



# Yeppoon State High School

# ANNUAL REPORT 2017

Queensland State School Reporting

*Inspiring minds. Creating opportunities. Shaping Queensland's future.*

Every student succeeding. State Schools Strategy 2017-2021  
Department of Education

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## School Overview

Our beliefs are that *all* students are welcome at our school, where they will be supported to participate and achieve one year's growth for one year's learning. As such, "*Together we succeed*", our school's mantra, underpins our vision to *inspire and achieve success through opportunities for all*. Our STARS expectations are our drivers for success - Spirit (attitude, ambition, active participation), Teamwork (commitment, resilience, pride), Accountability (responsibility, reliability, integrity), Respect (courtesy, consideration, tolerance) and Safety (prevention, protection, wellbeing).

There are 1049 students at Yeppoon State High School, a co-educational school in the Central Queensland region. It is the only state secondary school on the Keppel coast. The school is a member of the Keppel Coast cluster of schools and provides a transition program for Year 6 students in their final year of primary school. The school holds strong traditions and values the community who advocate for the school in a multitude of ways.

## Principal's Foreword

### Introduction

#### School Progress towards its goals in 2017

This report details a sample of the achievements from Yeppoon State High School in 2017. We have pride in the achievements of our students and appreciation for the teachers who assist our students to improve in so many ways. This report outlines these successes and our progress to meeting our 2017 targets.

It was pleasing to see our students achieve levels of excellence in academic, sporting, musical and cultural pursuits and to have some increasing levels of satisfaction with the school. The school community was exceptionally proud of our 2017 seniors and their accomplishments.

### Summary of achievements:

- Student attainment of QCE or QCIA – an improvement to 100%, including Indigenous students.
- Year 12 students gaining elite tertiary scholarships including the QUT's vice chancellor's award.
- Academic data – an upward trend in % of students achieving a C or higher in 8 out of 12 reporting periods for Year 7 to 10 in Maths, English and Science.
- Mean Scale Score (MSS) achievement in Year 7 and Year 9 reading and numeracy is similar to Similar Queensland State Schools (SQSS).
- Upper Two Bands (U2B) achievement is similar to SQSS in Year 7 and Year 9 reading and numeracy.
- Literacy and numeracy relative gain for Year 7 to Year 9 is similar to SQSS.
- Post-school destinations have improved slightly to 81.0 per cent.
- Parent Satisfaction – an improvement to from 94% to 100% for both “Teachers at this school expect my child to do their best” and “I can talk to my child's teachers about my concerns”
- Student Parliament for leaders from Year 7 to 12 operating for the second year.
- Connections with CQU - our school has continued to strengthen our extensive links with the Central Queensland University, focusing on Indigenous programs and widening participation initiatives for many students. Improving Pre-service Teacher Education links was a focus in 2017.
- Connections with primary schools - the writing moderation hosted by our school for the second year with all Year 5 and 6 teachers from all Keppel cluster primary schools joining our Year 7 teachers.
- Capricornia Maths Team challenge – multiple Years 7 to 10 teams competing.
- Instrumental Music Program including outstanding results at the Rockhampton eisteddfod.
- Building of Global and Cultural Languages initiatives including growing International homestay program, sister school visit, primary schools' enrichment program & teacher participation in state wide global languages conference.
- Literacy – the adoption of Collins' writing strategies to improve the teaching of writing.
- Intervention offering support within classes and as separate programs.
- Work experience - opportunities for Year 11 students.
- Sporting opportunities – a diverse range of curriculum and extra-curricular programs offered.

### Future Outlook

Our 2017 priorities were:

- Knowing our learners, including improving attendance and forming our positive behaviour team.
- Targeted teaching, particularly writing and inclusive of vocabulary.
- Connected curriculum, including our curriculum plan and writing moderation with cluster primary schools.

These priorities have been sharpened for 2018 with the explicit improvement agenda being writing.

	2017 achievements	2018 targets
1. Knowing our learners	<ul style="list-style-type: none"> <li>• Improved attendance</li> <li>• Formation of PBL team</li> </ul>	<ul style="list-style-type: none"> <li>• 90% attendance</li> <li>• &lt; 10% with &lt; 85% attendance</li> <li>• &lt; 20% unexplained absences</li> <li>• 90% 8-12 = A/B Behaviour &amp; Effort</li> </ul>
2. Targeted teaching	<ul style="list-style-type: none"> <li>• Writing</li> </ul>	<ul style="list-style-type: none"> <li>• 90% 8-12 = A/B/C for Achievement</li> <li>• NAPLAN - U2B numeracy + 2% improvement</li> <li>• NAPLAN - &gt;90% NMS</li> </ul>
3. Connected curriculum	<ul style="list-style-type: none"> <li>• Curriculum plan</li> <li>• Moderation with primary schools initiated (writing)</li> </ul>	<ul style="list-style-type: none"> <li>• 100% teachers receiving lesson observation, feedback (with coaching optional) to support curriculum intent, linking all 3 priorities.</li> </ul>

# Our School at a Glance

## School Profile

<b>Coeducational or single sex:</b>	Coeducational
<b>Independent Public School:</b>	No
<b>Year levels offered in 2017:</b>	Year 7 - Year 12
<b>Student enrolments for this school:</b>	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2015</b>	1006	475	531	100	88%
<b>2016</b>	1009	476	533	110	90%
<b>2017</b>	1017	459	558	112	87%

Student counts are based on the Census (August) enrolment collection.

In 2017, there were no students enrolled in a pre-Prep\*\* program.

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

## Characteristics of the Student Body

### Overview

Students at Yeppoon State High School originate from a mixture of main stream middle class, working class and low socio-economic demographics. Our student population includes over 100 students who come from indigenous backgrounds.

On average, 10 international students study at Yeppoon State High School at any given time. These students attend school for periods of between three months and one year. Students originate mainly from Germany, Brazil and Italy.

### Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3			
Year 4 – Year 6			
Year 7 – Year 10	23	24	24
Year 11 – Year 12	18	18	19

## Curriculum Delivery

### Our Approach to Curriculum Delivery

- Agricultural Studies (7-12) is supported by our school farm.
- Business Education is divided into two subject areas: Business Studies and Computing Studies. Senior subjects include Accounting, Business Communication and Technologies, Information Communication and Technologies, Information Technology and Systems as well as certificate courses.
- Visual Art, Drama and Music is offered to students from Year 7-12.

- Industrial Design and Technology (ITD) has subjects available in the traditional areas of woodwork and metalwork as well as a graphics program from Year 7 through to Year 12. Keen interest in Engineering and Furnishing Studies has seen a strong enrolment in these subjects.
- Food Studies covers cooking and food preparation from Year 7-10, progressing into Hospitality for Years 11 and 12.
- Languages Other Than English (LOTE), which is available from Years 7 to 12, is Japanese.
- National Certification subjects are offered to the Year 11 & 12 students through a variety of Registered Training Organisations external to the school as well as within the school. These certificate courses include Information, Communication & Technology, Business, Construction, Hospitality Studies, Certificate III in Children's Services and Certificate III in Fitness.
- Senior students can choose to study two distinct levels of English (English and English Communication) and four different levels of Mathematics (Maths A, B C and Pre-vocational Maths).
- Other Queensland Curriculum and Assessment Authority endorsed Authority and Authority Registered subjects offered include Modern and Ancient History, Legal Studies, Biology, Chemistry, Physics, Marine Studies, Aquatic Practices, Visual Art and Visual Arts Studies, Drama, Music, Physical Education, Recreational Studies, Certificate III (Fitness, Rugby League and Netball).
- The Central Queensland University's Start Uni now (SUN) Program is accessed by Year 11 & 12 students.

### Co-curricular Activities

- The highly respected Instrumental Music Program with the instrumental ensembles achieving highly acclaimed achievements and performing at many community events as well as competitively.
- The Rugby League program is available through HPE curriculum time and provides skill development in this sport.
- Sporting activities available through inter-School competition throughout the year.
- A school musical is produced every two years, with 2017 being a musical year, with the Sound of Music.
- Students are encouraged to take part in diverse competitions including regional debating, public speaking, youth leadership and curriculum based events.
- Community based events including the Red Cross Shield Appeal.
- Seniors commenced their second year of sponsorship of an international business-model charity "Project Mozambique"

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

- 10 laptop trolleys support e-learning across in the school for junior secondary students.
- There are class sets of iPads available for student use as provided by some Faculties.
- Digital Pedagogies is offered in Junior Secondary based on the Australian Curriculum.
- "Makerspace" is based in the library hosts innovative digital pedagogies in break times.
- Students in Years 10-12 are able to update their SET plans through OneSchool.
- Our SMS messaging, website, newsletter and Facebook presence assists families to access events information including assessment calendars and exams schedules.
- Interactive whiteboards are in the majority of classrooms.
- Planning for the introduction of Bring Your Own Device (BYOx) occurred throughout 2017 in readiness for 2018.

## Social Climate

### Overview

The school implements a variety of multi-tiered strategies and programs to address any bullying concerns. At a strategic level, the school utilizes a wide range of data sets to inform decision making regarding proactive interventions and school policies.

The school's Extended Care Classes provided education on a range of topics such as: cyber safety, bullying, drug education. The program was delivered across the whole school to build skills in relation to resilience and emotional/social wellbeing over a period of time. It was reviewed late in 2016 for re-launching in 2017 due to feedback from staff, students and parents.

Year Level Co-ordinators, Chaplaincy, School Nurse and the Guidance Officer co-ordinated through the Deputy Principals monitor bullying and responses for intervention, mediation and appropriate support.

Students and parents have the opportunity to report any form of bullying by completing a Report of Bullying form or by speaking with the YLC or the relevant Deputy Principal. Anti-bullying strategies further utilised within the school community are the use of parades (whole school/cohort specific) to embed the school's "No Way to Bullying" Initiative. The Bullying Policy is available either in print or electronic format, which is also included in the Student Diary.

The school initiated Positive Behaviour for Learning (PBL) through the establishment of the PBL team in 2016, which was implemented during 2017.

### Parent, Student and Staff Satisfaction



## Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree <sup>#</sup> that:	2015	2016	2017
their child is getting a good education at school (S2016)	87%	91%	84%
this is a good school (S2035)	83%	87%	84%
their child likes being at this school* (S2001)	89%	88%	85%
their child feels safe at this school* (S2002)	84%	87%	86%
their child's learning needs are being met at this school* (S2003)	85%	91%	78%
their child is making good progress at this school* (S2004)	85%	94%	88%
teachers at this school expect their child to do his or her best* (S2005)	93%	94%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	80%	82%	90%
teachers at this school motivate their child to learn* (S2007)	85%	89%	92%
teachers at this school treat students fairly* (S2008)	87%	75%	77%
they can talk to their child's teachers about their concerns* (S2009)	91%	94%	100%
this school works with them to support their child's learning* (S2010)	84%	89%	90%
this school takes parents' opinions seriously* (S2011)	79%	76%	79%
student behaviour is well managed at this school* (S2012)	73%	70%	64%
this school looks for ways to improve* (S2013)	84%	90%	86%
this school is well maintained* (S2014)	85%	83%	83%

## Student opinion survey

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2015	2016	2017
they are getting a good education at school (S2048)	83%	89%	81%
they like being at their school* (S2036)	75%	86%	78%
they feel safe at their school* (S2037)	75%	87%	76%
their teachers motivate them to learn* (S2038)	73%	85%	76%
their teachers expect them to do their best* (S2039)	90%	96%	92%
their teachers provide them with useful feedback about their school work* (S2040)	73%	87%	71%
teachers treat students fairly at their school* (S2041)	61%	66%	55%
they can talk to their teachers about their concerns* (S2042)	58%	66%	55%
their school takes students' opinions seriously* (S2043)	58%	61%	55%
student behaviour is well managed at their school* (S2044)	37%	50%	44%
their school looks for ways to improve* (S2045)	72%	83%	80%
their school is well maintained* (S2046)	57%	69%	64%
their school gives them opportunities to do interesting things* (S2047)	73%	85%	75%

## Staff opinion survey

Performance measure			
Percentage of school staff w ho agree* that:	2015	2016	2017
they enjoy w orking at their school (S2069)	93%	95%	81%
they feel that their school is a safe place in w hich to w ork (S2070)	95%	96%	76%
they receive useful feedback about their w ork at their school (S2071)	79%	86%	75%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	84%	78%	72%
students are encouraged to do their best at their school (S2072)	95%	96%	87%
students are treated fairly at their school (S2073)	89%	89%	75%
student behaviour is w ell managed at their school (S2074)	58%	60%	40%
staff are well supported at their school (S2075)	76%	77%	58%
their school takes staff opinions seriously (S2076)	73%	78%	60%
their school looks for w ays to improve (S2077)	90%	98%	87%
their school is w ell maintained (S2078)	69%	62%	55%
their school gives them opportunities to do interesting things (S2079)	90%	84%	78%

\* 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 w elcomed at Yeppoon State High and close communication is encouraged between teachers and parents. The following avenues exist to assist parental involvement:

- Monthly P&C meetings
- Fortnightly new sletters emailed to families and available on the school w ebsite
- Tw ice yearly parent/teacher interviews using Parent/Teacher on-line as a booking tool
- Tw ice yearly formal reporting and interim reports to students during the year (providing 4 reports per year)
- Parent information evenings
- School w ebsite and Facebook
- Volunteer canteen personnel
- Parental involvement in school determined task groups w hen required
- Parental involvement in extracurricular events such e.g. Music, Drama, Sports.

## Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. The Head of Department (Junior Secondary) oversees the program, which covers personal safety and aw areness, including identifying and responding to abuse and violence and developing students' know ledge and skills to be able to resolve conflict w ithout violence and to recognise, react and report w hen they, or others, are unsafe. It is delivered through Care classes.

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

## School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2015	2016	2017
Short Suspensions – 1 to 10 days	474	390	519
Long Suspensions – 11 to 20 days	31	10	31
Exclusions	3	9	16
Cancellations of Enrolment	26	15	21

## Environmental Footprint

### Reducing the school's environmental footprint

Whilst efforts were made to reduce water and electricity consumption, the increased enrolments and limited rain has meant that our consumption rates increased.

A bank of Solar Panels was installed in 2010 and this continues to reduce electricity usage. The replacement of inefficient air conditioning units is ongoing as per the school's maintenance.

The paper and cardboard continues to be recycled on campus.

The Council has supported the use of recycled water for enhancing our ovals, and systems have been set up to achieve this.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	558,073	4,233
2015-2016	801,956	1,685
2016-2017	826,277	7,366

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

## School Funding

### School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

### Find a school

Sector:  
 Government  
 Non-government

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

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

## Our Staff Profile



## Workforce Composition

### Staff composition, including Indigenous staff

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	91	44	<5
Full-time Equivalent	88	32	<5

### Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	4
Graduate Diploma etc.**	0
Bachelor degree	57
Diploma	20
Certificate	0

\*Teaching staff includes School Leaders

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

## Professional Development

### Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2017 were \$101 112.

The major professional development initiatives are as follows:

- Training in the use of One School for curriculum planning, individual plans and administration areas.
- Pedagogy and curriculum processes.
- Coaching.
- Digital pedagogies and e-learning practices including best practice school visits to Brisbane.
- Leadership.
- New QCE "trial" assessment processes eg. History, Maths B and English.
- Industrial Design and Technology courses.

The proportion of the teaching staff involved in professional development activities during 2017 was 90%.

## Staff Attendance and Retention

### Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	95%	96%	95%

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

From the end of the previous school year, 90% of staff was retained by the school for the entire 2017.

# Performance of Our Students

## Key Student Outcomes

### Student Attendance

#### Student attendance

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

STUDENT ATTENDANCE 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	86%	88%	86%
The attendance rate for Indigenous students at this school (shown as a percentage).	84%	84%	79%

\*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2017 for all Queensland Secondary schools was 90%.

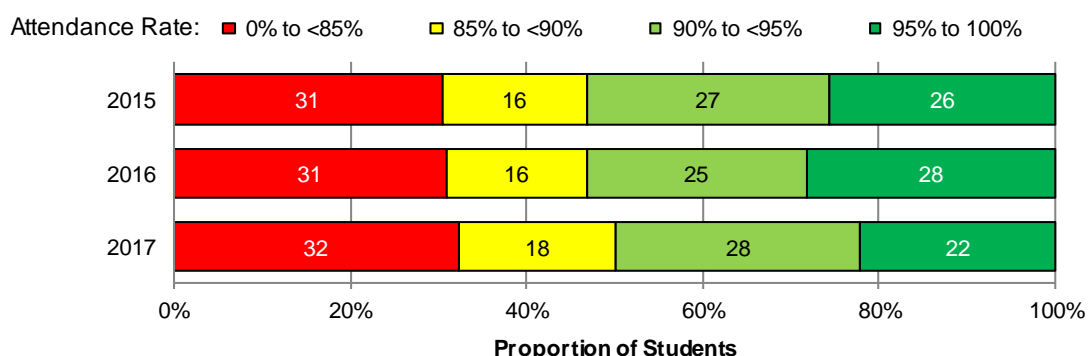
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015								89%	91%	85%	83%	85%	86%
2016								89%	87%	87%	87%	88%	88%
2017								87%	87%	84%	85%	86%	89%

\*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

#### Student Attendance Distribution

The proportions of students by attendance range:



#### Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the 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.

#### Attendance

The school has an Attendance Policy which has been developed collaboratively and is based on the "Every Day Counts" initiative. The Policy outlines processes for monitoring and recording attendance data throughout the day.

ID Attend has been adopted by the school as an electronic attendance data collector. This allows for students to be monitored in terms of % of missed days and/or classes for explained and unexplained absences. This process is a multi-tiered approach which encompasses:

- Weekly Reports
- Case-management meetings
- Year Level Co-ordinators and employment of Youth Worker (Junior Secondary) to support chronic absenteeism
- Parental contact via text message, phone and the Qparents APP
- Parental contact Letter of Attendance Concern
- Referral to external agencies as required
- Principal notification

The school regularly feeds positive reinforcement regarding school attendance and educational outcomes via newsletters, positive feedback for parents regarding student learning and Year Level Parades to reinforce the importance of school attendance.

Students who are not regularly attending school are connected with a variety of external support programs and/or services to assist students and their families to re-engage in their learning and school. These include the Youth Support Co-ordinator Program, Junior Secondary Youth Worker, Breakfast programs, Anglicare, Chaplains, CQID, Shine, Rock and Water, and the AIME program.

## NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

To access our NAPLAN results, click on the My School link above. You will then be taken to the My School website with the following 'Find a school' text box.

### Find a school

The screenshot shows a search form with the following elements:

- A text input field labeled "School name" with a red "GO" button to its right.
- A text input field labeled "Suburb, town or postcode".
- A "Sector:" label with two checked checkboxes: "Government" and "Non-government".
- A large red "SEARCH" button at the bottom.

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

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

## Year 12 Outcomes

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2015	2016	2017
Number of students receiving a Senior Statement	151	152	168
Number of students awarded a Queensland Certificate of Individual Achievement.	5	4	5
Number of students receiving an Overall Position (OP)	51	46	55
Percentage of Indigenous students receiving an Overall Position (OP)	31%	17%	0%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	21	18	25
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	117	102	130
Number of students awarded an Australian Qualification Framework Certificate II or above.	101	81	110
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	137	140	163
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	100%	94%	89%
Number of students awarded an International Baccalaureate Diploma (IBD).	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	73%	59%	76%
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification.	96%	97%	99%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	97%	89%	95%

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

OVERALL POSITION BANDS (OP)					
Number of students in each band for OP 1 - 25					
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2015	7	15	15	13	1
2016	5	11	11	18	1
2017	13	18	11	13	0

As at 14th February 2018. The above values exclude VISA students.

VOCATIONAL EDUCATIONAL TRAINING QUALIFICATION (VET)			
Number of students awarded certificates under the Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2015	50	79	42
2016	30	49	44
2017	51	57	59

As at 14th February 2018. The above values exclude VISA students.

## Apparent Retention Rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12			
Description	2015	2016	2017
Year 12 student enrolment as a percentage of the Year 10 student cohort.	84%	77%	86%

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12			
Description	2015	2016	2017
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	83%	78%	64%

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

## Student Destinations

### Post-school destination information

The results of the 2017 post-school destinations survey, Next Step – Student Destination Report (2017 Year 12 cohort), will be uploaded to the school's website in September.

The report will be available at:

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

### Early leavers information

The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12 are described below :

Contact parents/ guardians to determine what support they have or may require referrals if required to training, other education and housing. The Youth Support Co-ordinator is a key link in this process.

Meet with parents and or students at the town library / agreed location off site to discuss options available.

Send out transitions pack to parents that contain resources i.e. certificate options, training opportunities.

Work on resumes and interview techniques, how to act in the work place.

Referral to S2J (Rockhampton School to Jobs Network) for work placement.

## Conclusion

Our 2017 School Annual Report has many positive highlights. As we enthusiastically progress into 2018, we are confident that our three main improvement priorities will set us on a strong path for future improvements in student learning outcomes.