



Cloncurry State School P-12

ANNUAL REPORT

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

Every student succeeding. State Schools Strategy 2016-2020
Department of Education and Training



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School Overview

Cloncurry State SchoolPrep - 12 is a co-educational state school, proudly providing 'Excellence in Education in the Outback'. The town of Cloncurry is situated within the mineral rich province of North West Queensland. The school's curriculum is aligned to the Australian Curriculum and is supported with high emphasis on quality literacy and numeracy outcomes for all students. The senior school provides opportunities for students to undertake school-based apprenticeships and traineeships in addition to the traditional suite of academic and vocational subjects. Students also enjoy the successes of Learning in the 21st Century via supported access to Distance Education and the Virtual Schooling Project. Cloncurry State School P-12 has a proud history of academic, sporting and cultural success at all levels including regional, state and national underpinned by a 'can-do' attitude to the provision of opportunities for students. The school boasts an active and supportive Parents and Citizens Association. Parents are encouraged to be actively engaged with their child's learning and the school welcomes their involvement on all levels.

Principal's Foreword

Introduction

This report outlines the school's progress in 2016 against the State School's Strategy, the Cloncurry State School P-12 Strategic Plan 2014- 2016 and the activities as outlined in the 2016 Annual Implementation Plan.

School Progress towards its goals in 2016

Key Priorities

- Reading
- Closing the Gap
- Attendance
- Senior Schooling

Progress was demonstrated against all key priorities in 2016 with explicit focus surrounding the school's reading improvement agenda. The school's 'Learning to Read – Reading to Learn' approach was further embedded in practice through timetabled lessons across P-8 and through the unpacking and explicit teaching of the literacy demands within all units of work. Attention to encouraging and supporting families and students to attend school daily continued with some success. Cloncurry continues to have a highly transient population. The work across all key priority areas is ongoing as at Cloncurry State School P-12 they are viewed as underpinning the basis of being a successful learner.

Future Outlook

Key areas defined within the school's explicit improvement agenda for 2017 are:-

- Embed a culture of positive behaviour for learning
- Students to improve their reading comprehension skills
- Provide early intervention and case management to enhance student level of achievement (LOA) and capability as assessment literate learners

Evidence Source	Performance Measure
PLP's (Personalised Learning Plans)	90% students with a PLP
NAPLAN	NMS & U2B : Similar to the Nation (Reading) MSS : Continue upward trend
Level of Achievement (A-E)	80% students achieve A-C across all subjects
School Opinion Survey	85% students, parents & staff in relative agreement
Attendance	95% daily attendance – inclusive of Authorised Absence
QCE/QCIA	100% Year 12 students gaining accreditation
School Budget and Financial Reports	Audit Result – Sound to above
Staff Annual Performance Plans	100% staff engaged in professional learning & review

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2016:	Prep Year - Year 12

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	295	149	146	166	84%
2015*	281	142	139	151	81%
2016	278	144	134	159	80%

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

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2016, there were no students enrolled in a pre-Prep** program.

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

Characteristics of the Student Body

Overview

Students attending Cloncurry State School P-12 are drawn from a diverse cross section of socio-economic and cultural background. The general population in the community is highly transient and this is reflected in student enrolment with approximately 43% turnover in 2016. Approximately 60% of student enrolment identify as Aboriginal and or Torres Strait Islander with a high percentage presenting with English as an additional language or dialect. A small percentage of students have close links to cultures external to Australia and present with English as a Second Language.

Many students achieve highly in the Upper Two Bands of the National Assessment Program (NAPLAN) in addition to achieving credits, distinctions and high distinctions at an international level in the English, Maths and Science ICAS assessments. The Parents & Citizens Association is very proactive in promoting and providing monetary support to encourage student participation in national assessments and competitions.

Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	21	21	21
Year 4 – Year 7	21	19	22
Year 8 – Year 10	20	18	19
Year 11 – Year 12	18	11	17

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

Curriculum Delivery

Our Approach to Curriculum Delivery

Specialist Science lessons Year 4-10
P-6 access to Secondary School Specialist Facilities
Music, Physical Education, Manual Arts, Home Economics and Japanese Specialist Teachers
On-line Virtual Schooling provision for Year 11 & 12 Authority Subjects (School of Distance Education)
School Based Apprenticeships and Traineeships
TAFE studies Year 11&12
Instrumental Music Program Years 4-12
Values Education: '7-12 Pathways Program'
PBL (Positive Behavior for Learning) P-12
Year 9-10 Pastoral Care Program
Year 10 Work & Careers Program
Year 11&12 Life Skills Program
Information Communication Technologies:
- Computer Lab
- Year 11&12 1-1 Laptop Program
- Mobile Laptop 1-1 Program for Years 7 & 8
- Mobile Laptop 1-1 Program for Years 9&10
- 'XO Little Green Machine' Laptop Program Prep – Year 2
- Class set of i-Pads
- Resource Centre computer work stations
- Smart Boards in Learning Centers
On-line learning programs: Mathletics, Literacy Pro& Reading Eggs

Co-curricular Activities

QMEA Participating School (Qld Minerals and Energy Academy)
FAFT: Families as First Teachers – Early Childhood Program
Student Leadership Program incorporating Student Council Year 4-12
School Chaplaincy Program
Breakfast Club
Nutrition Program
Homework Club
P-6 Academic Celebration Parades
Pathways Program – Values and Social Skilling
Career Expos in Mount Isa and Townsville Year 7-12 (QMEA, FOGS)
Annual Awards Night Year 4-12
Visiting Creative Arts Performances
Inter School Rugby League and Netball - Mount Isa
ANZAC Day (Town Parade and School Memorial Service)
Cloncurry Merry Muster Rodeo Parade (school entry)
Cloncurry Show (school entries)
Annual School Fete – Every class hosts a stall and contributes to fund raising efforts of the P&C
Mid-West, North- West and State Sport Representation
Reconciliation and NAIDOC Week Celebrations
School Choir – school and community performances
Work Experience Program (Years 10-12)
Year 10 JCU Experience
Mount Isa Eisteddfod
Premier's Reading Challenge
Book Fairs – Whole of community
Opti- Minds
Biennial year 11 &12 Educational Excursion to the National Capital
Biennial Year 7 & 8 Educational Excursion to the State Capital
Gala Parades to promote events of local, state and national importance

How Information and Communication Technologies are used to Assist Learning

Developing a digital learning culture from Prep to year 12 is a key focus at Cloncurry State School P-12. Implementation of ICT continues to be enhanced with the Senior 1-1 Laptop program extended to include Year 7-10. Students in Year 7-10 elect to participate in a personalised laptop program which has their individual computer housed on a mobile trolley. All key teaching areas house a Smart Board. A class set of iPads is available for loan to all class groups through the Resource Centre.

Social Climate

Overview

Cloncurry State School P-12 has adopted the *Schoolwide Positive Behaviour School* program under the *Better Behaviour – Better Learning* agenda. There is an identified PBL (Positive Behaviour for Learning) team to lead the implementation of the program. Positive behaviours are explicitly taught through planned lessons and student adoption and demonstration of the behaviours is recognised through a 'token system' recognised as "PB's".

Out of 8 parent respondents to the 2016 School Opinion Survey 87.5 % reported *that" teachers at this school expect their child to do their best"*

96.7% students and out of 43 staff respondents 100% of staff *feel "that students are expected to do their best"*. At Cloncurry State School P-12, expectation underpins action. It is our belief that the school community is very aware, and in support of school programs, that focus on the development of expected social behaviours, that contribute to the creation and maintenance of a safe, supportive and disciplined learning environment.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree [#] that:	2014	2015	2016
their child is getting a good education at school (S2016)	83%	100%	88%
this is a good school (S2035)	100%	100%	75%
their child likes being at this school* (S2001)	100%	100%	75%
their child feels safe at this school* (S2002)	100%	100%	88%
their child's learning needs are being met at this school* (S2003)	83%	100%	75%
their child is making good progress at this school* (S2004)	83%	100%	75%
teachers at this school expect their child to do his or her best* (S2005)	83%	100%	88%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	83%	100%	75%
teachers at this school motivate their child to learn* (S2007)	83%	100%	75%
teachers at this school treat students fairly* (S2008)	80%	89%	75%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	88%
this school works with them to support their child's learning* (S2010)	83%	100%	88%
this school takes parents' opinions seriously* (S2011)	83%	78%	75%
student behaviour is well managed at this school* (S2012)	100%	88%	75%
this school looks for ways to improve* (S2013)	100%	100%	88%
this school is well maintained* (S2014)	83%	67%	88%

Student opinion survey

Performance measure			
Percentage of students who agree [#] that:	2014	2015	2016
they are getting a good education at school (S2048)	95%	88%	92%
they like being at their school* (S2036)	95%	85%	89%
they feel safe at their school* (S2037)	91%	87%	93%
their teachers motivate them to learn* (S2038)	96%	89%	96%
their teachers expect them to do their best* (S2039)	99%	93%	97%

Performance measure			
Percentage of students who agree [#] that:	2014	2015	2016
their teachers provide them with useful feedback about their school work* (S2040)	91%	86%	90%
teachers treat students fairly at their school* (S2041)	85%	76%	79%
they can talk to their teachers about their concerns* (S2042)	79%	78%	87%
their school takes students' opinions seriously* (S2043)	89%	77%	88%
student behaviour is well managed at their school* (S2044)	83%	50%	75%
their school looks for ways to improve* (S2045)	94%	85%	90%
their school is well maintained* (S2046)	88%	62%	79%
their school gives them opportunities to do interesting things* (S2047)	96%	79%	88%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2014	2015	2016
they enjoy working at their school (S2069)	100%	95%	100%
they feel that their school is a safe place in which to work (S2070)	100%	95%	100%
they receive useful feedback about their work at their school (S2071)	96%	86%	96%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	95%	87%	88%
students are encouraged to do their best at their school (S2072)	100%	95%	100%
students are treated fairly at their school (S2073)	100%	100%	96%
student behaviour is well managed at their school (S2074)	89%	86%	100%
staff are well supported at their school (S2075)	93%	86%	100%
their school takes staff opinions seriously (S2076)	100%	86%	92%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	93%	82%	92%
their school gives them opportunities to do interesting things (S2079)	96%	95%	96%

* Nationally agreed student and parent/caregiver items

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

DW = Data withheld to ensure confidentiality.

Parent and community engagement

Cloncurry State School P-12 has an active and supportive Parents and Citizens (P&C) Association. The P&C provides a forum to directly connect parents to school decision making processes that impact on their child's learning. The Association provides curriculum and extra curricula support through monetary and voluntary provision of time and effort. Parents are invited to visit and volunteer in classrooms to enhance student learning through teacher directed support.

Communication with parents is conducted through the Electronic School Notice Board, School Website, School Facebook page, Learning Centre Newsletter (each term), Cooee – The School newsletter (weekly), letter/note home, email and Parent Teacher Interviews. The design of Personalised Learning Plans for every student has encouraged greater parent and teacher communication. This involves a formal planning meeting between the parent, student and teacher to discuss progress and areas of future focus for learning. The PLP Meetings are conducted in terms 2 & 4.

Cloncurry State School P-12 always enjoys strong parent participation in sporting and cultural activities and our Special Parades are a highlight to which the entire community are actively invited.

Respectful relationships programs

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

Pastoral Care is a highly valued program at Cloncurry State School P-12 with specific lessons timetabled in primary, junior secondary and senior secondary. The school's approach is aligned to the *National Framework for Values Education in Australian Schools* which underpins the school's '*Pathways Program*'. The National Framework highlights nine key areas and these are embedded throughout. The program is designed to intentionally challenge and encourage students to develop the skills required to enable them to participate as active and informed members of the community in the 21st Century. The program is further resourced through our Chaplaincy Program, Indigenous Cultural Awareness Teacher Aide, School Nurse, Guidance Officer and Community Education Counsellor.

It is our belief that social skilling is an essential component of learning for all students. We believe that all school members have a right to a safe school environment. We promote this through our *School Code of Behaviour* and Behaviour Management processes that include 'Say No to Bullying'.

The *SWPBS Program (School Wide Positive Behaviour Program)* was implemented in 2012 and continues to grow as a successful support tool in supporting the social and emotional wellbeing and development of our young people.

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	73	55	59
Long Suspensions – 6 to 20days	3	7	7
Exclusions	1	2	2
Cancellations of Enrolment	1	0	1

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Environmental Footprint

Reducing the school's environmental footprint

Data is sourced from the school's annual utilities return and is reliant on the accuracy of these returns. The school continues to develop awareness of its environmental footprint and continues to access information to enhance understanding in this area. School invoices are shared with staff to increase awareness and students are encouraged through curriculum learning to become more eco-friendly. In 2016, our Annual Year 6 educational experience to the Paluma Environmental Centre- Townsville, continued to enhance student understanding at a global level. Although the Centre is some 900 km away this experience is a valued annual learning experience for students. The native plants at the entrance to the school and the school vegetable garden remain a 'work in progress' as does the 'Yarning Circle'- Outdoor Environmental Education Area.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	364,111	500
2014-2015	344,088	1,000
2015-2016	49,687	

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

School Funding

School income broken down by funding source

School income, reported by financial year accounting cycusing standardized national methodologies and 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

Sector:

Government

Non-government

Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

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

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	28	20	6
Full-time Equivalents	28	15	5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	2
Graduate Diploma etc.**	4
Bachelor degree	20
Diploma	2
Certificate	

*Teaching staff includes School Leaders

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school

**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 2016 were \$36,669.87

The major professional development initiatives are as follows:

- Reading Program Workshops
- Magic Words Literacy Program
- Seven Steps to Writing Success
- Classroom Profiling Refresher Course
- VET Workshops
- Principal's Business Meetings
- Data Literacy Roadshow
- Age Appropriate Pedagogy
- Staff First Aid and CPR Courses
- OneSchool Workshops

The proportion of the teaching staff involved in professional development activities during 2016 was 100%

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	97%	97%	98%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 89% of staff was retained by the school for the entire 2016.

Performance of Our Students

Key Student Outcomes Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	87%	85%	86%
The attendance rate for Indigenous students at this school (shown as a percentage).	83%	80%	83%

*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2016 for all Queensland P-10/P-12 schools was 90%.

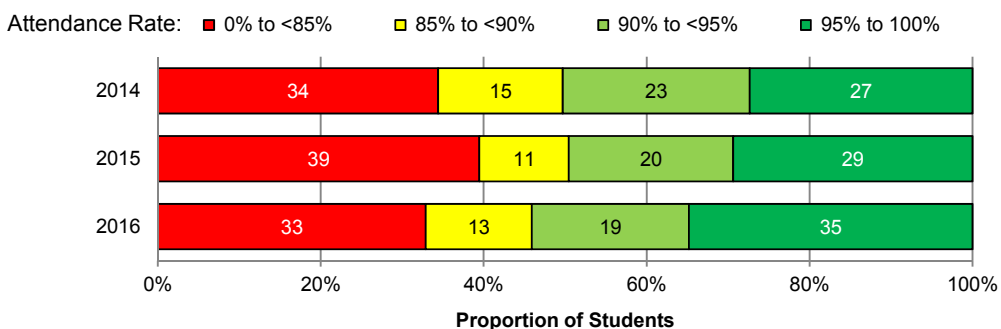
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	81%	91%	87%	86%	87%	88%	87%	90%	90%	89%	83%	86%	83%
2015	80%	85%	91%	84%	91%	86%	84%	87%	87%	82%	80%	80%	86%
2016	86%	87%	88%	90%	86%	89%	87%	85%	86%	87%	83%	82%	88%

*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range:



Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools and Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing*



Enrolment and Attendance at State Schools and Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

Attendance rolls are marked twice daily in the primary school and in every lesson in the secondary school. OneSchool is the electronic system used for this purpose. Attendance data is monitored by an administrative officer where students are absent.

Office staff phone home to determine the reason for the absence. Teachers phone home to discuss attendance and to offer support and/or school work depending on the reason for the absence. For students with significant absences, the Community Education Counsellor, the Guidance Officer and the Principal contact home either by phone or in person.

Support from Local Police Liaison Officers is sought when deemed appropriate. The principal or nominee will conduct home visits where necessary. Where attendance continues to be a concern the TCS letters from the policy SMS-PR-017 Enforcement of Compulsory schooling and Compulsory Participation Phase are sent to parents/carers. These are supported with contact from the appropriate school officers.

Weekly/Term attendance is tracked and rewarded both at a whole class level and individual student level. The "Hooray Every Day" program recognises all students P-12 with attendance that demonstrates 5 days or less absent in the term with a special Certificate. There are 'end of year prize draws' for students who have demonstrated 95% attendance as per the school target. Letters are sent home mid-term to notify parents of any 'unauthorised absence'. The PBL (Positive Behaviour for Learning) incentive program includes attendance as consideration for gaining 'PB's that count toward an invitation to the end of term celebration.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

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

Find a school

School name

Suburb, town or postcode

Sector:

Government

Non-government

Where it states 'School name', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting 'NAPLAN' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Year 12 Outcomes

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2014	2015	2016
Number of students receiving a Senior Statement	12	19	14

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2014	2015	2016
Number of students awarded a Queensland Certificate of Individual Achievement.	0	2	1
Number of students receiving an Overall Position (OP)	3	3	3
Percentage of Indigenous students receiving an Overall Position (OP)	0%	0%	20%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	1	3	6
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	12	16	13
Number of students awarded an Australian Qualification Framework Certificate II or above.	4	13	13
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	12	17	13
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	100%	100%	80%
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.	100%	100%	100%
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.	100%	95%	100%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	100%	100%	100%

As at 3rd February 2017. The above values exclude VISA students.

OVERALL POSITION BANDS (OP)					
Number of students in each band for OP 1 - 25					
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2014	0	2	1	0	0
2015	0	2	1	0	0
2016	0	2	1	0	0

As at 3rd February 2017. The above values exclude VISA students.

VOCATIONAL EDUCATIONAL TRAINING QUALIFICATION (VET)			
Number of students awarded certificates under the Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2014	11	4	0
2015	11	12	2
2016	0	13	2

As at 3rd February 2017. The above values exclude VISA students.

Course qualifications awarded in 2016 as listed below:-

- Certificate II in Community Activities
- Certificate II in Tourism
- Certificate III in Community Services

Apparent Retention Rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12			
Description	2014	2015	2016
Year 12 student enrolment as a percentage of the Year 10 student cohort.	52%	74%	58%



APPARENT RETENTION RATES* YEAR 10 TO YEAR 12			
Description	2014	2015	2016
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	40%	54%	40%

* The Years 10 to 12 Apparent Retention Rate is defined as the number of full-time students in Year 12 in any given year expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).

Student Destinations

Post-school destination information

The results of the 2016 post-school destinations survey, Next Step – Student Destination Report (2016 Year 12 cohort), will be uploaded to the school's website in September. The report will be available at: www.cloncurryss.eq.edu.au

Early leavers information

The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12 are described below. Each senior student is case managed by the Head of Department in conjunction with the Community Education Counsellor, Guidance Officer and other school support personnel. Early leavers from Cloncurry State School P-12 gain local employment or move to other locations. This is consistent with the high transience of the town's general population. Students 'at risk' are referred to local support agencies that include TAFE and *Max Employment*.