

# Yeppoon State High School Queensland State School Reporting 2014 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 2014 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

### School progress towards its goals in 2014

Explicit Instruction through the embedding of the Well Crafted Lesson.	Collegial visits using the Well-crafted feedback tool has continued throughout 2014.
Implementation of the whole school Vocabulary Development Strategy.	Monitoring processes and staff development of the school wide vocabulary program continued.
Embedding of the YSHS Pedagogical Framework.	The YSHS pedagogical framework was refined and with expectations re-visited as a whole school.
Review the Responsible Behaviour Plan.  Introduce the school to Classroom Profiling and train 15 advanced profilers.	The Responsible Behaviour Plan Review was conducted. The Essential Skills of Classroom management and classroom profiling is integral to the new plan to be developed including the removal of the Planning Room. The revised processes will support all of the Heads of Departments with greater capacity

	to support their faculty staff at the classroom level.
Improve the QCS mean to meet the state mean.	The state QCS mean was 116.8 YSHS's QCS mean was 115.3

### Future outlook

Shared understanding of the reference "How Students Learn" integral to the teaching staff professional learning plan.

The Essential Skills of Classroom Management and Classroom Profiling continues to be embedded into the practices for all teachers.

The well-crafted lesson framework continues as the model of the Explicit Teaching framework.

Continue to embed collegial feedback and reflection opportunities through the well-crafted lesson.

Implementation of junior school signature pedagogies and student engagement strategies.

Levels of achievement in Mathematics, Science and English.

95% of year 12 students exit with a Queensland Certificate of Education (QCE).

## Our school at a glance

### School Profile

**Coeducational or single sex:** Coeducational

**Year levels offered in 2014:** Year 8 - Year 12

**Total student enrolments for this school:**

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	870	440	430	86%
2013	880	425	455	88%
2014	864	413	451	89%

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 populations include 102 students who come from indigenous backgrounds.

On average, 10 international students study at Yeppoon State High School at any given time. These students attend school for periods of between three months and one year. Students originate from Germany, Norway, and Italy.

### Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3			
Year 4 – Year 7 Primary			
Year 7 Secondary – Year 10	25	25	25
Year 11 – Year 12	17	18	17

### School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	257	357	379
Long Suspensions - 6 to 20 days	32	37	44
Exclusions <sup>#</sup>	1	2	9
Cancellations of Enrolment	6	6	15

<sup>#</sup> Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

\* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

## 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 Accounting, Business Communication and technologies, Information Communication and Technologies, Information Technology and Systems 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.
- Food Studies 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.
- 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, Tourism, Civil Construction, Hospitality Studies, Certificate II and III Beauty, Certificate III Hairdressing, Certificate III Allied health, 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 Curriculum and Assessment Authority endorsed 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.
- 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 Relay for Life and the Red Cross Shield Appeal.

### How Information and Communication Technologies are used to assist learning

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 OneSchool.

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

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, the Pastoral Care Program: Learning 4 Life provides education on a range of topics such as: cyber safety, bullying, drug education. The Pastoral Care Program is delivered across the whole school utilising evidence based programs and 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.

Year Level Co-ordinators, Chaplaincy, School Nurse and the Guidance Officer co-ordinated by the Deputy Principals monitor any cases of bullying for intervention, mediation and support.

Students and parents have the opportunity to report any form of bullying by completing a Report of Bullying form or by speaking with the YLC or relevant Deputy Principal. 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.

## Parent, student and staff satisfaction with the school

Performance measure	2012	2013	2014
Percentage of parent/caregivers who agree <sup>#</sup> that:			
their child is getting a good education at school (S2016)	90%	91%	85%
this is a good school (S2035)	80%	100%	90%
their child likes being at this school* (S2001)	90%	91%	91%
their child feels safe at this school* (S2002)	80%	100%	93%
their child's learning needs are being met at this school* (S2003)	90%	91%	86%
their child is making good progress at this school* (S2004)	90%	91%	83%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	96%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	90%	100%	86%
teachers at this school motivate their child to learn* (S2007)	90%	100%	85%
teachers at this school treat students fairly* (S2008)	89%	100%	88%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	92%
this school works with them to support their child's learning* (S2010)	90%	100%	89%
this school takes parents' opinions seriously* (S2011)	75%	100%	83%
student behaviour is well managed at this school* (S2012)	63%	90%	69%
this school looks for ways to improve* (S2013)	86%	100%	93%
this school is well maintained* (S2014)	78%	82%	89%

Performance measure	2012	2013	2014
Percentage of students who agree <sup>#</sup> that:			
they are getting a good education at school (S2048)	72%	91%	82%
they like being at their school* (S2036)	70%	91%	76%
they feel safe at their school* (S2037)	80%	85%	80%
their teachers motivate them to learn* (S2038)	72%	81%	80%

Performance measure			
Percentage of students who agree# that:	2012	2013	2014
their teachers expect them to do their best* (S2039)	90%	98%	93%
their teachers provide them with useful feedback about their school work* (S2040)	76%	88%	81%
teachers treat students fairly at their school* (S2041)	68%	82%	73%
they can talk to their teachers about their concerns* (S2042)	58%	85%	65%
their school takes students' opinions seriously* (S2043)	53%	78%	71%
student behaviour is well managed at their school* (S2044)	37%	60%	49%
their school looks for ways to improve* (S2045)	83%	90%	85%
their school is well maintained* (S2046)	60%	77%	70%
their school gives them opportunities to do interesting things* (S2047)	73%	85%	82%

Performance measure			
Percentage of school staff who agree# that:	2012	2013	2014
they enjoy working at their school (S2069)		88%	91%
they feel that their school is a safe place in which to work (S2070)		86%	89%
they receive useful feedback about their work at their school (S2071)		80%	82%
students are encouraged to do their best at their school (S2072)		75%	85%
students are treated fairly at their school (S2073)		92%	96%
student behaviour is well managed at their school (S2074)		45%	53%
staff are well supported at their school (S2075)		63%	71%
their school takes staff opinions seriously (S2076)		73%	70%
their school looks for ways to improve (S2077)		82%	93%
their school is well maintained (S2078)		82%	75%
their school gives them opportunities to do interesting things (S2079)		82%	89%

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

# 'Agree represents the 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.

### 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 determined task groups when required eg the Flying Start year 7 transitions to high school.

## 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.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	451,599	7,648
2012-2013	16,563	5,590
2013-2014	548,012	15,788

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

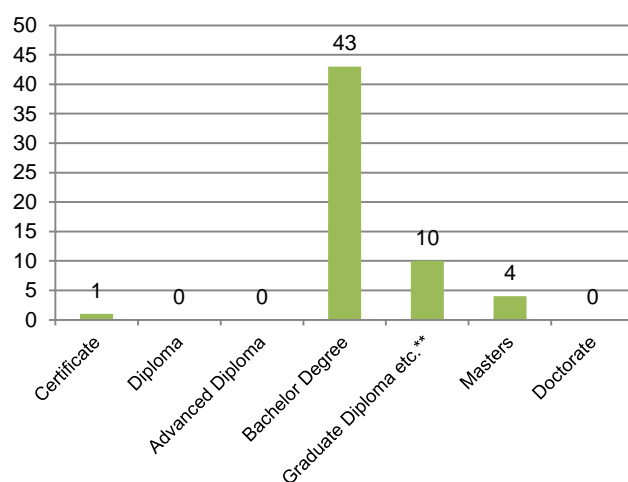
## Our staff profile

### Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	71	41	<5
Full-time equivalents	68	29	<5

### Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	1
Diploma	0
Advanced Diploma	0
Bachelor Degree	43
Graduate Diploma etc.**	10
Masters	4
Doctorate	0
<b>Total</b>	<b>58</b>



\*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

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The total funds expended on teacher professional development in 2014 were \$57,061

The major professional development initiatives are as follows:

- Classroom Profiling
- Supporting Students with Disabilities
- Junior Secondary Training
- iPad Training
- Beginning Teacher Training
- ASD & Dyslexia Training
- Inclusive Education Conference
- International Student Program Conference
- Deputy Principal Conference
- BSM Conference
- Numeracy Project
- BYO Device Project

The proportion of the teaching staff involved in professional development activities during 2014 was **61%**

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	96%	97%	97%

### Proportion of staff retained from the previous school year

From the end of the previous school year, 86% of staff was retained by the school for the entire 2014 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 webpage.

School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school's entry webpage. 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

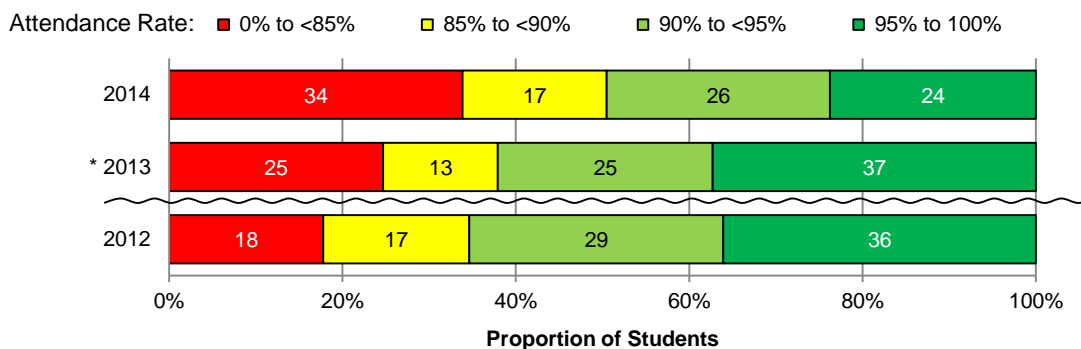
Student attendance	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	90%	89%	85%

The overall attendance rate in 2014 for all Queensland Secondary schools was 89%.

Student attendance rate for each year level (shown as a percentage)					
	Year 8	Year 9	Year 10	Year 11	Year 12
2012	92%	90%	89%	89%	91%
2013	92%	87%	89%	86%	90%
2014	90%	86%	83%	86%	81%

### 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 after 2012 to that of previous years.

### 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.

#### 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.

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.

#### Find a school

Search by school name

Search by suburb, town or postcode

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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.

### Achievement – Closing the Gap

Attendance percentage for Indigenous students is captured in this table compared to the non-indigenous students for each year level in 2014:

	Year 8	Year 9	Year 10	Year 11	Year 12
Non – Indigenous	90.5%	85.5 %	84.3%	86.8%	82.2 %
Indigenous	83.3%	86.3%	71.8%	81.3%	71.6%

School attendance by indigenous students remains similar to the previous two years, in 2014 at approximately 77.9 %, 7% below the non-indigenous student population. There have been significant efforts by members of staff to improve the attendance and attainment of young indigenous learners at our school. The support has provided opportunities for students to enhance the literacy and literacy learning outcomes and this is reflected in the minimal gap in learning performance in the 2014 NAPLAN results in reading, writing and numeracy.

<b>Apparent retention rates Year 10 to Year 12</b>	2012	2013	2014
Year 12 student enrolment as a percentage of the Year 10 student cohort.	75%	74%	67%

<b>Outcomes for our Year 12 cohorts</b>	2012	2013	2014
Number of students receiving a Senior Statement	136	124	112
Number of students awarded a Queensland Certificate of Individual Achievement.	3	4	2
Number of students receiving an Overall Position (OP)	48	55	46
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	16	9	11
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	79	72	65
Number of students awarded an Australian Qualification Framework Certificate II or above.	63	60	59
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	114	98	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.	73%	75%	85%
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.	93%	90%	93%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	92%	97%	100%

As at 19 February 2015. The above values exclude VISA students.

<b>Overall Position Bands (OP)</b>					
Number of students in each Band for OP 1 to 25					
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2012	5	11	19	11	2
2013	7	16	18	14	0
2014	8	14	17	7	0

As at 19 February 2015. The above values exclude VISA students.

<b>Vocational Educational Training qualification (VET)</b>			
Number of students completing qualifications under Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above

2012	30	56	14
2013	30	57	11
2014	20	39	31

As at 19 February 2015. The above values exclude VISA students.

The types of VET qualifications completed by the students of Yeppoon SHS are Cert I Information Digital Media & Technologies and Cert II Business are delivered by Yeppoon High Staff through Yeppoon SHS's scope. Certificate III Fitness, Certificate III Childcare, Certificate I Construction are all delivered in partnership with outside RTO's. The school has run a number of intensive short courses in Hospitality and Certificate II in partnership with outside RTO's.

### 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 school leavers information

The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12.

The approaches to managing early school leavers include:

- Contact parents/ guardians to determine what support they have or may require referrals if required to training, other education and housing.
- Meet with parents and or students at town library or the community development centre to discuss options available.
- Send out transitions pack to parents that contain resources i.e. certificate options, training opportunities.
- Work on resumes and interview techniques, how to act in the workplace.
- Referral to S2J (Rockhampton School to Jobs Network) for work placement.