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 2015. 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, 8, 9 and 10, with each grade having their own year level learning centre (classrooms). Their core studies which follow the new Australian Curriculum include:

- English
- Mathematics
- Science
- History
- Geography
- Civics and Citizenship
- Economics and Business

Students also take part in a wide range of elective subjects with specialist teachers. Elective subjects enable students to identify their interests for future study, 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:

- Pastoral Care Program
- Shine Program (Gifted and talented)
- 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 has moved forward to 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, History in 2013 and Geography in 2014. From 2015, schools will implement the Australian Curriculum for Civics and Citizenship, Economics and Business and Health and Physical Education.

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.

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 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-stereotypical 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.

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.

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.

**Geography**

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.

**Economics and Business**

Economics and Business explores the ways individuals, families, the community, businesses and governments make decisions in relation to the allocation of resources. It aims to enable students to understand the process of economic and business decision-making and its effects on themselves and others, now and in the future.

The study of economics and business develops the knowledge, understanding and skills that will inform students about the economy and encourage them to participate in and contribute to it. The curriculum examines those aspects of economics and business that underpin decision-making at personal, local,
national, regional and global levels. Students learn to appreciate the interdependence of decisions made, as well as the effects of these decisions on consumers, businesses, governments and other economies.

The Economics and Business curriculum is informed by four organising ideas that help in developing students’ economics and business knowledge, understanding and skills: resource allocation and making choices; the business environment; consumer and financial literacy; and work and work futures. At the same time, students are exposed to and encouraged to develop enterprising behaviors and capabilities such as embracing change; seeking innovation; working with others; showing initiative, flexibility and leadership; using new technologies; planning and organising; managing risk; and using resources efficiently. In studying economics and business students will develop transferable skills that enable them to identify contemporary economic and business issues or events; investigate these by collecting and interpreting relevant information and data; apply economic and business reasoning and concepts to make informed decisions; and reflect on, evaluate and communicate their conclusions.

By developing economics and business knowledge, understanding and skills, students will be better placed now and in their adult lives to actively and effectively participate in economic and business activities. This will enable them to contribute to the development of prosperous, sustainable and equitable Australian and global economies, and to secure their own financial wellbeing.

Civics and Citizenship

Civics and Citizenship is essential in enabling students to become active and informed citizens who participate in and sustain Australia’s democracy. Through the study of Civics and Citizenship, students investigate political and legal systems, and explore the nature of citizenship, diversity and identity in contemporary society.

The Australian Curriculum: Civics and Citizenship provides opportunities to develop students’ knowledge and understanding of Australia's representative democracy and the key institutions, processes, and roles people play in Australia’s political and legal systems. Emphasis is placed on Australia's federal system of government, derived from the Westminster system, and the liberal democratic values that underpin it such as freedom, equality and the rule of law. The curriculum explores how the people, as citizens, choose their governments; how the system safeguards democracy by vesting people with civic rights and responsibilities; how laws and the legal system protect people’s rights; and how individuals and groups can influence civic life.

The curriculum recognises that Australia is a secular nation with a multicultural and multi-faith society, and promotes the development of inclusivity by developing students’ understanding of broader values such as respect, civility, equity, justice and responsibility. It acknowledges the experiences and contributions of Aboriginal and Torres Strait Islander Peoples and their identities within contemporary Australia. While the curriculum strongly focuses on the Australian context, students also reflect on Australia’s position, obligations and the role of the citizen today within an interconnected world.

Through the study of civics and citizenship, students can develop skills of inquiry, values and dispositions that enable them to be active and informed citizens; to question, understand and contribute to the world in which they live. The curriculum also offers opportunities for students to develop a wide range of general skills and capabilities, including an appreciation of diverse perspectives, empathy, collaboration, negotiation, self-awareness and intercultural understanding.

The Civics and Citizenship curriculum aims to reinforce students’ appreciation and understanding of what it means to be a citizen. It explores ways in which students can actively shape their lives, value their belonging in a diverse and dynamic society, and positively contribute locally, nationally, regionally and globally. As reflective, active and informed decision-makers, students will be well placed to contribute to an evolving and healthy democracy that fosters the wellbeing of Australia as a democratic nation.
**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. Japanese is also offered as an elective subject in years 9 and 10.

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

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**Health and Physical Education**

The following information is based on The Australian Curriculum for implementation in 2015. The Year 7 and 8 curriculum expands students’ knowledge, understanding and skills to help them achieve successful outcomes in classroom, leisure, social, movement and online situations. Students learn how to take positive action to enhance their own and others’ health, safety and wellbeing. They do this as they examine the nature of their relationships and other factors that influence people’s beliefs, attitudes, opportunities, decisions, behaviours and actions. Students demonstrate a range of help-seeking strategies that support them to access and evaluate health and physical activity information and services.

The curriculum for Year 7 and 8 supports students to refine a range of specialised knowledge, understanding and skills in relation to their health, safety, wellbeing, and movement competence and confidence. They develop specialised movement skills and understanding in a range of physical activity settings. They analyse how body control and coordination influence movement composition and performance and learn to transfer movement skills and concepts to a variety of physical activities. Students explore the role that games and sports, outdoor recreation, lifelong physical activities, and rhythmic and expressive movement activities play in shaping cultures and identities. They reflect on and refine personal and social skills as they participate in a range of physical activities. Students are assessed on the following two areas: Personal, Social and Community Health Movement and Physical Activity.

The focus areas to be addressed in Year 7 and 8 include, but are not limited to:

- alcohol and other drugs
- food and nutrition
- health benefits of physical activity
- mental health and wellbeing
- relationships and sexuality
- safety
- challenge and adventure activities
- games and sports
- lifelong physical activities
- rhythmic and expressive movement activities

The Year 9 and 10 curriculum supports students to refine and apply strategies for maintaining a positive outlook and evaluating behavioural expectations in different leisure, social, movement and online situations. Students learn to apply health and physical activity information to devise and implement personalised plans.
for maintaining healthy and active habits. They also experience different roles that contribute to successful participation in physical activity, and propose strategies to support the development of preventive health practices that build and optimise community health and wellbeing.

In Year 9 and 10, students learn to apply more specialised movement skills and complex movement strategies and concepts in different movement environments. They also explore movement concepts and strategies to evaluate and refine their own and others’ movement performances. Students analyse how participation in physical activity and sport influence an individual’s identities, and explore the role participation plays in shaping cultures. The curriculum also provides opportunities for students to refine and consolidate personal and social skills in demonstrating leadership, teamwork and collaboration in a range of physical activities. Students are assessed on the following two areas: Personal, Social and Community Health Movement and Physical Activity.

The focus areas to be addressed in Year 9 and 10 include, but are not limited to:

- alcohol and other drugs
- food and nutrition
- health benefits of physical activity
- mental health and wellbeing
- relationships and sexuality
- safety
- challenge and adventure activities
- games and sports
- lifelong physical activities
- rhythmic and expressive movement activities

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 as outlined below:

- 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. Home Economics allows students to investigate Food and Nutrition and clothing and textiles. Students will gain insight into how to plan nutritious meals for a healthy lifestyle and make simple household items using the sewing machine.

Manual Arts
Cloncurry State School also has its own 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.

Graphics
Students learn design fundamentals and skills necessary to create their designs through the use of graphics on paper and through the use 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 *Inventer* on all computers in the E block computer lab and the resource centre computers.

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. From 2015, this subject will also incorporate elements from The Australian Curriculum for Economics and Business.
**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 in Junior Secondary engages students in four different areas: Composing, Performing, Creating and Analysing. Students will be exploring how to manipulate combinations of the elements of music in a range of styles using technology and notations and to play and organise their compositions with an understanding of style and convention. They will perform music applying techniques and expression to interpret the composer's use of the elements of music. To better enhance their performing and compositional techniques students will analyse and evaluate a range of music and compositions. By the end of Year 10 students will be able to analyse different scores and performances aurally and visually. They will use their understanding of music making in different cultures, times and places to inform and shape their own interpretations, performances and compositions. Students will have interpreted, rehearsed and performed solo and ensemble repertoire in a range of forms and styles.

**Junior Secondary Leaders**

**Student Council:** two students from each year level are elected to the Student Council each year. Student must meet the following criteria: 90% attendance, C+ achievement for effort and be focused on their studies, adhered to all school rules.

**Sports Captains:** two students are elected for Burke and Wills Sport leaders. They will work together with the Senior Sports Captains. Students must meet the following criteria: 90% attendance, C+ achievement for effort and be focused on their studies, adhered to all school rules.

Students are nominated based on the above criteria and are voted by their peers. Students receive badges and form part of the 4-12 Student Council and Primary, Junior Secondary and Senior Schooling Sports Captains.

**Reporting to Parents**

A written report is provided to parents each term with an interim report at the end of terms 1 and 3 and a summative report at the end of each semester. Adding to this, parents are invited to participate in a Personalised learning plan (PLP) in terms 1 and 4. Student progress is discussed and future goals are set and reviewed. Parents are encouraged to meet regularly with class teachers. E-mail addresses can be exchanged with the school for additional contact.
SCHOOL-WIDE POSITIVE BEHAVIOUR PROGRAM

The School Wide Positive Behaviour Support Program was implemented in our school in 2012 and 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 second 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 students PBs are tallied and students who meet certain benchmarks are rewarded with an end of term reward event. These events range from snow cones, sports, discos and cooking.

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. Every fortnight students attend a pathways session in the resource centre where teachers create a lesson around a specific concept or theme. These sessions may vary from modelling appropriate behaviours and responses, explicit teaching of school rules, guest speakers from the community and beyond and competitions. Following this, each year level has Pastoral care, career development or life skills programs designed specifically for their age.

- Year 7 – Pastoral Care (School processes, leadership skills, student wellbeing, attendance and links to learning and time management for assessment).
- Year 8 – Pastoral Care (School rules, time management, working as a team and Crimson Feud).
- Year 9 – Pastoral Care (Resilience building, goal setting and organisational skills).
- Year 10 – Career Development Course (SET Plans, Senior subject research, career research and development).
- Year 11 and 12 – Life Skills (Career pathways and school and career advice).

The key principle 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.

**Homework Club**

Homework club is available for all students in the resource centre from 2:30pm – 3:30pm every Monday to Wednesday. Teachers and teacher aides are available at this time to support your child with their learning.

**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. In the past 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 for example: 'World’s biggest morning tea'.

**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.

**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.

**Interschool and District Sport**

Students running at our Athletics Carnival. From here, students were selected to compete in the District Athletics in Longreach.

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 bush tucker, 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
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.

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 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.