What is Junior Secondary?

To support state schools students in their move from primary to secondary school and provide an environment that supports their social, academic and emotional well-being, all state high schools and P-10/12 will introduce Junior Secondary from 2013. Central to Junior Secondary school is Education Queensland’s improvement agenda which details strategies to ensure that every day, in every classroom, every state school student is learning and achieving within a safe, supportive, inclusive and disciplined learning environment.

Overview of Junior Secondary at Cloncurry State School

We are lucky at Cloncurry State School because we are ahead of the agenda of having year 7’s in high school by 2015 as our years 7’s have been in our high school for many years. This means we already have well-established facilities and practices for Junior Secondary students.

Junior Secondary is made up of grades 7 and 8, each grade having their own year level learning centre (classroom). Their core studies which follow the new Australian Curriculum include:

- English
- Mathematics
- Science
- History
- Geography (to be implemented in 2014).

Students also take part in a wide range of elective subjects with specialist teachers. Each elective subject is studied for one lesson per week for a semester. Elective subjects enable students to identify their interests for future studies, from year 9 through to senior and beyond. These subjects include:

- Home Economics
- Manual Arts
- Art
- Graphics
- Music
- Business Studies
- Information, Communication and Technology
- Health and Physical Education and Japanese are compulsory subjects that are studied all year.

Cloncurry State School also has a vast array of extra-curricular programs. These include but are not limited to:

- Pathways Pastoral Care Program
- Shine Program (Gifted and talented)
- Jump Rope
- Chaplaincy Youth Group
- Interschool and District Sports teams
- Tutoring
- Instrumental Music Program
- Choir
- Indigenous Cultural Bushwalks
- Rock Pop Mime
- Mount Isa Eisteddfod
- Interschool Year 8 Maths Competition
- ICAS Competitions
- Pathways Program
- Get Active
- Student Council

This booklet contains information of each of the subjects, extra-curricular activities and pastoral care at our school.
AUSTRALIAN CURRICULUM

Australia is moving towards a national framework for schooling, with the aim of raising education standards and achieving nationally consistent curriculum, assessment and reporting.

The Queensland Studies Authority and Education Queensland have agreed on a staged approach to the implementation of the P–10 Australian Curriculum. All Education Queensland schools have implemented the Australian Curriculum in English, Mathematics and Science in 2012. 2013 will see History added to this list with Geography moving across in 2014.

English

The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Teaching and learning programs balance and integrate all three strands. Together the strands focus on developing students’ knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed.

In Years 7 and 8, students communicate with peers, teachers, individuals, groups and community members in a range of face-to-face and online/virtual environments. They experience learning in both familiar and unfamiliar contexts that relate to the school curriculum, local community, regional and global contexts.

Students engage with a variety of texts for enjoyment. They listen to, read, view, interpret, evaluate and perform a range of spoken, written and multimodal texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts including newspapers, magazines and digital texts, early adolescent novels, non-fiction, poetry and dramatic performances. Students develop their understanding of how texts, including media texts, are influenced by context, purpose and audience.

The range of literary texts comprises Australian literature, including the oral narrative traditions of Aboriginal and Torres Strait Islander peoples, as well as the contemporary literature of these two cultural groups, and classic and contemporary world literature, including texts from and about Asia.

Literary texts that support and extend students in Years 7 and 8 as independent readers are drawn from a range of realistic, fantasy, speculative fiction and historical genres and involve some challenging and unpredictable plot sequences and a range of non-stereotyiptical characters. These texts explore themes of interpersonal relationships and ethical dilemmas within real-world and fictional settings and represent a variety of perspectives. Informative texts present technical and content information from various sources about specialised topics. Text structures are more complex including chapters, headings and subheadings, tables of contents, indexes and glossaries. Language features include successive complex sentences with embedded clauses, unfamiliar technical vocabulary, figurative and rhetorical language, and information supported by various types of graphics presented in visual form.

Students create a range of imaginative, informative and persuasive types of texts, for example narratives, procedures, performances, reports and discussions, and are beginning to create literary analyses and transformations of texts.
Mathematics

Learning mathematics creates opportunities for and enriches the lives of all Australians. The Australian Curriculum: Mathematics provides students with essential mathematical skills and knowledge in Number and Algebra, Measurement and Geometry, and Statistics and Probability. It develops the numeracy capabilities that all students need in their personal, work and civic life, and provides the fundamentals on which mathematical specialties and professional applications of mathematics are built.

The proficiency strands Understanding, Fluency, Problem Solving and Reasoning are an integral part of mathematics content across the three content strands: Number and Algebra, Measurement and Geometry, and Statistics and Probability. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed. They provide the language to build in the developmental aspects of the learning of mathematics.

Year 7:
Understanding includes describing patterns in uses of indices with whole numbers, recognising commonalities between fractions, decimals, percentages and ratios, plotting points on the Cartesian plane, identifying angles formed by a transversal crossing a pair of parallel lines, and connecting the laws and properties of numbers to algebraic terms and expressions.

Fluency includes calculating accurately with integers, representing fractions and decimals in various ways, investigating best buys, evaluating measures of central tendency and calculating areas of shapes and volumes of prisms.

Problem Solving includes formulating and solving authentic problems using numbers and measurements, creating transformations and identifying symmetry, calculating angles and interpreting sets of data collected through chance experiments.

Reasoning includes applying the number laws to calculations, applying known geometric facts to draw conclusions about shapes, applying an understanding of ratio and interpreting data displays.

Year 8:
Understanding includes describing patterns in uses of indices and repeating decimals, identifying commonalities between operations with algebra and arithmetic, connecting rules of relations and functions and their graphs, explaining the function of statistical measures, and contrasting measurements of perimeter and area.

Fluency includes calculating accurately with simple decimals, indices and integers, recognising equivalence of common decimals and fractions including repeating decimals, factorising and simplifying basic algebraic expressions, evaluating perimeters, areas and volumes of common shapes, and calculating the mean and median of small sets of data.

Problem Solving includes formulating and modelling, with comparisons of ratios, profit and loss, authentic situations involving areas and perimeters of common shapes and analysing and interpreting data using two-way tables.

Reasoning includes justifying the result of a calculation or estimation as reasonable, explaining formal and intuitive use of ratios for comparing rates and prices, deriving one probability from its complement, using congruence to deduce properties of triangles, and making inferences about data.
Science

Science provides an empirical way of answering interesting and important questions about the biological, physical and technological world. The knowledge it produces has proved to be a reliable basis for action in our personal, social and economic lives. Science is a dynamic, collaborative and creative human endeavour arising from our desire to make sense of our world through exploring the unknown, investigating universal mysteries, making predictions and solving problems. Science aims to understand a large number of observations in terms of a much smaller number of broad principles. Science knowledge is contestable and is revised, refined and extended as new evidence arises.

Over Years 7 to 10, students develop their understanding of microscopic and atomic structures; how systems at a range of scales are shaped by flows of energy and matter and interactions due to forces, and develop the ability to quantify changes and relative amounts.

In Year 7, students explore the diversity of life on Earth and continue to develop their understanding of the role of classification in ordering and organising information. They use and develop models such as food chains, food webs and the water cycle to represent and analyse the flow of energy and matter through ecosystems and explore the impact of changing components within these systems. They consider the interaction between multiple forces when explaining changes in an object’s motion. They explore the notion of renewable and non-renewable resources and consider how this classification depends on the timescale considered. They investigate relationships in the Earth, sun, moon system and use models to predict and explain events. Students make accurate measurements and control variables to analyse relationships between system components and explore and explain these relationships through increasingly complex representations.

In Year 8, students are introduced to cells as microscopic structures that explain macroscopic properties of living systems. They link form and function at a cellular level and explore the organisation of body systems in terms of flows of matter between interdependent organs. Similarly, they explore changes in matter at a particle level, and distinguish between chemical and physical change. They begin to classify different forms of energy, and describe the role of energy in causing change in systems, including the role of heat and kinetic energy in the rock cycle. Students use experimentation to isolate relationships between components in systems and explain these relationships through increasingly complex representations. They make predictions and propose explanations, drawing on evidence to support their views.
History

History is a disciplined process of inquiry into the past that develops students' curiosity and imagination. Awareness of history is an essential characteristic of any society, and historical knowledge is fundamental to understanding ourselves and others. It promotes the understanding of societies, events, movements and developments that have shaped humanity from earliest times. It helps students appreciate how the world and its people have changed, as well as the significant continuities that exist to the present day. History, as a discipline, has its own methods and procedures which make it different from other ways of understanding human experience. The study of history is based on evidence derived from remains of the past. It is interpretative by nature, promotes debate and encourages thinking about human values, including present and future challenges. The process of historical inquiry develops transferable skills, such as the ability to ask relevant questions; critically analyse and interpret sources; consider context; respect and explain different perspectives; develop and substantiate interpretations, and communicate effectively.

The curriculum generally takes a world history approach within which the history of Australia is taught. It does this in order to equip students for the world (local, regional and global) in which they live. An understanding of world history enhances students’ appreciation of Australian history. It enables them to develop an understanding of the past and present experiences of Aboriginal and Torres Strait Islander peoples, their identity and the continuing value of their culture. It also helps students to appreciate Australia's distinctive path of social, economic and political development, its position in the Asia-Pacific region, and its global interrelationships. This knowledge and understanding is essential for informed and active participation in Australia's diverse society.

The Australian Curriculum: History aims to ensure that students develop:

- interest in, and enjoyment of, historical study for lifelong learning and work, including their capacity and willingness to be informed and active citizens
- knowledge, understanding and appreciation of the past and the forces that shape societies, including Australian society
- understanding and use of historical concepts, such as evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability
- capacity to undertake historical inquiry, including skills in the analysis and use of sources, and in explanation and communication

Geography (to be implemented in 2014)

Geography is a structured way of exploring, analysing and understanding the characteristics of the places that make up our world, using the concepts of place, space, environment, interconnection, sustainability, scale and change. It addresses scales from the personal to the global and time periods from a few years to thousands of years.

Geography integrates knowledge from the natural sciences, social sciences and humanities to build a holistic understanding of the world. Students learn to question why the world is the way it is, reflect on their relationships with and responsibilities for that world, and propose actions designed to shape a socially just and sustainable future.

The concept of place develops students’ curiosity and wonder about the diversity of the
world’s places, peoples, cultures and environments. Students examine why places have particular environmental and human characteristics, explore the similarities and differences between them, investigate their meanings and significance to people and examine how they are managed and changed.

Students use the concept of space to investigate the effects of location and distance on the characteristics of places, the significance of spatial distributions, and the organisation and management of space at different scales. Through the concept of environment students learn about the role of the environment in supporting the physical and emotional aspects of human life, the important interrelationships between people and environments, and the range of views about these interrelationships.

Students use the concept of interconnection to understand how the causal relationships between places, people and environments produce constant changes to their characteristics. Through the concept of sustainability students explore how the environmental functions that support their life and wellbeing can be sustained. The concept of scale helps them explore problems and look for explanations at different levels, for example, local or regional. The concept of change helps them to explain the present and forecast possible futures.

Geography uses an inquiry approach to assist students to make meaning of their world. It teaches them to respond to questions in a geographically distinctive way, plan an inquiry; collect, evaluate, analyse and interpret information; and suggest responses to what they have learned. They conduct fieldwork, map and interpret data and spatial distributions, and use spatial technologies. Students develop a wide range of general skills and capabilities, including information and communication technology skills, an appreciation of different perspectives, an understanding of ethical research principles, a capacity for teamwork and an ability to think critically and creatively. These skills can be applied in everyday life and at work.

**Japanese**

The study of a language broadens horizons and allows students to participate more effectively in a rapidly changing world. A wide range of vocational opportunities exist for people who are able to communicate in Japanese and understand the culture and customs of Japanese people.

Students will build on their knowledge learnt in grade 6 and study Japanese for two lessons per week in both years 7 and 8. The Japanese course is designed to develop students’ communication skills through the macro skills of listening, speaking, reading and writing. It is through these macro skills that students will be assessed.

The study of this subject is also designed to help broaden students’ understanding of and sensitivity to other languages and cultures.
Health and Physical Education

Students use their interests in health and physical activity to explore how the dimensions of health are interrelated and are influenced by the interaction of personal, social, cultural and environmental factors. They understand how to promote health and wellbeing, active engagement in physical activity and enhance personal development. They recognise people who work in occupations related to health, physical activity and personal development.

**Year 7**
During year 7 students will cover the following Health topics plus a range of Physical sports:
- Swimming and water safety
- Athletics
- Personal Health
- Healthy Body
- Team games
- Create a Routine – Skipping

**Year 8**
During year 8 students will cover the following Health topics plus a range of Physical sports:
- Farm to Feast
- Court Games
- Athletics
- Personal Health
- Be in it Stay in it
- Field Games
- Team sports
- Swimming and water safety

ELECTIVE SUBJECTS

Design and Technology
Design and Technology involves the design and manufacture of products. People engage in product design as commercial, industrial or personal activities to solve real-world problems, satisfy human needs and wants, and capitalise on opportunities. The communication of designs and products through sketches, annotations, documentation and graphical representations are an integral aspect of the design process.

Technological developments continually expand the range of materials, tools, equipment, processes and techniques that can be used in the manufacture of products. Designers, manufacturers and consumers evaluate the appropriateness of products by considering social, ethical and environmental/sustainability issues pertaining to materials, production techniques, disposal, safety and product use.

We offer a range of design and technology subjects in year 7 and 8 and they include:
- Home Economics
- Manual Arts
- Graphics
- Information, Communication and Technology
- Business Studies
**Home Economics**

Cloncurry State School has recently refurbished Home Economics facilities. We have a professional industrial kitchen with 8 stoves and ovens. We also have 25 sewing machines for our textiles units.

**Year 7: Becoming independent**

Students will investigate Food and Nutrition and clothing and textiles to gain an understanding of the guidelines revolving around this topic. They will develop a deep knowledge and understanding through practical based learning related back to theory topics. Students will develop group work skills along with production design and self-evaluation. They will get an insight to how to plan nutritious meals for healthy lifestyle and make simple household items using the sewing machine.

**Year 8: Getting Creative**

Students will look at fabric decoration and how to take care of fabric in order for students to know how to care for their own clothes and what to look for when they purchase new garments. Students will also have opportunities to be creative and plan healthy lunch box meals suitable for themselves to take to school. They will have a more detail look into the nutrients in food and how these nutrients work within the body.

**Manual Arts**

Cloncurry State School also has it’s our Manual Arts facility. Within that facility we have welding bays, a drop saw and other machines and equipment to enable us to offer a curriculum of design and technology in manual arts. Students have the opportunity to build products from wood, plastics and metal.

**Year 7: Do you need storage solutions?**

Students are introduced to safety requirements within a workshop, look at storage systems and items and then have the opportunity to create a toolbox and pencil case. The pencil case combines metal, plastics and wood into a project that requires basic marking out and use of hand and power tools.

**Year 8: Let’s get creative!**

Students build on their knowledge learned in year 7 including safe practices. This time building a clock and a toilet roll dispenser.

**Graphics**

Students learn design fundamentals and skills necessary to create their designs through the use of graphics on paper and through the using of computer graphics programs. We have a graphics room which is equipped with tall graphics tables and drawing boards and drawing equipment and also have the computer graphics programs autoCAD and Inventor on all computers in the E block computer lab and the resource centre computers.

In year 7 students will work in the graphics room on 3D drawings and in year 8 students will progress to the computer lab where they will put their design techniques into action on the computer graphics programs.
**Information, Communication and Technologies**

Students live in a technological world where information and communication technologies (ICTs) are integral to everyday situations. ICTs include the hardware, software, peripheral devices and digital systems that enable data and information to be managed, stored, processed and communicated. Students independently and collaboratively work in online and stand-alone environments across a range of learning contexts. Students make use of the potential of a range of ICT functions and applications. They develop the knowledge, skills and capacity to select and use ICTs to inquire, develop new understandings, transform information and construct new knowledge for a specific purpose or context. They communicate with others in an ethical, safe and responsible manner. They develop understandings of the impact of ICTs on society. Applying ICTs as a tool for learning assists students to become competent, discriminating, creative and productive users of ICTs. ICTs can be integrated in a variety of ways within and across all key learning areas to support thinking, learning, collaboration and communication.

**Business Studies**

Business activity affects the daily lives of all Australians as they work, spend, save, invest, travel and play. It influences jobs, incomes and opportunities for personal enterprise. “Business” refers to enterprising endeavours undertaken to meet human needs and wants. Business, economic and legal activities impact on and present a range of challenges to individuals and members of groups and organisations in their roles as active and informed citizens, consumers, workers or entrepreneurs.

Business education is important for students in their secondary schooling. In this phase of schooling, they gain a degree of independence in accumulating and managing finances, making decisions about goods and services, and acquiring legal rights and responsibilities as citizens. Students studying business will develop effective decision-making skills related to consumer behaviour and the management and evaluation of personal financial matters. The skills will result in improved economic, consumer and financial literacy.

**The Arts**

Students use their creativity, imagination and senses to express ideas about social, cultural, historical and spiritual contexts through Music and Visual Art. They extend their aesthetic understandings of arts elements and languages. They create their own arts works and present and respond to their own and others’ arts works, considering intended audiences and intended purposes. They recognise that there are many different arts disciplines and that people may choose to work as artists or use their expressive capabilities in other areas of their recreational and working lives.

Students understand that Aboriginal and Torres Strait Islander arts works are expressions of knowledge, complex relationships and diverse perspectives. They use protocols relating to Aboriginal and Torres Strait Islander arts works.
Students extend their understanding of arts practice through active engagement, both individually and collaboratively, with arts elements, techniques, skills and processes, working creatively and imaginatively to take risks and consider purpose and context of the arts from their own experiences and those of other artists. They develop their ability to analyse meaning and they reflect on the creative process that has occurred within one or across many arts disciplines.

**Visual Art**

Visual Art involves modifying visual arts elements, concepts, processes and forms (both 2D and 3D) to express ideas, considering intended audiences and intended purposes, through images and objects. Students are introduced to our art room and have the opportunity to create many art works through a range of modes such as painting, drawing, mosaics and clay.

**Music**

Music involves singing, playing instruments, listening, moving, improvising and composing by modifying the music elements to express ideas, considering intended audiences and intended purposes, through sound.

**Year 7 Unit:** How has percussion been used in music across cultures?

Throughout history percussion instruments have been used in different cultures and traditions all over the world. Percussion instruments appear in all musical cultures and some of them have travelled between different styles and traditions of music.

**Year 8 Unit:** Rock Music

The contemporary rock scene is extremely rich and varies. In past decades only one or two styles predominated; however, during the 90s no one style dominated the charts, and this trend continues today. Turn on the radio and you are likely to hear heavy rock, hip-hop, harmony-singing boy bands, rock with influences of primitive cultures or futuristic electronic techno-pop – anything is possible and acceptable. It is our aim in this unit to investigate the most important of these styles, focussing on their characteristics – the instruments, rhythms and so on that give the styles their particular ‘sound’ – and touching briefly on their origins.

**SCHOOL-WIDE POSITIVE BEHAVIOUR PROGRAM**

The School Wide Positive Behaviour Support Program was implemented in our school in 2012 and it has been a great success. The program helps to create positive learning environments by developing proactive whole school systems to define, teach and support appropriate student behaviours. All students and staff are taught the school-wide behavioural expectations and when students meet these expectations students are rewarded.

We have a ‘PB Award’ system that encourages students to follow our school rules:

- Be a learner
- Be respectful
- Be responsible
- Be safe
Students place their PB’s in a box in their classrooms and every Monday on parade students are drawn from the box and these winning students have the opportunity to pick a prize. On top of this, all student PBs are tallied and students who meet certain benchmarks are rewarded with a mid-term and an end of term reward events. These events range from snow cones to discos!

EXTRA-CURRICULA OPPORTUNITIES FOR JUNIOR SECONDARY STUDENTS

Pathways Pastoral Care Program

Pathways is a pastoral care and values education program for all secondary students at our school. Fortnightly themes represent a specific concept where appropriate behaviours and responses are explicitly taught, modelled to students and practiced, practiced and practiced! They are introduced on a Monday morning parade and then followed up every day before morning tea in a ten minute ‘Meet and Greet’ (MAG) time where students can explore the topic further with their teacher.

The key principal of Pathways is to teach our students the concepts outlined in the National Framework for Values Education in Australian Schools. This Framework highlights nine key areas which are intentionally explored within our yearly pathways topics.

The nine areas are as follows:
1. Care and Compassion - Care for self and others
2. Doing Your Best - Seek to accomplish something worthy and admirable, try hard, and pursue excellence
3. Fair Go - Pursue and protect the common good where all people are treated fairly for a just society
4. Freedom - Enjoy all the rights and privileges of Australian citizenship free from unnecessary interference or control, and stand up for the rights of others
5. Honesty and Trustworthiness - Be honest, sincere and seek the truth
6. Integrity - Act in accordance with principles of moral and ethical conduct, ensure consistency between words and deeds
7. Respect - Treat others with consideration and regard, respect another person’s point of view
8. Responsibility - Be accountable for one’s own actions, resolve differences in constructive, non-violent and peaceful ways, contribute to society and to civic life, take care of the environment
9. Understanding, Tolerance and Inclusion - Be aware of others and their cultures, accept diversity within a democratic society, being included and including others.

Shine Program (Gifted and Talented)

The ‘Shine Program’ gives students the opportunity to extend their knowledge in a range of learning areas and to share this success with others. Students are selected to be a part of this program based on their academic performance and their ability to manage in-class activities with ease. The group meets every week with a teacher and work independently or collaboratively on extension tasks.

Tutoring

A tutoring program is held in the senior room on Mondays and Wednesdays after school for students who require any extra help with homework or classwork.
**Student Council**

Our student council are an elected group of students to represent our student body within and outside our school community. They are heavily involved in fundraising activities to support our sponsor student in Kenya. This year they have also organised fundraising to construct a footpath from Prep to undercover area. Other activities include fundraising to support our school and for charity eg: 'World’s biggest morning tea'.

**Chaplaincy Youth Group**

The Chaplaincy Youth Group meets every Monday with our school chaplain Miss Jenny. The group discuss and learn the Christian faith and take part in craft, cooking and fundraising activities. All students are welcome.

**Jump Rope for Heart Team**

The Cloncurry State School Jump Rope for Heart Demo Team consists of many dedicated students who were chosen by a Brisbane and Cloncurry’s school coach to form this special squad. These kids train four times a week during their lunch times and after school practising their skipping skills. The squad has performed at the Rodeo parade, NAIDOC night and recently at the Cloncurry Show showing of their talents. The squad will continue to train hard working towards local performances.

**The Grade Eight Mathematics Competition**

Each year Cloncurry State School competes in the state-wide Grade Eight Mathematics Competition. This competition is co-ordinated by the Queensland Association of Mathematics Teacher (QAMT) which is based at the University of Queensland in Brisbane. Our students compete in teams of three against teams from Spinifex Junior College and Good Shepherd Catholic College. Some years there are more than one team competing from each school.

The competition consists of five rounds in which the students are tested on their recall of quick facts, knowledge of mathematic concepts and the application of that knowledge.

Cloncurry State School’s record of achievement in the competition is very good;

- 2008 third place out of seven teams (Held at Cloncurry SS)
- 2009 second place out of six teams (Held at Spinifex Junior)
- 2010 second place out of six teams (Held at Good Shepherd College)
- 2011 first place out of six teams (Held at Cloncurry SS)
- 2012 second place out of five teams. (Held at Cloncurry SS)
We are looking forward to continuing our participation in this competition in 2013. The students enjoy the competition and we have received some excellent feedback from the visiting schools in relation to the performance of our students and well as in relation to their attitude, behaviour and skill.

2012 Maths Competition in our Resource Centre

**International Competitions and Assessments (ICAS)**

ICAS are independent skills-based assessments with a competition element. They are developed annually for primary and secondary school students in the subject areas of Computer Skills, English, Mathematics, Science, Spelling and Writing. Over one million student entries are accepted from over 6 300 schools in Australia and New Zealand annually.

At Cloncurry SS our Parents and Citizens Association sponsors the entry costs of student to compete in the core areas of English, Science and Mathematics. Our students also compete in the Computer Skills, Spelling and Writing competitions however the entry cost is covered by parents in these areas.

Our students’ record of achievement in these competitions is excellent with many distinctions and several high distinctions being achieved by students in all subject areas. When a student achieves a Distinction it places them in the top 3 – 2% of students in Queensland. A student who achieves a High Distinction is placed in the top 1% of students in Queensland.

Results in 2012 include:

- **Computer Skills** – One Distinction, one Credit
- **Science** - One High Distinction, three Distinctions, four Credits
- **Writing** - Two credits
- **Spelling** - One distinction, two credits
- **English** - Four High Distinctions, four Distinctions, six Credits
- **Mathematics** - results pending.

**Interschool and District Sport**

Junior secondary students at Cloncurry State School have the opportunity to be involved in a large number of interschool, district, and regional sporting events. We have sent students to participate in the following sporting trials, carnivals, or competitions: swimming, AFL, netball, rugby league, cross country, touch football, soccer, softball, athletics, and cricket. A significant number of students have been selected for Cloncurry, Mid-West, North West, and even Queensland representative sides over the past few years.

Most notable team sports for 2012 were our netball and rugby league teams. Our under 10 and under 13 teams ruby league teams and our under 12’s netball team competed in term 2 weekly against Mount Isa schools. The netball under 12’s and under 15’s also competed against mid-west schools such as Julia Creek, Richmond and Hughenden.
Instrumental Music Program
We are very lucky for a small school to have an instrumental music program. We have a specialist instrumental music teacher who teaches students to play wind or percussion instruments in small groups once a week during school time. Students need to apply to be in the program and then may borrow an instrument from the school. When students reach intermediate level they then join the school band that performs at school events and throughout the community. Our instrumental music band also performs at the Mount Isa Eisteddfod and the Mount Isa Gala Event at the end of the year.

Choir
Any student is welcome to join the school choir. The choir generally practices once a week during lunchtime with extra rehearsals scheduled when there are upcoming events. The choir always perform at our school events and other local events. One of the highlights for our choir students is performing in the Mount Isa Eisteddfod in the Mount Isa Convention Centre.

Indigenous Cultural Perspectives
Throughout the year, students are provided opportunities to engage with Aboriginal and Torres Strait Islander perspectives in the environment. Experiences that incorporate learning about bushtuckers, medicinal remedies, geographical features of the region and sustainable living are guided expertly by our cultural guide, Hombre Major at various times throughout the year. These learnings are directly linked with current curriculum content and assist the students in making meaningful connections across subjects and respecting beliefs and values.

2012 Year 7 students with Hombre on a cultural walk along the Cloncurry River.

Pastoral Care
School Chaplaincy Program – Jenny Pearce

My name is Jennifer Pearce and it is a delightful, humble honour to be School Chaplain at Cloncurry State School in North Queensland West Region. We currently have 350 students from Prep to Grade 12 with 51% being Indigenous Australian. A mining town of Iron, copper and gold we see families from across the country and overseas embracing the lifestyle of such a friendly, lay-back and sometimes very warm climate!

The Chaplaincy Program is an optional service introduced into State School’s to provide students, staff, parents and carers with support which may have a religious and/or spiritual component. A Chaplain is sensitive to and respectful of people who hold beliefs and values different from their own. Therefore, a non-judgemental support is provided, regardless of religious beliefs and therefore not prohibiting the expression of other religious perspectives. Chaplaincy services provide an additional mentor in the school. Furthermore, a Chaplain nurtures the Christian and non-Christian students, engages with the school community and provides a safe and supportive environment to students to equip them to make the right choices, academically and socially. The School Chaplain complements other support services in the school; Guidance Officer, School Nurse, Community Education Officer, Indigenous Mentor, Special Needs support person. A
Chaplain is not a counsellor and any issues of concern are referred to the Principal who is responsible for the external referral process. Being a Chaplain is a very rewarding role and below is some of the programs I have introduced:

- Breakfast Club Monday to Friday being available to all students.
- Mentor Student Council leaders and assist them to engage in community and national project
- Gardening projects with students to beautify the school grounds.
- Youth group for both junior and senior students to enhance their spiritual growth.
- Regular story time and singing to the Preschool, Grade 1 and 2 students.
- Community fundraising to support the Chaplaincy program.
- Tia Chi and relaxation classes for students and staff

Kind Regards
Miss Jenny

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**Special Needs**

At Cloncurry State School we encourage inclusive practice for students with disabilities and learning difficulties. We promote access to, participation in and quality educational outcomes for students with disabilities. Adjustments are made for students with disabilities to enable them to access the curriculum, achieve curriculum outcomes and participate in school life. Specialised services for students with disabilities provide educational support arising from Autism Spectrum Disorder, Hearing Impairment, Intellectual Impairment, Physical Impairment, Speech-Language Impairment, Vision Impairment or a combination of these. Visiting professionals are available to support students with disabilities. These include: Guidance Officers, Advising Visiting Teachers, Occupational Therapists, Physiotherapists, Speech-Language Pathologists and Nurses. Many of these professionals visit students at school to assess their educational needs and assist teachers in developing programs.

**Special Needs Teacher – Deb Twomey**
The Special Needs Teacher works with students who have been verified or are in the data gathering stages of the Verification process. All Verified students have an Individual Education Plan (IEP) that the Special Needs Teacher, along with visiting Specialist and the Classroom Teacher, work together on, with support given by the Teacher Aides. Verified students are an inclusive member of the classroom and work to a modified program given by the classroom teacher.

**Guidance Officer**
The Guidance Counsellor (or Guidance Officer) is a person who has qualifications and training in personal counselling, careers counselling and psycho-educational assessment. A Student’s educational progress may be affected by a number of issues which may need to be addressed to ensure they are able to work effectively towards their goals while at school.

These issues can include career goals, parent-adolescent relationships, grief and loss, peer relationships as well as mental health concerns. Counselling with the School Guidance Officer is offered on a short-term
basis. If a student requires continued or specialist counselling or support, the Guidance Officer can facilitate the referral of a student to outside agencies or support networks.

Within the school, the counsellor works with other members of the school support team, administration and teaching staff for the benefit of the student. Cognitive abilities may also be assessed by the Guidance Officer if the Classroom Teacher refers a student for academic concerns. Currently, the Guidance Officer works two days a week at Cloncurry State School.

**Community Education Counsellor**

My name is Patsy Tyrrell and I am the CEC for Cloncurry State School. I have been in this role for a couple of years now and am finding new challenges with the Aboriginal and Torres Strait Islander students every day.

My role as Community Education Counsellor in the school is to support the Aboriginal & Torres Strait Islander students within the school community. My role is to provide cross-cultural awareness training to the broader school community in order to enhance a better understanding and empathy for the educational and related social needs of Aboriginal and Torres Strait Islander students. I also like to interact with the students in the classroom so that I can monitor the behaviour of some of Aboriginal and Torres Strait Islander students.

Parent & teacher liaison is also encouraged by me when the teachers need to make contact with parents about their students. Home visits are also on the agenda when the occasion arises. I also support the Admin team in the office to monitor Aboriginal & Torres Strait Islander students’ attendance at school.

**School-Based Health Nurse**

Queensland Health employs School Based Youth Health Nurses (SBYHN) who works in secondary schools across Queensland. These nurses focus on preventative health for young people and provide:

- a confidential health service
- health information to students, teachers and the school community
- intervention and links to other services as required.

**How the SBYHN can support your teenager Confidential Student Appointments**

Your teenager can make an appointment with the SBYHN to discuss any questions they have about their health. These appointments are confidential, and the nurse will not share any information without the student’s consent unless there is a risk to the student’s health in not sharing this information with others.

In most cases, it is best for young people to talk to their parents about health and wellbeing issues. The SBYHN can support young people to do this. Some of the main issues for which young people access a SBYHN are mental health, including social and emotional wellbeing, relationships, stress, eating issues, sexual and reproductive health, drugs (including tobacco and alcohol) and growth and development.

Our School Based Health Nurse visits the school every Wednesday.
Youth Support Coordinator

The Queensland Government is committed to supporting all young people to complete their education in order to enhance opportunities for further education and sustainable employment. The Youth Support Coordinator Initiative (YSCI) recognises that many young people in the compulsory phase of education face difficulties in staying at school or making a transition to further education, training and/or employment. Youth Support Coordinators undertake a vital role in helping at-risk students to re-engage with their schooling, transition to further education, training or employment and reach their full potential.

Indigenous Support Officer

Our Indigenous Support Officer in 2012 is Ronald ‘Hombre’ Major.

Hombre grew up in Cloncurry and has a wealth of knowledge about our local indigenous culture. Hombre supports our teachers in embedding indigenous perspectives into our curriculum and has already this year taken each class on bushwalks to showcase our local ‘bush tucker’.

He loves teaching students to play the didgeridoo and indigenous artworks.

Hombre is a valuable support person to our students as he knows all of the students and is a positive person for them to go to when in need of support.