



Postal address	PO Box 296 Yeppoon 4703
Phone	(07) 4925 1333
Fax	(07) 4925 1300
Email	principal@yeppoonshs.eq.edu.au
Webpages	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
Contact person	Ruth Miller, Principal

Principal's foreword

Introduction

Yeppoon State High School strives for excellence, and as a result, provides 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 the whole child is equally important. 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. This report details a sample of the achievements and results of our staff and students during 2015 and recognizes 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 2015

Explicit Instruction through the embedding of the Well Crafted Lesson.	Collegial visits using the Well-crafted feedback tool has continued throughout 2015.
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.

Future outlook

Our Annual Implementation Plan has five key improvement priorities. These include:

1. Vocabulary	Developing and implementing the Yeppoon High way for teaching vocabulary.
2. Writing	Developing and implementing the Yeppoon High way for teaching writing.
3. Attendance	Developing and implementing the Yeppoon High expectations for consistent attendance.
4. Positive behaviour	Building and strengthening our culture for learning, through staff capacity and positive behaviour.
5. Student achievement	Clarifying and articulating our expected standards for curriculum, teaching and learning.

Our school at a glance

School Profile**Coeducational or single sex:** Coeducational**Independent Public School:** No**Year levels offered in 2015:** Year 7 - Year 12**Student enrolments for this school:**

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	880	425	455	81	88%
2014	864	413	451	76	89%
2015	1006	475	531	100	88%

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

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2015, there were no students enrolled in a Pre-Prep program.*

*Pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

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		
	2013	2014	2015
Prep – Year 3			
Year 4 – Year 7 Primary			
Year 7 Secondary – Year 10	25	25	23
Year 11 – Year 12	18	17	18

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	357	379	474
Long Suspensions - 6 to 20 days	37	44	31

Exclusions	2	9	3
Cancellations of Enrolment	6	15	26

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Curriculum offerings

Our distinctive curriculum offerings

- Agricultural Studies (7-12) 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.
- Visual Art, Drama and Music is offered to students from year 7-12.
- Industrial Design and Technology (ITD) has subjects available in the traditional areas of woodwork and metalwork as well as a graphics program from Year 7 through to Year 12. Keen interest in Engineering and Furnishing Studies has seen a strong enrolment in these subjects.
- Food Studies cover cooking and food preparation from Year 7-10, progressing into Hospitality for Years 11 and 12.
- Languages Other Than English (LOTE), which is available from Years 7 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 and the Humanities, Biology, Chemistry, Physics, Marine Studies, marine and Aquatic Practices in Science. In the Arts, student 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.
- There is an established Rugby League program which provides students with opportunities to develop and grow into respectable sportspeople.
- 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 improve learning

10 Laptop trolleys supplement the One2One eLearning agenda across in the school for our junior secondary students.

There are class sets of iPads available for use across the school to assist and enhance the delivery of lessons.

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 organizational 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 utilizing 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 the line with their maturity in a positive 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	2013	2014	2015
Percentage of parent/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	91%	85%	87%
this is a good school (S2035)	100%	90%	83%
their child likes being at this school (S2001)	91%	91%	89%
their child feels safe at this school (S2002)	100%	93%	84%
their child's learning needs are being met at this school (S2003)	91%	86%	85%
their child is making good progress at this school (S2004)	91%	83%	85%
teachers at this school expect their child to do his or her best (S2005)	100%	96%	93%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	100%	86%	80%
teachers at this school motivate their child to learn (S2007)	100%	85%	85%
teachers at this school treat students fairly (S2008)	100%	88%	87%
they can talk to their child's teachers about their concerns (S2009)	100%	92%	91%
this school works with them to support their child's learning (S2010)	100%	89%	84%
this school takes parents' opinions seriously (S2011)	100%	83%	79%
student behaviour is well managed at this school (S2012)	90%	69%	73%
this school looks for ways to improve (S2013)	100%	93%	84%
this school is well maintained (S2014)	82%	89%	85%

Performance measure	2013	2014	2015
Percentage of students who agree [#] that:			
they are getting a good education at school (S2048)	91%	82%	83%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they like being at their school (S2036)	91%	76%	75%
they feel safe at their school (S2037)	85%	80%	75%
their teachers motivate them to learn (S2038)	81%	80%	73%
their teachers expect them to do their best (S2039)	98%	93%	90%
their teachers provide them with useful feedback about their school work (S2040)	88%	81%	73%
teachers treat students fairly at their school (S2041)	82%	73%	61%
they can talk to their teachers about their concerns (S2042)	85%	65%	58%
their school takes students' opinions seriously (S2043)	78%	71%	58%
student behaviour is well managed at their school (S2044)	60%	49%	37%
their school looks for ways to improve (S2045)	90%	85%	72%
their school is well maintained (S2046)	77%	70%	57%
their school gives them opportunities to do interesting things (S2047)	85%	82%	73%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	88%	91%	93%
they feel that their school is a safe place in which to work (S2070)	86%	89%	95%
they receive useful feedback about their work at their school (S2071)	80%	82%	79%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	87%	85%	84%
students are encouraged to do their best at their school (S2072)	75%	85%	95%
students are treated fairly at their school (S2073)	92%	96%	89%
student behaviour is well managed at their school (S2074)	45%	53%	58%
staff are well supported at their school (S2075)	63%	71%	76%
their school takes staff opinions seriously (S2076)	73%	70%	73%
their school looks for ways to improve (S2077)	82%	93%	90%
their school is well maintained (S2078)	82%	75%	69%
their school gives them opportunities to do interesting things (S2079)	82%	89%	90%

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
DW = Data withheld to ensure confidentiality.

Parent and Community Engagement

Parents are welcomed at Yeppoon State 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 and placed on school website
- 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
- Tutor program and colunteer canteen personnel
- Parental involvement in school task groups when required e.g. the Flying Start year 7 transition to high school
- Parental involvement in extracurricular events such e.g. Music, Drama, Sports and Rugby League Program.

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
2012-2013	16,563	5,590
2013-2014	548,012	15,788
2014-2015	558,073	4,233

*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

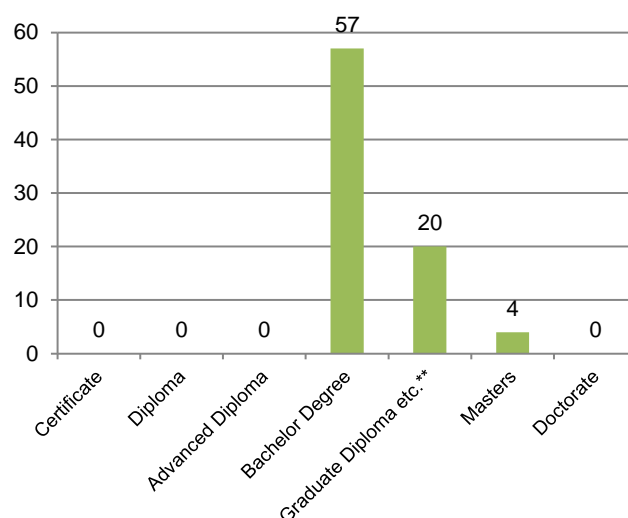
Staff composition, including Indigenous staff

The staff figures below are based on Equal Employment Opportunity (EEO) 2015 census. In accordance with the EEO privacy provisions and to ensure confidentiality, the 'less than 5' rule has been applied in schools whose Indigenous staff numbers are less than five.

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	84	44	<5
Full-time equivalents	81	32	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	57
Graduate Diploma etc.**	20
Masters	4
Doctorate	0
Total	81



*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

The total funds expended on teacher professional development in 2015 were \$49376.

The major professional development initiatives are as follows:

- Development of a robust Beginning Teachers Mentoring program
- Development of a collegial coaching model to facilitate professional growth through observations and feedback cycles
- Training in the Essential Skills in Classroom Management
- Training in classroom profiling

The proportion of the teaching staff involved in professional development activities during 2015 was 91%.

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	97%	97%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 95% of staff was retained by the school for the entire 2015 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

GO

Suburb, town or postcode

Sector:

Government

Non-government

SEARCH

Where it says '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's profile 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	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	89%	85%	86%

The attendance rate for Indigenous students at this school (shown as a percentage). 84% 78% 84%

The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall attendance rate in 2015 for all Queensland Secondary schools was 90%.

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

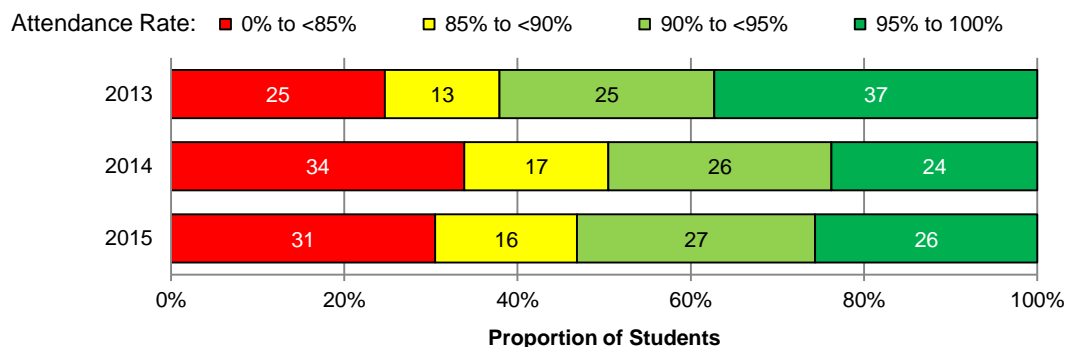
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013									92%	87%	89%	86%	90%
2014									90%	86%	83%	86%	81%
2015								89%	91%	85%	83%	85%	86%

*From 2013, the methodology used for calculating attendance rates effectively counts attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

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 school in line with 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

School name

Suburb, town or postcode

Sector:

Government

Non-government

Where it says 'School name', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting 'NAPLAN' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Apparent retention rates Year 10 to Year 12	2013	2014	2015
Year 12 student enrolment as a percentage of the Year 10 student cohort.	74%	67%	84%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	57%	68%	83%
Outcomes for our Year 12 cohorts	2013	2014	2015
Number of students receiving a Senior Statement	124	112	151
Number of students awarded a Queensland Certificate of Individual Achievement.	4	2	5
Number of students receiving an Overall Position (OP)	55	46	51
Percentage of Indigenous students receiving an Overall Position (OP)	43%	25%	31%

Outcomes for our Year 12 cohorts	2013	2014	2015
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	9	11	21
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	72	65	117
Number of students awarded an Australian Qualification Framework Certificate II or above.	60	59	101
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	98	98	137
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	100%	92%	100%
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.	75%	85%	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.	90%	93%	96%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	97%	100%	97%

As at 16 February 2016. The above values exclude VISA students.

Overall Position Bands (OP)					
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
2013	7	16	18	14	0
2014	8	14	17	7	0
2015	7	15	15	13	1

As at 16 February 2016. The above values exclude VISA students.

Vocational Educational Training qualification (VET)			
Number of students completing qualifications under Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2013	30	57	12
2014	20	39	31
2015	50	78	41

As at 16 February 2016. 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 2016 post-school destinations survey, Next Step – Student Destination Report (2015 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.