



Yeronga State High School

# ANNUAL REPORT 2017

Queensland State School Reporting

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Department of Education



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## School Overview

Yeronga State High School: 2017 Queensland's Top 5 Schools OP 1-15 (Couier Mail, 2018) and State Showcase Finalist – Principal of the Year; 2016 State winner - Year 9 ICAS Writing Competition; 2015 State Showcase Finalist - Excellence in Business Partnerships, Independent Public School Status awarded, Top 4 "Highest Student Gain" School in Queensland - Top 10 in Australia; 2013 State Showcase Award Winner - Excellence in Senior Schooling; 2012 National NAB School Impact Award - Community Partnerships; 2011 State Multicultural Award - Best Educational Institution; 2008 Young Queenslander of the Year; 2007 National Literacy Award - Innovative Literacy Program.

Yeronga is a comprehensive high school with a long tradition of academic, sporting and cultural achievement. 'Quality Pathways to Success' is the school vision underpinned by the values of Quality, Harmony and Sustainability. Yeronga is a very harmonious school where students from the local area including those from diverse backgrounds mix together in a climate of mutual respect and support. The school's responsible-behaviour plan for students emphasises a culture of respect and the creation of optimum conditions for learning.

Students are expected to be actively engaged in the learning process and develop their abilities to the utmost. This is embodied in the '5Ps' - student expectations of being positive, being punctual, being prepared, being productive and being proud. Yeronga's students are genuinely proud of their school and its achievements, and wear its uniform with pride. Yeronga SHS reflects the diversity of the suburbs surrounding the school and provides all students with the opportunity to succeed. Yeronga has a strong pastoral care program featuring dedicated form teachers, a Year 7 induction program (Gurumba Bigi), school camps in Years 7, 9 and 11 and an innovative leadership development program.

Our NAPLAN data includes ALL students at the school (many who speak different languages) as well as those from high aspiring families who have spoken English all their lives. The school prides itself on 'Value Adding' to the learning of every student - from the exceptionally bright learner to those who experience difficulties with their learning. The school's strong 'pathways' focus has produced high level academic and vocational results for students - evidenced by the numerous OP 1-5 students who have graduated from the school as well as those with higher level Vocational certificates including Diplomas.

People who visit the school comment on the overwhelming positive and supportive learning culture that is present and go away with an acute awareness of why Yeronga SHS is such a great learning community.

## Principal's Foreword

### Introduction

The school annual report is a portrait of Yeronga State High School's progress as a learning organisation in 2017. It outlines the achievements of students as well as indicating clearly the confidence our community has in the exceptional quality of the education we offer. This excellence has been evident in a number of ways including:

- 100% of students who were OP eligible received an OP 1 – 15
- 98% of students who completed QTAC applications received offers to a variety of tertiary institutions. Other students gained entry to various TAFE courses and apprenticeships and a significant number of students gained full-time employment.
- 100% of Year 12 students graduated with their Queensland Certificate of Education (significantly better than the state).
- 36 students from Year 12 graduated with a Diploma of Business
- More than 20 students had guaranteed University entry as a result of successful accelerated studies and guaranteed university programs
- Parent opinion survey - average of over 99% positive responses from 35 questions asked about the school
- Received substantial funding as part of the "Investing for Success" program to further improve Literacy and Numeracy
- Received \$496, 000 Creative Innovation Fund (2016-2018) to support the Y Connect Program that uses the Arts to enhance oracy and literacy
- This is the third year of operating as an Independent Public School.



The above accolades and achievements have resulted from a concerted focus on excellent teaching, the monitoring of student progress and success and offering a broad range of curricular and extra-curricular opportunities.

While this report gives credence to the way we value learning, a visit to our school goes a long way to appreciating the way we engender the values of *Quality, Harmony* and *Sustainability* in each student.

## School Progress towards its goals in 2017

**Core Priority: Sustain and further develop a culture of an educational community that explicitly values multiculturalism, diversity, equity and environmental sustainability**

**Strategies: Head of Inclusive Practices (HIP) leads collaboration with all relevant stakeholders to develop a supportive, proactive and responsive Inclusive Program for all students with a disability or learning difficulty.**

**Environmental sustainability and protection will be enhanced throughout the school through leadership, curriculum, practices and extra-curricular activities (GROUNDS).**

Actions	Progress
▪ Review the existing HIP portfolio and program delivery	Completed
▪ Relocate the Inclusive Hub to C Block	Completed
▪ Create an Inclusion Team of Teachers and Teacher Aides	Completed

**Core Priority: Develop and implement an eLearning vision for the school that delivers enhanced pathways to learning for all students**

**Strategies: Targeted PD for teachers and teacher aides to improve confidence and foster 'invisible' technology that is seamless and fully integrated into daily classroom practices.**

Actions	Progress
▪ Appointment of an eLearning Champion/ Coach	Completed
▪ Embed an eLearning coaching program across departments	Ongoing

**Core Priority: Further develop and imbed a whole school community approach to the explicit teaching of literacy and numeracy**

**Strategies: All teachers supported by HODs to utilise Literacy and Numeracy data placemats to enhance and differentiate their teaching practices and explicitly teach literacy and numeracy across all learning areas.**

**An explicit 'Writing Program' informing the teachers and learning of writing (including spelling) will be developed and embedded school-wide through mapping text types (genres) across all Year levels and KLAs.**

Actions	Progress
▪ Coaches to support HODs to embed Literacy and Numeracy in KLAs	Ongoing
▪ Literacy Coach to set up a task force for 'Writing Program'	Completed

**Core Priority: Strengthen student transitions to post-school education, training and employment**

**Strategies: Yeronga Leadership Team (YLT) and teachers supported with professional development and planning time to ensure smooth transition of a new senior assessment and tertiary entrance system for students, starting from Year 11 2019.**

**Vocational Education & Training (VET) Program prioritised in resourcing and budgeting to support teacher certification, VET compliance and student work-readiness.**

Actions	Progress
▪ Establish Working Parties to drive the SATE agenda	Completed
▪ Organise collaborative planning time for Year 10 teachers	Ongoing
▪ TAE upgrade for all VET teachers (currency)	Ongoing

**Core Priority: Develop explicit and shared understanding of school leadership structures and accountabilities across the school community**

**Strategies: Development and sharing of a “Yeronga SHS Leadership” map that clearly describes the leadership structures throughout our school community.**

Actions	Progress
<ul style="list-style-type: none"> <li>Develop a handbook that articulates the leadership structure and roles and responsibilities for leaders</li> </ul>	Completed

## Future Outlook

**Focus Area: Successful Learners**

**Priorities: Whole-School Writing Plan, U2B Numeracy, Digital Literacy, and SATE Implementation**

Implementation Strategies	Measures of Success	Timeline
<ul style="list-style-type: none"> <li>Develop an explicit ‘<b>writing program</b>’ informing the teaching and learning of writing (including spelling) and embed school-wide through mapping text types (genres) across all Year levels and KLAs (<a href="#">Refer Literacy Placemat</a>)</li> <li>Students achieving close to <b>U2B in numeracy</b> invited to participate in IMPACT – Solve IT, a course delivered via web conference which employs specific POLYA strategies to solve NAPLAN style problems (<a href="#">Refer Numeracy Placemat</a>)</li> <li>Raise the digital capabilities of all students to meet ACARA standards by embedding <b>Digital Literacy</b> across all KLAs (<a href="#">Refer Digital Literacies Placemat</a>)</li> <li><b>SATE:</b> Modify school processes and provide PD and collaborative planning time to –               <ol style="list-style-type: none"> <li>Enhance teacher readiness and develop the new senior curriculum,</li> <li>align assessment practices across year levels,</li> <li>enhance student readiness, understanding and learning skills,</li> <li>increase community understanding of the changes and implications.</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li><b>Writing</b> committee formed, YWrite handbook created and adopted as Whole School Approach, PD completed and coaching program being utilised</li> <li>Improve number of students achieving <b>U2B Numeracy by 10%</b> at the end of Year 9 (2017 - 9.6%)</li> <li>Raise the <b>digital capabilities</b> of all students to meet ACARA standards - 90% of students achieving a C or better in ICT subjects, &gt; 95% SOS Student confidence in using ICTs</li> <li><b>SATE:</b> <ol style="list-style-type: none"> <li>2019 senior curriculum developed,</li> <li>Year 7-12 assessment aligned re - assessment types and new cognitions,</li> <li>learning skills targeted and used by Year 10 students,</li> <li>community information newsletters and forums undertaken.</li> </ol> </li> </ul>	<p><b>Term 1, 2018</b></p> <p><b>Term 1, 2018</b></p> <p><b>2018 – 2019</b></p> <p><b>2018 - 2019</b></p>

**Focus Area: Teaching Quality**

**Priorities: Systemic Curriculum Delivery and Effective Pedagogical Practices**

Implementation Strategies	Measures of Success	Timeline
<ul style="list-style-type: none"> <li>Review, update, and monitor the implementation of a <b>Whole school curriculum</b> plan that aligns with Australian Curriculum and QCAA Syllabus.</li> <li>Review, revise, implement and monitor the use of an agreed, school-wide <b>Pedagogical Framework</b> that aligns with research-validated teaching and learning strategies.</li> <li>Develop and implement a <b>Pedagogical Coaching Model</b>, including protocols, processes, and templates for classroom observation, learning walks, and structured feedback.</li> <li>Model <b>high-impact teaching and learning strategies</b> through live and video (SWIVL) recorded demonstration lessons.</li> </ul>	<ul style="list-style-type: none"> <li>Updated <b>whole-school curriculum plan</b>.</li> <li>100% teachers employing the <b>pedagogical framework</b> and integrating <b>high-impact teaching &amp; learning strategies</b>, including feedback, metacognition &amp; self-regulation, and collaborative learning approaches.</li> <li>An increasing number of teachers participating in <b>coaching program</b>.</li> <li>Strong <b>culture of feedback</b> – structured &amp; written.</li> </ul>	<p><b>Term 3, 2018</b></p> <p><b>Term 4, 2018</b></p> <p><b>Term 1 – 2, 2018</b></p> <p><b>2018 - 2019</b></p>

**Focus Area: Collaborative Empowerment**

**Priorities: Yeronga State High School's Future**

Implementation Strategies	Measures of Success	Timeline
<ul style="list-style-type: none"> <li>Set up a Task Force to develop a Master Plan for the future of Yeronga SHS.</li> <li>Provide time and thinking space for the process – backfill personnel as required.</li> <li>Seek out literature around the future of schooling and facilities that support a future vision for the school.</li> <li>Define our point of difference and future programs of excellence.</li> <li>Engage in a community-wide consultation in the review of the vision and development of the Master Plan.</li> </ul>	<ul style="list-style-type: none"> <li>Community confidence in the consultation process.</li> <li>Master Plan established</li> <li>Marketing and Social Media Plan developed</li> </ul>	<p><b>Term 1 – 2, 2018 and ongoing</b></p>

# Our School at a Glance

## School Profile

<b>Coeducational or single sex:</b>	Coeducational
<b>Independent Public School:</b>	Yes
<b>Year levels offered in 2017:</b>	Year 7 - Year 12
<b>Student enrolments for this school:</b>	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2015</b>	725	337	388	20	95%
<b>2016</b>	739	326	413	16	93%
<b>2017</b>	762	362	400	17	91%

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

In 2017, 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 (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

## Characteristics of the Student Body

### Overview

In 2017, the student body consisted of individuals from over 64 different countries. While Australian born students made up the largest group, other groups included fee-paying international students and students for whom English is an additional language or dialect. The most easily identified characteristics of the student community are a strong desire to learn and belief in tolerance and harmony.

### Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Year 7 – Year 10	22	20	21
Year 11 – Year 12	18	18	17

## Curriculum Delivery

### Our Approach to Curriculum Delivery

Our distinctive curriculum offerings include:

- A flexible “Quality Pathways” curriculum featuring a course of study tailored to each individual student
- Accelerated programs in QCAA subjects allowing for early University entry
- Foreign language studies in school for Chinese and German and through Brisbane School of Distance Education for Arabic, Vietnamese, Italian, French, and Japanese
- An extensive Senior Vocational Educational curriculum in Creative Arts, Creative Media, Horticulture, Hospitality, ICTs, Social and Community Studies, Physical Recreation Studies and Retail.

Yeronga SHS aims to give all students the opportunity to achieve “Quality Pathways to Success”, with Literacy, Numeracy and ICT skills as the basis for all learning. We are committed to providing multiple academic or vocational pathways tailored individually for all students.

## Co-curricular Activities

The school has a wide range of extra-curricular activities including:

- Interschool Sport Summer Season: baseball, basketball, cricket, softball, touch, football, volleyball
- Interschool Sport Winter Season: Australian rules football, basketball, netball, rugby union, soccer, tennis, volleyball
- Sporting Carnivals: swimming, cross country running, athletics
- Debating
- Drama and Y Connect performance programs
- Interact group
- Leadership program
- Participation of a wide range of academic and cultural competitions
- Concert Band
- Music: Individual tuition in brass, percussion, strings, woodwind
- Guitar club
- Choir (Vocal FX)
- Homework Club



## How Information and Communication Technologies are used to Assist Learning

Yeronga State High School's laptop program operates that enables **all** students to have access to a high quality personal laptop.

The school utilises computers for a range of specialist purposes including Music (for compositions) and VET courses including Certificate III in Media (using Photoshop and Adobe). Research activities in all subject areas progressed through a heavy dependency in ICT. All students were given the opportunity to become proficient in the use of all facets of the Microsoft Office suite. Junior students studying IDT used coding to create their own animations and video games, a first step in the important role of coding in 21st Century IT job skills.

Teachers were encouraged to, and supported in, creating online classrooms using The Learning Place's eLearn courses, allowing students to access material, discussion boards and support from home, creating further connections between school and home.



## Social Climate

### Overview

Yeronga State High School is a comprehensive high school with a long tradition of academic, sporting and cultural achievement. A feature of our community is a very harmonious atmosphere where students from diverse backgrounds mix together in a climate of mutual support. In 2017, 96% of parents said their child liked being at this school, 98% of parents believed their child is getting a good education at school, while 98% of students indicated they felt safe at school. This positive climate is a tribute to the planned opportunities for students to give to others, the weekly reinforcement of school values (harmony, quality and sustainability) and a teaching and support staff focused on the pastoral needs of students.

In 2017, students participated in a range of community service activities including Multicultural Day Festival, the school band playing at the local ANZAC Day Ceremony, volunteering for local and international charity organisations, face-painting at a local primary school fete and targeted fund-raising through the school Interact club and Student Representative Council. The Student Representative Council provided students with numerous opportunities to have a strong voice in school decision making.

The school's Responsible Behaviour Plan for Students emphasises a culture of respect and responsibility for each community member to create and maintain optimum conditions for learning. Students are expected to be actively engaged in the learning process and develop their abilities to the utmost. This is embodied in the schools 5P philosophy: Be Positive, Be Punctual, Be Prepared, Be Productive and Be Proud. Yeronga's students are genuinely proud of their school and its achievements; they wear the uniform with pride and behave positively toward others. An analysis of Semester 1 and 2 student reports for 2017 indicated this to be the case with 95.75% of students receiving satisfactory to excellent behaviour comments.

Yeronga's pastoral care program in 2017 featured a Year 7 camp to Mapleton, induction program led by Year 11 students for Year 7 students, Year 11 leadership program and camp to Emu Gully and an active Student Representative Council with representatives from each class.



## Parent, Student and Staff Satisfaction

### Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
their child is getting a good education at school (S2016)	100%	99%	98%
this is a good school (S2035)	100%	99%	99%
their child likes being at this school* (S2001)	99%	99%	96%
their child feels safe at this school* (S2002)	100%	97%	98%
their child's learning needs are being met at this school* (S2003)	99%	99%	99%
their child is making good progress at this school* (S2004)	99%	100%	97%
teachers at this school expect their child to do his or her best* (S2005)	100%	99%	99%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	99%	99%
teachers at this school motivate their child to learn* (S2007)	100%	100%	98%
teachers at this school treat students fairly* (S2008)	100%	99%	98%
they can talk to their child's teachers about their concerns* (S2009)	100%	99%	99%
this school works with them to support their child's learning* (S2010)	100%	99%	99%
this school takes parents' opinions seriously* (S2011)	100%	100%	98%
student behaviour is well managed at this school* (S2012)	99%	98%	96%
this school looks for ways to improve* (S2013)	100%	99%	99%
this school is well maintained* (S2014)	100%	99%	96%

### Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	98%	99%	93%
they like being at their school* (S2036)	98%	96%	92%
they feel safe at their school* (S2037)	98%	98%	90%
their teachers motivate them to learn* (S2038)	99%	97%	88%
their teachers expect them to do their best* (S2039)	98%	99%	92%
their teachers provide them with useful feedback about their school work* (S2040)	97%	94%	88%
teachers treat students fairly at their school* (S2041)	93%	89%	79%
they can talk to their teachers about their concerns* (S2042)	95%	89%	80%
their school takes students' opinions seriously* (S2043)	94%	97%	82%
student behaviour is well managed at their school* (S2044)	91%	92%	76%
their school looks for ways to improve* (S2045)	98%	99%	90%
their school is well maintained* (S2046)	96%	95%	90%
their school gives them opportunities to do interesting things* (S2047)	96%	97%	95%

## Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
they enjoy working at their school (S2069)	94%	94%	97%
they feel that their school is a safe place in which to work (S2070)	95%	95%	97%
they receive useful feedback about their work at their school (S2071)	85%	89%	89%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	84%	87%	89%
students are encouraged to do their best at their school (S2072)	99%	99%	96%
students are treated fairly at their school (S2073)	99%	98%	97%
student behaviour is well managed at their school (S2074)	95%	91%	88%
staff are well supported at their school (S2075)	89%	84%	88%
their school takes staff opinions seriously (S2076)	86%	83%	90%
their school looks for ways to improve (S2077)	94%	95%	96%
their school is well maintained (S2078)	93%	100%	97%
their school gives them opportunities to do interesting things (S2079)	94%	90%	89%

\* 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

Yeronga State High School welcomes parental involvement in a range of roles. The school's Parents & Citizens Association (P & C) plays an important part in school decision-making and the School Council has an important role in contributing to the strategic direction of the school. Parental volunteers are involved throughout the school by volunteering in the Tuckshop, helping as tutors in the English as an Additional Language or Dialect (EALD) unit, to coaches and helpers with debating teams, Drama nights and advocating for refugee issues.

A Communities Liaison Officer is based at our school who with the assistance of 12 bilingual teacher aides ensure that the voices of non-English speaking parents are heard.

## Respectful relationships programs

Yeronga SHS has a Student Support Welfare team including a Guidance Officer, School Youth Support Coordinator - Psychologist, Art Therapist, School-Based Youth Health Nurse, and Chaplain. The school has developed and implemented numerous programs that focus on appropriate, respectful and healthy relationships.

Student services staff at YSHS include a Guidance Officer, Psychologist, Youth Support Coordinator, Art Therapist, Community Liaison Officer, Chaplain and School Based Youth Health Nurse. The school has developed and implemented a number of programs that focus on appropriate, respectful, equitable and healthy relationships. These group activities and interventions for 2017-18 include:

1. Mindfulness sessions with all Year 7 students each term (16 sessions) – students are provided with exercises to encourage awareness of their senses, personal space, breathing and safety. The students are very engaged in the activities and provide positive feedback for example 'very relaxing' and 'much calmer.'
2. Save the Children 'Looking after Little ones' 10 week program (3 workshops) for 15 Year 11/12 students each workshop. Focus is on building skills to care for younger siblings or children, first aid and safety, nutrition, play, neglect & abuse, domestic violence and local service referrals.
3. Respectful Relationships (Love Bites Manual) with varied classes and age specific information. Group work and activities with Year 7/8 students and worksheets from module with Year 9 classes to fit with curriculum focusing on recognising healthy/unhealthy relationships, gender bias, jealousy, online communication, and harassment.
4. Domestic Violence classes during DV month (2 sessions Year 11/12) to fit with legal and social and community studies modules
5. Human Rights Advocacy explaining Convention of the Rights of the Child articles on assembly and encouraging responsibilities connected to rights.
6. QPASTT Ucan2 Job Readiness Program to increase resilience and confidence to prepare for and seek employment 2x2 day workshops
7. Young Mum's Group providing appropriate information, support & referral for pregnant and parenting students
8. Youth Advocacy Centre Program – Year 10/11/12 (1 day workshop) to raise awareness of legal matters and necessary support for young African people
9. Calmer Classrooms workshop – to support teachers to build relationships with students who have experienced trauma

## 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	2015	2016	2017
Short Suspensions – 1 to 10 days	89	134	104
Long Suspensions – 11 to 20 days	2	4	1
Exclusions	4	4	5
Cancellations of Enrolment	3	3	9

## Environmental Footprint

### Reducing the school's environmental footprint

The increase in electricity and water is commensurate with our increase in student numbers as well as the introduction of the Trade Training Centre, commissioned in 2016. Our Sports Centre, which was previously aligned to TAFE QLD, has also transitioned to our school accounts. Improving environmental sustainability is also included in the first improvement priority of Yeronga State High School's Implementation Plan for 2017. The escalating use of water is attributed to maintenance of aged pipelines, an issue which has since been resolved.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	335,897	2,807
2015-2016	400,486	6,574
2016-2017	385,227	14,386

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.

### Find a school

Sector:

Government

Non-government

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

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	86	61	<5
Full-time Equivalents	81	42	<5

#### Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	1
Masters	23
Graduate Diploma etc.**	22
Bachelor degree	39
Diploma	1
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 2017 were \$88,854.

The major professional development initiatives are as follows:

- Training and Assessment Education (TAE)
- Diploma of Business
- IPS Workshops
- Cross-Discipline Approach to Learning
- ACARA initiatives
- Junior Secondary collaborative planning
- Faculty release time
- Conferences and Workshops
- ONESCHOOL timetabling and curriculum planning
- Numeracy and Literacy mentoring
- Faculty planning days
- Teaching ESL in the Mainstream
- Calmer Classrooms

The proportion of the teaching staff involved in professional development activities during 2017 was 100%.

## Staff Attendance and Retention

### Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	97%	96%	97%

### Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 99% of staff was retained by the school for the entire 2017.

## Performance of Our Students

### Key Student Outcomes

#### Student Attendance

##### Student attendance

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

STUDENT ATTENDANCE 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	91%	91%	90%
The attendance rate for Indigenous students at this school (shown as a percentage).	83%	82%	85%

\*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 2017 for all Queensland Secondary schools was 90%.

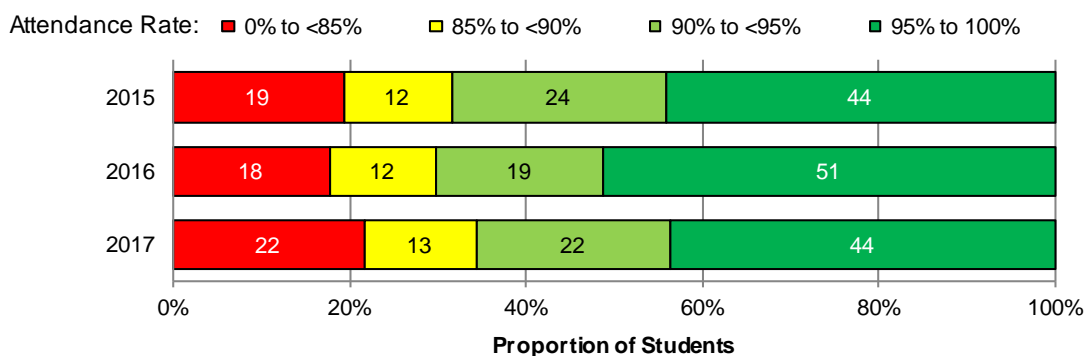
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015								95%	93%	94%	91%	91%	87%
2016								95%	95%	93%	92%	90%	89%
2017								94%	92%	93%	90%	88%	87%

\*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:



## Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the Department of Education 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.

Care Class rolls are marked daily and teachers mark their class rolls electronically every lesson using the IDAttend program. Unexplained absences in Care Classes are followed through with a text message to parents/ carers. Care Class teachers follow up reasons for daily absence with students while a member of the administrative staff makes contact with parents for unexplained or prolonged absences. Student absences are recorded on all report cards and every absence requires a note for authentication. Year Co-ordinators and Deputy Principals closely monitor student absences each day and organise meetings with parents/ carers for chronic unexplained absences.

## 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.

### Find a school

School name

Suburb, town or postcode

Sector:

Government

Non-government

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 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	2015	2016	2017
Number of students receiving a Senior Statement	143	155	126
Number of students awarded a Queensland Certificate of Individual Achievement.	1	0	0
Number of students receiving an Overall Position (OP)	14	14	10
Percentage of Indigenous students receiving an Overall Position (OP)	0%	25%	0%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	28	35	15

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2015	2016	2017
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	127	145	120
Number of students awarded an Australian Qualification Framework Certificate II or above.	107	134	103
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	141	155	126
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	100%	100%	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.	100%	100%	100%
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.	99%	100%	100%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	98%	99%	100%

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
2015	6	6	2	0	0
2016	2	9	3	0	0
2017	5	4	1	0	0

As at 14th February 2018. 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
2015	95	61	74
2016	43	97	95
2017	79	81	54 (36 Diplomas)

As at 14th February 2018. The above values exclude VISA students.

Certificate I	Certificate II	Certificate III or above
Construction Information, Digital Media and Technology (IDMT)	Applied Language (Chinese) Business Engineering Pathways Furniture Making Pathways Health Pathways Hospitality Information, Digital Media and Technology (IDMT) Landscaping Retail Services Visual Arts	Accounts Administration Chinese Health Pathways Hospitality Screen and Media  Diploma of Business

## Apparent Retention Rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12			
Description	2015	2016	2017
Year 12 student enrolment as a percentage of the Year 10 student cohort.	96%	107%	102%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	50%	200%	133%

\* 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 2017 post-school destinations survey, Next Step – Student Destination Report (2017 Year 12 cohort), will be uploaded to the school's website in September.

Schools with fewer than 5 responses will not have a report available on the post-school destinations of Year 12 completers for reasons of confidentiality.

The report will be available at:

<http://www.yerongashs.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx/NextStep2017>

### 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.

Early school leavers were predominantly from Year 11. All students who were at risk of disengaging from learning were monitored by the Student Support Management Group, consisting of Year Level Co-ordinators, Guidance staff and Deputy Principals.

Consequently, some students were referred to other school support staff including Community Liaison staff, School Based Youth Health Nurse, Guidance Officer and Youth Support Workers. Some students were referred to outside welfare, health and career agencies. All students who left were assisted in transitioning to other avenues of learning or work. In this regard a majority of students left to undertake studies at TAFE while a significant group accessed courses provided by Career Employment Australia, an organisation that works with youth to develop pre-requisite work skills and articulate with career opportunities.

## Conclusion

Yeronga SHS is a high-equity, high-quality public school that is a vibrant and dynamic learning institution that tailors teaching and learning to the specific needs of its clientele. Our students, parents and staff overwhelmingly believe it is the best school in the universe, evidenced by outstanding school opinion survey data and exit outcomes, including 100% QCE success rate in the last four years.