

# Gladstone State High School (2030)

## Queensland State School Reporting

### 2012 School Annual Report



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## Principal's foreword

### Introduction

#### ANNUAL REPORTING - The What

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

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

#### ANNUAL REPORTING - The Purpose

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

#### ANNUAL REPORTING - The Access

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

#### PRINCIPAL'S WELCOME

"Welcome to Gladstone State High School. I consider it a privilege to have been the Principal of this school for the last seven years. It's a great school and a great place to be for students, staff, parents and carers. The school offers a supportive, challenging and positive learning environment where every student is encouraged to 'Reach for their Star' in a safe team environment where individuals count.

The staff give 110 per cent, working alongside every student, so that each student can reach his/her potential.

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

The regular review of the Junior Secondary Curriculum, recognises the importance of getting the Junior Secondary years of schooling right for the sake of every student's future learning. The review recognises

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the special needs of students across years 4-9.

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

The EQIP Technical College – Gladstone Region (campus of Gladstone State High School) opened its doors to students for the first time 29 January 2008.

The EQIP Technical College has transitioned from being a not-for-profit company to a campus of Gladstone State High School, with an Industry Advisory Body. It is the charter of this advisory body to provide broad advice on curriculum development, and to provide the interface between industry and business to strategically plan for the future workforce".

Sally Thompson - Principal

### HIGHLIGHTS

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

- 1 student won the prestigious TJ Ryan Medal and Scholarship
- 1 student was presented with the ADFA Education Award. The first GSHS student to receive this award.
- 1 student received the Pierre de Coubertin Award
- 1 student was selected to ride aboard Young Endeavour
- Year 12 Hospitality students participated in a trip to Melbourne
- 1 student achieved a High Distinction, 7 students achieved Distinctions, 10 students achieved Credits and 28 received Certificate of Participation awards in the Rio Tinto Big Science Competition. (37,303 students participated this year from 541 schools)
- 1 student achieved a High Distinction, 1 student achieved a Distinction, 9 students achieved Credits and 6 students received Certificate of Participation awards in the ICAS Science Competition
- 2 teams competed in the Gladstone Aurecon Bridge Building Competition
- 5 Year 9 students and 15 Year 10 students competed in the McDonald's Gladstone Regional Senior Mathematics Competition. GSHS achieved second place.
- 3 Year 8 students won second place in the QMAT Gladstone Regional Mathematics Competition
- 14 students were involved in the ICAAS English Competition – 1 student achieved a High Distinction, 6 students achieved Distinctions, 4 students achieved Credits and 3 students received a Certificate of Participation
- 4 Legal Studies' students represented GSHS at the Capricornia round of the National Schools Constitutional Convention.
- 2 GSHS teams entered the Academic & Talent Aspirations Program Regional Student Challenge
- 44 Geography students competed in the National Geography Competition – 3 students received Credits, 2 received Distinctions and 2 received High Distinctions
- Students competed in the Australian History Competition
- Students participated in the Civics and Citizenship National Test
- 3 students won the overall prize at ECOMAN
- Business students had the opportunity to attend the ICAA Accounting Careers Day
- 20 Volleyball School of Excellence students travelled to the USA
- 11 students selected as State Sport Representatives for Volleyball
- 5 volleyball players were selected for Queensland

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- 2 students represented Australia in the Youth National team for volleyball
- The Junior and Senior Volleyball Teams achieved Silver Place at the National School's Cup
- The Under 13 Volleyball Team became the State and National Champions
- The Under 14 Volleyball Team were National Finalists
- The Under 15 Volleyball Team were State Champions
- 50 students from the Arts travelled to Brisbane to experience the culture of the city
- 6 students selected to participate in Creative Generation "State Schools on Stage" performance at QPAC (Performing Arts Program)
- In Performing Arts, the Year 8 Excellence Class staged the junior musical, "Madagascar"
- 1 student was the gifted winner of a scholarship to attend the annual Theatre Residency Week hosted by the Queensland Theatre Company
- GSHS students were part of a winning performance at the Short and Sweet in Rockhampton. The performance took out Best Play and People's Choice. One student won Best Actor.
- Students entered the Goldings Showcase, student art exhibition
- At Fanfare 2012, the Concert Band, String Ensemble, Stage Band and Symphonic Band all won silver and the Big Band won gold.
- Junior Secondary Phase Highlights
  - North Keppel Program
  - Middle Phase Program
  - Orientation Days
- 10 students achieved 'Korean Consulate Awards' for their excellence in Korean studies.
- 2 Year 12 students received the Choong Pa Korean Language Scholarship Inc. for outstanding work in Korean Language study.
- Years 9-12 LOTE students engaged in Harmony Day cultural festivities which included Korean culinary experiences.
- 8 students competed in the ATAP challenge with Team 2 placing third in the Quiz Section
- SEP students won prizes for artwork at the local show
- GSHS students came first, second and third at the Chess competition between all Gladstone schools
- Significant contribution made to the community from the Interact Club
- School radio station run daily by students
- School coffee shop run daily
- GSHS reinvigorated its status as a Reef Guardian School
- EQIP Technical College Gladstone Region completed approximately 900 structured workplace learning placements in 2012 leading to 82% of the Year 12 cohort transitioning into full-time apprenticeships or traineeships.

### School progress towards its goals in 2012

#### SIGNIFICANT PROGRESS

During 2012, the priority at Gladstone State High was **Exemplary Teaching Practice**. The focus on improvement required staff to consistently implement the following strategies in all classrooms. Effective teaching practice was categorized under the following headings.

- High Expectations
  - Higher order thinking was a focus in all planning
  - Timely and instructional feedback was provided to all students
  - Clear consistent expectations of behaviour was communicated to all students
- Continuous Monitoring
  - Consistent application of 'Know your class/department/school' processes

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- Students in partnership with their teachers set goals, actioned their goals and reviewed their goals
- Staff communicated with students and parents regarding student progress
- Targeted Teaching
  - All staff were to know their students
  - All staff reflect of student's 'point of entry' to inform teaching practice
  - All staff were to provide challenging and engaging activities
  - All staff were to design Quality Assessment
- Deep Knowledge
  - Focus on explicit instruction in all classrooms
  - Embedding Curriculum Literacies/Numeracies
  - Consistent 'Front-ending' of assessment
  - Staff plan for the learning needs of each student

The focus on improvement was to ensure that in every day, in every classroom every student was to achieve. All staff were to monitor where students were at, and were to plan appropriate strategies in response to this information.

- When considering the school data (NAPLAN) there was limited 'relative gain' in the JNR Secondary
- There was a positive trend in the level of achievement (LOAs) across most departments; again the trend upwards was more evident in the Senior Secondary than the Junior Secondary. The school needs to continue to prioritize targeted teaching towards the top half of every class
- The school recognized that the focus needed to shift from the upper two bands to the top half of every class in order to achieve 'relative gain' for all. This encouraged a collective responsibility towards achievement for all.
- The school celebrated encouraging student achievement in the Senior Secondary:
  - 97.8% of year 12s to achieve a recognized qualification (2011/2012 4.3% improvement)
  - 91.7% of indigenous year 12 students to achieve a recognized qualification (2011/2012 16.7% improvement)
  - 65.8% of year 12 students awarded one or more VET qualifications (2011/2012 2.7% improvement)
  - 91.7% of indigenous year 12 students awarded one or more VET qualifications (2011/2012 41.7% improvement)
  - 90.8% of year 12 students awarded at the end of the year 12 (2011/2012 10.1% improvement)
  - 91.7% of indigenous year 12 students awarded at the end of the year 12 (2011/2012 16.7% improvement)
  - 71.1% of year 12 students awarded a OP 1-15 (2011-2012 -5.6% difference)
  - 0.5% of year 12 students graduated without a qualification (2011/2012 -4.6% difference)

The school recognized that to effectively build the capacity of all staff to deliver the School Improvement Agenda it was critical to establish a whole school approach to coaching and mentoring

In 2012 Gladstone State High was committed to **the core learning priorities** of:

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- Reading
- Writing, including vocabulary development, spelling, grammar and punctuation
- Numeracy
- Science
- Retention, attainment and transition of students at key junctions of schooling
- Closing the gap between the attendance and outcomes of indigenous and non-indigenous students

NAPLAN data indicated the girls were generally more successful in all areas when achieving similar results to like schools and Queensland. They also received similar scores to the nation in Language Conventions. Our indigenous students scored well across the suit of tests, with particular success in the spelling area which rated above the national mean for indigenous students. (Details page 39)

All sets of data (NAPLAN, LOAs, and QCS) indicate the school needs to continue to embed strategies which will ensure improved learning:

- Explicit teaching of skills, checking for understanding and targeted teaching
- Consistent approaches to the teaching of reading and vocabulary development
- Timely and instructional feedback to both staff and students
- Targeted teaching for the top half of every class

The school celebrates healthy enrolment data at key junctures of schooling. There is a downward trend when reflecting on the year 12 student enrolment as a percentage of the year 10 student cohort, however there is an upwards trend (97.8%) for the percentage of year 12 students who are completing or have completed a school apprenticeship/traineeship or were awarded one or more of the following: QCE, VET qualification.

Again the school worked strategically to close the gap between the learning and attendance of Indigenous and Non-indigenous students, and celebrated some success in the areas of achievement, attendance and retention. Attendance has shown improvement from an average 82% to 86%. Achievement in reading and writing has shown a narrowing of the gap between indigenous and non-indigenous students with results in all areas comparable to data from Queensland State High Schools. (See above and details page 41)

### FACILITIES UPGRADES COMPLETED 2012

#### Planned Maintenance under School Maintenance Improvement Program (SIMP)

- Changed all single flush cisterns to dual flush through the school
- Replaced rusted downpipes, stumps and cleaned gutters in Blocks U and R
- Seamless flooring installed into K Block Girls Toilet and Shower area
- Replaced rusted roof sheeting to cover links near Administration
- External Repaint and pre-paint maintenance to Administration, Blocks K, P and J
- Internal repaint and pre-paint maintenance to D Block staffroom, D2 classroom, boys' toilet Block L, both boys' and girls' toilets Block P and F Block classrooms both levels
- Removed ground level louvers with fixed panelling in Blocks S and O
- Replaced aged sliding doors Block O
- Replaced aged concertina doors with new operable walls in SEP – Block O
- Floor coverings replaced in H Block staffroom, N Block staffroom, foyer and ground floor entrance,

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tuckshop and D Block staffroom

- Replacement of ceiling tiles in R1 and R2 classrooms
- Concreted around main fire hydrant to repair erosion damage

### School & P&C Funded

- Air Conditioning external F Block classrooms
- Top Dressing Bottom Oval
- Covered Learning Area Industrial Technical & Design
- Covered eating area between Blocks L and J

### Hall Refurbishment

- 1500 chairs sponsored by QGC, P&C and the late Mr Cyril Golding and Shirley Golding
- 6 x 10.5m Storage Shed funded partially by school and State Government under SSS program

### Future outlook

## 2013 Annual Implementation Plan

### Gladstone State High School

#### Key priorities for 2013

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

#### Key Improvement agenda for 2013

- Explicit teaching of writing (to improve NAPLAN and QCS outcomes)
- Explicit teaching of reading strategies
- Explicit teaching of CCEs in SNR curriculum
- Explicit teaching of literacy, numeracy and Higher order thinking
- Tracking the performance of individual students and providing them with timely instructional feedback to improve learning (student relative gain)

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### FUTURE FACILITIES UPGRADES (2013)

#### Planned Maintenance under Direct to Market Program (D2M) 2012/2013 Financial Year

- Assembly Hall - external repaint, sand and polish stage floor, seamless flooring to front foyer, replacement of aged urinal, change single flush cisterns to dual, removal of all pavers and new concrete installed
- Repairs to front bitumen driveway and missing bitumen near K Block
- Replacement of worn concrete steps South/West side of Assembly Hall
- Levelling of various concrete paths where inspection pits have subsided
- Replacement of concrete surface drain near D Block
- Block D – replace rotted landing boards and treads
- Block O – replacement of brick wall to boys toilet
- Groundsmen Shed (back) – replacement of rusted roof & treat and paint rusted affected steel work
- Replacement of damage fencing around Hall

#### State Government – Roof Replacement Program

- Repair/Replacement of roofs in Block Q and Administration

#### State Schools Subsidy Scheme - Hall Refurbishment

- Removal of old light and sound booth
- Replacement of light, audio, curtains and video

#### Year 7 Flying Start Project

- Refurbishment of 3 classrooms – O5, J8, D6. This includes internal repaint, replacement floor coverings, Interactive Whiteboards, pinboards, whiteboards, data and power
- New Building – 15 classrooms, 2 Flexible Learning Areas, 2 collaborative areas, staffroom

#### School/P&C funded

- Top Oval – aerating and top dressing
- New Covered Links

#### State Government – BER funds

- P Block – storage shed
- Enhance of area between R Block/P Block/Hall
- Covered Outdoor Learning Area /Courtyard - Resource Centre

## School Profile

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

Gladstone State High School provides:

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

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

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

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

### Our Vision

Clever, skilled and creative students making healthy choices.

### Our Purpose

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

### Our Values

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

### Our Strategic Challenges

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



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

## Key Performance Indicators

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

**Coeducational or single sex:** Coeducational

**Year levels offered in 2012:** Year 8 - Year 12

**Total student enrolments for this school:**

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	1268	594	674	89%
2011	1275	592	671	88%
2012	1271	608	663	89%

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

## Characteristics of the student body:

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

Gladstone State High School has over 1200 students and 92 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 1200 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 70 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 CQIT, EQIP Technical College Gladstone, Gladstone Area Group Apprentices Limited (GAGAL), 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 15 years, as well as the high number of students achieving in OP bands 1 to 15 each year. This is complemented by a strong and successful sporting and cultural ethos as demonstrated by the large number of students selected in national, state and regional teams. Our nationally recognised Volleyball School of Excellence and our highly successful Instrumental music program are programs that attract talented individuals to Gladstone State High School.

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

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

## Average Class sizes

Phase	Average Class Size		
	2010	2011	2012
Prep – Year 3			
Year 4 – Year 10	24	25	24
Year 11 – Year 12	17	18	17

## School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2010	2011	2012
Short Suspensions - 1 to 5 days	312	197	208
Long Suspensions - 6 to 20 days	45	19	30
Exclusions	<5	5	<5
Cancellations of Enrolment	10	15	7

*"As Principal, it is my belief that students and staff have the right to feel safe while at school, they should experience a productive uninterrupted learning and teaching environment, and all members of our community should be spoken to with respect."*

*"We annually review our Responsible Behaviour Plan in consultation with our school community and make explicit our school expectations during enrolment of students and induction of staff," Sally Thompson, Principal.*

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

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

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

## Curriculum offerings

### OUR DISTINCTIVE CURRICULUM OFFERINGS

Gladstone High 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

The Middle Phase of learning takes on a new identity of Junior Secondary. This dynamic shift has occurred with Year 7 students due to arrive at High School in 2015, communication with Primary schools and the wider community paramount in developing the best environment for students to transition from Primary School into High School.

The Junior Secondary model encompasses a key team of expert teaching staff who are responsible for the students' well-being and learning. The idea is to bring elements from the Primary sector and blend these with elements from the Secondary sector to allow a smooth transition into High School. Increased independence and responsibility develops as the students move into Year 9 and transition through the Senior Phase of Learning.

Year 8 aims to provide a broad range of experiences across all Key Learning Areas. The aim of Junior Secondary is to provide the opportunity to experience a variety of learning experiences, challenges and achievements in order to make good choices leading into the senior phase of education. This begins with informed elective choices in Year 9.

We look to provide extension for higher level students through Master classes as well as a tutorial program, Pathways to Success, for those requiring assistance with achieving successful outcomes. Our mainstream classes seek to maximise performance through explicit instruction and differentiation.

#### YEAR 10 FOUNDATION YEAR

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

#### SENIOR PHASE OF LEARNING

##### Authority Subjects (24):

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

##### Authority Registered Subjects (12):

Early Childhood Practices, English Communication, Engineering Studies, Furnishing Studies, Information & Communications Technology, Marine Aquatic Practices, Pre-Vocational Maths, Visual Art Studies, Science in Practice, Recreation Studies, Industrial Technology (Furnishing) and Industrial Technology (Manufacturing).

##### Vocational Education and Training (VET) (7):

Certificate I and II Business, Certificate I Hospitality (Kitchen Operations), Certificate I Resource and Infrastructure, Certificate I Information, Digital Media & Technology, Certificate II Information Technology and Certificate II Workplace Practices.

### Key Partnerships:

- EQIP (Education Queensland & Industry Partnership) Engineering Skills Centre (EESC) at NRG Power Station
- CQIT, Gladstone Campus (TAFE)
- Gladstone Area Group Apprentices Ltd (GAGAL)
- Schools and Industry Network (SAIN)
- CQUniversity (CQU)
- GAMSET (Gladstone Area Mathematics, Science and Engineering Teachers)
- EQIP Technical College Gladstone Region (ETCGR)
- EQIP Doorways 2 Civil Construction (ED2CC)
- EQIP Business and Information Technology Skills Centre (EBITS) at Boyne Island
- Qld Mineral & Energy Academy (QMEA)

### EQIP TECHNICAL COLLEGE GLADSTONE REGION (A campus of Gladstone State High School)

The EQIP Technical College has over 440 Industry Partners, with 179 partners regularly contributing to and participating in the program.

The completion of the new EQIP Technical College building in 2011 increased the capacity of the College to support 250 enrolments. The College enrolments have grown from 108 students in 2011 to 111 students in 2012. The students participated in a graduation ceremony with members from all the EQIP programs united in one ceremony. The EQIP Technical College also hosted an information night open to the community to showcase the strengths and benefits of the program.

The EQIP Technical College Gladstone Region (ETCGR) enables students to begin a career while maintaining their academic studies through the provision of an innovative educational and training program using flexible online and face to face delivery based around a two week block rotational model that maximises their prospects of obtaining a school-based apprenticeship or traineeship.

Once students are successfully signed on as an Australian School-based Apprentice or Trainee, they can complete their Queensland Certificate of Secondary Education (QCE) while working in part-time paid employment.

The EQIP Technical College Gladstone Region began as a non-government senior secondary college. It was funded by the Australian Government as part of its "Skills for the Future" initiative and aimed at addressing the nationally recognised skills shortages experienced now and expected in the future. Opened in 2006, the College was one of a range of Australian Technical Colleges located across the country that had been established in regions identified as having significant shortages of skilled tradespeople. Negotiations regarding the transfer of ownership of the Australian Technical College – Gladstone Region from the Federal Government to the State of Queensland began at the start of 2008. The process was finalised during 2009 and the College is now a campus of Gladstone State High School.

Courses offered at the EQIP Technical College include Certificate II in Business, Certificate II in Information Technology, and Certificate II in Workplace Practices. Students also study English Communication and a choice of either Maths A or Pre-Vocational Mathematics. TAFE modules from a student's apprenticeship contribute to the overall course.

### EQIP GLADSTONE (Education Queensland and Industry Partners)

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

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

### **EQIP Vision**

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

### **EQIP Key Objectives:**

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

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

- 31.5% of students transitioning to apprenticeships and traineeships (State average 14.9%)
- 95% of students exiting with VET qualifications
- Continual increase in percentage of students learning off-site in authentic settings (approximately 20%)

EQIP Technical College Gladstone Region completed approximately 900 structured workplace learning placements in 2012 leading to 82% of the Year 12 cohort transitioning into full-time apprenticeships or traineeships.

“People may tell you what you are or what you will be, but it is only you who chooses and determines the course of your future” – PREQIP Student.

The six EQIP programs are:

- EQIP Business & I.T. Skills Centre (EBITS) on-site at Boyne Smelters Ltd
- EQIP Doorways to Civil Construction (ED2CC) on-site at McCoskers Contracting Pty Ltd
- EQIP Engineering Skills Centre (EESC) on-site at NRG Power Station
- EQIP Technical College Gladstone Region (ETCGR) a campus of Gladstone State High School
- EQIP Process Plant Operations (EPMA) in partnership with CQIT
- PREQIP - EQIP Year 10 Indigenous Program

In 2012 four new partners joined EQIP; they were Australia Pacific LNG, Arrow Energy, GLNG and QGC.

### **ASIAN LEARNING CENTRE**

- Opening Ceremony for the Cyril Golding Language Centre. During the Opening Ceremony we were able to connect via web-conferencing with two of our Year 12 students who were studying in South Korea at the time.
- Commencement of teaching in the new Cyril Golding Language Centre. The centre has provided the infrastructure for connecting students with Korean students/teachers, providing an opportunity to use real language for a real purpose.
- Inclusion of Korean activities in the school calendar – Korean in other KLAs eg. Home Economics.
- Inclusion of Korean cultural activities in the school community – Harmony Day celebrations.

- Two Year 12 students from GSHS participated in a 5 week Immersion Program at Sogang University, Seoul, South Korea from 11<sup>th</sup> July to 12<sup>th</sup> August, 2011. This program was designed to improve conversational skills and knowledge of Korean culture by:
  - Language classes
  - Cultural Interaction activities
  - Cultural Field Trips
- Educators Study Tour (Korean Studies Workshop – University of Melbourne) provided an opportunity for the LOTE Coordinator to visit South Korea for 14 days July/August 2011.
- Because of the technology available in the Language Centre, one of our Korean teachers successfully taught a student based in Brisbane every Thursday morning. She achieved an A standard for Korean.
- One Korean teacher achieved a Digital Pedagogy Licence which allows for greater enhancement and development of technology-based curriculum learning activities.
- Increased engagement in Korean lessons with the increased use of ICTs in Korean classes.
- Korean able to be studied continuously from Year 8 to Year 12.
- Increased enrolments in 2012 in Year 9 and 11 Korean classes:
  - Year 9 Korean 36% increase
  - Year 11 Korean 44.4% increase
- Appointment of third Korean teacher – (0.4) – so three Korean teachers were employed at GSHS for the duration of 2011.
- Improved outcomes for students with the increased focused use of ICTs in the classrooms
  - Year 8 improvement in % in A – B standard of 19%
  - Year 9 improvement in % in A – B standard of 0.3%
  - Year 10 improvement in % in A – B standard of 5.9%
  - Year 11 improvement in % in A – B standard of 2.4%
  - Year 12 improvement in % in A – B standard of 30%
- Two of our Korean teachers were successful in attaining Moderator's Certificate in Web-conferencing – Illuminate.
- Miss Min Jin Kim from VIVA College worked in our school for two weeks with our Korean students and teachers.
- In 2012, 10 students from our GSHS Korean classes (Year 10, 11 and 12) achieved 'Korean Consulate Awards' for their excellence in Korean studies. Two Year 12 Korean class students received 'Choon- Pa Awards' for their Very High standard in Korean language and Korean cultural studies. Both 'Korean Consulate Awards' and 'Choon-Pa Awards' are Nationwide awards for students who present very high Korean language skills and very good understanding of Korean culture.

## **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 2012, the Gladstone State High School SEP officially supported 70 students with a disability. Some of these students were verified in more than one category. Disabilities included 33 students with an Autistic Spectrum Disorder, 29 with an Intellectual Impairment as well as 3 students with a Speech-Language Impairment, 2 with a Physical Impairment, 2 with a Hearing Impairment and 2 with a Vision Impairment. The SEP was staffed with 143 hours of Teacher Aide time and 5.9 teachers, including a Head of Special Education Services, 3 full-time SEP teachers and 2 part-time teachers including a transition coordinator.

### **Case Managers**

To enhance their personal development, all students with a disability were allocated an individual Case Manager. The Case Manager's role is to advocate and support the student to achieve their potential whilst at school.

### **Outside Agencies & Opportunities**

The SEP is involved with many outside agencies for a variety of reasons. This enables us to offer a greater range of opportunities to the students. In 2012, 1 student was accepted into the EQIP Technical College Gladstone Region to begin in 2013. Students are also involved in a variety of TAFE courses that are specifically designed for students with a disability. We have a number of students who regularly attend Endeavour to build up their work skills.

### **AWD (Athlete with a Disability)**

We have 5 students who have a Lifestream 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 two students who represented QLD at the State Championships. This opportunity is made available for students with Intellectual Impairments or Physical Impairments.

### **Mainstream Access & Support**

The primary focus of the SEP is to work alongside students, parents, teachers and the community in a collaborative fashion to provide individualised education programs that increases students' access and contribution to the school and general community. In 2012, 36 of the students with a disability (including 8 Partially Placed students) 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 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 2012 we had 8 students who utilised the partial placement option.

### **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 2012, we had 34 (including 8 Partially Placed Students) students accessing the SEP's alternative program. These classes are based in the special education unit and delivered by specialised teachers and teacher aides. Students also had access to a safe, secure and supportive environment that provided access to up-to-date technology, home economics facilities as well as community work placements and volunteer programs.

### **Work Experience**

The students in the SEP have the opportunity to participate in work experience and gain a variety of valuable work related skills in supported settings. The placements vary from one morning to one day per week or a full week placement. We have 2 transition leaders who actively sought appropriate business



to support our students and they work collaboratively with the student, parents and the workplace to determine the best mode of support for the individual student needs. Each workplace is provided with a confidential document that outlines the students' 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 2012, we had 4 students gain employment as a direct result of this program and over 16 students had successful Work Experience placements.

### **Yr 7- 8 Transition Program**

During 2012 we had 19 students who participated in the Transition program once a week, for eight weeks. This program is vital for ensuring students build a rapport with members of staff who will be supporting them during their high schooling years. It also give us an opportunity to determine how best to support each student. Students are involved in a variety of activities that provide us with data to make appropriate choices for them when they come to High School.

## **LEARNING SUPPORT**

### **Pathways 2 Success**

During 2012, the Pathways 2 Success (P2S) program supported over 120 students with their literacy and numeracy development and successful assessment completion. This included 10 classes across years 8 - 10 which were supported by a teacher and at least one teacher aide in a class of 12 -15 students. We have 2 General Classrooms that open in to one room, which supports group work based on required learning outcomes and the level of the students learning ability. One of these classrooms also has an interactive whiteboard which enhances students learning and engages those students who are visual learners. A computer lab with a glass viewing panel to the next classroom enables students to have access to the internet, as well as the subjects' online resources. Students are experiencing a range of highly scaffolded tasks and are experiencing success due to the increased teacher and teacher aide interaction. This program is able to operate well as a direct result of the curriculum leadership provided by the individual KLA teachers within the school.

### **Mainstream Class Support**

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

### **Exam Support**

The purpose of Exam Support is to assist students with literacy and/or anxiety difficulties to ensure that they are demonstrating their knowledge adequately through the examination process. Students with a Learning Disability or those that have an injury that limits their ability to adequately complete the exam are eligible for assistance during assessment periods. This is to ensure more equitable assessment conditions and provide assessment results that better reflect a student's ability (with the influence of their disability or injury on their learning reduced). This support is provided in a number of ways including; Exam Reader, Scribe, Separate Room, Extra Time. Exam Readers this year supported Learning Support and Special Education students in over 120 exams. Students who are eligible for this support are provided with the option to refuse this support, should they feel that they do not require it. Students who have been supported by an Exam Reader, have shown that the assistance enables them to demonstrate their knowledge, despite their literacy barriers. This has lessened the anxiety for some students and provided the opportunity for them to succeed.

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

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

### **Transition Program**

This year will be the 6th year that the transition program has run. Students from all feeder schools including students from the private sector participate in the Transition Program. The program allows students to engage and prepare them for High School and provides an opportunity for Learning Support staff at GSHS, a chance to build a rapport with these students and understand their strengths and weaknesses before they arrive in Year 8. Students participate in a range of activities over 3 half days that prepare them for how the Learning Support programs work at GSHS. This helps to ensure they have a familiar face to come to, if they get lost, feel uncomfortable at school or don't understand something.

### **ESL - English as a Second Language**

During 2012, we had 64 ESL students enrolled at Gladstone State High School from various cultural backgrounds. In order to support students who are enrolled at GSHS with limited English proficiency, a number of support provisions have continued to be delivered. During 2012, GSHS successfully applied for an NAB Impact Award and as a result the school won \$30,000 to support the partnership between WIN (Welcoming Intercultural Neighbours) and GSHS. This partnership was formed as a strategy to support the growing number of ESL students to our school. This has provided greater opportunities for the ESL students to feel included in the school and community environment. Access to the WIN Program provides students with support in matters related to English Language, confidence and leaderships skills, resources needed, social interaction and integration in our region. Under the management of an ESL coordinator, a second program utilising an AVT (Advisory Visiting Teacher) has been joined with the WIN Program. The AVT has worked with selected students to improve their reading, writing, listening and speaking skills to enhance students' academic outcomes.

### **Evidence of Success**

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

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

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

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

### **ADVANCED LEARNERS POLICY**

Gladstone State High School is committed to providing meaningful, challenging and engaging educational opportunities to all students. This policy serves students who are Advanced Learners, their teachers and the parents/carers and is closely aligned with the school's Differentiated Classroom Learning Policy. It establishes our shared responsibility to ensure that these students are provided with opportunities to develop their abilities and to meet their potential for outstanding achievement. (Gladstone State High School has chosen to use the term 'Advanced Learners rather than 'gifted and talented'.)

### Objectives

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

- Greater awareness of the prevalence and specific needs of students who are advanced.
- The identification of students who are advanced.
- Meeting the specific needs of students who are advanced and improving their learning outcomes.
- Cooperation and collaboration among teachers, parents/carers, students, educational administrators, and the community to ensure students who are advanced have opportunity to develop their abilities.

### Extra curricula activities

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

- 20 students and 3 teachers went on USA Volleyball Tour
- North West camp
- North Keppel Island excursion
- Broomfield Reef
- Melbourne Hospitality trip
- Science, Maths and English Competitions
- QAMT Year 8 Quiz night
- Science Challenge
- Engineering Link Project
- Energies Futures Workshop
- ConocoPhillips LNG Show
- Engineering presentation and workshop at CQUniversity
- Chess Club
- School Choir
- Symphonic, Concert, Stage and Big Bands
- Strings Ensemble
- Tutoring at Primary Instrumental Music Workshops
- 2012 performance of Madagascar
- Shake and Stir Theatre workshops
- Eisteddfod entries for School Bands, Drama groups and choir
- GSHS Band and Strings excellence programs – State Honours Ensemble Program (SHEP) and MOST program – Music Excellence Program
- GSHS Band and Strings Performances – Ice Creamery and Gladstone West Family Fun Night
- Arts Council Performances
- Golding Showcase – Visual Art
- Creative Generation Program
- Local Eisteddfod competition
- Interact Club
- School-based Restaurants
- Coffee Shop operation
- My Sister's Wardrobe (an environmental event)
- International Student Program
- Organising the School Tonka
- Conducting interviews for National Volunteers Week
- Legal Studies and Modern History trip to Canberra
- Year 10 Career Pathways Program
- GAGAL program
- Virtual Babies
- Shine Program
- Auslife seminars
- Auslife
- "Girlz with Purpose" Program
- GSHS V.I.T.A.L Program
- Gym Program as part of V.I.T.A.L.
- Breakfast Club
- Tour de Chaplain bike ride

## Student Charity Involvement

- Red Shield Appeal
- Queensland Cancer Fund
- Relay for Life
- Shave for a Cure / Crazy Hair Day
- White Balloon Day for Bravehearts
- Red Cross Blood Bank
- 40 Hour Famine
- Salvation Army Blanket Drive
- Mater Little Miracles
- Zimbabwe's Forgotten Children
- Moon Bears
- Mental Health Awareness
- Beyond Blue
- World Vision

## Student Community Involvement

- ANZAC and other Returned Service Celebrations
- Harmony Day celebrations
- Clean Up Australia Day
- Human Powered Vehicle (HPV)
- Botanic to Bridge
- Harbour Festival Raft Race

## Student Leadership

- Senior Student Council comprising School Captains, Vice Captains, House Captains, Executive and Committee Chairs
- Junior Student Council comprising Captains, Vice Captains and Committees
- Peer Mentor program (Year 10)
- Student leaders conduct full school assemblies
- Interact Club (Rotary)
- Student Leaders present annual at Award Day/Night functions
- Instrumental Music Captains
- Year 11 and 12 hospitality students act as managers for Coffee @ State
- Year 9 and Year 11 Camp, focusing on leadership development
- Senior Leaders attend YLead conference in Brisbane
- Backyard Blitz Program Years 8 -11

## Sport

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

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

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

As part of the National Secondary School Computer Fund (NSSCF) program the school has developed a plan that will, over time, give all students in Years 9 to 12 access to a laptop of their own. This started in 2012 with Year 9s getting NSSCF devices.

### Technology available:

- School based initiative laptop program in Year 8
- Rollout of National Secondary School Computer Fund (NSSCF) laptops to Year 9 and Year 10 students
- Computerised library – 30 laptops and wireless network
- Computers and laptops purchased through NSSCF across all curriculum areas
- Four fully equipped computer laboratories
- All departments have access to laptops with wireless network access
- Wireless network across entire school campus
- Data projectors, digital video recorders, digital cameras, iPods, digital probes, iPads
- Implementation of software including : Microsoft Office 2010, Adobe CS 5.5 Design Premium, AutoCAD 2011, eChalk, Brainpop, subject specific software
- Interactive whiteboards in each curriculum area
- Lecture theatre equipped with A/V equipment
- Graphics calculators are used extensively in senior mathematics classes

### Computers are used to assist learning through:

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

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

## Social climate

### BETTER BEHAVIOUR: BETTER LEARNING

As a SWPBS (School Wide Positive Behaviour Support) school, 2012 saw the SWPBS committee continue leading the whole school community in developing a support learning environment. SWPBS is a decision making framework that uses data to make decisions to improve academic and behaviour outcomes for all students. We have continued to teach our 4 behaviour expectations (we are engaged, respectful, responsible and safe) to all students. The SWPBS process has also assisted us in monitoring and modifying our policies and procedures to better support our learning environment. Our systems have resulted in a positive outcome in our teaching and learning environment by maximising academic engagement and achievement for all students. We have seen a more engaging, responsive, preventive and productive environment. The SWPBS has strengthened our ability to improve supports for students whose behaviours require more specialised assistance.

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

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

Students, teachers and parents all have the right to operate in a safe environment that is free from bullying and harassment. Everyone in our community has the right to be treated as a worthwhile individual. **Our school has a zero tolerance to bullying.** We have a proactive approach to bullying and harassment. We deliver a program to our year 8 students called “Keep Safe”. In Care Class, across all year levels, we teach safety which includes cyber-safety, cyber-footprint and cyber bullying through mobile phones and social websites. Students are also taught strategies to manage bullying and the procedures to follow in reporting bullying. In addition to Care Class, we find entertaining ways to promote discussions about friendship, bullying, body image and the way we interact at school and on the internet by having live performances for our junior students to become engaged with. There is an enormous pride in the school amongst staff and students. The staff are prepared to go the ‘extra mile’ for the students, and students reach their potential because of the productive and supportive learning environment created by each staff member.

Our school has a strong care and support structure, which forms part of our Responsible Behaviour Plan. These processes enable students to reach their potential through quality learning experiences in a supportive school environment. This supportive environment is achieved through a management cycle that is preventative (rules, responsibilities, operational procedures and expectations), supportive and corrective. A significant part of our Responsible Behaviour Plan is our Positive Behaviour Classroom. This is where we teach students to take responsibility for their actions by learning to think on their own, to respect the rights of others, to make effective plans that are solution focused, for a positive return to class and to build self-confidence. To capture all the positive outcomes of students, we have implemented Positive Behaviour Cards. These create an opportunity for staff to acknowledge positive behaviour by signing student’s cards. Students are able to gain a range of rewards for completed cards. Other positives include email, telephones, signed planners or writing books, and postcards.

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

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



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

Weekly meetings with the support personnel offer a cohesive and integrated approach in developing the best support and opportunities for students. The support personnel help students on an individual basis, through groups and programs. Some of the programs students may find success in include: Shine, Girlz with Purpose, True Colours, Connect Program, Auslife, GAGAL (Get Set), VITAL (School Program), Industry Placement, and TAFE.

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

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

### SUPPORT SERVICES AT GLADSTONE STATE HIGH SCHOOL

### YEAR LEVEL CO-ORDINATORS

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

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

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

### HOD SOCIAL JUSTICE

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

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

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

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

### GUIDANCE OFFICERS

Guidance Officers are experienced teachers who have completed postgraduate qualifications in Guidance and Counselling. Their role in the school is to provide specialised support and counselling for students and parents in personal, academic and vocational areas. At Gladstone State High, they work closely with other school support staff and with the school administration to ensure that the welfare needs of all students are met.

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

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

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

### CHAPLAIN

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

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

### SCHOOL BASED YOUTH HEALTH NURSE

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

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

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

#### Confidentiality

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

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

The youth health nurse does not provide:

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

### COMMUNITY EDUCATION COUNSELLOR (CEC)

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

### PATHWAY CO-ORDINATORS

- General tracking of Queensland Certificate of Education marks - someone to talk to, grade support, discuss options where needed.
- Assist students with career, employment, further training options, e.g. CQIT courses, apprenticeship/traineeship information and assistance, University information if needed, and work experience options and assistance.
- SET plan support - have you made the right choices?
- Resume and interview techniques.
- Study skills support
- Job skills, assistance in finding jobs.
- Practice aptitude testing and advice.
- Assist with linking students to Apprentice/Training organisations
- Class interaction, sharing information to students in regards to resumes, cover letters dos and don'ts for gaining successful employment.

The Pathway Co-ordinator works four days at Gladstone State High School.

### ROSEBERRY COMMUNITY SERVICES

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

### YOUTH SUPPORT COORDINATOR

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

### SCHOOL BASED POLICE

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

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

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

### YOUTH CONNECTIONS

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

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

The data collected by the School Opinion Survey process indicates that parents believe their child is getting a good education. They feel it is a good school where teachers motivate their child to learn and

## Our school at a glance

provide the required support for their child to achieve their potential and look for ways to improve. (see testimonials at the end of this report)

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

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

### Performance measure (Nationally agreed items shown\*)

Percentage of parents/caregivers who agree that:	2012 <sup>#</sup>
their child is getting a good education at school	100.0%
this is a good school	100.0%
their child likes being at this school*	95.0%
their child feels safe at this school*	90.0%
their child's learning needs are being met at this school*	90.0%
their child is making good progress at this school*	95.0%
teachers at this school expect their child to do his or her best*	100.0%
teachers at this school provide their child with useful feedback about his or her school work*	95.0%
teachers at this school motivate their child to learn*	100.0%
teachers at this school treat students fairly*	95.0%
they can talk to their child's teachers about their concerns*	94.7%
this school works with them to support their child's learning*	100.0%
this school takes parents' opinions seriously*	94.4%
student behaviour is well managed at this school*	85.0%
this school looks for ways to improve*	100.0%
this school is well maintained*	94.7%

### Performance measure (Nationally agreed items shown\*)

Percentage of students who agree that:	2012 <sup>#</sup>
they are getting a good education at school	91.6%

## Our school at a glance

they like being at their school*	88.1%
they feel safe at their school*	91.7%
their teachers motivate them to learn*	87.1%
their teachers expect them to do their best*	91.6%
their teachers provide them with useful feedback about their school work*	82.4%
teachers treat students fairly at their school*	65.8%
they can talk to their teachers about their concerns*	74.1%
their school takes students' opinions seriously*	66.7%
student behaviour is well managed at their school*	60.2%
their school looks for ways to improve*	83.2%
their school is well maintained*	77.4%
their school gives them opportunities to do interesting things*	85.5%

### Performance measure (Nationally agreed items shown\*)

Percentage of school staff who agree:	2012 <sup>#</sup>
that they have good access to quality professional development	67.6%
with the individual staff morale items	70.9%

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

<sup>#</sup> Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW = Data withheld to ensure confidentiality.

## Involving parents in their child's education

### PARENTS, A VALUABLE PART OF THE T.E.A.M. (TOGETHER EVERYONE ACHIEVES MORE)

Gladstone State High School is a learning organisation where parents and caregivers are valued for the difference they can make to their students' learning outcomes and future pathways. Every contribution

made by a parent, makes the school richer in some way, and more able to ensure the best learning outcome for every student. All members of staff appreciate parental and community involvement in the school. Productive partnerships are formed during the delivery of both the formal and informal curriculum.

*“As a school, I believe we need to develop strong parent-teacher links so we can work together to create quality learning outcomes for every student,” Sally Thompson, Principal.*

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

- Detailed and constructive reports
- Development of Student Education Training (SET) Plans
- Host parents for International Schools Program
- Formal “face to face” parent/teacher interviews, twice a year
- Opportunities for other interviews ‘upon request’
- Classroom assistance
- Textbook hire distribution
- Tuckshop volunteers
- Uniform shop volunteers
- Parent information evenings
- School occasions (i.e. Award Night/Day, ANZAC Day, whole-school assemblies) Gladstone Area State School Alliance (GASSSA) Choir
- Membership of the following associations/committees:
  - Quadrennial School Review
  - P & C Association
  - Chaplaincy
  - Gladstone Youth Music Council
  - School-Wide Positive Behaviour Support
  - Indigenous Education

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

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

The staff and students of Gladstone State High School believe they have a responsibility to contribute to, and engage with, the community of Gladstone. These partnerships provide positive experiences for all. The opportunities and encouragement offered to students at Gladstone High from the local community provide every student with the skills and confidence to lead, and want to lead, a productive life in both the local and global community. *“Our students do, and will, make a difference, and we thank our community for giving them the opportunity to grow,” says Sally Thompson, Principal.*

## Reducing the school’s environmental footprint



## Our school at a glance

Gladstone State High School is continually trying to reduce its power and water usage. Installation of window tinting and curtains throughout various classrooms to improve airconditioning usage is helping to reduce electricity consumption. A 10KW Solar Power system was installed which will further contribute towards decreasing our electricity usage thereby reducing our environmental footprint.

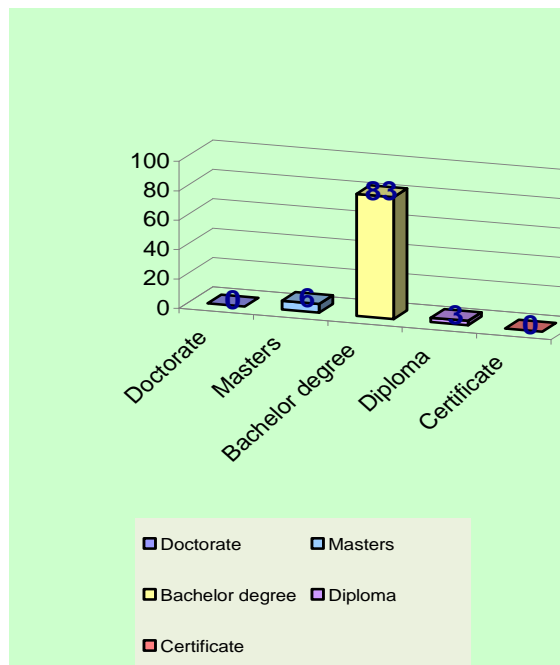
	Environmental footprint indicators	
	Electricity kWh	Water kL
2009-2010	944,641	21,417
2010-2011	728,468	9,866
2011-2012	642,663	3,830

## Staff composition, including Indigenous staff

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	92	36	<5
Full-time equivalents	86.2	28.8	<5

## Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	6
Bachelor degree	83
Diploma	3
Certificate	0



During 2012 Gladstone State High School had 9 Senior Teachers covering the following curriculum areas: Science, Social Science, English, Home Economics and Maths.

### Senior Teachers

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

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

### Experienced Senior Teachers

- Someone is eligible for Experienced Senior Teacher if they have been a senior teacher for four years (full time equivalent) for four year trained or seven years (full time equivalent) for three year trained.

In addition to the Heads of Departments and Senior Teachers, during 2012 Gladstone State High School had 10 Experienced Senior Teachers covering the following curriculum areas: Art, Business Education, Social Science, Home Economics, Maths, Music, Home Economics and Learning Support.

### Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were \$72,820.89. The major professional development initiatives are as follows:

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

The proportion of the teaching staff involved in professional development activities during 2012 was 100%.

#### Our School:

- Learning Enhancement (Mighty Minds)
- Classroom Profiling
- ACARA (QSA)
- ESL
- Junior/Secondary Curriculum
- Rehabilitation Training
- Secondary School Principal's Conference
- Secondary School Deputy Principal's Conference
- Senior First Aid
- Cardiopulmonary Resuscitation (CPR)
- Mighty Minds Workshop
- Mentoring
- Staff Meetings
- Cooperative planning
- Early Career program
- SWPBS Training
- Bus Licence
- Digital Pedagogy Licence
- Beginning Teachers Workshop
- Pat Hipwell Workshop – Logon to Literacy
- QSA Workshops
- Behaviour Management Strategies Workshop
- CEC Conference
- WHS Training Program
- SWPBS Training
- IEW Conference
- Middle Years Schooling Conference
- ICT in the Classroom Workshops
- Q.T.U. Workshops

## Our staff profile

"As a team, we have identified that often quality growth occurs when colleagues are given time to talk rather than attend 'off campus' formal professional development", Sally Thompson. The involvement of the teaching staff in professional development activities during 2012 was 100%. The data sourced from the School Opinion survey indicates that staff do not identify 'in school' discussions and cooperative planning as personal development. Staff are given the opportunity to attend professional development activities by applying to the Professional Development Committee. Decisions to approve these opportunities are based on 'a set of criteria' aligned to the School Improvement Agenda.

Average staff attendance	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	95.7%	95.6%	95.3%

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

From the end of the previous school year, 78.7% of staff was retained by the school for the entire 2012 school year.

### School income broken down by funding source

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

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

**Find a school**

Search by school name

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

## Key student outcomes

Student attendance	2010	2011	2012
The overall attendance rate for the students at this school (shown as a percentage).	88%	90%	91%
The overall attendance rate in 2012 for all Queensland state Secondary schools was 88%.			

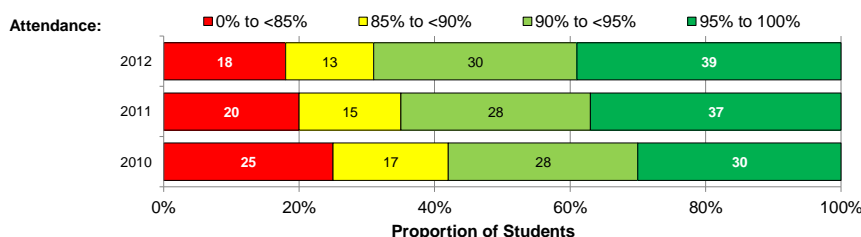
## Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2010								90%	86%	87%	89%	90%
2011								92%	89%	85%	91%	92%
2012								92%	89%	90%	90%	93%

DW = Data withheld to ensure confidentiality.

## Student Attendance Distribution

The proportions of students by attendance range.



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

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

The process at Gladstone State High School in 2012:

- Care rolls are marked daily by the Care Group teacher during a 10 minute form class from 8:55 – 9:05am.
- Rolls are then processed by the Absentee Officer, who enters all absences for the day in a Central database called IDattend. Text messages are sent out for those students who are absent from Care Class and late to school (approximately 10.30 – 11.30).
- Individual Classroom teachers mark and upload their class rolls to IDattend for each lesson of the day (4 lessons per day) in which they have a contact class (either their own or replacement if internal relief is required). This is completed by 9am of the next school day.
- If classes are covered by a Supply Teacher, then these absences are entered into IDattend by the Absentee Officer at the end of the school day.
- Care Group teachers follow up unexplained absences with the students in their form class for whole

days absent.

- Year coordinators track possible truancy from classes throughout the day. If a student is recorded as absent from individual classes, but were present in at least one session (either form or lessons), this is investigated by Year Coordinator.
- Parents and guardians are able to explain their student's absences in a number of ways; by phoning the absentee line, emailing administration or absentee officer or providing a note which their student brings to the care teacher the following day. All of these possible ways are on website, in student planner and explained at time of enrolment.
- Care Group teachers are provided with weekly updates of unexplained absences with the intent to follow up and the school to have these absences explained.
- Care Group teachers are provided monthly letters which are issued to students for parents/guardians to explain absences and return to school.

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

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

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

### **For Extended absences**

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

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

### **Strategy to Increase Attendance**

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

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- All absences must be explained. Notes must be submitted within two days following the period of absence.
- No truancy from individual class lessons.

## National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9.

2012 saw the introduction of the National Curriculum and the roll out of laptops for the Year 9 cohort. A number of lessons were learnt this year about how to manage preparation for NAPLAN, in terms of the balance of meeting curriculum requirements, and the literacy and numeracy demands that enable NAPLAN to be completed successfully. The girls were generally more successful in all areas when achieving similar results to like schools and Queensland. They also received similar scores to the nation in Language Conventions. Our indigenous students scored well across the suit of tests, with particular success in the spelling area which rated above the national mean for indigenous students. The school focus on explicit teaching, along with increased familiarity with the National Curriculum, will enable further development of learning opportunities as we endeavour to achieve greater success across the board.

Domain	Measures	Year 9	
Reading	Average score for the school in 2012	541.0	
	Average score for Australia in 2012	574.8	
	For the school the percentage of students at or above the national minimum standard.	2011	92.6%
		2012	87.2%
	For the school the percentage of students in the upper two bands	2011	11.8%
		2012	7%
Writing	Average score for the school in 2012	508.8	
	Average score for Australia in 2012	553.7	
	For the school the percentage of students at or above the national minimum standard.	2011	78.2%
		2012	63.3%
	For the school the percentage of students in the upper two bands	2011	11.5%
		2012	4.4%
Spelling	Average score for the school in 2012	557.8	
	Average score for Australia in 2012	577.0	
	For the school the percentage of students at or above the national minimum standard.	2011	88.9%
		2012	86.8%
	For the school the percentage of students in the upper two bands	2011	18.4%
		2012	16.2%
Grammar and Punctuation	Average score for the school in 2012	556.5	
	Average score for Australia in 2012	573.2	

## Performance of our students

Domain	Measures	Year 9	
	For the school the percentage of students at or above the national minimum standard.	2011	86.3%
		2012	89.5%
	For the school the percentage of students in the upper two bands	2011	9.0%
		2012	10.1%
Numeracy	Average score for the school in 2012		558.7
	Average score for Australia in 2012		584.2
	For the school the percentage of students at or above the national minimum standard.	2011	93.9%
		2012	92.7%
	For the school the percentage of students in the upper two bands	2011	14.4%
		2012	11.1%

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

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

**Find a school**

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Search by suburb, town or postcode

Sector  Government  
 Non-government

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

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data.

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



## Achievement – Closing the Gap

The Closing the Gap report for 2012 again indicates some success in addressing the significant gap in outcomes between Indigenous and Non-Indigenous students in the areas of achievement, attendance and retention. Attendance has shown improvement from an average 82% to 86%. Achievement in reading and writing has shown a narrowing of the gap between indigenous and non-indigenous students with results in all areas comparable to data from Queensland State High Schools.

Gladstone State High School has continued to work with FOGS (Former Origin Greats) to introduce the Achieving Results Through Indigenous Education (ARTIE) program. Students set goals for attendance, achievement, effort and behaviour in Mathematics and English. Students who reached their goals were rewarded with a trip to a Broncos game and a visit to Water World on the Gold Coast. This program will continue into 2013.

The gap in apparent retention rate of students from Year 10 to 12 has improved significantly over the previous two years. Strategies to improve retention include:

- Year 10 students participating in the PREQIP program
- Attendance at the FOGS Indigenous Employment and Careers Expo
- Participation in ATAP (Academic Talent Aspirations Program)
- Development and review of Individual Learning Plans and Set Plans
- Promoting participation in the ARTIE program, work experience and various university programs.

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

Indigenous Status	Yr 8	Yr 9	Yr 10	Yr 11	Yr 12	Total
Indigenous	26	22	22	17	14	101
Non-Indigenous	240	245	271	224	190	1170
Total	266	267	293	241	204	1271

### Apparent retention rates Year 10 to Year 12

	2010	2011	2012
Year 12 student enrolment as a percentage of the Year 10 student cohort.	86%	77%	77%

### Outcomes for our Year 12 cohorts

	2010	2011	2012
Number of students receiving a Senior Statement.	200	176	184
Number of students awarded a Queensland Certificate Individual Achievement.	1	2	4
Number of students receiving an Overall Position (OP).	65	73	83
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	53	35	32
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	111	111	121

## Performance of our students

Number of students awarded an Australian Qualification Framework Certificate II or above.	72	81	102
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	147	142	167
Number of students awarded an International Baccalaureate Diploma (IBD).	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	66%	77%	71%
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.	88%	92%	98%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	92%	98%	94%

As at 2 May 2013. The above values exclude VISA students.

### Overall Position Bands (OP)

Number of students in each Band for OP 1 to 25.

	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2010	7	17	19	19	3
2011	13	19	24	14	3
2012	15	25	19	22	2

As at 2 May 2013. The above values exclude VISA students.

### Vocational Educational Training qualification (VET)

Number of students awarded certificates under the Australian Qualification Framework (AQF).

	Certificate I	Certificate II	Certificate III or above
2010	46	69	3
2011	63	78	3
2012	59	95	7

As at 2 May 2013. The above values exclude VISA students.

During 2012, 59 students completed Certificate I qualifications. Areas of study included Hospitality, Furnishing, Business, Resources & Infrastructure and Information, Digital Media & Technology.

## 2012 Student Work Experience Placement Data

STRUCTURED WORK PLACEMENTS	TOTAL NUMBER OF STUDENTS who participated in STRUCTURED WORK PLACEMENTS at State High				TOTAL NUMBER OF HOURS spent by students in the school on Structured Work Placement
(i.e. placements that comprise learning opportunities that are part of an accredited VET in Schools program and take place in a workplace or simulated workplace)		Males	Females	Sub-Total	
	Year 9	0	0	0	0
	Year 10	0	0	0	0
	Year 11	2	0	2	80
	Year 12	4	3	7	280
	TOTAL	6	3	9	360
WORK EXPERIENCE	TOTAL NUMBER OF STUDENTS who participated in WORK EXPERIENCE				TOTAL NUMBER OF DAYS spent by students on Work Experience
(includes work sampling, work shadowing and research work experience)	Year 9	1	1	2	10
	Year 10	91	97	188	940
	Year 11	19	12	31	155
	Year 12	40	15	55	275
	TOTAL	151	125	276	1380

### Post-school destination information

At the time of publishing this School Annual Report, the results of the 2012 Year 12 cohort's post-school destinations survey, *Next Step – Student Destination Report* for the school were not available. Information about these post-school destinations of our students will be incorporated into this Report in September.

### Early leavers information

The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12.

The school actively encourages students to comply with the compulsory schooling and compulsory participation policies. During 2012, 83 students were classed as early leavers. Of these:

- 7.2% went to an Interstate or Overseas School
- 2.4% went to a private school
- 32.6% went to another state school located in Queensland
- 9.6% went to higher education such as TAFE
- 24.1% went into fulltime or part time work
- 1.2% were looking for work
- 10.8% had enrolment cancelled/excluded
- 12.1% destination was unknown

### Testimonials

*It takes a village to raise a child!*

*We have been nothing but impressed and grateful to the staff at Gladstone State High since enrolling our two sons there. They attended a relatively small, private school from Preschool that offered schooling to Year 10. When our eldest son was in Year 9, we attended an Information Afternoon at Gladstone State High. We came away with the 'wow factor' and made the very difficult decision of transferring our boys for the commencement of the following year. Our decision was made to give our sons the opportunity to settle into the school community before starting senior classes, that Gladstone State High began preparing for in Year 10.*

*It was a very nervous morning, the day they started! But by the time they came home, they had been invited into friendship groups and were finding their way around. Opportunities opened up for them that they had never been involved with before and they quickly found more extra curricular activities than they had time for! Their previous school taught them good work ethic in an environment that allowed them to establish firm foundations. State High has given our boys many new life skills along with preparing them for their future.*

*As is usual in any family, our sons have very different learning styles. We cannot thank the teaching staff at State High enough for the way they have gone over and above what we have expected of them in helping our sons achieve their academic goals. The teachers have used a range of strategies to motivate, support and encourage our boys in order to bring out the best in both of them. We cannot fully articulate our appreciation to each teacher who has helped our sons in some way.*

*However, along with the teaching staff, there are many others who have assisted our sons, to whom we are also appreciative of. Whilst I hesitate to list them for fear that I will overlook others, the guidance officer, the work experience co-ordinator, the chaplains and the office administrators have also been extremely helpful to us. The grounds always look well kept, the boys enjoy the special tuckshop days, the uniform co-ordinator operates the shop so efficiently and our sons have benefited from the technology available to them as students. Lastly, but by no means least, we have the utmost respect for Sally Thompson and the way she leads the school community. We have found her to be approachable and she has made it her goal to get to know each of the students for the good they achieve. Ms Thompson truly does challenge and encourage the students to reach for their stars and then celebrates with them when they do!*

*Thank you so very much Gladstone State High community.*

*Craig and Sandy Holley (Parents)*

*We have nothing but praise for Gladstone State High School. It is a school of opportunity in promoting excellence in many fields. These fields include academic, leadership, sporting, cultural, behavioural, social, team-work, technological and industry-related pursuits.*

*Over the years our children have attended Gladstone State High School, we have often been in awe of their achievements and development over their time there. Teachers have been supportive, approachable and most of all helpful in assisting both of our children to attain consistently high results. When extra help was required, they were more than happy to go that extra mile in offering guidance or extra tuition if required.*

*The Curriculum on offer caters for all pathways. Students at the school are offered many opportunities to participate in or pursue leadership roles. Staff encourage students to have a go at various leadership positions and these are backed up with high quality leadership activities, camps and influential speakers. Students with sporting interests are provided opportunities in a wide variety of sports.*

*Involvement in school sport has been a highlight for our daughter who managed to work her way through the ranks of selection at the Port Curtis, Capricornia, State and National levels. Whilst at times, this has been a juggle for her to manage a balance between school and sport, she has received understanding and support along the way in order for her to achieve her sporting goals. The cultural diversity and acceptance of cultures is evident in the school and students embrace other cultures as well as their individuality. One of the most outstanding acts we witnessed at the high school is their ability to recognise and celebrate excellent student behaviour and attitudes. This occurred at a very personal level via letters, postcards or teacher phone calls. We were extremely touched to think that teachers would take the time to relay positive feedback in this way.*

*GSHS provided many opportunities for children to socialise and practice communication skills through team activities, camps, dances and movies. Many rewarding technological experiences are on offer including the coveted Human Powered Vehicle Challenge. Our son was fortunate to be involved for many years in this event which was excellent in promoting creative thought, technological problem-solving and team-work. He also attended the Gladstone Region Technical College which prepared him well for his chosen field as an apprentice mechanic. He was fortunate to be offered an apprenticeship in year 11, which saw him alternate fortnightly rotations in the work-force and at school. So effectively, he achieved Year 12 schooling with paid work thrown in.*

*We support the positive ethos of the school and commend Gladstone State High School for providing excellent all-round development of our children and preparing them for their years beyond school.*

Mark and Lucy Boyd (Parents)

*The task of moving from a small school where Emily had been since preschool, to a large school for Years 11 & 12, was made easier because it was Gladstone State High that was chosen. The staff were welcoming and supportive and fellow students were friendly and helpful. Many opportunities were available for students to experience areas of interest and expertise, whether in music, sport, leadership, academics, service or a host of others, and to be guided and extended in them by willing staff. Teachers were always keen for students to achieve to their potential, often willingly giving up much of their time to provide assistance and support-whether it be in proof reading assignments or attending out-of-school activities and a myriad of tasks in between. We are grateful for the solid senior schooling and broad experiences that Gladstone State High provided Emily and the assistance provided in navigating through those senior schooling years and into her undergraduate university course.*

Helen and Tim Young (Parents)

*Ian and I have been associated with GSHS since 1999 when our eldest son Andrew enrolled. Since then our other two children Erin and Daniel have also graduated. I have been involved with the school since that time as a parent and also in a working capacity since 2003. All three of our children had the opportunity to be involved in a wide variety of activities including: sports at all levels; public speaking, debating, musicals, literacy and numeracy competitions and leadership roles. They have all excelled at school and this has been directly attributed to the support and guidance they received from staff here. They were encouraged to “have a go” at things that took them out of their comfort zones which has helped them enormously in their lives beyond school. They had teachers who went well above and beyond what was required of them to support students. So many of the activities offered at GSHS would not be possible without committed staff. Our children achieved some very prestigious awards including a TJ Ryan Medal, the Pierre de Coubertin Award and the Australian Defence Forces Leadership Award. They have gone on to lead productive and successful lives and GSHS certainly played a part in this.*

Laraine McKay (Parent)

*I started working at GSHS in the middle of 2011. I was a beginning teacher who was given the best opportunities to fine tune my teaching skills. The support and development that GSHS provides to teachers is of the highest standard. The unique and diverse cultures and traditions at state high make my job very enjoyable and rewarding. For example being involved in the tunnel ball race, wheelie bins as well as School Sport. The best thing about Gladstone State High School is the positive relationships that are formed with students as well as growth that I get to see every day with students excelling in what they love. I believe that Gladstone State High School is simply outstanding in every field catering to a wide range of students. The dedication from teachers is phenomenal which in turn makes GSHS the best place to work.*

Kara Hayden-Brooks (Teacher)

*Gladstone State High is a great school to attend as it has enabled me to better myself socially and academically. The school, along with the friendly teachers have shaped me into the student, friend, daughter and leader I am today and I cannot express my sincere gratitude towards them. The staff at GSHS delivers a wide range of educational opportunities as well as provide students with numerous amounts of extra-curricular activities in order to aid students to reach for their individual stars. Each student is welcomed and accepted and Gladstone State High caters for all of our unique and interesting talents. As a year 12 student, I have found it rather tranquil as I feel I am surrounded by an extremely supportive network of people always willing to make sure I am achieving my full potential.*

*I look forward to my future endeavours associated with the school and am proud to say that my success has been solely based around the values that Gladstone State High School endorses.*

Rita Boyd (School Captain 2013)

*Gladstone State High School is not only a school but a place of endless opportunities where every student is given full support from all teachers who go out of their way to help students. The teachers create not only a formal classroom relationship, but also one where they are interested in what your goals and aspirations are, and care about all your cultural and sporting interests. They recognise all students' achievements no matter how small and create a bond with you that are held until you finish your time at state high. Thanks you to all the teachers of Gladstone State High School for creating a positive learning environment, and a happy learning environment.*

Chris Ibell and Varsicka Kularadhan (Junior Leaders 2013)

## Performance of our students

*Gladstone State High School has provided countless opportunities to us since we first started here in Grade 8, and has continued to do so with every other student here, until the end of their schooling years. The amount that GSHS has to offer in all kinds of academic excellence, sporting, musical, leadership and countless other areas of education, is outstanding. We are happy to come to class every day, as the teachers have a kind and practical approach. They are always willing to help in any areas that are needed with a friendly nature, and provide varied and interesting learning experiences. Learning at State High is a valuable advantage to all students as when it comes to assignments and upcoming exams, the school offers tutoring and after school help, to provide the best results possible for all students. At GSHS the students form friendship bonds like no other, the Year 9 cohort is a friendly and lively group. The students are looking out for each other and always lending a helping hand. Overall State High is a great place to enjoy your high school years.*

Alanna Adams and Kailey Brown (Year 9 Leaders 2013)

*Gladstone State High School provides a very large variety of development opportunities, team building chances and the highest level of teaching accompanied by a brilliant learning environment.*

*There are many occasions on which students can enjoy more than just the world class education facilities that range from a fully operational science lab to 2 majestic fields and a volleyball hall with a floor that was imported from the Olympic finals of volleyball. Every classroom is equipped with an Interactive Whiteboard that makes the already breathtaking learning experience even better after all there is always room for improvement in even the best of things.*

*A major role in this experience is played by the awesome staff, from the teachers that make the school come to life, to the behind the scenes heroes, the administration staff are the clockworks that make the school work in perfect continuum without them, the school would grind to a halt.*

*So overall GSHS is not just a high school it is a vital component of life where students come to shape their future and put in all the efforts to make the environment a positive experience that they will cherish for the years to come.*

Aksh Dave (Year 8 student)

*My experience at Gladstone State High School so far has been extraordinary, the teachers are awesome and helpful, the playgrounds feel safe and you can make as many friends as you want here! Gladstone State High School has many extra-curricular activities up for you to pick from, the band, headed by Mr Duckham and Miss Clifton, is an amazing experience to take part in as well as many science competitions with outstanding prizes. The camps aren't bad either... camping overnight at Boynedale was an interesting journey to be involved in and there are many, many more open for participation.*

Krystyn Huth (Year 8 student)