

# Gladstone State High School

## Queensland State School Reporting

### 2014 School Annual Report



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## Principal's foreword

### Introduction

#### ANNUAL REPORTING - The What

The School Annual Report contains information on the school, its policies and data on student outcomes for all persons enrolled at the school in the previous year.

By following the guidelines and publishing the information, Gladstone State High School meets the reporting obligations required by both the Queensland and Australian Governments.

#### ANNUAL REPORTING - The Purpose

Effective school reporting provides parents, staff, students and the community with meaningful information about Gladstone State High.

#### ANNUAL REPORTING - The Access

The School Annual Report is available on the school website at [www.gladstonshs.eq.edu.au](http://www.gladstonshs.eq.edu.au) and a hard copy is available on request from the office.

Gladstone State High School is a great school and a great place to be for students, staff, parents and carers. The school offers a supportive, challenging and positive learning environment where every student is encouraged to 'Reach for their Star' in a safe team environment where individuals count.

The staff work alongside every student, so that each student can reach his/her potential.

It is a school that is known for long-held traditions, while having a healthy balance between the past and the future. The school is innovative, offering a cutting edge curriculum with a focus on academic, vocational and intellectual rigor, with real-life and relevant learning experiences.

The regular review of the Junior Secondary Curriculum, recognises the importance of getting the Junior Secondary years of schooling right for the sake of every student's future learning. The review recognises the special needs of students across Years 7 - 9.

Our aim is to prepare students for the world of work, life-long learning and productive active citizenship in a local and global society. This has led to the provision of a curriculum in the Senior Phase of Learning (Years 10, 11 and 12) which has enabled students to select a course of study that has ensured a range of pathways and has been responsive to their individual needs. Students choose from an extensive range of Authority and Authority registered subjects and Vocational Education Training (VET). Curriculum combinations cater for the individual needs of every student and position them well for the future.

The EQIP Technical College – Gladstone Region (campus of Gladstone State High School) opened its doors to students for the first time on 29 January 2008. The EQIP Technical College has transitioned from being a not-for-profit company to a campus of Gladstone State High School, with an

Industry Advisory Body. It is the charter of this advisory body to provide broad advice on curriculum development, and to provide the interface between industry and business to strategically plan for the future workforce.

## HIGHLIGHTS

We believe that the curriculum and extra-curricular programs for teenagers must be highly relevant and connected to their 'quality world', our extra-curricular successes this year include:

- 1 student received the Secondary Schools Citizenship Award 2014 presented by the Order of Australia Association, Queensland Branch
- 1 student was the recipient of the 2014 Tuckwell Scholarship
- 1 student received a Pierre de Coubertin Award
- 1 student selected in the United Nations Youth Australia team to go to the Middle East
- 1 student received a TJ Ryan Memorial Highly Commended Award
- 1 student received a Gladstone Regional Council Australia Day Award – Young Citizen of the Year
- 1 student was the recipient of the Golding Showcase People's Choice Award
- 1 student's article was included in the "What About Art". A Visual Art magazine.
- 1 student achieved a High Distinction, 6 students achieved Distinctions, 7 students achieved Credits and 4 received Certificate of Participation awards in the Rio Tinto Big Science Competition
- GSHS continued its status as a Queensland Minerals and Energy Academy School
- 6 students achieved Distinctions, 7 students achieved Credits and 21 students received Certificate of Participation awards in the ICAS Science Competition
- 2 teams competed in the Gladstone Aurecon Bridge Building Competition
- 5 Year 9 students and 5 Year 10 students competed in the McDonald's Gladstone Regional Senior Mathematics Competition.
- 10 students were involved in the ICAS English Competition – 3 students achieved Distinctions, 4 students achieved Credits and 3 students received a Certificate of Participation
- 8 students were involved in the ICAS Writing Competition – 2 students achieved Distinctions, 5 students achieved Credits and 1 student received a Certificate of Participation
- 240 students were mentored in writing by 2 visiting authors
- 95 Year 9 students attended the Canberra trip
- GSHS ranked third in State for School of Excellence Volleyball
- GSHS ranked seventh in Australia for School of Excellence Volleyball
- 8 students selected as State Sport Representatives for volleyball
- Year 10 Girls' team received silver at State Volleyball Championships
- The Open Girls' team received bronze at State Volleyball Championships
- The Year 10 Girls' volleyball team achieved Silver Place at the National Schools' Cup
- School of Excellence Volleyball students went on an international volleyball tour to the USA
- GSHS sporting representatives – 124 students selected for Port Curtis, 53 for Capricornia, 11 for Queensland and 4 for Australia.
- Tournament of Minds teams – 5 teams of 7 students – all received High Distinction
- Social Science team received first place in the Regional competition
- Students from the Arts travelled to Brisbane to experience the culture of the city
- 11 students selected to participate in Creative Generation "State Schools on Stage" performance at QPAC (State wide Performing Arts Program)
- In Performing Arts, the Year 8 Excellence Class staged the junior musical, "The Lion King"
- GSHS Symphonic Band won the Secondary School Regional Award and was the overall winner for the region at the Fanfare Regional competition. They then competed in the Fanfare State Finals in Brisbane.
- At the Biloela Eisteddfod, the Big Band and Concert Band took first place in their respective sections
- Strings won their section at the Gladstone Eisteddfod
- Students participated in the Instrumental Music camp and workshop
- 31 students performed in the Combined Schools Musical "Peter Pan"

- Junior Secondary Phase Highlights
  - North Keppel Program
  - Middle Phase Program
  - Orientation Days
- 10 students achieved 'Korean Consulate Awards' for their excellence in Korean studies.
- 5 students received the Choong+--- Pa Korean Language Scholarship Inc. for outstanding work in Senior Korean Language Study.
- 12 students (Year 9 – Year 12) from Korean classes participated in Study Tour to South Korea for 14 days to explore Korea and Korean culture and to enhance their understanding of Korean language.
- Years 9 - 12 LOTE students engaged in Harmony Day cultural festivities which included Korean culinary experiences.
- 5 students participated in ECOMAN business simulation
- Largest interschool chess competition held in Gladstone with 15 teams of 4 entered. GSHS teams came second and third.
- Significant contribution made to the community from the Interact Club
- School radio station run daily by students
- School coffee shop run regularly
- GSHS continued its status as a Reef Guardian School
- EQIP Technical College Gladstone Region completed approximately 941 structured workplace learning placements in 2014 leading to 76% of the Year 12 cohort transitioning into full-time apprenticeships or traineeships.

### School progress towards its goals in 2014

#### Key priorities for 2014

- Targeted teaching for the top half of every class
- Explicit Improvement Agenda is clear and evident in every classroom
- All teachers take responsibility for working towards mastery of explicit instruction
- Where applicable all lesson plans will include:
  - Higher order thinking
  - Literacy
  - Numeracy
  - Evidence of differentiation
- All teachers take responsibility for the continuation of professional learning through coaching and mentoring focusing on
  - Effective teaching
  - Data analysis
  - Modelling the SWPBS strategy
- All teachers take responsibility for developing positive relationships with students and explicitly teach and model
  - School rules and procedures
  - Behaviours which enable learning
- Build capacity of classified officers to lead and model the School Improvement Agenda

#### Improvement agenda strategies for 2014

- Explicit teaching of writing (to improve NAPLAN and QCS outcomes)
- Explicit teaching of reading strategies
- Explicit teaching of CCEs in SNR curriculum
- Explicit teaching of literacy, numeracy and Higher order thinking
- Tracking the performance of individual students and providing them with timely instructional feedback to improve learning (student relative gain)
- The school celebrated encouraging student achievement in the Senior Secondary:
  - 98% of Year 12s achieved a recognized qualification
  - 91% of Indigenous Year 12 students achieved a recognized qualification
  - 61% of Year 12 students awarded one or more VET qualifications
  - 82% of Indigenous Year 12 students awarded one or more VET qualifications

- 97% of Year 12 students awarded a QCE
- 91% of Indigenous year 12 students awarded a QCE
- 77% of Year 12 students awarded a OP 1-15
- 0% of Year 12 students who graduated without a qualification

NAPLAN data indicated the 2014 cohort successful in all areas when achieving similar results to like schools and Queensland.

Again the school worked strategically to close the gap between the learning and attendance of Indigenous and Non-indigenous students, and celebrated some success in the areas of achievement, attendance and retention. Attendance has shown improvement from an average 83% to 84.6%. Achievement in reading and writing has shown a narrowing of the gap between Indigenous and Non-indigenous students with results in all areas comparable to data from Queensland State High Schools.

## **FACILITIES UPGRADES COMPLETED 2014**

### **Direct to Market Program (D2M)**

- Resource Centre – Replace box gutter above walkway
- Resource Centre – Investigate movement of foundations
- O Block – Replace roof sheeting on western side near O5
- O Block – Replace rusted down pipes southern side
- Covered Links – Replace length of guttering
- B Block – Replace wall oven and repair cabinetry work
- Paths – Raise concrete path at main entrance to school near admin
- D Block Staffroom – Replace kitchen, vinyl and repaint
- H2 – Replace white ant damaged window sill
- O Block – Replace damaged louvers with winterlite in boys' and girls' toilets
- J6 – Replace damaged vinyl at teacher podium
- O5 – Replace damaged louvers under windows with compressed sheeting
- O5 – Replace aged sliding glass door
- Covered Links – Repaint all and treat rust affected areas
- Resource Centre – Replace external sun blinds with winterlite
- External Repaint and prepaint maintenance to B, O, N and L Blocks
- Fire Hydrants – Repaint
- Resource Centre – Adjust and replace runners on glass sliding doors
- Hall – Repairs to security system
- External Eating Area L – K Blocks – Replace and paint all damaged table tops and seating

### **Year 7 Flying Start Project**

- New building
- Upgrade to fire main system

### **State Government Funding**

- P Block Storage Shed – The Arts
- Covered area for Year 7

### **School Funded**

- Top Oval – top dressing

## Future outlook

### 2015 School Improvement Agenda

- Writing
- Year 12 outcomes and pathways
- Connection

### Key Strategies for 2015

- Monitor the performance of individual students and provide them with timely instructional feedback
- Improve teaching practices through coaching and mentoring
- Differentiated teaching practice to extend learning for the top half of every class

### The School will provide the following to support the school improvement agenda

- Planning time (Monday's)
- Staff Briefing (Tuesday)
- SFD program
- School PD
- Updated ECT program
- Opportunities for collegial conversations and planning

### The School will provide school based PD to support the whole school agendas (the focus will be on coaching and collegial conversations and collegial feedback to improve practice)

- Coaching Framework – observing lessons and collegial conversations

## FUTURE FACILITIES UPGRADES FOR 2015

### Direct to Market (D2M)

- L and K Block Staffroom Upgrade – floorcovering, kitchen and internal repaint
- O Block additional downpipes
- Various gutters cleaned
- Administration Block - Roof replacement
- Administration Block – Internal repaint
- K007 Air Conditioner Replacement, internal repaint, replacement floorcoverings
- Machine Shop – replacement seamless flooring, internal repaint
- K Block – Replacement external cleaners sink
- Grounds – Trimming/removal of trees
- Hall – Replacement of bird wire
- Hall – Treat/paint rusted beams
- Hall – Replace gutter Southern side
- H Block – Replacement Exhaust system for Welding Bay and Spray Booth
- Lecture Theatre – Replacement of seating and floorcovering
- Grounds – Retaining Wall Inspection – Tennis Courts
- F Block – External repaint and replacement of corrosion panels
- H Block – Replace fascia and repaint.
- H Block – Reinststate drain

### DETE Funding

- Blocks K, J, O - Replacement air conditioners
- Ramps for Access

### School Funded

- L & K Block Staffroom Upgrade – Replacement Furniture
- H Block – additional Welding Bays
- Install Cricket Nets
- Master Key System replacement

## Our school at a glance

### School Profile

Gladstone State High School provides a quality public education that delivers opportunities for all students to achieve quality learning outcomes and reach their potential.

Gladstone State High School provides:

- academic excellence
- cultural excellence
- sporting excellence
- real and relevant learning, and
- work readiness

Gladstone State High School is about developing young Queenslanders who are:

- resilient
- critical thinkers
- multi-literate
- good communicators
- courteous, and
- life-long learners for a global technological world

Students are encouraged to “**Reach for the Stars**”.

### Our Vision

Clever, skilled and creative students making healthy choices.

### Our Purpose

To provide students with the knowledge, skills and confidence to maximize their potential enabling them to make a positive contribution to society.

### Our Values

We value and build on our strong traditions of excellence, resilience and inclusiveness in a productive learning and teaching environment, where we are respectful, safe, responsible and engaged.

### Our Strategic Challenges

- Sustained improvements to student performance
- Ambitious targets to increase the number of students in the upper 2 bands across both the middle and senior phase
- Build staff capacity to enable students to achieve upper two bands
- Implement NCSSF program to improve learning outcomes
- Strategies to support learning and teaching
- Transition Year 7 to secondary education

- Availability of accommodation for staff
- Increased enrolment of EAL/D students
- Plan strategically in response to data analysis (class, department and school)
- Implementation of ACARA
- Successfully plan for every student to achieve every day in every classroom
- Providing feedback to both students and staff in a timely way
- Consistent and productive teaching practices (Implementation of Explicit Instruction)

### Key Performance Indicators

- Proportion of students at or above the national minimum standard in reading, writing, spelling, grammar and punctuation and numeracy
- Proportion of students at or above the national minimum standard in the upper two bands
- Proportion of students in the A - B standard in middle/senior phase data/QCS
- The gap between Indigenous and non-Indigenous attendance rates
- The gap between Indigenous and non-Indigenous learning outcomes
- Proportion of Year 12 students awarded a Senior Statement and awarded a VET qualification
- The gap between Indigenous and non-Indigenous Year 12 or equivalent attainment outcomes
- The gap between Indigenous and non-Indigenous apparent retention Years 10 to 12
- Proportion of students awarded a QCE by the end of Year 12
- Proportion of Year 12 students OP/IBD eligible students with OP 1-15 or an IBD
- Proportion of students who, six months after completing Year 12, are participating in some form of education, training or employment
- Proportion of students having attained Certificate 3
- Proportion of Year 12 students who are completing/ completed a SAT or awarded – QCE, IBD, VET qualification.
- Average attendance rates for students
- Apparent retention of students from 10 to 12
- Proportion of parents/caregivers satisfied with the school
- Proportion of students satisfied that they are getting a good education at the school
- Proportion of parents/caregivers satisfied that their child is getting a good education at the school
- Proportion of staff satisfied with access to PD opportunities
- Proportion of staff members satisfied with morale in the school



**Coeducational or single sex: Coeducational**

**Year levels offered in 2014: Year 7 - Year 12**

**Total student enrolments for this school:**

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	1234	593	641	89%
2013	1271	574	697	89%
2014	1402	656	746	92%

Student counts are based on the Census (August) enrolment collection.

### Characteristics of the student body:

Gladstone is an established industrial city where population trends are influenced by the major industries within the surrounding area and the economy at any particular time. The city has doubled in size in the last 20 years. The socio-economic demographics of Gladstone present a culturally diverse population with a focus on employment associated with continued industrial development.

Gladstone State High School has over 1402 students and 100 teaching staff. It is the largest school in the district and has six primary schools and a "Prep to Year 10" campus that provide students to the school. Of these 1402 students at any given time between 7 and 9% are indigenous students from three distinct traditional tribal groups and a number of Torres Strait Islander students. The school has a Special Education Program which caters for approximately 74 students with various diagnosed disabilities.

During the Senior phase of learning at Gladstone State High School students plan for future pathways. Year 10 provides a foundation year for the Senior phase of schooling, whereas Year 11 and 12 students take advantage of the multiple pathways approach to secondary education. Partnerships with EQIP Technical College Gladstone Region, EQIP Doorways To Civil Construction (ED2CC), EQIP Engineering Skills Centre at NRG Power Station (EESC), EQIP Business & Information Technology Skills Centre (EBITS), Gladstone Area Group Apprentices Limited (GAGAL), and Central Queensland University provide opportunities for students to actively engage in learning environments both within and outside Gladstone State High School.

This school has a tradition of high academic excellence which is evidenced by the high number of T.J. Ryan Medal winners the school has produced over the past 16 years, as well as the high number of students achieving in OP bands 1 to 15 each year. This is complemented by a strong and successful sporting and cultural ethos as demonstrated by the large number of students selected in national, state and regional teams. Our nationally recognised Volleyball School of Excellence and our highly successful Instrumental music program are programs that attract talented individuals to Gladstone State High School.

Gladstone State High School is a vibrant, futures oriented school that aims to establish in all students a foundation for the pursuit of lifelong learning. As mentioned, this school has well established links with local community, industry and education sector groups. These partnerships give students access to a wide and growing range of opportunities to transition to 'earning or learning', beyond the school gate.

The majority of students arrive at school prepared to engage in a course of study, and most have supportive parents or carers who value learning and want the very best for their sons/daughters. The biggest majority of students have access to technologies to assist their learning.

### Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3			
Year 4 – Year 7 Primary			
Year 7 Secondary – Year 10	24	24	26
Year 11 – Year 12	17	19	19

### School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	208	248	274
Long Suspensions - 6 to 20 days	30	22	3
Exclusions <sup>#</sup>	3	3	4
Cancellations of Enrolment	7	11	14

<sup>#</sup> Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

\* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

The school values the fact that students and staff have the right to feel safe while at school, they should experience a productive uninterrupted learning and teaching environment, and all members of our community should be spoken to with respect.

The Responsible Behaviour Plan is reviewed annually in consultation with our school community and make explicit our school expectations during enrolment of students and induction of staff.

The school regularly reviews its curriculum, in particular for students in the Junior Secondary Phase (8 - 9) so as to provide high quality education for all students. The school aims to engage and enable all students to work to their potential.

At Gladstone State High School the aim is to have an increased alignment between high expectations around behaviour, the responsible use of technology and a productive learning and teaching environment.

As a school community, Gladstone State High School is committed to offering a safe, productive and enriching learning and teaching environment to provide positive pathways for all.

**Curriculum offerings**

**OUR DISTINCTIVE CURRICULUM OFFERINGS**

Gladstone State High School is committed to providing a challenging learning environment for students so that they learn and achieve the required standard or above.

**JUNIOR SECONDARY PHASE OF LEARNING**

Junior Secondary refers to the education of students in Years 7, 8 and 9. At Gladstone State High School we strive for the best with our students in all areas by setting high expectations and valuing individuals.

**Philosophy**

Success in Junior Secondary comes from engagement in learning and building relationships.

Junior Secondary at Gladstone State High is built around a caring, supportive environment enabling students a smooth transition from Primary school and into senior studies. Students feel a sense of belonging and in such an environment strong teacher-student relationships are created, developed and nurtured so each student can *Reach for the Stars!*

Our quality teachers work to foster and encourage creative thinking, problem solving skills, critical thinking and the ability to find new solutions to problems through the Explicit Instruction Model.

Shared decision-making and active participation along with a rigorous curriculum help to cultivate successful lifelong learners. Students are able to strive for success by harnessing their individual strengths to ensure they become strong, independent learners well equipped to choose the right pathway for senior and beyond.



**Our Model**

**REACH FOR THE STARS**



## YEAR 10 FOUNDATION YEAR

Year 10 provides a foundation year for the Senior Phase of Learning, to ensure a well-informed choice for Senior subjects. The Senior Education Training Plans are completed in the Career Pathway Program (Year 10).

## SENIOR PHASE OF LEARNING

### Authority Subjects (24):

Accounting, Biology, Business Communication and Technologies, Business Management, Chemistry, Drama, Engineering Technology, English, Geography, Graphics, Home Economics, Information Processing and Technology, Languages Other Than English (Korean), Legal Studies, Marine Studies, Mathematics A, Mathematics B, Mathematics C, Modern History, Music, Music Extension, Physical Education, Physics and Visual Art.

### Authority Registered Subjects (13):

Early Childhood Studies, English Communication, Engineering Studies, Furnishing Studies, Information and Communications Technology, Aquatic Practices, Pre-Vocational Maths, Visual Art Studies, Science in Practice, Recreation, Building and Construction Studies, Tourism Studies, Social and Community Studies and Hospitality Practices

### Vocational Education and Training (VET) (8):

Certificate I and II Business, Certificate I Resource and Infrastructure, Certificate I Information, Digital Media & Technology, Certificate II Information Technology, Certificate II Workplace Practices, Certificate 11 Active Volunteering and Certificate 11 Hospitality.

## EQIP GLADSTONE (Education Queensland and Industry Partners)

EQIP Gladstone Incorporated is a uniquely established organization that involves the partnership between Education Queensland and Gladstone Industry designed specifically to engage with key stakeholder groups, including Gladstone SHS, Tannum Sands SHS and Toolooa SHS and to act as a centralising body to collectively deliver a range of key programs. EQIP Gladstone enables the schools' programs and industry to work cohesively to produce work ready students, school-based and fulltime apprentices and trainees. The opportunity to strategically align the programs to the needs of business and industry has been embraced by all partners.

EQIP is comprised of representatives from Education Queensland, Commerce and Industry, working in unison to deliver initiatives with a core focus on designing education pathways to retain young people in their local community. EQIP provides a platform for sustainability of existing programs and to value add to programs through aligning with industry expectations.

Through active participation on the EQIP Board and individual program advisory committees, Gladstone business and industry have input into the foundation programs and influence the skill set the students gain.

### Vision of EQIP Gladstone:

*EQIP delivers authentic workplace learning, through sustainable partnerships between the education sector and employers, providing the community with work ready employees.*

### Key Objectives for EQIP Gladstone:

- To provide a financially viable one stop shop for students, parents and employers seeking work-based learning.
- To seek, promote and sustain partnerships with employers and service providers.
- To provide multiple pathways for students to successfully transition into the workplace.
- To provide employers with employees who are work ready.
- To continually promote and market EQIP opportunities for employees, students and community about the range of EQIP services.
- To seek ongoing funding to sustain our partnerships and position EQIP favourably in the competitive marketplace

The success and sustainability of the vocational education and training that is offered is underpinned by the partnerships with key businesses and is evidenced by the destination outcomes of our students.

- 54% of students transitioning to apprenticeships/ traineeships or full time employment
- 93% of students exiting with VET qualifications

EQIP Technical College Gladstone Region completed approximately 941 structured workplace learning placements in 2014 leading to 76% of the Year 12 cohort transitioning into full-time apprenticeships or traineeships.

### **Key Partnerships**

- Gladstone State High School, Tannum Sands State High School, Toolooa State High School
- NRG power station host of EQIP Engineering Skills Centre (EESC)
- Boyne Smelter (BSL) host of EQIP Business & Information Technology Skills (EBITS)
- CQ University and Queensland Alumina Limited delivery partners EQIP Process Plant Operations (EPMA)
- McCosker Contracting host of Doorways 2 Civil Construction (ED2CC)
- Boyne Environmental Education Centre (BEEC) delivery partner PREQIP
- Australia Pacific LNG (APLNG)
- GLNG
- QGC
- Rio Tinto Alcan
- Veolia
- Gladstone Regional Council
- Gladstone Ports Corporation
- Essential Health & Safety Group (EHSG)
- CQ University
- GCCI, GEA, GAPDL

Numerous organisations support EQIP through work placements and/or play an integral role as a member of an EQIP Advisory Committee.

## **PROGRAMS**

### **EQIP Technical College Gladstone Region**

The EQIP Technical College Gladstone Region (ETCGR) is a campus of Gladstone State High School that provides students the opportunity to begin a career while maintaining their academic studies through the provision of an innovative educational and training program using flexible online and face to face delivery.

Year 11 and 12 students undertake their schooling in a unique cycle of 2 weeks work with an employer and two weeks classroom based curriculum that maximises their prospects of obtaining a school based apprenticeship or traineeship. This two weeks 'on' and 2 weeks 'off' format continues throughout their 2 years of schooling.

The curriculum offerings are reviewed in order to be responsive to the needs of the students. At present, students study Certificate II Business, Certificate II IT, Certificate II Work Practices, English Communication and Maths A or Prevocational Maths. Completed competencies from a student's school based apprenticeship/traineeship contribute to the overall course.

Successful completion of the course of study will enable a student to obtain a QCE and potentially roll over into a full time apprenticeship or traineeship from his/her school based arrangement.

### **EQIP Engineering Skills Centre**

The EQIP Engineering Skills Centre (formerly GSESC) provides students with the opportunity to develop an interest in engineering trades through an Award winning program that delivers nationally recognised competencies including Certificate I and II in Engineering and Certificate I Automotive.

Located on site at NRG – Gladstone Power Station, the Skills Centre offers a unique industry 'real work' environment for Year 11 and 12 students who want to pursue an engineering career while still at school.

The well-equipped Skills Centre provides students with the opportunity to gain their trade skills using industrial machinery, in an environment that fosters safe work practices, work ethics and team work. Skills Centre students work towards competencies that save off the job training time in their apprenticeship and gain 'work ready' skills that are highly sought after by employers. Working industry hours, students undertake 1½ days at the Skills Centre, 1 day Structured Work Placement and 2½ days at their regular school undertaking academic studies.

### **EQIP Business and IT Skills Centre**

The EQIP Business and IT Skills Centre is located on-site at Boyne Smelter Limited (BSL), Boyne Island. Offering a number of pathways, students in Years 10, 11 and 12 are provided with the opportunity to gain practical experience in a professional business environment while completing a Certificate I in Business (Year 10), Certificate II Business and Certificate II Workplace Practices (Year 11) and Certificate III Business (Year 12) VET Qualifications.

The program is based in the BSL professional office suites, allowing access to BSL staff and project support. Being part of an authentic work environment develops students' self-confidence, team work, and communication and employability skills. This makes the transition into the workforce or a tertiary pathway much smoother.

The Year 10 program runs ½ day each week for one semester and is aimed at those students who enjoy working in a team environment to plan and carry out a community or industry based event. Year 11 and 12 programs run 1 day per week and are suited to students who want to combine subjects as School with VET Certificates and or a tertiary pathway, be involved in Enterprising Projects in industry and the community and undertake Work Experience in their chosen fields. Career preparation and guidance workshops are included in the program for all year levels.

### **EQIP Process Plant Operations**

EQIP Process Plant Operations is delivered in partnership with Central Queensland Institute of TAFE. The Certificate II Process Plant Operations is an entry level qualification that provides students the skills and knowledge at a semi-skilled level.

Students may learn: weighing, measuring and mixing solids or liquids; maintaining and or sterilising machinery; measuring physical or chemical properties, performing basic tests on products and production data recording skills.

Upon successful completion, students receive a Certificate II in Process Plant Operations or a Result of Assessment for competencies completed.

### **EQIP Doorways to Civil Construction**

The EQIP Doorways to Civil Construction is delivered at McCosker Contracting Pty Ltd, Gladstone, where Year 10 students commit to 1 day per week on-site and structured work placements with civil construction companies.

By working and studying on-site, students become familiar with industry standards and expectations with regard to WH&S and workplace procedures enhancing their employability skills.

Students obtain Certificate 1 in Resource Infrastructure Operations through the ED2CC program.

Approximately 75% of ED2CC students transition into other EQIP programs.

### **PREQIP**

PREQIP is a program to ready Year 10 Indigenous students for the workforce. Students from across the Gladstone region state high schools participate in the program one day per week.

During the year the students work at numerous workplaces including EQIP Engineering Skills Centre, EBITS Centre and the EQIP Technical College Gladstone Region. Students complete NRG induction certificates, construction white cards, work safe certificates and participate in work experience.

## ASIAN LEARNING CENTRE

- Korean able to be studied continuously from Year 8 to Year 12.
- Inclusion of Korean cultural activities in the school community – Harmony Day celebrations.
- Enhancement in learning Korean language and culture with ‘Study tour program to South Korea’.
- Increased engagement in Korean lessons with the increased use of ICTs in Korean classes.
- In 2014, 10 students achieved ‘Korean Consulate Awards’ for their excellence in Korean studies.
- 5 students received the Choong Pa Korean Language Scholarship Inc. for outstanding work in Senior Korean Language Study.
- Year 9 -12 LOTE students engaged in Harmony Day cultural festivities which included Korean culinary experiences.
- 12 students (Year 9 –Year 12) from Korean classes participated in a Study Tour to South Korea for 14 days to explore Korea and Korean culture and to enhance their understanding of Korean language.
- Whole GSHS students took part in ‘Korean Wave program’ that was organised by Korean Cultural centre, Sydney. The students learnt about Korean popular music (K-Pop), dancing, crafts and Korean traditional games as well as tasting one of famous Korean cuisine, ‘Bul-go-gi (Korean BBQ)’.

## SPECIAL EDUCATION

### Demographics

The goal of the Special Education Program (SEP) is to foster an inclusive learning environment for students with a disability in a manner that best addresses their educational needs. As of Day 8 in 2014, the Gladstone State High School SEP officially supported 74 students with a disability. Some of these students were verified in more than one category. Disabilities included 37 students with an Autistic Spectrum Disorder, 26 with an Intellectual Impairment as well as 4 students with a Speech-Language Impairment, 2 with a Physical Impairment, 2 with a Hearing Impairment and 2 with a Vision Impairment. The SEP was staffed with 143 hours of Teacher Aide time and 6.1 teachers, including a Head of Special Education Services, 3 full-time SEP teachers and 2 part-time teachers including a transition coordinator.

### Case Managers

To enhance their personal development, all students with a disability were allocated an individual Case Manager. The Case Manager’s role is to advocate for the student’s educational needs in order to support them to achieve their potential whilst at school.

### Outside Agencies & Opportunities

The SEP is involved with many outside agencies for a variety of reasons. This enables the SEP to offer a greater range of opportunities to the students. In 2014, 1 student was accepted into the EQIP Technical College Gladstone Region to begin in 2015. We also have a number of students who regularly attend Endeavour Foundation to extend their work skills.

### AWD (Athlete with a Disability)

We have 12 students who have an Ausrapid card which entitles them to participate in sporting events as an AWD (Athlete with a Disability). We have a number of students who successfully made it through to the Regional Level. We also had four students who represented QLD at the State Championships. We have also had one student represent at the National Championships. This opportunity is made available for students with Intellectual, Physical, Hearing or Vision Impairments.

### Mainstream Access & Support

The primary focus of the SEP is to work collaboratively with students, parents, teachers and the community to provide individualised education programs that increases students’ access and contribution to the school and general community. In 2014, 33 of the students with a disability accessed full mainstream programs. To cater for a diverse clientele, students are assisted in mainstream and alternate classes by teacher aides. Students are also eligible for exam support and study sessions as discussed in the Learning Support Section.

## **Partial Placement**

Some of our students access a combination of the alternate program and the mainstream program to maximise their academic opportunities. During 2014, 13 students assessed a combination of mainstream and alternative subjects. This program is a fantastic way of gradually transitioning students into mainstream classes. It allows students to pursue subjects that they have a particular interest or ability in.

## **Alternative Subjects**

Students in the SEP's alternative program are involved in subjects where the primary focus is on consolidating functional literacy, numeracy, health education, technology use, home economics and life skills. In 2014, we had 32 students accessing the SEP's alternative program. These classes are based in the special education unit and delivered by specialised teachers and teacher aides. Students also had access to a safe, secure and supportive environment that provided access to up-to-date technology, home economics facilities as well as community work placements and volunteer programs.

## **Work Experience**

The students in the SEP have the opportunity to participate in work experience and gain a variety of valuable work related skills in supported settings. The placements vary from one morning to one day per week or a full week placement. We have 2 transition leaders who actively sought appropriate businesses to support our students and they work collaboratively with the student, parents and the workplace to determine the best mode of support for the individual student needs. Each workplace is provided with a confidential document that outlines the student's strengths and needs to ensure that the workplace is able to provide optimal support and opportunities while the student is there. Our transition leaders are also often involved in practice interviews. In the past this has seen students achieve part time and full time work as a direct result of this program. During 2014, we had 3 students gain employment as a direct result of this program and over 22 students had successful Work Experience placements.

## **Year 6 - 7 and 7- 8 Transition Program**

During 2014, we had 52 students participate in the Transition program once a week, for six weeks. This program is vital for ensuring students build a rapport with members of staff who will be supporting them during their high schooling years. It also give us an opportunity to determine how best to support each student. Students are involved in a variety of activities that provide us with data to make appropriate choices for them when they come to High School.

## **LEARNING SUPPORT**

### **Pathways 2 Success**

During 2014, the Pathways 2 Success (P2S) program supported over 120 students with their literacy and numeracy development and successful assessment completion. This included 14 classes across years 8 -10 which were supported by a teacher and at least one teacher aide in a class of 12 -15 students. We have a large classroom which supports group work based on required learning outcomes and the level of the students' learning ability. This classroom also has an interactive whiteboard which enhances students learning and engages those students who are visual learners. Students are experiencing a range of highly scaffolded tasks and are experiencing success due to the increased teacher and teacher aide interaction. This program is able to operate well as a direct result of the curriculum leadership provided by the individual KLA teachers within the school. The students also have access to 8 iPads to support their learning.

### **Mainstream Class Support**

Learning Support Staff are involved in supporting students within our mainstream framework including the Middle Schooling program. Their role is to work in conjunction with the classroom teachers to ensure that there is the opportunity to differentiate within the classroom to cater for all learning needs. Teachers are also used to support classes with high learning support needs. This often includes joint planning and the mentoring of strategies to help accommodate a variety of needs, both identified and non-specific that are experienced increasingly in classrooms today. Teacher aides are also used throughout the mainstream environment to support classes that also have a high number of students with learning difficulties.



## Exam Support

The purpose of Exam Support is to assist students with literacy and/or anxiety difficulties to ensure that they are demonstrating their knowledge adequately through the examination process. Students with a Learning Disability or those that have an injury that limits their ability to adequately complete the exam are eligible for assistance during assessment periods. This is to ensure more equitable assessment conditions and provide assessment results that better reflect a student's ability (with the influence of their disability or injury on their learning reduced). This support is provided in a number of ways including; Exam Reader, Scribe, Separate Room, Extra Time. Exam Readers this year supported Learning Support and Special Education students in over 130 exams. Students who are eligible for this support are provided with the option to refuse this support, should they feel that they do not require it. Students who have been supported by an Exam Reader, have shown that the assistance enables them to demonstrate their knowledge, despite their literacy barriers. This has lessened the anxiety for some students and provided the opportunity for them to succeed.

### **Cram Sessions** (Before School, Break Times support)

Cram Sessions are an opportunity for students to access the assistance of teachers and teacher aides from Learning Support to assist them in completing and understanding their assessments and homework. Learning Support teachers and teacher aides work with students on a one to one or small group environment during the sessions. Students book appointments with a member of staff either before school or during one of their breaks. During busy assessment times we have both lunch breaks fully booked and most mornings before school as well. This has enabled students who are not accessing the P2S program to also be supported with their assessment demands. This year has again proven, that this is a sought after program that is definitely needed.

### **Transition Program**

This year will be the 8th year that the transition program has run. Students from all feeder schools including students from the private sector participate in the Transition Program. The program allows students to engage and prepare them for High School and provides an opportunity for Learning Support staff at GSHS a chance to build a rapport with these students and understand their strengths and weaknesses before they arrive in Year 7 / Year 8. Students participate in a range of activities over 3 half days that prepare them for how the Learning Support programs work at GSHS. This helps to ensure they have a familiar face to come to, if they get lost, feel uncomfortable at school or don't understand something.

### **EAL/D – English as an Additional Language/Dialect**

During 2014, Gladstone State High had 78 EAL/D students enrolled from various cultural backgrounds. In order to support students who are enrolled at GSHS with limited English proficiency, a number of support provisions have continued to be delivered. Under the management of an EAL/D Coordinator, two programs have been utilised including an AVT (Advisory Visiting Teacher) and the WIN program (Welcoming International Neighbours). The AVT worked with selected students to improve their reading, writing, listening and speaking skills to enhance students' academic outcomes. Through vital funding, the EAL/D students had the opportunity to access the WIN program whereby students are provided support in matters related to the English language, confidence and leadership skills, resources needed, social interaction and integration into our region.

### **Evidence of Success**

**Attitude:** All students have developed a relaxed, confident approach to the WIN and EAL/D Programs – greetings approach to staff, sharing activities and acceptance of mistakes as an opportunity to learn and improve.

**Mutual Respect:** Embarrassed looks, loss of eye contact, reluctance to learn, now seldom appear in the teaching/learning situation.

**Confidence:** Students now compete to stand in front of a group for specific activities. Reluctance to be the centre of attention was one of the main barriers to sharing, learning and accepting praise.

Bandscaling has just been completed and will give more accurate information in Semester 2 for improving student outcomes.

## **GIFTED AND TALENTED PROGRAM**

Gladstone State High is committed to providing meaningful, challenging and engaging educational opportunities to high achieving students. These students are offered a range of opportunities that develop their potential for outstanding achievement both within and beyond the formal curriculum.

Gladstone State High School's commitment to the education of students who are gifted and talented will be demonstrated by:

- Greater awareness of the prevalence and specific needs of students who are gifted and talented.
- Meeting the specific needs of students who are gifted and talented and improving their learning outcomes by differentiating their curriculum.
- Cooperation and collaboration among teachers, parents/carers, students, educational administrators, and the community to ensure students who are gifted and talented have opportunity to develop their abilities in and outside of school.
- Developing a student high achievers rewards program (SHARP) to celebrate these students' advanced abilities.
- Developing signature programs to accelerate and extend students in core curriculum, specifically in the STAR program in Year 7 and the Maths, Science and Arts Academics in Year 8 and beyond.

## Extra curricula activities

Opportunities for students to extend their learning beyond the classroom are numerous at Gladstone State High School. These extra curricula activities are organised unselfishly by very committed and passionate teachers, because 'they care'. Many talented staff willingly share their expertise and contribute to the development of students in extra curricula activities. These include:

- North West Island Camp
- Study tour to South Korea
- Volleyball tour to the USA
- North Keppel Island excursion
- Annual Instrumental Music Band Tour
- Humanities Tour to Canberra
- Arts Immersion Trip to Brisbane
- Korean Tour to Brisbane
- Harbour Watch Program
- Science, Maths and English Competitions
- Year 10 and 11 Science Challenge
- Science Olympiads
- National Youth Science Forum
- Energies Futures Workshop
- Bechtel Gladstone Region FIRST Tech Challenge
- Queensland Mineral & Energy Academy (QMEA) Activities –
  - Biodiversity Field Day
  - Expand your Minds
  - It's all about ME
  - Career cafes
  - Mining Camp (Moranbah)
- Year 8 and 9 Siemen Science Challenge
- Aurecon Bridge Building Competition
- Robotics Program
- QAMT Year 8 Quiz night
- Start University Now (SUN)
- White Card Training (GAGAL)
- Chess Club
- Symphonic, Concert, Stage and Big Bands
- Strings Ensemble
- Tutoring at Primary Instrumental Music Workshops
- Queensland Symphony Orchestra workshops
- Eisteddfod entries for School Bands
- GSHS Band and Strings Performances – Ice Creamery and mini tour to local primary schools
- GSHS Band and Strings excellence programs – State Honours Ensemble Program (SHEP)
- Creative Generation State Program – Performing Arts and Visual Art
- Golding Showcase – Visual Art
- Weekend Visual Art and Drama workshops
- Alfresco Art Gallery for Awards Night
- Bell Shakespeare Theatre Workshops – Henry V
- Dance Group
- Open Mic and Dance lunch activities
- Gladstone State High School Talent Showcase – Visual and Performing Arts
- New Leaf – Artist Book workshop
- Gladstone Animating Spaces – Frolic – Mosaic Workshop
- Art Gallery and school installations – library and digital
- Golding Showcase Youth Art Exhibition
- Golding Showcase partnering school and curating workshop
- Queensland Theatre Company performance – “Black Diggers” and school workshops
- “Broke” – Australian movie work experience, rehearsal and workshop

- Taste of Korea (University of Queensland) workshop
- Faith Lutheran College Korean Festival visit
- ARTIE Program
- QUT Go Further Experience
- Murri Homework Centre
- Dreamtime Centre Excursion
- ATAP Regional Challenge
- International Student Program
- Tournament of Minds
- Interact Club
- Quota public speaking competition
- Lions Youth of the Year
- Rostrum Voice of Youth
- Queensland Youth Parliament National Curriculum Competitions
- Project 600 Extension Reading Program
- Unify (University for you program) Year 8 Advanced Learners
- School Community Restaurants
- Coffee Shop operation
- Leadership Camp
- Outdoor Education Camps
- Organising the School Tonka
- Conducting interviews for National Volunteers Week
- Year 10 Career Pathways Program
- Virtual Babies Program
- Shine and Strength Programs
- Auslife
- "Girlz with Purpose" Program
- GSHS V.I.T.A.L Program
- Gym Program as part of V.I.T.A.L.
- Shine Program
- Strength Program
- Tour de Chaplain bike ride
- Team Up
- School Radio
- Human Powered Vehicle (HPV)

### **Student Charity Involvement**

- Red Shield Appeal
- Queensland Cancer Fund
- Relay for Life
- Shave for a Cure / Crazy Hair Day
- Mater Little Miracles
- Red Cross Blood Bank
- 40 Hour Famine
- Mater Little Miracles
- Zimbabwe's Forgotten Children
- Mental Health Awareness
- World Vision

### **Student Community Involvement**

- ANZAC and other Returned Service Celebrations
- Clean Up Australia Day
- Ecofest
- Harmony Day celebrations
- NAIDOC Week

- Relay for Life
- Seniors' Week
- Harbour Festival Street Parade
- Calliope Historical Village Markets
- Koolyangarra Kindergarten Fundraiser
- Take a Stand. Bullying. NO WAY! Day

### **Student Leadership**

- Senior Student Council comprising School Captains, Vice Captains, House Captains, Executive and Environmental, Inclusive Teams
- Junior Student Council comprising Captains, Vice Captains and Committees
- Peer Mentor program (Years 10 and 11)
- Student leaders conduct full school assemblies
- Interact Club (Rotary)
- Student Leaders present at annual Award Day/Night functions
- Instrumental Music Captains
- Year 11 and 12 hospitality students act as managers for Coffee @ State
- Year 11 Camp, focusing on leadership development
- Senior Leaders attend YLead conference in Brisbane
- Gladstone Captains' Alliance
- Leaders' Inclusivity 'Unity' Campaign
- Special Education Sensibility Program
- Reef Guardian School's Future Leaders Eco Challenge

### **Sport**

- Sporting Houses – Damala, Kougari, Parnka and Tyalan
- Swimming and Athletics Carnivals
- House Presentations
- Cross Country
- Wheelie Bin and Great Tunnel Ball Races
- Interhouse and Interschool competitions
- District (Port Curtis), Regional (Capricornia), State and Australian competitions in various sports
- Sport representatives at School and State Levels for students with disabilities

## How Information and Communication Technologies are used to assist learning

At Gladstone State High School, we recognize our learners are 21<sup>st</sup> Century learners. As such our teachers have embraced Digital Pedagogy, that is, the art of teaching in the digital age. Teachers utilize a range of information and communication technologies to enhance student learning and understanding. ICTs are extensive, up-to-date and are used in a myriad of ways in all curriculum areas.

Government funding for the National Secondary School Computer Fund (NSSCF) ceased in 2013 across Australia. As a result, the 1:1 program from Years 9 to 12 will no longer be offered to students from 2014 onward. Nevertheless, students currently in this program will retain their devices until the warranty period expires. This only applies to students in Year 10 and 11 in 2014.

To compensate for this, Gladstone State High School is upgrading current infrastructure to implement a bring your own device (BYOX) program to ensure students have access to school computer based programs and applications at home which is to commence in 2016. Computer facilities within the school were maintained in 2014.

### Technology available:

- School based initiative laptop programs in Year 8, 2014 and Year 7, 2015
- Computerised library – 30 laptops and wireless network
- Computers and laptops across all curriculum areas
- Four fully equipped computer laboratories
- All departments have access to laptops with wireless network access
- Wireless network across entire school campus
- Data projectors, digital video recorders, digital cameras, iPods, digital probes, iPads
- Implementation of software including : Microsoft Office 2010, Adobe CS 5.5 Design Premium, AutoCAD 2011, eChalk, Brainpop, subject specific software
- Interactive whiteboards in each curriculum area
- Lecture theatre and Hall equipped with A/V equipment
- Graphics calculators are used extensively in senior mathematics classes

### Computers are used to assist learning through:

- All aspects of Microsoft Office suite of programs: word processing; spread sheeting; creation and manipulation of data in databases; PowerPoint for presentations, Publisher for producing brochures, flyers and posters; Outlook for email and organisation; and OneNote for organisation and sharing of information.
- Adobe CS5.5, Flash animation, Photoshop and Fireworks for image manipulation, Dreamweaver for web page design
- Video Studio and Movie Maker for making documentaries and video editing
- Interactive software in LOTE, Special Needs, Science, Home Economics, SOSE
- Programming
- Robotics
- Web 2.0 tools
- Creating web pages
- Accounting packages
- Graphics manipulation
- Computer animation
- Integration of Learning Place and Ed Studio
- Virtual classrooms
- Specialised computer programs to assist students with a disability
- CAD (Computer Aided Drafting)
- Drafting assignments
- Gamemaker
- Music notation program – Sibelius
- Graphic design
- Use of online forums
- Research

- Audacity program for music creation
- Audacity program for audio feedback for assignments
- Access to online magazines
- Access to online reference material

## Social Climate

### BETTER BEHAVIOUR: BETTER LEARNING

As a SWPBS (School Wide Positive Behaviour Support) school, 2014 saw the SWPBS committee continue leading the whole school community in developing a support learning environment. SWPBS is a decision making framework that uses data to make decisions to improve academic and behaviour outcomes for all students. We have continued to teach our 4 behaviour expectations (we are engaged, respectful, responsible and safe) to all students. The SWPBS process has also assisted us in monitoring and modifying our policies and procedures to better support our learning environment. Our systems have resulted in a positive outcome in our teaching and learning environment by maximising academic engagement and achievement for all students. We have seen a more engaging, responsive, preventive and productive environment. The SWPBS has strengthened our ability to improve supports for students whose behaviours require more specialised assistance.

At our school we value excellence, resilience and inclusiveness in a productive learning and teaching environment, where we are engaged, respectful, responsible and safe.

We believe that everyone has rights and that these rights should form the basis of our behaviour towards each other. If we wish to have our rights respected, then we must behave in a responsible manner which demonstrates that we also respect the rights of others. We believe that students, teachers and parents alike, choose the way they behave and so must accept responsibility for the consequences of their behaviour.

Students, teachers and parents all have the right to operate in a safe environment that is free from bullying and harassment. Everyone in our community has the right to be treated as a worthwhile individual. **Our school has a zero tolerance to bullying.** We have a proactive approach to bullying and harassment. We deliver a program to our year 8 students called "Keep Safe". In Care Class, across all year levels, we teach safety which includes cyber-safety, cyber-footprint and cyber bullying through mobile phones and social websites. Students are also taught strategies to manage bullying and the procedures to follow in reporting bullying. In addition to Care Class, we find entertaining ways to promote discussions about friendship, bullying, body image and the way we interact at school and on the internet by having live performances for our junior students to become engaged with. We continue the stop bullying program which this year incorporated a whole school activity which not only focused on bullying but developed GSHS inclusiveness vision. Staff and students were involved in an activity of creating a slogan, placing their fingerprint to represent their commitment to this project. There is an enormous pride in the school amongst staff and students. The staff are prepared to go the 'extra mile' for the students, and students reach their potential because of the productive and supportive learning environment created by each staff member.

Our school has a strong care and support structure, which forms part of our Responsible Behaviour Plan. These processes enable students to reach their potential through quality learning experiences in a supportive school environment. This supportive environment is achieved through a management cycle that is preventative (rules, responsibilities, operational procedures and expectations), supportive and corrective. A significant part of our Responsible Behaviour Plan is our Positive Behaviour Classroom.

This is where we teach students to take responsibility for their actions by learning to think on their own, to respect the rights of others, to make effective plans that are solution focused, for a positive return to class and to build self-confidence. To capture all the positive outcomes of students, we have maintained our Positive Behaviour Cards (Signature Cards). These cards create an opportunity for staff to acknowledge positive behaviour by signing students' cards. Students are able to gain a range of rewards for completed cards. Other positives include email, telephones, signed planners or writing books, and postcards. We have also developed Positive Behaviour Cards (Out of Class Cards) that allow staff to acknowledge positive behaviour outside the classroom.

Each student has a 'family' at school – a Care Class consisting of a few students from their year level, who meet for ten minutes at the start of each day with their Care Class Teacher. Part of this time is dedicated to explicitly teaching students the behavioural expectations: engaged, respectful, responsible and safe.

We have many staff who support teachers in their care of students which include: Social Justice (Head of Department), Senior Schooling (Head of Department), Junior Schooling (Head of Department), Guidance Officer, Middle Phase Support Team, Year Coordinators, School-Based Youth Health Nurse, School-Based Police Officer, School Chaplain, Community Education Counsellor, Indigenous Support Workers, Care Teachers, House Masters and Peer Mentors.

The Care Teacher along with Classroom Teachers communicates with their relevant Year Coordinator regarding the wellbeing of their students. These dedicated Year Coordinators develop strong relationships with students and their parents, and encourage their students to set goals and develop strategies to reach their goals, such as self-reflection.

Weekly meetings with the support personnel offer a cohesive and integrated approach in developing the best support and opportunities for students. The support personnel help students on an individual basis, through groups and programs. Some of the programs students may find success in include: Shine, Girlz with Purpose, Love Bites, Auslife, Motivational Media, VITAL, ARTIE Program, Deadly Choices, Industry Placement, TAFE and Team Up (PCYC),

The Year Coordinators also strongly believe in celebrations and regularly for each year level look for fun, entertaining options to recognise and reward those students who constantly make good choices. Students have shared many memorable moments whilst crawling around at Capricornia Caves, undertaking leadership activities at the camps, team building days, socialising on a harbour cruise, dinner and dancing for their year 10 informal, walking down the red carpet for prom.

Our school offers a range of leadership opportunities and students are encouraged to pursue them. We have two councils, Senior (Year 12) and Junior (Year 10). We also have Peer Mentors (Year 11) who are specifically buddied up with our Year 8 students. Students are encouraged to attend leadership camps (Year 9 and Year 11). These camps create opportunities for students to build relationships and further develop their leadership skills. Often there are opportunities to attend leadership functions both locally and at district level. Students undertake many different activities in their leadership roles such as: community based (Salvation Red Shield doorknock appeal, Shave for a Cure leukaemia foundation, food drive for Salvation Army, flood/bushfire appeals) and school-based fundraising activities (selling flowers for Valentine's Day, raffles and free dress days).



## SUPPORT SERVICES AT GLADSTONE STATE HIGH SCHOOL

### YEAR LEVEL CO-ORDINATORS

The Year Co-ordinator together with the designated Senior Executive is the key figure in the welfare of students in each year level.

The Year Co-ordinator with the support and understanding of the school community has the potential to improve the wellbeing of the student, student attendance and outcomes of the student. They achieve this by promoting school pride, developing a student's sense of belonging, acknowledging positive student behaviour and promoting wider interaction within the school community.

A Year Coordinator assumes responsibility for the overall welfare of the student in terms of their personal, social and academic development. They accomplish this by developing a rapport with their year level and assisting students in times of need for example, bullying and harassment. Year Coordinators organise lunchtime activities, end of term activities, school camps, year level parades, junior/senior parades, special parades such as ANZAC. They develop and maintain open communication between students, teachers and parents to ensure students are attending (Every Day Counts) and achieving the best they can by being engaged, respectful, responsible and safe.

### HOD SOCIAL JUSTICE

The HOD Social Justice works within the school community to promote a supportive school environment for all students. The HOD Social Justice works closely with the Senior Executive and is responsible for coordinating student care and wellbeing activities and leading a range of specialist support personnel.

Gladstone State High School is a School Wide Positive Behaviour Support (SWPBS) school and is led by the HOD Social Justice. SWPBS is a framework that uses data for decision making to modify and design policies and procedures and create a supportive school environment for all.

As part of SWPBS we have the Positive Behaviour Classroom. This room is where we teach students to take responsibility for their actions by learning to think on their own, to respect the rights of others, to make effective plans that are solution focused, for a positive return to class and to build self-confidence. To capture all the positive outcomes of students, we have implemented Positive Behaviour Cards. These create an opportunity for staff to acknowledge positive behaviour by signing student's cards. Students are able to gain a range of rewards for completed cards. Other positives include email, telephones, signed planners or writing books, and postcards.

Social Justice HOD assists the Year Coordinators by identifying patterns and trends in behaviour with at risk students and develops a strong parent/school partnership. This is accomplished by coordinating the large range of support personnel such as Guidance Officer, School Chaplain, School Nurse, School Police, Youth Coordinators and external agencies.

### GUIDANCE OFFICERS

Guidance Officers are experienced teachers who have completed postgraduate qualifications in Guidance and Counselling. Their role in the school is to provide specialised support and counselling for students and parents in personal, academic and vocational areas. At Gladstone State High, they work

closely with other school support staff and with the school administration to ensure that the welfare needs of all students are met.

Some of the issues which our Guidance staff may assist with include:

- Personal Counselling (issues affecting home, school, work, friends etc.)
- Career Counselling, information and advice
- Subject selections and changes
- Course information
- Tertiary applications through QTAC
- Class information sessions on issues such as Stress and mental health
- Time management, Motivation, Anger management, school life balance, grief, conflict resolution
- Behaviour management
- School life skills programs
- Supporting students at risk of disengaging from learning
- Referral on to other school support staff and community agencies

Students may self-refer or be referred by parents, teachers or members of the school administration team. Conversations with parents and students are generally confidential, except in cases where there is a concern about possible harm to the student. The Guidance Office is located downstairs in D Block opposite the administration block and next to the uniform shop.

## CHAPLAIN

A School Chaplain is a safe person for young people to connect with at school, providing a listening ear, caring presence, and message of hope. They care for students struggling with a wide range of issues, including: family problems, confusing relationships, friendship issues, peer pressure, self-esteem issues, bullying, stress and anxiety. School Chaplains foster a supportive, caring school community which includes support for students, staff and families from the wider school community, and spiritual support and direction for the school community.

The partnership between the school and the Chaplain, supported by local churches, businesses and community organisations, provides a network of local support and assistance. These positive relationships help young people to face issues, and provide hope, connection, meaning, and purpose. Chaplaincy Services operate in accordance with the Education Queensland Chaplaincy Policy.

## SCHOOL BASED YOUTH HEALTH NURSE

The Youth health nurse works with the school community on issues that may affect the health and wellbeing of young people and the school community as a whole. This includes helping with curriculum, teaching and learning activities: providing health information and referral: supporting the development of an environment and school culture that supports health and wellbeing: and working with community and other services.

The youth health nurse works with young people, school staff and parents to:

- Promote health and wellbeing
- Create a supportive, healthy school environment
- Connect people with other support services.
- The youth health nurse can provide health and wellbeing information about:
  - Healthy eating and physical activity
  - Feeling unhappy or stressed
  - Relationships
  - Healthy skin
  - Sexual health

- Smoking, alcohol and other drugs
- Personal and family problems
- Growth and development

### Confidentiality

Young people have a right to confidentiality when accessing health services. As a health service provider the youth health nurse respects this but there are some things which the nurse must refer or act upon.

In most cases it is best for young people to talk to their parents about health and wellbeing issues. The youth health nurse can support young people to do this

The youth health nurse does not provide:

- Treatment such as medications, injections, first-aid
- Physical examinations
- On-going counselling for psychological problems

## COMMUNITY EDUCATION COUNSELLOR (CEC)

- **Pastoral Care:** Student Support, Provide support to the Set Planning, Encourage, recognise and reward students who are moving forward and provide educational counselling
- **Community Liaison:** Facilitate home visits if required, identify and establish links with support services for Aboriginal and Torres Strait Islander students, foster and maintain these networks. Encourage Parent and Community involvement.
- **Cultural Activities:** Coordinate NAIDOC Celebrations and develop activities to enhance student involvement. Assist in providing cross-cultural training for school community. Access and provide opportunities to experience and get involved in cultural activities including Aboriginal art, dance, yarning and story-telling.
- **Curriculum Support:** Provide cultural knowledge in planning curriculum units. Provide advice on cultural and social perspectives. Facilitate links with Elders and key Aboriginal and Torres Strait Islander community persons.
- **State and Federal Funding:** Input into funding submissions. Negotiate funding for school-based programs to enhance learning.

## ROSEBERRY COMMUNITY SERVICES

Roseberry Community Services (RCS) is a non-government community organisation. RCS Youth and Family Support staff works with Gladstone State High School staff to offer students support in family reconciliation, practical support and advocacy in official matters (Centrelink, Doctors, etc). RCS also offer students and their families who are experiencing conflict and family breakdown, support with conflict resolution and parenting support to rebuild family relationships.

## YOUTH SUPPORT COORDINATOR

Supporting young people to remain engaged in learning. Youth Support Coordinators work to create supportive environments for learning, resolve issues that impact negatively on students' schooling and develop young people's social and personal skills. They also assist young people to develop social and personal skills for successful and community living. Encourage and support community services to be responsive to the needs of students and their families. Develop networks within schools, CQIT and the wider community.

## SCHOOL BASED POLICE OFFICER

The School Based Policing program is a joint initiative of the Queensland Police Service and Education Queensland. The program aims to build positive relationships between police and members of the school community, including students, staff, parents, carers and other community members and agencies.

School Based Police Officers coordinate and liaise with relevant agencies regarding student welfare within Gladstone State High School.

They also provide advice and education to student and parents on issues such as truancy, law, traffic safety, police duties and other related topics, which support the school curriculum.

## YOUTH CONNECTIONS

Youth connections works closely with schools and students to provide young people, who are facing barriers that are impacting on their school engagement, with flexible and individualised assistance to improve their education outcomes. Through one-on-one case management, young people are supported to overcome any personal issues that may be preventing them from fully engaging with education and training.

### Parent, student and staff satisfaction with the school

The data collected by the School Opinion Survey process indicates that parents believe their child is getting a good education. They feel it is a good school where teachers motivate their child to learn and provide the required support for their child to achieve their potential and look for ways to improve. (see testimonial at the end of this report)

Students feel it is a good school where they feel safe; teachers motivate them to learn and provide timely and instructional feedback about their school work.

The data collected from staff indicate that the whole school should continue to work together. Although it is believed there is adequate access to professional opportunities, the data indicates it is essential to continue to communicate these opportunities to staff.

Performance measure	2012	2013	2014
Percentage of parent/caregivers who agree <sup>#</sup> that:			
their child is getting a good education at school (S2016)	100%	95%	98%
this is a good school (S2035)	100%	100%	94%
their child likes being at this school* (S2001)	95%	85%	95%
their child feels safe at this school* (S2002)	90%	90%	98%
their child's learning needs are being met at this school* (S2003)	90%	85%	98%
their child is making good progress at this school* (S2004)	95%	90%	96%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	99%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	95%	95%	94%
teachers at this school motivate their child to learn* (S2007)	100%	89%	95%
teachers at this school treat students fairly* (S2008)	95%	100%	92%
they can talk to their child's teachers about their concerns* (S2009)	95%	95%	99%
this school works with them to support their child's learning* (S2010)	100%	95%	94%
this school takes parents' opinions seriously* (S2011)	94%	100%	95%
student behaviour is well managed at this school* (S2012)	85%	72%	88%
this school looks for ways to improve* (S2013)	100%	100%	96%
this school is well maintained* (S2014)	95%	100%	96%

Performance measure	2012	2013	2014
Percentage of students who agree <sup>#</sup> that:			
they are getting a good education at school (S2048)	92%	94%	89%
they like being at their school* (S2036)	88%	90%	90%
they feel safe at their school* (S2037)	92%	93%	91%
their teachers motivate them to learn* (S2038)	87%	84%	90%
their teachers expect them to do their best* (S2039)	92%	97%	96%
their teachers provide them with useful feedback about their school work* (S2040)	82%	88%	91%
teachers treat students fairly at their school* (S2041)	66%	77%	79%
they can talk to their teachers about their concerns* (S2042)	74%	82%	71%

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2012	2013	2014
their school takes students' opinions seriously* (S2043)	67%	79%	75%
student behaviour is well managed at their school* (S2044)	60%	69%	79%
their school looks for ways to improve* (S2045)	83%	90%	89%
their school is well maintained* (S2046)	77%	84%	87%
their school gives them opportunities to do interesting things* (S2047)	85%	91%	88%

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2012	2013	2014
they enjoy working at their school (S2069)		84%	93%
they feel that their school is a safe place in which to work (S2070)		87%	96%
they receive useful feedback about their work at their school (S2071)		79%	82%
students are encouraged to do their best at their school (S2072)		94%	95%
students are treated fairly at their school (S2073)		89%	94%
student behaviour is well managed at their school (S2074)		82%	91%
staff are well supported at their school (S2075)		75%	84%
their school takes staff opinions seriously (S2076)		73%	77%
their school looks for ways to improve (S2077)		92%	91%
their school is well maintained (S2078)		88%	89%
their school gives them opportunities to do interesting things (S2079)		83%	88%

\* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

### Involving parents in their child's education

Gladstone State High School is a learning organisation where parents and caregivers are valued for the difference they can make to their students' learning outcomes and future pathways. Every contribution made by a parent, makes the school richer in some way, and more able to ensure the best learning outcome for every student. All members of staff appreciate parental and community involvement in the school. Productive partnerships are formed during the delivery of both the formal and informal curriculum.

The school values the open and productive communication it experiences from the parent body and members of the wider community. Opportunities for engagement are already embedded within the fabric of school life. They are:

- Detailed and constructive reports
- Development of Student Education Training (SET) Plans
- Host parents for International Schools Program
- Formal "face to face" parent/teacher interviews, twice a year
- Opportunities for other interviews 'upon request'
- Classroom assistance

- Textbook hire distribution
- Tuckshop volunteers
- Uniform shop volunteers
- Parent information evenings
- School occasions (i.e. Award Night/Day, ANZAC Day, whole-school assemblies)
- Membership of the following associations/committees:
  - Quadrennial School Review
  - P & C Association
  - Chaplaincy
  - Gladstone Youth Music Council
  - School-Wide Positive Behaviour Support
  - Indigenous Education

The continuing challenge for the school is to have an appropriate framework which enables every parent to connect with the school in a way that is meaningful. The guiding principle is to provide a range of opportunities to value and encourage every individual contribution.

### **COMMUNITY PARTNERSHIPS CREATE WINDOWS OF OPPORTUNITY**

The staff and students of Gladstone State High School believe they have a responsibility to contribute to, and engage with, the community of Gladstone. These partnerships provide positive experiences for all. The opportunities and encouragement offered to students at Gladstone High from the local community provide every student with the skills and confidence to lead, and want to lead, a productive life in both the local and global community.

### Reducing the school's environmental footprint

Gladstone State High School is continually trying to reduce its power and water usage. We are continuing to tint windows and install curtains throughout our classrooms to enable the air conditioning systems to run more efficiently. Watering of ovals is reviewed during the wet season and if required systems are turned off.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	642,663	3,830
2012-2013	734,437	8,982
2013-2014	818,045	13,138

The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.



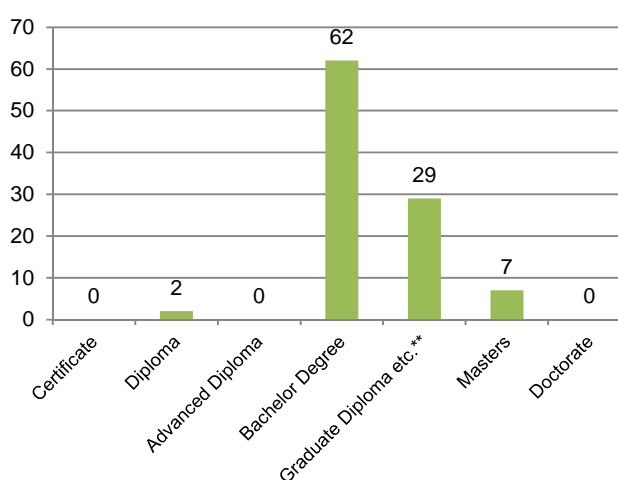
## Our staff profile

### Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	100	46	0
Full-time equivalents	95	33	0

### Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	2
Advanced Diploma	0
Bachelor Degree	62
Graduate Diploma etc.**	29
Masters	7
Doctorate	0
<b>Total</b>	<b>100</b>



\*Teaching staff includes School Leaders

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

During 2014 Gladstone State High School had 14 Senior Teachers covering the following curriculum areas: Science, Art, Social Science, English, ITD, Home Economics, Business and Junior Secondary.

### Senior Teachers

To be eligible to be a Senior Teacher, a teacher must:

- have completed 9 years full time teaching or equivalent and have been on the classification of band 3 step 4 for 12 months (or in the case of a 3 year trained teacher on at least band 2 step 5 for 12 months): and
- Sign the undertaking to perform relevant higher level duties and submit it to the Principal (or delegate).

### Experienced Senior Teachers

To be eligible to be an Experienced Senior Teacher, a teacher must:

- have been a senior teacher for four years (full time equivalent) for four year trained or seven years (full time equivalent) for three year trained.

In addition to the Heads of Departments and Senior Teachers, during 2014 Gladstone State High School had 11 Experienced Senior Teachers covering the following curriculum areas: Business, LOTE, Maths, Home Economics, Music, Home Economics and Learning Support.

## Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2014 were \$42026.

The major professional development initiatives are as follows:

- Code of Conduct
- Student Protection
- Industry Placement: Australian Quality Training Framework (AQTF)
- Queensland Studies Authority (QSA) curriculum specific workshops
- Selected National and State conferences
- Queensland Certificate of Individual Achievement district workshops
- Queensland Curriculum Assessment and Reporting (QCAR) workshops
- National Assessment Program – Literacy and Numeracy (NAPLAN) workshop
- Queensland Curriculum Assessment Tasks Workshop (QCAT)
- Queensland Teachers' Union (QTU) member workshops
- Indigenous Employee workshops
- Vocational Education and Training (VET) conference
- Professional Memberships

### Our School:

- Learning Enhancement (Mighty Minds)
- Classroom Profiling
- ACARA (QSA)
- EAL/D
- Junior/Secondary Curriculum
- Rehabilitation Training
- Secondary School Principal's Conference
- Secondary School Deputy Principal's Conference
- Senior First Aid
- Cardiopulmonary Resuscitation (CPR)
- Mighty Minds Workshop
- Mentoring and Coaching
- Staff Meetings
- Cooperative planning
- Early Career program
- SWPBS Training
- Bus Licence
- Digital Pedagogy Licence
- Beginning Teachers Workshop
- Pat Hipwell Workshop – Logon to Literacy
- QSA Workshops
- Behaviour Management Strategies Workshop
- CEC Conference
- WHS Training Program
- SWPBS Training
- IEW Conference
- Middle Years Schooling Conference
- ICT in the Classroom Workshops
- QTU Workshops
- Pedagogical coaching
- QUT ARAC Program/Partnership

The proportion of the teaching staff involved in professional development activities during 2014 was 100%. The data sourced from the School Opinion survey indicates that staff do not identify 'in school' discussions and cooperative planning as personal development. Staff are given the opportunity to attend professional development activities by applying to the Professional Development Committee. Decisions to approve these opportunities are based on 'a 'set of criteria' aligned to the School Improvement Agenda.

**Average staff attendance**

	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	95%	97%	96%

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

From the end of the previous school year, 95% of staff was retained by the school for the entire 2014 school year.

**School income broken down by funding source**

School income broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

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

**Find a school**

Search by school name

GO

Search by suburb, town or postcode

Sector  Government  
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SEARCH

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

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

## Performance of our students

### Key student outcomes

Student attendance	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	91%	88%	90%

The overall attendance rate in 2014 for all Queensland Secondary schools was 89%.

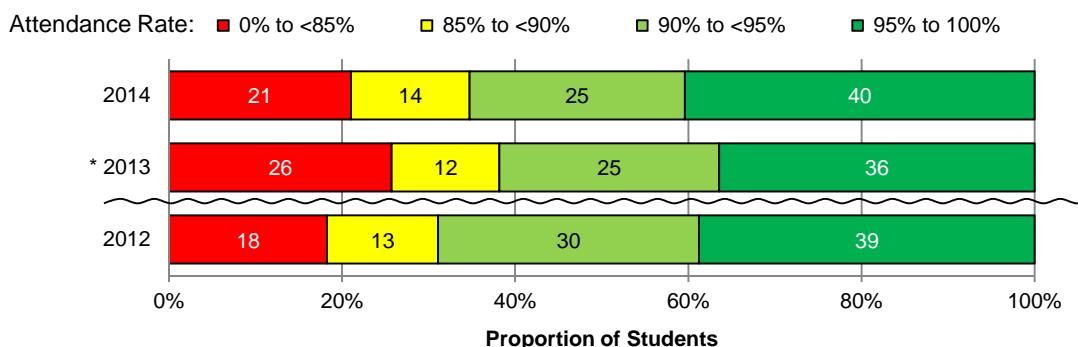
### Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2012								92%	89%	90%	90%	93%
2013								89%	88%	88%	88%	89%
2014								92%	89%	88%	90%	91%

DW = Data withheld to ensure confidentiality.

### Student attendance distribution

The proportions of students by attendance range.



\*The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 to that of previous years.

### Description of how non-attendance is managed by the school

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

The process at Gladstone State High School in 2014:

- Care rolls are marked daily by the Care Group teacher during a 10 minute form class from 8:55 – 9:05am.
- Rolls are then processed by the Absentee Officer, who enters all absences for the day in a Central database called IDattend. Text messages are sent out for those students who are absent from Care Class and late to school (approximately 10.30 – 11.30).
- Individual Classroom teachers mark and upload their class rolls to IDattend for each lesson of the day (4 lessons per day) in which they have a contact class (either their own or replacement if internal relief is required). This is completed by 9am of the next school day.
- If classes are covered by a Supply Teacher, then these absences are entered into IDattend by the Absentee Officer at the end of the school day.
- Care Group teachers follow up unexplained absences with the students in their form class for whole days absent.
- Year Coordinators track possible truancy from classes throughout the day. If a student is recorded as absent from individual classes, but were present in at least one session (either form or lessons), this is investigated by the Year Coordinator.
- Parents and guardians are able to explain their student's absences in a number of ways; by phoning the absentee line, emailing administration or absentee officer or providing a note which their student brings to the care teacher the following day. All of these possible ways are on website, in student planner and explained at time of enrolment.
- Care Group teachers are provided with weekly updates of unexplained absences with the intent to follow up and the school to have these absences explained.
- Care Group teachers are provided monthly letters which are issued to students for parents/guardians to explain absences and return to school.

Explanations for student absences are gathered through a range of methods: letters sent home with students, letters posted home, emails to parents and phone calls.

Every student is given a letter at the beginning of the year that needs to be signed by the student's parent/guardian. This letter clarifies the school's expectations of students in terms of their attendance at functions that are held to celebrate the positive contributions that are made by many of the students at Gladstone State High School. In order to be eligible to attend any on the celebrations/social-skilling functions, students must meet the following criteria:

- Satisfactory attendance at school, including no unexplained absences.
- Attendance must be 91.5% or higher (exceptional circumstances will be considered through the appeal process)
- All absences must be explained. Notes must be submitted within two days following the period of absence.
- No truancy from individual class lessons.

### **For Extended absences**

When there are long periods of unexplained absences care teachers notify Year Coordinators who then assume responsibility for this student. Year Coordinators, using a supportive approach, engage parents/carers with the student in conversations around their schooling and non-attendance with the intent to address any issues that may be preventing them from attending. A series of letters are also sent to parents informing of expectations, depending on how often this is needed. The Year Coordinator then attaches copies of these letters to the OneSchool contacts for the student.

If attendance does not improve, the Guidance Officer and/or a Deputy Principal will become involved with the family to address the requirements of compulsory schooling and compulsory participation. For school avoiding students, they and their families are likely to be referred to other outside school agencies, such as Youth Connections and Branchout, with a view to re-engaging the youth in learning.

### **Strategy to Increase Attendance**

Every student is given a letter at the beginning of the year that needs to be signed by the student's parent/guardian. This letter clarifies the school's expectations of students in terms of their attendance at

functions that are held to celebrate the positive contributions that are made by many of the students at Gladstone State High School. In order to be eligible to attend any on the celebrations/social-skilling functions, students must meet the following criteria:

- Satisfactory attendance at school, including no unexplained absences.
- Attendance must be 91.5% or higher (exceptional circumstances will be considered through the appeal process)
- All absences must be explained. Notes must be submitted within two days following the period of absence.
- No truancy from individual class lessons.

### National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for Year 9.

The NAPLAN test provide a guide to the literacy and numeracy levels of particular cohorts and informs our curriculum development. The NAPLAN tests are aligned to the literacy numeracy demands of the national curriculum through ACARA. Improvement in literacy and numeracy is of vital importance at Gladstone State High School. The 2014 cohort performed similar to like schools across all tests and showed a slight improvement in numeracy from 2013. There will be a continued focus in improvement in the coming years.

Domain	Measures	Year 9	
Reading	Average score for the school in 2014		553
	Average score for like schools in 2014		562
	For the school the percentage of students at or above the national minimum standard.	2013	92.3%
		2014	86.8%
	For the school the percentage of students in the upper two bands	2013	12.2%
		2014	19.9%
Writing	Average score for the school in 2014		517
	Average score for like schools in 2014		530
	For the school the percentage of students at or above the national minimum standard.	2013	80.2%
		2014	67.5%
	For the school the percentage of students in the upper two bands	2013	11.3%
		2014	7.2%

Domain	Measures	Year 9	
Spelling	Average score for the school in 2014		568
	Average score for like schools in 2014		567
	For the school the percentage of students at or above the national minimum standard.	2013	94.1%
		2014	88.2%
	For the school the percentage of students in the upper two bands	2013	18.5%
		2014	17.2%
Grammar and Punctuation	Average score for the school in 2014		550
	Average score for like schools in 2014		557
	For the school the percentage of students at or above the national minimum standard.	2013	86.5%
		2014	84%
	For the school the percentage of students in the upper two bands	2013	11.7%
		2014	10.1%
Numeracy	Average score for the school in 2014		570
	Average score for like schools in 2014		570
	For the school the percentage of students at or above the national minimum standard.	2013	91%
		2014	94.9%
	For the school the percentage of students in the upper two bands	2013	18.5%
		2014	13.1%

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

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

#### Find a school

Search by school name

Search by suburb, town or postcode

Sector  Government  
 Non-government

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

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

### Achievement – Closing the Gap

The Closing the Gap report for 2014 indicates some success in addressing the significant gap in outcomes between Indigenous and Non-indigenous students in the areas of achievement, attendance and retention. Gladstone State High School has continued to work with FOGS (Former Origin Greats) to introduce the Achieving Results Through Indigenous Education (ARTIE) program. Students set goals for attendance, achievement, effort and behaviour in Mathematics and English. Students who reached their goals were rewarded with a trip to a Broncos game and a visit to Water World on the Gold Coast.

The gap in apparent retention rate of students from Year 10 to 12 is an improvement on 2013 and continues the long term trend of improvement. Strategies to improve retention include:

- Year 10 students participating in the PREQIP program
- Attendance at the FOGS Indigenous Employment and Careers Expo
- Participation in ATAP (Academic Talent Aspirations Program)
- Development and review of Individual Learning Plans and Set Plans
- Promoting participation in the ARTIE program, work experience and various university programs.
- Recipients of QATSIF scholarships.
- Reconciliation celebration.
- Engagement with local Indigenous community groups and individuals as well as recognised guest speakers

Work on implementing EATSIP (Embedding Aboriginal and Torres Strait Islander Perspectives) continues.

Indigenous Status	Year 8	Year 9	Year 10	Year 11	Year 12	Total
Indigenous	31	24	20	15	14	104
Non-indigenous	242	265	290	263	2	1298
Total	273	289	310	278	252	1402



<b>Apparent retention rates Year 10 to Year 12</b>	2012	2013	2014
Year 12 student enrolment as a percentage of the Year 10 student cohort.	77%	76%	90%

<b>Outcomes for our Year 12 cohorts</b>	2012	2013	2014
Number of students receiving a Senior Statement	184	187	240
Number of students awarded a Queensland Certificate of Individual Achievement.	4	3	5
Number of students receiving an Overall Position (OP)	83	54	98
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	32	42	27
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	121	125	146
Number of students awarded an Australian Qualification Framework Certificate II or above.	97	114	141
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	167	178	233
Number of students awarded an International Baccalaureate Diploma (IBD).	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	71%	74%	77%
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification.	98%	98%	98%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	94%	88%	96%

As at 19 February 2015. The above values exclude VISA students.

<b>Overall Position Bands (OP)</b>					
Number of students in each Band for OP 1 to 25					
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2012	15	25	19	22	2
2013	10	21	9	14	0
2014	18	28	29	19	4

As at 19 February 2015. The above values exclude VISA students.

**Vocational Educational Training qualification (VET)**

Number of students completing qualifications under Australian Qualification Framework (AQF)

Years	Certificate I	Certificate II	Certificate III or above
2012	59	95	7
2013	102	112	7
2014	105	133	13

As at 19 February 2015. The above values exclude VISA students.

During 2014, students completed the following qualifications: Certificate I and II Business, Certificate I Resource and Infrastructure, Certificate I Information, Digital Media & Technology, Certificate II Information Technology, Certificate II Workplace Practices, Certificate 11 Active Volunteering and Certificate 11 Hospitality.

### 2014 Student Work Experience Placement Data

STRUCTURED WORK PLACEMENTS	TOTAL NUMBER OF STUDENTS who participated in STRUCTURED WORK PLACEMENTS at State High				TOTAL NUMBER OF HOURS spent by students in the school on Structured Work Placement
(i.e. placements that comprise learning opportunities that are part of an accredited VET in Schools program and take place in a workplace or simulated workplace)		Males	Females	Sub-Total	
	Year 9	0	0	0	0
	Year 10	6	0	6	300
	Year 11	30	19	49	24500
	Year 12	47	6	53	26500
	TOTAL	83	25	108	51300
WORK EXPERIENCE	TOTAL NUMBER OF STUDENTS who participated in WORK EXPERIENCE				TOTAL NUMBER OF DAYS spent by students on Work Experience
(includes work sampling, work shadowing and research work experience)	Year 9	1	0	1	5
	Year 10	100	94	194	970
	Year 11	14	10	24	120
	Year 12	20	10	30	150
	TOTAL	135	114	249	1245

### Post-school destination information

At the time of publishing this School Annual Report, the results of the 2014 post-school destinations survey, Next Step – Student Destination Report (2013 Year 12 cohort) for the school were not available. Information about these post-school destinations of our students will be uploaded to the school's website in September.

**Early school leavers information**

The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12. The school actively encourages students to comply with the compulsory schooling and compulsory participation policies. During 2014, 105 students were classed as early leavers. Of these:

- 35.2% went to another state school located in Queensland
- 16.2% went into fulltime or part time work
- 7.6% destination was unknown
- 13.3% had enrolment cancelled/excluded
- 6.7% went to higher education such as TAFE
- 9.5% went to an Interstate or Overseas School
- 8.6% were looking for work
- 2.9% went to a private school

## Testimonials

We are parents of a Year 9 and Year 11 student at GSHS. Our son participated in the EQIP Engineering Skills Centre program to assist him in obtaining an Apprenticeship. This program offers a fantastic opportunity for students to engage in workplace environments and learn invaluable skills whilst still completing required subjects at school.

Our daughter had a wonderful year academically whilst also enjoying the SOE volleyball program. GSHS stands by its motto of "Reaching for the Stars" offering a variety of academic subjects as well as other learning programs and extra-curricular activities. The ongoing hard work of teachers providing support not only in the classroom but also their own valuable time to provide study sessions gives students every opportunity to excel. We are extremely impressed with our children's achievements resulting from the learning opportunities provided by the school.

*Bruce and Kerry Morgan (Parents)*

Through the experiences offered at Gladstone State high school, each and every student has been given the opportunity to excel and meet their potential. The teachers have demonstrated again and again their commitment to the role; regularly giving up their personal time to assist us through tutoring and supporting our passions and aspirations. Gladstone State High students have been offered the opportunity to achieve academic excellence and reach for their stars in a positive, happy environment.

The importance of education is made clear to every student and each and every one of us is encouraged to nurture our talents, strengthen our weaknesses and develop new skills at every opportunity. We are so privileged to attend a school where the teachers and staff are intent on truly preparing us for our futures, and assisting us as we become capable individuals.

*Taylah Crosbie and Dylan Wakefield (Gladstone State High School Captains, 2014)*

My experiences at Gladstone State High School have been diverse. Through the encouragement of teachers, mentors and friends I was able to engage in activities that I had never even thought of and excel in many areas. It was through these opportunities I was 'gifted' with many 'rewards' – such as the Tuckwell Scholarship and Secondary School Citizenship Award – that have guided me towards a successful future.

*Hannah Gregory (Senior Student, 2014)*

My time at Gladstone State High School has given me many avenues in which to reach my full potential. Providing me with a valuable education, the school has also taught me the importance of leadership. I feel so blessed to attend a school that not only provided me with supportive staff members that helped me reach for the stars but also gave me the opportunity to become a leader within the school. I will never forget my time at Gladstone State High School.

*Madeline O'Sullivan (Senior Student, 2014)*

The seniors of 2014 at Gladstone State High School have had the best time together through the extra opportunities provided throughout the year. Some events include: 'Bullying No Way', Valentine's Day Celebrations, Crazy Hair Day, Sporting and House events, Clothing Swaps, Rubbish Race and the Talent Showcase. All these activities have brought the cohort together in our most challenging year of high school.

*Adam Parker (Senior Student, 2014)*

Gladstone State High School is a fantastic school and has enabled me to better improve myself in both academic achievement and sporting achievement. The school is full of friendly teachers willing to give up their lunch breaks and even after school time to help you with school work or assignments and upcoming exams. GSHS has 2 outdoor volleyball courts and a state of the art indoor volleyball court to house State High's volleyball school of excellence. There are endless opportunities on offer no matter what you excel in. Whether its academics, sporting, musically, leadership and many, many other areas of education by holding extension classrooms for almost every subject. In each class there is an interactive whiteboard to keep kids engaged therefore they are learning more actively. Overall Gladstone State High School is a great learning environment for young minds to grow and achieve their best.

*Nathan Laver* (Year 8, 2014)

Being an exchange student shows you how big this world actually is, it opens your mind, it makes you grow up, it teaches you about all those different cultures, all those different people and it also shows you who you are.

I am going to say that this is the most amazing experience that I have ever had and lots of times I have said that I want to live this life forever! ... Thank you to Irene and Andrew Milic for being the amazing host family that they are.

*Livia Aguiar Nogueira Rosa* (International student, 2014)