



Gladstone State High  
School

# ANNUAL REPORT 2017

Queensland State School Reporting

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

Every student succeeding. State Schools Strategy 2017-2021  
Department of Education



## Contact Information

Postal address:	PO Box 260 Gladstone 4680
Phone:	(07) 4976 6111
Fax:	(07) 4976 6100
Email:	principal@gladstonshs.eq.edu.au
Webpages:	Additional reporting information pertaining to Queensland state schools is located on the <a href="#">My School</a> website and the <a href="#">Queensland Government data</a> website.
Contact Person:	Garry Goltz

# School Overview

Gladstone State High School is highly regarded in the Gladstone community. Founded in 1953, the school has a current enrolment of 1,509. 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. The school has a strong emphasis on middle phase learning and engagement providing a curriculum which is responsive to the needs of each individual student. In the senior school, students can choose from over 43 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. At the Technical College, a Campus of Gladstone State High School, students attend work placements, in their chosen field one day a week, allowing them to gain authentic 'on the job' skills while demonstrating a positive attitude with the aim of being signed up into a school-based apprenticeship or traineeship. The remainder of the time, students are back at school focusing on Maths, English and Certificate based courses to obtain their QCE.

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 2017**

In 2017 our school motto Sic Itur Ad Astra – Reach For The Stars, was clearly visible within the school. Our staff provided energy and effort to align our school with our identified Improvement agenda with strong progress made.

**Writing**

- A sharp and narrow focus on Writing saw significant capability building of our teaching team
- Adoption of the Collins Writing Approach across all faculties
- Development of a whole school approach to the teaching of writing

**Alignment to the Australian Curriculum**

- Implementation of the Curriculum Clarity process provided our teachers greater understanding of the demands of the Australian Curriculum
- Greater teacher understanding and consistency of delivery of the required learning in each subject
- Increased standard of expectation across subject areas aligned to the Australian Curriculum
- Authentic collaboration within faculties to develop effective planning and implementation strategies

**Reading**

- Development of a reading intervention program
- Strong improvement from identified students who accessed this program
- Continual review and refinement of this approach

**Future Outlook**

Again in 2018, Writing will play a pivotal role in our school.

- Further alignment across all faculties on a common approach and understanding of effective writing practices will see daily writing in classrooms improve
- Building teaching staff understanding of the writing demands within the curriculum
- Ensuring student work is monitored within classrooms to enable high standards are set across the school
- Review of writing data to effectively determine the areas of need

**Readiness of our school for the New QCE system**

- Provide professional development opportunities for the upskilling of staff
- Unpacking the changes to the new system and enabling staff, students, parents and the community an opportunity to understand this new approach
- Review and refine our current systems to enable a smooth transition to the New QCE system
- Effectively collaborate with our local schools to ensure we learn and build capability together

**Alignment with the Australian Curriculum**

- We will continue to refine and align our curriculum to ensure that it not only meets the standards expected within the Australian Curriculum but is delivered effectively within our classrooms
- Challenge our teachers and students to understand, and in turn set high standards of delivery and learning aligned to the Australian Curriculum
- Build our understanding of the differentiation demands within the Australian Curriculum to ensure all students are accessing the curriculum at their level.

# 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 2017:</b>	Year 7 - Year 12
<b>Student enrolments for this school:</b>	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2015</b>	1549	731	818	118	90%
<b>2016</b>	1571	773	798	135	90%
<b>2017</b>	1509	735	774	134	90%

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

In 2017, there were no students enrolled in a pre-Prep\*\* program.

\*\* pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

## 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 22 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 1509 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 1509 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 124 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 19 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	2015	2016	2017
Prep – Year 3			
Year 4 – Year 6			
Year 7 – Year 10	23	22	25
Year 11 – Year 12	21	20	20

## Curriculum Delivery

### Our Approach to Curriculum Delivery

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



### 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) (11):**

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 Active Volunteering, Certificate II Hospitality, Certificate III Business and Certificate III Fitness.

### **PROGRAMS**

#### **EQIP PROGRAMS**

In 2017, over 80 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 80 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 introduced 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 included 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 2017, the Gladstone State High School SEP officially supported 124 students with a disability. Some of these students were verified in more than one category. Disabilities included 71 students with an Autistic Spectrum Disorder, 42 with an Intellectual Impairment as well as 8 students with a Speech-Language Impairment, 9 with a Physical Impairment, 3 with a Hearing Impairment and 2 with Vision Impairment. The SEP was staffed with 277 hours of Teacher Aide time and 10.2 teachers, including a Head of Special Education Services, 6 full-time SEP teachers and 6 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 0.6% of our school population had a sensory disability, 1.0% physical disability, 19% had a cognitive disability and 8.9% had a social disability. From this, 2.8% of these students required differentiation in the classroom, 11.3% required supplementary adjustments, 12.3% required substantial adjustments and 3.1% 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 20 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 2 students who represented Queensland at the State Championships. We have also had 1 student 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 2017, 72 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 2017, 43 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 2017, we had 9 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 2017, we had 4 students gain employment as a direct result of this program and over 22 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 2017, we had 32 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 2017, 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 2017, we continued 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 was 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 900 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 2017, Academy classes continued 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
- 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
- Arts Immersion Excursion to Brisbane (39 Drama and
- Combined School Musical
- Symphonic, Concert, Big Bands and Strings Ensemble
- Biloela Eisteddfod and mini tour to Rockhampton and Yeppoon
- 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 hosted Combined Schools Primary to Secondary WBP workshops and concert
- Art Gallery and school installations – school open nights
- Golding Showcase Youth Art Exhibition
- Year 8 Performing Arts Academy Class
- 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
- Murri Homework Centre
- International Student Program
- 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
- 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

At Gladstone State High School, our vision is to see every student succeeding. In 2017, we continued to strengthen our school culture founded on trust, tradition, and a shared vision – where success is celebrated, everyone is supported and valued, and we enjoy what we do. This is achieved through the provision of a holistic education, which considers, values, and supports our students' social, emotional, physical and academic wellbeing. Underpinning this is our school values of excellence, resilience and inclusiveness and our school expectations of respect, responsibility, engagement and safety. At Gladstone SHS, we believe that everyone has rights and that these rights should form the basis of our behaviour towards one another. This is supported by the premise that, if we wish to have our rights respected, then we must behave in a responsible manner which clearly demonstrates that we also respect the rights of others. In our school environment, one of the fundamental rights recognised is that teachers have the right to teach, and our students have the right to learn.

### Positive Behaviour for Learning

The cornerstone of our school's approach to creating a safe, supportive learning environment for all is our implementation of the *Positive Behaviour for Learning* (PBL) framework. PBL is a decision-making framework that uses our internal data to inform the development of strategies to improve the learning, social and behavioural outcomes for all students. In 2017, we have continued to enforce our four behaviour expectations (respect, responsibility, engagement, and safety). The implementation of PBL has also assisted our school to monitor and modify our policies and procedures in order to better support our learning environments and strengthened our ability to provide high quality, effective supports to our students whose behaviour choices require more specialised assistance. Consequently, the contents of the Gladstone SHS *Responsible Behaviour Plan for Students* ensures all decisions regarding the acknowledgement, support and correction of different student behaviours at Gladstone SHS is consistent with the PBL framework.

A significant part of our *Responsible Behaviour Plan for Students* is our Positive Behaviour Classroom (PBC). This is one place 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.

### Student Leadership

Gladstone SHS is committed to fostering and developing the leadership potential of our students, from Year 7 right through to Year 12. This is done formally through Class Captain positions in Years 7 and 8, a Year 9 Junior Student Council, Peer Mentor program in Years 10 and 11 and the Senior Student Council, filled by Year 12 students. We also take pride in recognising 'leaders without a badge' throughout the year, and providing opportunities for different students to develop their leadership, service and skills in advocating for themselves and others. Our school's Interact Club is another strong example of a leadership opportunity in our school for students, as is our school radio program and captaining different sporting teams.



## Bullying and Harassment

At Gladstone SHS, we believe investing in the wellbeing of our staff and students is important to create the conditions for optimal learning and academic performance. With this belief, our students, staff and parents all have the right to operate in an environment that is free from bullying and harassment. Gladstone SHS has a zero tolerance to bullying. Through our Wellbeing program in the Junior school (Years 7-9), students are taught skills to identify bullying as well as appropriate strategies to minimise the likelihood of bullying and harassment and how to be a bystander. Students know they can report bullying and harassment concerns to their respective Year Level Co-ordinators. Gladstone SHS is recognised as a leading school supporting the *Bullying! No Way!* National Day of Action. We recognise that a key aspect of successfully minimising bullying and harassment in our school is the ongoing support and co-operation from our students' families and working together to re-educate students making inappropriate choices socially and/or experiencing bullying and harassment.

### Network of Support

At Gladstone State High School, an extensive, skilled network of support staff is available to address the individual needs of our students and provide assistance to enhance their opportunities for success. In 2017, the professionals providing this support in our school includes (but is not limited to):

- Two full-time Guidance Officers;
- School-Based Youth Health Nurse;
- Two full-time School Chaplains;
- Youth Support Worker;
- School-Based Psychologist;
- School-Based Police Officer;
- Community Education Councillor;
- Special Education Support Staff;
- Learning Support Staff;
- Reading Tutors;
- EAL/D Support Staff;
- Year Level Co-ordinators; and
- Two Heads of Department – Social Justice.

## Parent, Student and Staff Satisfaction

### Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree <sup>#</sup> that:	2015	2016	2017
their child is getting a good education at school (S2016)	96%	93%	93%
this is a good school (S2035)	96%	95%	88%
their child likes being at this school* (S2001)	98%	94%	88%
their child feels safe at this school* (S2002)	96%	90%	91%
their child's learning needs are being met at this school* (S2003)	94%	91%	86%
their child is making good progress at this school* (S2004)	96%	91%	87%
teachers at this school expect their child to do his or her best* (S2005)	100%	98%	95%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	94%	93%	90%
teachers at this school motivate their child to learn* (S2007)	94%	90%	84%
teachers at this school treat students fairly* (S2008)	86%	86%	84%
they can talk to their child's teachers about their concerns* (S2009)	90%	99%	95%
this school works with them to support their child's learning* (S2010)	88%	94%	89%
this school takes parents' opinions seriously* (S2011)	85%	92%	86%
student behaviour is well managed at this school* (S2012)	86%	80%	78%
this school looks for ways to improve* (S2013)	96%	95%	91%
this school is well maintained* (S2014)	96%	96%	91%

## Student opinion survey

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2015	2016	2017
they are getting a good education at school (S2048)	96%	91%	87%
they like being at their school* (S2036)	92%	84%	71%
they feel safe at their school* (S2037)	93%	85%	81%
their teachers motivate them to learn* (S2038)	91%	79%	76%
their teachers expect them to do their best* (S2039)	97%	93%	91%
their teachers provide them with useful feedback about their school work* (S2040)	91%	88%	82%
teachers treat students fairly at their school* (S2041)	82%	71%	66%
they can talk to their teachers about their concerns* (S2042)	80%	65%	63%
their school takes students' opinions seriously* (S2043)	80%	63%	62%
student behaviour is well managed at their school* (S2044)	75%	59%	55%
their school looks for ways to improve* (S2045)	90%	84%	81%
their school is well maintained* (S2046)	87%	77%	65%
their school gives them opportunities to do interesting things* (S2047)	94%	85%	80%

## Staff opinion survey

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2015	2016	2017
they enjoy working at their school (S2069)	94%	94%	92%
they feel that their school is a safe place in which to work (S2070)	94%	87%	88%
they receive useful feedback about their work at their school (S2071)	86%	83%	85%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	85%	82%	74%
students are encouraged to do their best at their school (S2072)	93%	96%	91%
students are treated fairly at their school (S2073)	95%	89%	90%
student behaviour is well managed at their school (S2074)	87%	81%	70%
staff are well supported at their school (S2075)	78%	77%	79%
their school takes staff opinions seriously (S2076)	76%	76%	79%
their school looks for ways to improve (S2077)	94%	94%	90%
their school is well maintained (S2078)	95%	89%	80%
their school gives them opportunities to do interesting things (S2079)	88%	85%	87%

\* 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

At Gladstone SHS we value the partnership we have with parents and students, working together towards successful outcomes for all students. Every contribution made by a parent, makes our school richer in some way, and more able to ensure the best learning outcome for every student. There are many opportunities for our parents to participate in their child's education and engage with the activities of our school, including (but not limited to):

- Regular reports and updates at our monthly P&C meetings;
- Fortnightly school newsletters emailed home and uploaded on the school's website;
- Frequent sharing of information through our school's Facebook page;
- Student planner communication;

- Our annual school magazine – Tonka;
- Semester 'Parent-Teacher' interview evenings;
- Annual Transition Evening; and
- Annual Awards Night celebration.

### Respectful Relationships Programs

Gladstone SHS provides extensive support for programs for students, which focus on: personal safety and awareness; identifying and responding to abuse and violence; developing students' knowledge and skills to be able to resolve conflict without violence; and developing the ability to recognise, react and report when they, or others, are unsafe. At Gladstone SHS, the Respectful Relationships program has been implemented through our Wellbeing program and the Health and Physical Education curriculum. Additional programs in this area include the 'Love Bites' program, run for all Year 9 students by the local Co-ordinated Community Response to Domestic and Family Violence group. This program focuses on topics such as respectful relationships and sexual assault.

### 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	2015	2016	2017
Short Suspensions – 1 to 10 days	285	355	327
Long Suspensions – 11 to 20 days	14	22	30
Exclusions	5	15	11
Cancellations of Enrolment	12	21	2

## Environmental Footprint

### Reducing the school's environmental footprint

We are extremely pleased to see our electricity usage for 2016-17 has reduced from the previous year, considering the school has had an increase in student and staff numbers and additional buildings during this time. Our school continues to prompt awareness on reducing electricity consumption within our school.

It is disappointing to see our water consumption has increased quite considerably. We continually monitor our water usage with grounds and cleaning staff to try and reduce this. Looking back during this year consideration needs to be taken into account the additional staff and students, and a couple of major water leaks during this period. We will continue to promote water wise programs to try and reduce usage in the next year.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	784,320	
2015-2016	843,558	11,575
2016-2017	798,970	15,559

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

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

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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 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

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	123	61	<5
Full-time Equivalent	115	45	<5

## Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	12
Graduate Diploma etc.**	26
Bachelor degree	82
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 2017 were \$182,243.

The major professional development initiatives are as follows:

- Inclusion
- Beginning Teachers
- Mentoring and coaching
- QELI
- PEAC AC (Australian Curriculum)
- Classroom Profiling Training
- Essential Skills
- Curriculum Clarity
- SATE
- STEM
- NSIT
- Lead Better Motional
- Growth Mind Set
- QCAA
- Breakthrough Coaching
- DETi Conference
- Sue Larkey
- Anita Archer
- John Collins Writing
- First Aid
- WPHS Requirements
- Selected Professional Memberships
- Selected national and state conferences

The proportion of the teaching staff involved in professional development activities during 2017 was 100%.

## Staff Attendance and Retention

### Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
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, 92% of staff was retained by the school for the entire 2017.

# 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 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	90%	90%	89%
The attendance rate for Indigenous students at this school (shown as a percentage).	83%	81%	79%

\*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 2017 for all Queensland Secondary schools was 90%.

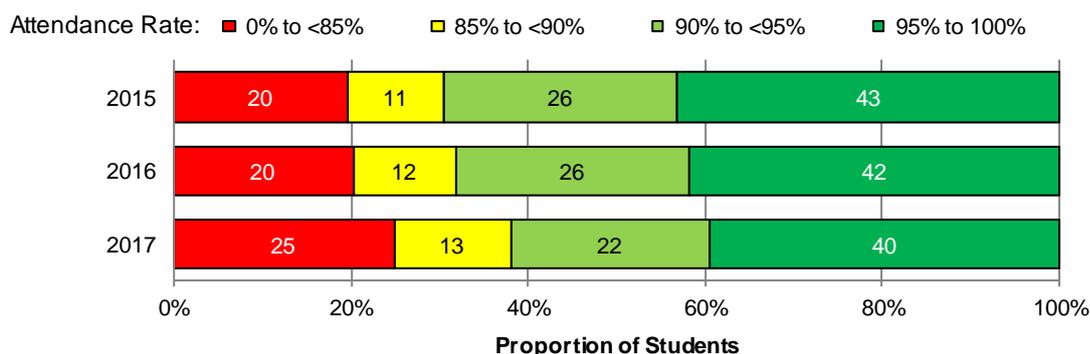
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015								92%	93%	90%	89%	88%	91%
2016								92%	89%	90%	89%	87%	92%
2017								90%	90%	87%	87%	87%	90%

\*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 Department of Education procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

### **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 2017 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. During class time first 15 minutes.
- 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.

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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	2015	2016	2017
Number of students receiving a Senior Statement	220	245	224
Number of students awarded a Queensland Certificate of Individual Achievement.	4	7	1
Number of students receiving an Overall Position (OP)	83	74	57
Percentage of Indigenous students receiving an Overall Position (OP)	23%	11%	6%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	16	27	17
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	136	151	161
Number of students awarded an Australian Qualification Framework Certificate II or above.	135	148	147
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	216	238	223
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	100%	100%	94%
Number of students awarded an International Baccalaureate Diploma (IBD).	0	0	0

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2015	2016	2017
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	65%	85%	82%
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%	100%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	90%	95%	98%

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
2015	10	22	22	25	4
2016	12	31	20	11	0
2017	15	17	15	10	0

As at 14th February 2018. 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
2015	90	135	4
2016	76	145	8
2017	72	136	19

As at 14th February 2018. The above values exclude VISA students.

In 2017, 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 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	2015	2016	2017
Year 12 student enrolment as a percentage of the Year 10 student cohort.	90%	82%	82%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	62%	55%	92%

\* 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 2017 post-school destinations survey, Next Step – Student Destination Report (2017 Year 12 cohort), will be uploaded to the school's website in September.

Schools with fewer than 5 responses will not have a report available on the post-school destinations of Year 12 completers for reasons of confidentiality.

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 are described below. The school actively encourages students to comply with the compulsory schooling and compulsory participation policies. During 2017, 245 students were classed as early leavers. Of these:

34% went to another state school located in Queensland – 114 students 46.53%

9.8% went into fulltime or part time work – 16 students 6.53%

0.8% destination was unknown – 36 students 14.69%

18.2% had enrolment cancelled/excluded – 20 students 8.16%

12.9% went to higher education such as TAFE – 11 students 4.50%

15.2% went to an Interstate or Overseas School – 24 students 9.80%

3.8% were looking for work – 10 students 4.08%

5.3% went to a private school – 14 students 5.71%

## Conclusion

2017 proved to be a busy but effective year at Gladstone State High School. Strong year 12 outcomes lead the way however the work ensuring that our students were accessing the Australian Curriculum at the required level was equally as impressive. If we are to continue to provide our senior students with strong, effective learning we must continue to raise the standard of curriculum delivery in the Junior Secondary area. The alignment with the Australian Curriculum, partnered with an effective teaching and learning approach will see our students continue to achieve great things!

We did not achieve all the things we set as targets for 2017 however if we don't 'reach for the stars' how do we know how far we can go? We will review our goals and set new targets and intentions for 2018 with the focus continuing to be the same: Every Child Succeeding; we will do whatever it takes to ensure that each child gets access to a world class education.