

QUEENSLAND STATE SCHOOL REPORTING - 2010

Yeppoon State High School (2123)

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Principal's foreword

Introduction

Yeppoon State High School's Annual Report contains information about the school's progress towards the goals established from its strategic plan.

This School Annual Report covers information about staff capabilities and professional development, key student outcomes, parent, teacher and student satisfaction levels and attendance and retention data.

This report will be also be available as a full print copy on request and will be communicated through a regular school newsletter.

School progress towards its goals in 2010

In 2010, the school reviewed the previous goals of the strategic plan. The school also participated in the state wide Teaching and Learning Audit which has informed our future four year strategic plan. The school is a member of the Teacher Designed Networks. Through this network process, the school has engaged in a re-visioning process, revisited its core values and the teaching and learning plans. Yeppoon State High School joined the Literacy & Numeracy National Partnership program from Semester 2 2010. Yeppoon SHS has developed a literacy & numeracy plan for implementation.

Future outlook

- Maintain a high focus on improving literacy and numeracy outcomes for students with literacy planning having a strong whole school focus.
- Continue the assessment centre concept with the indigenous students to address the non-completion of assignments.
- Building a stronger case management culture to monitor all students are achieving pathways to further study, training and employment opportunities.
- The School Wide Positive Behaviour Support program (SWPBS) team working to develop strategies and knowledge to change the culture to a positive one focused on recognising and rewarding appropriate behaviours. The building of the capacity of staff in developing effective learning environments is of great importance as well.
- Monitor the National Curriculum development and will continue with implementation of the QCAR framework, which provides an opportunity for us to ensure that our programs are aligned.
- The Junior Curriculum was re-structured in preparation of the National Curriculum and our school curriculum needs.
- Our Regional International program under the leadership of the International Program Co-ordinator will continue to improve the current program and identify improvement projects to be undertaken.
- The areas of greatest focus in the developing professionals and supporting learnings in developing our digital pedagogical expertise. The Secondary School Computer Program and the installation of Interactive White boards (National & State facility Infrastructure programs) will have a great impact on teacher expertise and the applications.
- Continue to ensure all the course outlines and assessment tasks are placed on the Virtual Classroom.
- Build a front-end assessment culture.
- Continue to build the pastoral care program Learning 4 Life.
- Build a culture of higher-order thinking.
- Build a student culture of greater work ethic and ownership in their learning goals and aspirations.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered: Year levels 8 to 12

Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2010 – Nov 2010)
869	431	438	83%

Characteristics of the student body:

Indigenous students make up 8.1% of the student population.

There is a diverse range of students with a mixture of main stream middle class and working class families and of low socio-economic context.

An average of 10 to 15 International studying students attends the school for periods of one term to one year in duration. These students originate from Germany, Norway, and the United States of America generally.

Class sizes – Proportion of school classes achieving class size targets in 2010

Phase	Average Class Size	Percentage of classes in the school			
		On or under target	Under Target	On Target	Over Target
Year 8 – Year 10	23	97%	85%	12%	3%
Year 11 – Year 12	17	98%	91%	8%	2%
All Classes	20	97%	88%	10%	3%

School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	369
Long Suspensions - 6 to 20 days	36
Exclusions	1
Cancellations of Enrolment	1

Our school at a glance

Curriculum offerings

Our distinctive curriculum offerings:

- Agricultural Studies (8-12) are available and is supported by our school farm.
- Business Education subjects are divided into two areas: Business Studies and Computing Studies.
- Industrial Design and Technology (IDT) has subjects available in both the traditional areas of Woodwork and Metalwork. We also offer a Graphics program from Year 8 through to Year 12.
- Home Economics covers both cooking and textiles areas for Yr 8-10, progressing into Home Economics and Hospitality for Yr 11/12.
- Our school has a strong program in LOTE, which is available from Year 8 to 12, in Japanese. Regular Study tours are planned.
- We have a range of subjects in Year 11 and 12 which offers students Certification through TAFE - National Engineering Modules, Furnishing, Information Communication & Technology, Community Recreation and Early Childhood Studies, which offers Certificate 3 in Children's Services.
- In Senior Years the students study two levels of English (English and English Communication) and 4 available levels of Maths (Maths A, B, C and Pre-vocational Maths).
- Studies of Society (Modern and Ancient History, Legal Studies) and Science (Biology, Chemistry, Physics, Marine Studies, Marine and Aquatic Practices) offer students a wide range of senior choices.

Extra curricula activities:

We have an exceptional Instrumental Music Program with school bands and instrumental groups acclaimed state-wide, performing at many community events as well as competitively.

There is a wide range of sporting activity available with Inter-school competition throughout the year.

We hold a school musical every second year.

Students are encouraged to take part in regional debating competitions, local quiz and competitive team events, public speaking, youth leadership competitions and curriculum based competitions.

There are a number of clubs and committees available to students which promote multi-cultural understanding and socially just outcomes (School based Committees to facilitate the student socials, commitment to the broader community such as Donating Blood and Student Parliament).

Our school at a glance

How Information and Communication Technologies are used to assist learning:

Teachers and students use ICTs in a range of ways to assist learning. Based in computer labs and classrooms the computers assist learning in OCT specialist subjects including Information Technology, graphics, Business Computing and Technology.

A number of Interactive Whiteboards (IWB) is being installed. Teachers have participated in professional learning opportunities to support the utilisation of the IWBs to engage learners across subject areas.

There has been a strong focus to build teacher e-learning capabilities with the district e-learning mentor assisting teachers with their pedagogical licence and ICT Certificate.

Social climate

Yeppoon SHS operates the School Wide Positive Behaviour Support program as a process of whole school community involvement of students, staff and parents to guide the development of positive behaviours across our school. The following expectations acts as a guide to the positive behaviour expectations:

- Responsibility
- Active Participation
- Manners
- Safety

Our Responsible Behaviour Plan is reviewing its core values to align with its re-visioning process. The School's Responsible Behaviour Plan also guides the positive reinforcement strategies and outlines the consequences for inappropriate behaviours. Every student has the right to learn, every teacher has the right to teach, everyone has the right to feel safe.

Student leadership is encouraged throughout the school with an active Student Parliament which includes students from all year levels and the formalised student leaders. Students from all year levels are also encouraged to take part in the numerous student committees which operate. Every full school parade is run by a team of students from a particular year level, and this responsibility is shared across the year levels throughout the year.

A revised Pastoral Care Program Learning 4 Life using the Student Planner as the integral support resource.

The School's Bullying Prevention Program was reviewed with the intent to release the revised policy, revised processes, proactive strategies and interventions for 2011.

A workplace reform has been endorsed to trial the greater co-ordination of student services in 2011. This role will co-ordinate inter-agency support for students, year level co-ordinators, School Chaplains, School Nurse and proactive programs to support the social and emotional wellbeing of students.

Our school at a glance

The School Chaplain facilitates the implementation of the Shine program to assist girls in year 9 and 10 with their self-esteem.

Parent and student satisfaction of School Climate expressed in the School Opinion Survey indicate that significant work is required to change the perception with their satisfaction with students being happy to attend school, the student discipline, about the behaviour of students at the school, the safety of the students and that students are treated fairly. The above role is one of the key strategies to improve these areas.

Our school at a glance

Parent, student and teacher satisfaction with the school

Generally, all parents, staff, and students who responded to the survey indicated that the school has been little progress against all the measures in 2010.

The Mind matters for staff program have been identified as an initiative to engage within 2011 to work on staff morale.

Performance measure	Result 2010
Percentage of parents/caregivers satisfied that their child is getting a good education at school	67%
Percentage of students satisfied that they are getting a good education at school	54%
Percentage of parents/caregivers satisfied with their child's school	73%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	63%
Percentage of staff members satisfied with morale in the school	50%

Our school at a glance

Involving parents in their child's education.

Parents are welcomed at Yeppoon High and close communication is encouraged between teachers and parents. The following avenues exist as some of the avenues for parental involvement:

- Monthly P&C meetings
- Fortnightly newsletter now available by email to families
- Twice yearly parent/teacher interviews using Parent/Teacher on-line to book the interviews through the web.
- Twice yearly formal reporting and interim reports to students during the year
- Parent information evenings
- School website
- Tutor program and volunteer canteen personnel
- Parental involvement in school committees

Reducing the school's environmental footprint

The use of potable recycled water to irrigate our large oval and surrounds.

The installation during the 2010 year solar panels to roofing our block A in order to reduce our electricity usage and sell excess to the grid.

Year	Total	Electricity	Sewerage	Waste	Water	Gas	Other	Electricity Kwh	WaterKL	GasMJ
2010	\$132,963	\$89,911	\$17,022	\$7,366	\$7,666	\$0	\$10,998	472,240	6,306	0
2009	\$131,370	\$81,334	\$0	\$0	\$16,428	\$0	\$33,608	489,346	17,780	0
% change 2009 - 2010	1%	11%	N/A	N/A	-53%	N/A	-67%	-3%	-65%	N/A

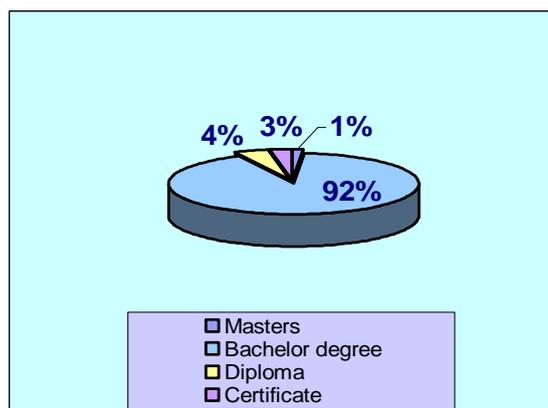
Our staff profile

Staff composition, including Indigenous Staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	69	30	<5
Full-time equivalents	67	24	<5

Qualifications of all teachers.

Highest level of attainment	Number of classroom teachers and school leaders at the school
Masters	1
Bachelor degree	63
Diploma	3
Certificate	2



Expenditure on and teacher participation in professional development.

The total funds expended on teacher professional development in 2010 were \$67 386.

The major professional development initiatives are as follows:

- Engagement with phase 1 of the teacher Design Networks school renewal project. Small group and individual training and professional development activities on using the Interactive whiteboard and e-learning opportunities.
 - Staff undertaking Certificate 4 in Training and Assessment for VET.
 - The engagement of a consultant Pat Hipwell to focus the staff on literacies across the curriculum.
 - Queensland Studies Authority updates and training.
- The involvement of the teaching staff in professional development activities during 2010 was 100%.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 96% in 2010.

Proportion of staff retained from the previous school year.

From the end of the previous school year, 96% of staff were retained by the school for the entire 2010 school year.

Performance of our students

Key student outcomes

Attendance

Student attendance - 2010

The average attendance rate for the whole school as a percentage in 2010 was 88%.

Student attendance for each year level

Year 8	Year 9	Year 10	Year 11	Year 12
89%	86%	85%	89%	90%

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

The ID – Attend package is used as the electronic form of marking the roll for each lesson period each day. It is intended to introduce text messaging to provide immediate feedback to parents and carers for unauthorised absences. Classroom teachers and the Year level co-ordinators monitor the absences with referral to an Administration team member for significant issues.

Achievement – Closing the Gap

The trail of assessment Centre allowed a teacher to case manage students to identify students at risk of not completing assessment work to improve completion and not rated status of subjects.

Proactive programs include the butterfly program and re-connect programs to support students at risk.

Student attendance of the indigenous cohort is below the attendance rate of the non-indigenous students and is below the state average for all students.

The gap between the indigenous and non-indigenous apparent retention rates from year 10 to 12 has reduced to 9% in 2010.

Performance of our students

Achievement – Years 3, 5, 7, and 9

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for Year 9 are available via the MySchool website at <http://www.myschool.edu.au/>

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

The screenshot shows a search interface titled "Find a school". It contains two main search sections. The first section is "Search by school name", which includes a text input field and a yellow "GO" button. The second section is "Search by suburb, town or postcode", which includes a text input field, two radio button options for "Sector" (Government and Non-government), and a yellow "SEARCH" button.

Where it says ‘**Search by school name**’, type in the name of the school whose NAPLAN results you wish to view, and select **<GO>**.

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data.

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

Performance of our students

Attainment and Achievement – Year 12

Apparent retention rates Year 10 to Year 12.	
Year 12 student enrolment as a percentage of the Year 10 student cohort.	88%

Outcomes for our Year 12 cohort of 2010	
Number of students receiving a Senior Statement.	129
Number of students awarded a Queensland Certificate of Individual Achievement (QCIA).	0
Number of students receiving an Overall Position (OP).	58
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	13
Number of students awarded one or more Vocational Educational Training (VET) qualifications.	64
Number of students awarded an Australian Qualification Framework (AQF) Certificate II or above.	38
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	89
Number of students awarded an International Baccalaureate Diploma (IBD).	0
Percentage of OP/ IBD eligible students with OP 1-15 or an IBD.	69%
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.	76%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	93%

Overall Position Bands (OP)				
Number of students in each Band for OP 1 to 25.				
OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
5	19	16	11	7

Performance of our students

Vocational Educational Training qualification (VET)

Number of students awarded certificates under the Australian Qualification Framework (AQF).

Certificate I	Certificate II	Certificate III or above
38	37	4

Certificate 1 in Work Readiness

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2010 Year 12 post-school destinations survey, *Next Step – Student Destination Report* for the school were not available. Information about these post-school destinations of our students will be incorporated into this Report in September.

Early leavers information

The management of early leavers is through the Guidance Officer and members of the school's administration team. The pathways include traineeships, apprenticeships and other training e.g. TAFE, and jobs.