



Clermont State High School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy

Department of Education



Queensland
Government

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School overview

Located in Central Queensland, Clermont State High School is a positive, inclusive and engaged school community. Our school vision, "Learning Excellence in a Rural Setting" reflects our deep felt belief that regardless of location, all students have a right to access an excellent education. Our vision of excellence is based on setting high expectations of our students and staff and consistently striving for excellence in performance. Quality teaching and successful learning is our top priority. In order to do this we adopt a research based pedagogical framework, focused on providing a high quality education designed to equip students for the future, enabling them to contribute socially, economically and culturally to a diverse society. We offer a diverse curriculum underpinned by literacy and numeracy in order to set students up for the changing world. The curriculum provides academic and vocational opportunities for all, and every effort is made to provide courses of study which cater for the needs of all students. We provide opportunities for all students, regardless of our rural location to engage in science, technology, engineering and mathematics (STEM), coding and robotics.

At the heart of the culture of the school is our motto "Learning for Life". We believe in continuous learning and improvement for staff, students and ultimately the school. Our foundation for improving student outcomes is based on: 1. Assessing students' learning to identify what they are ready to learn next 2. Developing the teaching practices that will provide for the next stage of student learning and 3. Evaluating the impact of new practices on student learning

Our school supports diversity and engages with the community, modelling and fostering respectful relationships between learners and all members of the school. We consider behaviour management to be an opportunity for valuable social learnings as well as providing an environment to maximise learning. Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours, preventing problem behaviours and responding to unacceptable behaviours. Expectations for student behaviour enable the school to maintain and create a positive and productive teaching and learning environment, where ALL school community members have clear and consistent understanding of the expectations. At Clermont State high School as part of our Positive Behaviour for Learning (PBL) program, we have three core values that underpin everything that is endemic about our school. These are posted in every classroom in the school as well as around the school and are constantly referred to in supporting positive behaviours. **We value RAR; we are Responsible, Achieving and Responsible.** As a result of their education at Clermont State High School, we want our graduates to be confident young people who are equipped for the challenges of the future by being: digitally savvy, creative and critical thinkers, and active and informed citizens with intercultural competence.

School progress towards its goals in 2018 AIP Achievements 2018

The 2018 school year was the fourth year of implementation of our Strategic Plan – and we continued to meet our aspirational targets.

Target Area – From AIP	Achieved
Attainment	
Percentage of students achieving a QCE or a QCIA	100%
Percentage of students achieving an OP -1 - 15	94%
Percentage of students receiving an A-C achievement	English 96%

	Mathematics- 97% Science – 92.5%
Increase student satisfaction that school behaviour is well managed	80% - improvement
Numeracy	
Percentage of students at or above NMS	97.2% 92.9%
Percentage of students in U2B	16.5% 25%
Increase the percentage of students achieving A-B in Year 11 Math B	Achieved –50% - A/B
Writing	
Percentage of students at or above NMS writing	Year 7 – 86% Year 9 – 66.6%
Percentage of students U2B writing	Year 7 – 5.7% Year 9 – 3.7%
Science	
Increase the percentage of students achieving an A - C	Year 10 81%
Parent Satisfaction	
Increase the percentage of Parent satisfaction that this school keeps me well informed to 60%	85.70%
Increase the percentage of parent satisfaction that this school is well organised to 70%	78.60%
Attendance	
Whole school attendance	90.00%
Reduce the percentage of Indigenous Student Attendance less than 85% to less than 20%	18.20%

In 2018 we focused on improving student outcomes in very element of their studies. We understand that one of the most important ways to do this is to focus on writing improvement in every subject. Not only does writing well help students more accurately communicate what they want to say (and therefore improve results), but the act of writing also helps students to process information and move their knowledge into their long term memory. We employed a consultant to assist us in building the staff capability to do this.

Similarly, we also focused on improved mathematics teaching and learning to promote consistent, optimised performance for all students. Again an educational consultant was employed to develop staff capability to be explicit in their teaching of mathematics curriculum and competencies.

As a result our NAPLAN results for Year 9 students indicated that we were improving at a greater rate than the nation.

We continued to develop a positive school culture as an integral part in achieving targets associated with the school priorities. Improvement in this area is reflected in our school opinion survey.

Clermont State High School was extremely fortunate to have received a \$10 000 advancing science grant which was used to deliver science technology to not only to students from our school, but also students from other schools in the region, including primary schools. We were also fortunate to receive grants in order to revamp our robotics club as well as focus on STEM learning opportunities. Our partnership with the Queensland Minerals and Energy Academy saw our participation in learning challenges, as well as exciting students with the possibilities of the future. One student was selected as a STEM ambassador for the region after participating in the Girl Power STEM camp held in March. Another student was selected as the 2018 Queensland University Science Ambassador as well as another being selected as a QMEA ambassador.

Future outlook

Our school's sharp and narrow school improvement focus is focused on:

Improvement Priority 1: Build Excellence in Curriculum

- Improve literacy achievement as evidenced on the literacy continuum
- Implement and review the new Senior Syllabus and QCE as evidenced by teacher confidence
- Identify new opportunities for STEM initiatives
- Review the implementation of the Technologies Learning Area.
- Implement the CSHS Improvement Plan for Mathematics

Improvement Priority 2: Build Excellence in Pedagogy

- Implement and monitor the school wide pedagogical framework. A clear framework for identifying the next steps in student learning will exist and every teacher will have increased confidence in using agreed pedagogies to improve learning outcomes.

Improvement Priority 3: Build Excellence in Wellbeing

- Develop a whole of school case management approach to promote student achievement and attendance.
- Continue to develop the consistency and confidence of staff to use PBL framework

Improvement Priority 4: Build Excellence in Community Partnerships

- Develop a Parent and Community Framework

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Year 7 - Year 12
Student enrolments	

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	204	182	177
Girls	92	89	86
Boys	112	93	91
Indigenous	12	11	8
Enrolment continuity (Feb. – Nov.)	93%	89%	93%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

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

Characteristics of the student body

Overview

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

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

Phase of schooling	2016	2017	2018
Prep – Year 3			
Year 4 – Year 6			
Year 7 – Year 10	19	16	17
Year 11 – Year 12	14	15	11

Note:

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

Curriculum delivery

Our approach to curriculum delivery

The Australian Curriculum V8 is implemented in English, Mathematics, Science, History, Health and Physical Education, Technology, the Arts 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 Japanese language is studied by distance mode in Year 7 and Year 8, with the option for students to continue this as an elective in the following years.

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). Our Senior Curriculum continues to develop with an ever expanding range of Vocational Offerings being introduced into the senior school. Our focus has been the introduction of Certificate II Health Services. Students also have opportunity to study a Certificate III course, Aviation: Visual Line of Sight, conducted by UVAIR. Students are additionally enrolled in Engineering Pathways, a Certificate II course, undertaken through CQ University Technical and Further Education (TAFE). Students are similarly able to access Brisbane School of Distance Education (BSDE) subjects as well as Capricornia Distance Education.

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
- QMEA
- Tech Club - robotics

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.

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 three Heads of Department, whose roles are aligned with a Junior Secondary/Middle/Senior Schooling and curriculum focus. 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.

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)	89%	83%	86%
• this is a good school (S2035)	94%	78%	86%
• their child likes being at this school* (S2001)	83%	83%	93%
• their child feels safe at this school* (S2002)	89%	82%	100%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child's learning needs are being met at this school* (S2003)	89%	82%	86%
• their child is making good progress at this school* (S2004)	89%	83%	93%
• teachers at this school expect their child to do his or her best* (S2005)	94%	89%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	89%	71%	100%
• teachers at this school motivate their child to learn* (S2007)	83%	78%	86%
• teachers at this school treat students fairly* (S2008)	76%	65%	79%
• they can talk to their child's teachers about their concerns* (S2009)	94%	78%	93%
• this school works with them to support their child's learning* (S2010)	83%	82%	86%
• this school takes parents' opinions seriously* (S2011)	75%	76%	85%
• student behaviour is well managed at this school* (S2012)	65%	56%	77%
• this school looks for ways to improve* (S2013)	87%	76%	92%
• this school is well maintained* (S2014)	100%	94%	92%

* 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)	94%	84%	91%
• they like being at their school* (S2036)	88%	75%	87%
• they feel safe at their school* (S2037)	94%	84%	88%
• their teachers motivate them to learn* (S2038)	96%	85%	93%
• their teachers expect them to do their best* (S2039)	98%	96%	95%
• their teachers provide them with useful feedback about their school work* (S2040)	95%	84%	93%
• teachers treat students fairly at their school* (S2041)	90%	71%	79%
• they can talk to their teachers about their concerns* (S2042)	87%	68%	73%
• their school takes students' opinions seriously* (S2043)	81%	73%	81%
• student behaviour is well managed at their school* (S2044)	73%	62%	80%
• their school looks for ways to improve* (S2045)	94%	84%	92%
• their school is well maintained* (S2046)	97%	87%	95%
• their school gives them opportunities to do interesting things* (S2047)	89%	78%	88%

Percentage of students who agree# that:	2016	2017	2018
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* Nationally agreed student and parent/caregiver items.

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

DW = Data withheld to ensure confidentiality.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	100%	94%	97%
• 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)	82%	81%	87%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	75%	71%	95%
• students are encouraged to do their best at their school (S2072)	96%	100%	97%
• students are treated fairly at their school (S2073)	93%	93%	93%
• student behaviour is well managed at their school (S2074)	82%	81%	93%
• staff are well supported at their school (S2075)	86%	71%	87%
• their school takes staff opinions seriously (S2076)	81%	87%	89%
• their school looks for ways to improve (S2077)	85%	97%	100%
• their school is well maintained (S2078)	93%	97%	97%
• their school gives them opportunities to do interesting things (S2079)	89%	87%	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.

Parent and community engagement

Parents are encouraged to be involved in their child's education through:

- P & C Association
- School Tuckshop and Uniform Shop
- School Newsletter (online) / Facebook
- Parent/Teacher interviews each term and on a needs basis
- SET planning meetings
- School website
- External school signs

Students with diverse needs are catered for and necessary adjustments are made to ensure they have appropriate access to the curriculum. Parents are consulted about suggested programs and adjustments.

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 and the school provides valuable information to families and community on the school Facebook site.

Respectful relationships education programs

The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable and healthy relationships. The school operates as a highly supportive community of practice. We believe that positive and caring relationships contribute to successful learning. The school places a high priority on student wellbeing. Processes are established to monitor student wellbeing and to take action for improvement. The focus on Wellbeing is complimented with the staff trained in the implementation of Rock and Water. Rock and water is delivered to all students.

The school values of Achievement, Respect and Responsibility clearly place respectful relationships at the centre of our business. The School's Responsible Behaviour and Wellbeing plan clearly articulated the school's anti-Bullying policy and procedures. The National Day of Action against Bullying and Violence was marked with a range of student activities.

School disciplinary absences

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

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	28	23	26
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

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

Environmental footprint

Reducing this school's environmental footprint

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.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)			98,908
Water (kL)			3,269

Note:

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

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

School funding

School income broken down by funding source

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

How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

The screenshot shows the My School search interface. At the top, there are two buttons: 'Find a school' and 'Search website'. Below these is a search bar with the placeholder text 'Search by school name or suburb' and a 'Go' button. Underneath the search bar are three dropdown menus: 'School sector', 'School type', and 'State'.

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

The screenshot shows a single button labeled 'View School Profile'.

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

The screenshot shows a navigation menu with the following items: 'School profile', 'NAPLAN', 'Attendance', 'Finances', 'VET in schools', 'Senior secondary', and 'Schools map'. The 'Finances' item is highlighted with a white background.

Note:

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

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	19	14	0
Full-time equivalents	19	10	0

*Teaching staff includes School Leaders.

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

Qualification of all teachers

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

Highest level of qualification	Number of qualifications
Doctorate	
Masters	1
Graduate Diploma etc.*	7
Bachelor degree	11
Diploma	
Certificate	

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

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$40 600.

The major professional development initiatives are as follows:

- Writing (including coaching)
- Mathematics
- New Senior Syllabus and QCE
- STEM
- Positive Behaviour for Learning

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.	99%	99%	98%

Proportion of staff retained from the previous school year

From the end of the previous school year, 84% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Secondary 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	91%	90%	90%
Attendance rate for Indigenous** students at this school	91%	89%	93%

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

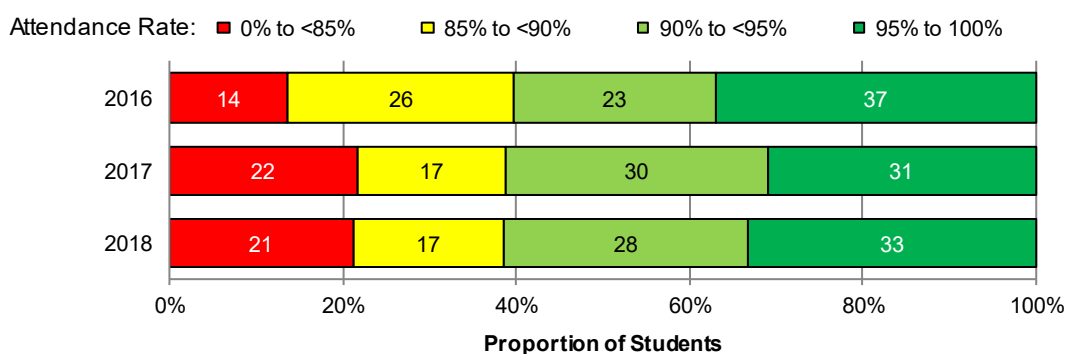
Year level	2016	2017	2018
Year 7	92%	93%	91%
Year 8	90%	88%	90%
Year 9	92%	88%	89%
Year 10	90%	89%	90%
Year 11	91%	90%	87%
Year 12	92%	90%	91%

Notes:

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

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

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

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.

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%.

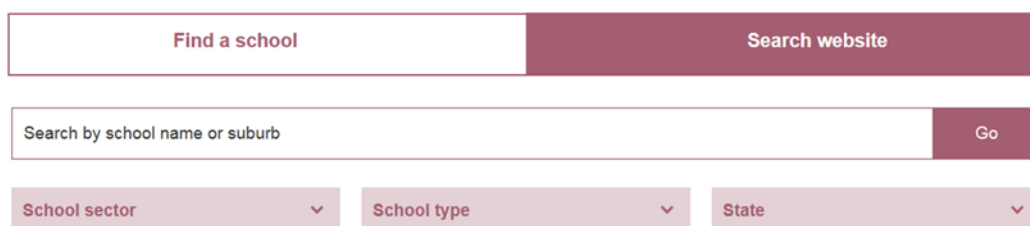
Parents of students who have been absent for three consecutive days without explanation receive phone contact from the school on a regular basis. Regular reminders concerning the importance of students attending every school day are published in the fortnightly school newsletter. Parents are regularly informed of individual student Daily Year to Date attendance rates, and are provided with advice and support to ensure regular student attendance. Each week the attendance cup is awarded to the form class with the best weekly 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 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.



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



4. 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](#)) is an annual assessment for students in Years 3, 5, 7 and 9.

Year 12 Outcomes

Tables 13–15 show for this school:

- a summary of Year 12 outcomes
- the number of Year 12 students in each OP band

- the number of Year 12 students awarded a VET qualification.

Details about the types of outcomes for students who finish Year 12 are available in the annual [Year 12 outcomes report](#).

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

Table 13: Outcomes for our Year 12 cohorts

Description	2016	2017	2018
Number of students who received a Senior Statement	28	29	21
Number of students awarded a QCIA	1	3	0
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	27	26	21
Percentage of Indigenous students awarded a QCE at the end of Year 12	100%		
Number of students who received an OP	14	9	6
Percentage of Indigenous students who received an OP	50%		
Number of students awarded one or more VET qualifications (including SAT)	23	26	20
Number of students awarded a VET Certificate II or above	12	22	17
Number of students who were completing/continuing a SAT	5	9	6
Number of students awarded an IBD	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD	57%	78%	83%
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	96%	100%	100%
Percentage of QTAC applicants who received a tertiary offer.	88%	100%	100%

Notes:

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

Table 14: Overall Position (OP)

OP band	2016	2017	2018
1-5	0	0	1
6-10	6	3	1
11-15	2	4	3
16-20	5	2	1
21-25	1	0	0

Note:

The values in table 14:

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

Table 15: Vocational Education and Training (VET)

VET qualification	2016	2017	2018
Certificate I	12	7	10
Certificate II	12	19	16
Certificate III or above	0	5	4

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).

VET students at Clermont State High School completed the following qualifications in 2018:

- Certificate I in Furnishing
- Certificate I and II in Business
- Certificate III Aviation – Direct Line of Sight
- Certificate II in Kitchen Operations
- Certificate II in Workplace Practices
- Certificate II Self Awareness

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	88%	74%	67%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort	100%	0%	

Notes:

1. The apparent retention rate for Year 10 to Year 12 = the number of full time students in Year 12 expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).
2. *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Student destinations

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

Early school leavers

The destinations of young people who left this school in Year 10, 11 or before completing Year 12 are described below.

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.

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.clermontshs.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx>