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Principal's foreword

Introduction

Yeppoon State High School's Annual Report contains information about the school's progress towards meeting systematic goals and expectations. In addition the report refers to the school-based goals established in the 2010 - 2014 Strategic Plan, the 2011 Annual Operation Plan and the 2011 School Improvement 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.

The School Annual Report is available on our Yeppoon State High School web-site, through our school newsletter and print copies are available by contacting our school office.

Yeppoon State High School strives to be a centre of educational excellence and central to this belief is the challenge we set ourselves to provide an innovative and inspiring curriculum.

Teaching and learning is at the core of all we do and high quality learning experiences are purposefully designed to develop the attributes of life-long learners.

Whilst emphasis is placed on academic outcomes, we believe that the development of a holistic education through the teaching of values and ethics instills in our graduates a sense of decency and respect for others.

We are a school, proud of present and past students. We will continue the tradition of publicly recognizing the many sporting, cultural, community and academic achievements of our students and staff.



School progress towards its goals in 2011

Structured work placements across Years 10, 11 and 12 occurred throughout 2011. Front-end assessment and higher-order thinking was the major work of staff which focussed on the best of teaching and learning practices.

All Year 11 and 12 students are tracked to ensure reported outcomes meet the goal of having the majority of students exiting from Yeppoon State High School with a Queensland Certificate of Education and/or a Certificate II VET qualification.

The One2One E-learning program was offered to all students in Years 9 to 11.

A stronger internal monitoring process using pre-testing and post-testing in the literacy and numeracy areas was conducted in Years 8 & 9 English and Mathematics classes with the purpose in improving student learning outcomes in the Junior School. Naplan style questions were delivered in each English and Mathematics (per lesson) class to improve learning outcomes. Turbo classes were implemented for a 5 week block each semester to target students with specific learning needs including the upper two bands in Mathematics and English.

The School web-site was re-developed.

Units of work template adopted for the junior and senior school.

The trial of the HoD - Student Services continued.

Future outlook

The introduction of the Developing Performance Framework to all staff.

The extension of the One2One E-learning program to include the Year 12's.

The development of a pedagogical framework for YSHS (PETal).

The introduction of a feedback culture with teachers giving explicit feedback to each other.

The introduction of the Semester Assessment calendar for the whole school which can be accessed on the school web-site.

The school vision to be re-visited and assessed on what has been delivered, with priorities re-established.

Advisory Teaching & Learning Audit conducted to establish progress forward.

Continue refinement of the School Improvement Plan focussing on pre-testing and post-testing to identify student needs and focus on explicit instruction to improve literacy and numeracy outcomes.

Review the HoD – Student Services role and propose transition to permanency through Workplace Reform.

Focus on Positive Behaviours in building relationships and respectful classrooms through analyses of data patterns and Professional Learning Program.

School Profile

Coeducational or single sex: Coeducational

Year levels offered: Year 8 - Year 12

Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2011 – Nov 2011)
869	421	448	88%

Characteristics of the student body:

Indigenous students make up 9% of the student population.

There is a diverse range of students with a mixture of main stream middle class, working class families with some families in the low socio-economic demographic.

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.

5% of the student population have a diagnosed disability and of this 43% are diagnosed Autism Spectrum Disorder and 48% intellectual impairment, with the remaining 9% having physical, visual and speech language impairments.

Class sizes – Proportion of school classes achieving class size targets in 2011

Phase	Average Class Size
Prep – Year 3	N/A
Year 4 – Year 10	24.6
Year 11 – Year 12	18.8
All Classes	22.2

School Disciplinary Absences

The short suspensions mainly consist of a strong stance respect for teachers and other students and not following school policies such as the electronic device guidelines.

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	334
Long Suspensions - 6 to 20 days	34
Exclusions	2
Cancellations of Enrolment	4

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**. Senior subjects include **Information Technology Systems**, **Accounting** and **Business Studies** as well as certificate courses mentioned below.
- **Industrial Design and Technology (IDT)** has subjects available in both the traditional areas of **Woodwork** and **Metalwork** as well as offering a **Graphics** program from Year 8 through to Year 12. Strong enrolments in the senior subjects of **Engineering** and **Furnishing Studies** demonstrate keen interest.
- **Home Economics** covers both **cooking** and **textiles** areas for Years 8-10, progressing into **Home Economics and Hospitality** for Years 11 and 12.
- Our school has a strong program in **Languages Other Than English (LOTE)**, which is available from Years 8 to 12, in **Japanese**. Regular Study tours are planned.
- We have a range of subjects in Years 11 and 12 which offers **National Certification** 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**, **Retail**, **Work Practices**, **Work Readiness**, **Eco Tourism**, **Civil Construction**, **Hospitality Studies**, and **Certificate III in Children's Services**.
- In **Senior Years** students can choose to study two distinct levels of **English (English and English Communication)** and 4 different levels of **Mathematics (Maths A, B, C and Pre-vocational Maths)**.
- A wide range of **Queensland Studies Authority** and **Authority Registered** subjects are offered, such as **Modern and Ancient History**, **Legal Studies in the Humanities** and **Biology**, **Chemistry**, **Physics**, **Marine Studies**, **Marine and Aquatic Practices in Science**. In the **Arts**, students study **Visual Art and Visual Arts Studies**, **Drama** and **Music**. **Physical Education** along with **Recreational Studies** which has a strong enrolments.
- **Opportunities** for students to participate in **University placements** **SUN Program**.

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 activities available with **Inter-School** competition throughout the year.

We hold a school musical every second year with **Rock Eisteddfod** every other 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**).

Students participate in a variety of **Agriculture Competitions** in the district including showing of the school livestock.

How Information and Communication Technologies are used to assist learning:

Students in Years 9-11 are able to participate in the one2one e-learning program. This significant investment in access to technology, anywhere, anytime has seen a change in the range of strategies and tools a teacher can use in the classroom. Additionally, this extends to homework and assessment activities.

Curriculum Faculties have led to the creation of Virtual Classrooms and Edstudios to support the One2One learning environment. There has been a strong focus on collaborative Digi-ped learning to support building staff capacity.

Students in Years 10 and 11 are also able to regularly update their SET plans through Oneschool.

The participation in the DETE website pilot has created access for all members of our community to access both year level semester assessments and events calendars to assist students in their organisational skills.

IWBs are continuing to be rolled out to every classroom.

Social climate

The school is a mixture of socio-economic groups with an influence of transient families. The school has adopted a proactive and supportive holistic approach to address the needs of the school climate. This includes a Pastoral Care Program which delivers a school wide approach to maintaining and building resilience, social and emotional wellbeing and positive decision making skills in a structured student-centered learning environment. This program operates within the Health and Wellbeing Policy which promotes a healthy schools framework incorporating interactive and holistic components within the school. There are support programs such as Rock and Water; Leaps and Bounds; ShineGirl; Dragonfly; Butterfly; Walk in My Shoes (Bullying) and external programs such as Straight Talk. This framework supports the forming and continuing support of community partnerships and promotes the focus of wellbeing within the school curriculum. The programs develop the skills students need to be self-regulators of their own behaviors and emotions which aligns to the school wide behavior expectations of RAMS.

In addition to the proactive Walk In My Shoes bullying program, the school also implements the School Wide Bullying Policy with clear processes and yearly bullying surveys. Further, the HoD Student Services role has been established within the school which allows a robust approach to address student and teacher bullying concerns and promotes a safe school environment where all students are treated fairly and equally.

Parent, student and teacher satisfaction with the school

The parent/carer satisfaction trend has increased significantly in the last three years to almost meet the state average of 79%. The satisfaction that this is a good school still requires further work to reach the state average. Staff satisfaction of access to professional development and staff morale has improved from 2010. Student satisfaction is static.

Performance measure	Result 2011
Percentage of parents/caregivers satisfied that their child is getting a good education at school	72%
Percentage of students satisfied that they are getting a good education at school	41%
Percentage of parents/caregivers satisfied with their child's school	67%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	65%
Percentage of staff members satisfied with morale in the school	67%

DW – Data withheld

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 portable 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.

Environmental footprint indicators, 2010-2011

	Electricity KwH	Water KL
2011	470,918	5,515
2010	472,240	6,306
% change 10 - 11	0%	-13%

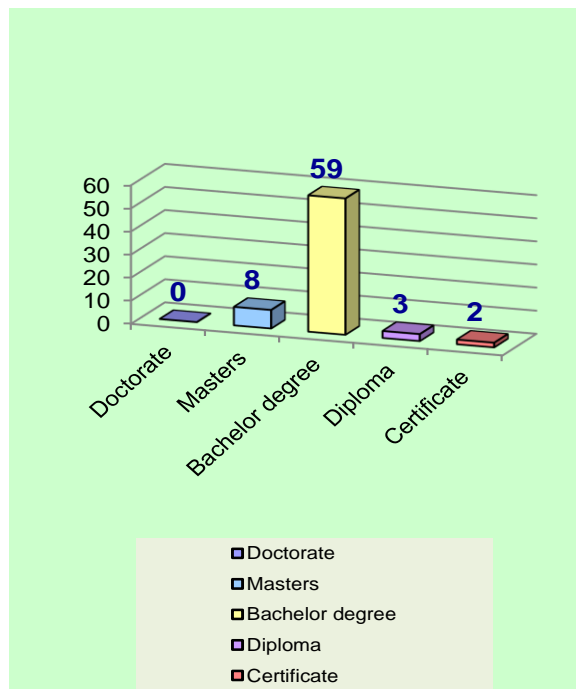
Our staff profile

Staff composition, including Indigenous staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	72	33	<5
Full-time equivalents	69	25	<5

Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	8
Bachelor degree	59
Diploma	3
Certificate	2



Our staff profile

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was \$46 370.

The major professional development initiatives are as follows:

Teacher Design Networks (Now called OUR Education Networks)

QSA – Attendance at workshops

School wide positive behaviour conference

Cert IV Training and Assessment

The proportion of the teaching staff involved in professional development activities during 2011 was 100%. At the pupil free days and OUR Education Networks all teaching staff were involved. All other Professional Development attended amounts to 63%.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 96% in 2011.

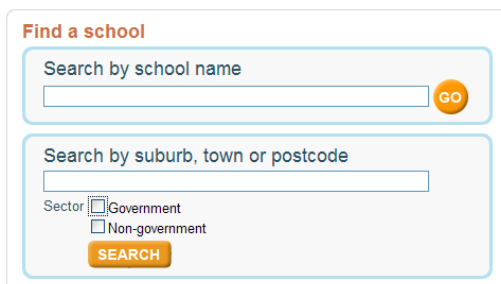
Proportion of staff retained from the previous school year

From the end of the previous school year, 93% of staff was retained by the school for the entire 2011 school year.

School income broken down by funding source

School income 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

Search by school name GO

Search by suburb, town or postcode

Sector Government Non-government

SEARCH

Where it says 'Search by school name', type in the name of the school 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 given access to the school's My School entry web page.

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

Performance of our students

Key student outcomes

Student attendance - 2011

The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 90%.

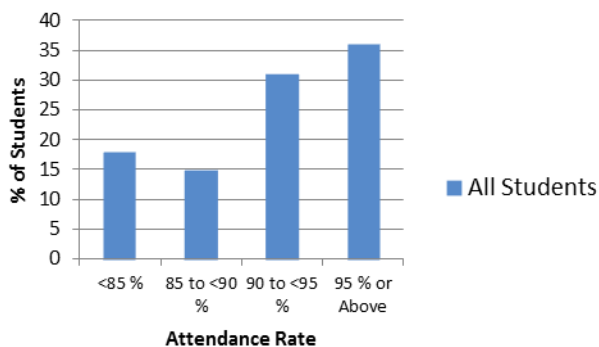
The overall attendance rate for all Queensland state secondary schools over the same period was 89%.

Student attendance rate for each year level

Year 8	Year 9	Year 10	Year 11	Year 12
93%	88%	90%	88%	89%

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 DETE 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 school utilises the IDAttend Electronic Attendance System. This allows for up-to-date roll marking via teacher lap-tops in a wireless environment. Weekly reports are reviewed by Year Level Co-ordinators in conjunction with Deputies and the HoD of Student Services. Students with low attendance or regular trends of non-attendance are identified and case-managed to support their re-engagement to the learning environment. This is enacted through a variety of support structures which include initiatives from: School Guidance Officer; Youth Support Co-ordinator; Youth Connections Case Workers; Schools Transitions Officer; HoD Student Services and Year Level Co-ordinators.

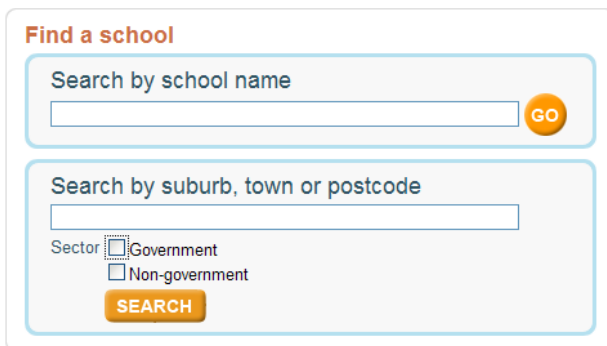
Rolls are marked every lesson each day of the week and SMS messages are sent to parents for a random lesson (each day) if their student is unexplained absent. Additionally, the school sends a formal letter if a student has missed three consecutive days which requires a response from the parent. This will be followed as per the Every Day It Counts EQ Policy.

Performance of our students

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 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.



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, a "Sector" dropdown menu with "Government" and "Non-government" options, 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.

Achievement – Closing the Gap

The Indigenous students represent 9% of the student body. The apparent retention rate of indigenous students in 2011 continued to improve compared to the non-indigenous students. The achievements and aspirations of the indigenous students are tracked with significant efforts by the school to transition them to further training and student, or full time employment and apprenticeships.

The attendance gap between non-indigenous and indigenous students continues to close annually from 2009 to 2011. The attendance is monitored through Assessment Centre and the HoD Student Services processes. The Community Education Counsellor is integral to the process.

Engagement in literacy and numeracy learning continues to improve which reflects the greater case management and support to assist students with their assessment through the Assessment Centre Program. Further to this, the school has an indigenous Teacher Aide/Assessment Centre employee supported by the Community Education Counsellor to build community links with family and carers. Partnerships established with Central Queensland University to support students to participate in University Courses and programs.

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. 96%

Outcomes for our Year 12 cohort of 2011

Number of students receiving a Senior Statement.	141
Number of students awarded a Queensland Certificate Individual Achievement.	2
Number of students receiving an Overall Position (OP).	67
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship.	14
Number of students awarded one or more Vocational Educational Training qualifications.	65
Number of students awarded an Australian Qualification Framework (AQF) Certificate II or above.	43
Number of students awarded a Queensland Certificate of Education at the end of Year 12.	113
Number of students awarded an International Baccalaureate Diploma (IBD).	0
Percentage of OP/ IBD eligible students with OP 1-15 or an IBD.	61%
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.	87%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	87%

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
7	16	18	19	7

Vocational Educational Training qualification (VET)

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

Performance of our students

Certificate I	Certificate II	Certificate III or above
21	36	7

Yeppoon State High School has offered Certificate One courses in 2011 in Information Computer Technology, Work Readiness and Civil Construction. Certificate level two courses had enrolments in Information Computer Technology, Business, and Work Practices. A Certificate level 3 course was offered in Children Services.

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2011 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 destinations of young people who left the school in Years 10, 11 and prior to completing Year 12.

The School Transition Officer / HoD Student Services monitors progress of students who have left school early to pursue alternate pathways via phone contact where possible. Students who leave school under the compulsory schooling age are monitored by the school's Enrolment Officer and are not departed from OneSchool for our school until advised by future school. Students who do not enrol in another form of education are monitored additionally by Guidance Officer / HoD Student Services. The school works collaboratively with the Schools 2 Jobs Initiative to assist students in their future pathways to employment or future training. Further, the Regional Youth Support Co-ordinator is informed of students who have left school for further monitoring by the Department and referred to the Youth Connections Program.