Volleyball competitions throughout the South East.

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 has 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 various Cross Fit trainers. 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  
Schools Volleyball League  
Qld All Schools Touch  
National All Schools Touch  
VETO Cup  
Bill Turner Cup  
Australian Volleyball Schools Cup Melbourne  
Junior and Senior Schools Volleyball Cup  
Qld Beach Volleyball Schools Cup  
Qld Surf Lifesaving State Championships  
All Schools AFL Competition

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. 2017 has proven to be a great year in sport.

**Major Sporting Achievements**

This year the school 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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<tr>
<th>South East Metropolitan Premiers</th>
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<tr>
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<td>Year 8 Girls Touch</td>
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<td>Year 9 Boys Touch</td>
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**District Premiers**

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<td>10 Boys Baseball</td>
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<tr>
<td>Open Boys Baseball</td>
<td>10 Boys Tennis</td>
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Complementing our team’s achievements in 2017, 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**

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<tr>
<td>Oceane Rousseau-Forwood</td>
<td>Acrobatic Gymnastics</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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<td>Ethan Catlow-Elliott</td>
<td>Weightlifting</td>
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<tr>
<td>Mason Catlow Elliott</td>
<td>Weightlifting</td>
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<tr>
<td>Cassiel Rousseau</td>
<td>Gymnastics</td>
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<td>Charlotte Johnstone</td>
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**State Level Honours**

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<td>Callum Turner</td>
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<td>Justin McKillop</td>
<td>Track and Field</td>
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<td>Clementine Rousseau-Forwood</td>
<td>Football - Qld Roar Development</td>
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<td>Lewis Jackson</td>
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<td>Jamie McCutcheon</td>
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<td>Damon Gorrel</td>
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<td>Gabe Kushi</td>
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<td>Breanna Barber</td>
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<td>Hockey</td>
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<td>Olivia Miller</td>
<td>Volleyball</td>
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<tr>
<td>Riley Higgins</td>
<td>Track and Field</td>
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<tr>
<td>Ty Cobb</td>
<td>Football</td>
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Business Education

This year has brought a change in strategic direction with our faculty beginning preparations for the introduction of the new Queensland Certificate of Education (QCE) Senior System. Staff have engaged in Queensland Curriculum & Assessment Authority (QCAA) professional development around the new syllabus documents and planning is well underway. The following report outlines the many opportunities that our faculty has provided for our students during 2017.

Our Year 12 Accounting students started the year with a trip to QUT for the Accounting Student Forum. This was an informative excursion for Year 12 Accounting students that broadened their understanding of topics in the QUT Accounting course. Students were very interested to hear the many examples of how Accounting is used in the real world.

Five of our Year 12 Legal Studies students: Suemin Chung, Juliana Frame, Emily O’Brien, Montana Moring and Grace Rafferty participated in the Legal Studies Youth Parliament. This event was held at Parliament House in the Legislative Assembly. Students were asked to debate a ‘Senior Schooling and Environment Bill’ and whether it should be implemented as a new law in Queensland.

At the conclusion of the day Emily O’Brien was awarded the ‘Best Parliamentary Performer’ by the Australian and New Zealand Education Law, Queensland branch. Emily received this commendation for her impromptu speaking skills.

Students in Years 7-10 competed in the annual ICAS Digital Technologies Competition. ICAS is an independent, skills-based assessment program that recognises and rewards student achievement. The following students in Years 7-10 competed in the competition:

Jeremy Love 7MCC, Rodney Luk 7MCC, William Vandeweem 7MCC, Aizak Wong 7MCC, Joshua Petersen 7PLB, Olivier Thorne 7RLA, Harrison Lam 7RLB, Regan Carr 7RLC, Ben Christian 7RMC, Cooper McKillop 7MCA
Darrell Creighton 8MRB, Alex Mncamara 8MRC, Lincoln Oldfield 8MRC, Madison Richardson 8PLA, Pheivvel Nielsen 8PLA, Carlton Jaffrey 8PLB, Cory Bradshaw 8PLB, Ben Millar 8PLD
Ruairi O’Brien 9MRB, Byron Pakoti 9 MRC, Jakob Ball 9MRC, Kane Welch 9RLA, Jayden Hansen 10RLA, Miles Jaffrey 10RLC, Ben Matthews 10MCA, Connor White 10MCC

Special mention to Olivier Thorne in Year 7RLA who achieved a Distinction; Alex MacNamara in Year 8MRC who achieved a Credit; and Ruairi O’Brien in Year 9 who achieved a Merit.

The Year 12 Tourism class held their International Travel Expo promoting an international destination. The countries represented were Italy, India, Mexico, America, France, Germany, Denmark, Japan and Greece.

The Tourism students welcomed teachers and students to their expo during periods 9 and 10. They displayed the following travel resources for their destination: a travel booklet, a recommended 7-day travel itinerary, an information brochure and a promotional video. The students dressed in traditional dress for the afternoon and provided traditional food for their visitors to sample.
The visitors voted on which country had the best information and presentation. It was a very close vote with India narrowly beating Greece. Congratulations goes to all of the students for their hard work and wonderful displays but a special mention goes to the winners, Michelle Meadows and Brittany Bradshaw and to the runners up Abby Astorquia and Madison King.

Year 12 Business Communication and Technologies class studied Event Management this term. Their assessment involved them working interdependently and planning an event proposal (along similar lines to the television show, Shark Tank) that involved budgeting, marketing and presenting a pitch to launch a new event in either the Hospitality or Tourism industry. Some of the pitch ideas included - Helping Hands (activities for students with disabilities), Iris Entertainment (an outdoor cinema) and an Australian Food Conference (similar to a food expo).

Year 11 Legal Studies students, Anna-Loise Petersen, Ivy Nielsen, Harley Friske and Molly Turner attended the Queensland Schools Constitutional Convention held at Parliament House. The convention discussed the referendum topic of “Should Aboriginal and Torres Strait Islander peoples be recognised in Australia’s Constitution?” During the day, the students discussed how referendums work, they explored the convention topic, toured Parliament House, listened to presentations by students from other schools and participated in a mock referendum.

Howe, Ford and Boxer a local Accounting firm provided the HFB Accounting Award for our top Year 12 Accounting student. This Award included: reimbursement of all university text books for the first year of university in 2018 along with work experience and mentoring throughout 2018. The winner of the award this year is Heather Ray.

Year 9 and 10 Business students participated in an Optus Digital Thumbprint program. This program involved an interactive, informative and relatable workshop for the students. The Year 9 workshops were on Digital Impact – Intention Vs Impact and their impact online with real life case studies and the Bystander Effect. The Year 10 workshop was on Digital Ambition – Technology as a distraction and managing that during studies.

At the end of 2016, the Queensland Curriculum and Assessment Authority (QCAA) and Australian Curriculum, Assessment and Reporting Authority (ACARA) statutory authority released the final phase of the Business and Economics curriculum for Years 7-10. In response to these developments, we have introduced this curriculum into our 9 Business Studies course, which aims to ensure that students develop enterprising skills that can be transferable into life, work and future business opportunities.

A highlight of the new curriculum has been the unit on Business Competitiveness. Students discovered that businesses seek to build or create a competitive advantage to meet the changing demands of a competitive global market and improve profit margins. As part of a cross curriculum priority, sustainability was integrated throughout the unit. A dialogue was formed that focused on achieving environmentally sustainable business models, particularly with corporate social responsibility. The unit was a great success and allowed students to think creatively and innovatively by designing a start-up business that had a competitive advantage.

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 and Nicole Brownlie, 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 2018 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 many categories within the show including: featured vocalist, featured dancers, massed dance, choir, drumline, 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 2017 production 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 fifth 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 Morningside SS Art Show, Morningside SS Trivia Evening, Rotary Annual General Meeting, Showcase and the OSAKA school performance. It was an honour to have been invited to perform at such events and the students were commended on their professionalism.

This year senior Dance students had the opportunity to attend the performance of “Raw” presented by Queensland Ballet. It was a collection of three individual works showcasing the Contemporary work of the Queensland Ballet. Our students found this evening to be inspirational and really enhanced their drive to be exceptional dance students.

Drama

An important component of the study of Drama is the exposure students have to live theatre. This year all senior drama students have travelled to various theatres throughout Brisbane to experience some exciting live theatre productions. Students have thoroughly enjoyed these performances and the experience has 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 students 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 are also working with Queensland Theatre Company to perform in the ‘Scene Project’ in October this year.

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. In September, 20 of our drama and dance students will be touring to Sydney to be workshopped by leading industry professionals. Our students will be taking part in workshops at Sydney Dance Company, Brent Street, ATYP (Australian Theatre for Young People) and NIDA.
**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 put together a video essay 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. This year we have also acquired some new equipment, which has been reflected in the quality of the production techniques.

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 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 6 hours a week in preparation for major performances throughout the year. All music students were involved in the bi-annual ‘Creative Arts Showcase’ camp in April which then culminated in a spectacular performance with our dance, drama and visual art students.

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, Redlands Eisteddfod, Ormiston House, Seniors Citizens Week, Jazz at the Grand View, Manly Halloween Festival and various performances in and outside the school community. Our ensembles performed exceptionally well this year at the Redlands Eisteddfod with every ensemble being awarded a place.

Our program continues to grow from strength to strength, with approximately 200 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. Students also had the opportunity to see the Queensland Symphony Orchestra perform at QPAC, which was an inspiring experience for those who attended.
June saw our Music Extension students present their first works; 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 and composers; these students delivered a creative range of artistic works which demonstrated their emerging skills as competent and unique artists. This was followed up by the final Music Extension Concert on the 4th of October. This concert was a stunning night of brilliant music, with many student taking advantage of the professional accompaniment of Mr Ashley Higgins (drums) and Mr Jeremy O’Connor (bass). The presence and contribution of such highly regarded professional musicians drove the students to higher standard in performance, and resulted in one of the most impressive Music Extension concerts in recent memory. Naomi Burgess, our sole composer, also benefited greatly from professional mentoring, with composers from Brisbane cooperative Topology coming to CDSHS for multiple sessions. Naomi’s composition was then used at Topology’s RPAC event, Top Up @ RPAC. In August one of these music extension students, Gabriella Boumford, won a prestigious award, the Qld Creative Generations Vocalist of 2017, illustrating the exceptional quality of our music students.

Music Industry
On Monday September 4, the Senior Music in Practice students presented their annual Music Industry Concert, fondly known as MIC night. It was great to see so many family members as well as past and present students in the audience supporting these talented students. The audience was treated to the usual diverse MIC repertoire, from Cold Play and Mac DeMarco to Nirvana – and to end the evening the Year 12 MUP Class performed a Michael Jackson classic, Earth Song, leaving us with the passionate sound of vocals by Chantelle Wood, and the rhythmic groove of guest drummer and parent, Darran Muller – thanks for stepping in, Darran! Thank you to Matthew O’Connor, Carissa Macfarlane and Mr Watson for technical support (this show would not happen without you!), to Nick Turnbull for videoing the event and to our Head of Department, Jaclyn Yarwood, for her endless support in the department’s musical endeavours. Well done to all the Year 11 and 12 students who performed – it was another great night of entertainment at CDSHS.

Visual Arts
Our annual Visual Arts, Film and Media evening (‘F.A.M.E’) was held on the 17th of October in the Creative Arts Precinct. The evening showcased innovative and creative pieces by our amazing arts students from our visual art, film and media curriculum. The exhibition was also supported with live entertainment supplied by Music and Music Industry students. The D1 gallery and D4 Galleries housed the Year 12 Visual Arts Exhibition; these spaces have been crucial in allowing the senior Visual Art students to resolve their art works. The evening also showcased innovative productions created by the Film, TV and New Media students.

Recently four of our year 12 Visual Art students were selected to display their work in the ‘Creative Generations-Regional Exhibition’ at the QCA White Box Gallery at Southport. Samantha Langford, Chloe Cho, Ashlee Taylor and Aisha El Sayed’s major pieces were displayed with other student works from all over the region. Chloe Cho’s piece was awarded a commendation award, an incredible achievement within this state-wide competition.

Media Arts in Practice
The Media department participated in our annual F.A.M.E. (FILM|ART|MEDIA|EVENING) event, with games, photographic series and animations featuring in the display. The year 12 cohort produced some stunning media works which were very well received by those in attendance. 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 2017! Our department welcomed back Di Russell, Sabine Gulliver, Myrika Sailor and Eleni Symeou and we welcomed to the team; Louise Gibbon, James Wright, Jodie Preston, Nicole Brownlie, Athena Humphries, Mami Yoshino and Jessica Kraak. 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 12. 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 continued to integrate our students with the virtual classroom. We also embarked on a journey with the QCAA to learn all about the new senior system and staff have embarked on training for the new English syllabus. This professional learning will continue next year also. 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 years 7-9, students have been engaging in an on-line literacy program called ‘Literacy Planet’ and students have entered in different competitions within the Literacy Planet program and have had much success. In Year 7, students continue to also work on the CARS and STARS program which strengthens reading and comprehension. Year 8 and 9 have continued with the SRA program as well as working on literacy booklets and activities and preparation for NAPLAN. 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 2017. 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. Our Year 11 IB Language and Literature students saw a production of Macbeth by the Danger Ensemble earlier this year also.

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 were also involved in co-curricular activities such as the Borneo trip, LIVIN and debating. I would like to thank them all for their work again this year. Overall, 2017 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 2018!

Social Science
What a successful year this has been in the Social Science faculty. 2017 has been a year characterised by the efforts of our hard working and committed staff members. We have welcomed Athena Humphries to the faculty and a number of teachers on contract who have done a remarkable job and most certainly have left an imprint on our faculty. We have welcomed back staff on leave: Sabine Gulliver and Di Russell, whilst Jared Kerwin, Rebecca Webb and Jessica Kraak have been offered permanent teaching positions in our school, a deserving reward for their dedication to our students since they began at the school.

Our focus on curriculum development has continued in 2017, with global perspectives being a key area for development in of the faculty. Staff worked with Alisa Cleary from the Global Learning Centre on explicitly embedding the global pillar of ‘sustainability’ into our Grade 7 Geography curriculum. Holly Hough and Sam McConnell took time to develop the resources Alisa gathered for us, which has provided a much welcome shift in that subject towards a more focused program whereby students are encouraged to think global but act local.

Social Science offers students a great variety of authentic learning experiences. Grade 7 students of History were treated to a display of all things Egyptian as they participated in a large scale travelling exhibit giving them a hands-on experience in what life was like in Ancient Egypt. Grade 8 Geography students visited North Stradbroke Island as part of their studies in Coastal Processes, investigating ways to manage the threats to coastal environments within their local area. Grade 9 Geography students visited Australia Zoo as part of their studies of Biomes and many amazing zoo enclosures were created both as dioramas and graphically designed annotated diagrams, combining their research skills and creative flair. Grade 10 students investigated the future of spatial technology with an excursion to QUT Gardens Point, where they got to experience the changes in spatial technology and the impact these changes have on the world of the geographer. They also had the opportunity to learn more about job opportunities in the field of Geography.

Field work is an integral part of the senior Geography course. Grade 11 Geography students undertook field work experience at Indigiscapes, making use of their sophisticated equipment to complete water testing, in order to investigate the human impact on the Coolnwynpin Catchment Area. Students experienced a very wet day, with heavy rainfall, but in true geographer’s style, enjoyed getting their hands a little dirty. Grade 12 Geography students visited Fortitude Valley for the field work component of their course. There they explored the site that previously housed Fortitude Valley State School, and were asked to recommend a suitable redevelopment option based on current inner-city renewal strategies using processes and patterns evident in Brisbane’s inner-city suburbs. These field trips are essential to providing students with authentic experiences to collect and analyse data.

Grade 7 History students again produced outstanding ancient Chinese artefacts as part of their museum exhibit, and the event was well attended by parents, staff and students alike. In Term 4, these students were also invited to participate in video conferences with the National Museum in Canberra, being given a ‘virtual tour’ of the museum with close up encounters with many valuable museum artefacts, giving us a greater insight into Australian history the role of museums in preservation of history. Grade 8 Geography students were given the opportunity to video conference with the JOIDES Resolution, a research vessel that does significant work in testing core samples investigating tectonic plates and learning more and more about our history as they dig through the sea floor. Students were able to see the work of scientists firsthand through this amazing opportunity.
We have had a very successful year with IB students, with further teachers being trained to deliver this program. We look forward to further gains in this area as the first IBDP students graduate in 2018. Connections were established with other schools through the IB networking opportunity with John Paul College, which was well attended.

Much work has gone into preparation for the new ATAR senior schooling system. Staff have worked tirelessly in preparation for the changes that will come. There is great enthusiasm towards these changes, as we take this opportunity to reflect and refine our programs across Ancient History, Modern History and Geography. Work continues to be done in this area as we move forward.

This year has been so very rewarding, and we look forward to Head of Department Meggin Bahr returning to work from maternity leave in 2018, who will work part-time with Vanessa Blackburn in this role. The future in Social Science is very bright, and we look forward to the journey to come.

**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 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 has seen the successful 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 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 people reached of over 55,000 from Australia, United Kingdom, Germany, Japan, Taiwan, Indonesia, USA, New Zealand, Myanmar, Bangladesh, Brazil, South Africa, Italy, Egypt plus many more other countries.

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 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, 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

2017 has been a year of excitement, new experiences, challenges and many successes for our Junior School students. In December 2016 we farewelled our Year 9 cohort as they moved onto the Senior phase of their learning and in January we welcomed to our Junior School our fifth cohort of Year 7 students, 13 classes in total.

Ensuring students experience a smooth transition to our High School is of utmost priority and thus transition activities commence 12 months prior to the students starting. Numerous transition and extension cluster days and an Orientation Day in November 2016 ensured students experienced a sense of familiarity with the school, therefore allaying many fears about starting High School and instead allowed the students to be excited about the many and varied opportunities that awaits them. The 370 year seven students whilst a little nervous, were excited to be starting the next stage of their education at Cleveland District State High School. Students were welcomed by their Homegroup teachers and their Year 11 Representatives who were also there for support.

Student Representatives are an important aspect of our transition program, assisting new students to transition smoothly. This relationship between 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 2018.

In February, all new families to the school were invited to our Welcome BBQ and Information Sessions. The new format trialled this year enabled parents to meet their children’s teachers for 2017 as well as meet an array of support staff both formally during presentations and informally at their information booths. With the aroma of sausages cooking on the barbecue and the huge number of attendees, the afternoon was a great success and will be replicated in coming years. Our Year 7 students and new students to Year 8 and 9 quickly settled into our school community.

To further assist with a smooth transition into High School and an opportunity to build new friendships whilst having fun, year 7 students attended two Fun and Friendship Activity Days in March. The students and staff had a great time with the days living up to their goal and expectations. 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 Trinity Bobnar, Rachael Fitzgibbon, William D'Arcy Miles and Ruben Grobbelaar. 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 will host the 2017 Principals Parade to name but a few.

Following in the footsteps of our Junior Leaders for 2017, 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 2018 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 2018:

**Junior School Leaders:**
Alex Macnamara  Aneisha Cheal-Ceder
Lachlan Forno   Tenille Payne

**Junior School House Leaders:**
Macleay: Hannah Rosiak & Annie Pinto
Moreton: Georgia Pearson & Bethany Davis
Peel: Lachlan Turner & Layla Addison
Russell: Olivia Chissell & Zac Ellson

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 700 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 the areas of Reading and Numeracy. In Year 7, our students were significantly above NMS across the areas of Reading, Numeracy, Spelling and Writing. 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 over 420 students participating from Mt Cotton SS, Cleveland SS, BayView 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 Final winning team being Mt Cotton SS and the Champion School for 2017 being awarded to Cleveland State School. 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 Global Impact Leadership Team to fund their School Action Project.

The Year 9 Global Impact Leadership Program has seen approximately 35 Year 9 students develop and implement a School Action Project centred on Mental Health Awareness. Students developed a video and powerpoint presentation delivered to all Junior School students, generating much discussion about Mental Health. Complimenting this presentation was the Colour Run held at our Multicultural Festival, where each coloured paint represented a different theme eg. Orange = Bullying, Purple = Domestic Violence, Blue = Depression etc. Upon successful completion of the colour run, students were reminded of the seriousness of Mental Health and how it can impact on so many people’s lives. Throughout the year the members of The Action Project were required to develop this project under the guidance of Mentors from Impact Leadership and as such, it enabled them to develop their leadership skills. The students worked together with impressive cohesion, and were a credit to our school.

Junior school students have performed exceptionally well across various areas of the school in academic, cultural, sporting and citizenship arenas in 2017 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.

Our continual increase in prospective enrolment applicants is a testament to the hard work the school has put into enhancing the quality and therefore reputation of the Junior Schooling Program.

Languages
As the Languages Department continues to thrive, the percentage of students studying a language has grown to an impressive 57% of the school population. Our Chinese, French and Japanese studying students are achieving high levels of academic achievement, representing the school at State and international level and participating in cultural activities and competitions that enrich their language appreciation.

We welcomed Mami Yoshino and Flavien Potaire to our team and congratulate Shannon Hanson on being offered permanency within the school and our faculty. We have also had a number of contract staff who have been great additions to our faculty throughout the year. We sincerely thank Amanda Courtney for her many years of hard work and dedication to the teaching of Languages at our school and wish her all the very best as she enjoys her retirement.

Both our language studying students and teachers have been successful in receiving placements on Study Tours to China and Japan through Education Queensland International. Year 10 International Baccalaureate student, Danny Devereux participated in the Jiangsu Study Tour. Yu-min Sun, Chinese Teacher, received a placement on the 2017 Hubei Guest Teacher Program and Kylie Venamore, Japanese Teacher and Head of Department Languages was selected to represent Queensland on the 2017 Saitama Guest Teacher Program.
Senior French studying students, Abbey Taylor and Niamh Murphy were selected as Language Ambassadors to represent our school in Cairns at the 2017 James Cook University, Young Language Ambassador Program. The students were accompanied by their wonderful French Teachers, Alina Augustin and Justine Noble. 150 students from Year 5 - 12 attended the Conference and we congratulate the students for their participation in this fantastic program which aims to increase student retention in Languages and contribute to the government priority of having at least 40% of Year 12 students graduating high school with a second language by 2020.

In addition, James Cook University in partnership with Education Queensland selected two French language teachers to undertake professional development and we congratulate Alina Augustin, Senior French teacher who was successful in receiving a placement on the 2017 Young Explorers of the Tropics Program – New Caledonia and Vanuatu.

We commend these students’ commitment to their language studies and enthusiasm for widening their cross-cultural understanding. The Languages teachers’ success and involvement in such opportunities demonstrates their commitment to the fantastic work they do for both our students and our Languages Department at the school.

Year 12 students had the opportunity to raise their awareness of pursuing their language studies at university level by attending the Taste of Languages (Chinese, French and Japanese) conducted at the University of Queensland (UQ). The students participated in language workshops taught by UQ lecturers based on their language course content through a presentation of Language studies.

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 chindogu (Japanese art of inventing ingenious everyday gadgets). They enjoyed an International Banquet for lunch and a Cultural Fusion Presentation by Cleveland District State High senior students including Karate, Can Can Dance, Chinese Lion Dancing and The Little Apple Dance which was a favourite with the students. It was a wonderful day and the feedback from the primary school students was overwhelmingly positive.

Our school project to initiate the delivery of Indonesian Language Studies through classes and partnerships has continued with Indonesian language lessons provided on Wednesday afternoons after school whereby Cleveland District State High School students, primary school students and members of the community are invited to attend. 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 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 3 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 take-away or obento (boxed lunch) for lunch from Kam Fay Chinese Restaurant Cleveland and Sushi Lovers Restaurant Raby Bay.

This year all Language studying students have had the opportunity to use an online program called Language Perfect which they have been thoroughly enjoying. Students entered the
2017 Language Perfect World Championships and our school performed extremely well and ranked in the top 25% out of 1309 schools worldwide. Congratulations to the following 28 students who received Elite, Bronze or Credit Award Certificates.

- Year 7: Aizak Wong
- Year 8: Nikita Blake and James van Der Donk
- Year 9: Holly Cooper and Brianna Palmer
- Year 11: Jacinta Barrett, Chloe Beadle, Natalia Blades, Sarah Elliott, Kate Gibson, Jada Habberjam, Jamie Horay, Chloe Kimberley, Niamh Murphy and Lauren Phillips
- Year 12: Chloe Cho

Multicultural Festival offered an opportunity to showcase French, Chinese and Japanese stalls to students to experience cultural activities and food such as Chinese shuttlecock and lucky dip, spring rolls, manga drawing competition, takoyaki and yakisoba. 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 Chinese, French, Italian, Japanese and Spanish through this mode of education. Five 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.

Year 9 students attended the French Film Festival and saw “Adama” which they thoroughly enjoyed and appreciated the opportunity to experience the festival and improve their listening skills. Year 10 and 11 International Baccalaureate students participated in a French excursion to Alliance Francaise 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 and school, Kani City. Cleveland District State High School students made us proud by taking very good care of the students whilst 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 12 Japanese students representing various schools from Kani City, our sister city in Japan and 3 chaperones from Kani City Council, visited from 31 July to 6 August. The group enjoyed a homestay with our wonderful school families, experienced Australian school life and sightseeing on the Gold Coast and Brisbane. Their busy itinerary also included meeting the Mayor of Cleveland, Ms Karen Williams, attending the Japanese Consulate in Brisbane city, the Moggill Koala Hospital and North Stradbroke Island.

This was shortly followed by a group of 7 male students and 2 teachers, Mr Akihito Ariga, Deputy Principal and Ms Izumi Watanabe, English Teacher from our sister school, Kani Technical High School visiting from 22 to 25 August. Once again they enjoyed a homestay and experienced Australian school life including visits to various classes including cooking, boomerang painting, technical design and metalwork. Amazing intercultural interactions and use of language skills were witnessed in our numerous Japanese classes as the students engaged in communicative activities and games. It was a very successful week, strong bonds were formed between students and homestay families and our sister school relationship with Kani Technical High School continues to go from strength to strength. We look forward to seeing our Japanese friends again when we visit during the Japan Tour in December 2018.

**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 access to a language assistant 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 has fascinated students and motivated them to continue their language studies.

Earlier in the year, a group of 38 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.

Six of our talented Year 7 and 8 participated in the annual Chinese Speaking Competition organized by the Confucius Institute at the Queensland University of Technology (QUT), Kelvin Grove. This is a statewide competition held at QUT in May every year to promote the study of Chinese language and culture and to encourage the best and brightest Chinese language students to showcase their language skills. This certainly was a great opportunity for students to appreciate the Chinese language and culture, improve their Mandarin skills and display their confidence in public speaking. Well done to all the students who participated in this competition! Year 7 – Madeline Miles; Year 8 – Jack Bowser, Malvyna Schwenke-Pain, Kaycee Young, Peter Johnson and Alex Macnamara.

Three Year 9 students, Daniel O'Malley, Jaxon Roberts and Lloyd Roberts participated in a three-day Language and Cultural Camp hosted by the Confucius Institute at Queensland
University of Technology during the June/July holidays. The program provided an exciting opportunity for students who love Mandarin to intensively engage with Chinese language and culture. The feedback from the students was overwhelmingly positive.

Most recently, Year 10 student, Kailee Smith attended the Awards Presentation for her achievement in the 2017 Queensland Hanzi Character and Culture Festival – Language and Arts Competition. Kailee will be participating in the upcoming Taiwan Study Tour this year and we wish her all the best as she continues to develop her senior Mandarin Chinese language skills.

**Mathematics**

This year has been a time of progress and change. Professional growth has improved around classroom pedagogy through peer lesson observation and professional reflection through Dimensions of Learning. The maths staff has continued sustained growth in the areas of improved assessment packages and ICTs in the senior and junior school.

The core maths staff include Brian Allen, Penny Allman-Payne, Zorana Durdevic, Anthony Elliott, Adam Engel, Brad May, Eileen Miller, Lynda Nicol, Mitch Siebenhausen, Jamie Tarapore, Julie Wall, Amanda Linning (administration assistant), with the welcomed inclusion of Alex Zemcuznikov, Josh Harrison and Kim Hodges.

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 success 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 contribution of the maths teachers who are located in the Departments of Business: (Kiran Chandra, Paul Haynes, Brad Merson, Victoria Sadlier); HPE: (Adam Pryde, James Courtney); Languages: (Pearl Salmon); Learning and Enrichment: (Denise Sung, Jo Zietsch); Science: (Nooshin Ansari, Adam Klints, Jacquelin Morgan, Adam Salmon, Cora Newton); Social Sciences: (Lou Kennedy, Shane Pavitt); Student Support Services: (Andrea Cameron-Smith, Kari Johns, Suzie Heath); IDT(Philip Canalese).

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

The maths staff are continuing to integrate ICTs into the classroom. This year introduced [www.mathletics.com.au](http://www.mathletics.com.au) into the junior school. Mathletics is another tool to encourage homework, concept consolidation, numeracy and track student progress. The school continues to use [www.mathsonline.com.au](http://www.mathsonline.com.au) which allows students to retrace older concepts as well as extend their learning.

The Baccalaureate Diploma program has moved into its second year with the first cohort continuing into year 11. This diploma course provides three maths courses which include High Level, Standard Level and Mathematics Studies.

The Australian Mathematics Competition was held in July. Distinctions went to Reece Taylor, Ethan Bloomer, Evie Sprite, Carlos Johnson and Lincoln Oldfield. Credits went to Dylan Bryant, Jaleyna Ferrer, Jemma Griffin, Sarah Kasa, Siann Lilwall, Megan Lucas, Ashleigh Masani, Courtney Taylor, Olivier Thorne, Dianne Chute, Charlie Fairbairn, Alex Macnamara, Ciana Strickland, Kasey Night, Harleen Doel, Ryan Kharti, Habin Son, Ethan Molloy, Brandi
Kingston, Hope Leeuw, Naomi Russell, Lara Trevisiol, Jacinta Barrett, Lauren Reeb and Ryan Ball. A special mention for Liyunqian Xu who attained a High Distinction with her result in the 99th percentile. Well done to all our young mathematicians.

The Maths team challenge was held at Kingston State College in September. Cleveland sent two teams:

Junior Team: Evie Sprite, Elleisha Linning, Alex Macnamara, Lincoln Oldfield and Sandy Schofield

Intermediate Team: Ryan Khatri, Trinity Bobnar, Harleen Deol, Kasey Knight, Julian Lilly-Howe

The junior team placed first in the challenge. A fantastic result for our students and their enthusiast teachers Kim Hodges and Cora Newton.

I would also like to mention Sheminta Dupia, Joshua Meakin-Heiniger and Megan Lucas for receiving their outstanding performance in Mathletics this academic year from the Mathletics Team.

Finally, I would like to thank all those parents/carers who persist with encouraging their students to complete their homework. Quality and specific homework are a necessary piece of the puzzle that contributes to mathematical success. I also thank those parents/carers who support their students learning through the resource hire and BYOD schemes.

**Sciences**

Students of Science and Agriculture, have had a busy and rewarding 2017. 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 in 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 have completed a range of projects in digital and design technologies, including:

- investigating the sweetness of apples used in making juice;
- designing and testing paper planes; and building physical models of Ancient Chinese artefacts and digital models of cosmic phenomena in our Solar System; and
- designing a video game using coding software.

Year 8 Technology students have:

- designed and constructed Rube Goldberg chain reaction machines;
- investigated sustainability in the contexts of shopping bags and E-waste; and
- investigated how herbs can be propagated and grown in a benchtop garden.

Congratulations to Mr Klints’s Year 7 Technology students Hayden Will and John Lebumfacil who took out the top prize in the Innovate Redlands STEM competition for their video game,
entitled “Number Toss”, and created in class using Scratch. Jemma Griffin and Lily Beale should also be commended for their entry in this competition.

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 9s have been able to explore a range of scientific topics as diverse as: forms of energy; the importance of soil; conservation; robotics; combustion engines; earthquakes and volcanoes.

Year 10 and 11 IB students have participated in Mock Internal Assessment investigations and Exams in preparation for their formal Year 12 assessment. IB teachers Dr Salmon, Mrs Salmon and Mrs Lawrence should be commended for going above and beyond to offer these students a high level of support and guidance in their studies.

This year, we have been able to offer two STEM classes, who have completed advanced projects in robotics, to design and program robots that can perform complex tasks, and Microsoft Excel functions, to design an interactive game, as well as activities to enhance their complex reasoning skills.

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 and Year 11 ESS students undertook a major field study at North Stradbroke Island, investigating the coastal and ecosystems and human impacts.
- 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 10s conducted field studies on Coochiemudlo Island, while year 11 and 12 students spent several days exploring the bay and coastal ecosystems.
- 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 8 students were treated with a special Physics presentation by the Surfing Scientist Ruben Meerman.
- 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.

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 OzoBots with Mr Cooper to compete in a bowling challenge. This year’s Primary School science show was based on Gases. Mr Baguley, supported by Dr Salmon, Miss Fairbairn, Miss Newton and Mr Cooper toured the show to six local primary schools, after giving a sneak preview to some lucky Year 7 and 8 classes. Year 5 and 6 students from Dunwich, Cleveland, Bayview, Ormiston, Thornlands and Mt Cotton State Schools had fun predicting and observing the behaviour of different gases, and really enjoyed the big ‘bangs’.
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’s Horticulture club is going strong and our vegetable crops and flower gardens have been consistently lush and productive.

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 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.

Notably, our show team performed exceptionally well at the Pine Rivers Show in August:
- Junior Judging – Declan Tate 2nd place; Matt Cooper and Jack Tenkate shared 3rd place; and Tayla Howell Highly Commended.
- Junior Handlers – Harry Smith 2nd place; and Patrick Day, Rebecca Fitelman, Kasey Knight and Declan Tate Highly Commended.
- Sheep – Champion Ram; Reserve Champion Ewe; Sheep of Show; 1st place Breeders Group.

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.

2017 has been another year of success and 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 2018, as we enhance our Junior Secondary STEM program and launch our Senior Science Australian Curriculum courses.

**Senior Schooling Highlights**

The Senior Phase of Learning at CDSHS is the time to start embarking on a three year pathway 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.

Last year, we introduced the International Baccalaureate Diploma Program Preparatory Year 10 as an alternate university entry pathway. This year, our Year 11 IB students are coming to grips with Higher Level and Standard Level options as well as mentoring the students in the Year 10 Preparatory program.

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, over 70 students are undertaking school-based traineeships; 7 are in school-based apprenticeships; 130 are completing a Vocational Certificate through TAFE or another registered training organisation; and 20 students are completing a Diploma of Business.

In preparation for University entry, we had our largest cohort of Year 12 students sit the Queensland Core Skills (QCS) test with 182 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 on a smaller scale for 2017 as we await our new school hall in 2018 with four times our current capacity. Our students from Years 9 - 12 attended, gathering valuable information about work and study options from a wide variety of exhibitors. Thanks must go to Heather Booth, our school Industry Liaison Officer for the work she puts into organising this.

Some of our Year 12 students took advantage of starting an undergraduate university subject while completing their final year of school. This is a great way to get a feel for the course and university as well as understanding the demands of research and academic writing. Congratulations to the following students for their achievements:

**Griffith University**

<table>
<thead>
<tr>
<th>Name</th>
<th>Course</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jessica Bird</td>
<td>Education and Society</td>
<td>Distinction</td>
</tr>
<tr>
<td>Karen Fukushima</td>
<td>Intro to International Business</td>
<td>Credit</td>
</tr>
<tr>
<td>Lisa Fukushima</td>
<td>Intro to International Business</td>
<td>Credit</td>
</tr>
</tbody>
</table>

**Queensland University of Technology (QUT)**

<table>
<thead>
<tr>
<th>Name</th>
<th>Course</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curtis Shaw</td>
<td>Studies in Language</td>
<td>Distinction</td>
</tr>
<tr>
<td>Jayden Sleep</td>
<td>Energy in Engineering</td>
<td>Distinction</td>
</tr>
</tbody>
</table>
I would like to take this opportunity to thank the hard working Year Co-ordinators in the senior school – Alison Bowser (Year 10), Victoria Sadleir (Year 11) and Simon Watson (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 – Jacquie 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.

We look forward to the challenges and rewards of 2018.

Sam Porteous (Year 10 Deputy Principal)
Karen Abraham (Year 11 Deputy Principal)
Robyn Przewloka (Year 12 Deputy Principal)

### Student Support Services

Ninety-two 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. Independent Living Skills (ILS) explores life skills such as budgeting, meal planning and preparation, friendship skills and travel training. Within this subject, the students also have the opportunity to practice social skilling, communication with peers, social etiquette, friendship skills and self-regulation strategies.

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). Our year 10 students have had the opportunity to attend work experience in areas that are of interest and possible future career pathways. Students in year 11 or 12 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 Student Support Services Team, coordinates recommended interventions for at-risk students and provides individual and classroom support for students in collaboration with classroom teachers.

Programs are offered to assist students to further develop their strengths and skills. The Behaviour Support Teacher worked closely with community agency, INsync, to facilitate a Help Increase the Peace program (HIPP) which builds skills of communication, cooperation and conflict resolution.

This year, we also continued to build on our partnership with Traction Community Bike Build Program. Traction helps young people discover their talents, build self-belief and create their own positive and successful futures. Each term this year, volunteer bike mentors assisted our students in this action-based learning environment. On completion of each nine week program, students report positive changes such as an increase in skills, confidence, positivity in outlook, and improvements in academic achievement at school. It’s exciting to see students continue to build on these strengths and skills after completion of the program. We look forward to continuing with this positive partnership.

**Learning and Enrichment / Literacy and Numeracy**

The Learning and Enrichment – Literacy and Numeracy 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.

The Learning and Enrichment (LAE) faculty includes the Aboriginal and Torres Strait Islander team and also the Broncos personnel. Collectively, we have 7 teachers and 7 Teacher Aides, which is enhanced by 10 Volunteer Tutors. As well working in the LAE classroom, our staff assist in 277 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.

Thirty-six students from Years 7 to 9 are currently withdrawn from one academic subject to access support in the LAE classroom. Depending on individual student needs, all staff teaching in the LAE room are focusing on, explicitly teaching: Signpost algorithms; deconstruction and rewriting of genres, (in relation to English assignment work); detailed
reading of Maths assignments and additionally developing 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, continues to guide skills development. Following the guidelines in these documents ensures that all concepts are covered at the appropriate stages. This year we introduced two new web-based programs for all students in Years 7 - 9. Literacy Planet and Mathletics have proved to be very popular. Teachers are able to allocate literacy and numeracy tasks as appropriate, for completion within the classroom or at home.

To support a differentiated approach where required, testing of basic skills (Oral Reading and Mental Arithmetic) is implemented by the LAE staff, 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, Comprehension and Spelling. Many of our current students were assessed using this standardised instrument during their primary years. Using this same tool in the high school, gives a 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 pre-test (Feb ’17) with the post (testing mid-November), PAT Comprehension results.

During Terms 2 and 3, five Year 7 classes, as a targeted part of their Numeracy lessons, have been involved in the Mentals Mastery program. 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.

These Literacy and Numeracy initiatives have resulted in a solid performance by our Year 7 and 9 students on the 2017 NAPLAN tests.

Percentage of students achieving above National Minimum Standard (NMS) 2017

<table>
<thead>
<tr>
<th>Strand</th>
<th>Year 7</th>
<th>Year 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>98.4%</td>
<td>96.3%</td>
</tr>
<tr>
<td>Writing</td>
<td>92.3%</td>
<td>74.9%</td>
</tr>
<tr>
<td>Spelling</td>
<td>98.1%</td>
<td>94.2%</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>95.1%</td>
<td>88.5%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>98.8%</td>
<td>99.3%</td>
</tr>
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Students in Year 7 achieved a Mean Scale Score (MSS) similar to the National Cohort in all strands. Students in Year 9 achieved a Mean Scale Score (MSS) similar to the National Cohort in all strands, except Writing. Thank you to all the teachers and support staff at Cleveland High who assist our students to achieve their best.

The Homework Centre, available to all students, is staffed, Monday, Tuesday & Thursday afternoons, in the Library, from 2.45 – 4.00, and Wednesday mornings, 7.30 – 8.30, by the LAE staff. Attendance each week, can be between 50 and 130 depending on homework and assessments scheduled. Additionally, mainstream class teachers may make appointments with a particular student/s, and meet them at the Homework Centre. These teachers then of
course stay on and work with others. Students are given a healthy snack and a drink of water before commencing work. Staff is emailed each Friday, re attendance numbers and student names.

2017 has been another busy and successful and year in Learning and Enrichment. We look forward to 2018 being just as interesting and productive.

**Aboriginal and Torres Strait Islander Support**

Well it has been another 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. Students rehearsed for many weeks perfecting the Quandamooka dances under the guidance of Ananajrrrah and Yuludarrah Hopkins-Walker. This mentoring was extended to students attending the Moving Together cluster’s Children’s Cultural Celebration in September.

The dancing continued with wonderful performances by Jasmine and Stephanie Kitchener, Tallis Trask and Emily Dufficy at the Creative Generations Stage Spectacular after training with the Bangarra Dance Company. Their talent and dedication was exceptional. Thank you to Cooee Elders who provided transport for two weeks of rehearsals in the June/July holidays.

Many of our students have also performed at various events in The Quandamooka Festival and are looking forward to this opportunity again next year. Other events such as Close the Gap Day, Sorry Day, Reconciliation Week and NAIDOC Week were celebrated in a variety of ways. Molly Turner and Chloey Campbell represented Cleveland High 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 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.

Our Beyond the Broncos Girls Academy program continues to thrive. Many of our students were rewarded for over 90% school attendance. In semester 2 we welcomed Saraya Stewart who joined Angela Johnston to support our students three days a week. A three day leadership summit in September complemented workshops presented by Scott Prince and Bo de la Cruz throughout the year.

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, Jo Zietsch, 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 2018

**Technology Department**

2017 was another productive year for the students and staff in the Technology Department. This year we welcomed Philip Canalese to the IDT area. Philip brings with him extensive experience from the engineering sector and has been a great addition to the team. Special thanks goes to Jyotsna Chandra who did a fantastic job in the Home Economics area while Kym Whitfield was on well-earned leave during terms 2 and 3. The remaining teachers in the Technology Department for 2017 were Alison Bowser, Brian Brennan, Clare Cosovan, James Elcock, Damien McKenzie and Debbie Newitt.

**Industrial Design & Technology**

Graphics has gone from strength to strength in 2017. We have a great group of students studying the subject in year 9 that are very keen to become the first group of students going through the new design syllabus next year. Our single year 10 class has shown a lot of promise and we look forward to seeing what they produce in their senior years.

Our Year 11 classes have seen a surge in creativity and achievement as students have put in a solid effort responding to our inventive assessment tasks. This course has given students a strong base ready for next year’s extended design folio pieces. Students have participated in a broad range of tasks that will help assist them into a range of career outcomes within the graphical communication area. We have a really strong group of students in this cohort, but a particular student of interest Jane Van Bosh who is new to the subject this year, has never previously studied Graphics yet has presented University standard sketches to communicate some highly detailed product concepts.

Year 10 Technology Studies spent the year developing their designing skills creating colourful CO2 Dragsters and a range of functional flat pack items that conformed to a client’s very specific requirements. The class is looking forward to jumping into a new unit for the subject that will use an Arduino as the controller for a kinetic sculpture.

One of the assessment pieces this year for Year 12 Technology Studies students worked on a challenge to design and create artefacts for a sensory room at a local hospital. This task proved to be particularly meaningful to many students and helped them appreciate how a good designer needs to have empathy for the end user.

Our Year 10-12 Building and Construction classes have been busy work on a range of indoor and outdoor projects, mainly in small groups. Part of this work is some real-life work on the school grounds in an area near J block. The Construction students laid concrete slabs and put in drainage channels to help better drain water away during the heavy summer downpours. The Construction classes have also been working on some outdoor play equipment for the students at Bayview State School. We look forward to handing these completed projects over to the primary students towards the end of the year.

The two Year 9 Technology Wood classes enjoyed the increasing difficulty of projects this year. Completing the folding table was a special highlight, as those who spent time on the details being rewarded with a satisfying click as the legs locked into place. The tabletop was
a place to proclaim allegiance to a sporting team or some more abstract personal interest. Sam Taylor, Nicholas Wilkins and Sally Grant all displayed their talents with some good practical examples.

The Year 10 Furnishings class have worked steadily through the year, with many showing marked improvement in their practical skills over the course of the year. The laser cutter worked overtime, producing a wide range of coffee table top designs. These reflected the students’ individual taste and spanned sporting teams to indigenous influenced designs. Jordan Adams worked hard and consistently produced well-finished projects. The Year 12 Furnishings class has yet again produced some excellent pieces of work that are sure to become family heirlooms. A new project this year, a wood-turned pepper grinder made using patterned laminated timber was a favourite amongst the class.

The Year 9 Technology Metal class have enjoyed experimenting with a wide variety of materials and used their newfound knowledge in hand tools and machinery to produce some great 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. Special mention to Jay Woosnam and Cooper Hudson who have worked productively and produced some excellent results.

Our Engineering Skills students again produced quality products while learning a wide range of skills. The year 12 course was modified to include new projects that really build the depth of experience students receive in this course. These new projects taught students high-level fitting and turning procedures along with techniques for welding and fabricating with solid stainless steel sections.

Year 11 Industrial Graphics aimed to deepen the students CAD/3D modelling knowledge with a specific focus on understanding and applying real world practices. Students completed deck designs that conformed to Australian Standards and local council requirements, with final documents catering for a diverse range of end users. The small cohort all produced fine work with Jemma Preston and Joel Parrot deserving special note.

2017 was the first Year 12 cohort of Industrial Graphics here at Cleveland. At the end of this thorough course, the students are well setup for careers that require detailed drafting work. Many thanks to Ms Clare Cosovan for her hard work in setting up this quality program of work.

Home Economics subject area
Year 9 Food and Design Technology students have been very creative planning and making Designer Muffins and Healthy Snacks as part of their practical assessment for the Food and Nutrition unit. As it was expected that the designer muffins included at least one fruit or vegetable, the class created some very imaginative and healthy recipes. Brandi Kingston made a delicious blueberry, coconut and apple muffin, Shaylee Beveridge a healthy raspberry version and Mikaela Prinsloo baked a very creative zucchini, sweet potato and chocolate muffin.

For their Term 2 practical assessment the 9 FDT students were required to modify a scone dough in order to make it a healthy morning tea snack. Some creative yet nutritious recipes were cooked by the class including Laura McKillop’s date and banana scones, Michelle Hopcroft’s apple scone surprise and Emily Edward’s pizza scrolls.
The entire 9FDT class are to be congratulated for the hard work they have put into their assignments this semester and the delicious cookery that has resulted from their weekly cookery and process journals.

During Semester 2 the 9FDT class moved from the kitchen to the textile/ sewing room. The entire class put in lots of effort learning how to use sewing machines, practicing sewing skills and sewing samplers before producing a pencil case and a reversible satchel bag. As most of the class had never sewn before their motivation, effort and resulting practical work has been truly inspiring. Well done all year 9 Food and Design technology students. We look forward to seeing them progress into the senior years.

Year 10 Home Economics started the year in the kitchen, preparing an array of home style meals in the Feeding the Australian Family unit. Jessie Willis is to be commended on her Tortellini with pesto and roasted veggies and Chocolate Ganache Torte 2 course meal. In term 2, we examined the impact of various cultures on the Australian diet and students created a savoury parcel with a specific cultural influence. Jessica Hodgson and Leana Mullen are to be congratulated on the quality and presentation of their Spinach & Ricotta and Potato & Herb parcels.

In Semester 2, we moved to textiles where students have enjoyed the challenge of working with stretch fabrics to create an embellished summer pyjama set.

Year 11 Home Economics students spent semester 1 in the textiles unit. Their practical design task was to create an educational toy suitable for a 2-5 year old child. Taigan Caldwell created a wonderful fabric book with lots of educational activities and Taylor Doble’s activity cube will keep a young one occupied for hours.

In our foods unit in semester 2 students created some wonderful 2 course meals that were designed to meet specific nutritional requirements for adolescents. These meal plans were then used to help advertise a healthy eating campaign.

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, quilts to doona covers. Madison King and Abby Astorquia are to be commended on the quality of the products they designed and created.

In our Food and Nutrition unit, the students were required to evaluate the school canteen menu and then prepare a new product to add to the current menu. This product was required to meet nutritional guidelines (Healthy Food and Drink Strategy) but still be appealing to adolescents. After much experimentation and trialling, an amazing range of canteen products were produced. Hayley Muller, Madison King, Kassie Millane, Emma Forrest, Abby Astorquia and Cara Jones all produced and presented canteen products of a high standard.

The highlight for Year 9 Practical Cookery class was the “Food in the Fast Lane” assessment where the students had to develop a healthy convenience food product and packaging it. It was wonderful to see some original creations namely that of Florence Jackson who made her own flat bread and gave a twist to Parmesan chicken with her own creation of Aioli. Ebony Baker also created a very appetising Peri Peri chicken and Monae Salton should be complimented for her very professional and eye-catching package for her product.

Year 10 Hospitality Practices students have enjoyed creating dishes from each course of a traditional menu. Their 21st birthday appetisers platters were excellent with special mention to Lauren Dickson for her delicious curry puffs. Students then planned a themed dinner party with Steffani Grace presenting a wonderful outback inspired table setting for her home-made pumpkin soup. In term 3 students created culturally inspired dishes for an Eat Street style
market. Working in groups Madi, Sarah, Shelby & Taleisha created delicious Gulab Jamun – an Indian inspired donut with fresh berries that were a big hit with the class and our guests.

In their Kitchen Beginnings unit Year 11 Hospitality students honed their kitchen skills creating lots of different dishes, and then focussed on sandwich making skills for our Sandwich Venture where they make sandwiches to order for paying staff members. The feedback from staff was very positive and all students are to be congratulated on their professional level of service. In Semester 2 it was all things coffee. Students learnt how to make a variety of coffees using our commercial coffee machine, and practiced their technical and customer service skills on Multicultural Day and with a coffee venture for paying staff.

The main highlight for Year 12 Hospitality class was planning and preparing a three-course meal for staff and parents. Students showed a lot of enthusiasm for their restaurant venture getting inspiration from TV cooking shows and getting ideas for recipes from the internet. Most meals presented were of restaurant standard. The parents and staff enjoyed the meals and all the students worked well as a team. Special mention to Bliss Gregson, Molly Pace, Isobel Burnett, Ashley Peat and Filip Dankowski for their outstanding presentation.

The Year 10 Early Childhood subject gives students an insight into what to expect when working in the childcare industry. After choosing an interesting story book from the local library, they had to produce an activity to go with their story and then implemented this with small groups in the class. Perhaps the most challenging piece of assessment was for the students to prepare and pack a healthy and nutritious lunch box for prep children. Sammi Jordan has to be complimented for her shaped sandwiches and artistic presentation of fruits.

Year 11 Early Childhood have studied all areas of development in children and have particularly enjoyed focusing on producing literacy and numeracy activities for 3-4 year olds. As part of their assessment, the students went to a Childcare Centre to try out their activities. Hannah Pitt and Willow Algate need to be commended for being very creative with their activities.

2017 saw the first cohort of Year 12 students go through the Early Childhood course. After studying the different areas of development in children, they also went to the Child Care Centre to do their activities. Special mention go to Michelle Meadow, Lauren Hodges and Leah Smith who have completed Certificate III in Children’s Services. Bianca Satevenson is currently completing her Certificate III.

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 16 years, and Chappy Heather (2 days per week) has been at the school 4 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.

• Girl’s Only - A group of 20 year 8 and 9 students run during sport time as an elective. 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 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.

• Visit from Vanuatu Sister School. A group of staff and students from Pango Centre School were hosted by families from Cleveland for one week. Cleveland High students were enthusiastic buddies for the Vanuatu students. The week was filled with activities at school, visits to the Currumbin Wild Life Sanctuary, Surfers Paradise, Science Museum and Southbank. Staff received professional development at two local primary schools. Overall, it was a very successful, educational and enjoyable visit.

• Chaplaincy week, including Live ‘Angry Birds’ Game, Disney Treasure Hunt, Mini Pool Competition 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.
In 2017, we continue to our commitment to Council of International Schools membership and the accreditation process. The Council of International Schools is a global non-profit membership organisation, CIS provides services to primary and secondary schools, higher education institutions and individuals that share these ideals:

- a desire to provide students with the knowledge, skills and abilities to pursue their lives as global citizens; and
- a commitment to high quality international education.

To achieve this goal, Cleveland High offers programmes and offerings with an international and intercultural perspective so that students can move forward with the attitudes and understanding that will provide them with a solid base wherever their studies or work may take them. Primary and secondary school members must further commit to undertaking an ongoing external quality assurance process to enhance student learning. The CIS community includes 733 schools and 592 colleges and universities representing 112 countries.

We have now been a member of this prestigious organisation for over 10 years. 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.

One of the many positive initiatives that grows out CIS is the Global Impact Leadership program in Year 9. This year our Year 9 Leaders worked with the Unleashing Personal Potential organisation on a school project that resulted in an Access lesson and a Colour Run on Multicultural Day. The students learnt a great deal about leadership and did a great job delivering their project. Thank you to Sam McConnell who worked with the students.
Debating

2017 has been a record-breaking year for debating at Cleveland District State High School. Each year, students enter the Queensland Debating Union Secondary School Competition, competing 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. This year our teams were as follows:

**Year 11 Team:**
Sarah Elliott, Kate Gibson, Jamie Horay, Alexandra Marks.
Coached by Alice Elwell.

**Year 9/10 Team:**
Hannah Barker, Ariana Boschert, Tess Conaghan, Rachael Elliott, Lachlan Gibb, Nathalie Hannay,
Coached by Jessica Kraak and Athena Humphries.

**Year 8 Team:**
Aneisha Cheal-Ceder, Olivia Chissell, Ben Mason, Caitlin Moran, Tenille Payne, Madison Richardson.
Coached by Laura Potaka and Leesa Richardson.

**Year 7 Team:**
Coached by Alice Elwell and Jared Kerwin.

Our year 7 team made a strong debut and they will certainly be a team to watch. They started the season with a very convincing win before losing their second and third debates by very narrow margins. The Junior Secondary competition is continuing into Term 4 and our students are hard at work practising their skills for their final debate.

The year 8 team featured many students from last year’s year 7 team who were eager to continue debating. Although they were not successful in their first two debates, they built on their experiences and won their last two debates, which included a short preparation round. We are so proud of the team for continuing to improve.

Year 9/10 competed against other year 10 teams in what is traditionally a very challenging competition, as the year 10 topics tend to be quite sophisticated. They won their first debate and their short preparation debate. The team were excellent ambassadors for Cleveland as their arguments were always logical, their public speaking was excellent and their rebuttal was impressive.

Year 11 had an extremely impressive run, winning all of their debates in the first round of the competition, making them the third-consecutive year 11 team to progress to the semi-finals. After winning two debates in the semi-finals they went on to the quarter final, which is a record for our school. Although they were defeated in this round, they ended up finishing in the top eight out of seventy seven teams, which is an extraordinary achievement. This team has shown an extraordinary commitment to debating and we are so proud of their achievements.

With a debate taking place every one to three weeks, the students are to be commended on the high level of commitment and effort they demonstrated. All teams met many times per week to work on team cases, practise skills and write speeches.
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 2018 competition.

**Gifted and Talented**
The Gifted and Talented programme continues to provide students with exciting opportunities for growth. At Cleveland District State High School, students are invited to participate in a range of academic extra-curricular activities; the library hosts Book Week celebrations; and we offer the Ignite programme for high-performing students in the junior school. Catering to the top 10% of students in grades seven, eight and nine, Ignite is founded on theoretical research on giftedness and provides high-performing students with educational opportunities that go beyond the realms of the classroom. Students invited to join in the programme participated in a series of exciting excursions and after-school workshops.

The workshops centred on broad themes including: *What is the nature of knowledge? The Power of STEM; What influences knowledge?* Students participated in a range of activities including group challenges to save the fictional country of Jonkivia, a small island nation in need of help from budding engineers. Working together, they built catapults, constructed houses that could withstand a simulated earthquake, and impressed our visiting guest, Assistant Regional Director Darren Wallwork, with their paper plane designing skills. Students learnt about the difference between shared and personal knowledge, examined the difference between memory and intuition and debated the importance of STEM skills. It is always impressive to observe how these students articulate their understanding of challenging concepts.

In Term 2, students in were invited to attend an International Problem Solving workshop run by the United Nations Youth. Also known as a ‘Joint Cabinet Crisis’, the International Problem Solving workshop replicated the Cuban Missile Crisis. Students were split into parties of the crisis: one group representing the United States of America and one representing the former Soviet Union. Thus high-energy workshop provided students with the opportunity to learn new skills, collaborate and to have fun exploring exciting concepts.

Ignite provided students the opportunity to attend two excursions: the World Science Fair and the Brisbane Writers Festival. At the World Science Festival, students attended a panel discussion on the future of driverless cars; viewed exhibits on space photography, taxidermy, and live insect displays; and attended a presentation on other-worldly water, exploring the possibilities for life on Mars and moons, such as Europa. At the Brisbane Writers Festival excursion students were treated to talks by authors Jackie French, Wendy Orr and Garth Nix. Students were entertained by their fascinating stories of their careers and the craft of writing.

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, “Escape to Everywhere”. Steph Bowe, award-winning author of young adult novels *Night Swimming, All This Could End* and *Girl Saves Boy*, entertained student with her engaging stories of sheep and characters she has met in her travels. Ms Bowe gave tips and hints on how she used these experiences to inspire her books, and provided our budding authors with advice to help start their careers.

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, Logan Schools Maths Team Challenge, Reader’s Cup, Techgirlz, Queensland Youth Shakespeare Competition 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.

2017 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.

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 Service offers confidential support 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 staff and/or other community agency professionals.

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

**Educational Guidance** 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. As we transition to the new Queensland Certificate of Education and Tertiary Entrance systems in Queensland, our Guidance Officers are preparing our current Year 9 students for this change.

**Personal Support** 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, 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/education 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 students in Years 9-12 using their 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.

With the support of staff and students, a number of initiatives have been undertaken to promote a sense of belonging within our school. Events have included Wellbeing Week in Term 2, RU OK? Day in Term 3 and Mental Health Week in Term 4. All events have shared the theme of connectedness and have promoted help seeking behaviours. Activities on these days have included live music, photo booths, staff v student games, board games, origami, colouring in and dancing.

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

**The International Baccalaureate Diploma Program (IBDP)**

2017 is the first year of our official IB journey. Of course, we have spent the past four years preparing for the implementation of the IBDP with staff training, resource purchases and a very extensive authorisation process involving educators from both Australia and overseas examining our processes and procedures to ensure we are compliant with the high standards set by the International Baccalaureate Organisation (IBO) the governing body.

We currently have 36 Year 11 students working out where their strengths are as they choose their Higher Level and Standard Level subjects ready to enrol in their external exams in November 2018. The students have also been working hard to engage in Creativity, Activity and Service (CAS), initiating some very worthwhile projects such as assisting students at the Redlands Special School, volunteering at Redfest and helping with school events such as Multicultural Day and the Junior School Dance to name just a few.

Our Year 10 students in the IBDP Preparatory Year are beginning to understand the rigours of the program and have welcomed the mentoring help from the Year 11 students. They are learning about TOK – Theory of Knowledge. This valuable subject delves into the nature of knowledge, its construction and how we know what we know! As you can imagine, the discussions can become quite interesting and philosophical.

Universities appreciate and value the skills and knowledge acquired in the IBDP and this year, we organised an information evening with University of Queensland, Queensland University of Technology and Griffith University attending to provide specific information about credits and exemptions available exclusively to IB graduates. Parents and students had the opportunity to question the university representatives about opportunities available to them when they graduate from Cleveland High and look to the future and their study options.

It’s not all work and no play for IB students however! In the June school holidays, a group of Year 11 students and their teachers took time out on a Saturday to visit the Marvel Exhibit at GOMA and in November, a group of Year 10 and 11 students will embark on a trip to the USA to visit Universities, Smithsonian museums, NASA and Disneyworld.

2018 will be a pivotal year for Cleveland’s first graduating class of IBDP students and we wish them well in their preparations for external exams as well as success with their internal assessment items.
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 2017 from countries including; Brazil, Switzerland, India, Norway, Papua New Guinea, Bolivia, Spain, Taiwan, China, Japan, Mexico, Austria, Italy, the Philippines, Thailand and Germany. Already there is an indication that numbers for 2018 will be substantially higher.

In 2017 Cleveland hosted visiting education agents from Taiwan, China and Japan.

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 2 days and three weeks. In 2017 we hosted student groups from Japan, Taiwan, Korea 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 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 again outdone themselves. It has been a privilege to work with this group of dedicated students. The Senior Executive consisted of Michael Putt as Student Council President, Sebastian Doyle as Executive Officer, Jaime Taylorl as Public Relations Officer. The Junior leaders were: Rachael Fitzgibbon, William D’Arcy, Trinity Bobnar and Ruben Grobbelaar.

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. We hosted Shave for Cure which turned out to be our biggest fundraiser, with four fabulous students having their heads shaved for this fantastic cause. Our thanks goes to Jaspa McKinless, Sammel Fauth, Travis Carr, Tess Conaghan for being so brave and participating in this worthy cause. We conducted the Easter Raffle. We held our famous Aussie Barbeque and drinks stall at the Athletics and the Multi-Cultural Festival. Throughout the year we also fundraised and assisted other school committees such as the Formal Committee, Chaplaincy and Pango School (our sister school in Vanuata). Community organisations we also donated were: Special Christmas Appeal, The World’s Greatest Cure, Jeans for Genes Foundation, Redkite and RSL (ANZAC day and Legacy).

The Student Council and representatives marched in the ANZAC Day Parade in Cleveland. Had leaders and 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.

Multicultural Festival featured a wide variety of performances. In the first session, as is traditional, Maree Goebel (Quandamooka Elder) 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, along with staff and students from Cleveland DSHS. One of our talented students, Haoru Song, then demonstrated her incredible skill on the erhu (Chinese bowed instrument).

Parade of Nations has become a signature part of Multicultural Festival. This year, First Nation, India/Fiji, China/Taiwan, France, England, Scotland, Poland, Ireland, Belgium, Italy, South Africa, Tonga, Brazil and Germany 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 the Senior Dance Team, Junior Dance Team and Year 7 Dance Team performing. Tala Po,
year 11, sang and then presented a traditional dance, which was followed by the “Pacific Girls” with a Pacific Island Dance. The second session featured a special guest, Jack O’Leary, who sang Irish songs while accompanying himself on the Uilleann pipes and bodhrán, a traditional Irish drum.

During Cleveland’s Got Talent in the afternoon session, students were enthusiastically supported as they presented a wide variety of performances. In the afternoon, just before heading off to the holidays, Illusion Performing Arts presented a brilliant dance performance.

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
2017 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’s 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.

We are very grateful to the Cleveland High P&C and IGA Community Chest for their support of the teen Mental Health First Aid course. Over 3 weeks facilitators from Queensland Health have once again taken our students through this valuable course that aims to remove the stigma associated with mental health issues. Students are encouraged 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, nearly 80% of students have completed the course.

To conclude the focus on mental health and well-being we were delighted to view a performance by Indelability Arts, an inclusive theatre company. Their show, “I Love Me Just the Way I Am”, uses personal stories and experiences to build awareness and promote change regarding mental health.

Students were also privileged to hear Johaan Kaa speak to them about resilience with his “No Hands, No Feet, No Excuses” message. Johaan lost his hands and feet to meningococcal disease 3 years ago, and now speaks to students all over Queensland. Students found his openness and honesty in talking about his battle to walk again inspirational.

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 a Senior Education and Training (SET) Plan 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 Abbey Taylor 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 10s 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's 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’s of 2017 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 2017 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 2018:

Brooke Addison (School Captain), Harley Friske (School Captain), Kate Gibson (School Captain), Connor Martinuzzo (School Captain), Jamie Horay (Student Council President), Hannah Sharp (Student Council Executive Officer) and Anna-Louise Peterson (Student Council Public Relations Officer). The Student Council International Liaison Officer is still to be confirmed at time of writing

These students will be involved in a variety of leadership conferences and courses toward the end of the year and in early 2018 to further develop and refine their leadership qualities. Selection for students wishing to be Sports House Captains and Year 8 Representatives in 2018 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 22 to 24 November. The aim of the program is to prepare all senior students for the leadership responsibilities we place on them as Senior Students in 2018 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!”.

With 2018 being the Year 11 students’ final year of formal school education, these students will have many expectations of hard work, diligence and time management placed upon their shoulders. We are exceptionally confident that our students are well prepared for the challenges and excitement that 2018 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 many challenges and opportunities and 2017 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 2017 Student Leaders: Naomi Burgess, Emma Cutler, Seb Doyle, Lawrence Grieve, Gemma Price, Michael Putt, Jaime Taylor and Jolly Xu. 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 Student Council fundraising.

As well as the eight School Leaders, House Captains, Year 8 Representatives and Student Harassment Referral Officers were also selected, and along with all Year 12 students, were presented with their badges at our Badge Ceremony in February. All of our Year 12 students are considered leaders of our school and wear their Senior badge and Senior jersey with pride. By signing a contract and wearing this badge, Seniors agree to uphold the reputation of Cleveland District State High School both within the school and in the wider community.
The Seniors of 2017 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 14 November. The students look forward to celebrating not only their achievements during 2017 but the completion of their schooling years. This will be followed by a BBQ at the Cleveland Pool on November 15. The end of year activities will culminate when the students will be farewelled at their Graduation Ceremony in the Community Hall on November 16; 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 2017 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 2017 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 School Based Youth Health Service is centred on early intervention, harm minimisation and prevention.

The purpose of the School Based Youth Health Nurse Service is to:

- Promote positive health outcomes for young people through the delivery of accessible, acceptable, appropriate and culturally respectful Primary Health Care Services in the school setting;
- Provide 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 well-being of young people;
- Support school communities to adopt a whole of school approach to address contemporary health and social issues facing young people and their families in order to help young people make a safe and healthy transition into adulthood. This is achieved through:
  - Curriculum, teaching and learning activities
  - Provision of health information and referral
  - Supporting the development of an environment and school culture that supports health and well-being.

**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 Activity Coordinators, all experienced in their field, who provide more than 100 courses to 1750 members each week.