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| Cunnamulla P-12 State School |

20**16**

**ANNUAL REPORT**

**Queensland State School Reporting**

***Inspiring minds. Creating opportunities. Shaping Queensland’s future.***

*Every student succeeding. State Schools Strategy 2016-2020*

Department of Education and Training

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| Contact Information |
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| School Overview |
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Cunnamulla P-12 State School is an isolated Prep to Year 12 campus in the Darling Downs South West Region. It was founded in 1877 as Cunnamulla's first school situated on the banks of the Warrego River. Cunnamulla P-12 State School draws its enrolment from the town of Cunnamulla and has an Indigenous population of approximately 88%. Many students live in diverse family units and often change living arrangements on a regular basis. As a result, students have quite large gaps in their attendance which affects learning. Our focus has been for our staff to build strong caring relationships with their students, families and community. A School and Community Partnership Agreement and the Community Reference Group (CRG) has been the first step in working together to develop a way forward for our school to achieve the best possible outcomes for all our students.

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| Principal’s Foreword |
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**Introduction**

***Cunnamulla P-12 State School is committed to closing the gap for all students***

***with an expectation that***

***every day, in every classroom, every student is learning and achieving***.

Cunnamulla P-12 State School continued to develop and implement quality-learning programs that cater 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 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 2016**

Staff and students can be congratulated on the progress they have made during the past year. 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 supports students’ improvement in attendance, literacy and numeracy outcomes with a narrow and sharpened focus on reading. 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. With the support of families we have made progress with attendance reaching 86% in 2016. The ongoing Attendance Campaign and the introduction of the Cowboys Try for 5 program 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. Positive Behaviour for Learning (PBL) has been another initiative which has had an impact on the school and community. By developing a culture of respect and the recognition of student and staff achievements, individual student outcomes and family and community support for the school has improved over time.

Our key priorities are:

* **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)
* **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.

**Future Outlook**

To develop a **narrow and sharpened improvement agenda** the school community was involved in a School Improvement Review in Term One 2015. The final report provided by the School Improvement Review Team outlined key strategies which prioritise future direction for improvement. In 2016/17 we continue to keep a focus on our priorities to ensure continued success.

The **key school improvement priorities** are:

* **Attendance**
	+ Seek innovative approaches to improve attendance.
	+ Review the students’ behaviour program to ensure it promotes a positive culture focused on student learning.
	+ Building better relationships with families and the wider community.
* **Reading**
	+ A narrow, sharp and deep focus on **reading** which includes clear targets and timelines.
	+ The implementation of the Service Agreement and the My Education Plan across P-10.
	+ Targeted intervention for identified students.
	+ Implement parent/carer training to support reading at home.
* **Optimal Transition to School**
	+ Keeping Early Years in the Spotlight (K.E.Y.S)
* **Transition from school to work or further study through secondary school**
	+ Building quality processes to track and support individual students through secondary school
* **Quality Staffing**
	+ Engage regional support to develop a strategy which attracts skilled teachers and leaders and reduces the impact of staff turnover.
	+ Implement a systemic induction program for new and beginning teachers.
	+ Strong Leadership

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| Our School at a Glance |
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**School Profile**

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| --- | --- |
| **Coeducational or single sex:**  | Coeducational |
| **Independent Public School:** | No |
| **Year levels offered in 2016:** | Early Childhood - Year 12 |
| **Student enrolments for this school:** |  |
|  | **Total** | **Girls** | **Boys** | **Indigenous** | **Enrolment Continuity****(Feb – Nov)** |
| **2014** | 123 | 73 | 50 | 110 | 78% |
|  **2015\*** | 135 | 67 | 68 | 116 | 82% |
| **2016** | 119 | 61 | 58 | 103 | 89% |
| Student counts are based on the Census (August) enrolment collection.\*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts. |

In 2016, there were 1 students enrolled in a pre-Prep\*\* program.

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

**Characteristics of the Student Body**

**Overview**

Cunnamulla P-12 State School has been identified as a National Partnership Low Socio-economic Status School. The school has an Indigenous population of approximately 88%. 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 large proportion of students have additional learning needs, including students with verified disabilities and students with learning difficulties.

**Average Class Sizes**

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

|  |
| --- |
| **AVERAGE CLASS SIZES** |
| **Phase** | **2014** | **2015\*** | **2016** |
| Prep – Year 3 | 17 | 14 | 14 |
| Year 4 – Year 7 | 15 | 21 | 14 |
| Year 8 – Year 10 | 13 | 13 | 9 |
| Year 11 – Year 12 | 11 | 14 | 6 |
| \*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts. |

**Curriculum Delivery**

**Our Approach to Curriculum Delivery**

Early Years: -

* Early Intervention Indigenous Playgroup (Rainbow Kids)
* School Readiness Program (Bright Sparks)

Primary: -

* Prep/1
* Years 2/3, 4/5/6 and 3/5/6

Junior Secondary: -

* Year 7/8 and
* Year 9/10

Senior Phase: -

* Year 11/12 class groups

Students across the Primary and Junior Secondary sectors have access to specialty lessons in the areas of Art, Health, Science, and Physical Education on a weekly basis.

***Senior Phase*:** - 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 can offer face to face. All students have an opportunity to access other subjects of their choice through other means such as Brisbane 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. Students are also provided with opportunities to complete short courses which provide students with immediate and practical success in their educational program.

***Special Needs:*** -We offer support for students with special needs by providing in-class and individual programs for 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.

**Co-curricular 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.

### These activities include:

* Performing Arts Program
* Deadly Recruits (ADF Camp)
* Early Years Transition Program (K.E.Y.S)
* Under 8’s Day
* A variety of sporting opportunities such as athletics, swimming, netball, soccer, OzTag, touch football and rugby league
* Cunnamulla Show
* ANZAC Day
* NAIDOC
* Book Week Activities/Book Fair
* Annual School Concert
* 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, group and individual learning. 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 40 iPads have been purchased for classroom use.

Across Years 10 to 12 all students have access to laptops ensuring a 1:1 student/computer ratio.

**Social Climate**

**Overview**

Cunnamulla P-12 State School is working continuously to build a positive image within the community and across the region. 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 regularly to drive the school improvement agenda.

The school continues to use the Positive Behaviour for Learning (PBL) framework which provides us with a means to improve upon academic and behaviour outcomes based on collection of data and the teaching of behaviour specific lessons. 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.

The school PBL mantra is:-

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

**Respectful** **Responsible** **Learning** **Safe**

This has had a positive effect on staff, students and families with an improvement in behaviour and engagement at 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

* Smart Cards/bands/badges/certificates (Respectful, Responsible, Learning and Safe)
* Community smart cards
* Reward Camps/Trips
* Weekly Class Attendance Awards
* Positive Rewards Programs in each individual classroom
* Organised before school and lunchtime activities with support from outside agencies
* Chaplaincy Program
* Adopt-a-Cop Program
* Adopt-an-Elder Program
* Cowboys Try for 5 Program

**Parent, Student and Staff Satisfaction**

**Parent opinion survey**

| **Performance measure** |
| --- |
| **Percentage of parents/caregivers who agree# that:** | **2014** | **2015** | **2016** |
| their child is getting a good education at school (S2016) | 78% | 71% | 74% |
| this is a good school (S2035) | 86% | 84% | 64% |
| their child likes being at this school\* (S2001) | 87% | 86% | 84% |
| their child feels safe at this school\* (S2002) | 78% | 76% | 77% |
| their child's learning needs are being met at this school\* (S2003) | 91% | 86% | 74% |
| their child is making good progress at this school\* (S2004) | 83% | 90% | 66% |
| teachers at this school expect their child to do his or her best\* (S2005) | 87% | 95% | 89% |
| teachers at this school provide their child with useful feedback about his or her school work\* (S2006) | 87% | 90% | 69% |
| teachers at this school motivate their child to learn\* (S2007) | 87% | 90% | 79% |
| teachers at this school treat students fairly\* (S2008) | 77% | 58% | 64% |
| they can talk to their child's teachers about their concerns\* (S2009) | 95% | 90% | 79% |
| this school works with them to support their child's learning\* (S2010) | 87% | 95% | 79% |
| this school takes parents' opinions seriously\* (S2011) | 91% | 67% | 57% |
| student behaviour is well managed at this school\* (S2012) | 74% | 58% | 47% |
| this school looks for ways to improve\* (S2013) | 86% | 95% | 69% |
| this school is well maintained\* (S2014) | 80% | 95% | 71% |

**Student opinion survey**

| **Performance measure** |
| --- |
| **Percentage of students who agree# that:** | **2014** | **2015** | **2016** |
| they are getting a good education at school (S2048) | 90% | 81% | 78% |
| they like being at their school\* (S2036) | 85% | 88% | 86% |
| they feel safe at their school\* (S2037) | 90% | 73% | 91% |
| their teachers motivate them to learn\* (S2038) | 95% | 98% | 89% |
| their teachers expect them to do their best\* (S2039) | 95% | 100% | 96% |
| their teachers provide them with useful feedback about their school work\* (S2040) | 85% | 94% | 95% |
| teachers treat students fairly at their school\* (S2041) | 60% | 77% | 77% |
| they can talk to their teachers about their concerns\* (S2042) | 75% | 78% | 84% |
| their school takes students' opinions seriously\* (S2043) | 64% | 68% | 86% |
| student behaviour is well managed at their school\* (S2044) | 53% | 55% | 71% |
| their school looks for ways to improve\* (S2045) | 84% | 88% | 89% |
| their school is well maintained\* (S2046) | 75% | 67% | 86% |
| their school gives them opportunities to do interesting things\* (S2047) | 93% | 96% | 89% |

**Staff opinion survey**

| **Performance measure** |
| --- |
| **Percentage of school staff who agree# that:** | **2014** | **2015** | **2016** |
| they enjoy working at their school (S2069) | 100% | 95% | 94% |
| they feel that their school is a safe place in which to work (S2070) | 88% | 90% | 97% |
| they receive useful feedback about their work at their school (S2071) | 85% | 90% | 88% |
| they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114) | 67% | 100% | 89% |
| students are encouraged to do their best at their school (S2072) | 92% | 100% | 97% |
| students are treated fairly at their school (S2073) | 92% | 100% | 97% |
| student behaviour is well managed at their school (S2074) | 69% | 80% | 91% |
| staff are well supported at their school (S2075) | 81% | 95% | 97% |
| their school takes staff opinions seriously (S2076) | 88% | 95% | 94% |
| their school looks for ways to improve (S2077) | 100% | 100% | 97% |
| their school is well maintained (S2078) | 88% | 80% | 85% |
| their school gives them opportunities to do interesting things (S2079) | 88% | 95% | 94% |
| \* 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**

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

* Community Reference Group (CRG)
* Parents and Citizens Association (monthly meetings)
* Fortnightly newsletter ‘The Pelican’
* Regular phone calls/letters/postcards
* Articles in the local newspaper ‘Warrego Watchman’
* Cuppa Program (morning or afternoon teas)
* Parent/Teacher Interviews
* ‘Meet & Greets’ / Information Sessions on and off campus
* School involvement in community events such as: - NAIDOC activities, Cunnamulla Show, ANZAC Day Service
* Early Years Reading Programs
* Playgroup
* Cunnamulla Town Library visits
* Senior Buddy Reading
* Student centred activities such as: - Annual School Concert, Speech Day
* Weekly Whole School and Primary and Secondary Parades
* Adopt-an-Elder Program
* Adopt-a-cop Program

To assist students with diverse learning needs the school uses an individual case management process which includes relevant staff, parents/carers, Guidance Officer, support workers and other service providers that can support student learning. A case manager is allocated to each student and meetings are held regularly to ensure the child is accessing and participating fully at school.

**Respectful relationships programs**

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. We continue to work closely with the Cunnamulla Aboriginal Community Health Centre (CACH) and QPS to implement personal safety and awareness programs that support students across Prep to Year 12.

In 2017 the Paroo Shire Council has funding for a Safety and Wellbeing Program - **Strong Families, Strong Community Project.** As a school we will have access to programs and support workers to develop students’ knowledge and skills to resolve conflict without violence and to recognise, react and report when they, or others, are unsafe.

**School Disciplinary Absences**

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

|  |
| --- |
| **SCHOOL DISCIPLINARY ABSENCES** |
| **Type** | **2014\*** | **2015\*\*** | **2016** |
| Short Suspensions – 1 to 5 days | 83 | 144 | 84 |
| Long Suspensions – 6 to 20days | 0 | 4 | 6 |
| Exclusions | 0 | 0 | 0 |
| Cancellations of Enrolment | 1 | 0 | 0 |
| \* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.\*\*From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process. |

**Environmental Footprint**

**Reducing the school’s environmental footprint**

The school is working towards a whole-of-school approach to managing school resources. The focus for our school is to improve 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** |
| --- |
| **Years** | **Electricity****kWh** | **Water** **kL** |
| 2013-2014 | 146,103 | 0 |
| 2014-2015 | 179,529 | 207 |
| 2015-2016 | 35,023 |  |
| The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school’s environmental footprint. |

**School Funding**

**School income broken down by funding source**

School income, reported by financial year accounting 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.**



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.

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| Our Staff Profile |
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**Workforce Composition**

**Staff composition, including Indigenous staff**

| **2016 WORKFORCE COMPOSITION** |
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| **Description** | **Teaching Staff** | **Non-Teaching Staff** | **Indigenous Staff** |
| Headcounts | 18 | 19 | <5 |
| Full-time Equivalents | 17 | 13 | <5 |

**Qualification of all teachers**

| **TEACHER\* QUALIFICATIONS** |
| --- |
| **Highest level of qualification** | **Number of classroom teachers and school leaders at the school** |
| Doctorate | 0 |
| Masters | 2 |
| Graduate Diploma etc.\*\* | 4 |
| Bachelor degree | 9 |
| Diploma | 1 |
| Certificate | 1 |
| \*Teaching staff includes School Leaders\*\*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate. |

**Professional Development**

**Expenditure On and Teacher Participation in Professional Development**

The total funds expended on teacher professional development in 2016 were $17 226

The major professional development initiatives are as follows:

* Explicit Instruction
* Age Appropriate Pedagogies (AAP)
* Data Analysis
* How to Teach Reading – Guided Reading and Comprehension
* Running Records
* Positive Behaviour for Learning(PBL)
* Essential Skills in Classroom Management
* Profiling
* Supporting Students with a Hearing Impairment
* Maximising Achievement Program (MAP)
* Finance

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

**Staff Attendance and Retention**

**Staff attendance**

| **AVERAGE STAFF ATTENDANCE (%)** |
| --- |
| **Description** | **2014** | **2015** | **2016** |
| Staff attendance for permanent and temporary staff and school leaders. | 96% | 96% | 96% |

**Proportion of Staff Retained from the Previous School Year**

From the end of the previous school year, 88% of staff was retained by the school for the entire 2016.

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| Performance of Our Students |
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**Key Student Outcomes**

**Student Attendance**

**Student attendance**

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

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| **STUDENT ATTENDANCE 2016** |
| **Description** | **2014** | **2015** | **2016** |
| The overall attendance rate\* for the students at this school (shown as a percentage). | 84% | 85% | 86% |
| The attendance rate for Indigenous students at this school (shown as a percentage). | 84% | 85% | 85% |
| \*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage. |

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

| **AVERAGE STUDENT ATTENDANCE RATE\* (%) FOR EACH YEAR LEVEL** |
| --- |
| **Year Level** | **Prep** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** | **Year 7** | **Year 8** | **Year 9** | **Year 10** | **Year 11** | **Year 12** |
| 2014 | 82% | 81% | 79% | 88% | 82% | 83% | 85% | 92% | 91% | 87% | 85% | 82% | 84% |
| 2015 | 88% | 82% | 82% | 87% | 84% | 88% | 86% | 86% | 88% | 87% | 87% | 83% | 84% |
| 2016 | 83% | 87% | 84% | 90% | 82% | 88% | 86% | 86% | 84% | 88% | 87% | 87% | 91% |
| \*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.DW = Data withheld to ensure confidentiality. |

**Student Attendance Distribution**

The proportions of students by attendance range:



**Description of how non-attendance is managed by the school**

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

Cunnamulla P-12 State School engaged with 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.

In 2016 our school participated in the Cowboys **Try for 5!** Program.

This program is an intra-school challenge, designed to address short and long term impacts of students missing foundation learning in their primary years through poor school attendance.

The program motivates and rewards individual classes and schools for their attendance record during the challenge period, and engages students and families using the club's profile and ambassadors.

**Try for 5! is structured to**:

• Reinforce a positive school culture
• Communicate high expectations of attendance
• Record and follow-up student absences and provide support where required

Classroom teachers encourage and reward good attendance and whole class and individual awards are presented to students on a regular basis. Students with 90% attendance are eligible to attend an end of year excursion. Other rewards throughout the year include lunch at local café, family dinners and BBQs.

Classroom/form teachers mark the roll twice a day, morning and afternoon. Late students are recorded and time is made up after school. Same day reporting of absent students is mandated. Parents/carers are contacted initially by phone and if they are unable to be contacted the Community Education Counsellor or School Liaison Officer complete a home visit.

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

**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** | **2014** | **2015** | **2016** |
| Number of students receiving a Senior Statement | 8 | 9 | 12 |
| Number of students awarded a Queensland Certificate of Individual Achievement. | 0 | 0 | 0 |
| Number of students receiving an Overall Position (OP) | 0 | 0 | 0 |
| Percentage of Indigenous students receiving an Overall Position (OP) | 0% | 0% | 0% |
| Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT). | 0 | 1 | 5 |
| Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT). | 2 | 9 | 12 |
| Number of students awarded an Australian Qualification Framework Certificate II or above. | 0 | 9 | 11 |
| Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12. | 4 | 9 | 12 |
| Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12. | 43% | 100% | 100% |
| 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. |  |  |  |
| 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. | 50% | 100% | 100% |
| Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer. |  | 50% | 57% |
| As at 3rd February 2017. The above values exclude VISA students. |

| **OVERALL POSITION BANDS (OP)** |
| --- |
|  | **Number of students in each band for OP 1 - 25** |
| **Years** | OP 1-5 | OP 6-10 | OP 11-15 | OP 16-20 | OP 21-25 |
| 2014 | 0 | 0 | 0 | 0 | 0 |
| 2015 | 0 | 0 | 0 | 0 | 0 |
| 2016 | 0 | 0 | 0 | 0 | 0 |
| As at 3rd February 2017. The above values exclude VISA students. |  |  |

| **VOCATIONAL EDUCATIONAL TRAINING QUALIFICATION (VET)** |
| --- |
|  | **Number of students awarded certificates under the Australian Qualification Framework (AQF)** |
| **Years** | Certificate I | Certificate II | Certificate III or above |
| 2014 | 2 | 0 | 0 |
| 2015 | 6 | 9 | 0 |
| 2016 | 10 | 11 | 4 |
| As at 3rd February 2017. The above values exclude VISA students. |

* + School Bases Traineeships/Apprenticeships
		- Cert III Business Administration
		- Cert III Primary Health Care
		- Cert III Hospitality (2)
		- Cert III Engineering
	+ Certificates
		- Cert III Horsemanship
		- Cert II Sport & Recreation
		- Cert II Work & Vocational Pathways
	+ Short Courses
		- Barista course
		- Deadly Recruits (ADF)
		- TMT Deportment – Career Success course

**Apparent Retention Rate – Year 10 to Year 12**

| **APPARENT RETENTION RATES\* YEAR 10 TO YEAR 12** |
| --- |
| **Description** | **2014** | **2015** | **2016** |
| Year 12 student enrolment as a percentage of the Year 10 student cohort. | 109% | 75% | 100% |
| Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort. | 111% | 60% | 110% |
| \* The Years 10 to 12 Apparent Retention Rate is defined as the number of full-time students in Year 12 in any given year expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%). |

**Student Destinations**

**Post-school destination information**

The results of the 2016 post-school destinations survey, Next Step – Student Destination Report (2016 Year 12 cohort), will be uploaded to the school’s website in September.

The report will be available at:

<http://www.cunnamullap12ss.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx>

**Early leavers’ information**

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

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.

Transferring early school leavers are tracked and not removed from enrolment until confirmation from the next school is received. Where a student does not attend another school the administration team follows to direction of the EPPR: Enforcement of Compulsory Schooling and Compulsory Participation Provisions – Flow chart B: Process for Persistent Truancy or Absenteeism for Children of Compulsory School Age.

|  |
| --- |
| Conclusion |
|  |

**At least one year’s growth for one year’s schooling.**

**Narrow and sharpened focus on reading and attendance!**