



# Gladstone State High School

# ANNUAL REPORT 2016

Queensland State School Reporting

*Inspiring minds. Creating opportunities. Shaping Queensland's future.*

Every student succeeding. State Schools Strategy 2016-2020  
Department of Education and Training



## Contact Information

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## School Overview

Gladstone State High School is highly regarded in the Gladstone community. Founded in 1953, the school has a current enrolment of 1,571. The school aims to achieve the best educational outcomes for all students and has a healthy balance between traditions and an orientation towards the future. Students are encouraged to 'Reach for the Stars' and are seen to reach their potential because of quality teaching and learning delivered within a supportive and challenging learning environment. Students pursue personal excellence across a range of curricular and extra-curricular offerings. The school has outstanding achievements across the academic, cultural, citizenship and sporting arenas and provides real and relevant learning, leading to further education and training, work readiness and active citizenship. Gladstone High has a firm, fair and consistent approach to student discipline, founded on the principles of being engaged, being respectful, being safe and being responsible. There is a strong emphasis in the Junior Secondary engagement providing a curriculum which is responsive to the needs of each individual student. In the senior school, students can choose from over 51 academic and vocational education and training subjects. The school's greatest strength is in the partnerships forged between the students, the staff, the parents, the other district schools, and the wider community. These partnerships enable the school to remain at the leading edge of learning and to prepare students for life long learning or earning. These partnerships provide a number of authentic learning experiences, and along with a diverse curriculum, the school is able to successfully cater for each individual student. The school values home-school partnerships and quality communication with parents, and as such provides many opportunities for each parent to make their special contribution to the life of the school. The Technical College, a Campus of Gladstone State High School, provides an alternative pathway to a traditional trade career. Students are signed into a school-based apprenticeship enabling them to experience a 'two week on and two week off' model of training. This model allows a student to work in their chosen trade for two weeks as a school-based apprentice in paid employment and then return to the college for their course of study for two weeks. Every staff member at both the college and the school believe in, and care for, every student who chooses to enrol in any course of study offered at the school. Every staff member is proud to be a part of Gladstone State High and willingly works alongside each young person so that they can reach their potential. "We consider it a privilege and special responsibility to be given the opportunity to have a positive influence on the future lives of our young".

### **School Vision**

By 2020 explicit instruction in every classroom will ensure that every Gladstone State High School student will be successful.

This will be underpinned by the following key goals:

#### **School Culture**

Gladstone State High School will have a culture founded on trust, tradition and a shared vision where success is celebrated and everyone is supported and valued.

#### **Successful Learners**

By 2020 at Gladstone State High School successful learners are interdependent, enthusiastic global citizens who connect socially, emotionally and academically to maximise personal growth.

#### **Professional Knowledge**

School Staff will be experts in their curriculum to align planning, evidence based practice and outcomes against achievement standards.

#### **Professional Practice**

Students will be assessment literate learners. This will be achieved through evidence based, clear, collegial collaborative and consistently implemented professional practices across the school.

#### **Community Confidence**

Gladstone State High School's community will have complete confidence in the school.

## **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.

## 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.

#### **School Progress towards its goals in 2016**

##### **Key Strategies for 2016**

- Build staff capacity around the teaching of writing
- Document whole school writing approach
- Implement whole school writing approach
- Develop a whole school curriculum plan
- Develop whole school planning processes
- Develop assessment literate learners
- Review current pedagogical practices
- Document whole school pedagogical framework
- Build staff capacity in pedagogical practices
- Build the capacity of year 7 teachers to teach numeracy
- Close the Gap and U2B - Numeracy
- Implement a reading intervention program

## **Senior School Results 2016**

100% of Year 12s received a QCE or QCIA

94.6% of students who applied received a tertiary offer

61.3% of Year 12 students completed one or more VET Certificates

16.2% of OP eligible students received an OP 1-5

85.1% of OP eligible students received an OP 1-15

100% Indigenous students received a QCE

85.7% of Indigenous students received one or more VET Certificates

## **Writing NAPLAN**

10.4% Year 7 students in upper 2 bands

4.7% Year 9 students in upper 2 bands

89.6% Year 7 students at or above National Minimum standards

79.7% Year 9 students at or above National Minimum standards

## **Numeracy NAPLAN**

24.7% Year 7 students in upper 2 bands

8.6% Year 9 students in upper 2 bands

96.6% Year 7 students at or above National Minimum standards

95.7% Year 9 students at or above National Minimum standards

Gap in mean scale score Year 7 - 34

Gap in mean scale score Year 9 - 8

Level of Achievement Data

88.5% A-C Whole school Semester 1 2016

86.2% A-C Whole school Semester 1 2016

## **Future Outlook**

### **School Priorities**

Sharp and Narrow Focus – Writing

Curriculum alignment and planning processes

Pedagogy refinement

Staff and student wellbeing

Specific strategies to achieve targets

Implement whole school writing approach

Build capacity of our teachers to extend our higher performing students in writing

Enact processes for students to be aware of their data, set goals and strategies to improve

Develop and implement inclusive practices across the school

Implement strategies to Close the Gap for Indigenous students

Implement clear whole school planning processes

Develop more opportunities for mentoring and coaching

Actualise the Learning and Wellbeing framework

# Our School at a Glance

## School Profile

<b>Coeducational or single sex:</b>	Coeducational
<b>Independent Public School:</b>	No
<b>Year levels offered in 2016:</b>	Year 7 - Year 12
<b>Student enrolments for this school:</b>	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2014</b>	1402	656	746	104	92%
<b>2015*</b>	1549	731	818	118	90%
<b>2016</b>	1571	773	798	135	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

### Overview

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 21 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 1571 students and 123 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 1571 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 114 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 18 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

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3			
Year 4 – Year 7			
Year 8 – Year 10	26	23	22
Year 11 – Year 12	19	21	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.

## 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



## 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 Science, Mathematics A, Mathematics B, Mathematics C, Modern History, Music, Music Extension, Physical Education, Physics and Visual Art.

### Authority Registered Subjects (15):

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

### Vocational Education and Training (VET) (12):

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

## PROGRAMS

### EQIP PROGRAMS

In 2016, 86 students from Gladstone State High School participated in one of six authentic workplace learning programs and 348 students participated in work experience with a local host employer.

### EQIP Technical College Gladstone Region (ETCGR)

ETCGR is a campus of Gladstone State High School where year 11 and 12 students undertake schooling in a cycle of 2 weeks work experience with a host employer and two weeks classroom based

curriculum. This two week rotation continues throughout the 2 years of schooling and maximises the potential of securing a school-based traineeship or apprenticeship. All students study Mathematics A, English Communication, Certificate II Volunteering, Certificate I and II IT and Certificate I Business. Students select one of five distinct pathways: automotive mechanical, building construction, civil construction, business or hospitality. Each one of these pathways is linked to a certificate to further enhance learning outcomes. Career preparation and guidance workshops are included in the program for all new students.

### **EQIP Engineering Skills Centre (EESC)**

EESC has well-equipped facilities onsite at NRG Gladstone Power Station that provides an environment closely mirroring industry expectations, ethics and safety standards. Year 11 and 12 students develop their trade skills on industrial machinery, complete Certificate I and II in Engineering, Industrial Technology Skills (automotive studies) and gain pre-trade skills that are highly sought after by employers. Working industry hours, students undertake 1½ days at EESC, 1 day structured work placement with a host employer 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. Career preparation and guidance workshops are included in the program for all new students.

### **EQIP Business, Industry and Tourism Skills Centre (EBITS)**

EBITS is delivered onsite in a professional business suite at Boyne Smelters Limited (BSL), where year 10-12 students undertake business or tourism pathways 1 day per week all year during school terms. 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) or Certificate II Tourism. Career preparation and guidance workshops are included in the program for all new students. Students have access to BSL staff and project support and are actively involved in a wide range of community volunteering activities. These include Gladstone Chamber of Commerce and Industry monthly meetings to learn more about small to medium businesses, GAPDL Tourism Ambassadors who welcome cruise ship passengers visiting Gladstone, Boyne Tannum Hookup Youth Committee and Botanic to Bridge.

### **EQIP Process Plant Operations (EPMA)**

EPMA is delivered in partnership with CQUniversity, Queensland Alumina Limited (QAL) and Gladstone Ports Corporation (GPCL). The program is sponsored by Australia Pacific LNG, Shell QGC and Santos GLNG. Students in year 1 of the program participate 1 day per week all year to complete Certificate II Process Plant Operations and structured workplace training with QAL. Students in year 2 of the program complete a 13 day structured work placement program with GPCL. Career preparation and guidance workshops are included in the program for all new students. The qualification 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 sterilising machinery, measuring physical or chemical properties, interpreting plant schematics, understanding continuously operating processes, performing basic tests on products and production data recording skills.

### **EQIP Doorways to Civil Construction (ED2CC)**

ED2CC is delivered onsite at McCosker Contracting Pty Ltd, where Year 10 students commit 1 day per week to complete Certificate I Resources & Infrastructure Operations and structured work experience placements with McCoskers. 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 build confidence and capability in authentic work environments and to raise awareness of the potential career pathways in the region. Students from the state high schools participate in the program 1 day per week in term 2 and 3 of the school year. The program is sponsored by Australia Pacific LNG, Shell QGC and Santos GLNG. During the program students complete project activities onsite at EQIP sites, including EQIP Engineering Skills Centre, EQIP Business, Industry & Tourism Skills Centre, EQIP Technical College,

and EQIP Process Plant Operations. Students complete 1 week camp at BIEEC, NRG induction, Industry White Card, First Aid and CPR training and participate in work experience. Career preparation and guidance workshops are included in the program for all students.

### **Work Experience**

Work experience provides students an opportunity to gain experience and skills in various occupations and industries. Students observe people at work, complete a range of entry-level tasks and learn about workplace practices and procedures. Work experience can be hands-on with a range of entry to mid-level tasks, shadowing an expert in the field, or structured to apply theoretical learnings in a practical work environment. There are over 85 vocations across a range of industry sectors in the Gladstone region for students to experience. This is the perfect opportunity to explore career pathways to support a smoother transition from school to employment or further study.

### **EQIP Health Support Services (EHSS)**

In 2017, EQIP will introduce a new program for year 11 and 12 students interested in tertiary or traineeship pathways in the health care and social services sector. Students will complete a Certificate II Health Support Services 1 day per week across 2 school terms. This will provide an entry-level qualification and experience in the industry across a range of vocations, including nurse, doctor, medical assistant, pharmacy, aged care. Students will then complete structured workplace learning, which is an assessable component of the course. This will provide students the opportunity to apply the theory into a practical workplace environment. Local host employers will support the program with authentic workplace learning. In 2017, these will include the Mater Hospital, Dr Adam Bush, Nhulundu Health Service, Roseberry Community Services, Blue Care Gladstone, Edenvale Aged Care Facility, BITS Medical Centre, NRG Gladstone Power Station and the Discount Drug Store Boyne Tannum.

### **ASIAN LEARNING CENTRE**

- LOTE (Language other than English) able to be studied from Year 7 to Year 12.
- Inclusion of LOTE cultural activities in the school community – Harmony Day celebrations.
- Increased engagement in LOTE lessons with the increased use of ICTs in LOTE classes.

### **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 2016, the Gladstone State High School SEP officially supported 114 students with a disability. Some of these students were verified in more than one category. Disabilities included 63 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 246 hours of Teacher Aide time and 9.6 teachers, including a Head of Special Education Services, 6 full-time SEP teachers and 4 part-time teachers including a Junior and Senior 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 0.7% of our school population had a sensory disability, 0.5% physical disability, 12.5% had a cognitive disability and 4.5% had a social disability. From this, 2.5% of these students required differentiation in the classroom, 3.4% required supplementary adjustments, 9.7% required substantial adjustments and 2.5% 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 student's needs are being met and that each individual student can meet their full potential. Case Managers are a support for teachers as they are able to train and guide staff with how to appropriately support the student.

## **Outside Agencies and 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. We 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.

## **Para - Athletics**

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 5 students who represented Queensland at the State Championships. We have also had 2 students represent at the National Championships. This opportunity is made available for students with Intellectual, Physical, Hearing or Vision Impairments.

## **Mainstream Access and 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 2016, 39 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 2016, 34 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 2016, we had 29 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 work with EQIP to actively seek appropriate businesses to support our students. 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 2016, we had 5 students gain employment as a direct result of this program, 1 student continued study after school and gained a Certificate III in Child Care and over 13 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.

## **Years 6 - 7 and 7- 8 Transition Programs**

During 2016, 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**

### **Skill Development Classes**

During 2016, there were a number of classes accessed across Year 7 to Year 10 supporting approximately 250 students. These classes supported literacy and numeracy, along with developing independence and positive relationships. Skills classes were offered to Year 7 and 8 classes, while Pathways to Success classes were provided for Year 8 and 9, with a greater focus on supporting students manage their time and assessment load. Year 10 were introduced to Education for Living, which was about preparing students for their chosen senior pathway, along with developing skills for life outside of school. A key focus for all these classes was to build a connection to school and increase the capacity for success.

### **Right Track Reading**

In 2016 we began the Right Track Reading program, with the primary focus of developing the decoding skills necessary to access written texts confidently. Many students, for a variety of reasons, were unable to grasp these skills in their primary years. We had two reading tutors employed to deliver the program to around 30 students across Year 7 to Year 12 on a 1 to 1 basis. Improvement rates over the 6 months the program took place ranged from 6 months to 4 years. This program will be developed further in 2017.

### **Mainstream Class Support**

Learning Support Staff are involved in supporting students within our mainstream framework. Learning Support teachers work in conjunction with classroom teachers to ensure there is the opportunity to differentiate within the classroom. 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 928 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.

### **Study Sessions**

Study 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.

## **EAL/D: English as an Additional Language or Dialect**

To support students from a non-English speaking background, who enrol in Gladstone State High School the EAL/D programme has been put in place. The EAL/D teacher provides intensive support in listening, speaking, reading and writing of standard Australian English. Some student support is provided for orientation to Australian culture and links them to the community in the Gladstone region.

This programme helps students to gain a sense of belonging in the local culture, as well as improving student confidence in engaging with academic and social activities at school and not letting language background be a detriment to student outcomes. Spoken communication and links to region's facilities and services creates 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. In 2016, Academy classes commenced 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!*

## **Co-curricular 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
- School of Excellence (SOE)Volleyball – Year 7, 8/9, 11 and open (female)
- SOE Volleyball – National Championship – Year 10/11
- QLD Schools Cup
  - Silver – Volleyball SOE
  - Silver – Year 7 SOE
  - Bronze – Year 8/9 SOE
- North Keppel Island excursion
- Humanities Tour to Canberra
- Harbour Watch Program
- Science, Maths and English Competitions
- Queensland Mineral & Energy Academy (QMEA) Activities –
  - Perfect Programing
  - Energy For Future
  - STEM Kit and Tool Kit Year 10 and 12
  - Ambassador Program
  - Year 12 It's All About Me
  - Expand Your Mind
  - Safety and Academic Program Writing

- Year 9 Conoco Phillips Science Experience (CQL)
- Year 10 Conoco Phillips Science Experience Brisbane
- Spark Engineering Year 10
- Big Science Competition
- ICAS Competition
- Aurecon Bridge Building Competition
- Robotics Program
- White Card Training
- Chess Club
- Aquatic Practice Boat Licence Accreditation
- Queensland Creative Generation State Schools on Stage (11 students)
- Arts Immersion Excursion to Brisbane (39 Drama and Visual Art students)
- 2016 Combined School Musical - *Addams Family* (24 performers)
- Symphonic, Concert, Big Bands and Strings Ensemble
- Fanfare 2016 results – Symphonic Band = Gold and regional finalist. Strings, Concert and Big Band = Silver
- Biloela Eisteddfod and mini tour to Rockhampton and Yeppoon
  - 1<sup>st</sup> Strings
  - 2<sup>nd</sup> Symphonic Band, 2<sup>nd</sup> Concert Band
  - 1st Big Band
- Queensland Symphony Orchestra workshops – percussion, woodwind and brass and strings
- Gladstone Eisteddfod entries - Concert Band, Symphonic Band, Big Band, Strings Ensemble, Brass Ensemble
- Gladstone Combined Schools Strings workshop and concert – Primary to Secondary
- GSHS strings excellence members of Verdi – (5 students)
- GSHS hosted Combined Schools Primary to Secondary WBP workshops and concert
- Year 7 instrumental students engaged in 1 flexi lesson of Instrumental skills lesson for Semester 1
- Art Gallery and school installations – school open nights
- Golding Showcase Youth Art Exhibition (11 entrants)
- Year 8 Performing Arts Academy Class – *Elf* Performance term 4
- The Scene Project – working with Queensland Theatre Company and a performance at the Rockhampton Pilbeam Theatre (14 students)
- Bell Shakespeare Theatre Workshops – *Othello*
- *Othello* performance at the Gladstone Entertainment and Convention Centre – Drama and English students
- Principals' Conference entertainment – Verdi Strings, 'Flash Mob' dance, Flash Mob art piece, Music Extension Students dinner music
- Media students workshop with Capricorn Film Festival
- Student film entries into Capricorn Film Festival
- Bollywood dancing workshops for Harmony Day
- Faith Lutheran College Korean Festival visit
- Year 8 Marine Investigation
- Year 10 Curtis Island Investigation
- Senior Geography visit to Gladstone Ports Corporation
- Social and Community Studies visit to Gladstone Regional Council
- Year 8 Outback Tour
- ARTIE Program
- Academic and Talent Aspirations Program (ATAP - 2 teams, Seniors achieved 2<sup>nd</sup> in the region)
- Murri Homework Centre
- International Student Program
- Students from the Special Education Unit entered and won multiple categories in the Gladstone Show 2016 - Photography, Art, Woodwork and Home Economics

- 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
- Drumbeat
- Move On
- Deep Blue Line
- BRICKS
- LOVE BITES
- Careers Expo
- School Radio
- Human Powered Vehicle (HPV)
- SPIKE ZONE
- Primary Volleyball Schools Cup

#### **Student Charity Involvement**

- Red Shield Appeal
- Queensland Cancer Fund
- Relay for Life
- Shave for a Cure / Crazy Hair Day
- Red Cross Blood Bank
- 40 Hour Famine
- Mental Health Awareness
- World Vision

#### **Student Community Involvement**

- ANZAC and other Returned Service Celebrations
- Clean Up Australia Day
- Ecofest
- Harmony Day celebrations
- NAIDOC Week
- Arts students celebrated Seniors' Week with the Senior Citizens from Port City Day Respite Centre
- Koolyangarra Kindergarten – Spring Garden Party
- Rotary Club of Gladstone – Wheelchair Project
- Take a Stand. Bullying. NO WAY! Day
- Student Referees at Primary Schools Interschool Soccer and Netball competitions
- Students Volunteered to Referee at Primary Schools PJ Cup RL competition.

#### **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

## 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
- School Sport representatives at School, Regional, State and National levels.

## How Information and Communication Technologies are used to Assist Learning

At Gladstone State High School, we recognize that 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 use a wide range of Information and Communication technologies to assist student learning and understanding across all curriculum areas. ICTs are extensive, up-to-date and are used in a myriad of ways in all year levels.

We have upgraded our IT infrastructure to support the implementation of the Bring Your Own Device (BYOx) program to ensure that students have access to computer application and their work at school and at home. Staff and students are continually being trained to use ICTs to assist learning more effectively.

From 2016, Gladstone State High School is a STEM (Science, Technology, Engineering and Mathematics) trial school which involves students learning coding and other digital learning in the classroom as well as being involved in workshops involving STEM.

## Social Climate

### Overview

### BETTER BEHAVIOUR: BETTER LEARNING

As a PBL (Positive Behaviour for Learning) school, 2016 saw the PBL committee continue leading the whole school community in developing a support learning environment. PBL 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 PBL 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 PBL 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 10) 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 (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 PBL (Positive Behaviour for Learning) school and is led by the HOD Social Justice. PBL 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 PBL 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 Offices are located downstairs in D Block opposite the administration block.

## CHAPLAINS

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 Chaplains, 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 School Based 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 teachers with health-specific aspects of the curriculum and learning activities, providing health information and referrals, supporting the development of an environment and school culture that supports health and wellbeing and working with community-based and other services.

The School Based 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; and
- Provide information about:
  - Healthy eating and physical activity;
  - Feeling unhappy or stressed;
  - Relationships, friends and bullying;
  - Growth and development;
  - Sexual health;
  - Smoking, alcohol and other drugs; and
  - Personal and family problems.

### **Confidentiality**

Young people have a right to confidentiality when accessing health services. As a Queensland Health service provider the School Based 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/carer about health and wellbeing issues. The School Based Youth Health Nurse can support young people to do this.

The School Based Youth Health Nurse does not provide:

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

## COMMUNITY EDUCATION COUNSELLOR (CEC)

- **Pastoral Care:** Student support, provides 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 the Department of Education and Training. 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. The School Based Police Officer liaises with relevant agencies and school-based support staff regarding student welfare issues at Gladstone State High School. Other duties include providing advice and education to students and parents on a range of topics including bullying and harassment, criminal offences, traffic safety, and police duties.

## Parent, Student and Staff Satisfaction

### Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree <sup>#</sup> that:	2014	2015	2016
their child is getting a good education at school (S2016)	98%	96%	93%
this is a good school (S2035)	94%	96%	95%
their child likes being at this school* (S2001)	95%	98%	94%
their child feels safe at this school* (S2002)	98%	96%	90%
their child's learning needs are being met at this school* (S2003)	98%	94%	91%
their child is making good progress at this school* (S2004)	96%	96%	91%
teachers at this school expect their child to do his or her best* (S2005)	99%	100%	98%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	94%	94%	93%
teachers at this school motivate their child to learn* (S2007)	95%	94%	90%
teachers at this school treat students fairly* (S2008)	92%	86%	86%
they can talk to their child's teachers about their concerns* (S2009)	99%	90%	99%
this school works with them to support their child's learning* (S2010)	94%	88%	94%
this school takes parents' opinions seriously* (S2011)	95%	85%	92%
student behaviour is well managed at this school* (S2012)	88%	86%	80%
this school looks for ways to improve* (S2013)	96%	96%	95%
this school is well maintained* (S2014)	96%	96%	96%

### Student opinion survey

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2014	2015	2016
they are getting a good education at school (S2048)	89%	96%	91%
they like being at their school* (S2036)	90%	92%	84%
they feel safe at their school* (S2037)	91%	93%	85%
their teachers motivate them to learn* (S2038)	90%	91%	79%
their teachers expect them to do their best* (S2039)	96%	97%	93%
their teachers provide them with useful feedback about their school work* (S2040)	91%	91%	88%
teachers treat students fairly at their school* (S2041)	79%	82%	71%
they can talk to their teachers about their concerns* (S2042)	71%	80%	65%
their school takes students' opinions seriously* (S2043)	75%	80%	63%
student behaviour is well managed at their school* (S2044)	79%	75%	59%
their school looks for ways to improve* (S2045)	89%	90%	84%
their school is well maintained* (S2046)	87%	87%	77%
their school gives them opportunities to do interesting things* (S2047)	88%	94%	85%

## Staff opinion survey

Performance measure	2014	2015	2016
Percentage of school staff who agree <sup>#</sup> that:			
they enjoy working at their school (S2069)	93%	94%	94%
they feel that their school is a safe place in which to work (S2070)	96%	94%	87%
they receive useful feedback about their work at their school (S2071)	82%	86%	83%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	81%	85%	82%
students are encouraged to do their best at their school (S2072)	95%	93%	96%
students are treated fairly at their school (S2073)	94%	95%	89%
student behaviour is well managed at their school (S2074)	91%	87%	81%
staff are well supported at their school (S2075)	84%	78%	77%
their school takes staff opinions seriously (S2076)	77%	76%	76%
their school looks for ways to improve (S2077)	91%	94%	94%
their school is well maintained (S2078)	89%	95%	89%
their school gives them opportunities to do interesting things (S2079)	88%	88%	85%

\* Nationally agreed student and parent/caregiver items

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

DW = Data withheld to ensure confidentiality.

## Parent and community engagement

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.

### Respectful relationships programs

The school has developed and implemented programs that focus on appropriate, respectful and healthy relationships. There has also been a focus upon personal safety and awareness. Firstly, *Brianstorm* Productions presented, "Verbal Combat," to the students in years 7, 8 and 9. Explicit lessons were taught in Wellbeing lessons both pre and post presentation. Verbal Combat focussed upon the safety issues pertaining to digital devices and the bullying that also occurs via these devices. Secondly, all year 9 students participated in the "LOVE BITES" programme. This program is run by Co-ordinated Community Response to Domestic and Family Violence and in conjunction with local police and community support agencies. It focuses on topics such as respectful relationships and sexual assault. Thirdly, during Wellbeing lessons, the school created a specific program based upon positive psychology to assist with the development of empathy, appreciation and gratitude.

Another program that was delivered in 2016 was the Bullying NO WAY campaign. A whole day was devoted to this key message across the entire school population and in term 1, year 7 students had the Toolkit delivered to them during Wellbeing lessons. As part of the Matthew Stanley Campaign, a father of a 'one punch' victim delivered key messages to our senior students. Lastly, the Respectful Relationships programme was implemented during HPE lessons in years 7,8 and 9. All of these programs aimed to develop students' knowledge and skills to be able to resolve conflict without violence and recognise, react and report when they or others, are unsafe.

### School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	274	285	355
Long Suspensions – 6 to 20 days	3	14	22
Exclusions	4	5	15
Cancellations of Enrolment	14	12	21

\* 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 makes 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.

## Environmental Footprint

### Reducing the school's environmental footprint

Gladstone SHS continues to try and reduce the power and water usage within the school environment.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	818,045	13,138
2014-2015	784,320	
2015-2016	284,123	5,569

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.

## School Funding

### School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at <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

Where it states '**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.

## Our Staff Profile

### Workforce Composition

#### Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	123	51	<5
Full-time Equivalents	116	38	<5

#### Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	11
Graduate Diploma etc.**	23
Bachelor degree	86
Diploma	2
Certificate	1

\*Teaching staff includes School Leaders

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

### Professional Development

#### Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were \$80,078.

The major professional development initiatives are as follows:

The major professional development initiatives are as follows:

- Code of Conduct
- Student Protection
- Selected National and State conferences
- Queensland Certificate of Individual Achievement district workshops
- Queensland Education Leaders Initiative (QELI)
- Vocational Education and Training (VET) conference
- Professional Memberships

#### Our School:

- 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
- Bus Licence
- Implementation of QParent
- Quality Teaching and Learning
- Anita Archer Explicit Instruction
- QCAA Teaching and Learning
- The Betterman Program
- SOE Coaching
- NSIT Training
- STEM
- John Collins Writing
- QELI

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

## Staff Attendance and Retention

### Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	96%

### Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 89% of staff was retained by the school for the entire 2016.

## Performance of Our Students

### Key Student Outcomes

#### Student Attendance

##### Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	90%	90%	90%
The attendance rate for Indigenous students at this school (shown as a percentage).	85%	83%	81%

\*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 student attendance rate in 2016 for all Queensland Secondary schools was 90%.

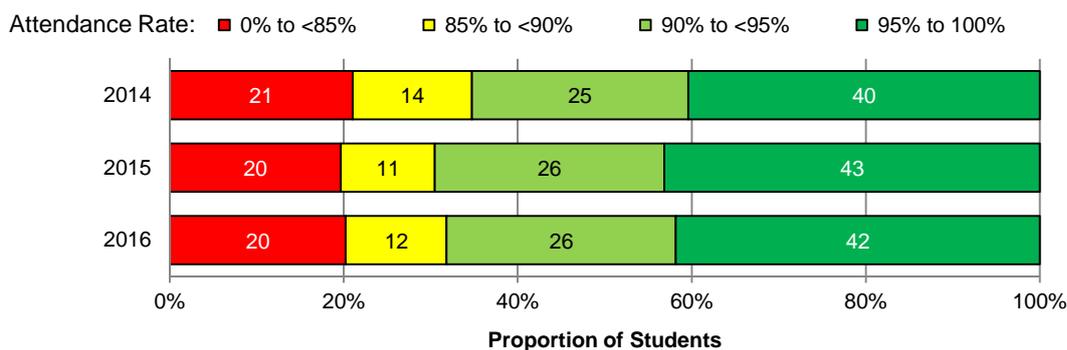
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014									92%	89%	88%	90%	91%
2015								92%	93%	90%	89%	88%	91%
2016								92%	89%	90%	89%	87%	92%

\*Attendance rates effectively count 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 2016 included:

- Care Class rolls marked daily by the Care Class teachers 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 between 10:30 – 11:30am).
- 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 Class teachers follow up unexplained absences with the students in their form class for whole days absent.
- Year Co-ordinators 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 followed up by the relevant Year Level Co-ordinator.
- Parents and guardians are able to explain their student's absences in a number of ways: by telephoning the absentee line; by sending a text message to the GSHS School Absence mobile telephone number; emailing administration or the Absentee Officer; or providing a note which their student brings to the Care Class teacher the following day. All of these possible ways are

listed on the school website, in student planner and explained at time of enrolment. SMS and Q Parent

- Care Class teachers are provided with weekly updates of unexplained absences with the intent to follow up and have these absences explained to the school.
- Care Class 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 telephone 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 held to celebrate the positive contributions made by students at Gladstone State High School. In order to be eligible to attend any of the celebrations/social-skilling functions, students must meet the following criteria:

- Satisfactory attendance at school, including no unexplained absences.
- Attendance must be 95% or higher (exceptional circumstances 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 Class teachers notify Year Level Co-ordinators who then assume responsibility for this student. Year Level Co-ordinators, using a supportive approach, engage parents/carers and the student in conversations around the student's schooling and non-attendance with the intent of addressing 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 Level Co-ordinator then attaches copies of these letters to the OneSchool contacts for the student.

If attendance does not improve, a 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 Branchout, with a view to re-engaging the youth in learning.

## NAPLAN

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

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Sector:

Government

Non-government

Where it states **'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.

## Year 12 Outcomes

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2014	2015	2016
Number of students receiving a Senior Statement	240	220	245
Number of students awarded a Queensland Certificate of Individual Achievement.	5	4	7
Number of students receiving an Overall Position (OP)	98	83	74
Percentage of Indigenous students receiving an Overall Position (OP)	29%	23%	11%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	27	16	27
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	146	136	151
Number of students awarded an Australian Qualification Framework Certificate II or above.	141	135	148
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	233	216	238
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	93%	100%	100%

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2014	2015	2016
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.	77%	65%	85%
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.	96%	90%	95%

As at 3rd February 2017. The above values exclude VISA students.

OVERALL POSITION BANDS (OP)					
Number of students in each band for OP 1 - 25					
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2014	18	28	29	19	4
2015	10	22	22	25	4
2016	12	31	20	11	0

As at 3rd February 2017. The above values exclude VISA students.

VOCATIONAL EDUCATIONAL TRAINING QUALIFICATION (VET)			
Number of students awarded certificates under the Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2014	91	133	13
2015	90	135	4
2016	76	145	8

As at 3rd February 2017. The above values exclude VISA students.

In 2016, students completed these VET qualifications: Certificate I and II Business, Certificate I Resource and Infrastructure, Certificate I Information, Digital Media & Technology, Certificate II Information, Digital Media and Technology, Certificate II Workplace Practices, Certificate II Active Volunteering, Certificate II Hospitality, Certificate III Business and Certificate III Fitness.

### Apparent Retention Rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12			
Description	2014	2015	2016
Year 12 student enrolment as a percentage of the Year 10 student cohort.	90%	90%	82%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	64%	62%	55%

\* The Years 10 to 12 Apparent Retention Rate is defined as the number of full-time students in Year 12 in any given year expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).

## Student Destinations

### Post-school destination information

The results of the 2016 post-school destinations survey, Next Step – Student Destination Report (2016 Year 12 cohort), will be uploaded to the school's website in September.

The report will be available at:

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

### Early 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 2016, 132 students were classed as early leavers. Of these:

34% went to another state school located in Queensland

9.8% went into fulltime or part time work

0.8% destination was unknown

18.2% had enrolment cancelled/excluded

12.9% went to higher education such as TAFE

15.2% went to an Interstate or Overseas School

3.8% were looking for work

5.3% went to a private school