Gladstone State High School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy

Department of Education

Queensland Government

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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 1,497. 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 40 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 education providers, local industry 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 or vocational training, in their chosen field two days 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.

School progress towards its goals in 2018

In 2018, our school priorities were clearly visible within the school. Our staff worked collaboratively towards aligning their practices with the improvement agenda.

Writing:

- Our Master Teacher worked with professional learning teams to build 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

Australian Curriculum Alignment:

- Collaborative teams made significant in-roads in building staff capacity and understanding of the demands of the Australian Curriculum.
- This collaboration allowed for consistent delivery of the required learning in each of our key learning areas.
- Increased standard of expectation across subject areas aligned to the Australian Curriculum.

New QCE System Readiness:

- Provide professional development opportunities for the upskilling of staff in each subject area.
- 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

Future outlook

In 2019, our school priorities will be reviewed to enable staff to make greater connections with their students, parents and colleagues. We will be leading from the front, by creating structural changes that enable the leadership team to be highly visible to support staff in maintaining a high expectations culture.

High Expectations Culture with a focus on positive relationships with all stakeholders:

- Visible leadership and accountabilities at all levels achieved by a response to intervention model in which clear expectations are communicated by teachers and school leaders.
- Consistent application of policies and procedures allow students to track their progress, set and realise their goals.
- Quality teaching practices in every classroom are achieved by explicitly teaching our expectations and routines.
- High engagement and behaviour standards for all students because our staff know our students and develop strong connections with our families.

Effective Implementation of the New QCE system:

- Ongoing professional development opportunities for the upskilling of staff in each subject area.
- Case management approach applied to ensure students are able to pursue their goals and individual pathways.
- Ongoing collaboration with local schools to ensure we are aligning standards and practices with the requirements of the New QCE system.
- Alignment of junior and senior curriculum offerings to help students transition through each year of their schooling.

In 2019, our school will review our policies, procedures, operations and progress which will help shape the next phase of our four year strategic plan.

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Year 7 - Year 12

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	1571	1509	1497
Girls	773	735	748
Boys	798	774	749
Indigenous	135	134	152
Enrolment continuity (Feb. – Nov.)	90%	90%	90%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. Pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

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 23 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 1497 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 1497 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 that caters for approximately 126 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 that is evidenced by the high number of T.J. Ryan Medal winners the school has produced over the past 20 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 students. The biggest majority of students have access to technologies to assist their learning.

Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3			
Year 4 – Year 6			
Year 7 – Year 10	22	25	24
Year 11 – Year 12	20	20	18

Note:

The class size targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

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 value student growth and strive to promote a culture of engagement and continuous improvement. We set high expectations and work with each student to support their development towards their full potential.

Success in Junior Secondary comes from engagement in learning and building positive relationships. Consequently, Junior Secondary at Gladstone State High is built around a caring, supportive and academically rigorous environment that provides students a smooth transition from primary school into senior studies.

Our 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. Junior Secondary teachers understand the needs and concerns of adolescent learners and plan to address these through considered curriculum design and delivery. In Years 7 and 8 students complete set subjects and have their first opportunity to choose electives in Year 9. Core subjects in the Junior School include Maths, English, Science, Humanities, Japanese and HPE. In Years 7 and 8 students also rotate through subjects such as Home Economics, Manual Arts, Digital Technology, Business, Art, Music and Drama before these and other subjects become elective choices in Year 9.

At Gladstone State High School, we know the importance of meeting our students' social and emotional needs in order to create the conditions for optimal learning. We work closely with our local primary schools to understand the needs of our new students and provide targeted wellbeing programs for our Junior Secondary students. We have strategies to promote positive behaviour embedded in our school's Responsible Behaviour Plan and whole-school Positive Behaviour Learning strategy, including end of term activities for students with exemplary behaviour and attendance records.

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) (13):

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, Certificate III Fitness, Certificate II Skills for Work and Vocational Pathways and Certificate II Self Awareness.

PROGRAMS

EQIP PROGRAMS

In 2018, over 80 students from Gladstone State High School are currently participating in one of seven authentic workplace learning programs and approximately 250 students will participate in work experience with a local host employer throughout the year.

Applications open for the following year's programs in approximately August of each year, with a limited number of positions available in each. For more information on EQIP's Programs and opportunities, please see their website at www.eqipgladstone.com.au

EQIP Technical College Gladstone Region (ETCGR)

ETCGR is a campus of Gladstone State High School where year 11 and 12 students attend ETCHR 3 days per week studying Maths Essential, Essential English, Certificate II Business and Certificate II Skills for Work and Vocational Pathway. Students are off-site the remaining 2 days engaging in work experience 1-day-per-week and certified training in a pathway of their choosing. The Queensland Government's VET in Schools funding allows gives each student access to 1 fully funded course, in Gladstone this opens study opportunities in the fields of Engineering, Automotive, Tourism, Electro technology, Construction, Animal Care, Logistics, Salon Assisting, Horticulture, Hospitality, Sports and Recreation, Resources and Infrastructure or in some cases, another EQIP senior program.
Duration: 2 years
Intake: 25 x year 11 students each year

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.
Duration: 2 years
Intake: Year 11 and 12 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 II in Business, Year 11 Certificate III Business, and Year 12 a Certificate II in Tourism and Active Volunteering. Career preparation and guidance workshops are included in the program for all year 10 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 Hook-up Youth Committee, Botanic to Bridge, RSPCA Million Paws Walk and many other local events.
Duration: 1 year
Intake: approximately 20 students from each year level (10-12)

EQIP Process Plant Operations (EPMA)

EPMA is delivered in partnership with CQUniversity and Queensland Alumina Limited (QAL). The 12-month program is sponsored by Australia Pacific LNG, Shell QGC and Santos GLNG and is open to students in Year 11 or 12. Students participate 1 day per week all year, studying a Certificate II in Process Plant Operations in a classroom and simulated plant environment at the University's Marina Campus as well as structured workplace training with QAL. Year 11 students may opt-in to a second year of the program and complete 30 days of structured work experience with a host employer in the Gladstone region. Career preparation and guidance workshops are included in the program for students. The qualification provides students with First Aid, Working at Height and Confined Space training, as well as entry-level skills and knowledge in 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. Students may pursue a pathway in various vocations from Process, Refinery and Maintenance to Laboratory, Mining or a trade.
Duration: 1 year + optional second year
Intake: 14 x year 11 or 12 students

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. The ED2CC program provides an ideal career pathway into our EESC, EPMA or ETCGR senior programs.
Duration: 1 year
Intake: 18 x year 10 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.
Duration: varied
Intake: Year 10 Indigenous students

EQIP Health Support Services (EHSS)

EHSS is open for year 11 and 12 students who are interested in tertiary or traineeship pathways in the health care and social services sector. Students 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 broad range of career goals, including nurse, doctor, paramedic, medical assistant, pharmacy, aged care, psychology, radiology, veterinary nurse, social services and many others. Students will then complete 2 weeks of 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.

Duration: 6 months (Term 2 and 3)
Intake: 28 x year 11 or 12 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.

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 2018, the Gladstone State High School SEP officially supported 122 students with a disability. Some of these students were verified in more than one category. Disabilities included 64 students with an Autistic Spectrum Disorder, 39 with an Intellectual Impairment as well as 10 students with a Speech-Language Impairment, 4 with a Physical Impairment, 4 with a Hearing Impairment and 2 with Vision Impairment. The SEP was staffed with 256 hours of Teacher Aide time and 10.92 teachers, including a Deputy Principal – Inclusion, Head of Special Education Services, 6 full-time SEP teachers and 6 part-time teachers. In addition to this, we were involved in the National Consistent Collection of Data that revealed that less than 0.7% of our school population had a sensory disability, 1.0% physical disability, 14% had a cognitive disability. From this, 7.2% of these students required differentiation in the classroom, 8% required supplementary adjustments, 6.9% required substantial adjustments and 1.4% 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 22 students who have an Ausrapid card that 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 1 student 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 2018, 79 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 2018, 41 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 an ability in or a particular interest.

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 2018, we had 7 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 2018, we had 1 student gain employment as a direct result of this program and over 11 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 Transition Programs

During 2018, we had over 30 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 2018, 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 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 2018, 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 2018 with small groups of 2 to 3 students.

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 program 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 program 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. 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:

- Aquatic Practice Boat Licence Accreditation
- ARTIE Program
- Art Gallery and school installations – school open nights
- Arts Immersion Excursion to Brisbane
- Big Science Competition
- Biloela Eisteddfod
- BRICKS
- Careers Expo
- Chess Club
- Coffee Shop operation
- Deep Blue Line
- Drumbeat
- "Girlz with Purpose" Program
- 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
- Golding Showcase Youth Art Exhibition
- Harbour Watch Program
- Human Powered Vehicle (HPV)
- ICAS Competitions
- Interact Club
- International Student Program
- Leadership Camp
- Lions Youth of the Year
- LOVE BITES
- Move On
- Murri Homework Centre
- North Keppel Island excursion
- North West Island Camp
- Optiminds
- Organising the School Tonka
- Outdoor Education Camps
- Premier's Reading Challenge
- Primary Volleyball Schools Cup
- Queensland Creative Generation State Schools on Stage
- Queensland Mineral & Energy Academy (QMEA) Activities –
  - Ambassador Program
  - Energy For Future
  - Expand Your Mind
  - Mine Challenge
  - Perfect Programing
  - Safety and Academic Program Writing
  - STEM Kit and Tool Kit Year 10 and 12
  - STEM Stepping
  - Year 12 It's All About Me
- Queensland Symphony Orchestra workshops – percussion, woodwind and brass and strings
- Questacon Science and Canberra Trip
- Quota public speaking competition
- QUT Science Camp
- Readers' Cup – School, Regional and State
- Robotics Program
- School Community Restaurants
- School of Excellence (SOE)Volleyball – Year 7, 8/9, 11 and open (female)
- SOE Volleyball – National Championship – Year 10/11
- Science, Maths and English Competitions
- Senior Geography visit to Gladstone Ports Corporation
- Shine and Strength Programs
- Social and Community Studies visit to Gladstone Regional Council
- Spark Engineering Year 10 and Year 11
- SPIKE ZONE
- Symphonic, Concert, Big Bands and Strings Ensemble
- UQ Science Ambassador
- White Card Training
- Work Experience
- World Science Exhibition
- Year 8 Performing Arts Academy Class
- Year 9 and Year 10Conoco Phillips Science Experience (CQL)
- Year 10 Curtis Island Investigation
- Year 11 Conoco Phillips Science Experience Brisbane
- Year 12 Active Volunteering (Aged Care and Primary Schools)
- Year 12 CQ University Day
- Year 12 University Tour

Student Charity Involvement
- Relay for Life
- Queensland Cancer Council
- Shave for a Cure
- Red Cross Blood Bank
- 40 Hour Famine – World Vision
- Mental Health Awareness – R U OK Day
- Charles Darwin Hospital – Cystic Fibrosis

Student Community Involvement
- ANZAC and other Returned Service Celebrations
- Clean Up Australia Day
- Ecofest
- Harmony Day celebrations
- NAIDOC Week
- Koolyangarra Kindergarten – Spring Garden Party
- Yarwun Valley Rally volunteering
- R Bunnings BBQ Fundraisers
- 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 Rugby League 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 21st 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 that involves students learning coding and other digital learning in the classroom as well as being involved in workshops involving STEM.

Social climate

Overview

Overview

At Gladstone State High School, our vision is to see every student succeeding. In 2018, 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 2018, 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. In 2018, a thorough review of our Responsible Behaviour Plan took place, which has resulted in a three year action plan.

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 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. 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 2018, the professionals providing this support in our school includes (but was 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 Counsellor;
- 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

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	93%	93%	90%
• this is a good school (S2035)	95%	88%	88%
• their child likes being at this school* (S2001)	94%	88%	83%
• their child feels safe at this school* (S2002)	90%	91%	83%
• their child's learning needs are being met at this school* (S2003)	91%	86%	88%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is making good progress at this school* (S2004)	91%	87%	88%
• teachers at this school expect their child to do his or her best* (S2005)	98%	95%	93%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	93%	90%	87%
• teachers at this school motivate their child to learn* (S2007)	90%	84%	85%
• teachers at this school treat students fairly* (S2008)	86%	84%	85%
• they can talk to their child's teachers about their concerns* (S2009)	99%	95%	90%
• this school works with them to support their child's learning* (S2010)	94%	89%	88%
• this school takes parents' opinions seriously* (S2011)	92%	86%	85%
• student behaviour is well managed at this school* (S2012)	80%	78%	72%
• this school looks for ways to improve* (S2013)	95%	91%	86%
• this school is well maintained* (S2014)	96%	91%	96%

* 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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	91%	87%	91%
• they like being at their school* (S2036)	84%	71%	85%
• they feel safe at their school* (S2037)	85%	81%	90%
• their teachers motivate them to learn* (S2038)	79%	76%	90%
• their teachers expect them to do their best* (S2039)	93%	91%	93%
• their teachers provide them with useful feedback about their school work* (S2040)	88%	82%	88%
• teachers treat students fairly at their school* (S2041)	71%	66%	74%
• they can talk to their teachers about their concerns* (S2042)	65%	63%	74%
• their school takes students' opinions seriously* (S2043)	63%	62%	73%
• student behaviour is well managed at their school* (S2044)	59%	55%	63%
• their school looks for ways to improve* (S2045)	84%	81%	90%
• their school is well maintained* (S2046)	77%	65%	83%
• their school gives them opportunities to do interesting things* (S2047)	85%	80%	89%

* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	94%	92%	93%
• they feel that their school is a safe place in which to work (S2070)	87%	88%	93%
• they receive useful feedback about their work at their school (S2071)	83%	85%	82%

Percentage of school staff who agree# that:	2016	2017	2018
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	82%	74%	79%
• students are encouraged to do their best at their school (S2072)	96%	91%	95%
• students are treated fairly at their school (S2073)	89%	90%	92%
• student behaviour is well managed at their school (S2074)	81%	70%	69%
• staff are well supported at their school (S2075)	77%	79%	82%
• their school takes staff opinions seriously (S2076)	76%	79%	85%
• their school looks for ways to improve (S2077)	94%	90%	95%
• their school is well maintained (S2078)	89%	80%	85%
• their school gives them opportunities to do interesting things (S2079)	85%	87%	81%

* 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 State High School, 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 in the activities of our school, including (but not limited to):
- Regular reports and updates at our monthly P&C meetings;
- Fortnightly school newsletter link 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 education programs

Gladstone State High School 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 State High School, 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

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	355	327	479
Long suspensions – 11 to 20 days	22	30	24
Exclusions	15	11	18
Cancellations of enrolment	21	2	10

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this school's environmental footprint

We are extremely pleased to see our electricity usage for 2017-18 has reduced from the previous year, considering the school has had an additional building during this time. Our school continues to prompt awareness on reducing electricity consumption within our school.

It is also pleasing to see our water consumption has reduced quite considerably. We continually monitor our water usage with grounds and cleaning staff to try to reduce this. We will continue to promote water wise programs to try to continue reducing usage in the next year.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	843,558	798,970	762,843
Water (kL)	11,575	15,559	14,789

Note:

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

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

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.

How to access our income details

1. Click on the *My School* link http://www.myschool.edu.au/.
2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website

Search by school name or suburb	Go

School sector ⌄	School type ⌄	State ⌄

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.

School profile	NAPLAN	Attendance	Finances	VET in schools	Senior secondary	Schools map

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	123	68	<5
Full-time equivalents	115	48	<5

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	
Masters	12
Graduate Diploma etc.*	34
Bachelor degree	74
Diploma	2
Certificate	1

*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 2018 were $76381.50.

The major professional development initiatives are as follows:

- Inclusion
- Beginning Teachers
- Mentoring and coaching
- QCAA
- Robotics
- NAPLAN
- Essential Skills
- LOTE
- QCE
- SATE
- STEM
- NSIT
- Fierce Conversations
- Improved Writing
- PEAC
- ADPF
- DETi Conference
- PBL

- Anita Archer
- GTAQ and DNRME
- First Aid
- WPHS Requirements
- Selected Professional Memberships
- Selected national and state conferences

The proportion of the teaching staff involved in professional development activities during 2018 was 100%.

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 94% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Secondary schools was 89%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	90%	89%	88%
Attendance rate for Indigenous** students at this school	81%	79%	78%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

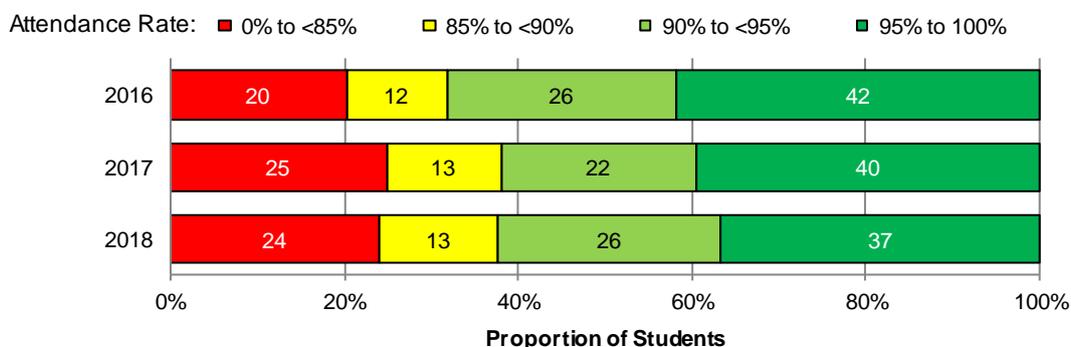Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017
Prep		
Year 1		
Year 2		
Year 3		
Year 4		
Year 5		
Year 6		

Year level	2016	2017	2018
Year 7	92%	90%	92%
Year 8	89%	90%	88%
Year 9	90%	87%	88%
Year 10	89%	87%	83%
Year 11	87%	87%	86%
Year 12	92%	90%	89%

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate

Attendance Rate: ■ 0% to <85% ■ 85% to <90% ■ 90% to <95% ■ 95% to 100%

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2016	20	12	26	42
2017	25	13	22	40
2018	24	13	26	37

Proportion of Students

Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland 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.

The process at Gladstone State High School in 2018 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 to be completed within the first 15minutes of the lesson and updated again by the end of the lesson.

- 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 that 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 NAPLAN tests are available via the *My School* website.

How to access our NAPLAN results

1. Click on the *My School* link http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website
Search by school name or suburb	Go
School sector ∨	School type ∨	State ∨

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

School profile	NAPLAN	Attendance	Finances	VET in schools	Senior secondary	Schools map

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.

2. The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

Year 12 Outcomes

Tables 13–15 show for this school:

- a summary of Year 12 outcomes

- the number of Year 12 students in each OP band

- the number of Year 12 students awarded a VET qualification.

Details about the types of outcomes for students who finish Year 12 are available in the annual Year 12 outcomes report.

Additional information about the AQF and the IBD program are available at www.aqf.edu.au and www.ibo.org.

Table 13: Outcomes for our Year 12 cohorts

Description	2016	2017	2018
Number of students who received a Senior Statement	245	224	195
Number of students awarded a QCIA	7	1	2
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	238	223	193
Percentage of Indigenous students awarded a QCE at the end of Year 12	100%	94%	100%
Number of students who received an OP	74	57	68
Percentage of Indigenous students who received an OP	11%	6%	14%
Number of students awarded one or more VET qualifications (including SAT)	151	161	130
Number of students awarded a VET Certificate II or above	148	147	126
Number of students who were completing/continuing a SAT	27	17	10
Number of students awarded an IBD	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD	85%	82%	71%
Percentage of Year 12 students who were completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification	98%	100%	99%
Percentage of QTAC applicants who received a tertiary offer.	95%	98%	97%

Notes:

- The values above:
  - are as at 11 February 2019
  - exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

- *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 14: Overall Position (OP)

OP band	2016	2017	2018
1-5	12	15	8
6-10	31	17	16
11-15	20	15	24
16-20	11	10	18
21-25	0	0	2

Note:

The values in table 14:

- are as at 11 February 2019

- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Table 15: Vocational Education and Training (VET)

VET qualification	2016	2017	2018
Certificate I	76	72	44
Certificate II	145	136	113
Certificate III or above	8	19	29

Note:

The values in table 15:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

In 2018, 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, Certificate III Fitness, Certificate II Skills for Work and Vocational Pathways and Certificate II Self Awareness.

Apparent retention rate – Year 10 to Year 12

Table 16: Apparent retention rates for Year 10 to Year 12 for this school

Description	2016	2017	2018
Year 12 student enrolment as a percentage of the Year 10 student cohort	82%	82%	78%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort	55%	92%	69%

Notes:

1. The apparent retention rate for Year 10 to Year 12 = the number of full time students in Year 12 expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).

2. *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Student destinations

The Queensland Department of Education conducts [annual surveys](#) that capture information about the journey of early school leavers and Year 12 leavers from school to further study and employment.

Early school leavers

The destinations of young people who left this school in Year 10, 11 or before completing Year 12 are described below.

This school works closely with a range of external agencies to support students who left school early. Our Principal, Deputy Principal, Head of School – Senior, Guidance Officers or Youth Support Co-ordinator liaise with early school leavers and their parents, providing a service 'beyond the school gate' to assist early leavers make a successful transition to other educational pursuits or employment.

A small number of students in Years 11 and 12 had their enrolment cancelled due to continued non-participation in their program of study. Our Guidance Officers supported these students with alternative training pathways.

The school actively encourages students to comply with the compulsory schooling and compulsory participation policies. During 2018, 151 students were classed as early leavers. Of these:

29.13% went to another state school located in Queensland – 44 students

17.88% went into fulltime or part time work – 27 students

0.66% destination was unknown – 1 student

10.60% had enrolment cancelled/excluded – 16 students

9.27% went to higher education such as TAFE – 14 students

7.96% went to an Interstate or Overseas School – 12 students

7.28% were looking for work – 11 students

17.22% went to a private school – 26 students

Next Step – Post-school destinations

The results of the 2019 Next Step post-school destinations survey, *Next Step – Post-School Destinations* report (information about students who completed Year 12 in 2018), will be uploaded to this school's website in September 2019.

To maintain privacy and confidentiality of individuals, schools with fewer than five responses will not have a report available.

This school's report will be available:
http://www.gladstonshs.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx