

Yeronga State High School

Queensland State School Reporting

2015 School Annual Report



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Principal's foreword

Introduction

The school annual report is a portrait of Yeronga State High School's progress as a learning organisation in 2015. 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 ways including :

- 100% of students who were OP eligible received an OP 1 – 15
- 99% 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 average of approximately 86%)
- More than 40 students had guaranteed University entry as a result of successful accelerated studies and guaranteed university programs
- Parent opinion survey - average of 98% positive responses from 35 questions asked about the school
- Received substantial funding as part of the "Greater Results Guarantee" program to further improve Literacy and numeracy
- 46 students from Years 11 and 12 graduated with a Diploma of Business
- Commenced 2015 as an Independent Public School.



The above accolades and achievements have resulted from a concerted focus on excellent teaching, the monitoring of student 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 2015

Core Priority: Reading	
Strategy: Implement Literacy Intervention Program in Years 7, 8, 9	
Actions	Progress
<ul style="list-style-type: none"> Target and timetable 'Below NMS' students (Years 7 to 9) for 20 – 30 mins rotational small group/individualised reading sessions (2-3 sessions weekly) - reading support teacher aides to facilitate with the support of HOC. 	Completed
<ul style="list-style-type: none"> Timetable additional 110mins of Literacy during HPE/Chinese line (Years 7 & 8) to enhance literacy skills for our <i>B20 NMS</i> – Note: Literacy taught by JS teachers. 	Completed
<ul style="list-style-type: none"> Individual Learning Plans written for <i>B20 NMS</i> students (Years 7 & 8). 	Still developing
<ul style="list-style-type: none"> Timetable a 40mins reading session per week (Years 7 and 8) - students are grouped (<i>B20 NMS, Below NMS, At NMS, U2B</i>) to address specific cohort gaps and deficiencies identified through NAPLAN and PAT-R data. 	Embedded
Strategy: Strengthen Literacy Leadership	
Actions	Progress
<ul style="list-style-type: none"> Access and use school's pedagogical framework to support literacy pedagogy by identifying key literacies embedded in unit plans. 	Still developing
<ul style="list-style-type: none"> Establish literacy demonstration classrooms through collaborative planning, coaching and mentoring of faculties and through the Literacy Learning Team (LLT) and Master Teacher (Teaching & Learning). 	Still developing
<ul style="list-style-type: none"> Timetable collaborative planning time for JS teachers to analyse data for the purpose of setting class and or individual goals and targets and to identify/address deficiencies. 	Embedded
Strategy: Enhance Literacy Pedagogy	
Actions	Progress
<ul style="list-style-type: none"> Establish a Literacy Learning Team (LLT) to advocate and enhance teachers' understandings of literacy 	Ongoing
<ul style="list-style-type: none"> Embed reading practices into current units of work across targeted faculties through coaching and facilitating 'How to teach reading...' Faculties to embed and teach a reading activity with a unit of work. 	Completed
Strategy: Monitor and track Literacy	
Actions	Progress
<ul style="list-style-type: none"> Use PROBE to collate reading data in week 3 of each term for 'Below NMS' students and track to Year 9. Compare NAPLAN data and PAT-R data to previous years to make decisions related to teaching practices. Evaluate 2014 & 2015 report progression Term 1 – Term 4 	Embedded
<ul style="list-style-type: none"> Map key literacies & text types across JS KLAs. 	Still developing
<ul style="list-style-type: none"> Apply critical lens to reflect on 'how far we have come and where to next...?' 	Completed

Core Priority: Writing	
Strategy: Enhance Writing Pedagogy	
Actions	Progress
<ul style="list-style-type: none"> Move towards developing a whole school common language – purchase resources e.g. ‘How to Write What You Want to Say...’ By Pat Hipwell. 	Still developing
<ul style="list-style-type: none"> Embed writing practices (7 Steps to Writing) into current units of work by mapping text types (genres) across all Year levels and KLAs. 	Still developing
Strategy: Implement Spelling Program in Years 7, 8, 9	
Actions	Progress
<ul style="list-style-type: none"> Create and embed spelling and vocabulary lists for each unit of work across all KLA with 10-15 words per unit and a weekly focus word(s). 	Completed

Core Priority: Numeracy	
Strategy: Implement Numeracy Intervention Program in Years 7, 8, 9	
Actions	Progress
<ul style="list-style-type: none"> Develop a two-pronged Numeracy intervention strategy – short term small group intervention for those on or near the NMS benchmark, and an immersion program for those well below the benchmark. 	Completed
<ul style="list-style-type: none"> Withdrawal intervention programs are skill specific and timetabled for 2 lessons per week (Yrs7 to 9 in addition to available time for mathematics) for a duration determined by HOC Numeracy and based on the needs and progress of the student. 	Completed
<ul style="list-style-type: none"> Implement U2B Metro Region Numeracy Program for identified Yr 7 and 9 students. 	Completed
Strategy: Strengthen Numeracy Leadership	
Actions	Progress
<ul style="list-style-type: none"> Numeracy team establishes numeracy demonstration classroom practice - collaborative planning, coaching and mentoring with Master Teacher and HOC Numeracy. 	Still developing
<ul style="list-style-type: none"> Access and use the School’s pedagogical framework to support numeracy pedagogy by identifying key numeracy skills to embed in unit plans. 	Still developing
<ul style="list-style-type: none"> Continue to support teachers with collaborative planning time and by gathering relevant data and resources that strengthen their capacity to identify and remediate numeracy deficits in their classroom practice. 	Completed
<ul style="list-style-type: none"> Invite caregivers to a numeracy awareness program so that they can support students learning in the home environment 	Still developing
<ul style="list-style-type: none"> Provide ongoing information to caregivers about student progress, specific difficulties, and how they can help their students 	Completed
<ul style="list-style-type: none"> Tutor parents in use of on-line learning materials (e.g. XLS, MangaHigh, AssessOn, ...) 	Still developing
<ul style="list-style-type: none"> Provide training for caregivers around the use of calculators and appropriate software (e.g. Excel, ...) 	Still developing

Strategy: Enhance Numeracy Pedagogy	
Actions	Progress
<ul style="list-style-type: none"> ▪ The numeracy team will develop age appropriate numeracy maps for target groups (above, at and below NMS) through careful deconstruction and synthesis of the ACARA and QCAA numeracy indicators. 	Still developing
<ul style="list-style-type: none"> ▪ The numeracy team will provide data snapshots and work with targeted faculties to develop consistent language and approaches to numeracy in their own subject areas. 	Completed
<ul style="list-style-type: none"> ▪ Evaluate and enhance maths programming and pedagogy to deliver measurable improvements in student outcomes in mainstream numeracy and mathematics as measured against National Curriculum assessment standards. 	Ongoing
<ul style="list-style-type: none"> ▪ Align EALD math programs to underpin mainstream programs and provide additional support based on student need. 	Ongoing
Strategy: Monitor and Track Numeracy	
Actions	Progress
<ul style="list-style-type: none"> ▪ Use an ongoing systematic half yearly data collection and analysis to inform teaching and learning, and correct placement of students. Triangulate NAPLAN and PatM data to make decisions related to the efficacy of teaching practices and programs. 	Completed
<ul style="list-style-type: none"> ▪ Use numeracy maps success criteria to track student progress 	Ongoing
<ul style="list-style-type: none"> ▪ Identify and trial additional ways to collect data, especially at the fine detail level of individual student. 	Ongoing

Core Priority: Science	
Strategy: Promote the study of Senior Science subjects	
Actions	Progress
<ul style="list-style-type: none"> ▪ Introduce a “Senior Science Preparation” subject which will promote engagement and improved outcomes as a way of increasing Science numbers in Year 11. 	Completed
<ul style="list-style-type: none"> ▪ All Year 10 students to cover a semester core of ACARA units covering the four main Science branches with a view to inspiring students to be involved in “Senior Science Preparation”. 	Completed
<ul style="list-style-type: none"> ▪ Improving the standard of curriculum delivery in Year 7 to 9 Science by a more effective alignment with the school’s pedagogical framework in order to increase numbers in Year 10 “Senior Science Preparation”. 	Ongoing

Core Priority: Retention	
Strategy: Increase student motivation/engagement through extension and extra-curricula activities	
Actions	Progress
<p><i>Compulsory Phase of Learning</i></p> <ul style="list-style-type: none"> ▪ Embed new Junior Secondary Leadership program based on a ‘Distributive Leadership Model’ where all students have the opportunity to get involved and lead in an area of interest. 	Ongoing

<ul style="list-style-type: none"> ▪ Continue to develop the Exceptional Learners program: <ul style="list-style-type: none"> * continue building teacher capability in embedding HOTS in their unit plans * identify and profile G & T students. Use data to monitor student progress * provide opportunities for students to get involved in extra-curricular activities such as Opti-minds and Brainways 'Days of Excellence.' 	Ongoing
Strategy: Continue to refine Senior Education and Training Plans	
Actions	Progress
<i>Non-compulsory Phase of Learning</i>	Ongoing
<ul style="list-style-type: none"> ▪ Career education – forum lessons, expos, guest speakers, career planning. Set planning process in Years 10 -12 in consultation with students' stakeholders 	Ongoing
<ul style="list-style-type: none"> ▪ School based traineeships/apprenticeships, VET courses both school based and external private RTOs, TAFE courses 	Ongoing
<ul style="list-style-type: none"> ▪ Tracking student results at regular intervals – term by term basis with revisions are required 	Ongoing

Core Priority: Attainment	
Strategy: Strengthen Yeronga SHS as a School of Choice within our Local Community	
Actions	Progress
<ul style="list-style-type: none"> ▪ Y Tours (2 per term) classrooms opened to parents and students to see our classes in action on a normal day. 	Embedded
<ul style="list-style-type: none"> ▪ March: Primary Exceptional Learners' Program – High functioning Year 5 & 6 students from affiliated primary schools invited to participate in Exceptional Learner's Activities facilitated by Yeronga SHS teachers. 	Embedded
<ul style="list-style-type: none"> ▪ May: Yeronga SHS Open Day. Provide 450 Yr 5&6 local primary students the opportunity to experience Yeronga's dynamic learning environment 	Embedded
<ul style="list-style-type: none"> ▪ Junior Secondary Leaders HOD, HOC, DP to keep in regular contact with our affiliated primary schools – Yr 6/7 moderation 2x year, attend community and school events etc. 	Embedded

Core Priority: Transition	
Strategy: Create opportunities for students to experience the Transition before it actually occurs	
Actions	Progress
<i>Primary to Secondary</i>	Embedded
<ul style="list-style-type: none"> ▪ Onsite Transition Day in December, Welcome BBQ for parents in Week 3, Term 1. ▪ Offsite – Jnr Sec DP, HOD, YLCs, GO and former students visit schools in September and gather data in November. 	Embedded
Senior student mentoring program – trained Year 11 students to conduct fortnightly 30 minute mentoring sessions throughout Term 1.	Embedded
<i>Junior Secondary to Senior Secondary</i>	Embedded
<ul style="list-style-type: none"> ▪ Subject selections preparing for Year 10 SET Plans. ▪ Improve Subject Selection information evenings to be more inclusive of our EALD families – have translators on hand, documents written in key languages. 	Embedded

Strategy: Create post-schooling pathways	
Actions	Progress
<i>Secondary to Post-school</i>	Embedded
<ul style="list-style-type: none"> ▪ QTAC and career planning application support. ▪ Senior support officers to assist with resume writing and job applications 	Embedded
<ul style="list-style-type: none"> ▪ Promotion of part time job opportunities, trade tasters at Skills tech, bricklaying, uni and career expos. 	Ongoing

Core Priority: Attendance	
Strategy: Use of electronic communications to parents	
Actions	Progress
<ul style="list-style-type: none"> ▪ Continue the use of the SMS attendance program for 2015 (cost \$2,000). 	Ongoing
Strategy: Monitoring of high risk students	
Actions	Progress
<ul style="list-style-type: none"> ▪ SSMG meetings include a focus on attendance. 	Ongoing
Strategy: Positive behaviour attendance recognition	
Actions	Progress
<ul style="list-style-type: none"> ▪ Students with excellent attendance be acknowledged and rewarded. 	Ongoing

Core Priority: Closing the Gap between attendance and outcomes of indigenous and non-indigenous students	
Strategy: Targeted support to improve outcomes for individual students	
Actions	Progress
<ul style="list-style-type: none"> ▪ Regular individual career and educational counselling 	Ongoing
<ul style="list-style-type: none"> ▪ Regular attendance checks. 	Ongoing
<ul style="list-style-type: none"> ▪ Provision of academic support and tutoring if required. 	Ongoing
Strategy: Participation in the Solid Pathways program	
Actions	Progress
<ul style="list-style-type: none"> ▪ Identification and support for students participating in Solid Pathways program and associated event days. 	Ongoing
Strategy: Continued association with Queensland and Torres Strait Islander Foundation (QATSIF)	
Actions	Progress

▪ Identification of students eligible for QATSIF scholarships.	Ongoing
▪ Ongoing support and administration of funds.	Ongoing

Core Priority: Establish additional Industry-based Certificate Courses

Strategy: Establishment and Implementation of Trade Training Centre

Actions	Progress
▪ Register certificate courses for delivery in 2016 and ensure the appropriate human and physical resources are in place.	Ongoing (delivery will now be 2017)
▪ Source and purchase equipment based on the trade focus of the centre – furniture manufacturing.	Completed
▪ Establish industry partnerships.	Completed
▪ Trial and review design and manufacturing process – seek feedback from industry.	Ongoing

Strategy: Enhancement of staff skills in teaching EALD Learners

Actions	Progress
▪ Onsite delivery of 'Teaching ESL Students in Mainstream Classes (TESMC)'.	Completed and ongoing
▪ Continuous review and updated publication of our school EALD handbook that identifies successful teaching strategies for EALD students and is a focus of SFD at beginning of each year.	Completed and ongoing
▪ Continue development of Faculty Unit Plans that employ strategies that facilitate EALD learners; using visuals to support oral language; hands on activities.	Ongoing

Strategy: Embedding Explicit Teaching in every classroom, every day

Actions	Progress
▪ Increase staff knowledge of the Explicit Teaching Model.	Ongoing
▪ Refine the Pedagogical Framework.	Ongoing
▪ Plan and implement a collaborative coaching model.	Embedded
▪ Continue the development of Faculty unit plans that support learners through the implementation of ET strategies including explicit scaffolding.	Ongoing

Future outlook

The key areas for improvement as defined in the School Implementation Plan for 2016 included:

Improvement priority: Literacy & Numeracy

Strategies

- Building staff capacity to develop and deliver Junior Secondary Intervention Programs
- Direct Reading and Thinking (DRTA) strategies explicitly taught and embedded in all KLA curricula
- Establish baseline individual/cohort Writing development data mapped against NAPLAN writing guide
- Deliver in-house U2B programs for Years 7 -9.

Improvement priority: Embedding our Explicit Teaching Pedagogical Framework in every classroom every day

Strategies

- Delivering *Teaching ESL Students in the Mainstream Classroom* (TESMC) Professional Development Program
- Building staff capability to differentiate learning programs for diverse learners
- Embed POLYA Problem Solving framework in all Junior Secondary maths classrooms
- Completing our *Whole School Curriculum Plan*
- Continue building integrity of Learning Walks.

Improvement priority: Pathways to Success

Strategies

- VET compliance and monitoring student progress
- Increase VET options for senior students
- Identify learning partners to develop STEM opportunities
- Transition to high school programs and student well-being
- Establishment of the Trade Training Centre.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: Yes

Year levels offered in 2015: Year 7 - Year 12

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	611	275	336	9	92%
2014	637	284	353	15	89%
2015	725	337	388	20	95%

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.

Characteristics of the student body:

In 2015, the student body consisted of individuals from over 56 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

Phase	Average Class Size		
	2013	2014	2015
Year 7 Secondary – Year 10	19	20	22
Year 11 – Year 12	17	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	57	74	89
Long Suspensions - 6 to 20 days	4	0	2
Exclusions	5	7	4
Cancellations of Enrolment	9	7	3

* 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 delivery

Our distinctive curriculum offerings include:

- A flexible “Quality Pathways” curriculum featuring a course of study tailored to each individual student
- Accelerated programs in QSA (QCAAO) subjects allowing for early University entry
- Combined school/TAFE / University courses in Accounting and Legal Studies
- Foreign language studies in Arabic, Chinese, Vietnamese, German, Italian, French, and Japanese
- TAFE and University early-entry through school negotiation
- A extensive Senior Vocational Educational curriculum in Creative Arts, Creative Media, Horticulture, Hospitality, ICTs, Social and Community Studies, Physical Recreation Studies, Retail and Tourism.

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.

Extracurricular 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
- Interact group
- Leadership program
- Participation of a wide range of academic and cultural competitions
- Concert Band
- Strings Ensemble
- Music: Individual tuition in brass, percussion, strings, woodwind
- Guitar club
- Choir (Vocal FX)
- Homework Club



How Information and Communication Technologies are used to improve learning

A 1 : 1 Laptop program operates that enables ALL students to have access to a high quality 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

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 2015, 99% of parents (161 survey responses) said their child liked coming to school, 100% of parents believed their child is getting a good education at school, while 100% 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 2015, students participated in a range of community service activities including the 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 Council. The Student 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 2015 indicated this to be the case with 94.6% of students receiving satisfactory to excellent behaviour comments.



Yeronga's pastoral care program in 2015 featured a combined Year 7/8 camp to Lake Mogerah, induction program led by Year 11 students for Year 7 students, Year 11 leadership program and camp to Bestbrook Mountain and an active Student Council with representatives from each class.

Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree [#] that:	2013	2014 N = 184	2015 N = 161
their child is getting a good education at school (S2016)	100%	98%	100%
this is a good school (S2035)	97%	99%	100%
their child likes being at this school (S2001)	90%	97%	99%
their child feels safe at this school (S2002)	97%	97%	100%
their child's learning needs are being met at this school (S2003)	100%	99%	99%
their child is making good progress at this school (S2004)	95%	98%	99%
teachers at this school expect their child to do his or her best (S2005)	100%	99%	100%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	100%	98%	100%
teachers at this school motivate their child to learn (S2007)	100%	98%	100%
teachers at this school treat students fairly (S2008)	97%	98%	100%
they can talk to their child's teachers about their concerns (S2009)	100%	98%	100%
this school works with them to support their child's learning (S2010)	94%	98%	100%
this school takes parents' opinions seriously (S2011)	91%	98%	100%
student behaviour is well managed at this school (S2012)	97%	97%	99%
this school looks for ways to improve (S2013)	100%	99%	100%
this school is well maintained (S2014)	100%	98%	100%

Performance measure			
Percentage of students who agree [#] that:	2013	2014	2015
they are getting a good education at school (S2048)	99%	94%	98%
they like being at their school (S2036)	98%	95%	98%
they feel safe at their school (S2037)	97%	92%	98%
their teachers motivate them to learn (S2038)	98%	91%	99%
their teachers expect them to do their best (S2039)	100%	97%	98%
their teachers provide them with useful feedback about their school work (S2040)	97%	93%	97%
teachers treat students fairly at their school (S2041)	88%	87%	93%
they can talk to their teachers about their concerns (S2042)	87%	82%	95%
their school takes students' opinions seriously (S2043)	93%	91%	94%
student behaviour is well managed at their school (S2044)	96%	87%	91%

Performance measure			
Percentage of students who agree [#] that:	2013	2014	2015
their school looks for ways to improve (S2045)	98%	99%	98%
their school is well maintained (S2046)	95%	97%	96%
their school gives them opportunities to do interesting things (S2047)	98%	95%	96%

Performance measure			
Percentage of school staff who agree [#] that:	2013	2014	2015
they enjoy working at their school (S2069)	98%	97%	94%
they feel that their school is a safe place in which to work (S2070)	100%	98%	95%
they receive useful feedback about their work at their school (S2071)	93%	92%	85%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	89%	91%	84%
students are encouraged to do their best at their school (S2072)	99%	98%	99%
students are treated fairly at their school (S2073)	98%	96%	99%
student behaviour is well managed at their school (S2074)	98%	96%	95%
staff are well supported at their school (S2075)	93%	91%	89%
their school takes staff opinions seriously (S2076)	90%	84%	86%
their school looks for ways to improve (S2077)	98%	94%	94%
their school is well maintained (S2078)	93%	95%	93%
their school gives them opportunities to do interesting things (S2079)	91%	95%	94%

[#] '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. 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 8 bilingual teacher aides ensure that the voices of non-english speaking parents are heard.

After the success of the cultural feasts in 2014 hosted by the P & C and members of the school community, another fund raising feast was held in 2015 for the Pacific Island community. The night was a huge success with many family members and members of the community attending.

Reducing the school's environmental footprint

The school's electricity usage had a significant increase from the previous year –mainly due to an increase in the number of airconditioners in the school, a 20% increase of students over the past two years, as well as regional consultancies based at the school. Water usage was considerably more in 2015. The combined effect of a rupture of the schools water main during a works excavation and the lifting of drought restrictions has seen an increase in water use.

The use of e-mail communication and electronic whiteboards in each classroom has reduced the use of hard copies, and the decision to email the school newsletter has made a significant difference to our yearly paper use and environmental footprint. Our newsletters are well received and parents appreciate numeracy and literacy strategies to support student learning.

Environmental footprint indicators		
Years	Electricity kWh	Water kL
2012-2013	297,591	2,301
2013-2014	224,858	459
2014-2015	335,897	2,807

*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.

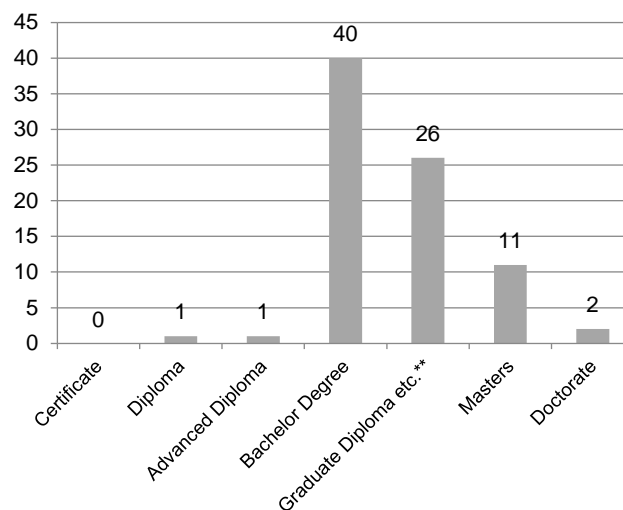
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	88	58	<5
Full-time equivalents	81	40	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	1
Advanced Diploma	1
Bachelor Degree	40
Graduate Diploma etc.**	26
Masters	11
Doctorate	2
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 \$44,362.

The major professional development initiatives are as follows:

- EduTech (IT)
- Dip Business
- IPS Workshops
- Cross Country Approach to Learning
- ACARA initiatives
- Junior Secondary planning
- Faculty release time
- Conferences and Workshops
- ONESCHOOL timetabling and curriculum planning
- Numeracy and Literacy mentoring
- Faculty planning days
- Teaching ESL in the Mainstream

The proportion of the teaching staff involved in professional development activities during 2015 was 100%.

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders	98%	97%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 96% 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

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 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 %)	90%	92%	91%
The attendance rate for Indigenous students at this school (shown as a %)	85%	86%	83%

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%.

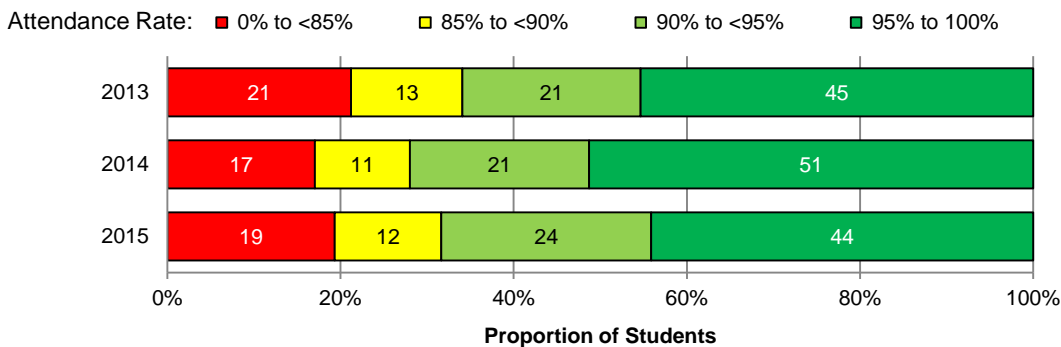
Student attendance rate for each year level (shown as a percentage)						
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013		94%	93%	90%	87%	89%
2014		95%	93%	93%	90%	90%
2015	95%	93%	94%	91%	91%	87%

*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 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.

Care Class rolls are marked daily while teachers mark their class rolls electronically every lesson using the IDAttend program. Care Class teachers follow up reasons for daily absence with students while a member of the administrative staff makes contact with parents for prolonged unexplained 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.

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/>. All of our students including many students whose first language is not english are included in this data. 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.

Apparent retention rates Year 10 to Year 12	2013	2014	2015
Year 12 student enrolment as a percentage of the Year 10 student cohort.	90%	102%	96%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	100%	75%	50%
Outcomes for our Year 12 cohorts	2013	2014	2015
Number of students receiving a Senior Statement	122	137	143
Number of students awarded a Queensland Certificate of Individual Achievement.	0	0	1
Number of students receiving an Overall Position (OP)	19	9	14
Percentage of Indigenous students receiving an Overall Position (OP)	0%	0%	0%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	15	32	28
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	115	127	127
Number of students awarded an Australian Qualification Framework Certificate II or above.	86	105	106
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	109	137	141
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.	89%	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.	98%	100%	99%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	98%	99%	98%

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	5	5	2	0
2014	5	3	1	0	0
2015	6	6	2	0	0

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	99	75	22
2014	98	78	59
2015	95	59	74

Certificate I	Certificate II	Certificate III or above
Active Volunteering Construction	Business Hospitality Retail Tourism Hairdressing Shoemaking Warehousing Visual Arts and Contemporary Craft Information, Digital Media and Technology Automotive Services Logistics Allied Health Animal Services	Accounts Administration Business Information and Digital Media Website Development Media (Film and TV Production) Childcare Disability Services Music Hairdressing Catering Operations Hospitality Fitness Diploma of Business

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2015 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

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 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.

The Annual Report for Yeronga State High School has been endorsed by the Principal and School Council on 24 June 2016



Terry Heath
PRINCIPAL



Karyn Healy
SCHOOL COUNCIL