



Yeppoon State High School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

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From the Principal

School overview

Yeppoon High is going from good to great, where our mantra *“together we succeed”* underpins our vision to *inspire and achieve success through opportunities for all*. Our STARS expectations are driving us towards our vision - Spirit (attitude, ambition, active participation), Teamwork (commitment, resilience, pride), Accountability (responsibility, reliability, integrity), Respect (courtesy, consideration, tolerance) and Safety (prevention, protection, wellbeing).

We are a growing co-educational state school of 1050 students in the Central Queensland region and the only state secondary school on the Keppel coast. The school is a member of the Keppel Coast cluster of schools and provides a comprehensive 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.

School progress towards its goals in 2018

- 100% of Year 12 students achieved their QCE or QCIA, sustaining the previous year's achievement.
- One Year 12 student awarded the prestigious Tuckwell scholarship to the Australian National University.
- 30% of students achieving a B or higher in Year 7 to 9 in Science, and over 70% receiving a C or higher.
- 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 continued to improve.
- Parent Satisfaction – an improvement to 90% from 85% for “My child likes being at this school”
- Parent Satisfaction – an improvement to 77% to 86% for “teachers at this school treat my child fairly”
- Parent Satisfaction – an improvement to 83% from 79% for “this school takes parents opinions seriously”
- Student Parliament for leaders from Year 7 to 12 operating for the third 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 remained a priority in 2018
- Connections with primary schools - the Year 6 transition program was strengthened throughout the year.
- 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 and the highest number of Yeppoon High students ever to be successful in gaining scholarships for study programs in Japan.
- Literacy – the adoption of Write that Essay writing strategies to improve the teaching of writing.
- Intervention offering support within classes and groups programs eg. SRA Reading in Years 7 and 8.
- Work experience - opportunities for Year 10 and 11 students.
- Sporting opportunities – a diverse range of curriculum and extra-curricular programs offered.

Future outlook

Yeppoon State High School has narrowed their improvement agenda to prioritise:

- Improved communication internally and externally, including students, staff, parents and wider community
- Improved behaviour processes to support increased clarity and consistency of teacher and leadership practice.

These two priorities are underpinning a refocus on a learning culture where the morale and wellbeing of students and staff is central to our daily work, and our long term united belief that “together we can succeed”.

All of our targets for behaviour, effort and academics are set at an aspirational 90% to achieve a C or higher for these at each term reporting period together with building towards a 90% attendance rate.

Our school at a glance

School profile

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

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	1009	1017	1032
Girls	476	459	465
Boys	533	558	567
Indigenous	110	112	135
Enrolment continuity (Feb. – Nov.)	90%	87%	88%

Notes:

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

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

Characteristics of the student body

Overview

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 to one year. Students originate mainly from Germany, Brazil and Italy.

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3			
Year 4 – Year 6			
Year 7 – Year 10	24	24	23
Year 11 – Year 12	18	19	19

Note:

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

Curriculum delivery

Our approach to curriculum delivery

- 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 are being redesigned to accommodate the new QCE and certificate courses remain on offer.
- 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 and Netball programs are available through HPE curriculum time and provides skill development in this sport as well as meeting the Australian Curriculum requirements.
- Sporting activities available through inter-school competition throughout the year.
- 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.

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 exam schedules.
- Interactive whiteboards are in the majority of classrooms.
- Bring Your Own Device (BYOx) commenced in 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. I

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. Deans were introduced in the junior, middle and senior teams mid-year to provide further support for student wellbeing.

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/Dean 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.

The school initiated Positive Behaviour for Learning (PBL) continued during 2018 with the PBL team being redesigned late in 2018, providing an advisory role to the Leadership Team.

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	91%	84%	89%
• this is a good school (S2035)	87%	84%	79%
• their child likes being at this school* (S2001)	88%	85%	90%
• their child feels safe at this school* (S2002)	87%	86%	87%
• their child's learning needs are being met at this school* (S2003)	91%	78%	81%
• their child is making good progress at this school* (S2004)	94%	88%	86%
• teachers at this school expect their child to do his or her best* (S2005)	94%	100%	91%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	82%	90%	88%
• teachers at this school motivate their child to learn* (S2007)	89%	92%	89%
• teachers at this school treat students fairly* (S2008)	75%	77%	86%
• they can talk to their child's teachers about their concerns* (S2009)	94%	100%	92%
• this school works with them to support their child's learning* (S2010)	89%	90%	85%
• this school takes parents' opinions seriously* (S2011)	76%	79%	83%
• student behaviour is well managed at this school* (S2012)	70%	64%	58%
• this school looks for ways to improve* (S2013)	90%	86%	89%
• this school is well maintained* (S2014)	83%	83%	89%

* Nationally agreed student and parent/caregiver items.

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

DW = Data withheld to ensure confidentiality.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	89%	81%	65%
• they like being at their school* (S2036)	86%	78%	55%
• they feel safe at their school* (S2037)	87%	76%	67%
• their teachers motivate them to learn* (S2038)	85%	76%	65%
• their teachers expect them to do their best* (S2039)	96%	92%	84%
• their teachers provide them with useful feedback about their school work* (S2040)	87%	71%	63%
• teachers treat students fairly at their school* (S2041)	66%	55%	50%
• they can talk to their teachers about their concerns* (S2042)	66%	55%	46%
• their school takes students' opinions seriously* (S2043)	61%	55%	48%
• student behaviour is well managed at their school* (S2044)	50%	44%	26%
• their school looks for ways to improve* (S2045)	83%	80%	67%
• their school is well maintained* (S2046)	69%	64%	48%
• their school gives them opportunities to do interesting things* (S2047)	85%	75%	70%

* Nationally agreed student and parent/caregiver items.

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

DW = Data withheld to ensure confidentiality.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	95%	81%	80%
• they feel that their school is a safe place in which to work (S2070)	96%	76%	73%
• they receive useful feedback about their work at their school (S2071)	86%	75%	74%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	78%	72%	84%
• students are encouraged to do their best at their school (S2072)	96%	87%	80%
• students are treated fairly at their school (S2073)	89%	75%	77%
• student behaviour is well managed at their school (S2074)	60%	40%	35%
• staff are well supported at their school (S2075)	77%	58%	53%
• their school takes staff opinions seriously (S2076)	78%	60%	64%
• their school looks for ways to improve (S2077)	98%	87%	76%
• their school is well maintained (S2078)	62%	55%	53%
• their school gives them opportunities to do interesting things (S2079)	84%	78%	76%

* 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 welcomed 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 newsletters emailed to families and available on the school website
- Twice yearly parent/teacher interviews using Parent/Teacher on-line as a booking tool
- Twice yearly formal reporting and interim reports to students during the year (providing 4 reports per year)
- Parent information evenings
- School website and Facebook
- Volunteer canteen personnel
- Parental involvement in school determined task groups when required
- Parental involvement in extracurricular events such e.g. Music, Drama, Sports.

Respectful relationships education programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. The Deans oversee the programs, which covers personal safety and awareness, including identifying and responding to abuse and violence and developing students' knowledge and skills to be able to resolve conflict without violence and to recognise, react and report when 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

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

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	390	519	941
Long suspensions – 11 to 20 days	10	31	9
Exclusions	9	16	22
Cancellations of enrolment	15	21	9

Note:

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

Environmental footprint

Reducing this school's environmental footprint

Whilst efforts were made to reduce water, the increased enrolments and drought conditions has meant that our consumption rates increased. Electricity consumption was reduced due to a determined effort to achieve this.

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.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	801,956	826,277	553,347
Water (kL)	1,685	7,366	29,385

Note:

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

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

School funding

School income broken down by funding source

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

How to access our income details

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

The screenshot shows the search interface on the My School website. It features a header with two buttons: 'Find a school' and 'Search website'. Below this is a search bar with the placeholder text 'Search by school name or suburb' and a 'Go' button. Underneath the search bar are three dropdown menus labeled 'School sector', 'School type', and 'State', each with a downward arrow icon.

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

A rectangular button with a thin border and the text 'View School Profile' centered inside.

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

The screenshot shows a horizontal navigation menu with several tabs: 'School profile', 'NAPLAN', 'Attendance', 'Finances', 'VET in schools', 'Senior secondary', and 'Schools map'. The 'Finances' tab is currently selected and highlighted.

Note:

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

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	88	43	5
Full-time equivalents	85	32	<5

*Teaching staff includes School Leaders.

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

Qualification of all teachers

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

Highest level of qualification	Number of qualifications
Doctorate	
Masters	4
Graduate Diploma etc.*	24
Bachelor degree	57
Diploma	
Certificate	

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

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$143 000.

The major professional development initiatives are as follows:

- Positive behaviour for learning courses delivered internally.
- Pedagogy and curriculum processes.
- Coaching.
- Digital pedagogies and e-learning practices.
- Leadership.
- Extensive professional learning for all new QCE subjects being introduced in 2019.
- Write That Essay for all teachers – the largest component of the expenditure due to writing priority.

The proportion of the teaching staff involved in professional development activities during 2018 was 95%.

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	96%	95%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 83% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Secondary schools was 89%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	88%	86%	86%
Attendance rate for Indigenous** students at this school	84%	79%	81%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

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

Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep			
Year 1			
Year 2			
Year 3			
Year 4			
Year 5			
Year 6			

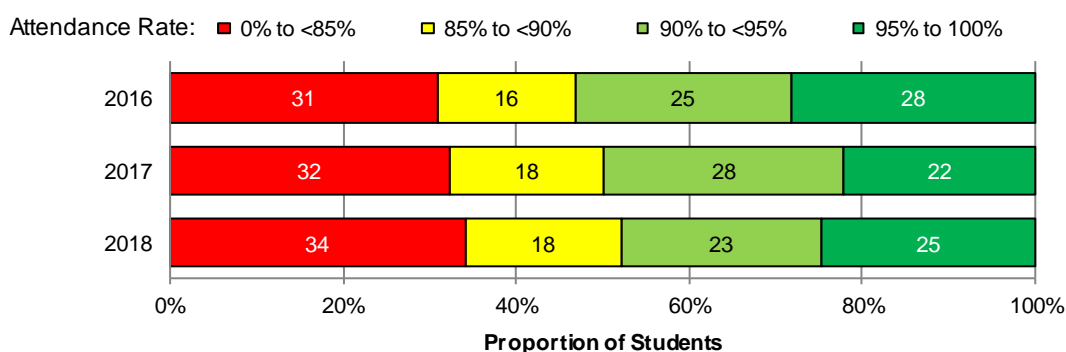
Year level	2016	2017	2018
Year 7	89%	87%	88%
Year 8	87%	87%	83%
Year 9	87%	84%	84%
Year 10	87%	85%	84%
Year 11	88%	86%	88%
Year 12	88%	89%	87%

Notes:

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

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

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

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 (and Deans from semester 2)
- Parental contact via text message, phone and the Qparents APP
- Parental contact Letter of Attendance Concern
- Methodical processes to ensure absences are explained in a timely manner
- 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.

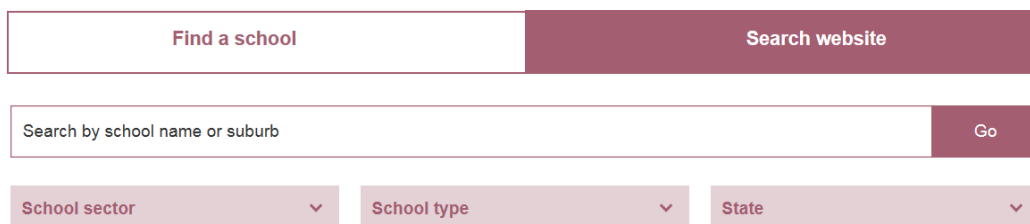
Students who are not regularly attending school are connected with a variety of external support programs and/or services to assist students and their families to re-engage in their learning and school. These include the Youth Support Co-ordinator program, Junior Secondary Youth Worker, Breakfast programs, 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 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

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



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



4. Click on ‘NAPLAN’ to access the school NAPLAN information.



Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school’s NAPLAN results.

2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.

Year 12 Outcomes

Tables 13–15 show for this school:

- a summary of Year 12 outcomes
- the number of Year 12 students in each OP band
- the number of Year 12 students awarded a VET qualification.

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

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

Table 13: Outcomes for our Year 12 cohorts

Description	2016	2017	2018
Number of students who received a Senior Statement	152	168	130
Number of students awarded a QCIA	4	5	1
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	140	163	129
Percentage of Indigenous students awarded a QCE at the end of Year 12	94%	89%	94%
Number of students who received an OP	46	55	37
Percentage of Indigenous students who received an OP	17%	0%	19%
Number of students awarded one or more VET qualifications (including SAT)	102	130	108
Number of students awarded a VET Certificate II or above	81	110	94
Number of students who were completing/continuing a SAT	18	25	16
Number of students awarded an IBD	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD	59%	76%	54%
Percentage of Year 12 students who were completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification	97%	99%	100%
Percentage of QTAC applicants who received a tertiary offer.	89%	95%	100%

Notes:

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

Table 14: Overall Position (OP)

OP band	2016	2017	2018
1-5	5	13	2
6-10	11	18	8
11-15	11	11	10
16-20	18	13	15
21-25	1	0	2

Note:

The values in table 14:

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

Table 15: Vocational Education and Training (VET)

VET qualification	2016	2017	2018
Certificate I	30	51	57
Certificate II	49	57	85
Certificate III or above	44	59	64

Note:

The values in table 15:

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

Apparent retention rate – Year 10 to Year 12

Table 16: Apparent retention rates for Year 10 to Year 12 for this school

Description	2016	2017	2018
Year 12 student enrolment as a percentage of the Year 10 student cohort	77%	86%	89%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort	78%	64%	106%

Notes:

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

Student destinations

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

Early school leavers

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

- 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.

Next Step – Post-school destinations

The results of the 2019 Next Step post-school destinations survey, *Next Step – Post-School Destinations* report (information about students who completed Year 12 in 2018), will be uploaded to this school's website in September 2019.

To maintain privacy and confidentiality of individuals, schools with fewer than five responses will not have a report available.

This school's report will be available at

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