Cloncurry State School P-12

ANNUAL REPORT
2018
Queensland State School Reporting

Every student succeeding
State Schools Strategy
Department of Education

Queensland
Government

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School overview

Cloncurry State School P-12 is a co-educational state school, proudly providing 'Excellence in Education in the Outback' across years Prep to 12 since 1884. The school is situated within the mineral rich resource deposit area of North West Queensland. The school boasts curriculum offerings across all sectors with emphasis provided to quality literacy and numeracy outcomes for all students. The senior school is enhanced through opportunities to undertake school-based apprenticeships and traineeships in addition to the traditional suite of academic subject offerings and a broad selection of vocational subjects. In addition, secondary students have provision to enjoy the successes of learning via 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. There is intentionality to develop a 'can-do' attitude to the provision of opportunities for students. The school promotes ongoing professional development for staff and school operations are enhanced by an active and supportive Parent and Citizen's Association. Parents are encouraged to be actively engaged with their child's learning.

School progress towards its goals in 2018

School Improvement Priorities
- PBL: Continue to embed a culture of positive behaviour for learning
- Reading 'LTR-RTL: Learning to Read and Reading to Learn.' 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

Progress was demonstrated against all key areas in 2018. The work of William Purkey Ed.D- Intentionally Inviting Schools continued to form the basis of the school's explicit focus to create a culture of positive behaviour for learning. The school rule 'Be a Learner' is embedded in classroom conversation and lesson observations. The 'Cloncurry Way' of reading instruction has been prioritised as quality practice at Cloncurry State School P-12. The school induction process for new staff is designed to maintain consistency of practice and includes ongoing coaching and mentoring for teachers and teacher aides. Cloncurry continues to have a highly transient population necessitating close attention to encourage and support families and students to attend school daily. Quality Teaching & Learning processes continue to underpin pedagogical practice and professional development for all staff. All priority areas are considered baseline enablers to being a successful learner at Cloncurry State School P-12.

Future outlook

Key areas identified within the school's explicit improvement agenda for 2019 are:-

- PBL: Continue to embed a culture of positive behaviour for learning to minimise suspensions and enhance support programs for individuals to improve attendance and success in learning.
- Reading: 'LTR-RTL: Learning to Read and Reading to Learn.' Review processes and maintain consistency of practice to absorb staff turnover.
- 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

Our school at a glance

School profile

Coeducational or single sex   Coeducational

Independent public school   No

Year levels offered in 2018   Prep Year - Year 12

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	278	291	273
Girls	144	148	132
Boys	134	143	141
Indigenous	159	167	159
Enrolment continuity (Feb. – Nov.)	80%	83%	79%

Notes:

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

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

3. Pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

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

Characteristics of the student body

Overview

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, reflected in a high turnover of student enrolment - approximately 38% in 2018. 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

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

Phase of schooling	2016	2017	2018
Prep – Year 3	21	24	21
Year 4 – Year 6	22	21	24
Year 7 – Year 10	19	20	19
Year 11 – Year 12	17	18	15

Note:

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

Curriculum delivery

Approach to curriculum delivery

C2C (Curriculum to the Classroom) provides the framework for implementation of the Australian Curriculum (ACARA)
P-8 Cloncurry State School P-12 Reading Program
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 Behaviour for Learning P-12
Year 9-10 Pastoral Care Program
Year 10 Work & Careers Program
Year 11&12 Pastoral Care 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 Study Tutorials
Culture Club: Primary
P-12 Whole School Celebration Parades
P-6 Academic Celebration Parades
Pathways Program – Values and Social Skilling P-6
Annual Awards Night Year 4-12
Visiting Creative Arts Performances
Under 8's Day
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)
Mount Isa Eisteddfod
Premier's Reading Challenge
Book Fairs – Whole of community
Opti-Minds

Annual Year 6 Educational Excursion to Paluma Environmental Centre
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 include: -
Computer Lab – Desk top stations
'The Cloud' – Specialised classroom provision for on-line learning
Teaching tool – Mobile Digital touch panel android with wifi (student and staff learning)
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*

Social climate

Overview

In support of student learning, Cloncurry State School P-12 has adopted the Positive Behaviour for Learning (PBL) program aligned to the Better Behaviour – Better Learning agenda. The school has aligned the 'Intentionally Inviting' work of William Purkey Ed.D. to support the implementation of PBL. There is an identified PBL reference team (Positive Behaviour for Learning) to lead the implementation of the program. Positive behaviours are explicitly taught through planned lessons. Student adoption and demonstration of the desired behaviour is acknowledged and celebrated.

Pastoral care is embedded within the implementation of the PBL focus lesson in the primary school. Pastoral Care lessons across years 7-12 are explicitly timetabled and planned for. The lessons are presented by two teachers identified as the 'Care Teachers' for each year level 7-12. The role of the Care Teacher is to develop and maintain a caring and productive relationship with the student and parents to enable them to be successful learners.

Of the 10 parent respondents to the 2018 School Opinion Survey, 100% indicated that"teachers at this school expect their child to do their best" and"teachers at this school motivate their child to learn". 98.8% of 116 students and 100% of 43 staff respondents reported "that students are encouraged to do their best".

100% of parents reported "student behaviour is well managed at this school", 83% of students reported "student behaviour is well managed at this school" and 81.4% 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

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

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	88%	93%	100%
• this is a good school (S2035)	75%	93%	100%
• their child likes being at this school* (S2001)	75%	93%	100%
• their child feels safe at this school* (S2002)	88%	93%	100%
• their child's learning needs are being met at this school* (S2003)	75%	93%	100%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is making good progress at this school* (S2004)	75%	93%	100%
• teachers at this school expect their child to do his or her best* (S2005)	88%	100%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	75%	100%	100%
• teachers at this school motivate their child to learn* (S2007)	75%	100%	100%
• teachers at this school treat students fairly* (S2008)	75%	85%	100%
• they can talk to their child's teachers about their concerns* (S2009)	88%	100%	100%
• this school works with them to support their child's learning* (S2010)	88%	93%	100%
• this school takes parents' opinions seriously* (S2011)	75%	92%	100%
• student behaviour is well managed at this school* (S2012)	75%	85%	100%
• this school looks for ways to improve* (S2013)	88%	86%	100%
• this school is well maintained* (S2014)	88%	100%	100%

* Nationally agreed student and parent/caregiver items.

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

DW = Data withheld to ensure confidentiality.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	92%	99%	94%
• they like being at their school* (S2036)	89%	95%	94%
• they feel safe at their school* (S2037)	93%	98%	91%
• their teachers motivate them to learn* (S2038)	96%	100%	96%
• their teachers expect them to do their best* (S2039)	97%	100%	98%
• their teachers provide them with useful feedback about their school work* (S2040)	90%	100%	99%
• teachers treat students fairly at their school* (S2041)	79%	94%	91%
• they can talk to their teachers about their concerns* (S2042)	87%	93%	92%
• their school takes students' opinions seriously* (S2043)	88%	95%	93%
• student behaviour is well managed at their school* (S2044)	75%	93%	83%
• their school looks for ways to improve* (S2045)	90%	99%	97%
• their school is well maintained* (S2046)	79%	95%	93%
• their school gives them opportunities to do interesting things* (S2047)	88%	100%	97%

* Nationally agreed student and parent/caregiver items.

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

DW = Data withheld to ensure confidentiality.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	100%	100%	100%
• they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
• they receive useful feedback about their work at their school (S2071)	96%	96%	86%

Percentage of school staff who agree# that:	2016	2017	2018
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	88%	100%	100%
• students are encouraged to do their best at their school (S2072)	100%	100%	100%
• students are treated fairly at their school (S2073)	96%	96%	88%
• student behaviour is well managed at their school (S2074)	100%	93%	81%
• staff are well supported at their school (S2075)	100%	93%	91%
• their school takes staff opinions seriously (S2076)	92%	96%	86%
• their school looks for ways to improve (S2077)	100%	100%	98%
• their school is well maintained (S2078)	92%	93%	95%
• their school gives them opportunities to do interesting things (S2079)	96%	92%	93%

* Nationally agreed student and parent/caregiver items.

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

DW = Data withheld to ensure confidentiality.

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 participate in daily school life with all events and opportunities well publicised though communication channels.

Inclusion of all stakeholder groups in school activity and decision making is enhanced through the activity of the Indigenous Reference Team. Each year the team promotes the school's commitment to Aboriginal Peoples and Torres Strait Islander Peoples through the signing of The Community Partnership Agreement.

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 and Personalised Learning Plan meetings. 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 twice a year.

Cloncurry State School P-12 always enjoys strong parent participation in sporting and cultural activities.

Respectful relationships education programs

Cloncurry State School P-12 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 tool in supporting the social and emotional wellbeing and development of our young people.

School disciplinary absences

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

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	59	37	26
Long suspensions – 11 to 20 days	7	5	3
Exclusions	2	0	2
Cancellations of enrolment	1	1	1

Note:

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

Environmental footprint

Reducing this school's environmental footprint

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 2018, the Annual Year 6 educational experience to the Paluma Environmental Centre - Townsville, continued to enhance student environmental 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.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	49,687	452,726	281,562
Water (kL)		1,000	

Note:

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

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

School funding

School income broken down by funding source

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

How to access our income details

1. Click on the *My School* link http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.

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

View School Profile

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

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

Note:

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

Our staff profile

Workforce composition Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	31	18	6
Full-time equivalents	31	14	<5

*Teaching staff includes School Leaders.

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

Qualification of all teachers

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

Highest level of qualification	Number of qualifications
Doctorate	-
Masters	3
Graduate Diploma etc.*	6
Bachelor degree	20
Diploma	2
Certificate	-

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

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were $36,169.26

The major professional development initiatives were as follows:

• OneSchool Training Workshops	• QCAA Workshops – Implementing new QCE
• First Aid / CPR	• Digital Technologies
• QMEA & STEM	• Robotics
• National School Improvement Tool	• PLC, NQPSA and QASSP State Conference

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

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	98%	98%	98%

Proportion of staff retained from the previous school year

From the end of the previous school year, 90% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state P-10/P-12 schools was 89%.

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

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	86%	85%	85%
Attendance rate for Indigenous** students at this school	83%	83%	83%

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

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

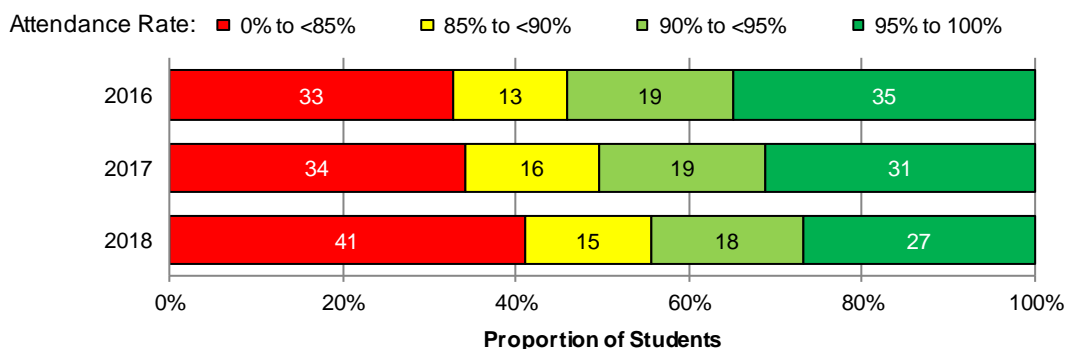Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018		Year level	2016	2017	2018
Prep	86%	86%	86%		Year 7	85%	81%	82%
Year 1	87%	86%	87%		Year 8	86%	77%	80%
Year 2	88%	89%	83%		Year 9	87%	89%	82%
Year 3	90%	88%	86%		Year 10	83%	81%	83%
Year 4	86%	93%	90%		Year 11	82%	83%	80%
Year 5	89%	86%	91%		Year 12	88%	84%	83%
Year 6	87%	88%	86%					

Notes:

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

Student attendance distribution

Graph 1: Proportion of students by attendance rate

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%
2016	33	13	19	35
2017	34	16	19	31
2018	41	15	18	27

Proportion of Students

Description of how this school manages non-attendance

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

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 when 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 to support families. 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 fortnight. The school chaplain coordinated Sporting Schools in 2018. 'Chappy's' Big Breakfast every Friday morning is an initiative to counter low attendance trends on the Friday.

Office staff phone home to determine the reason for the absence if no contact is received. 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, regular home visits are timetabled where the Community Education Counsellor and School Chaplain conduct home visits. The Guidance Officer may accompany on the visits for additional support.

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.
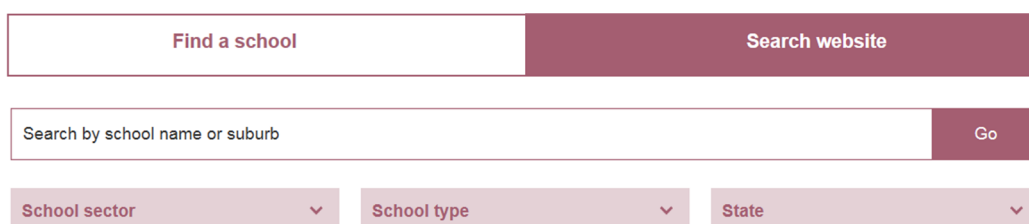
Weekly/Term attendance is tracked and rewarded both at a whole class level and individual student level. The "Hooray Every Day" program recognises all students P-12 with attendance that demonstrates 5 days or less absent in the term with a special Certificate. There are 'end of year prize draws' for 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 NAPLAN tests are available via the *My School* website.

How to access our NAPLAN results

1. Click on the *My School* link http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.

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

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

View School Profile

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

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

Notes:

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

2. The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

Year 12 Outcomes

Tables 13–15 show for this school:

- a summary of Year 12 outcomes
- the number of Year 12 students in each OP band
- the number of Year 12 students awarded a VET qualification.

Details about the types of outcomes for students who finish Year 12 are available in the annual Year 12 outcomes report.

Additional information about the AQF and the IBD program are available at www.aqf.edu.au and www.ibo.org.

Table 13: Outcomes for our Year 12 cohorts

Description	2016	2017	2018
Number of students who received a Senior Statement	14	17	21
Number of students awarded a QCIA	1	2	3
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	13	15	18
Percentage of Indigenous students awarded a QCE at the end of Year 12	80%	80%	70%
Number of students who received an OP	3	6	5

Description	2016	2017	2018
Percentage of Indigenous students who received an OP	20%	10%	40%
Number of students awarded one or more VET qualifications (including SAT)	13	14	21
Number of students awarded a VET Certificate II or above	13	14	21
Number of students who were completing/continuing a SAT	6	0	5
Number of students awarded an IBD	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD	100%	50%	40%
Percentage of Year 12 students who were completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification	100%	94%	100%
Percentage of QTAC applicants who received a tertiary offer.	100%	100%	100%

Notes:

- The values above:
  - are as at 11 February 2019
  - exclude VISA students (students who are not Australian citizens or permanent residents of Australia).
- *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 14: Overall Position (OP)

OP band	2016	2017	2018
1-5	0	0	0
6-10	2	1	0
11-15	1	2	2
16-20	0	3	3
21-25	0	0	0

Note:

The values in table 14:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Table 15: Vocational Education and Training (VET)

VET qualification	2016	2017	2018
Certificate I	0	0	1
Certificate II	13	14	21
Certificate III or above	2	0	1

Note:

The values in table 15:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Course qualifications awarded in 2018 as listed below:-

- Certificate 1 in Educational Support
- Certificate II in Tourism
- Certificate II in Resources and Infrastructure Work Preparation
- Certificate III Early Childhood

Apparent retention rate – Year 10 to Year 12

Table 16: Apparent retention rates for Year 10 to Year 12 for this school

Description	2016	2017	2018
Year 12 student enrolment as a percentage of the Year 10 student cohort	58%	68%	69%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort	40%	100%	53%

Notes:

1. The apparent retention rate for Year 10 to Year 12 = the number of full time students in Year 12 expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).

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

Student destinations

The Queensland Department of Education conducts annual surveys that capture information about the journey of early school leavers and Year 12 leavers from school to further study and employment.

Early school leavers

The destinations of young people who left this school in Year 10, 11 or before 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 Red Door. Students are encouraged to apply for the GLENCORE School Leavers Program that is hosted at EHM mine on the outskirts of Cloncurry.

Next Step – Post-school destinations

The results of the 2019 Next Step post-school destinations survey, *Next Step – Post-School Destinations* report (information about students who completed Year 12 in 2018), will be uploaded to this school's website in September 2019.

To maintain privacy and confidentiality of individuals, schools with fewer than five responses will not have a report available.

This school's report will be available at: www.cloncurryss.eq.edu.au