Cloncurry State School P-12

ANNUAL REPORT
2017

Queensland State School Reporting

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School Overview

Cloncurry State School Prep - 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 with a high emphasis on acheiving quality literacy and numeracy outcomes for all students. 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. Students enjoy the successes of Learning in the 21st Century via supported access to Distance Education and the Virtual Schooling Project. 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. 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 parent and community involvement on all levels.

Principal's Foreword

Introduction

This report outlines the school's progress in 2017 against the State School's Strategy, the Cloncurry State School P-12 Strategic Plan 2017-2020 and the activities as outlined in the 2016 Annual Implementation Plan.

School Progress towards goals in 2017

School Improvement Priorities

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

Progress was demonstrated against all key areas in 2017. The work of William Purkey - *Intentionally Inviting Schools* formed the basis of the school's explicit focus surrounding building a culture of positive behaviour for learning. The school's *'Learning to Read – Reading to Learn'* approach continued to be embedded in practice with new staff being thoroughly inducted into the 'Cloncurry Way' of reading instruction. Cloncurry continues to have a highly transient population that necessitates close attention to encourage and support families and students to attend school daily. All priority areas are considered baseline enablers to being a successful learner at Cloncurry State School P-12.

Future Outlook

Key areas defined within the school's explicit improvement agenda for 2018 are:-

- PBL : Continue to embed a culture of positive behaviour for learning
- Reading: *'LTR-RTL: Learning to Read and Reading to Learn*.' Embed LTR (Learning to Read) and develop student and teacher capability in RTL (Reading to learn)
- LOA (Level of Achievement) : Embed Quality Teaching & Learning practice (QT&L) to facilitate student development 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

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School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2017:   Prep Year - Year 12

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	281	142	139	151	81%
2016	278	144	134	159	80%
2017	291	148	143	167	83%

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

In 2017, 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 (https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous).

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 a high turnover of student enrolment - approximately **36%** in 2017. 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 family connections 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	2015	2016	2017
Prep – Year 3	21	21	24
Year 4 – Year 6	19	22	21
Year 7 – Year 10	18	19	20
Year 11 – Year 12	11	17	18

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Curriculum Delivery

Our Approach to Curriculum Delivery

C2C (Curriculum to the Classroom) provides the framework for implementation of the Australian Curriculum
Specialist HPE and Music lessons P-10
Specialist Science lessons Year 4-10
Specialist Manual Arts, ITD and Home Economics Year 7-12
Specialist Japanese lessons Years 5-10
P-6 access to Secondary School Specialist Facilities
On-line Virtual Schooling provision for Year 11 & 12 Authority Subjects (School of Distance Education)
School Based Apprenticeships and Traineeships Years 10-12
TAFE studies Year 11&12
Instrumental Music Program Years 4-12 (brass & woodwind)
Values Education: '7-12 Pathways Program'
Positive Behavior for Learning P-12
Year 9-10 Pastoral Care Program
Year 10 Work & Careers Program
Year 11&12 Life Skills Program

Co-curricular Activities

QMEA Participating School (Qld Minerals and Energy Academy)
FAFT: *Families as First Teachers* – Early Childhood Program conducted in the Early Learning Centre
Student Leadership Program incorporating Student Council Year 4-12
School Chaplaincy Program
Breakfast Club
Nutrition Program
Homework Club Primary
Secondary Tutorials
Culture Club: Primary
P-6 Academic Celebration Parades
Pathways Program – Values and Social Skilling
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 (Best Dressed Float 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.

Information Communication Technologies:
  - Computer Lab
  - Year 11&12 *1-1 Laptop Program*
  - Mobile Laptop Program for Years 7 & 8
  - Mobile Laptop Program for Years 9 &10
  - 'XO Little Green Machine' Laptop Program Prep – Year 6
  - Class set of i-Pads
  - Resource Centre computer work stations
  - Smart Boards in Learning Centers
On-line learning programs as an enhancement to the curriculum: *Mathletics, Literacy Pro & Reading Eggs*

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Social Climate

Overview

Cloncurry State School P-12 has adopted the *Schoolwide Positive Behaviour School* program aligned to the *Better Behaviour – Better Learning* agenda. The school has adopted the 'Intentionally Inviting' work of William Purkey to support the implementation of PBL. There is an identified PBL team (Positive Behaviour for Learning) 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 14 parent respondents to the 2017 School Opinion Survey, all Performance measures rated 85% and above. 100 % of parents reporting that *"teachers at this school expect their child to do their best"* and *" teachers at this school motivate their child to learn".* 100% of 119 students and 100% of 49 staff respondents reported *"that students are expected to do their best"*.

85% of parents reported "*student behaviour is well managed at this school*", 93% of students reported "*student behaviour is well managed at this school*" and 93% staff reported "*student behaviour is well managed at this school*".

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:	2015	2016	2017
their child is getting a good education at school (S2016)	100%	88%	93%
this is a good school (S2035)	100%	75%	93%
their child likes being at this school* (S2001)	100%	75%	93%
their child feels safe at this school* (S2002)	100%	88%	93%
their child's learning needs are being met at this school* (S2003)	100%	75%	93%
their child is making good progress at this school* (S2004)	100%	75%	93%
teachers at this school expect their child to do his or her best* (S2005)	100%	88%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	75%	100%
teachers at this school motivate their child to learn* (S2007)	100%	75%	100%
teachers at this school treat students fairly* (S2008)	89%	75%	85%
they can talk to their child's teachers about their concerns* (S2009)	100%	88%	100%
this school works with them to support their child's learning* (S2010)	100%	88%	93%
this school takes parents' opinions seriously* (S2011)	78%	75%	92%
student behaviour is well managed at this school* (S2012)	88%	75%	85%
this school looks for ways to improve* (S2013)	100%	88%	86%
this school is well maintained* (S2014)	67%	88%	100%

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Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	88%	92%	99%
they like being at their school* (S2036)	85%	89%	95%
they feel safe at their school* (S2037)	87%	93%	98%
their teachers motivate them to learn* (S2038)	89%	96%	100%
their teachers expect them to do their best* (S2039)	93%	97%	100%
their teachers provide them with useful feedback about their school work* (S2040)	86%	90%	100%
teachers treat students fairly at their school* (S2041)	76%	79%	94%
they can talk to their teachers about their concerns* (S2042)	78%	87%	93%
their school takes students' opinions seriously* (S2043)	77%	88%	95%
student behaviour is well managed at their school* (S2044)	50%	75%	93%
their school looks for ways to improve* (S2045)	85%	90%	99%
their school is well maintained* (S2046)	62%	79%	95%
their school gives them opportunities to do interesting things* (S2047)	79%	88%	100%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
they enjoy working at their school (S2069)	95%	100%	100%
they feel that their school is a safe place in which to work (S2070)	95%	100%	100%
they receive useful feedback about their work at their school (S2071)	86%	96%	96%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	87%	88%	100%
students are encouraged to do their best at their school (S2072)	95%	100%	100%
students are treated fairly at their school (S2073)	100%	96%	96%
student behaviour is well managed at their school (S2074)	86%	100%	93%
staff are well supported at their school (S2075)	86%	100%	93%
their school takes staff opinions seriously (S2076)	86%	92%	96%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	82%	92%	93%
their school gives them opportunities to do interesting things (S2079)	95%	96%	92%

* 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.

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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 Curricula and extra curricula support through funding 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, letter/note home, email, 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 invited.

Respectful relationships programs

The school has developed and implemented a number of 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 connections with the local PCYC programs, the School Chaplaincy Program, 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 and supportive environment. We promote this through our *Responsible Behaviour Plan for Students* and proactive and reactive behaviour management processes that include 'Say No to Bullying'.

The *PBL Program (Positive Behaviour for Learning)* 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	2015	2016	2017
Short Suspensions – 1 to 10 days	55	59	37
Long Suspensions – 11 to 20 days	7	7	5
Exclusions	2	2	0
Cancellations of Enrolment	0	1	1

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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 actively develops 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 2017, 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 school vegetable garden produced a variety of vegetables that were enjoyed by students and staff. The 'Yarning Circle' - Outdoor Environmental Education Area continues to be the hub for outdoor learning activities.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	344,088	1,000
2015-2016	49,687	
2016-2017	452,726	1,000

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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 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

School name | GO

Suburb, town or postcode

Sector:

☑ Government

☑ Non-government

SEARCH

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

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	29	19	5
Full-time Equivalents	29	15	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	**Number of classroom teachers and school leaders at the school**
Doctorate	
Masters	3
Graduate Diploma etc.**	4
Bachelor degree	20
Diploma	2
Certificate	

*Teaching staff includes School Leaders
**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honors Degree, and Graduate Certificate.

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in **2017** were **$40,274.47**

The major professional development initiatives are as follows:

- **Learning Connections Workshop for all teachers and teacher aides**
- **Reading Program Workshops for all staff**
- **Invitational Education – William Purkey "Intentionally Inviting'**
- **Positive Classrooms**
- **Classroom Profiling**
- **Curriculum Leaders Program**
- **Leaders Leading the Learners Program**
- **VET Workshops**
- **Principal's Business Meetings and Learning Community Meetings**
- **Staff First Aid and CPR Courses**
- **Staff Flu Vaccination Program**
- **OneSchool Workshops (various)**

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	**2015**	**2016**	**2017**
Staff attendance for permanent and temporary staff and school leaders.	97%	98%	98%

Proportion of Staff Retained from the Previous School Year
From the end of the previous school year, 79% of staff was retained by the school for the entire 2017.

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Key Student Outcomes
Student Attendance

Student attendance

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

STUDENT ATTENDANCE 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	85%	86%	85%
The attendance rate for Indigenous students at this school (shown as a percentage).	80%	83%	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.

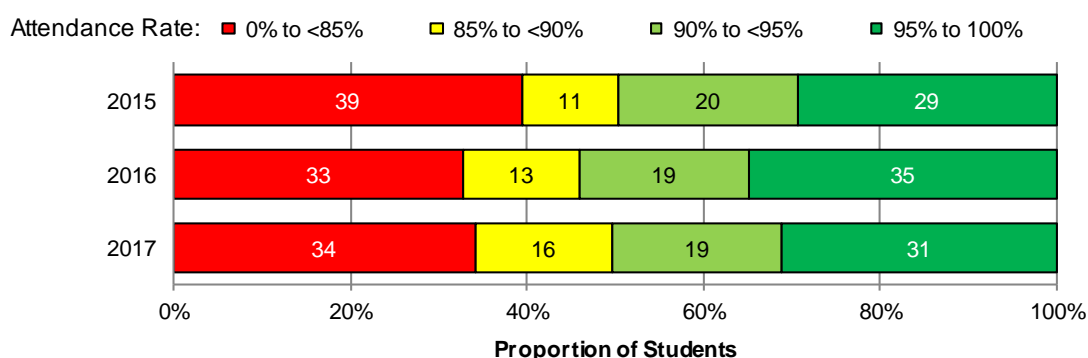The overall student attendance rate in 2017 for all Queensland P-10/P-12 schools was 90%.

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
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%
2017	86%	86%	89%	88%	93%	86%	88%	81%	77%	89%	81%	83%	84%

*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:

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

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2015	39	11	20	29
2016	33	13	19	35
2017	34	16	19	31

Proportion of Students

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Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the 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.

At Cloncurry State School P-12 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. In 2017 the school implemented the automatic SMS text system for schools to alert parents of non-attendance. The school operates a breakfast and lunch program for families in need. Homework club operates Monday to Wednesday as does Secondary Tutorials to provide additional academic support to students. Culture Club operates as an elective interest activity after school once a week.

Office staff also phone home to determine the reason for the absence if needed. 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.**

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	**2015**	**2016**	**2017**
Number of students receiving a Senior Statement	19	14	17
Number of students awarded a Queensland Certificate of Individual Achievement.	2	1	2
Number of students receiving an Overall Position (OP)	3	3	6
Percentage of Indigenous students receiving an Overall Position (OP)	0%	20%	10%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	3	6	0
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	16	13	14
Number of students awarded an Australian Qualification Framework Certificate II or above.	13	13	14
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	17	13	15
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	100%	80%	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%	50%
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.	95%	100%	94%
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
2015	0	2	1	0	0
2016	0	2	1	0	0
2017	0	1	2	3	0

As at 14th February 2018. 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
2015	11	12	2
2016	0	13	2
2017	0	14	0

As at 14th February 2018. The above values exclude VISA students.

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

Course qualifications awarded in 2017 as listed below:-

- Certificate II in Tourism

Apparent Retention Rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12			
Description	**2015**	**2016**	**2017**
Year 12 student enrolment as a percentage of the Year 10 student cohort.	74%	58%	68%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	54%	40%	100%

* 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 2017 post-school destinations survey, Next Step – Student Destination Report (2017 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 leaver's 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*. Students are encouraged to apply for the GLENCORE School Leavers Program that is hosted at EHM mine on the outskirts of Cloncurry.

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