



Cleveland State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

Contact information

Postal address	PO Box 194 Cleveland 4163
Phone	(07) 3488 1333
Fax	(07) 3488 1300
Email	principal@clevelandss.eq.edu.au
Webpages	www.clevelandss.eq.edu.au Additional information about Queensland state schools is located on: <ul style="list-style-type: none">• the My School website• the Queensland Government data website• the Queensland Government schools directory website.
Contact person	Mark Ionn



School overview

Together - Every Child, Every Chance, Every day' is the guiding philosophy that shapes the efforts of the Cleveland State School community to provide quality education for all learners. For over 150 years our school has been an integral part of the local community, establishing itself as a well-respected, well-resourced school with a dedicated team of staff and volunteers who support and encourage learners to experience daily success. When asked about our school, students talk about relationships, connection and the quality of their teachers. Our consistent teaching approach, known as the 'Cleveland Way' encompasses not only the highest quality teaching strategies from prep to year 6, but how we go about 'wrapping around' students and families with our innovative wellbeing program. Our school community love the friendly atmosphere of our school. We believe quality education is best achieved with a strong three-way partnership, with all of us working together to ensure learning success.

School progress towards its goals in 2018

2018 was not only another successful year for our students and our school, but the marker of a special time for any organisation – 150 years. Cleveland State School has played a significant part in quality education in the Redlands for 150 years. Over the decades, our students have benefitted from an education that has opened doors for our students to make strong choices in the next phase of their learning.

The theme for 2018 was our 'year of precision'. Following the 2017 theme of purposeful learning, 2018 was a year of sharpening how we enact experiences for children across the P-6 range. The big work in this area this years was:

- Whole of school practices (Review of our Responsible Behaviour Plan in 2018)
- Specific and consistent approaches in teaching and learning – (reading focus in 2018)
- Student precision in terms of learning goals and approaches that enable a sharp learning focus

2018 was a year filled with many highlights and students were able to demonstrate a strong sense of achievement.

None of this could not be done without the support of leaders, staff members, School Council, P&C student leaders and school community, and especially the work of our volunteers. But most of all, it requires strategic leadership – this is a collaborative business.

I would like to take this opportunity to pay a tribute to our teaching and support staff at CSS. To our teachers, the impact you have on the lives of young people is immeasurable yet powerful. Our support staff, in their numerous and varying roles, supports this on a daily basis. This team never fails to keep at the forefront of what a school is all about: students. Together they do their work to provide every child, every chance, every day.

This year, our school captains, Dolma Donald and Samuel Rodham were the face of what proved to be a strong, reliable and highly competent student leadership team. A big thank you to our student leaders. Consisting of house and music captains, alongside our student council, most of their significant work was done behind the scenes, engaging younger students, international and other school visitors, they actively supported students, promoted our school and proved to be great ambassadors.

It is also an important juncture to thank our well-formed School Council and very supportive P&C. The school is fortunate to have such a great group of individuals in both organisations. A big thanks to Malcolm Lack (School Council Chair) and the team of councillors for your strategic support, as well as Wolfgang Neszpor (P&C President), and committed executive team again for your support during the 150 celebrations, on top of all the other important supports throughout the year and beyond.

This is an exciting time for Cleveland State School. I look forward to guiding both school council and P&C to build a greater sense of ownership of our school, both operationally and strategically.

Future outlook

School Improvement Priorities “2019...Year of Practice”

“That in 2019, we will ensure that our school is a ‘high performing teaching and learning’ community, with defined practices within interdependent teams, building a collaborative and consistent school wide approach to engage students in powerful learning”.

Reading

- Improvement of outcomes in readers in Year’s 1-6, with particular focus on Year’s 3 & 5 in regards to Mean Scale Score through identified high yield reading pedagogical practices
- Improvement of outcomes in readers in the cusp group tracking towards 2 upper bands in Year’s 1-6 through booster teacher initiative (Investing4Success)

Writing

- Teams to investigate opportunities to build greater purpose in planning for daily, formative and summative writing tasks
- To investigate schools experiencing high levels of performance in writing data (cluster and regional schools)

Mathematics

- Improved percentage of students receiving a ‘C’ and above in Mathematics across Year’s 1-6

Science

- To build a school wide approach to the teaching of science through the science enquiry model
- To continue to implement the CSS Science Co-Teacher strategy as the entry point towards a greater STEM Policy

High Performing Teaching and Learning

- Investigate and construct a systemic approach to the use of data to inform practice.
- Use of a rigorous approach to curriculum planning, with particular attention towards 3 level planning
- Teaching teams to refine assessment practices in regards to formative and summative assessment, including assessable elements, with particular focus on reading

Responsible, Safe and Collaborative School Culture

- Professional Learning Teams meet to construct learning opportunities for students, with a focus on the Australian Curriculum and matching high yielding pedagogies
- Consistent implementation and delivery of the 2019 Responsible Behaviour Plan
- Embed high standards across the school, including the transformation of classrooms project, school uniform, capturing our consistent approach on expectations and pride in the school and community
- Consistency in the Cleveland Way as the basis of consistent school wide approach to teaching, learning, curriculum and organisational practices across all aspects of school life “How we do things here”

Student Engagement

- A range of wellbeing, learning, social and emotional programming and student engagement support offered through Yanggabara
- Improvement of attendance data P-6 for indigenous and non-indigenous students in 2019, assisted by attendance champion (Investing4Success Strategy)
- Reduction in the number of students <85% attendance in 2019 through use of targeted engagement agenda, including the use of attendance champion and case management champions.
- Improvement of outcomes for students with a disability - Services and supports are assessed, planned, delivered and reviewed to build on individual strengths and enable individuals to reach their goals.

Community Partnerships

- Use of tailored media to communicate with school community – Facebook, Newsletter and eFlash, Skoolbag
- Regular face to face school community events to build positive three way partnerships
- School Council – Building business partnership (Signage Strategy) and other business partnerships
- Continued practice of visits to our early years network, including scheduled ‘Kindy Visits’
- Continued promotion and use of Ready4Prep as our premium bespoke program of transition for prep students and families.

Local Decision Making

- Make practice the three pronged IPS proposed strategies: Arts Curriculum; Yanggabara; Science Co-Teacher
- International Student Programs
- 150 Years Classroom Transformation Project - Scheduled Program to fully transform every classroom into a themed approach, reflecting the Redlands Coast, with 21st Century tools to enrich the teaching and learning in every room
- EAL/D - Continue to Lead the Cluster EAL/D model and hosting of EAL/D teacher
- 3rd Annual Cluster STEAM-Athlon - Renewed partnership with Sea World and Cluster Schools
- Continuation of Extension groups for specialised areas, including the increase of competitions, aligned events and representative opportunities for students



Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	Yes

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	701	691	706
Girls	354	339	351
Boys	347	352	355
Indigenous	38	36	38
Enrolment continuity (Feb. – Nov.)	94%	95%	96%

Notes:

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

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

Characteristics of the student body

Overview

Cleveland State School draws its student population from a wide ranging cultural and socio-economic background. The school's ICSEA or Index of Community Socio-Educational Advantage was 1031. The My School website identifies that in 2018, 82% of the school population were in the middle to upper quartiles in the Socio Educational Advantage scale. Of the 706 students, 5% identified as indigenous and 18% were from a language background other than English. Cleveland State School is expected to maintain population in 2018 yet show positive growth in 2019. An Enrolment Management Plan was instituted fully during the year. All indications show a gradual increase in the number of 'in catchment' students.

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	23	23	24
Year 4 – Year 6	27	26	27
Year 7 – Year 10			
Year 11 – Year 12			

Note:

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

Curriculum delivery

Our approach to curriculum delivery

Apart from our Australian Curriculum offerings, we offered a range of distinctive offerings at Cleveland SS. These included:

- S.P.E.A.K (Speaking Promotes Education and Knowledge) program, in partnership with Redland Libraries, fostered oral language skills as the foundations of literacy and has become integral to our Prep program.
- Ready4Prep, for students who have enrolled in Prep at Cleveland State School. This provided an opportunity for students and parents to prepare for Prep and feel comfortable in our school setting.
- Other subjects taught by specialist teachers here at Cleveland State School included Music, and Physical Education (P.E.). Children from Year 2 to 6 learn French. Students also have regular opportunities to work with our Teacher Librarians. Mandarin was offered to children in Years 3 and 4

- Children from Years 4-6, who qualified, were able to take part in our Instrumental Music Program. This included Woodwind, Brass and Percussion and a Junior Band as well as an Advanced Band. The school also offered a Strings Program beginning in Year 3. Students also had the opportunity to become a member of our Junior Choir. All Instrumental Music and Choir students performed regularly for the school and wider community with two Twilight Concerts being a feature of the Music program.
- All students from P-6 participated in swimming lessons as part of the HPE curriculum.
- Sporting Events such as Cross Country events, Sports Days and Swimming Carnivals from which children who qualified then participated in Regional Athletics and Swimming Carnivals. A Perceptual Motor Program was run in Prep.
- Children with special needs were supported through the school's Student Welfare Team. Levels of support ranged from modification of curriculum to individualised learning plans. Students with special needs received learning support from a range of specialist support staff depending on their needs.
- Religious Education was provided fortnightly to children as part of our curriculum. It is non-denominational and is not compulsory

Co-curricular Activities

A range of special activities also enriched student learning. These included:

- ANZAC Day
- Harmony Day
- Under 8's Celebrations
- Science Week
- Book Week (REDIT)
- Discovery Days
- French Competition
- Cluster Enrichment Days
- Twilight Concerts
- Public Speaking Competition
- Year 6 Camp



How information and communication technologies are used to assist learning

In 2018, Cleveland State School continued to expand its ICT network and technologies. Teachers in all classrooms continued to build their skills using their interactive whiteboards as a tool to enhance learning. As the majority of classrooms are wireless networked, classes were able to access laptop technologies to supplement classroom based, desktop computers. Banks of iPads were made available for student use. A digital pedagogies coach was added to support and build capacity of classroom teachers. A number of new technologies were incorporated into a STEM agenda.

Social climate

The development and maintenance of a safe and supportive environment is a school priority. Our Responsible Behaviour Plan for Students ensures a common understanding of high expectations and personal responsibilities. Classroom and Playground Management Plans aligned to our Code of Behaviour ensure a firm, fair, consistent approach to student behaviour.

A continuation of the school's weekly award program "Spotlight on Learning" highlights and celebrates measurable learning improvements of students.

The school's "Learning for Life" program provided weekly, explicit teaching of expected school behaviour, routines and values that relate to our five school rules:

- Be safe
- Be co-operative
- Be respectful
- Be a learner
- Be responsible

In 2018, the Student Council met on a regular basis and provided input and feedback to the Administration Team on school matters and led positive initiatives. The notion of the council leaving a legacy item was voted in, with the first item chosen – a new lectern for the hall.

Our school Chaplain "Chappy Tanya" provided high quality service through a range of programs and school based activities. The introduction of Yanggabara has enabled a host of social, emotional supports for children and families. A number of volunteers supported individual students through the Kids Hope mentoring program.

Our Guidance Officer and specialist support, including that of our Advisory Visiting Teacher Behaviour, were accessed for individual students with specific needs.

Parent, student and staff satisfaction

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

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	97%	96%	91%
• this is a good school (S2035)	98%	95%	93%
• their child likes being at this school* (S2001)	95%	98%	96%
• their child feels safe at this school* (S2002)	98%	98%	98%
• their child's learning needs are being met at this school* (S2003)	94%	91%	91%
• their child is making good progress at this school* (S2004)	95%	95%	91%
• teachers at this school expect their child to do his or her best* (S2005)	100%	98%	96%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	97%	98%	89%
• teachers at this school motivate their child to learn* (S2007)	97%	96%	87%
• teachers at this school treat students fairly* (S2008)	92%	92%	87%
• they can talk to their child's teachers about their concerns* (S2009)	94%	96%	87%
• this school works with them to support their child's learning* (S2010)	97%	95%	83%
• this school takes parents' opinions seriously* (S2011)	94%	88%	76%
• student behaviour is well managed at this school* (S2012)	92%	83%	73%
• this school looks for ways to improve* (S2013)	97%	90%	86%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• this school is well maintained* (S2014)	91%	98%	93%

* Nationally agreed student and parent/caregiver items.

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

DW = Data withheld to ensure confidentiality.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	100%	100%	97%
• they like being at their school* (S2036)	100%	99%	96%
• they feel safe at their school* (S2037)	98%	97%	95%
• their teachers motivate them to learn* (S2038)	99%	99%	97%
• their teachers expect them to do their best* (S2039)	100%	100%	98%
• their teachers provide them with useful feedback about their school work* (S2040)	96%	99%	98%
• teachers treat students fairly at their school* (S2041)	95%	92%	89%
• they can talk to their teachers about their concerns* (S2042)	93%	93%	84%
• their school takes students' opinions seriously* (S2043)	100%	97%	87%
• student behaviour is well managed at their school* (S2044)	98%	96%	88%
• their school looks for ways to improve* (S2045)	100%	99%	98%
• their school is well maintained* (S2046)	98%	94%	89%
• their school gives them opportunities to do interesting things* (S2047)	100%	97%	94%

* Nationally agreed student and parent/caregiver items.

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

DW = Data withheld to ensure confidentiality.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	98%	98%	96%
• they feel that their school is a safe place in which to work (S2070)	98%	98%	96%
• they receive useful feedback about their work at their school (S2071)	89%	93%	79%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	83%	83%	79%
• students are encouraged to do their best at their school (S2072)	98%	98%	98%
• students are treated fairly at their school (S2073)	98%	96%	94%
• student behaviour is well managed at their school (S2074)	89%	79%	79%
• staff are well supported at their school (S2075)	89%	93%	88%
• their school takes staff opinions seriously (S2076)	93%	88%	83%
• their school looks for ways to improve (S2077)	98%	98%	92%
• their school is well maintained (S2078)	98%	96%	92%
• their school gives them opportunities to do interesting things (S2079)	95%	96%	89%

Percentage of school staff who agree# that:	2016	2017	2018
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* Nationally agreed student and parent/caregiver items.

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

DW = Data withheld to ensure confidentiality.

Parent and community engagement

Cleveland State School enjoys a positive reputation and good relationships with the school community. The school employed the Parent and Community Engagement Framework to guide planning and monitoring of our parent and community engagement. The P&C is the representative parent body. In 2018, this group provided feedback to assist in school decision making and operated school services including the Tuckshop and Uniform Shop. The Penguins Swimming Club and the Music Support Group operated as sub-committees of the P&C. This was vital in regards to celebrating 150 years of quality education in the Redlands.

A Principal's report was submitted to each P&C meeting and discussion time was allocated to this report.

A considerable number parents and community members volunteered and assisted with a range of classroom programs including Numeracy and Literacy groups, art activities, perceptual motor activities, sport and music. Volunteers also assisted in the school resource centre, tuckshop, gardening group and during a range of special events.

An Open House provided parents with an opportunity to meet class and specialist teachers early in Term 1. Written reports were provided to families twice per year. Face to face reporting on student progress occurred at the end of Term 1 and again in Term 3. Teachers were available to report on progress at other times on request.

An open door policy operated at the school and a collaborative problem solving approach was used to address issues and concerns.

Newsletters were available both electronically and in hard copy. Skoolbag continued to be an effective third element of communication for parents, with over 100 subscriptions and by far, the most read forms of communication offered by school and P&C.

The Parent and Community Engagement Framework guide schools in setting, planning and monitoring their parent and community engagement. The framework supports schools at the local level in their activities to communicate and actively engage with their parents and community members.

Parents were invited to attend special events including assemblies, performances and learning celebrations throughout the year.



Respectful relationships education programs

The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable and healthy relationships.

In 2018, as part of the Yanggabara initiative, we continued with offering a Triple P program on site with significant site based supports to assisting healthy parenting and stronger parent-child relationships. A series of newsletter items involving conflict management, respecting staff and maintaining a safe, supportive environment were promoted (from a number of focused areas from the Cleveland State School program of respectful and healthy relationships).

School disciplinary absences

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

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	25	19	21
Long suspensions – 11 to 20 days	0	2	0
Exclusions	0	0	1
Cancellations of enrolment	0	0	0

Note:

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

Environmental footprint

Reducing this school's environmental footprint

During 2018, continued efforts were made to reduce our environmental footprint. We continue to operate a paper and card recycling program on a weekly basis. Classes studied environmental sustainability topics including water conservation and protecting animal habitats.

A substantial cooling spaces program (new learning spaces with permanent shade structures) enabled students to operate in cooler areas using less electricity and energy in classrooms.

Continued use of a pool blanket has significantly reduced energy demand, reflective in our overall reduction in comparison to the 2015-2016 period.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	210,397	150,646	200,756
Water (kL)	813	968	1,456

Note:

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

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

School funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the [My School](#) website at.

How to access our income details

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

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

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

[View School Profile](#)

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

[School profile](#) [NAPLAN](#) [Attendance](#) [Finances](#) [VET in schools](#) [Senior secondary](#) [Schools map](#)

Note:

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



Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	49	26	0
Full-time equivalents	44	18	0

*Teaching staff includes School Leaders.

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

Qualification of all teachers

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

Highest level of qualification	Number of qualifications
Doctorate	0
Masters	5
Graduate Diploma etc.*	11
Bachelor degree	37
Diploma	2
Certificate	0

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

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$38 276

The major professional development initiatives are as follows:

- Structured Professional learning seminars off-site by external providers
- Professional learning delivered by external consultants at school site
- Professional learning team sessions – pupil free days
- Collaborative professional learning in cluster group
- Coaching and mentoring
- Focussed staff meeting – with key PD agenda items and mandated training sessions
- Peer learning opportunities

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

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

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

Proportion of staff retained from the previous school year

From the end of the previous school year, 97% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland State Primary schools was 92%.

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

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	94%	93%	93%
Attendance rate for Indigenous** students at this school	92%	89%	91%

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

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

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

Year level	2016	2017	2018
Prep	93%	94%	92%
Year 1	93%	92%	93%
Year 2	94%	92%	93%
Year 3	94%	95%	93%
Year 4	94%	94%	94%
Year 5	94%	93%	93%
Year 6	94%	94%	92%

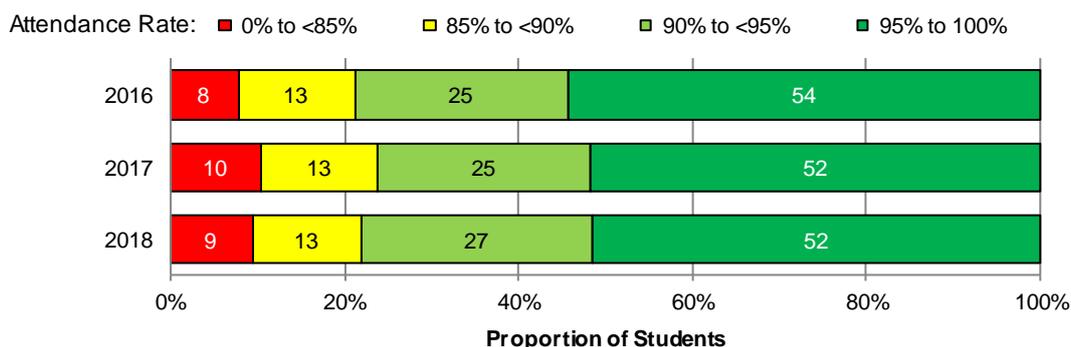
Year level	2016	2017	2018
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

Notes:

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

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education procedures: [Managing Student Absences and Enforcing Enrolment and Attendance at State Schools](#); and [Roll Marking in State Schools](#), which outline processes for managing and recording student attendance and absenteeism.

Electronic Class Rolls are marked at the beginning of the day and at the commencement of the afternoon session. Children who arrive after school has commenced (9.00am) are to report to the school administration building to receive a late slip. This late slip is then handed to the child's classroom teacher so that late attendance to class can be recorded.

Following advice from the class teacher's roll marking, same day notification occurs for students absent via a messaging service, where it expected parents/caregivers receive and respond with explanatory information as to the reason for non-attendance. This can be done via a written note, Skoolbag, Qparents, email or the office phone number. This is updated electronically and stored. The school will contact parent/carers if there have been a number of unexplained or high absences reported.

A regular review of attendance is conducted to identify students with a high level of absenteeism. Parents are asked to provide a justification for a high level of absenteeism.

Our school very much supports the Every Day Counts initiative by the Department of Education and Training:

- Regular newsletter articles
- Promotion of attendance with Class Teachers
- Ongoing wrap around support for students and families

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

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

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

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

View School Profile

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

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

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.

Conclusion



The information presented in this report reflects the total commitment of a group of dedicated members of the school community. Cleveland State School State School operates on the strength of a three way partnership on two levels:

- The strong relationships between student, school and parents/caregivers
- School, School Council and P&C and our system.

The alignment of these committed partners makes our school stronger and prepared to take on the multifaceted challenges emerging in a world of disruption. I commend the work of all on this journey and celebrate with the entire community our place in providing world class quality education in the Redlands.

Mark Ionn
Principal