

Yeppoon State High School
Queensland State School Reporting
2013 School Annual Report



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Principal's foreword

Introduction

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 recognising the many sporting, cultural, community and academic achievements of our students and staff.

This report details a sample of the achievements and results of our staff and students during 2013 and recognises our continued commitment to a culture of high performance in our school.

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

- Enrolments and school profiles
- Curriculum and extra-curricular offerings
- Social climate
- Parent involvement
- Staffing
- Student attendance
- Student achievement

This report is available on our school website.

School progress towards its goals in 2013

KEY Priorities for 2013:

<ul style="list-style-type: none">• 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 of 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.	<ul style="list-style-type: none">• Implementation to continue in 2014.• Vocabulary development to continue in 2014. Text strategy SCORE introduced.• PETaL refined to the School-Wide pedagogical framework.• Learning Goals highly embedded.• School approach to interventions & support services recommendations to be continued in 2014.• Literacy & numeracy extension programs to be implemented in 2014.
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KEY Priorities for 2014:

Explicit Instruction through the embedding of the Well Crafted Lesson. Implementation of a Whole School Reading Strategy and Vocabulary Development Strategy.

Refinement of the YSHS Pedagogical Framework will be continued in 2014.

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. Project 600 will be implemented for some of the year 9 cohort in 2014 as part of this.

Preparation for the commencement of Junior Secondary schooling.

Implement the Queensland University of Technology project on Queensland Core Skills test outcome improvement for the exiting 2014 year 12 cohort.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2013: Year 8 - Year 12

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	869	421	448	88%
2012	870	440	430	86%
2013	880	425	455	88%

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

Characteristics of the student body:

Students at Yeppoon State High School originate from a mixture of main stream middle class, working class and low socio-economic demographic. Our student population includes 83 students who come from indigenous backgrounds.

An average, 12 international students study at Yeppoon State High School at any given time. These students attend school for periods of between three months and one year. Students originate from Germany, Norway, Italy and the United States of America.

Average Class sizes

Phase	Average Class Size		
	2011	2012	2013
Prep – Year 3			
Year 4 – Year 7 Primary			
Year 7 Secondary – Year 10	25	25	25
Year 11 – Year 12	19	17	18

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	334	257	357
Long Suspensions - 6 to 20 days	34	32	37
Exclusions	2	1	2
Cancellations of Enrolment	4	6	6

Curriculum offerings

Our distinctive curriculum offerings:

- Agricultural Studies (8-12) is supported by our school farm.
- Business Education is divided into two subject areas: Business Studies and Computing Studies. Senior subjects include Information Technology Systems, Accounting and Business Studies as well as certificate courses.
- Industrial Design and Technology (ITD) has subjects available in the traditional areas of woodwork and metalwork as well as a graphics program from Year 8 through to Year 12. Keen interest in Engineering and Furnishing Studies has seen a strong enrolment in these subjects.
- Home Economics covers cooking and textiles from Years 8-10, progressing into Home Economics and Hospitality for Years 11 and 12.
- Languages Other Than English (LOTE), which is available from Years 8 to 12, is Japanese. Regular study tours are planned with the next tour being organised for 2014.
- 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, Retail, Work Practices, Work Readiness, Eco Tourism, Civil Construction, Hospitality Studies, and Certificate III in Children's Services and Certificate III in Fitness.
- Senior Years 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).
- Queensland Studies Authority and Authority Registered subjects are offered; Modern and Ancient History, Legal Studies in the Humanities, 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 have strong enrolments.
- The Central Queensland University's Start Uni Now (SUN) Program is accessed by year 11 & 12 students.

Extra curricula 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.
- Sporting activities available through inter-School competition throughout the year.
- A school musical is produced every two years. Our talented and dedicated teachers and students produced and performed "Little Shop of Horrors" in 2013.
- 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.
- Students participate in a variety of Agriculture Competitions in the district including showing of the school livestock.
- Student activities from each year level contributing to the community such as Donating Blood.

Our school at a glance

How Information and Communication Technologies are used to assist learning:

Students in Years 9 -12 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 has available to them in the classroom. Additionally, this extends to homework and assessment activities. 10 laptop trolleys supplement the one2one eLearning agenda across in the school for our junior secondary students.

Curriculum Faculties have led the creation of Virtual Classrooms and ed 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 10-12 are able to regularly update their SET plans through One School.

Our SMS messaging, Website, Facebook and Twitter presence assists families to access key calendar dates and relevant information including year level semester assessment calendars and exam schedules. This measure also assists students with their organisational skills.

IWBs have been installed in all classrooms and are heavily used.

Social climate

Yeppoon High School has a student population of 881 students made up of nearly an equal male to female ratio (55% male). 83 students identify as Indigenous or Torres Strait Islander (13%). The socio-economic context of the school community is made up of:

Index of Community Socio-Educational Advantage 2013.

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

The school implements a variety of multi-tiered strategies and programs to address any bullying concerns. At a strategic level, the school utilises a 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: Learning 4 Life each year, along with Cyber Bullying Year 9, Sexting – Bullying in Years 10/11. Year Level Co-ordinators, Chaplaincy, School Nurse and the Guidance Officer co-ordinated by the Head of Student Services monitor any cases of bullying for intervention, mediation and support.

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 form of bullying by completing a 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. The Bullying Policy is available either in print or electronic format, which is also included in the Student Diary.

Our school at a glance

Parent, student and staff satisfaction with the school

Parent satisfaction is at a high level. The school community has a strong belief that the teaching team is focussed on ensuring that each student is provided with the knowledge and skills to enable them the opportunity to follow 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 and that their teachers have high expectations of their individual performance.

Performance measure (Nationally agreed items shown*)

Percentage of parents/caregivers who agree that:	2012	2013
their child is getting a good education at school (S2016)	90%	91%
this is a good school (S2035)	80%	100%
their child likes being at this school* (S2001)	90%	91%
their child feels safe at this school* (S2002)	80%	100%
their child's learning needs are being met at this school* (S2003)	90%	91%
their child is making good progress at this school* (S2004)	90%	91%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	90%	100%
teachers at this school motivate their child to learn* (S2007)	90%	100%
teachers at this school treat students fairly* (S2008)	89%	100%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%
this school works with them to support their child's learning* (S2010)	90%	100%
this school takes parents' opinions seriously* (S2011)	75%	100%
student behaviour is well managed at this school* (S2012)	63%	90%
this school looks for ways to improve* (S2013)	86%	100%
this school is well maintained* (S2014)	78%	82%

Performance measure (Nationally agreed items shown*)

Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	72%	91%
they like being at their school* (S2036)	70%	91%
they feel safe at their school* (S2037)	80%	85%
their teachers motivate them to learn* (S2038)	72%	81%
their teachers expect them to do their best* (S2039)	90%	98%
their teachers provide them with useful feedback about their school work* (S2040)	76%	88%
teachers treat students fairly at their school* (S2041)	68%	82%
they can talk to their teachers about their concerns* (S2042)	58%	85%

Our school at a glance

their school takes students' opinions seriously* (S2043)	53%	78%
student behaviour is well managed at their school* (S2044)	37%	60%
their school looks for ways to improve* (S2045)	83%	90%
their school is well maintained* (S2046)	60%	77%
their school gives them opportunities to do interesting things* (S2047)	73%	85%

Performance measure

Percentage of school staff who agree that:		2013
they enjoy working at their school (S2069)		88%
they feel that their school is a safe place in which to work (S2070)		86%
they receive useful feedback about their work at their school (S2071)		80%
students are encouraged to do their best at their school (S2072)		75%
students are treated fairly at their school (S2073)		92%
student behaviour is well managed at their school (S2074)		45%
staff are well supported at their school (S2075)		63%
their school takes staff opinions seriously (S2076)		73%
their school looks for ways to improve (S2077)		82%
their school is well maintained (S2078)		82%
their school gives them opportunities to do interesting things (S2079)		82%

* 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 a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

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 to assist parental involvement:

- Monthly P&C meetings
- Fortnightly newsletter emailed to families
- 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
- 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.

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 schools maintenance.

The paper and cardboard continues to be recycled on campus.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2010-2011	470,918	5,515
2011-2012	451,599	7,648
2012-2013	16,563	5,590

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.

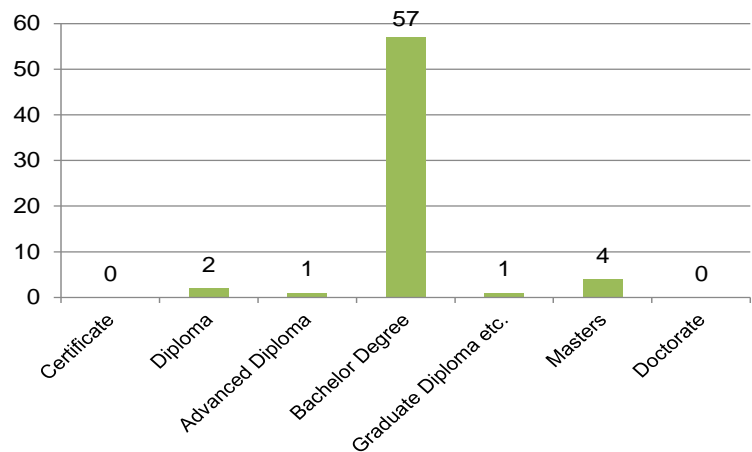
Our staff profile

Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	70	37	<5
Full-time equivalents	67	27	<5

Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	2
Advanced Diploma	1
Bachelor Degree	57
Graduate Diploma etc.	1
Masters	4
Doctorate	0
Total	65



* Teaching Staff includes School Leaders

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

Expenditure on and teacher participation in professional development

Our staff profile

The proportion of the teaching staff involved in professional development activities during 2013 was 100 %.

The total funds expended on teacher professional development in 2013 were \$ 52 000.

The major professional development initiatives are as follows:

- QSA workshops were attended across all faculties
- QELI courses on enhancing leadership skills
- Collegial coaching and mentoring through internal management
- Junior secondary schooling through OUR Education Networks
- Pedagogical and Explicit Teaching provided through Yvana Jones Consultancy

Average staff attendance	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 87% of staff was retained by the school for the entire 2013 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

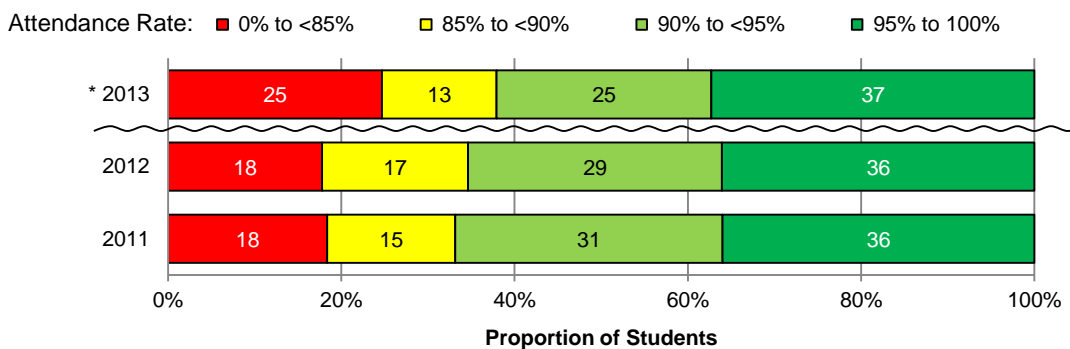
Student attendance	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	90%	90%	89%
The overall attendance rate in 2013 for all Queensland state Secondary schools was 88%.			

Student attendance rate for each year level (shown as a percentage)												
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2011								93%	88%	90%	88%	89%
2012								92%	90%	89%	89%	91%
2013								92%	87%	89%	86%	90%

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.



* The method for calculating attendance changed in 2013 – care should be taken when comparing data from 2013 to that of previous years.

Performance of our students

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.

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 text message and phone
- Parental contact Letter of Attendance Concern
- Referral to external agencies as required
- Principal notification

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

Students who are not regularly attending school are connected with a variety of external support programs and/or services to assist students and their families to re-engage in their learning and school. These include the Youth Support Co-ordinator Program, Youth Connections, Anglicare, Chaplaincy, PCYC Horizons, CQID and AIME.

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.

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Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

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Performance of our students

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

Yeppoon State High School reports the following comparisons between Indigenous students and non-indigenous students enrolled at the school during 2012 and 2013.

The attendance gap during 2012 was reported at 4.3 percent with this being maintained at a similar level of 4.6 percent in 2013.

The apparent retention gap for students for the 2012 to 2013 period for year 12 exiting students was reported at 27.2 percent in 2012 and showed a significant improvement during 2013 to 19.1 percent.

In achievement the reported gap between Indigenous and non-indigenous at the year 9 NAPLAN level between 2012 and 2013 in Reading as 32, down to 11 mean scale score difference.

In writing the mean scale score difference reports 30 (2012) down to 7 (2013) and thirdly, Numeracy shows a mean scale score difference of 31(2012), down to 26 (2013).

All three areas of achievement demonstrate positive progress.

Apparent retention rates Year 10 to Year 12	2011	2012	2013
Year 12 student enrolment as a percentage of the Year 10 student cohort.	83%	75%	74%

Outcomes for our Year 12 cohorts	2011	2012	2013
Number of students receiving a Senior Statement.	141	136	124
Number of students awarded a Queensland Certificate Individual Achievement.	2	3	4
Number of students receiving an Overall Position (OP).	67	48	55
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	14	16	9
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	65	79	72
Number of students awarded an Australian Qualification Framework Certificate II or above.	43	63	60
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	113	114	98
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.	61%	73%	75%
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%	93%	90%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	87%	92%	97%

As at 5 May 2014. 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
2011	7	16	18	19	7
2012	5	11	19	11	2
2013	7	16	18	14	0

As at 5 May 2014. 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
2011	21	36	7
2012	30	56	14
2013	30	57	11

As at 5 May 2014. The above values exclude VISA students.

In 2013 Yeppoon State High School offered Certificate Level 1 courses in ICT, and Work Readiness. These Certificate 1 courses experienced enrolments from Year 10 students only.

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2014 post-school destinations survey, Next Step – Student Destination Report (2013 Year 12 cohort) for the school were not available. Information about these post-school destinations of our students will be uploaded to the school's website 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 embeds a culture of earning or learning by ensuring that all students complete their SET Plans and 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.