



# Clermont State High School

# ANNUAL REPORT 2016

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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## School Overview

At Clermont State High School we provide high quality education which will equip students for the future, enabling them to contribute socially, economically and culturally to a diverse society. Clermont State High school promotes Learning for Life. Our students are encouraged to develop Studentship, which focuses on each individual trying to the best of his or her ability. We also value and focus on respect - respect for the individual, respect for others and respect for learning. We market Clermont State High School as providing 'Learning Excellence in a Rural Setting'. Our vision of excellence is based on setting high expectations of our students and staff and consistently striving for excellence in performance. We deliver quality teaching through careful lesson planning, the use of effective teaching strategies and the provision of quality Professional Development. We maintain a safe and orderly school climate with clear expectations of student behaviour and open and effective communication between home and school.

In 2017 Clermont State High School will celebrate 150 Years of Education. Throughout it's history, Clermont State High School has served the needs of generations of many Clermont families.

## Principal's Forward

### Introduction

I am pleased to provide you with a copy of the 2016 Annual Report for Clermont State High School. This document contains important information about our school's performance in 2016. Our school is firstly a place of learning and the report will reflect the importance that is placed on learning in our school. We also value respect and responsibility throughout our school community. These qualities are developed through a focus on positive behaviour for learning, student well being, student leadership and celebration of success.

It is obvious in this report that the caring , supportive and dedicated staff work professionally to ensure that learning is of a high standard. Staff continue to add to and extend the curriculum to provide the latest technologies, sporting and cultural opportunities.

### School Progress towards its goals in 2016

Priority1 – To lift the percentage of Year 7 and Year 9 students in U2B in all five NAPLAN domains while ensuring that all students reach NMS in each domain

Performance Measures	Targets		Actual
Percentage of Year 7 and Year 9 students at or above NMS	Year 7	Numeracy 100% Reading 100% Writing 100%	Numeracy 97.5 % Reading 90% Writing 75.6%
	Year 9	Numeracy 100% Reading 100% Writing 100%	Numeracy 100% Reading 91.7% Writing 70.8%
Percentage of Year 7 and 9 students in U2B	Year 7	>30%	Numeracy 20% Reading 25% Writing 7.3%
	Year 9	> 20%	Numeracy 12.5% Reading 12.5% Writing 4.2%
NAPLAN Mean Scale Scores	Year 7	= > SQSS	Numeracy 534% Reading 525.8% Writing 477.3%
	Year 9	= > SQSS	Numeracy 571.1% Reading 554.2% Writing 519.8
NAPLAN relative gain	Year 7	= > SQSS	Achieved
	Year 9	= > SQSS	Achieved

Priority 2 - Optimised Academic Achievement – to increase the percentage of students achieving A-C grades on all subject areas, with a particular focus on increasing the percentage achieving in the A and B range.

Performance Measures	Targets		Actual
Percentage of students achieving A-C grades on reports Semester 1 2016	Year 7	>90	English 95 Math 87.8 Science 93
	Year 8	>90	English 95 Math 97.5 Science 92.5
	Year 9	>90	English 91.7 Math 91.7 Science 70.8
	Year 10	>90	English 82.4 Math 91.4 Science 88.8
Percentage of students achieving A and B grades on reports as at Semester 1 2016	Year 7	>40	English 35 Math 41 Science 49
	Year 8	>40	English 40 Math 58 Science 28
	Year 9	>40	English 50 Math 75 Science 50
	Year 10	>40	English 33 Math 63 Science 38

Priority 3: Differentiated Curriculum Delivery.

To strengthen the capacity of all teachers to adopt a differentiated approach to curriculum delivery in order for students requiring extension as well as those requiring support to achieve results commensurate with ability to be further developed in 2017

Ensure that all teachers know most of the recent achievements of every student in their classes	% teachers who plan for the learning needs of all students	100%	100%
Provide PD for all teachers concerning differentiation for those who require extension as well as for those who require extra support	% teachers differentiating the curriculum to ensure that students who require extension and those requiring extra support are achieving results commensurate with ability	100%	100% Provided by inclusion coach

## Future Outlook

Improvement Priority	Actions	Targets
Attainment – Curriculum and Behaviour management	<ul style="list-style-type: none"> <li>Develop a deep understanding for staff and leaders of the P-12 curriculum, assessment and reporting framework.</li> <li>Develop the understanding and application of the achievement standards, content descriptors, scope and sequencing for years 7-10 and adjust C2C units to suit school contents.</li> <li>Implement a continuous training and observation program for all staff.</li> <li>Review RBP. Implement action plan, monitor and review PBL to provide a safe, supportive and disciplined environment.</li> </ul>	<p>Percentage of students achieving a QCE 99%</p> <p>Percentage of OP eligible students achieving a OP 1-20 100%</p> <p>Percentage of students receiving a A-C grade for achievement in English, Math, Science &gt;90%</p> <p>Increase to the parent satisfaction that school behaviour is well managed &gt;80%</p>
Writing	<ul style="list-style-type: none"> <li>Improving students' writing capabilities in all learning areas</li> </ul>	<p>Percentage of students at or above NMS writing – Year 7 at 78% - Year 9 at 82% or have a case management plan for writing improvement.</p> <p>Percentage of students in U2B writing Year 7 at 18%, Year 9 at 12%</p> <p>NAPLAN Mean Scale Scores for Year 7 at 485 and Year 9 at 512</p>
Science	<ul style="list-style-type: none"> <li>Develop and implement STEM classes as electives</li> </ul>	<p>Percentage of students achieving A-C Year 9 Science &gt;95%, year 10 Science &gt;85%</p>

# Our School at a Glance

## School Profile

<b>Coeducational or single sex:</b>	Coeducational
<b>Independent Public School:</b>	No
<b>Year levels offered in 2016:</b>	Year 7 - Year 12
<b>Student enrolments for this school:</b>	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2014</b>	153	72	81	4	94%
<b>2015*</b>	197	90	107	11	99%
<b>2016</b>	204	92	112	12	93%

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 no students enrolled in a pre-Prep\*\* program.

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

## Characteristics of the Student Body

### Overview

The Clermont State High School student body is relatively stable, with some transience due to the location of the school in a mining district. This is likely to be ongoing in the foreseeable future.

Many of our students live in outlying areas, and have to travel significant distances to attend school. Students who live a considerable distance from the school are able to reside at Blair House, a weekly boarding facility within the township of Clermont, from Monday to Friday.

While many senior phase students go on to undertake apprenticeships and employment in the local area after exit, an increasing number of our academically able students are seeking and accepting offers of a place at a tertiary institution upon completion of their secondary schooling.

Students, Parents and Community members are encouraged to contribute to the school's decision-making process through the student council and Parents and Citizens' Association. An extensive support network exists to provide support to our students.

### 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			
Year 4 – Year 7			
Year 8 – Year 10	19	18	19
Year 11 – Year 12	13	15	14

\*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



The Australian Curriculum is implemented in English, Mathematics, Science, History and Geography in Years 7-10. Teachers at Clermont State High School access a range of materials to implement the Australian Curriculum, including the Queensland Curriculum and Assessment Authority advice, guidelines and resources and the Curriculum into the Classroom (C2C) materials. The C2C materials are variously adopted and adapted to meet the needs of our students and our educational context.

The remaining Queensland curriculum is implemented for Health and Physical Education, Technology and The Arts, based on the Year 10 Guidelines and the Years 1-9 QCAR Framework Standards.

Japanese is currently the language taught to students in Years 7 and 8.

.All students in Years 11 and 12 at Clermont State High School have a program of learning that allows them to attain a Queensland Certificate of Education (QCE) or a Queensland Certificate of Individual Achievement (QCIA). The school offers a wide range of Authority subjects, Authority-registered subjects and vocational offerings.

Students in Years 11 and 12 are provided with the opportunity to take up School Based Apprenticeships and Traineeships. Students in Years 11 and 12 are also provided with the opportunity to study subjects via the Brisbane School of Distance Education, should a particular subject of interest to a student not be offered at our school.

### **Co-curricular Activities**

Regular school sport with interschool sporting competitions with other Central Highlands schools

After school tuition

Structured lunch time activities

Instrumental Music program

Excursions

Tertiary experience programs

Community service participation

Cultural Experiences, e.g. Rostrum Voice of Youth, Motivational Media, Queensland Music Festival.

### **How Information and Communication Technologies are used to Assist Learning**

Staff regularly create and share ICT-rich learning activities that have been developed for student groups in lesson and unit plans.

Teachers incorporate digital learning experiences for students and make use of quality digital content and resources to add value to students' educational experiences. Information and Communication Technologies and digital technologies are important tools for teachers to use to deliver the curriculum in all subject areas.

Students use laptops for individual research.

## **Social Climate**

### **Overview**

There is a strong belief in, and an enactment of, student support in the school. Smaller class sizes enable more individualized assistance than may be possible in a larger school. There is a strong focus on social and emotional wellbeing.

Respect is continually referred to and reiterated in relation to learning and interpersonal relationships. In addition to the Principal, our school is serviced by two Heads of Department, whose roles are aligned with a Junior Secondary/Senior Schooling focus. Junior Secondary/Senior Secondary Year Level Coordinators work in conjunction with the Heads of Department. We also have a part-time Guidance Officer, a Youth Support Coordinator and a Vocational Projects Officer.

Three Teacher Aides work in classrooms to support students with Special Needs and learning difficulties. We draw upon a range of regional and district support networks.

Clermont State High School is a positive behavior for learning school.

Student behavior issues are addressed according to strategies outlined in the school's Responsible Behavior Plan. Bullying, including cyberbullying, is also addressed within the Responsible Behavior Plan to ensure that students and parents are aware of the school's expectations of students during school hours and when using social media platforms at any time. Staff are aware of what constitutes bullying and cyberbullying, and are able to identify and look for signs of its occurrence amongst students.

At Clermont State High School we aspire to ensure that our social climate is increasingly responsive to feedback provided by our students and our parent community.

## Parent, Student and Staff Satisfaction

### Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree <sup>#</sup> that:	2014	2015	2016
their child is getting a good education at school (S2016)	100%	92%	89%
this is a good school (S2035)	100%	92%	94%
their child likes being at this school* (S2001)	100%	86%	83%
their child feels safe at this school* (S2002)	93%	93%	89%
their child's learning needs are being met at this school* (S2003)	93%	79%	89%
their child is making good progress at this school* (S2004)	100%	79%	89%
teachers at this school expect their child to do his or her best* (S2005)	100%	93%	94%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	86%	89%
teachers at this school motivate their child to learn* (S2007)	100%	86%	83%
teachers at this school treat students fairly* (S2008)	100%	71%	76%
they can talk to their child's teachers about their concerns* (S2009)	100%	93%	94%
this school works with them to support their child's learning* (S2010)	100%	86%	83%
this school takes parents' opinions seriously* (S2011)	93%	79%	75%
student behaviour is well managed at this school* (S2012)	93%	64%	65%
this school looks for ways to improve* (S2013)	100%	92%	87%
this school is well maintained* (S2014)	100%	92%	100%

### Student opinion survey

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2014	2015	2016
they are getting a good education at school (S2048)	97%	98%	94%
they like being at their school* (S2036)	90%	92%	88%
they feel safe at their school* (S2037)	94%	96%	94%
their teachers motivate them to learn* (S2038)	92%	95%	96%
their teachers expect them to do their best* (S2039)	97%	96%	98%
their teachers provide them with useful feedback about their school work* (S2040)	95%	91%	95%
teachers treat students fairly at their school* (S2041)	79%	87%	90%
they can talk to their teachers about their concerns* (S2042)	74%	85%	87%
their school takes students' opinions seriously* (S2043)	76%	88%	81%
student behaviour is well managed at their school* (S2044)	69%	82%	73%
their school looks for ways to improve* (S2045)	89%	89%	94%
their school is well maintained* (S2046)	93%	96%	97%
their school gives them opportunities to do interesting things* (S2047)	89%	92%	89%

### Staff opinion survey



Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2014	2015	2016
they enjoy working at their school (S2069)	89%	96%	100%
they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
they receive useful feedback about their work at their school (S2071)	89%	96%	82%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	79%	79%	75%
students are encouraged to do their best at their school (S2072)	100%	100%	96%
students are treated fairly at their school (S2073)	96%	100%	93%
student behaviour is well managed at their school (S2074)	89%	73%	82%
staff are well supported at their school (S2075)	89%	92%	86%
their school takes staff opinions seriously (S2076)	85%	88%	81%
their school looks for ways to improve (S2077)	93%	96%	85%
their school is well maintained (S2078)	100%	100%	93%
their school gives them opportunities to do interesting things (S2079)	93%	88%	89%

\* 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

At Clermont State High School parents and caregivers are encouraged to make the Junior Secondary and Senior Secondary Coordinators the first point of contact in relation to classroom issues and behaviour, both positive and negative. However, parents and caregivers are also welcome to make contact with the Principal, Heads of Department and any of our teachers on a needs basis.

Three parent/teacher interview sessions are scheduled each year at the beginning of Terms 2, 3 and 4. Parents are invited to attend various information evenings and award presentations, as well as to participate in the SET planning process and VET sign-ups. Parents and caregivers are made welcome at the school at any time, and are encouraged to work in partnership with the teaching staff.

A fortnightly newsletter is distributed to all students and uploaded to our website every second Friday.

### Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships.

### 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	11	9	28
Long Suspensions – 6 to 20 days	0	0	0
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



Staff and students are made aware of the need to contribute to the reduction of our environmental footprint by ensuring that electrical appliances such as lights, air conditioners and ceiling fans are turned off when not in use.

Solar panels were installed on one of our buildings in 2012 and several water tanks are in use.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	101,401	156
2014-2015	110,196	
2015-2016		

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.

### Find a school

Sector:

Government

Non-government

Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

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

## Our Staff Profile

## Workforce Composition

### Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION



Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	16	15	0
Full-time Equivalents	16	11	0

### Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	
Graduate Diploma etc.**	4
Bachelor degree	18
Diploma	2
Certificate	

\*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 \$14161.99.

The major professional development initiatives are as follows:

- Understanding diversity -SWD
- Building positive relationships - PBL
- STEM
- VET compliance
- ESCM

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.	98%	98%	99%

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

From the end of the previous school year, 75% of staff was retained by the school for the entire 2016.

## Performance of Our Students

### Key Student Outcomes

## Student Attendance

### Student attendance

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

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	91%	93%	91%
The attendance rate for Indigenous students at this school (shown as a percentage).	84%	88%	91%

\*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 Secondary schools was 90%.

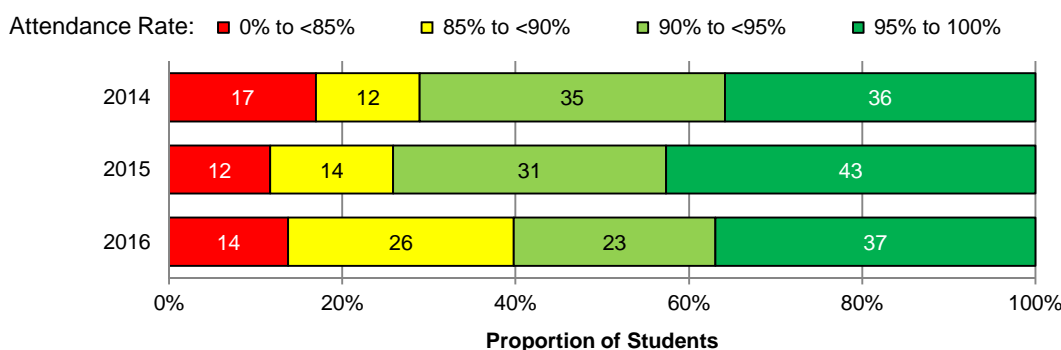
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014									93%	91%	91%	92%	89%
2015								92%	94%	92%	93%	93%	93%
2016							92%	90%	92%	90%	91%	92%	

\*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.

At Clermont State High School attendance rolls are marked twice a day – morning and afternoon – with parents required to provide an explanation for all absences, in written form, or via parent/caregiver phone call, the day after each absence. Letters are sent home to parents if student absences are not explained, or if individual student attendance rates fall below 85%. Parents of students who have been absent for three consecutive days without explanation receive phone contact from the school on a regular basis. Regular reminders concerning the importance of students attending every school day are published in the fortnightly school newsletter. Parents are regularly informed of individual student Daily Year to Date attendance rates, and are provided with advice and support to ensure regular student attendance. Excellent attendance is celebrated on weekly parades, with certificates for 100% attendance presented at the end of each school term.

## 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.

## Find a school

GO

Sector:

Government

Non-government

SEARCH

Where it states 'School name', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School 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	21	32	28
Number of students awarded a Queensland Certificate of Individual Achievement.	0	0	1
Number of students receiving an Overall Position (OP)	9	13	14
Percentage of Indigenous students receiving an Overall Position (OP)			50%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	8	3	5
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	20	32	23
Number of students awarded an Australian Qualification Framework Certificate II or above.	13	23	12
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	21	32	27
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.			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.	89%	69%	57%

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2014	2015	2016
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%	96%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	100%	100%	88%

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	3	5	1	0
2015	2	2	5	4	0
2016	0	6	2	5	1

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	18	12	2
2015	30	23	1
2016	12	12	0

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

VET students at Clermont State High School completed the following qualifications in 2015

Certificate I in Furnishing

Certificate II in Business

Certificate II in Information, Digital Media and Technology

Certificate II in Kitchen Operations

Certificate II in Workplace Practices

Certificate 111 in Beauty Services

### 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.	76%	89%	88%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	0%		100%

\* The Years 10 to 12 Apparent Retention Rate is defined as the number of full-time students in Year 12 in any given year expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).

## Student Destinations

### Post-school destination information

The results of the 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.clermontshs.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.

At Clermont State High School every effort is made to ensure that early leavers are provided with opportunities for sustainable future employment. Over the past three years there has been increasingly fewer students leaving school during Years 10,11 and 12. Early leavers at Clermont State High School generally do so to obtain employment in the local area, specifically in the mining industry and related support industries. There has been a small movement towards employment in agricultural industries as well. At Clermont State High School we are proactive in assisting students at risk of leaving school early into full-time apprenticeships and other forms of sustainable employment. Great care is taken to ensure that opportunities available align with the interests and abilities of the individual students.

## Conclusion

In 2017 Clermont State High School is committed to providing safe, supportive, inclusive and disciplined learning environments that provide quality learning opportunities for all students.

