

Gladstone State High School

Queensland State School Reporting

2015 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 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 positions 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.

School progress towards its goals in 2015

Goals 2015

Writing

Connection

Year 12 outcomes and pathways

Key Strategies for 2015

Monitor the performance of individual students and provide them with timely instructional feedback

Improve teaching practice through coaching and mentoring

Differentiate teaching practice to extend learning for the top half of every class

Senior School Results 2015

100% of Year 12s received a QCE or QCIA

89.6% of students who applied received a tertiary offer

61% of Year 12 students completed one or more VET Certificates

65% of OP eligible students received an OP 1-15

100% Indigenous students received a QCE

76% of Indigenous students received one or more VET Certificates

Writing NAPLAN 2015

19.3% of Year 7 students in the upper 2 bands

7.1% of Year 9 students in the upper 2 bands

86% of year 7 students at or above national minimum standard

78.6% of Year 9 students at or above national minimum standard

Future outlook

Whole school priorities

- Writing approach
- Curriculum alignment and planning processes
- Pedagogy review

Specific strategies to achieve targets

- Build staff capacity around the teaching of writing
- Document and implement a whole school writing approach
- Employ high impact strategies to lead to curriculum alignment and clarity
- Conduct a pedagogy review, document and implement a whole school pedagogical framework
- Build staff capacity in pedagogical practices
- Employ coaching and mentoring practices

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

Responsibility

Give your best. Be dependable. Make appropriate choices. Be fair. Have a go. Take your opportunity to lead, otherwise be a good team member.

Excellence

Doing your best. Seek to accomplish something worthy and admirable. Try hard. Keep trying and pursue excellence. Expect high standards.

Safety

Look out for yourself and others. Practice safe and hygiene habits. Follow the rules.

Respect

Value yourself and others. Respect your environment. Act and speak courteously to everyone. Be kind to animals. Foster good relationships. Foster school pride.

Honesty

Be truthful and sincere. Be trustworthy. Admit your mistakes. Learn by your mistakes. Seek truth, good and right.

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
- Strategies to support learning and teaching
- Increased enrolment of EAL/D students
- Plan strategically in response to data analysis (class, department and school)
- 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

Independent Public School: No

Year levels offered in 2015: Year 7 - Year 12

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	1271	574	697	95	89%
2014	1402	656	746	104	92%
2015	1549	731	818	118	90%

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

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

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 1549 students and 122 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 1549 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 109 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) 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 17 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		
	2013	2014	2015
Year 7 Secondary – Year 10	24	26	23
Year 11 – Year 12	19	19	20

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	248	274	285
Long Suspensions - 6 to 20 days	22	3	14
Exclusions	3	4	5
Cancellations of Enrolment	11	14	12

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

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 (7 - 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 delivery

Our approach to curriculum delivery

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 II Active Volunteering and Certificate II Hospitality.

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 Mathematics A or Prevocational Maths, English Communication, Certificate II Volunteering, Certificate I and II IT and Certificate I Business.

The EQIP Technical College has a focus currently on 5 distinct pathways; Automotive, Construction, Business, Hospitality and Resources and Infrastructure. Each one of these pathways is linked to a certificate to further enhance the learning and outcomes of students. Successful completion of the course of study will enable a student to obtain a QCE and potentially roll over into full time work, apprenticeship or traineeship from his/her school based arrangement.

EQIP Engineering Skills Centre

The EQIP Engineering Skills Centre (EESC) 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. Career preparation and guidance workshops are included in the program for Year 11 and 12 students.

Located on site at NRG Gladstone Power Station, EESC 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 facility 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. EESC

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. Our EESC students are highly sought after by local employers to complete pledge work that further develops their technical skills.

EQIP Business and IT Skills Centre

The EQIP Business and IT Skills Centre (EBITS) is located on-site at Boyne Smelter Limited (BSL). EBITS offers a number of pathways for students in Years 10, 11 and 12 to gain practical experience in a professional business environment and complete enterprise and community projects, while completing certificate qualifications. Year 10 students complete a Certificate I in Business, Year 11 Certificate III Business, and Year 12 can select from Diploma or Bachelor of Business (start University now), Certificate II Tourism or Certificate II Health Support Services.

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, teamwork, and communication and employability skills. This makes the transition into the workforce or a tertiary pathway much smoother. Our EBITS students are actively involved in the local community through volunteering at a range of local community events.

The Year 10 program runs 1 day per fortnight in semester 2 and the Year 11 and 12 programs run 1 day per week all year. Students undertake work experience in their chosen field. Career preparation and guidance workshops are included in the program for Year 11 and 12 students.

EQIP Process Plant Operations

EQIP Process Plant Operations (EPMA) is delivered in partnership with CQUniversity, Queensland Alumina Limited (QAL) and Gladstone Ports Corporation. The program is sponsored by Australia Pacific LNG, QGC and Santos GLNG. The Certificate II Process Plant Operations is an entry level qualification that provides students the skills and knowledge at a semi-skilled level for entry into plant refinery operations. 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.

EPMA students participate in the program 1 day per week all year. Students in year 1 complete the certificate qualification and work experience with Queensland Alumina Limited. Students in year 2 of the program complete a structured work placement program with Gladstone Ports Corporation. Career preparation and guidance workshops are included in the program for all students.

EQIP Doorways to Civil Construction

The EQIP Doorways to Civil Construction (ED2CC) is delivered onsite at McCosker Contracting Pty Ltd, where Year 10 students commit 1 day per week to complete Certificate I Resources and Infrastructure Operations and structured work experience placements with civil construction companies. Our ED2CC students are highly sought after by local employers to complete pledge work that further develops their technical skills.

By working and studying on-site, students become familiar with industry standards and expectations with regard to Work Health and Safety and workplace procedures and enhance their employability skills through authentic workplace learning. Career preparation and guidance workshops are included in the program for all students.

PREQIP

The PREQIP program provides a platform for Year 10 indigenous students to develop valuable employability skills in authentic work environments, build our future role models, and raise awareness of the potential career pathways in the region. Students from across the Gladstone region state high schools participate in the program 1 day per week in Term 2 and 3 of the school year.

During the program students complete project activities onsite at EQIP sites, including EQIP Engineering Skills Centre, EQIP Business and IT Skills Centre, EQIP Technical Gladstone Region, and EQIP Process Plant Operations. Students complete NRG induction, Industry White Card, First Aid and

CPR training, Nhulundu Health Deadly Choices, and participate in work experience. Career preparation and guidance workshops are included in the program for all students.

ASIAN LEARNING CENTRE

- Korean able to be studied continuously from Year 7 to Year 12.
- Inclusion of Korean cultural activities in the school community – Harmony Day celebrations.
- Increased engagement in Korean lessons with the increased use of ICTs in Korean classes.
- In 2015, 10 students achieved ‘Korean Consulate Awards’ for their excellence in Korean studies.
- 6 students received the Choong Pa Korean Language Scholarship Inc. for outstanding work in Senior Korean Language Study.
- Year 10 -12 LOTE students engaged in Harmony Day cultural festivities which included Korean culinary experiences.
- Mrs Christine Hills (GSHS Principal) participated in ‘2015 Australian Principals Korean Study Tour’.

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 2015, the Gladstone State High School SEP officially supported 109 students with a disability. Some of these students were verified in more than one category. Disabilities included 60 students with an Autistic Spectrum Disorder, 33 with an Intellectual Impairment as well as 6 students with a Speech-Language Impairment, 4 with a Physical Impairment, 3 with a Hearing Impairment and 1 with Vision Impairment. The SEP was staffed with 212 hours of Teacher Aide time and 9.1 teachers, including a Head of Special Education Services, 6 full-time SEP teachers and 4 part-time teachers including a transition coordinator and a social and emotional teacher. In addition to this, we were involved in the National Consistent Collection of Data which revealed that less than 1% of our school population had a sensory or physical disability, 12.9% had a cognitive disability and 3.2% had a social disability. From this, 1.1% of these students required differentiation in the classroom, 2.9% required supplementary adjustments, 10.6 required substantial adjustments and 2.6 required extensive adjustments in the classroom.

Case Managers

To enhance personal development, EAP verified students 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. They facilitate meetings between stakeholders and ensure that appropriate modifications and adjustments are put in place to ensure the students’ needs are being met.

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 2015, 3 students were accepted into the EQIP Technical College Gladstone Region to begin in 2016. We also have a number of students who regularly attend Endeavour Foundation to extend their work skills. In addition to this, we have students supported by Roseberry Services during and after school and Gladstone Community Linking Agency outside of school hours. We also have regular contact with Guide Dogs, Autism Queensland and many other health professionals.

AWD (Athlete with a Disability)

We have 15 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 6 students who represented QLD at the State Championships. We have also had 4 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 high quality education programs that increases students’ access and contribution

to the school and general community. In 2015, 45 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 2015, 16 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 2015, we had 48 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 2015, we had 2 students gain employment as a direct result of this program, 3 students continued study after school and gained a Certificate III in Child Care and over 25 students had successful Work Experience placements. Advanced Personnel Management is also a supporting service that assists students in their final year of school to obtain employment, often with quite successful outcomes.

Year 6 - 7 and 7- 8 Transition Program

During 2015, we had 19 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 to Success and Skills Programs

During 2015, the Pathways to Success (PTS) and Skills Programs supported over 220 students with the inclusion of Year 7's for the first time. This included 19 classes across Year 7 to Year 10. In second semester, some of the Year 10's accessed a new program, Education for Living (EDL). This program is designed to prepare the students for the senior phase of learning or the possibility of heading into the workforce. All programs have a focus on literacy and numeracy, building confidence and increasing independence.

Mainstream Class Support

Learning Support Staff are involved in supporting students within our mainstream framework, particularly in the Junior Secondary Classes. Learning Support teachers work in conjunction with classroom teachers to ensure there is the opportunity to differentiate within the classroom. This year some of our Learning Support teachers worked within the Junior Secondary teaching teams to deliver the curriculums through co-teaching. They also assisted in the area of planning and mentoring others

to build strategies to enable success. Teacher aides are also used throughout the mainstream classes, particularly those where there are 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 727 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

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 as well. This is opened to all students with additional needs.

Additional Transition Program

For some students, who have worked closely with their primary school learning support teams, stepping up to high school is even more daunting than for most. For those who are particularly anxious we worked with the primary schools to gain a greater understanding of their needs and offered an opportunity to visit the school in small groups. These students had developed a support network at primary school, and were introduced to the support team here and then familiarise with the school. Following the orientation days, which involved all of our future year 7 students, a final opportunity was offered to those who felt they needed it. Feedback from the feeder schools was excellent, and no student felt they needed the additional session.

EAL/D: English as an Additional Language or Dialect

To support students who enrol in GSHS from a non-English background, the EAL/D and WIN (Welcoming Intercultural Neighbours) programs have been put in place. The EAL/D teacher provides intensive support in listening, speaking, reading and writing of standard Australian English. The WIN programme provides students with orientation to Australian culture and links them to the community in the Gladstone region.

Both programs work to foster a sense of belonging to the local culture, as well as improve student confidence in engaging with academic and social activities at school and not let language background be a detriment to student outcomes. Spoken communication and links to region's facilities and services create awareness among EAL/D students about the different pathways open to them in Gladstone.

GIFTED AND TALENTED PROGRAM

All Queensland state schools are committed to meeting the learning needs of students who are gifted and/or talented. At Gladstone State High School, we strive to meet these needs by offering various *Signature Programs* and being involved in many national, state and local initiatives to recognise students who demonstrate outstanding talents and show potential in academic and extracurricular activities.

Gifted and talented students are supported through the cooperation and collaboration of teachers, parents/carers, other students, educational administrators and the community to ensure they have opportunities to develop their abilities.

In 2015, Gladstone State High School introduced its STAR Academic Program in year 7 and the Maths and Science Academy Programs in year 8. From 2016 Academies will also commence in English and Humanities. These programs extend and accelerate learning for students enrolled in the programs, which is by application and selection only. We believe that students who are gifted and talented, or who work hard to achieve high standards in all aspects of school life whilst enrolled at Gladstone State High are capable of *Reaching for the Stars!*

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
- School of Excellence (SOE) Volleyball – Year 7,8,9, 10,11 and 12 teams
- SOE Volleyball – 2 National Championships – Year 9 and 10
- North Keppel Island excursion
- 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
- Queensland Mineral & Energy Academy (QMEA) Activities –
 - Expand your Minds
 - It's all about ME
 - Career cafes
 - Mining Camp
- Year 8 and 9 Siemen Science Challenge
- Aurecon Bridge Building Competition
- Robotics Program
- White Card Training
- Chess Club
- Annual Instrumental Music Band Tour
- Symphonic, Concert and Stage Bands
- Queensland Symphony Orchestra workshops
- Eisteddfod entries for School Bands
- 2015 Musical – *Seussical*
- Combined School Musical Auditions – *Addams Family* (28 students auditioned)
- Queensland Creative Generation State Schools on Stage (6 students)
- Film Workshops - Capricorn Film Festival
- ARTIE Reconciliation Competition (13 Entries), 2 Highly Commended
- Symphonic, Concert, Big Bands and Strings Ensemble
- Instrumental Music Tour – Brisbane tour. Including workshops and performances at schools, Dreamworld and Chermshire Shopping Centre
- Tutoring at Primary Instrumental Music workshops
- Queensland Symphony Orchestra workshops – percussion, woodwind and brass
- GSHS Band and Strings performances – Ice Creamery, West Family Fun Night
- Senior Visual Art weekend workshops
- Alfresco Art Gallery and school installations – school open nights
- Golding Showcase Youth Art Exhibition (27 entrants)
- Year 8 Performing Arts Excellence Class – *The Princess and The Frog* Performance term 4.
- Bryan Nason Shakespeare Theatre Workshops – *The Merchant of Venice*
- Grin and Tonic performance – *Seven Stages of Grieving*

- Introduction of Media and Dance subjects into junior curriculum
- Gladstone Eisteddfod results
 - 1st Concert Band, Highly Commended Symphonic Band
 - 2nd Big Band
 - 3rd Strings Ensemble
 - 2nd Brass Ensemble
- Taste of Korea (University of Queensland) workshop
- Faith Lutheran College Korean Festival visit
- ARTIE Program
- QUT Go Further Experience
- Murri Homework Centre
- International Student Program
- Readers' Cup
- Author Workshops – David Burton and Andy Griffiths
- Book Week Competition
- Premier's Reading Challenge
- Interact Club
- Quota public speaking competition
- Lions Youth of the Year
- Interschool debating
- School Community Restaurants
- Coffee Shop operation
- Leadership Camp
- Outdoor Education Camps
- Organising the School Tonka
- Year 10 Career Pathways Program
- Shine and Strength Programs
- "Girlz with Purpose" Program
- GSHS V.I.T.A.L Program
- Team Up
- Careers Expo
- 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
- Mental Health Awareness
- World Vision
- HOPE

Student Community Involvement

- ANZAC and other Returned Service Celebrations
- Clean Up Australia Day
- Ecofest
- Harmony Day celebrations
- NAIDOC Week
- Koolyangarra Kindergarten – Spring Garden Party
- Rotary Club of Gladstone – Port Curtis (Calliope River Historical Village Markets)

- 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)
- 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
- Leaders' Inclusivity 'Unity' Campaign
- Reef Guardian School's Future Leaders Eco Challenge

Sport

- Sporting Houses – Damala, Kougari, Parnka and Tylan
- 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 improve learning

At Gladstone State High School, we recognize our learners are 21st 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.

In 2015, Gladstone State High School upgraded its IT infrastructure to support the implementation of a bring your own device (BYOX) program to ensure students have access to school computer based programs and applications at home. Consequently, both staff and students are being trained to use IT more effectively.

In addition, from 2016 Gladstone State High School will become a trial school for the STEM (Science, technology, engineering and mathematics) initiative which incorporates coding and other digital technologies into the classroom.

Social Climate

BETTER BEHAVIOUR: BETTER LEARNING

As a SWPBS (School Wide Positive Behaviour Support) school, 2015 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 each year which incorporates a whole school activity which not only focuses on bullying but develops GSHS inclusiveness vision. 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), Head of School Senior, Head of School Junior, Guidance Officers, Year Coordinators, Youth Support Coordinator, School-Based Youth Health Nurse, School-Based Police Officer, School Chaplains, 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, Team Up/Move On/Deep Blue Line (PCYC), BRICKS and Crowe Creative.

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 while 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 and Junior. We also have Peer Mentors (Year 11) who are specifically buddied up with our Year 7 students. Students are encouraged to attend leadership camps. 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.

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.

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	2013	2014	2015
Percentage of parent/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	95%	98%	96%
this is a good school (S2035)	100%	94%	96%
their child likes being at this school (S2001)	85%	95%	98%
their child feels safe at this school (S2002)	90%	98%	96%
their child's learning needs are being met at this school (S2003)	85%	98%	94%
their child is making good progress at this school (S2004)	90%	96%	96%
teachers at this school expect their child to do his or her best (S2005)	100%	99%	100%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	95%	94%	94%
teachers at this school motivate their child to learn (S2007)	89%	95%	94%
teachers at this school treat students fairly (S2008)	100%	92%	86%
they can talk to their child's teachers about their concerns (S2009)	95%	99%	90%
this school works with them to support their child's learning (S2010)	95%	94%	88%
this school takes parents' opinions seriously (S2011)	100%	95%	85%
student behaviour is well managed at this school (S2012)	72%	88%	86%
this school looks for ways to improve (S2013)	100%	96%	96%
this school is well maintained (S2014)	100%	96%	96%

Performance measure	2013	2014	2015
Percentage of students who agree [#] that:			
they are getting a good education at school (S2048)	94%	89%	96%
they like being at their school (S2036)	90%	90%	92%
they feel safe at their school (S2037)	93%	91%	93%
their teachers motivate them to learn (S2038)	84%	90%	91%
their teachers expect them to do their best (S2039)	97%	96%	97%
their teachers provide them with useful feedback about their school work (S2040)	88%	91%	91%
teachers treat students fairly at their school (S2041)	77%	79%	82%

Performance measure			
Percentage of students who agree [#] that:	2013	2014	2015
they can talk to their teachers about their concerns (S2042)	82%	71%	80%
their school takes students' opinions seriously (S2043)	79%	75%	80%
student behaviour is well managed at their school (S2044)	69%	79%	75%
their school looks for ways to improve (S2045)	90%	89%	90%
their school is well maintained (S2046)	84%	87%	87%
their school gives them opportunities to do interesting things (S2047)	91%	88%	94%

Performance measure			
Percentage of school staff who agree [#] that:	2013	2014	2015
they enjoy working at their school (S2069)	84%	93%	94%
they feel that their school is a safe place in which to work (S2070)	87%	96%	94%
they receive useful feedback about their work at their school (S2071)	79%	82%	86%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	83%	81%	85%
students are encouraged to do their best at their school (S2072)	94%	95%	93%
students are treated fairly at their school (S2073)	89%	94%	95%
student behaviour is well managed at their school (S2074)	82%	91%	87%
staff are well supported at their school (S2075)	75%	84%	78%
their school takes staff opinions seriously (S2076)	73%	77%	76%
their school looks for ways to improve (S2077)	92%	91%	94%
their school is well maintained (S2078)	88%	89%	95%
their school gives them opportunities to do interesting things (S2079)	83%	88%	88%

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
DW = Data withheld to ensure confidentiality.

Parent and Community Engagement

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 SHS continues to try and reduce the power and water usage. Sustainable designs for two new buildings were taken into consideration during design and construction. Use of air-conditioners from June – October is not allowed.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	734,437	8,982
2013-2014	818,045	13,138
2014-2015	784,320	

*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.

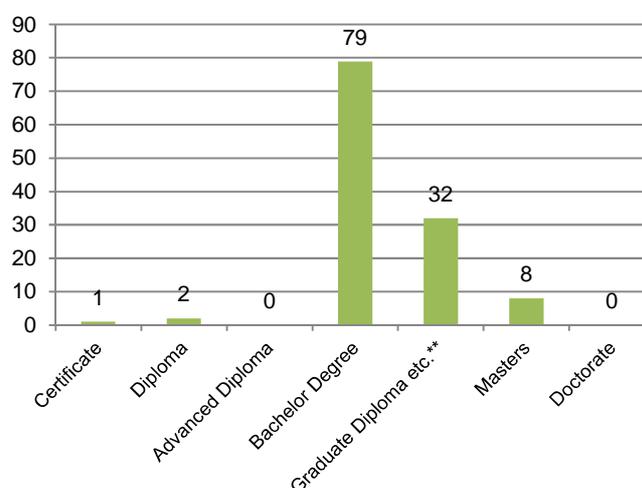
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	122	52	<5
Full-time equivalents	113	38	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	1
Diploma	2
Advanced Diploma	0
Bachelor Degree	79
Graduate Diploma etc.**	32
Masters	8
Doctorate	0
Total	122



*Teaching staff includes School Leaders

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

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2015 were \$63,464.

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
- Queensland Education Leaders Initiative (QELI)
- Vocational Education and Training (VET) conference
- Professional Memberships

Our School:

- Classroom Profiling
- EAL/D
- Junior/Secondary Curriculum
- Secondary School Principal's Conference

- Secondary School Deputy Principal's Conference
- Senior First Aid
- Cardiopulmonary Resuscitation (CPR)
- Mentoring and Coaching
- Staff Meetings
- Cooperative planning
- Early Career program
- SWPBS Training
- Bus Licence
- Digital Pedagogy Licence
- Beginning Teachers Workshop
- QSA Workshops
- Behaviour Management Strategies Workshop
- WHS Training Modules
- SWPBS Training
- Junior Secondary Transition Workshops
- Pedagogical coaching
- Anita Archer Explicit Instruction
- Visible Learning Symposium
- QCAA Annual Moderation Conference
- ACEL Workshop
- CQ Regional Inclusive Practice Conference
- Panel training
- BEAQ Conference
- QMEA Workshops
- QCAA Teaching and Learning
- Inclusive Practices Education Conference
- Justice of the Peace Course
- Drumbeat Facilitator training
- SAS Implementation Workshops
- Certificate IV courses
- Leadership Toolkit
- EPPC Conference - ACER

The proportion of the teaching staff involved in professional development activities during 2015 was 100%. 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	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	97%	96%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 88% of staff was retained by the school for the entire 2015 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

Sector:

Government

Non-government

SEARCH

Where it says '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's profile 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	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	88%	90%	90%
The attendance rate for Indigenous students at this school (shown as a percentage).	83%	85%	83%

The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall attendance rate in 2015 for all Queensland Secondary schools was 90%.

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

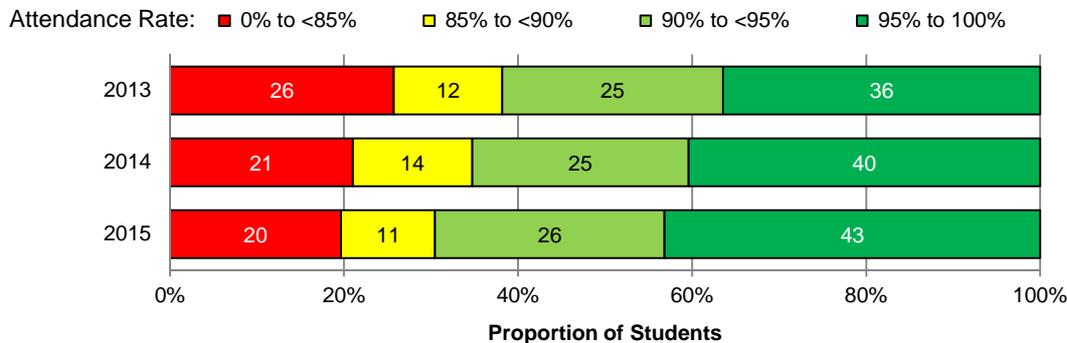
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013									89%	88%	88%	88%	89%
2014									92%	89%	88%	90%	91%
2015								92%	93%	90%	89%	88%	91%

*From 2013, the methodology used for calculating attendance rates effectively counts attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.



Description of how non-attendance is managed by the school

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

The process at Gladstone State High School in 2015:

- 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 93% 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 93% 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 the Years 3, 5, 7, and 9.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 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

Sector:

Government

Non-government

Where it says '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting '**NAPLAN**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Apparent retention rates Year 10 to Year 12	2013	2014	2015
Year 12 student enrolment as a percentage of the Year 10 student cohort.	76%	90%	90%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	48%	64%	62%

Outcomes for our Year 12 cohorts	2013	2014	2015
Number of students receiving a Senior Statement	187	240	220
Number of students awarded a Queensland Certificate of Individual Achievement.	3	5	4
Number of students receiving an Overall Position (OP)	54	98	83
Percentage of Indigenous students receiving an Overall Position (OP)	0%	29%	23%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	42	27	16
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	125	146	136
Number of students awarded an Australian Qualification Framework Certificate II or above.	114	141	135
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	178	233	216
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	80%	93%	100%

Outcomes for our Year 12 cohorts	2013	2014	2015
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.	74%	77%	65%
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.	88%	96%	90%

As at 16 February 2016. The above values exclude VISA students.

Overall Position Bands (OP)

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
2013	10	21	9	14	0
2014	18	28	29	19	4
2015	10	22	22	25	4

As at 16 February 2016. 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
2013	102	112	7
2014	91	133	13
2015	90	135	4

As at 16 February 2016. The above values exclude VISA students.

During 2015, 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.

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2016 post-school destinations survey, Next Step – Student Destination Report (2015 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 2015, 163 students were classed as early leavers. Of these:

41.1% went to another state school located in Queensland

15.3% went into fulltime or part time work

3.1% destination was unknown

8.0% had enrolment cancelled/excluded

5.5% went to higher education such as TAFE

15.3% went to an Interstate or Overseas School

5.5% were looking for work

6.2% went to a private school