

Cunnamulla P-12 State School

Queensland State School Reporting

2013 School Annual Report



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Principal's foreword

Introduction

Cunnamulla State School is committed to closing the gap for all students ensuring every day, in every classroom, every student is learning and achieving.

In 2013 Cunnamulla P-12 State School continued to develop and implement quality-learning programs that catered for a diverse and sometimes challenging range of students. It is to the credit of our dedicated teachers and support staff that our students have continued to grow in confidence, commitment and enthusiasm for their learning. While at school we will continue to support them to develop skills which will enable them to become successful individuals in our ever changing society.

Over time Cunnamulla P-12 State School has developed close partnerships and alliances with a wide range of local community groups, businesses, industries and government agencies. These partnerships have enabled us to provide innovative learning pathways and social and emotional support for students, staff and school community members when needed.

School progress towards its goals in 2013

Staff and students can be congratulated on the progress they have made during 2013. The hard work and dedication of all staff and families, working as a team, has seen improvement across all areas. The focus has been to individualise learning that supported students' improvement in attendance, literacy and numeracy outcomes. The achievements made by each individual have enabled them to build confidence, independence and a responsibility for their own learning.

As a school community, improving attendance is a key priority. Low attendance rates across the whole school have had an impact on student learning outcomes. The message is we need to have a shared responsibility with families and the wider community to help educate our children in our community. We have made progress in that attendance has improved from 80% (2011) to 84% in 2013. The Attendance Campaign, started in June 2011, has brought the school and community together to address this issue.

Our aim has been to change the culture of defeat in the school and celebrate the many positive aspects of both the students and the school as a whole. School Wide Positive Behaviour Support has been another initiative which has had an impact on the school and community. By developing a culture of respect and the continuous recognition of students and staff achievements has seen improved relationships between staff, students and families. We have also seen an improvement in attendance data, individual student achievement levels and family and community support for the school.

- **Attendance:** - Creating a learning environment where students are engaged daily in an inclusive curriculum which values their cultural and language background.
- **Improving learning outcomes in Literacy:** - Developing reading and comprehension skills where students are meeting basic literacy skills to engage successfully in the school program.
- **Early Years (Transition from home to school):** - Promoting and strengthening a child's skill development to ensure they are 'school ready' and 'teachable' when they start Prep (Rainbow Kids and Bright Sparks Playgroups). This will continue with continued partnership with other Early Years programs in the community (Mums and Bubs, and Day Care)

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- **Senior Pathways for students:** - Supporting young people make a successful transition from school to work or further study.
- **Community Partnerships:** - Building Community confidence in the capability of the school and working together to educate each child.
- **Student and staff wellbeing:-** The school promotes the social inclusion and reduces the educational disadvantage of children, especially Indigenous children
- **Building workforce capacity:** - The focus being explicit teaching, coaching and mentoring and data analysis.

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Future outlook

School and student performance in ...

Attendance

- **Community Reference Group (CRG)** – Shared responsibility to educating the children of Cunnamulla
- Review and implement **Attendance Policy** ensuring consistency across whole school community
- **Analysis of attendance data** to identify high risk students/families
- **Every Day Counts** Campaign
- **Personalised Learning Plans** for ALL students
- **Curriculum** is relevant and engaging for all students with a focus on the '**HOW**' (Pedagogical Framework)
- **Embed Aboriginal and Torres Strait Islander Perspectives** in school
- All classrooms are **intentionally inviting**
- **Building better relationships (Parent & Community Engagement Framework)** with students, staff and families
 - Positive approach – School seen as a positive learning environment
 - Meet & Greets
 - Open door policy
- Continue to **promote school** in the wider community.
 - Employment of Community Liaison Officer (1 FTE - NP Funding)
 - SWPBS: - As a member of the Cunnamulla State School community I am : Respectful, Responsible, Learning, Safe
 - Continued involvement in community events e.g. ANZAC Day, Cunnamulla Show, Pirates on the Warrego, Reading Bug, Catering events, NAIDOC
 - Regular newsletters

Attainment and Transition

- Employment of **Guidance Officer** based at the school to support students, staff and families
- Take home **Laptop Program** for seniors
- Continue to provide a **flexible curriculum/timetable** and facilitate more options through partnerships with TAFE/business and other agencies
- Continue **Careers program**:
 - Work experience for years 10,11 &12 students
 - One week work experience Brisbane
 - Careers Expo - Brisbane/Toowoomba
 - Tertiary Tours – USQ and UQ
- Link with Trade Training Centre (Charleville)
- Students '**at risk**' or '**disengaged**' from school linked with Youth Connections, Lifeline, Centacare, Chaplain &/or P200
- Review **Transition Program** from Years 7 to 8 including local Primary school in planning (Junior Secondary)

Literacy, Numeracy & Science

- **Effective Data Analysis**
 - Collaboratively develop a whole school approach for effective data analysis to ensure additional interventions for students is data driven and evidence based
 - 0.05 allocated for Data Guru
- **Language Awareness**
 - Continuation of L4L implementation from P-7
- **Reading /Comprehension**
 - Focused 2 hour **literacy block** (1-7)
 - Additional teacher aide time purchased to implement **Multilit** for identified students
 - PD focus on **reading and comprehension strategies**
- **Numeracy**
 - Implementation of **ROLEM Maths (Playgroup, Prep/1 and 2/3)**

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- Additional teacher aide time purchased to implement **Quicksmart** for identified students
- Ensure all staff see themselves as **teachers of numeracy** (“Roadmap” – ways to develop Numeracy across the Years of Schooling)
- **Science**
 - Science teacher teaching science across P-12
 - Continue to build on **partnership** with University of Queensland Environmental Science Department

Early Phase of Learning

- Indigenous Playgroup (Playgroup Qld)
 - Rainbow Kids (0-3.5 years)
 - Bright Sparks (3.5 - 5 years) - additional 4 hours per week (2 x 2 hrs) teacher time to focus on a school readiness program for students and families
- Promoting Early Years in the community in partnership with Cunnamulla Aboriginal Corporation for Health (CACH), Queensland Health, Paroo Shire Council, Cunnamulla Day Care

Keeping Early Years in the Spotlight (K.E.Y.S)

- Continued implementation of:
 - Breath Blow Cough
 - Hearing Screening
 - Dental Health
 - Eye Testing

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2013: Preschool - Year 12

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	125	66	59	86%
2012	126	72	54	83%
2013	135	76	59	89%

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

Characteristics of the student body:

Cunnamulla P-12 State School has been identified as a National Partnership Low Socio-economic Status School. It draws its enrolments from the town itself and a few rural residences. The school has an Indigenous population of approximately 89%. Many of our families are welfare dependant and students will often move to other communities to be with family members for some months and then return to our community. As a result, students have large gaps in their attendance which ultimately affects their learning. Within the student body, a proportion of students have additional learning needs, including students with verified disabilities, students with learning difficulties and those who have specific gifts or talents.

Average Class sizes

Phase	Average Class Size		
	2011	2012	2013
Prep – Year 3	16	19	19
Year 4 – Year 7 Primary	21	15	15
Year 7 Secondary – Year 10			14
Year 11 – Year 12	9	7	12

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	77	56	69
Long Suspensions - 6 to 20 days	8	7	7
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Curriculum offerings

Our distinctive curriculum offerings

Early Years: - Early Intervention Indigenous Playgroup (Rainbow Kids), School Readiness Program (Bright Sparks) Prep/1 and 2/3 class groups

Middle Phase: - 4/5/, 5/6/7 and 8/9 class groups

Senior Phase: - 10 and 11/12 class groups

Students in the Early and Middle Phase of Learning have access to specialty lessons in the areas of Art, Health, Music, Science, History and Physical Education on a weekly basis.

Senior Phase: - In order to ensure that our students are prepared for the path they choose after school, we offer two streams of subjects in years 11 and 12 (Authority and Non-Authority). Due to staffing numbers we have a limited number of Authority Subjects we offer face to face. All students have an opportunity to access other Authority Subjects of their choice through other means such as School of Distance Education and Virtual Schooling opportunities.

We currently have a strong School-Based Apprenticeship and Traineeship program with a number of senior students currently involved in accessing traineeships and work placement. On an annual basis we encourage students to attend a work experience camp in Toowoomba or Brisbane. Students were also provided with opportunities to complete short courses which provide students with immediate and practical successes in their educational program.

Special Education Class: - We offer support for students with special needs by providing in-class support and individual programs for all identified students. The students are integrated into mainstream classes with access to a full time Special Needs Teacher and quality teacher aide time. The Special Needs Teacher works closely with staff, parents/carers and other support agencies to ensure each child has access to programs that cater for their individual needs.

Extra curricula activities

Students at Cunnamulla P-12 State School participate in a variety of cultural, sporting and community events that provide opportunities to showcase their individual, team and whole school enthusiasm and talent.

- Performing Arts Program
- Early Years Reading Bug Program
- Education Week Activities
- Under 8's Day
- A variety of sporting opportunities such as athletics, swimming, netball, soccer, touch football and rugby league.
- Cunnamulla Show
- ANZAC Day
- NAIDOC
- Book Week Activities/Book Fair
- Eagle Edge Solutions Sporting Chance Program
- Annual School Concert
- Yapunyah Lodge Support
- Meals on Wheels
- Seniors Reading Program (Cunnamulla Town Library)

How Information and Communication Technologies are used to assist learning

The focus for Cunnamulla P-12 State School is to improve our capacity to teach, learn and manage the curriculum through ICT with better network infrastructure and access. This is reflected in our yearly budget. Computers are used for whole-class activities, group and individual access. Students are able to access a fully equipped computer lab, a mini-lab in the library and 2 to 4 computers in each primary classroom. All teaching spaces, including the library, have an interactive whiteboard and 30 iPads have been purchased for classroom use.

National Secondary School Computer Fund has enabled us to purchase both desk tops and laptops to ensure we meet the 1:1 years 9-12 student/computer ratio.

Additional Programs: -

Online Learning in Education (OLLIE UP).

Year 4 Indigenous students who were identified as 'at risk' are invited to participate in the program. These students have a weekly online lesson with a tutor based in Toowoomba, 700km east of Cunnamulla. Students learn various computer skills as part of this program and are expected to use these skills to tutor their peers. This link between the OLLIE UP program and the students' regular

Our school at a glance

classroom helps to build confidence and independence, enabling them to be worthwhile members of their class. The program also provides the school with rich examples of ICT integration. Unfortunately this program ceased in 2013.

Social climate

Cunnamulla P-12 State School is working continuously to build a positive image within the community and across the district. In the past, the school has had a focus on negative behaviour rather than promoting a 'learning' culture. Our challenge has been to build a positive and supportive learning environment where students, staff, families and the wider community take a shared responsibility in educating our future generations. Taking a shared responsibility has seen the formation of a Community Reference Group (CRG) which meets monthly to drive the school improvement agenda.

The school continues to implement the Responsible Behaviour Plan for Students. It has a major focus on rewarding students who are doing the 'right thing' and all school and community members using positive language, ensuring we create a caring and supportive environment where all members of our school community feel safe and welcome.

Our school has implemented a School Wide Positive Behaviour Support Program with a school mantra:-

As a member of the Cunnamulla State School Community I am:

Respectful Responsible Learning and Safe

This has had a positive effect on staff, students and families with an improvement in behaviour and engagement at school. The School Opinion Survey results showed an improvement in all areas with students and parents expressing their satisfaction with the school.

Activities that promote positive student participation are: -

- Relevant curriculum and personalised learning plans which value individual differences including cultural and educational strengths and specific needs
- Organised lunchtime activities with support from Eagle Edge Solutions
- Smart Cards/bands/badges/certificates (Respectful, Responsible, Learning and Safe)
- Rewards Camps/Trips
- Weekly Class Attendance Awards
- Positive Rewards Programs in each individual classroom
- Chaplaincy Program
- Adopt a Cop Program
- Elders and community member lunch program

Parent, student and staff satisfaction with the school

In 2013 the majority of parents, students, and teachers were satisfied or very satisfied with our school's performance. The results show an improvement across all key performance areas. The major area of concern is that parents and students do not consider the school is managing behaviour well. This is currently being addressed with the School Wide Positive Behaviour Support Team. The access to professional development continues to be an issue with staff who feel they have limited opportunities due to our rural and remote location.

Performance measure (Nationally agreed items shown*)

Percentage of parents/caregivers who agree that:	2012	2013
their child is getting a good education at school (S2016)	83%	83%
this is a good school (S2035)	83%	78%
their child likes being at this school* (S2001)	80%	81%
their child feels safe at this school* (S2002)	75%	84%
their child's learning needs are being met at this school* (S2003)	82%	81%
their child is making good progress at this school* (S2004)	80%	77%
teachers at this school expect their child to do his or her best* (S2005)	90%	93%

Our school at a glance

teachers at this school provide their child with useful feedback about his or her school work* (S2006)	85%	88%
teachers at this school motivate their child to learn* (S2007)	85%	86%
teachers at this school treat students fairly* (S2008)	79%	73%
they can talk to their child's teachers about their concerns* (S2009)	90%	95%
this school works with them to support their child's learning* (S2010)	85%	86%
this school takes parents' opinions seriously* (S2011)	84%	78%
student behaviour is well managed at this school* (S2012)	58%	45%
this school looks for ways to improve* (S2013)	83%	83%
this school is well maintained* (S2014)	88%	90%

Performance measure (Nationally agreed items shown*)

Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	88%	84%
they like being at their school* (S2036)	97%	92%
they feel safe at their school* (S2037)	84%	86%
their teachers motivate them to learn* (S2038)	97%	93%
their teachers expect them to do their best* (S2039)	100%	97%
their teachers provide them with useful feedback about their school work* (S2040)	98%	89%
teachers treat students fairly at their school* (S2041)	85%	72%
they can talk to their teachers about their concerns* (S2042)	87%	80%
their school takes students' opinions seriously* (S2043)	77%	76%
student behaviour is well managed at their school* (S2044)	39%	47%
their school looks for ways to improve* (S2045)	93%	86%
their school is well maintained* (S2046)	83%	77%
their school gives them opportunities to do interesting things* (S2047)	93%	86%

Performance measure

Percentage of school staff who agree that:	2013
they enjoy working at their school (S2069)	100%
they feel that their school is a safe place in which to work (S2070)	90%
they receive useful feedback about their work at their school (S2071)	90%
students are encouraged to do their best at their school (S2072)	93%
students are treated fairly at their school (S2073)	93%
student behaviour is well managed at their school (S2074)	62%
staff are well supported at their school (S2075)	83%

Our school at a glance

their school takes staff opinions seriously (S2076)	90%
their school looks for ways to improve (S2077)	97%
their school is well maintained (S2078)	97%
their school gives them opportunities to do interesting things (S2079)	96%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

Cunnamulla P-12 State School uses a range of strategies to involve families. These include: -

- Community Reference Group (monthly meetings)
- Parents and Citizens Association (monthly meetings)
- Fortnightly newsletter 'The Pelican'
- Open Door Policy
- Weekly Parades
- Regular phone calls/letters/postcards
- Articles in the local newspaper 'Warrego Watchman'
- Cuppa Program (morning or afternoon teas)
- Parent/Teacher Interviews
- 'Meet & Greets' down town
- Information Sessions on and off campus
- School involvement in community events such as: - NAIDOC activities, Cunnamulla Show, ANZAC Day
- Early Years Reading Bug Program
- Student centred activities such as: - Annual School Concert, 'Black Stump' sport competitions, Speech Day,
- Weekly Whole School, Primary and Secondary Parades

Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

The school is working towards a whole-of-school approach to managing school resources. In 2013 the focus was on energy efficiency with the increase in the number of solar panels in the school.

In 2013 the school signed up for the Earth Smart Science Program and is currently involved with the Eco-school program.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2010-2011	165,113	51,666
2011-2012	4,715	0
2012-2013	139,478	402

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.

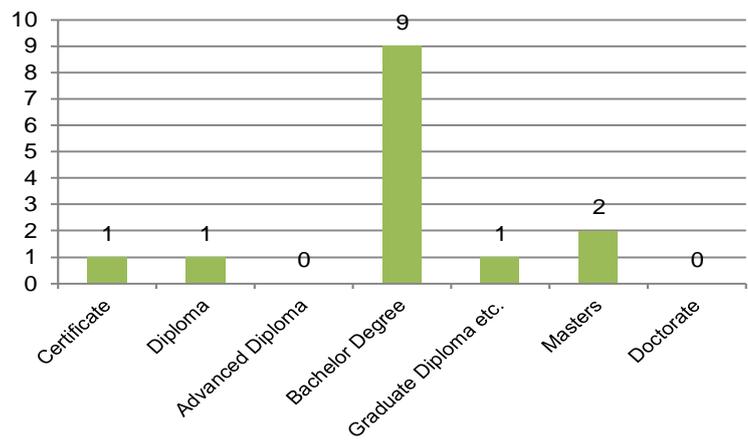
Our staff profile

Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	16	18	5
Full-time equivalents	14	13	4

Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	1
Diploma	1
Advanced Diploma	0
Bachelor Degree	9
Graduate Diploma etc.	1
Masters	2
Doctorate	0
Total	14



* Teaching Staff includes School Leaders

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

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2013 were \$8 740

The major professional development initiatives are as follows:

- Code of Conduct and Student Protection
- Professional Standards for Teachers
- Hidden Histories/Crossing Cultures

Our staff profile

- Explicit Teaching
- Essential Skills in Classroom Management
- L4L
- Reading - Guided Reading/Comprehension
- RoleM Program
- Mentoring
- Hearing

The proportion of the teaching staff involved in professional development activities during 2013 was 100%.

Average staff attendance	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.	98%	97%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 86% of staff was retained by the school for the entire 2013 school year.

School income broken down by funding source

School income 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

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

Where it says 'Search by school name', type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's *My School* entry web page.

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

Key student outcomes

Student attendance	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	80%	84%	84%
The overall attendance rate in 2013 for all Queensland state P-10/P-12 schools was 89%.			

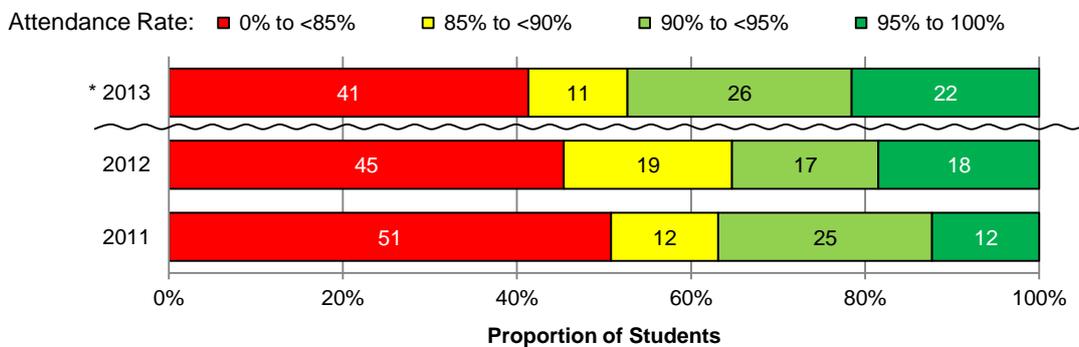
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2011	88%	90%	90%	DW	89%	82%	80%	77%	81%	67%	64%	78%
2012	83%	86%	90%	86%	DW	88%	84%	87%	86%	76%	74%	74%
2013	81%	84%	81%	88%	88%	92%	91%	84%	90%	83%	76%	84%

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.



* The method for calculating attendance changed in 2013 – care should be taken when comparing data from 2013 to that of previous years.

Description of how non-attendance is managed by the school

Performance of our students

Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

In 2013, Cunnamulla P-12 State School continued to engage officers from the Indigenous Schooling Support Unit – CSQ to collaboratively develop a local approach to improving attendance. The team undertook an extensive consultation and SWOT analysis process across the Cunnamulla community and a Community Reference Group (CRG) was formed to address the issues raised by the community and school. 14 recommendations were tabled and these are being addressed as a whole-of-community approach.

'Every Day Counts' strategy is reinforced with all students, families and community. Posters are displayed around the school and the community. Pamphlets are distributed to all new students and families when they enrol. Regular reminders are placed in the school newsletter and students are spoken to on parade on a regular basis.

Classroom teachers encourage and reward good attendance and whole class and individual awards are presented to students on a regular basis. Students with 95% attendance are eligible to attend an end of year excursion. Other rewards include lunch at local café, family dinner and BBQs.

Within the school, classroom teachers mark the roll twice a day, morning and afternoon. If students are late this is recorded and time is made up after school. Students who have poor attendance are contacted by their classroom teacher. If families are unable to be contacted the Community Education Counsellor or School Liaison Officer may do a home visit and postcards and letters are forwarded to families by mail.

If attendance does not improve, Principal and Community Education Counsellor visit the family at their home. Follow up with Police Truancy Officer and Police Liaison Officer and formal truancy process is carried out if there is no improvement after the home visits.

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9.

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/>.

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Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data.

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

Performance of our students

Achievement – Closing the Gap

Retention rate between Indigenous and Non-Indigenous students increased to 28% in 2012 (small cohorts of students affect % data)

Overall attendance across the school was 84.4% in 2013.

Indigenous rate: - 83% Non-Indigenous Rate: - 91% Gap of 8%

This is a considerable gap in which Cunnamulla P-12 State School is addressing but the positive news is that the gap has reduced from 10% in 2011 and 13% in 2010.

% of All Student Attendance < 85% - 41.3%

% of Indigenous Student Attendance < 85% - 43.8%

Student attendance is generally an influencing factor with student achievement.

Apparent retention rates Year 10 to Year 12

	2011	2012	2013
Year 12 student enrolment as a percentage of the Year 10 student cohort.	27%	44%	75%

Outcomes for our Year 12 cohorts

	2011	2012	2013
Number of students receiving a Senior Statement.	3	5	7
Number of students awarded a Queensland Certificate Individual Achievement.	0	0	0
Number of students receiving an Overall Position (OP).	1	2	0
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	0	2	4
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	1	5	4
Number of students awarded an Australian Qualification Framework Certificate II or above.	0	4	2
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	3	3	4
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%	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.	100%	100%	71%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	100%	100%	

As at 5 May 2014. The above values exclude VISA students.

Overall Position Bands (OP)

Performance of our students

Number of students in each Band for OP 1 to 25.

	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2011	0	0	1	0	0
2012	0	0	1	1	0
2013	0	0	0	0	0

As at 5 May 2014. The above values exclude VISA students.

Vocational Educational Training qualification (VET)

Number of students awarded certificates under the Australian Qualification Framework (AQF).

	Certificate I	Certificate II	Certificate III or above
2011	1	0	0
2012	5	3	1
2013	0	2	0

As at 5 May 2014. The above values exclude VISA students.

Certificate 1 – Engineering (started 2014)

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2014 post-school destinations survey, Next Step – Student Destination Report (2013 Year 12 cohort) for the school were not available. Information about these post-school destinations of our students will be uploaded to the school's website in September.

Early leavers information

The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12.

A small number of students leave prior to completing Year 12. These students are referred to other agencies to help gain employment or complete further study.

Agencies supporting these students are: -

- Youth Connections
- Max Employment

All students who graduated in 2013 have gained employment within the Cunnamulla district.