# Yeppoon State High School

# ANNUAL REPORT
## 2016

### Queensland State School Reporting

*Inspiring minds. Creating opportunities. Shaping Queensland's future.*

*Every student succeeding. State Schools Strategy 2016-2020*
Department of Education and Training

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# Contact Information

| | |
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# School Overview

Our beliefs are that *all* students are welcome at our school, where they will be supported to participate and achieve one year's growth for one year's learning. As such, *"Together we succeed"*, our school's mantra, underpins our vision to *inspire and achieve success through opportunities for all.* Our STARS expectations, are our drivers for success - Spirit (attitude, ambition, active participation), Teamwork (commitment, resilience, pride), Accountability (responsibility, reliability, integrity), Respect (courtesy, consideration, tolerance) and Safety (prevention, protection, wellbeing).

There are 1009 students at Yeppoon State High School, a co-educational school in the Capricornia region. It is the only state secondary school on the Keppel coast. The school is a member of the Keppel Coast cluster of schools and provides a transition program for Year 6 students in their final year of primary school. The school holds strong traditions and values the community who advocate for the school in a multitude of ways.

# Principal's Forward

## Introduction

This report details a sample of the achievements from Yeppoon State High School in 2016. We have pride in the achievements of our students and appreciation for the teachers who assist our students to improve in so many ways. This report outlines these successes and our progress to meeting our 2016 targets.

**School Progress towards its goals in 2016**

It was pleasing to see our students achieve levels of excellence in academic, sporting, musical and cultural pursuits and to have our students indicate increasing levels of satisfaction (in all areas) with the school. The school community was proud of our 2016 seniors and their accomplishments.

Summary of achievements:

- Student attainment of QCE or QCIA – an improvement from 96% to 96.7%.
- Indigenous student attainment - 100% achieving a QCE or a QCIA.
- Attendance data – improved from 86.1% to 87.9%.
- Academic data – an upward trend in % of students achieving a C or higher in 8 out 12 reporting periods for Year 7 to 10 in Maths, English and Science (from 2012 to 2016)
- NAPLAN – for the U2B (Upper 2 Bands), achieving results flagged "similar" to SQSS (similar Qld State Schools) in all areas of numeracy and literacy (Year 9) and similarly for Year 7 (with the exception of Spelling which was below SQSS.
- NAPLAN – for NMS (National Minimum Standards) – improvement relative to the Nation in Spelling, Grammar and Punctuation and Numeracy flagged light green, representing an improvement between zero and the positive threshold (Year 7).
- Parent Satisfaction – an improvement from 84.7% to 91% for "My child is getting a good education at this school". Similarly, significant improvement in parent satisfaction from 80.4% to 89.6% for "My child's literacy (English) skills are being developed at this school".
- Student voice – with the formation of the Student Parliament for leaders from Year 7 to 12
- Connections with CQU - our school has continued to strengthen our extensive links with the Central Queensland University, focusing on Indigenous programs and widening participation initiatives for many students. Improving Pre-service Teacher Education links was a focus in 2016.
- Connections with primary schools - the inaugural writing moderation hosted by our school with all Year 5 and 6 teachers from all Keppel cluster primary schools
- Capricornia Maths Team challenge – multiple junior and senior secondary teams competing
- Instrumental Music Program including eisteddfod and winning Regional Fanfare

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- Building of Global and Cultural Languages initiatives including growing International homestay program, sister school visit, primary schools' enrichment program & teacher participation in state wide global languages conference.
- Literacy - all teachers engaging in Collins' writing strategies to improve writing/vocabulary skills.
- Intervention model offering wide-ranging support within classes and as separate programs.
- Work experience - opportunities for Year 10-12s including students with verified disabilities.
- Sporting opportunities – a diverse range of curriculum programs supporting excellence. development in rugby league, as well as diverse extra-curricular programs for a range of sports
- A positive year with solid building blocks for 2017.

**Future Outlook**

Our 2016 priorities were:

| 1. | Vocabulary | Developing and implementing the Yeppoon High way for teaching vocabulary. | The explicit instruction model for teaching vocabulary was outlined for teachers, and incorporated into the teaching of writing. |
|----|------------|---------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|
| 2. | Writing | Developing and implementing the Yeppoon High way for teaching writing. | The explicit instruction model for teaching writing, focused on the Collins' approach, was the main priority for teaching improvement. |
| 3. | Attendance | Developing and implementing the Yeppoon High expectations for consistent attendance. | An attendance policy was created for our school, in readiness for additional resourcing in 2017 to support full implementation. |
| 4. | Positive behaviour | Building and strengthening our culture for learning, through staff capacity and positive behaviour. | A representative team of teaching staff formed the positive behaviour for learning team, which led our entry into a new mindset for linking behaviour and engagement, and encouraging improvement for all students. |
| 5. | Student achievement | Clarifying and articulating our expected standards for curriculum, assessment, teaching and learning. | A curriculum plan which outlined subject and year level requirements was developed, through a representative group of teaching staff and leaders. |

These priorities are now ongoing and have been sharpened for 2017 to include these three areas:

|   |   | 2016 achievements | 2017 targets |
|---|---|-------------------|--------------|
| 1. | Knowing our learners | • Improved attendance<br>• Formation of PBL team | • 90% attendance<br>• < 10% with < 85% attendance<br>• < 20% unexplained absences<br>• 90% 11/12 = A/B Behaviour & Effort<br>• 80% 7-10 = A/B Behaviour & Effort |
| 2. | Targeted teaching | • Writing and vocabulary instruction priority | • 90% 11/12 = A/B/C for Achievement<br>• 80% 7-10 = A/B/C for Achievement<br>• NAPLAN - U2B numeracy + 2% improvement<br>• NAPLAN - >90% NMS |
| 3. | Connected curriculum | • Curriculum plan<br>• Moderation with primary schools initiated (writing) | • 100% teachers receiving lesson observation, feedback (with coaching optional) to support curriculum intent, linking all 3 priorities |

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# Our School at a Glance

## School Profile

**Coeducational or single sex:**    Coeducational

**Independent Public School:**    No

**Year levels offered in 2016:**    Year 7 - Year 12

**Student enrolments for this school:**

|  | Total | Girls | Boys | Indigenous | Enrolment Continuity (Feb – Nov) |
|---|---|---|---|---|---|
| **2014** | 864 | 413 | 451 | 76 | 89% |
| **2015*** | 1006 | 475 | 531 | 100 | 88% |
| **2016** | 1009 | 476 | 533 | 110 | 90% |

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 2016, 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

### Overview
Students at Yeppoon State High School originate from a mixture of main stream middle class, working class and low socio-economic demographics.  Our student populations include 100 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 mainly from Germany, Norway and Italy.

### Average Class Sizes
The following table shows the average class size information for each phase of schooling.

| AVERAGE CLASS SIZES | | | |
|---|---|---|---|
| Phase | 2014 | 2015* | 2016 |
| Prep – Year 3 | | | |
| Year 4 – Year 7 | | | |
| Year 8 – Year 10 | 25 | 23 | 24 |
| Year 11 – Year 12 | 17 | 18 | 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.

## Curriculum Delivery

### Our Approach to Curriculum Delivery

- Agricultural Studies (7-12) is supported by our school farm.

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- 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 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). English Extension is offered as well.

- 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, 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.

## Co-curricular 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.
- The Rugby League program provides students with additional HPE curriculum time and skill development in this sport.
- Sporting activities available through inter-School competition throughout the year.
- A school musical is produced every two years, with 2016 being a non-musical year.
- Students are encouraged to take part in diverse competitions including regional debating, public speaking, youth leadership and curriculum based events.
- Community based events including Relay for Life and the Red Cross Shield Appeal.
- Seniors commenced their first sponsorship of an international business-model charity "Project Mozambique"

## How Information and Communication Technologies are used to Assist Learning
- 10 laptop trolleys support e-learning across in the school for our junior secondary students.
- There are class sets of iPads available for student use.
- Digital Pedagogies is offered in Junior Secondary.
- Our school was awarded a "Makerspace" grant in 2016 which supports innovative digital pedagogies in the library.
- Students in Years 10-12 are able to regularly update their SET plans through OneSchool.
- Our SMS messaging, website, and Facebook 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.
- Interactive whiteboards have been installed in the majority of classrooms.

# Social Climate

## Overview
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.

The school's Learning 4 Life provided education on a range of topics such as: cyber safety, bullying, drug education. The program was delivered across the whole school to build skills in relation to resilience and emotional/social wellbeing over a period of time. It was reviewed late in 2016 for re-launching in 2017 due to feedback from staff, students and parents.

Year Level Co-ordinators, Chaplaincy, School Nurse and the Guidance Officer co-ordinated through the Deputy Principals monitor bullying and responses for intervention, mediation and appropriate 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 the relevant Deputy Principal. Anti-bullying strategies further utilised within the school community are the use of parades (whole school/cohort specific) to embed the school's "No Way to Bullying" Initiative. The Bullying Policy is available either in print or electronic format, which is also included in the Student Diary.

The school initiated Positive Behaviour for Learning (PBL) through the establishment of the PBL team in 2016, planning for implementation in 2017.

## Parent, Student and Staff Satisfaction

### Parent opinion survey

| Performance measure | | | |
| --- | --- | --- | --- |
| Percentage of parents/caregivers who agree# that: | 2014 | 2015 | 2016 |
| their child is getting a good education at school (S2016) | 85% | 87% | 91% |
| this is a good school (S2035) | 90% | 83% | 87% |
| their child likes being at this school* (S2001) | 91% | 89% | 88% |
| their child feels safe at this school* (S2002) | 93% | 84% | 87% |
| their child's learning needs are being met at this school* (S2003) | 86% | 85% | 91% |
| their child is making good progress at this school* (S2004) | 83% | 85% | 94% |
| teachers at this school expect their child to do his or her best* (S2005) | 96% | 93% | 94% |
| teachers at this school provide their child with useful feedback about his or her school work* (S2006) | 86% | 80% | 82% |
| teachers at this school motivate their child to learn* (S2007) | 85% | 85% | 89% |
| teachers at this school treat students fairly* (S2008) | 88% | 87% | 75% |
| they can talk to their child's teachers about their concerns* (S2009) | 92% | 91% | 94% |
| this school works with them to support their child's learning* (S2010) | 89% | 84% | 89% |
| this school takes parents' opinions seriously* (S2011) | 83% | 79% | 76% |
| student behaviour is well managed at this school* (S2012) | 69% | 73% | 70% |
| this school looks for ways to improve* (S2013) | 93% | 84% | 90% |
| this school is well maintained* (S2014) | 89% | 85% | 83% |

### Student opinion survey

| Performance measure | | | |
| --- | --- | --- | --- |
| Percentage of students who agree# that: | 2014 | 2015 | 2016 |
| they are getting a good education at school (S2048) | 82% | 83% | 89% |
| they like being at their school* (S2036) | 76% | 75% | 86% |
| they feel safe at their school* (S2037) | 80% | 75% | 87% |
| their teachers motivate them to learn* (S2038) | 80% | 73% | 85% |
| their teachers expect them to do their best* (S2039) | 93% | 90% | 96% |
| their teachers provide them with useful feedback about their school work* (S2040) | 81% | 73% | 87% |
| teachers treat students fairly at their school* (S2041) | 73% | 61% | 66% |
| they can talk to their teachers about their concerns* (S2042) | 65% | 58% | 66% |
| their school takes students' opinions seriously* (S2043) | 71% | 58% | 61% |
| student behaviour is well managed at their school* (S2044) | 49% | 37% | 50% |
| their school looks for ways to improve* (S2045) | 85% | 72% | 83% |
| their school is well maintained* (S2046) | 70% | 57% | 69% |
| their school gives them opportunities to do interesting things* (S2047) | 82% | 73% | 85% |

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## Staff opinion survey

| Performance measure | | | |
|---|---|---|---|
| **Percentage of school staff who agree# that:** | **2014** | **2015** | **2016** |
| they enjoy working at their school (S2069) | 91% | 93% | 95% |
| they feel that their school is a safe place in which to work (S2070) | 89% | 95% | 96% |
| they receive useful feedback about their work at their school (S2071) | 82% | 79% | 86% |
| they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114) | 85% | 84% | 78% |
| students are encouraged to do their best at their school (S2072) | 85% | 95% | 96% |
| students are treated fairly at their school (S2073) | 96% | 89% | 89% |
| student behaviour is well managed at their school (S2074) | 53% | 58% | 60% |
| staff are well supported at their school (S2075) | 71% | 76% | 77% |
| their school takes staff opinions seriously (S2076) | 70% | 73% | 78% |
| their school looks for ways to improve (S2077) | 93% | 90% | 98% |
| their school is well maintained (S2078) | 75% | 69% | 62% |
| their school gives them opportunities to do interesting things (S2079) | 89% | 90% | 84% |

\* Nationally agreed student and parent/caregiver items
# '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 newsletters 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 and Facebook
- Volunteer canteen personnel
- Parental involvement in school determined task groups when required
- Parental involvement in extracurricular events such e.g. Music, Drama, Sports and Rugby League Program.

## Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. The Head of Department for Junior Secondary oversees this program, which covers personal safety and awareness, including identifying and responding to abuse and violence and developing students' knowledge and skills to be able to resolve conflict without violence and to recognise, react and report when they, or others, are unsafe. It is delivered through Care classes.

## School Disciplinary Absences
The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

| SCHOOL DISCIPLINARY ABSENCES | | | |
|---|---|---|---|
| **Type** | **2014\*** | **2015\*\*** | **2016** |
| Short Suspensions – 1 to 5 days | 379 | 474 | 390 |
| Long Suspensions – 6 to 20 days | 44 | 31 | 10 |
| Exclusions | 9 | 3 | 9 |
| Cancellations of Enrolment | 15 | 26 | 15 |

\* 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.

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**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.

# Environmental Footprint

### 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 school's maintenance.

The paper and cardboard continues to be recycled on campus.

The Council has supported the use of recycled water for enhancing our ovals, and systems have been set up to achieve this.

| ENVIRONMENTAL FOOTPRINT INDICATORS | | |
| --- | --- | --- |
| Years | Electricity kWh | Water kL |
| 2013-2014 | 548,012 | 15,788 |
| 2014-2015 | 558,073 | 4,233 |
| 2015-2016 | 801,956 | 1,685 |

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.
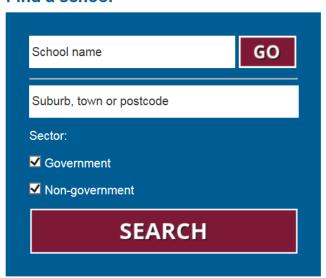
# School Funding

### School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and 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.**



Where it states **'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.

# Our Staff Profile

## Workforce Composition

### Staff composition, including Indigenous staff

| 2016 WORKFORCE COMPOSITION | | | |
|---|---|---|---|
| Description | Teaching Staff | Non-Teaching Staff | Indigenous Staff |
| Headcounts | 87 | 43 | <5 |
| Full-time Equivalents | 84 | 31 | <5 |

### Qualification of all teachers

| TEACHER* QUALIFICATIONS | |
|---|---|
| Highest level of qualification | Number of classroom teachers and school leaders at the school |
| Doctorate | 0 |
| Masters | 4 |
| Graduate Diploma etc.** | |
| Bachelor degree | 57 |
| Diploma | 20 |
| Certificate | |

*Teaching staff includes School Leaders
**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

## Professional Development

### Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were $71 238.

The major professional development initiatives are as follows:

- Pedagogical skill development eg. Anita Archer – explicit instruction
- Curriculum delivery (and literacies, including teaching of reading) eg. QCAA and Reading Hub
- Positive behaviour, differentiation and vocabulary and writing instruction eg. Collins' writing models

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

## Staff Attendance and Retention

### Staff attendance

| AVERAGE STAFF ATTENDANCE (%) | | | |
|---|---|---|---|
| Description | 2014 | 2015 | 2016 |
| Staff attendance for permanent and temporary staff and school leaders. | 97% | 95% | 96% |

### Proportion of Staff Retained from the Previous School Year
From the end of the previous school year, 91% of staff was retained by the school for the entire 2016.

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## Key Student Outcomes

## Student Attendance

**Student attendance**

The table below shows the attendance information for all students at this school:

| STUDENT ATTENDANCE 2016 | | | |
|---|---|---|---|
| Description | 2014 | 2015 | 2016 |
| The overall attendance rate* for the students at this school (shown as a percentage). | 85% | 86% | 88% |
| The attendance rate for Indigenous students at this school (shown as a percentage). | 78% | 84% | 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.
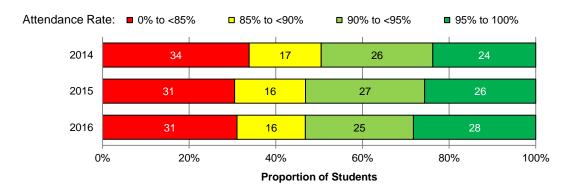
The overall student attendance rate in 2016 for all Queensland Secondary schools was 90%.

| AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Year Level | 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 |
| 2014 | | | | | | | | | 90% | 86% | 83% | 86% | 81% |
| 2015 | | | | | | | | 89% | 91% | 85% | 83% | 85% | 86% |
| 2016 | | | | | | | | 89% | 87% | 87% | 87% | 88% | 88% |

*Attendance rates effectively count 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:

Attendance Rate: ■ 0% to <85%  ■ 85% to <90%  ■ 90% to <95%  ■ 95% to 100%

| Year | 0% to <85% | 85% to <90% | 90% to <95% | 95% to 100% |
|---|---|---|---|---|
| 2014 | 34 | 17 | 26 | 24 |
| 2015 | 31 | 16 | 27 | 26 |
| 2016 | 31 | 16 | 25 | 28 |

Proportion of Students

### Description of how non-attendance is managed by the school
Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

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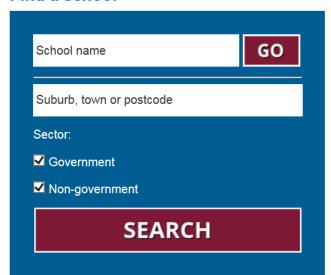
Students who are not regularly attending school are connected with a variety of external support programs and/or services to assist students and their families to re-engage in their learning and school. These include the Youth Support Co-ordinator Program, Youth Connections, Anglicare, Chaplaincy, PCYC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

## NAPLAN

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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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.

## Year 12 Outcomes

| OUTCOMES FOR OUR YEAR 12 COHORTS | | | |
|---|---|---|---|
| Description | 2014 | 2015 | 2016 |
| Number of students receiving a Senior Statement | 112 | 151 | 152 |
| Number of students awarded a Queensland Certificate of Individual Achievement. | 2 | 5 | 4 |
| Number of students receiving an Overall Position (OP) | 46 | 51 | 46 |
| Percentage of Indigenous students receiving an Overall Position (OP) | 25% | 31% | 17% |
| Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT). | 11 | 21 | 18 |
| Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT). | 65 | 117 | 102 |
| Number of students awarded an Australian Qualification Framework Certificate II or above. | 59 | 101 | 81 |
| Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12. | 98 | 137 | 140 |
| Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12. | 92% | 100% | 94% |
| 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. | 85% | 73% | 59% |
| 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% | 96% | 97% |
| Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer. | 100% | 97% | 89% |

As at 3rd February 2017.  The above values exclude VISA students.

| OVERALL POSITION BANDS (OP) | | | | |
|---|---|---|---|---|
| Number of students in each band for OP 1 - 25 | | | | |
| Years | OP 1-5 | OP 6-10 | OP 11-15 | OP 16-20 | OP 21-25 |
| 2014 | 8 | 14 | 17 | 7 | 0 |
| 2015 | 7 | 15 | 15 | 13 | 1 |
| 2016 | 5 | 11 | 11 | 18 | 1 |

As at 3rd February 2017.  The above values exclude VISA students.

| VOCATIONAL EDUCATIONAL TRAINING QUALIFICATION (VET) | | |
|---|---|---|
| Number of students awarded certificates under the Australian Qualification Framework (AQF) | | |
| Years | Certificate I | Certificate II | Certificate III or above |
| 2014 | 20 | 39 | 31 |
| 2015 | 50 | 79 | 42 |
| 2016 | 30 | 49 | 44 |

As at 3rd February 2017.  The above values exclude VISA students.

**Apparent Retention Rate – Year 10 to Year 12**

| APPARENT RETENTION RATES* YEAR 10  TO YEAR 12 | | | |
|---|---|---|---|
| Description | 2014 | 2015 | 2016 |
| Year 12 student enrolment as a percentage of the Year 10 student cohort. | 67% | 84% | 77% |
| Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort. | 68% | 83% | 78% |

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| APPARENT RETENTION RATES* YEAR 10  TO YEAR 12 | | | |
|---|---|---|---|
| **Description** | **2014** | **2015** | **2016** |

* The Years 10 to 12 Apparent Retention Rate is defined as the number of full-time students in Year 12 in any given year expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).

## Student Destinations

### Post-school destination information
The results of the 2016 post-school destinations survey, Next Step – Student Destination Report (2016 Year 12 cohort), will be uploaded to the school's website in September.

The report will be available at:
http://www.yeppoonshs.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx

### Early leavers information
The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12 are described below.

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. The Youth Support Co-ordinator is a key link in this process.

- Meet with parents and or students at the town library / agreed location off site 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 work place.

- Referral to S2J (Rockhampton School to Jobs Network) for work placement.

## Conclusion

Our 2016 School Annual Report has many positive highlights. As we enthusiastically progress into 2017, we are confident that our three explicit improvement priorities will set us on a strong path for future improvements in student learning outcomes.

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