

Submission form

**EDUCATION QUEENSLAND
SHOWCASE AWARDS FOR EXCELLENCE 2005**

Title of submission: Developing Tomorrow's Leaders

School: The Gap State High School

District: Stafford District

Area: Northern Brisbane

Name and position of key contact person: Mr Michael Brown

Key contact's phone number: 3511 3888

Key contact's email address: mbrow76@eq.edu.au

Please nominate (✓ or x) the category in which this submission will be evaluated if it progresses to State Level. See section 1.3 of the guidelines for more information.

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|-------------------------------------|--------------------------|
| <input type="checkbox"/> | Early phase of learning |
| <input type="checkbox"/> | Middle phase of learning |
| <input type="checkbox"/> | Senior phase of learning |
| <input type="checkbox"/> | Inclusive education |
| <input checked="" type="checkbox"/> | Leadership |
| <input type="checkbox"/> | Innovation |

Multimedia Items:

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| <input checked="" type="checkbox"/> | PowerPoint Presentation |
| <input checked="" type="checkbox"/> | Media Player File |

Submission overview

Students climb, jump, camp and push their limits in order to develop lifelong leadership skills aimed at equipping them for the challenges of life and citizenship. The Gap Outdoor Adventure and Leadership Studies (GOALS) has been developed as a core program in Years 8 to 12, complementing the school's academic curriculum and equipping students for the ever-changing modern world by delivering a holistic educational experience. GOALS aims to develop student's potential for life success while developing leadership skills along with personal and social competencies.

THE GOALS PROGRAM

The Gap Outdoor Adventure and Leadership Studies (GOALS) is a specialised program offered as part of the core curriculum for all students from Years 8 – 12. It is a holistic program aimed at developing strong, confident individuals who can function effectively within their environment. The program focuses on leadership, personal development, relationship management, challenge and adventure. GOALS is unique, having been developed within the school community by its staff in consultation with parents and students. The school built the Leadership Training Centre (LTC) to complement GOALS. This unique facility features 24 adventure-training challenges. It is believed that GOALS will become a model for other schools to follow.

GOALS is based on axioms and research that indicate life success is not only contingent on intelligence or academic education but also well developed personal and social competencies. Developing these competencies can enhance a person's propensity for success¹. Research shows development of these competencies may lead to improved academic results, improved learning culture, improved attendance and reduced disciplinary actions².

GOALS largely employs experiential education strategies. It aims to stretch and challenge students in unfamiliar and adventurous settings. GOALS aims to instil a sense of leadership in students in the hope that wherever their life's journey takes them they will have the skills to work confidently and cooperatively with others; that they will seek to lead if the situation calls; and when they lead they will do so honourably, ethically and according to preconceived values. Importantly, the course seeks to complement other learning areas to achieve the school's aim or providing a holistic education to students.

Global Aims

GOALS aims to cultivate student's potential for life success as well as their ability to contribute to society by developing leadership skills along with personal and social competencies³. The program aims at enhancing life success by facilitating student's ability to see the opportunities available to them and their recognition of the knowledge, skills and qualities they need to be all they can be. It aims to encourage students to become lifelong learners. (*For more details on the Key Learning Outcomes, Course Organisation and Units of Work, see Appendix 5*).

Leadership

In this realm GOALS aims to increase student's positive influence, including their ability to motivate others, provide vision, understand values and ethics, decision-making competence and appreciation of risk management.

Personal Competence

In this realm GOALS aims to develop:

- *Physical Skills*: strength, endurance, stamina, balance and coordination.
- *Self-Awareness*: self-concept, self-confidence, self-assessment and self-esteem.
- *Self-Management*: emotional control, honesty, integrity, trustworthiness, adaptability, initiative, drive and optimism.

Social Competence

In this realm GOALS aims to develop:

- *Social Awareness*: empathy, decision-making and service.
- *Relationship Management*: building bonds with others, teamwork and cooperation, and managing change.

Approach

Outdoor and Adventurous Activities

Adventure is an approach to personal development that seeks to develop the qualities people will need to survive and succeed in perilous situations. Transferred into everyday life possession of these qualities may afford a person significant advantage. More important than learning the

¹ David Goleman, 2002, *Primal Leadership*, Harvard Business School Press.

² Research by University of Colorado Department of Education, The Rand Corporation, Academy of Educational Development, The American Institute of Research, quoted at www.outwardbound.com/explearning.html.

³ Emotional intelligence Leadership Competencies have been researched and developed by Dr David G Toleman, Richard Boyantzis and Anne McKee - noted psychologists and authors of *Emotional Intelligence* and *The New Leaders*.

technical adventure skills is ensuring that learning results from the experience and is transferred to normal life. Teachers of GOALS employ a range of educational strategies including traditional classroom practice. However the program is characterised by its focus on experiential education.⁴ Students are placed in situations where they experience a range of emotions and where there are real consequences. Learning associated with the experience is then transferred through facilitation to their world at large.

Leadership

Underpinning leadership development is the belief that all people have leadership potential and that leadership can be learned. Adventurous and outdoor activities are regarded as a powerful tool for developing leadership. They are able to provide authentic scenarios where participants can assume roles and where the qualities of leadership can be developed.

Links to Other syllabus areas

GOALS draws on disciplines from a range of syllabus areas. This demonstrates to students the relevance of learning in a range of disciplines, practically applying what they have learnt in other classes. This has allowed staff to combine units of work and assessment, enabling them to maximise the student's learning potential. For example, Art teachers have developed projects for students in conjunction with environmental units taught in GOALS. This cross-curricula approach ensures the sustainability of GOALS, not only as a subject, but as an approach to education.

Language Education

Language is the adhesive that binds team and is germane to learning the art of leadership and the art of building relations. Teachers of GOALS have to prepare students to cope with the language demands explicit to adventurous, outdoor activities and to the demands of leadership. A key element of most adventure activities is the requirement for students to keep written and visual journals and to share their findings with team members.

Quantitative Concepts and Skills

Teachers of GOALS have a responsibility to develop and integrate a range of abilities related to quantitative concepts and skills. These include applying mathematics, physics and probability problems, to utilising technical equipment, reading maps and graphs, and utilising logic and problem-solving skills.

CONCEPTION AND IMPLEMENTATION OF GOALS

From 2000 to 2003 the school underwent a major review and strategic planning process based on consultation with a wide range of school and community stakeholders, including a large cross-section of parents. The process was led by the Principal and a Strategic Review Committee. It identified where the school was, where it wanted to be in three years and how it should get there. Faced with declining enrolments and poor community perception, TGSHS focused on repositioning itself for the future in the short and medium term to develop strong, relevant education programs that gave its students multiple pathways and a competitive advantage. In a SWOT analysis undertaken in 2000 parents indicated they wanted greater partnership in the personal development of their children. Research from Canada and the UK supported the notion of greater partnerships with parents and the community.

School Mission

Out of this review and consultative process the school developed its mission: "*Educating the whole person in a supportive local school community.*" It was through this process, addressing the concerns of parents and the community, that GOALS was developed and then trialed in 2001.

Facilities

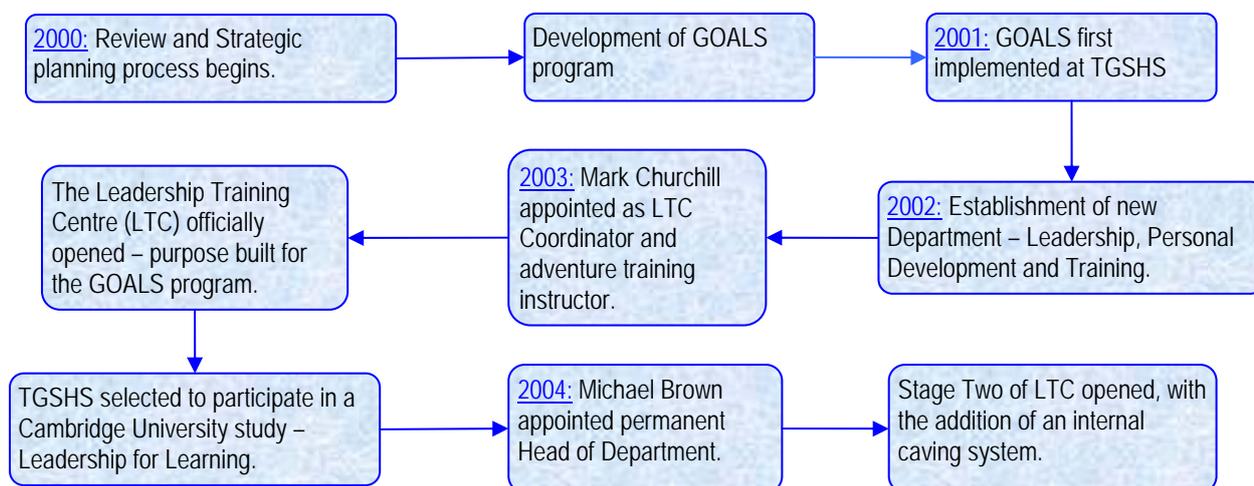
In 2001 the school received a \$3million capital injection through the Secondary School Renewal Program. Out of that the school developed the Leadership Training Centre (LTC). This is a unique facility, purpose built to complement GOALS. When developed it featured 22 different adventure training activities including adjustable rock climbing walls, bouldering walls, internal and external abseiling platforms, individual and team based vertical apparatus, high ropes and high leaps. Further funding from the School and Community Innovators Scheme saw a second stage of

⁴ *Experiential Education* is used here to mean teaching strategies and approaches that employ reflection on concrete experience.

development with the installation of an internal caving system and external team building activities. While GOALS is not dependent on the LTC for its operation, it has enhanced the program and demonstrates the school's long term commitment to GOALS.

Personnel

In 2002 a new department – Leadership, Personal Development and Training - was established, encompassing Physical Education, Home Economics and GOALS. In 2004 a permanent HOD was appointed and a formalised curriculum was developed. All LTC staff are trained and accredited as adventure training instructors. In 2003 a full time Coordinator was employed to manage the LTC and provide specialist adventure training support.



CONNECTION TO QSE 2010

QSE 2010 states that one of the challenges facing education in Queensland in an age of change and uncertainty is becoming a learning society or “The Smart State – in which global forces favor the adaptable and the key resources will be human and social capital rather than just physical and material resources.”⁵ GOALS embodies the fundamentals of this policy, ensuring that students are exposed to a holistic education – one that develops their minds, bodies and emotions. GOALS aims to give students a competitive advantage by providing opportunities to challenge themselves beyond their comfort zones, to experience decision-making and leadership in a range of different contexts, and to gain a greater understanding of their own potential.

Through the implementation of GOALS, TGSHS has aimed to create a safe, tolerant and disciplined environment within which young people prepare to be active and reflective Australian citizens with a disposition to lifelong learning. The GOALS program enables students to participate in and shape community, economic and political life in Queensland and the nation.⁶ Students utilise disciplines learned in other syllabus areas, applying them to the challenges undertaken in GOALS. This cultivates an appreciation for their education and builds a desire for continued learning.

QSE 2010 also emphasises the importance of schools operating in partnership with families and the local community to pursue public interest and meet identified needs.⁷ GOALS is seen as one of the school's distinctive programs, developed in consultation with parents and members of the community. In addition, the GOALS program operates in partnership with the community and educational and corporate organisation. For instance, students undertake community service, which involves working with junior primary school students to develop literacy and IT skills; environmental restoration program in Enoggera Creek in consultation with the Brisbane City Council and the Save Our Waterways (SOWN) project; and aged respite care with the Blue Nurses. Parents and local churches are also involved in the Religious Education program, which is part of GOALS, while the Maroon Outdoor Education Centre staff work cooperatively with GOALS staff in training and support for instructors. GOALS effectively connect students with the community, allowing them to apply their leadership skills in a wider context.

⁵ The State of Queensland (Department of Education, 2000, *Queensland State Education 2010*, p 8.

⁶ *Ibid*, p 12.

⁷ *Ibid*, p18ff.

OUTCOMES

The GOALS Program was developed as a direct outcome of a strategic review and planning process - which developed a new focus and direction for the whole school community: “*educating the whole person in a supportive local school community.*” Its clear focus on the skill development of its students in the broad areas of leadership, personal and communication skills, integration of technology and variety of experiences in the arts was aimed at attracting a strongly motivated and academically focused student body in order to lead to enhanced academic performance and diversified opportunities for all students of TGSHS. GOALS has particularly impacted on students and their learning potential. These outcomes have been attributed to the school’s vision and innovation in educating the whole person, particularly expressed in the development of GOALS.

Enrolment Growth

TGSHS experienced declining numbers over the past 10 years, with feeder Primary School noticing a significant increase in students attending private schools, particularly after Year 6. Some schools reported that up to 82% of their students moved on to private high schools. Since 2002 enrolments have turned around – increasing over 22% since hitting an all-time-low in 2001. (*Refer Figure 1 in Appendix 6.*) While there are a number of factors contributing to this growth, parents of new students indicate that the school’s commitment to holistic education, particularly GOALS, and the supportive school environment as key factors. The school’s reputation has improved dramatically in the community with the school now having to place prospective students on a waiting list.

Retention Rates

Retention rates over the past five years have improved in this time, with 93% of students making the transition from Year 10 – 11. There has also been a dramatic reduction in net enrolment departures – from an average of 48 to 4. (*Tables 1 and 2 in Appendix 6.*)

Academic Outcomes

The school has traditionally boasted strong academic results, although there had been a slight decline – coinciding with the decline in enrolments. OP Scores have now exceeded results of 10 years ago – consistently over 50% of students (up to 61% in 2003) achieve an OP between 1-10, while over 60% of student achieve an A or B on their QCST (*Figures 2 and 3 in Appendix 6.*)

Leadership for Learning (The Carpe Vitam Project)

Leadership for Learning (L4L) is an international project run by Cambridge University involving 21 schools from seven countries. TGSHS was selected due to its GOALS program and also involves the whole school. L4L aims to gain insights about leadership and its impact on learning. Its focus is specifically on the role of school leadership in creating a stimulating learning environment not only for students but also for those who support them in their learning at classroom and whole school level, as well as in the home and community. At a local level, the project is managed through Griffith University. GOALS is explicitly about developing and practising leadership and so not only supports the L4L project’s aims but also provides a model from which teachers in other syllabus areas develop leadership embedding.

Satisfaction Levels

In 2003 an initial study was undertaken by the Griffith University facilitators to gain an insight into the school, particularly of Teacher satisfaction levels with leadership and learning. The results indicated a high degree of satisfaction and belief in the approach the school was taking (*refer to Table 3 in Appendix 7*). Students and parents have indicated an increase in satisfaction in the school since 1999 (*refer to Table 4 in Appendix 7*). Meanwhile, student leaders on the Leaders Retreat this year listed GOALS as one of the school’s strengths in their School SWOT analysis.

Student Leadership

Students play a vital part in the life of the school, participating in a range of school and community based activities. While students have always been active in the school, their roles have changed over the past five years, with students being more proactive and more students wanting to play roles.

The GOALS Program asserts that all people have the potential to be leaders. Since its inception more students have aspired to take on leadership roles. In 2001 there were three applications from boys and six from girls for School Captain positions. In 2004 there were 15 applications from boys

and 18 from girls. This highlights a clear value placed on the opportunity to apply leadership skills in the school and wider community. (*Refer to Teacher observations in Appendix 4*).

Leadership Events

Not only is there a greater desire to play a leadership role, students are also given specific training and guidance. Since 2002 Year 11 students undertake a Leadership Camp at Emu Gully, along an ANZAC theme. Since 2003 the student leaders (Captains, Vice Captains, Arts and Sports Captains, House Captains, Student Advisory Executive and Year 11 SAC representatives, bringing the total to about 28 students) attend a Leaders Retreat at Tallebudgera, with the Principal, Year Level Coordinator, and a guest facilitator. The students work through issues of leadership, while brainstorming and planning for the year. Workshops are conducted with other teachers and parents coming for those specific times. The Year 12 leaders then lead a Leaders Day for their cohort. Students have the opportunity to provide feedback and ideas and be involved in activities throughout the year.

Student Initiatives

In 2003 the student leaders introduced the annual Year 7 Leaders' Days, where they ran leadership and team building activities for their Primary School counterparts in the area. The aim was to provide a mentoring system for the junior leaders and share some of their knowledge and experience gained through GOALS. This initiative is on-going.

At the 2004 Leaders Retreat the students identified school spirit as weakness in their SWOT analysis. In their planning sessions the School Captains conceived a new initiative to address this weakness. After wide consultation they developed and implemented the Aggregate Points System. This initiative reshaped the Sporting Houses so that students and staff could earn points for their House by nominating both teachers and students for a range of achievements and service, along with the traditional sporting carnival awards. This popular program has been a great success and continues today.

Through 2004 the School Captains introduced other initiatives to address school and district spirit. Concerned about the lack of enthusiasm for the district sporting teams, the Captains made regular contact with the School Captains from Albany Creek, Mitchelton and Everton Park State High Schools and arranged social sporting events for Year 12's from these schools.

Meanwhile, the 2005 Leaders implemented a community working bee attracting over 70 participants, in spite of a decline in P&C run working bees over the past five years. The leaders identified that some parts of the school grounds were in need of beautification at this year's Leaders Retreat. They gained support and sponsorship from a wide range of businesses and community groups for the new garden they established through the working bee.

As a result, these student initiated projects have become common place. It is noteworthy that the 2004 leaders, who have been amongst the most innovative and effective in the history of the school, participated in GOALS from Year 9. The 2005 leaders appear to be just as innovative and hard working. It can be deduced that even more can be expected of our future leaders.

Developing tomorrow's leaders today at The Gap High.



PERSONNEL INVOLVED IN THE PROJECT

Names	Roles
Regan Neumann	<ul style="list-style-type: none"> Principal: 2000-present Co-developed the GOALS program
Steve Gilmore	<ul style="list-style-type: none"> Behaviour Management and Guidance Officer: 2004-present Acting Head of Department – Leadership and Personal Development: 2001-2003 Co-developed the GOALS program GOALS and PE Teacher and Adventure Training Instructor: 2000 to present
Nigel McDuff	<ul style="list-style-type: none"> PE and GOALS Teacher: 2000-2004 Assisted in the development of the GOALS program
Kerryn Laidlaw	<ul style="list-style-type: none"> PE and GOALS Teacher: 2001-2004 Assisted in the development of the GOALS program
Michael Brown	<ul style="list-style-type: none"> Head of Department – Leadership and Personal Development: 2004-present Formalised GOALS Curriculum GOALS and IT Teacher and Adventure Training Instructor: 2002-present
Mark Churchill	<ul style="list-style-type: none"> Coordinator – Leadership Training Centre: 2003-present Formalised adventure facilities and activities management Adventure Training Instructor
Phil Ashe	<ul style="list-style-type: none"> President – Parents and Citizens Association: 2003-present Representative of the partnership with parents and the wider community

APPENDICES

- Supporting letter form the Principal, Mr Regan Neumann
- Supporting letter from the Parents and Citizens' Association President, Mr Phil Ashe.
- Supporting statement from Leadership for Learning researcher, Mr Neil Dempster (Griffith University)
- Supporting statements from teachers, parents and students.
- GOALS Curriculum excerpts:
 - Key Learning Outcomes
 - Course Organisation
 - Units of Work
- School Data
 - Enrolment Growth
 - OP scores chart
 - QCST chart
 - Retention Rates
 - Net Enrolment Departures
- School Community Data – Teacher survey results
 - Teacher Opinions - extracts from L4L data
 - School Opinion Extracts

SUPPLEMENTARY MULTIMEDIA MATERIAL

1. PowerPoint Presentation: The GOALS Program in action
2. Media Player File: The Leadership Training Centre

Signature/s of principal

date

I support this submission and its entry in the Showcase Awards for Excellence 2005. This submission meets the requirements set out in the Executive Director's checklist.

Signature of Executive Director (Schools)

Date

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6 April 2005

Jim Horton
The Executive Director (Schools)
Stafford Geebung District
PO Box 3376
STAFFORD DC 4053

**RE: Statement of Support for the GOALS Program
2005 Showcase Awards for Excellence**

Dear Jim

As you are aware the school began a strategic review and planning process in 2000, culminating in major curriculum innovations and a new direction for the school. In consultation with parents, and in direct response to their concerns for a greater partnership in the personal development of their children, the school developed a unique program called GOALS – The Gap Outdoor Adventure and Leadership Studies.

GOALS is core for all students in Year 8 through to 12. It is a holistic program aimed at developing strong, confident individuals who can participate effectively in their world as citizens and leaders.

As you will see in our submission, GOALS has had an enormous impact on our students, our teaching practices and the life of the school generally. As GOALS is part of a whole school approach to providing a holistic educational experience for our students it is difficult to measure the individual impact of GOALS as an isolated program. Qualitative measures, such as SWOT analysis and surveys have demonstrated, in students' opinions, that GOALS is one of the strengths of the school and has contributed to their learning.

We have seen significant enrolment growth and an improvement in academic outcomes, coinciding with the program's development. Students are taking a greater role in leadership – both formally and informally – introducing new innovations designed to enhance the life of the school and leave a lasting and positive legacy. We have seen an improvement in staff morale and a greater degree of satisfaction from parents.

GOALS effectively embodies the QSE 2010 policy guidelines, ensuring that students leave school with skills for life and success. It is the result of the school's mission to "educate the whole person in a supportive local school community." We are effectively building tomorrow's leaders here at The Gap High.

I fully endorse this submission on behalf of the staff and students of this school. We are proud of this program and believe it is a model for other schools to follow. I submit this document for your consideration.

Yours sincerely

The Gap State High School

REGAN NEUMANN
Principal



**THE GAP STATE HIGH SCHOOL
PARENTS AND CITIZENS ASSOCIATION
PO Box 1, THE GAP 4061 Qld**

24 March 2005

Mr Regan Neumann
The Gap State High School
P O Box 1
THE GAP Qld 4000

Dear Regan

Re: GOALS Programme

As a parent with a fair degree of involvement with The Gap State High School, I am writing to express my support of the GOALS programme and comment on the benefits of that programme that are clearly evident to me.

I am firmly of the opinion that leadership cannot be taught but rather, can only be learnt. Programmes such as GOALS build confidence in the participants by encouraging them to take part in team activities and through these activities, develop life skills in both leadership and teamwork. When speaking with a number of Gap students after schoolies week last year, I learned of an instance when one of the students had offered help and support to another and when questioned why she had done that, her response was simple, but at the same time gave considerable insight into the philosophy of the students at the school. Her response was "we look after each other". This is the sort of attitude that develops through programmes such as GOALS.

When my own daughter returned from the Year 11 camp in 2003, she was exhausted from camp activities but excitedly exclaimed "Dad, you must go on one of these camps. Helping one another on a night walk through the bush and negotiating the "Kokoda Trail" was great. You really do learn what it is like to help one another survive a challenging physical exercise while at the same time, having to rely on others to help you."

From my observations, teamwork is not the only benefit of GOALS. The confidence shown by students at events such as Speech Night, Musicals, Drama performances etc all mirror the results of the GOALS programme. Participating in such events requires both teamwork and well as self-confidence, not to mention talent. At a recent family funeral, Emma had the courage and confidence to give part of the eulogy and both Diane and I are of the opinion that GOALS and her time at "The Gap" gave her the confidence to speak in front of a crowd in what were trying circumstances.

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I have to say that as a parent of The Gap State High School, I am very proud of the students of the school. During my association with the school, I have come into contact with many students and each of these has displayed respect for other students as well as parents and teaching / administrative staff. I am well aware that GOALS is not the sole reason for the manner in which the students conduct themselves, but I am of the opinion that it is a major contributing factor. Many of the lessons taught by GOALS are done almost subliminally and in such an environment, there is no sudden awakening to by the student but rather a gradual growth as a person. Such lessons are not easily forgotten and when a peer group shares the experience, there is a domino effect through the broader school community.

My fellow members of the P & C Executive share my thoughts on this subject.

Yours faithfully

Phil Ashe
P & C President

To Whom It May Concern:

I have been the University researcher engaged with The Gap State High School in its contribution to the International Leadership for Learning (L4L) project (I understand that this project has been referred to elsewhere in the school's awards submission). That involvement is now in its third year and it is clear to me that the school staff is committed to leadership as a focus of the school's program. The L4L project is specifically aimed at student leadership and so it acts to support the GOALS Program which is central to student's experiences whilst they are at the Gap.

The project began with the development of a 'School Portrait' particularly amongst Year 8 students. The portrait was constructed using a number of means; amongst them a survey of all Year 8 students complemented by interviews and focus group discussions. Some interesting data about student views of the school's approach to learning, to leadership and to the links between the two were identified. As a consequence of this, teachers have been attempting to make explicit three learning processes, which have been identified as prominent in the literature about leadership and learning, namely, planning, problem solving and reflection. These three processes are embedded in many of the classroom lessons and activities in different discipline areas within the school.

Soon, a second round of data gathering involving a repeat survey, interviews and focus group discussions will explore students' understanding of leadership and learning and the links between the two based on their regular classroom experiences as well as their experiences in the GOALS Program.

We are looking forward to examining the shifts in students perceptions about leadership and their understandings of how leadership of 'self' in learning is a precursor to the leadership of others.

I hope these comments are helpful to your application, which I endorse wholeheartedly.

Yours sincerely,

Neil

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As Year 9 and 10 Coordinator at TGSHS I have noticed some significant changes resulting from the introduction of GOALS. Of particular interest to me have been the attitudes and behaviours displayed at year level assemblies, year level camps and in the classroom for other subjects. The students seem to be more independent and confident in their dealings with their peers and adults that they interact with. There has been a marked increase in the willingness to take on leadership roles within the classroom and in extracurricular activities.

Gordon Dellit: Maths/Science Teacher and Year 9/10 Coordinator.

One of the most significant things about GOALS is the impact it has on individual students. Since starting at The Gap High in 2003 I have worked with most of the students as they undertake activities in the LTC, as well as on many of the camps, particularly those involving adventure based activities. Undertaking these adventurous challenges has a profound impact on the students and I have seen significant personal growth as a result. For instance, our current School Captain was shy and a little daunted when she first entered the LTC. After working through her own fears – of undertaking the challenges, particularly in front of her peers – Kim was encouraged to push her limits. She not only overcame her fears, she went on to climb Mt Tibrogargan in the Glasshouse Mountains on a Year 10 camp and last year competed in the State Rock Climbing challenges. Today Kim is the School Captain and she recently spoke at the International Women's Day breakfast before the Queensland Governor and over 1000 guests.

I have had 22 years experience in the Army, working through leadership issues and training junior leaders. I have been impressed with GOALS and the school's commitment to developing young leaders.

Mark Churchill: Leadership Training Centre Coordinator and Adventure Training Instructor

As Year 11-12 Level Coordinator, I am involved with the selection of student leaders within The Gap State High School. During the past four years, as our GOALS program has impacted on students, we have seen a marked increase in the interest and involvement in student leader roles. Leadership is no longer considered open only to the privileged few. Students recognise the many and various ways they can contribute to and lead within the school. In 2004, we had proximately half of our Year 12 students applying for various leadership positions. These positions range from School Captains, Sports Captains, Arts Captains, Student Advisory Council Executive and Peer Supporters. This has resulted in a significant change in the culture of the school. Student Leaders are identified by other students, regarded highly and valued by the community. Our student leaders are regularly seen in the wider community - working with Primary schools, ANZAC ceremonies, sporting and charity events and speaking at International Women's Day functions.

Within GOALS a highly successful Year 11 Leadership Camp is conducted at Emu Gully, Helidon. The staff at Emu Gully have commented that our students are very knowledgeable and thoughtful about the role of leaders. They have shown in recent years a superior understanding of what it takes to be a leader, they have a language associated with being leaders and they have insight into the challenges, responsibilities and privileges that leadership brings.

GOALS enables our students to become capable, knowledgeable and skilled young people. They are capable of leading their peers in a very sophisticated and meaningful way. As a teacher, I am immensely proud of the work they do and the contribution they make within the school. I believe that our student leaders benefit greatly from their leadership experience and that this empowers them to tackle their future challenges with confidence.

Kym Barrett: Home Economics/Science Teacher and Year 11/12 Coordinator.

Since coming back to The Gap High – this time as a Chaplain – I have noticed a fundamental change in the school culture. The students are more motivated and more positive than when I was a student here and there appears to be less conflict and a greater sense of community. I was asked what had changed since I was a student. The only real difference in the school since 1994 has been the implementation of GOALS – and what a difference it has made!

Guy Hawkins: Chaplain (2005); Past Student (1990-1994).

Our son Richard has been a student at The Gap State High School since 2003. During this time he has participated in the GOALS programme, last year winning a Distinction in the subject at Speech Night. GOALS has encouraged Richard not only in his academic achievements but also on a personal level, increasing his confidence and self-esteem, his communication and leadership skills, as well as his readiness to work as part of a team and in the local community. GOALS has taught Richard to challenge himself and to give his best effort to all tasks even though he cannot succeed all the time (for instance, he always tries at Volleyball even though he does not perform all that well).

From a shy, sensitive young boy in Year 8, Richard matured into a confident young man who enjoys active participation in Drama (unbelievable three years ago), as well as being heavily involved in school sports – swimming, tennis, endurance mountain biking and Open AFL – as well as achieving excellent academic results. GOALS has also fostered in Richard and his peer group a strong awareness to the dangers of drug and alcohol abuse and the damage that can occur to their bodies as a result.

GOALS aims at “educating the whole person in a supportive local school community” and that is exactly what is happening here at The Gap High.

Ric and Kate Modderman: parents (2003-present)

I am a big fan of the GOALS program. While the students benefit from outdoor and physical activities, they are also extending their learning beyond the expected. Participants are cooperating, leading others and working as a team while they think they are just having fun!

Alison Wood: Parent (2000-present)

One of my greatest achievements at school was conquering my fear of heights. In Year 11 the GOALS teachers encouraged me to face my fear of heights – head on. This fear had effectively crippled my participation in many of the GOALS activities, while my friends all seemed to be having fun. Mr McDuff and Mr Churchill talked me through my fears and helped me develop a plan of action. The first step was to just spend time in the LTC. After I could actually stand being there I started to climb the ladder leading up to the platform where they believed I could perform the terrifying “Leap of Faith”. I started out just getting harnessed, to taking a few steps until after many weeks I made it to the platform.

All this was taking place in lunch times and after school, when I am sure these teachers had better things to do. But they patiently worked with me until one day I surprised even myself and jumped off the platform. It was the most exhilarating and frightening experience of my life.

While I can't say I love heights, I know I can handle them. In my Senior year I felt brave enough to rally the school to get behind the Cancer Fund's Relay for Life – an activity I am still involved in. As part of my fund-raising I arranged for the Broncos and the Brisbane Lions to visit during school times. I even won the Highest Citizenship Award at Speech Night.

I feel as though I can achieve just about anything. GOALS and the teachers at this school have helped me believe in myself. I feel confident about the challenges the future may throw my way.

Kate Hartley: Past Student (2000-2004)

The Year 11 Emu Gully camp was the best camp we have been on – not only because of the fantastic activities but also because of the important and interesting lessons learnt about leadership and our year level as a whole. The activities were based on ANZAC themes and required each group to pull together. While they were physically demanding, we all had a sense of pride that we had overcome fears and achieved the goals through leadership and teamwork.

I would like to leave one message for the Year 12's: if we all continue to put in 101% and work as hard and as well as we did during the camp we will achieve something absolutely awesome this year. Let's keep that ANZAC spirit alive and make it a fantastic year for the whole school.

James Sell: Current Year 12

KEY LEARNING OUTCOMES

The key learning outcomes highlight the uniqueness of the GOALS program and its particular contribution to *educating the whole person*. During Years 8 to 12 in this learning area students develop the knowledge, processes and attitudes necessary to be:

- Leaders: Increasing student's ability to influence in a positive, ethical and healthy way. This includes motivating others, providing vision, understanding values, ethics, decision making processes, risk management and the underpinning modes of communication.
- Attuned to their inner-self: Through enhanced self-awareness students should:
 - Have developed a self-concept that includes understanding their emotional, intellectual and spiritual selves.
 - Be self-confident – have a sense of their worth and belief in their capabilities.
 - Be self-assessing – undertake regular self-appraisal to gain an understanding of changing strengths and weaknesses.
 - Grow in self-esteem.
- Self-managing: These competencies include their emotional control, honesty, integrity, trustworthiness, adaptability, initiative, drive and optimism.
- Socially Aware: This includes developing qualities of empathy and service, appreciating the environment and our impact upon it; and the competencies of decision making.
- Capable Relationship Managers: Including building bonds with others, developing others, teamwork, cooperation and managing change.

COURSE ORGANISATION

GOALS is divided into discrete Units of Work within each Year level. These Units are interrelated by the strands of leadership, physical development, relationship development, challenge and adventure. Most Units are taught in time blocks of about five to six weeks. Students participate in a variety of different styles of camps in Years 8 to 11.

Leadership	<ul style="list-style-type: none"> • Everyone's a leader: appreciating that everyone can develop their leadership skills. • Defining leadership. • Leadership styles. • Exploring the competencies of leaders. • Applying leadership to situations (eg. Coaching).
Personal Development	<p><u>Physical Development:</u></p> <ul style="list-style-type: none"> • Developing personal skills: balance, movement, coordination and fitness. • Developing social skills: team sports, athletics, tournaments. <p><u>Spiritual Development:</u></p> <ul style="list-style-type: none"> • Exploring humans as spiritual beings. <p><u>Life Skills:</u></p> <ul style="list-style-type: none"> • Examining career options. • Drug and alcohol awareness. • Sun safety. • Study skills. • Health and nutrition
Relationship Development	<ul style="list-style-type: none"> • Appreciating and exploring our part as members of groups, teams and communities. • Working in groups and teams in arduous contexts. • Exploring notions of service. • Acting to help solve community problems. • Exploring the issues involved in human relations.
Challenge and Adventure	<ul style="list-style-type: none"> • Skills development including climbing, abseiling, canoeing, bush craft, camping and bush navigation. • Psychological development – reflecting on challenges, extracting meaning and learning.

UNITS OF WORK

Year 8	Year 9	Year 10	Year 11	Year 12
Team Building	Team Sports	Team Sports	Team Sports	Life Skills I
Camp	Camp	Camp	Camp	Life Skills II
Athletics	Pioneering	Bush Navigation	Archery and Problem Solving	QCST
Fitness	Fitness	Leadership and Community Service	Senior First Aid	Challenge Opportunities
Leadership Tournaments	Leadership Coaching	Spirituality and Sexuality	Spirituality	Resuscitation
Challenge	Challenge	Challenge	Challenge	
Dance	Resuscitation	Careers	Leadership	

Adventurous activities are characterised by:

- **Adventure:** individuals experience adventure when they attempt an activity for the first time, or as they move up levels on the same activity. Adventure motivates by challenge.
- **Challenge:** it is the desire to conquer a challenge that promotes individual and group development. The challenge may be physical or psychological. Participants are removed from their comfort zones and exposed to situations where they must adapt and overcome.
- **Open Learning Environment:** regardless of status participants in outdoor and adventurous activities share hardship and are therefore more inclined to communicate openly.
- **Risk:** participants experience and overcome their fears. Without risk activities lose their value and interest.
- **Inexpensive:** these are relatively inexpensive. Most activities require minimal equipment, the natural environment and time.
- **Stimulating:** adventure stimulates participants; the resultant satisfaction of personal growth and experience can increase everyday motivation to achieve.

Adventurous activities need to be authentic, where real consequences flow and where students need to set goals, plan, take risks, experience giving directions and responding to others, and provide opportunities for deep ingrained learning.

Outdoor and adventurous pursuits provide the type of authentic contexts where qualities can be developed. They can be designed to situate participants in unfamiliar and foreign environments where they will often have knowledge deficits and feel insecure, unsafe and uncomfortable. In these contexts participants are compelled to extend themselves despite perceived embarrassment to achieve goals, alleviate discomfort and ensure their safety. Teachers may impel⁸ students to persuade them to undertake a challenge and to extend themselves.



⁸ *Impel* is used here to mean encourage and motivate to achieve rather than *compel* meaning to force, and distinct from the notion of “Challenge by Choice” where students decide to accept a challenge without teacher input.

Enrolments at The Gap State High School: 1993-2005

The chart illustrates how enrolment decline has been arrested, with significant growth since 2001.

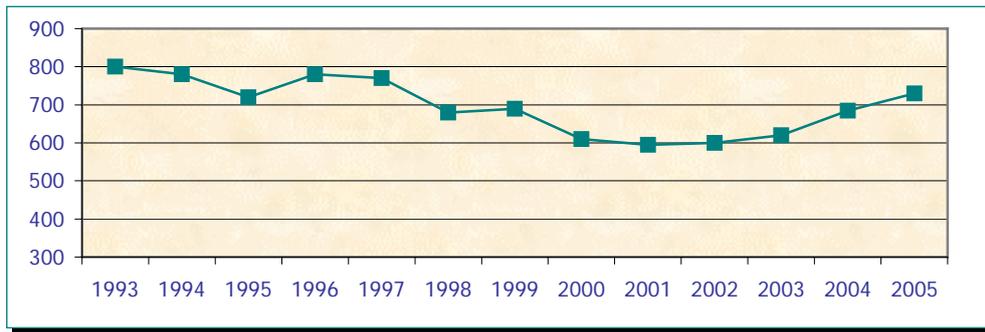


Figure 1

Academic Performance Data

OP Scores

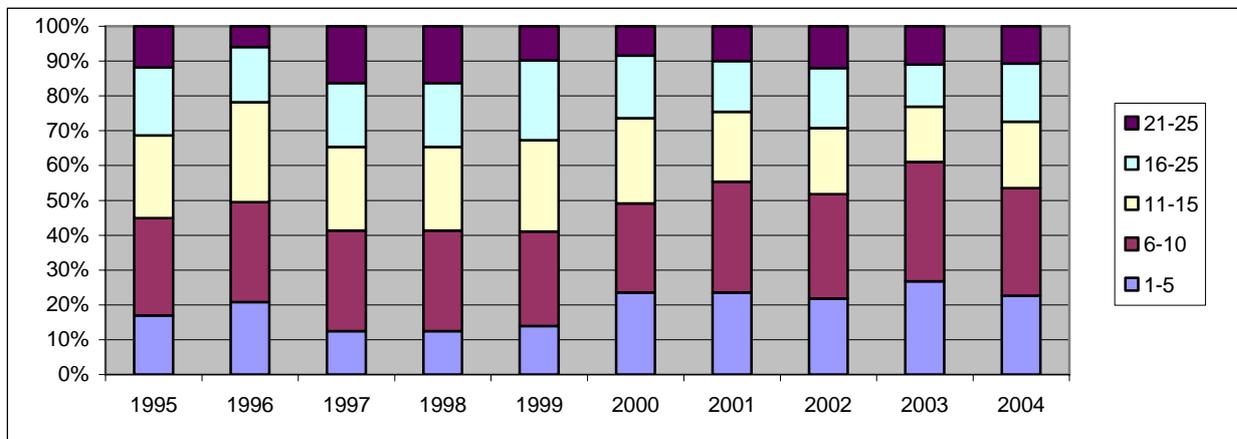


Figure 2

QCST Results

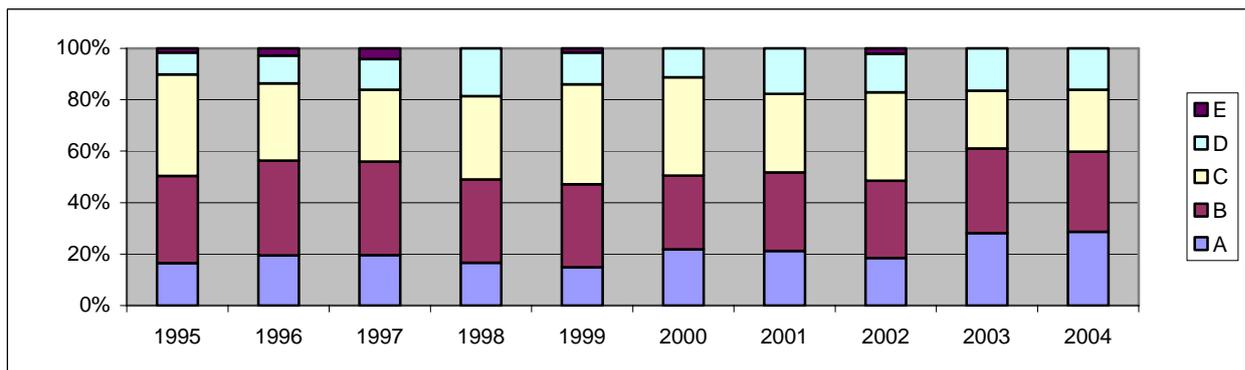


Figure 3

Retention Rates

Student retention has improved while departure rates lessened in the past four years.

Transition from Year 10 - 11	1993	2000	2001	2002	2003	2004
	83%	91%	93%	94%	93%	93%

Table 1

Net Enrolment Departures	1999	2000	2001	2002	2003	2004
	32	12	2	6	5	4

Table 2

Leadership for Learning

As part of the Cambridge University Leadership for Learning (L4L) project, Griffith University undertook extensive research in order to gain a profile of the school. This included a survey of teacher attitudes to the school leadership, their own participation in leadership and the direction of the school, their commitment to the school and their views on student learning.

Sample of Survey Statements	Teachers in Agreement
Senior Management demonstrated openness to learning from staff and students	85%
Recently qualified teachers have opportunities to exercise leadership	81%
There is a variety of opportunities for parents to participate in school decision making	88%
Teachers are encouraged to experiment with new ideas	74%
There is a range of opportunities for teachers to develop their leadership potential	90%
Students in this school are encouraged to be responsible for their own learning in school	79%
Senior Management communicates clear vision of where the school is going	95%
There are effective processes for involving students in decision-making	83%
Students play a part in making the school a better place to learn	85%
As far as possible, learning is related to life outside school	71%
Students are encouraged to view mistakes as valuable learning opportunities	74%
Student success is regularly recognised in this school	98%
Students are encouraged to express their own ideas and opinions in class	93%
Teachers have a commitment to the whole school as well as their own classes	91%
Teachers regularly discuss with students how to learn better	66%
Students in this school enjoy learning	80%

Table 3

SCHOOL OPINION SURVEY (EXTRACTS)

School Opinion Survey data over the past few years indicates a growth in satisfaction levels.

Parents (Satisfied or Very Satisfied)	1999	2004
The school is developing your child's social skills	57%	73.7%
With what your child is learning at this school	60%	74.7%
Activities available to your child	60%	78.9%
With the learning opportunities for your child	76%	84.2%
Students (Satisfied or Very Satisfied)	1999	2004
Activities available to you	44.4%	54.7%
Preparing you for the future	48%	56%
How well you are learning at this school	52%	59%
Opportunities to participate in decisions about the school	27%	42%

Table 4