

Yeppoon State High School (2123)

Queensland State School Reporting

2012 School Annual Report



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Principal's foreword

Introduction

This report details a sample of the achievements and results of our staff and students during 2012 and recognises our continued commitment to a culture of high performance in our school. Our school undertook is due for its Quadrennial School Review in 2013 to establish the strategic directions that that will enable our school to realise its vision over the coming years.

This report provides a summary of key information in relation to:

- Enrolments and school profile
- Curriculum and extra-curricular offerings
- Social climate
- Parent involvement
- Staffing
- Student attendance
- Student achievement – including more detailed information about Indigenous students and Year 12 students

This report is available on our school website or in paper copy form upon request from 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.

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School progress towards its goals in 2012

In 2012 our priorities focussed on key areas for development. These include:

School Curriculum

Actions	Measures	Achievement
<ul style="list-style-type: none"> Adapt Science, Mathematics & English C2C unit plans to YSHS Curriculum Plans. Refine Junior and Senior Unit planning documents. Continue adoption of the Common Assessment Task Framework. All subjects have a Course outline published on Blackboard - E - Learn & Ed studio. Introduce the concept of an Assessment calendar to be communicated to all students and parents. Review the assessment plan. Review subject achievement with each faculty action planning goals to improve achievement. 	<ul style="list-style-type: none"> All subjects have approved Work Plans. All staff has adopted the Junior & Senior Unit Planning frameworks. All subjects have a current Common Assessment Task planned for at the beginning of all units. All subjects have a course outline published on E- Learn or Ed Studio. All subjects have an assessment calendar published on the website. Percentage improvement of all subjects not rated and increased improvement A to C range. 	<ul style="list-style-type: none"> <i>Achieved</i> <i>Achieved</i> <i>Achieved</i> <i>Achieved</i> <i>Achieved</i> <i>Reduction of Not Rated and increase in Low Achievement</i>

Teaching Practice

Actions	Measures	Achievement
<ul style="list-style-type: none"> Through staff meetings enable collaborative discussions on front-end assessment focussing on the literacy, numeracy & higher - order thinking (at least once a term). Develop a set of YSHS pedagogical principles to inform the teaching & learning environment in every classroom by the end of term 1. Begin developing a whole school understanding of prioritised pedagogical principles to embed as practices in every classroom every lesson. Develop a common language and practice aligned with the focus to ensure the six critical teaching functions are evident in all lessons every day. 	<ul style="list-style-type: none"> Evidence of increasing level of literacy, numeracy and higher – order thinking (CCE's, Ways of Working) in all assessment tasks. Increasing level of subject achievements in all subject areas. Evidence of pedagogical principles in every classroom every lesson. All classrooms show evidence of practice of the six critical teaching functions. 	<ul style="list-style-type: none"> There evidence in planning documents, but a staff review conducted indicates limited implementation across all faculties. Subject achievement across English, mathematics and science does not meet Regional benchmarks. PETaL was developed in 2012 with a Teaching & learning sequence adopted. Learning goals was introduced and applied in the collegial work across all faculties. 82 % of teaching staff engaged successfully with this process and in developing a common understanding.

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Principal Leadership and School Capability

Actions	Measures	Achievement				
<ul style="list-style-type: none"> Begin endorsed Local Consultative Committee (LCC) Developing Performance Framework for every staff member <ul style="list-style-type: none"> provide training to all staff in January Student free days. Monitor at least two conversations per calendar year Focus on co-verification/ self - evaluation model. Focus on Faculty and staff forums for collaborative conversations on data analysis, teaching and learning. Provide opportunities through PD Applications for peer feedback and observation opportunities. Engage with the three year "Data Driven Accountability: Enhancing School performance Project commencing in Semester 2 2012 (QELI & QUT). 	<ul style="list-style-type: none"> All staff has a Developing Performance Plan based on the endorsed framework. Satisfaction of staff: "Is the Developing Performance process active in your school? (S1006). <table border="1" data-bbox="687 645 1002 759"> <thead> <tr> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>58.1%</td> <td>80%</td> </tr> </tbody> </table> 40% of staff engages in feedback and observation opportunities annually. Evidence of leadership team meetings, Staff meetings and faculty meetings allocated time to collaborative conversations around data, teaching & learning. At least 80% of staff teaching year 8 & 9 underhand the use of data to drive improvement in student goals in learning. 	2011	2012	58.1%	80%	<ul style="list-style-type: none"> Audit confirms that 96% of staff have a developing performance Plan in place and have has a minimum of 2 conversations in 2012 with their supervisor. 83% were satisfied with the process in 2012. 85% of staff engaged in collegial observations and feedback opportunities in 2012. Staff meetings and leadership team is evidenced with conversations around data and teaching & learning. Evidence with faculty development in this area is moderate in development as evidenced by the minutes provided. All teachers in years 8 & 9 are pre-testing and post-testing and establishing targets and learning goals. The degree of learning goal development is limited in development.
2011	2012					
58.1%	80%					

School and Community Partnerships

Actions	Measures	Achievement
<ul style="list-style-type: none"> Add assessment calendars to the website to enhance the communication to students and parents regarding the learning program (Course outlines already existing). Manage the external re-painting of teaching blocks through the School Maintenance Investment Program. Continue Annual Parent forums to share school achievements and gain feedback. Continue the trail of HOD - Student Services to Confirm role through LCC as a permanent position. Build partnerships with TAFE and other industry links to provide civil construction, horticulture and building construction with the construction of the Trade Training Centre. Continue the process of developing an informative and functional International student website. Engage with community agencies to deliver programs such a Shine and partnerships with CQU Yeppoon Hospital and Anglicare to facilitate a school based counsellor. 	<ul style="list-style-type: none"> Percentage of students satisfied that they are getting a good education at school. (S110). Percentage of parents/caregivers satisfied that their child is getting a good education at school. (S109). Percentage of parents/caregivers satisfied with their child's school. (S100). 	<ul style="list-style-type: none"> 71.6% for 2012 (41.3% in 2011) 90% in 2012 (72.2% in 2011) Night of Excellence for Effort and Behavior occurred. Trade Training centre still in development. International student website not completed. School based counsellor engaged.

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OTHER – School Focus

<ul style="list-style-type: none"> Review Responsible Behaviour Plan. Continue to implement Bullying Prevention program and ensure it is well communicated to students, staff and parents. Continue to enhance the Learning 4 Life Pastoral Care program. Develop, adopt and implement the Social and Wellbeing policy. Refine the Golden Rams Excellence Awards to recognise achievement in effort and behaviour. Implement new citizenship awards process for Night of Excellence and Golden Rams Excellence Awards Evening for Effort & Behaviour. SET Planning processes are on-line and reviewed regularly. Continue the robust case management of students through Learning4 Life, School-based transition officer and HOD - student services. 	<p>Percentage of students awarded a QCE by the end of year 12.</p> <table border="1"> <thead> <tr> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>56%</td> <td>69%</td> <td>79%</td> <td>85%</td> </tr> </tbody> </table>	2009	2010	2011	2012	56%	69%	79%	85%	<p><i>Projected to achieve 91% with a QCE for 2012</i></p>
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Future outlook

KEY Priorities for 2013:

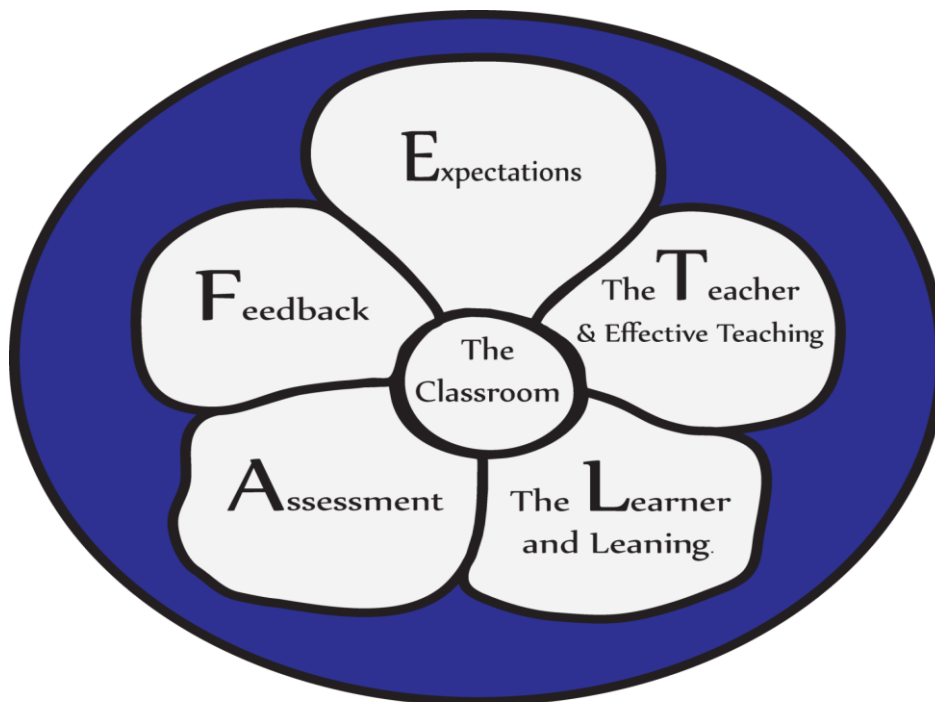
Explicit Instruction through the embedding of the Well Crafted Lesson.
Implementation of a Whole School Reading Strategy: Vocabulary Development Strategy & the introduction with a new text strategy SCORE.

Refinement of the YSHS Pedagogical Framework (PETaL) developed in 2012.

Continue the embedding Learning Goals in curriculum planning to classroom planning.

Begin implementation of recommendations of continuous improvement to support a whole school approach to interventions & support services.

Continue the enhancement of educational outcomes and school improvement agenda for literacy & numeracy outcomes.



PETaL

Yeppoon State High School

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2012: Year 8 - Year 12

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	869	431	438	89%
2011	869	421	448	88%
2012	870	440	430	86%

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

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.

Average Class sizes

Phase	2010	2011	2012
Year 8 – Year 10	23	25	25
Year 11 – Year 12	17	19	17

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2010	2011	2012
Short Suspensions - < 5 days	369	334	257
Long Suspensions - 6 to 20 days	36	34	32
Exclusions	<5	<5	<5
Cancellations of Enrolment	<5	<5	6

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.

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 Studios 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.

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 delivered to every classroom.

Our school at a glance

Social climate

Yeppoon High School has a student population of 891 students made of nearly an equal male to female ratio (55% male). 82 students identify as Indigenous or Torres Strait Islander (13%). The socio-economic context of the school community is made up of:

Distribution of Students	Bottom Quarter	Middle Quarters		Top Quarter
Yeppoon SHS distribution 2012	21%	37%	27%	15%

Index of Community Socio-Educational Advantage 2012.

The school implements a variety of multi-tiered strategies and programs to address any bullying concerns. At a strategic level, the school utilises a range wide range of data sets to inform decision making regarding proactive interventions and school policies. At an operational level, Year 8 Walk in My Shoes Program is embedded in to a the Pastoral Care Program each year, along with Cyber Bullying Year 9, Sexting – Bullying in Year 10/11 . Year Level Co-ordinators, Chaplaincy, School Nurse and the Guidance Officer co-ordinated by the Head of Students monitor any cases of bullying for intervention, mediation and support.

The 2012 School Opinion Survey depicts that:

90% of parents believe their child likes being at this school;

90% of parents believe their child is making good progress at this school;

88.9% of parents believe their child is treated fairly at this school; and

90% of parents believe their childs learning needs are being met at this school.

To further enhance teaching and learning within the school context, a Pastoral Care Program is delivered across the whole school utilising evidence based programs. The program has been designed for students to develop and build skills in relation to resilience and emotional / social wellbeing over a period of time and in line with their maturity in a positive and structured learning environment.

Students and parents have the opportunity to report any forms of bullying through a formalised process of Report of Bullying Form which is lodged with the Head of Student Services for action. Anti-bullying strategies further utilised within the school community are the use of parades (whole school/cohort specific) to embed the schools No Way To Bullying! Initiative. Further, the Bullying Policy is available either in print or electronic format, which is also part of the Student Diary.

In the preliminary planning stage of aligning subject selections with career pathways, parents are informed of what resources and supports are available within the school for the SETP to be finalised. Parents written authorisation of the plan is required as well a formal interview session with the schools career advisors. This follows an evening which showcases the schools Senior Subjects Areas as well as external education, training and industry bodies.

Parent, student and staff satisfaction with the school

Parent satisfaction is at a high level. There is a strong belief within the school community that the teaching team is focussed on ensuring that each student is provided with knowledge and skills that will enable them to follow a range of further education or employment pathways.

Staff morale continues to develop and the percentage of the teaching team who agree that professional development and training is enhancing their capabilities as an educator continues to improve.

Students at our school have a belief that they are receiving a good education, that their teachers have high expectations of their individual performance.

Our school at a glance

Performance measure (Nationally agreed items shown*)	
Percentage of parents/caregivers who agree that:	2012 [#]
their child is getting a good education at school	90.0%
this is a good school	80.0%
their child likes being at this school*	90.0%
their child feels safe at this school*	80.0%
their child's learning needs are being met at this school*	90.0%
their child is making good progress at this school*	90.0%
teachers at this school expect their child to do his or her best*	100.0%
teachers at this school provide their child with useful feedback about his or her school work*	90.0%
teachers at this school motivate their child to learn*	90.0%
teachers at this school treat students fairly*	88.9%
they can talk to their child's teachers about their concerns*	100.0%
this school works with them to support their child's learning*	90.0%
this school takes parents' opinions seriously*	75.0%
student behaviour is well managed at this school*	62.5%
this school looks for ways to improve*	85.7%
this school is well maintained*	77.8%

Performance measure (Nationally agreed items shown*)	
Percentage of students who agree that:	2012 [#]
they are getting a good education at school	71.6%
they like being at their school*	70.4%
they feel safe at their school*	80.5%
their teachers motivate them to learn*	72.0%
their teachers expect them to do their best*	90.0%
their teachers provide them with useful feedback about their school work*	76.3%
teachers treat students fairly at their school*	67.9%
they can talk to their teachers about their concerns*	57.5%
their school takes students' opinions seriously*	53.1%

Our school at a glance

student behaviour is well managed at their school*	37.0%
their school looks for ways to improve*	83.3%
their school is well maintained*	60.5%
their school gives them opportunities to do interesting things*	73.2%

Performance measure (Nationally agreed items shown*)

Percentage of school staff who agree:	2012 [#]
that they have good access to quality professional development	78.1%
with the individual staff morale items	85.5%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

[#] Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW = Data withheld to ensure confidentiality.

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

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

A bank of Solar Panels has been installed in 2010 which is reducing electricity usage. Inefficient air conditioning units are on a replacement schedule as per the schools MAR and are gradually being replaced. Major refurbishment and repairs for numerous air conditioners were undertaken during 2012 with funding received through facilities. The use of fire hoses for cleaning has been stopped within the school. Cleaners are provided with high pressure cleaners which are water efficient.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2009-2010	472,240	6,306
2010-2011	470,918	5,515
2011-2012	451,599	7,648

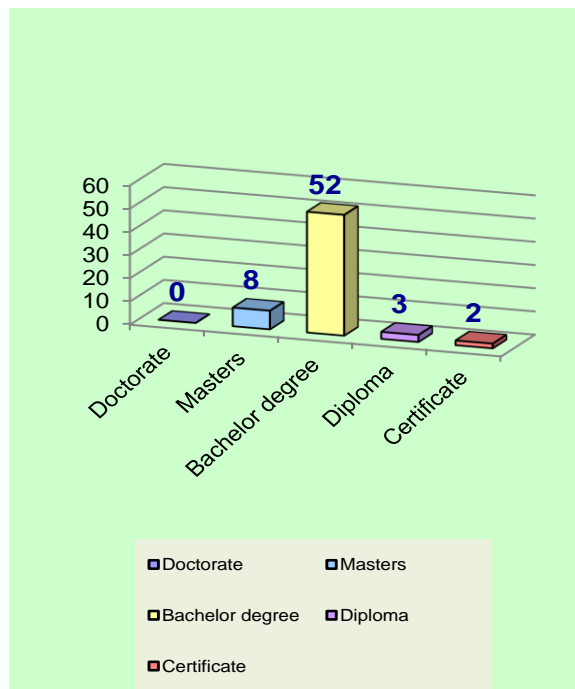
Our staff profile

Staff composition, including Indigenous staff

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	65	35	<5
Full-time equivalents	64	25.7	<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	52
Diploma	3
Certificate	2



Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were \$ 46742.

The major professional development initiatives are as follows:

- QSA Workshops are always attended across faculties.
- School Improvement through OUR Education networks.
- QELI course in Building Expert Teams.
- Pedagogical and Explicit Teaching provided through Yvana Jones Consultancy.
- Collegial coaching and mentoring through internal management.

The proportion of the teaching staff involved in professional development activities during 2012 was 100%.

Our staff profile

Average staff attendance

	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	95.9%	96.2%	96.1%

Proportion of staff retained from the previous school year

From the end of the previous school year, 95.3% of staff was retained by the school for the entire 2012 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

Search by suburb, town or postcode

Sector Government
 Non-government

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.

Key student outcomes

Student attendance	2010	2011	2012
The overall attendance rate for the students at this school (shown as a percentage).	88%	90%	90%
The overall attendance rate in 2012 for all Queensland state Secondary schools was 88%.			

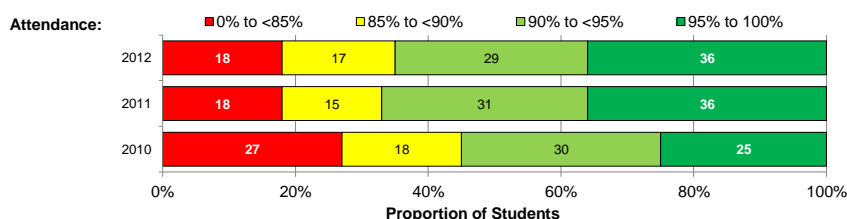
Student attendance rate for each year level (shown as a percentage)

	Year 8	Year 9	Year 10	Year 11	Year 12
2010	89%	86%	85%	89%	90%
2011	93%	88%	90%	88%	89%
2012	92%	90%	89%	89%	91%

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 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.

Attendance

The school has an Attendance Policy which has been developed collaboratively and is based on the Every Day Counts Initiative. The Policy allows for clear and concise processes in relation to monitoring and recording attendance data each and every lesson, and day. As at Term 4, 2012, the school has improved attendance by approximately 9% in the last four years to 93%.

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 meetings
- Parental contact via phone
- Parental contact Letter of Attendance Concern
- Referral to external agencies as required
- Principal notification

The school has implemented celebrations with the whole school community to celebrate student success in relation to effort and behaviour which promotes school attendance. Further, 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

Performance of our students

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, Youth Connections, Anglicare, and Chaplaincy.

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/>.

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Find a school

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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

Achievement – Closing the Gap

The Indigenous students represent 9% of the student body. The apparent retention rate of indigenous students in 2012 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 remain at a low level in 2012. The attendance is monitored through the Indigenous Teacher-aide and the HOD Student Services. 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. 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.

Attainment and Achievement

Apparent retention rates Year 10 to Year 12.

Year 12 student enrolment as a percentage of the Year 10 student cohort. 96%

Apparent retention rates Year 10 to Year 12	2010	2011	2012
Year 12 student enrolment as a percentage of the Year 10 student cohort.	78%	83%	75%

Outcomes for our Year 12 cohorts	2010	2011	2012
Number of students receiving a Senior Statement.	129	141	136
Number of students awarded a Queensland Certificate Individual Achievement.	0	2	3
Number of students receiving an Overall Position (OP).	58	67	48
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	13	14	16
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	65	65	79
Number of students awarded an Australian Qualification Framework Certificate II or above.	40	43	63
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	89	113	114
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.	69%	61%	73%
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%	87%	93%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	93%	87%	92%

As at 2 May 2013. The above values exclude VISA students.

Performance of our students

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
2010	5	19	16	11	7
2011	7	16	18	19	7
2012	5	11	19	11	2

As at 2 May 2013. The above values exclude VISA 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
2010	38	38	5
2011	21	36	7
2012	30	56	14

As at 2 May 2013. The above values exclude VISA students.

The Certificate course available are Cert 1 in ICT introduction to Spread sheets, use of a PC, Basic word processing, Powerpoint; Work readiness Work Preparation, Resumes, work experience, and mentoring.

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2012 Year 12 cohort's 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.

Early Leavers

The school ensures that all early leavers from school have access to career and/or further education support from the Guidance Officer, HOD Senior School as well as the HOD of Student Services to ensure the student is transitioning into a future career or training pathway. The school has entrenched the culture of earning or learning by ensuring that all students complete their SET Plans, promotion of career evenings. Further, the Schools 2 Job Alliance initiative is promoted throughout the school with a Transitions Officer tracking each student in Years 11 and 12.

Early leavers are required to complete an exit report as to where they are going, and if students are in Year 10 an exemption and written correspondence is required from employers and/or training providers.