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| Cunnamulla P-12 State School |
| ANNUAL REPORT |
| 2018 |
| Queensland State School Reporting |
| Every student succeeding  State Schools Strategy  Department of Education |

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| Contact information |
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| --- | --- |
| Postal address | PO Box 74 Cunnamulla 4490 |
| Phone | (07) 4655 8333 |
| Fax | (07) 4655 8300 |
| Email | principal@cunnamullap12ss.eq.edu.au |
| Webpages | Additional information about Queensland state schools is located on:   * the [*My School*](http://www.myschool.edu.au/) website * the [Queensland Government data](http://data.qld.gov.au/) website * the Queensland Government [schools directory](https://schoolsdirectory.eq.edu.au/) website. |
| Contact person | Mrs Karen Campbell Principal |

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| From the Principal |
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School overview

Cunnamulla P- 12 State School is an isolated rural and remote 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 125 enrolments from the town of Cunnamulla and a few rural residences. Our school has an Indigenous population of approximately 86%. Many students live in diverse family units and often change living arrangements. As a result, a number of students have large gaps in their attendance which affects learning.

Our priority areas include successful learners, successful transitions and building staff capability.

Through the purposeful use of data, systematic curriculum delivery and an expert teaching team we have developed and implemented quality-learning programs that cater for a diverse and sometimes challenging range of students. These programs are supported by our partnerships with local community groups, businesses, industries and government agencies.

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.

***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***.

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

School progress towards its goals in 2018

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 literacy and numeracy, attendance, and a narrow and sharpened focus on reading across all curriculum areas. The achievements made by each individual have enabled them to build confidence, independence and a responsibility for their own learning.

The relentless drive to improve reading for all students has been supported by the Centre for Learning and Wellbeing (CLaW) team based in Roma. With a collective effort and intentional collaborations we continue to see an improvement in student learning outcomes.

As a school community, improving attendance is a priority. Low attendance rates across the whole school have had an impact on student learning outcomes. To be successful, we need to have a shared responsibility with families and the wider community to help educate children in our community. The ongoing Attendance Campaign, Beyond Broncos Girls Academy, Deadly Choices and the Cowboys Try for 5 programs have brought the school and community together to address this issue.

Overall, 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.

Future outlook

The **key school improvement priorities** are:

**Successful Learners**

* **Attainment: Develop a culture of high expectations for all students with a view of every young person succeeding – At least one year’s growth for one year’s schooling.**
  + Staff take responsibility and accountability for achievement of all students
  + All students have a signed Service Guarantee
  + Staff engaged in moderation
  + Putting faces on the data (Data wall)
  + Tailored and sustained interventions for students
  + Introduction of SATE
  + Re-Engagement Centre (REC)
  + Responsible Behaviour Plan for Students
* **Reading: Narrow and sharpened focus on Reading**
  + Principal and leadership team engage in professional development - Principals’ leadership of reading improvement provided by the Centre for Learning and Wellbeing (CLaW)
  + The continued use of the ‘My Education Plan’ across P-6
  + Targeted intervention for identified students
  + Implement Ready Reading training to support reading at home
* **Attendance: Seek innovative approaches to improve attendance**
  + Review the students’ behaviour program to ensure it promotes a positive culture focused on student learning
  + Building stronger relationships with families and the wider community
  + Additional programs:
    - Beyond the Broncos Girls Academy
    - Deadly Choices
    - Community based mentoring program
  + Review Cunnamulla P-12 State School Service Guarantee
* **Science: Improving science outcomes**
  + Quality teachers, quality teaching with quality resources and facilities
  + Year 10-12 girls attend STEM camps
* **Closing the Gap:**
  + Consult with Regional Indigenous Team, Elders and wider community to review the Aboriginal and Torres Strait Islander Perspectives in Schools Plan
  + Community mentoring program
  + Adopt-an- elder program
  + Additional staffing:
    - Community Education Counsellor
    - Beyond the Broncos Girls Academy Support Worker

**Successful Transitions**

* **Early Years: Successful Transition to school**
  + Keeping Early Years in the Spotlight (KEYS) – Employ an additional teacher two days a week to drive the KEYS project across the early years community
* **Improved retention from Year 6 to 7 and Year 10 to 12**
  + **Transition from school to work or further study through secondary school**
    - Building quality processes to track and support individual students through secondary school
    - Individual Support Plans – SET/SCE/QCE
    - Review subject offerings and investigate alternatives
    - Employ transition officer two days a week
    - Year 7 to 12 girls engaged in Beyond the Broncos Girls Academy
    - Mentoring for Year 7 to 12 students

**Building Staff Capacity**

* **Systematic induction program for new and beginning teachers**
  + 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
* **A narrow and sharpened focus on capability development at all levels**
  + **Reading**
    - 2019 Pilot Project: Principals’ leadership of reading improvement (CLaW)
  + **SATE**
    - Professional development opportunities to support adjustments for new and existing teachers
  + **Behaviour Support (PBL)**
    - Engage with regional PBL coach and support team to ensure consistency of practice
  + **Beginning Teachers**
    - Regular meetings
    - Mentoring
  + **Aspiring Leaders**
    - Regular meetings
    - Professional Development opportunities (Take the Lead)
* **Strong partnerships beyond the gate**
  + Recruitment
    - Align with CLaW and HR to recruit teachers (pre-service, beginning teachers and experienced)
    - RATEP – support RATEP students to be successful
  + Consolidate strong partnerships with wider community to ensure we do whatever it takes to support our young people to succeed

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| Our school at a glance |
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School profile

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Coeducational or single sex | Coeducational | | | |
| Independent public school | No | | | |
| Year levels offered in 2018 | Early Childhood - Year 12 | | | |
| Student enrolments |  | | | |
| Table 1: Student enrolments at this school |  | | | |
| Enrolment category | 2016 | 2017 | 2018 | 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](https://earlychildhood.qld.gov.au/early-years/kindergarten-programs/kindergarten-in-indigenous-communities) 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. |
| Total | 119 | 98 | 106 |
| Girls | 61 | 49 | 58 |
| Boys | 58 | 49 | 48 |
| Indigenous | 103 | 80 | 90 |
| Enrolment continuity (Feb. – Nov.) | 89% | 72% | 75% |

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

Characteristics of the student body

Overview

Cunnamulla P-12 State School has an Indigenous population of approximately 86%. Many of our families are welfare dependant and 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. A large proportion of students are identified with additional learning needs, including students with verified disabilities and learning difficulties.

Average class sizes

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Phase of schooling | 2016 | 2017 | 2018 | Note:  The [class size](https://qed.qld.gov.au/publications/reports/statistics/schooling/schools) 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. |
| Prep – Year 3 | 14 | 9 | 11 |
| Year 4 – Year 6 | 14 | 17 |  |
| Year 7 – Year 10 | 9 | 14 | 14 |
| Year 11 – Year 12 | 6 | 9 | 9 |

Curriculum delivery

Our approach to curriculum delivery

Early Years:-

Keeping Early Years in the Spotlight (KEYS)

* Fair School funding (3 Yrs)
* Whole of community approach in supporting children between the ages of 0 to 8 and their families to access quality early years programs

Primary: -

* Prep/1
* Year 1/2/3
* Year 4/5/6

Secondary

* Year 7
* Year 8
* Year 9/10
* Year 11/12

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 placements. 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 Students with Disabilities teacher and quality teacher aide time. The Students with Disabilities 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.

**Additional Support Programs: -**

Re-Engagement Centre (REC)

* Engaging ‘at risk’ or ‘disengaged students’ in an alternative learning environment that meets the needs of each individual

Case Management

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.

Complex Care Panels

* Supporting all children to remain engaged in education and training from prep to Year 12
* School works with students, families and the greater community to assist them to re-engage young people into education or an eligible option as appropriate

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:

Keeping Early Years in the Spotlight (KEYS)

* Fair School funding (3 Yrs)
* Whole of community approach in supporting children between the ages of 0 to 8 and their families to access quality early years programs
* Transition Program, Under 8’s Day

Mentoring

* Deadly Choices
* Beyond Broncos Girls Academy

Transitioning into the workforce

* Deadly Recruits (ADF and TRYP)
  + Empowering young people to reach their potential (Years 9 to 12)
* Nominated for DoE Showcase Award
* Blue Light Shearing
* Cert II Rural Operations
* Won State and National QPS Award

Healthy Eating

* Tucka-Time (Check Up)
* Good Quick Tukka (Deadly Choices)
* Top Up Club (Sponsored by Council, CACH, Lifeline and Strong Families, Strong Communities)

Digital Technologies:

* Digital Technologies in Focus (DTiF)
* A three year project supported by ACARA Digital Technology Team
* Partnership with Council Library (Technology resources)

Other events/activities include:

* Junior Paroo Shire Council
* Performing Arts Program
* Strings Music Program
* 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
* School Concert
* Meals on Wheels
* Seniors Buddy Reading (Cunnamulla Town Library/Yapunyah Lodge)

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 a community working together to support all young people to be successful. Strong productive partnerships are making a difference!

Behaviour continues to be identified as an issue at the school. As a school community we will continue to work with our Parents and Citizens (P&C) members and the wider community to address concerns raised about student behaviour.

We will address this issue through the systematic implementation of the Positive Behaviour for Learning (PBL) framework which provides us with a means to improve academic and behaviour outcomes based on the 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 requires all school and community members to use positive language, ensuring we create a caring and supportive environment where everyone feels 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 (P-6) and Deadly Dollars (secondary) plus rewards (Respectful, Responsible, Learning and Safe)
* Community smart cards
* Reward Camps/Trips
* Weekly Class and Individual Attendance Awards
* Positive Rewards Programs in 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
* Beyond the Broncos Girls Academy
* Deadly Choices
* Mentoring

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) | 74% | 95% | 95% |
| * this is a good school (S2035) | 64% | 94% | 87% |
| * their child likes being at this school\* (S2001) | 84% | 83% | 75% |
| * their child feels safe at this school\* (S2002) | 77% | 84% | 65% |
| * their child's learning needs are being met at this school\* (S2003) | 74% | 89% | 85% |
| * their child is making good progress at this school\* (S2004) | 66% | 92% | 84% |
| * teachers at this school expect their child to do his or her best\* (S2005) | 89% | 95% | 97% |
| * teachers at this school provide their child with useful feedback about his or her school work\* (S2006) | 69% | 94% | 97% |
| * teachers at this school motivate their child to learn\* (S2007) | 79% | 92% | 97% |
| * teachers at this school treat students fairly\* (S2008) | 64% | 78% | 71% |
| * they can talk to their child's teachers about their concerns\* (S2009) | 79% | 97% | 90% |
| * this school works with them to support their child's learning\* (S2010) | 79% | 86% | 84% |
| * this school takes parents' opinions seriously\* (S2011) | 57% | 83% | 71% |
| * student behaviour is well managed at this school\* (S2012) | 47% | 73% | 65% |
| * this school looks for ways to improve\* (S2013) | 69% | 89% | 84% |
| * this school is well maintained\* (S2014) | 71% | 94% | 87% |
| \* 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) | 78% | 82% | 86% |
| * they like being at their school\* (S2036) | 86% | 86% | 78% |
| * they feel safe at their school\* (S2037) | 91% | 86% | 84% |
| * their teachers motivate them to learn\* (S2038) | 89% | 88% | 90% |
| * their teachers expect them to do their best\* (S2039) | 96% | 93% | 95% |
| * their teachers provide them with useful feedback about their school work\* (S2040) | 95% | 82% | 90% |
| * teachers treat students fairly at their school\* (S2041) | 77% | 71% | 74% |
| * they can talk to their teachers about their concerns\* (S2042) | 84% | 74% | 75% |
| * their school takes students' opinions seriously\* (S2043) | 86% | 77% | 76% |
| * student behaviour is well managed at their school\* (S2044) | 71% | 76% | 53% |
| * their school looks for ways to improve\* (S2045) | 89% | 91% | 91% |
| * their school is well maintained\* (S2046) | 86% | 84% | 84% |
| * their school gives them opportunities to do interesting things\* (S2047) | 89% | 84% | 90% |
| \* 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) | 94% | 100% | 100% |
| * they feel that their school is a safe place in which to work (S2070) | 97% | 93% | 100% |
| * they receive useful feedback about their work at their school (S2071) | 88% | 97% | 100% |
| * they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114) | 89% | 80% | 94% |
| * students are encouraged to do their best at their school (S2072) | 97% | 97% | 100% |
| * students are treated fairly at their school (S2073) | 97% | 100% | 100% |
| * student behaviour is well managed at their school (S2074) | 91% | 87% | 96% |
| * staff are well supported at their school (S2075) | 97% | 90% | 100% |
| * their school takes staff opinions seriously (S2076) | 94% | 83% | 100% |
| * their school looks for ways to improve (S2077) | 97% | 100% | 100% |
| * their school is well maintained (S2078) | 85% | 93% | 100% |
| * their school gives them opportunities to do interesting things (S2079) | 94% | 93% | 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. | | | |

Parent and community engagement

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

* Community Reference Group (CRG)
* Interagency Meetings
* Parents and Citizens Association (monthly meetings)
* Harmony Opportunity Pride Empowerment (HOPE) Project
* Deadly Choices
* Beyond the Broncos Girls Academy
* Cowboys Try for 5
* Fortnightly newsletter ‘The Pelican’
* Regular phone calls/letters/postcards
* Articles in the local newspaper ‘Warrego Watchman’
* 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
* Keeping Early Years in the Spotlight (KEYS)
* Playgroup
* Movie Nights
* Cunnamulla Town Library visits
* Senior Buddy Reading
* Student centred activities such as: - School Concert, Speech Day
* Weekly Whole School and Primary and Secondary Parades
* Adopt-an-Elder Program
* Adopt-a-cop Program

Respectful relationships education programs

Cunnamulla P-12 State School has implemented programs that focus on appropriate, respectful and healthy relationships across Prep to Year 12. These programs align with the Australian Curriculum (Personal and social capabilities). Students will develop personal and social capability as they learn to understand themselves and others, and manage their relationships, lives, work and learning more effectively.

We continue to work closely with the Cunnamulla Aboriginal Corporation for Health (CACH), QPS and Strong Families, Strong Communities (SFSC) to implement personal safety and awareness programs.

Through SFSC we have access to support workers who mentor our young people in years 7 to 12. The mentoring sessions help 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

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Type of school disciplinary absence | 2016 | 2017 | 2018 | 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. |
| Short suspensions – 1 to 10 days | 84 | 110 | 84 |
| Long suspensions – 11 to 20days | 6 | 4 | 2 |
| Exclusions | 0 | 0 | 0 |
| Cancellations of enrolment | 0 | 0 | 1 |

Environmental footprint

Reducing this 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.

Table 7: Environmental footprint indicators for this school

| Utility category | 2015–2016 | 2016–2017 | 2017–2018 | 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. |
| --- | --- | --- | --- | --- |
| Electricity (kWh) | 35,023 | 182,470 | 166,170 |
| Water (kL) |  | 20 | 1,587 |
|  |  |  |  |

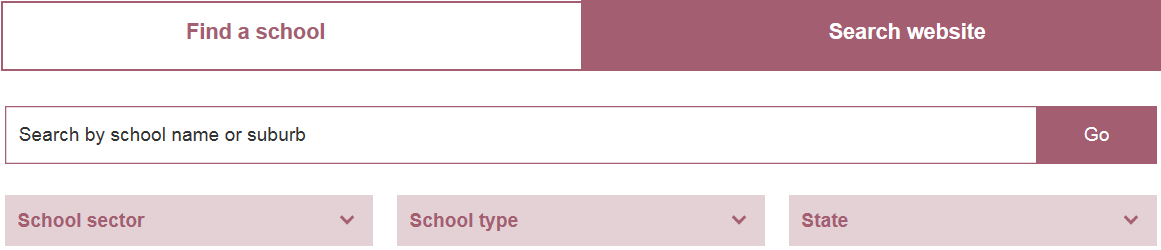
School funding

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*](http://www.myschool.edu.au/) 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.



1. Click on ‘View School Profile’ of the appropriate school to access the school’s profile.



1. Click on ‘Finances’ and select the appropriate year to view the school financial information.



Note:

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

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| Our staff profile |
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Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

| Description | Teaching staff\* | Non-teaching staff | Indigenous\*\* staff |
| --- | --- | --- | --- |
| Headcounts | 17 | 18 | 6 |
| Full-time equivalents | 17 | 13 | <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 | \*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate. |
| --- | --- | --- |
| Doctorate | 0 |
| Masters | 1 |
| Graduate Diploma etc.\* | 5 |
| Bachelor degree | 9 |
| Diploma | 1 |
| Certificate | 1 |

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were $24 922

The major professional development initiatives are as follows:

* How to Teach Reading
* The Big 6
* Running Records
* Positive Behaviour for Learning
* Curriculum Implementation
* Coaching and Feedback
* OneSchool Training
* DoE Mandatory Training
* Classroom Profiling
* Beginning Teachers Induction/Mentoring
* Engoorie
* Age Appropriate Pedagogies
* TAE Training
* QELi Deputy Principal Leaders Workshop

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. | 96% | 97% | 98% |

Proportion of staff retained from the previous school year

From the end of the previous school year, 83% of staff were retained by the school for the entire 2018.

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| Performance of our students |
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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% | 84% | 83% |
| Attendance rate for Indigenous\*\* students at this school | 85% | 84% | 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 | 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. |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Prep | 83% | 92% | 82% |  | Year 7 | 86% | 87% | 92% |
| Year 1 | 87% | 72% | 93% |  | Year 8 | 84% | 77% | 78% |
| Year 2 | 84% | 86% | 84% |  | Year 9 | 88% | 73% | 78% |
| Year 3 | 90% | 85% | 89% |  | Year 10 | 87% | 90% | 69% |
| Year 4 | 82% | 86% | 87% |  | Year 11 | 87% | 87% | 74% |
| Year 5 | 88% | 90% | 93% |  | Year 12 | 91% | 81% | 84% |
| Year 6 | 86% | 93% | 85% |  |  |  |  |  |

Student attendance distribution

Graph 1: Proportion of students by attendance rate



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*](http://ppr.det.qld.gov.au/education/management/Pages/Managing-Student-Absences-and-Enforcing-Enrolment-and-Attendance-at-State-Schools.aspx); and [*Roll Marking in State Schools*](http://ppr.det.qld.gov.au/education/management/Pages/Roll-Marking-in-State-Schools.aspx)*,* which outline processes for managing and recording student attendance and absenteeism.

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

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. Daily text messages are sent to families if students are absent from school. After three days unexplained absence the Attendance Officer makes a call home to the family.

In 2018 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 Beyond Broncos Support Worker complete a home visit.

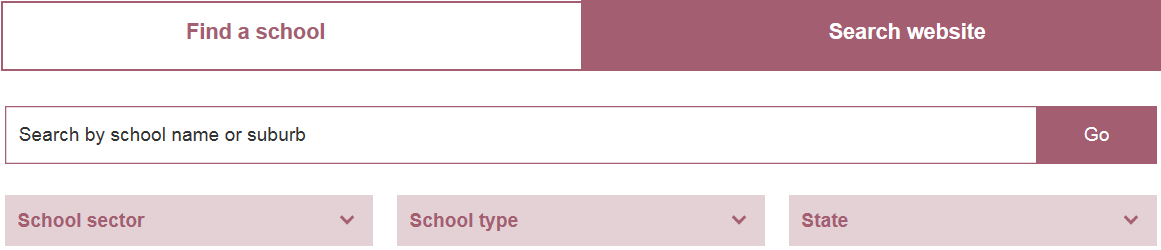
If attendance does not improve, Principal and Community Education Counsellor complete a home visit. A formal truancy process is carried out if there is no improvement after the home visits. This process also includes visits from the Police Truancy Officer and Police Liaison Officer.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [*My School*](http://www.myschool.edu.au/) 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.



1. Click on ‘View School Profile’ of the appropriate school to access the school’s profile.



1. Click on ‘NAPLAN’ to access the school NAPLAN information.



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](http://www.nap.edu.au/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](https://www.qcaa.qld.edu.au/about/publications/statistics).

Additional information about the AQF and the IBD program are available at [www.aqf.edu.au](https://www.aqf.edu.au/) and [www.ibo.org](https://www.ibo.org/).

Table 13: Outcomes for our Year 12 cohorts

| Description | 2016 | 2017 | 2018 |
| --- | --- | --- | --- |
| Number of students who received a Senior Statement | 12 | 4 | 6 |
| Number of students awarded a QCIA | 0 | 3 | 1 |
| Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12 | 12 | 1 | 5 |
| Percentage of Indigenous students awarded a QCE at the end of Year 12 | 100% | 33% | 80% |
| Number of students who received an OP | 0 | 0 | 0 |
| Percentage of Indigenous students who received an OP | 0% | 0% | 0% |
| Number of students awarded one or more VET qualifications (including SAT) | 12 | 4 | 6 |
| Number of students awarded a VET Certificate II or above | 11 | 4 | 6 |
| Number of students who were completing/continuing a SAT | 5 | 1 | 0 |
| Number of students awarded an IBD | 0 | 0 | 0 |
| Percentage of OP/IBD eligible students with OP 1-15 or an IBD |  |  |  |
| 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% | 100% | 100% |
| Percentage of QTAC applicants who received a tertiary offer. | 57% |  |  |
| 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 | 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). |
| --- | --- | --- | --- | --- |
| 1-5 | 0 | 0 | 0 |
| 6-10 | 0 | 0 | 0 |
| 11-15 | 0 | 0 | 0 |
| 16-20 | 0 | 0 | 0 |
| 21-25 | 0 | 0 | 0 |

Table 15: Vocational Education and Training (VET)

| VET qualification | 2016 | 2017 | 2018 | 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). |
| --- | --- | --- | --- | --- |
| Certificate I | 10 | 0 | 1 |
| Certificate II | 11 | 4 | 6 |
| Certificate III or above | 4 | 0 | 0 |

Provide a brief description of the types of VET qualifications completed by your students, if applicable.

* Cert II Skills for work and Vocational Pathways (FSK)
* Cert I Information Digital Media and Technology

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 | 100% | 44% | 70% |
| Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort | 110% | 43% | 67% |
| 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](https://qed.qld.gov.au/publications/reports/statistics/schooling/learning-outcomes/next-step) 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.

This school works closely with a range of external agencies to support students who left school early. Our Principal, Deputy Principal, Regional Transitions Officer or Guidance Officer liaises with early school leavers and their parents, providing a service ‘beyond the school gate’ to assist early leavers make a successful transition to other educational pursuits or employment.

A small number of students in Years 11 and 12 had their enrolment cancelled due to continued non-participation in their program of study. Our Guidance Officers, Community Education Counsellor and/or Transition Officer supported these students into alternative training pathways or employment.

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