



Yeronga State High School

# ANNUAL REPORT

# 2018

Queensland State School Reporting

*Every student succeeding*

*State Schools Strategy*

Department of Education



**Queensland**  
Government

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<b>Contact person</b>	Bob Logan, Acting Principal



# From the Principal

## School overview

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 harmonious school where students from the local area including those from diverse backgrounds integrate in a climate of mutual respect and support.

Yeronga State High School is a school that has consistently set high standards and is noted for its outstanding achievements both locally and across the state.

- 2018 Winner - Department of Education International Connecting Globally Award
- 2018 Winner - Department of Education International Global Student Leadership Award
- 2018 Winner - Department of Education International Woman's Day Award
- 2017 Queensland's Top 5 schools OP 1-5
- 2017 State Showcase Finalist - Principal of the year
- 2016 State Winner - Year 9 ICAS Writing Competition
- 2015 State Showcase Finalist - Excellence in Business Partnerships
- 2015 Independent Public School Status awarded
- 2015 Top 4 "Highest Student Gain" School in Queensland - Top 10 in Australia
- 2013 State Showcase Award - 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

Our school's vision, purpose and values are communicated and modelled to students on a daily basis in every classroom through our 4R and 5P foci.

- 4Rs Rights, respect, responsibility and reputation,
- '5Ps' - being positive, punctual, prepared, productive and proud.

The school's responsible-behaviour plan for students emphasises a culture of respect and the creation of optimum conditions for learning.

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, school camps in Years 7, 9 and 11, and an innovative leadership development program.

We pride ourselves on our academic improvement across junior, middle and senior secondary years. Our NAPLAN data includes ALL students at the school many of whom have an EAL/D background. The school's strong developmental learning and 'pathways' focus has produced high level academic and vocational results for Yeronga graduates. This is evidenced by our high rates of OP 1-5 students and students exiting with Vocational certificates, including Diplomas.

Our school community has positive regard for all aspects that make up this vibrant school. This is reflected in our school opinion data. Numerous visitors to 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.



## School progress towards its goals in 2018

<b>PRIORITY:</b> Whole-School SATE Implementation.	
<b>STRATEGY:</b> Modify school processes and provide PD and collaborative planning time to enhance teacher readiness and develop the new senior curriculum.	
ACTION/S	PROGRESS
Collaboration of teachers in Year level KLA teams to plan new senior curriculum program	Achieved
Map cognitions in KLAs - align assessment types and Cognitive Verbs across year levels	Achieved
Enhance student readiness, understanding and learning skills	Achieved

<b>PRIORITY:</b> Effective Pedagogical Practices	
<b>STRATEGY:</b> Develop and implement a Pedagogical Coaching Model, including protocols, processes, and templates for classroom observation, learning walks, and structured feedback	
ACTION/S	PROGRESS
Re-structure leadership team to include a Dean of Pedagogy and Performance, and literacy and numeracy coaches.	Achieved
Review the pedagogical coaching program	Achieved
Develop coaching brochure and enrolment forms and processes for collegial engagement	Achieved

<b>PRIORITY:</b> Yeronga State High School's Vision for the Future	
<b>STRATEGY:</b> Set up a Task Force to develop a Master Plan for the future of Yeronga SHS.	
ACTION/S	PROGRESS
Convene a community consultation forum	Achieved
Appoint a school communications and marketing officer	Achieved
Establish a working party to integrate the future vision within the school culture	Ongoing
Creation and endorsement of the strategic master plan	Achieved

## Future outlook

<b>Focus Area :</b> Successful Learners		
<b>Priorities :</b> <ul style="list-style-type: none"> <li>Capabilities: Literacy, Numeracy, Digital Literacy, Critical &amp; Creative Thinking</li> <li>Targeted Teaching &amp; Engagement</li> </ul>		
Strategy	Measure of Success	Timeline
<ul style="list-style-type: none"> <li>Further develop literacy, numeracy, and critical and creative thinking capabilities across the curriculum through:</li> <li>Use PLT and Faculty Meeting time to analyse student data, monitor progress across all Year levels and plan intervention through targeted teaching and Learning Sprints or Data Model.</li> <li>Review, Implement and embed a comprehensive STEAM Program, including Y Connect.</li> </ul>	<ul style="list-style-type: none"> <li>Increasing the number of teachers using diagnostic testing and Bandscales to target improvement.</li> <li>Yrs 7/8/9 teachers using PLT time to undertake Learning Sprints</li> <li>A raised profile of STEAM with an increased number of students participating in STEAM projects/ activities and Y Connect.</li> </ul>	T1-4  T1-4  T1-4





# Our school at a glance

## School profile

**Coeducational or single sex** Coeducational

**Independent public school**

**Year levels offered in 2018**

**Student enrolments**

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	739	762	758
Girls	326	362	372
Boys	413	400	386
Indigenous	16	17	15
Enrolment continuity (Feb. – Nov.)	93%	91%	90%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.

## Characteristics of the student body

### Overview

In 2018, the student body consisted of individuals from over 65 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

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Year 7 – Year 10	20	21	20
Year 11 – Year 12	18	17	16

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

## 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 through Brisbane School of Distance Education for German, 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 interact in a climate of mutual support. In 2018, 98% of parents said their child liked being at this school, 97% of parents believed their child is getting a good education at school, while 97% 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 2018, students participated in a range of community service activities including Multicultural Day, 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. 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. Yeronga's students are genuinely proud of their school and its achievements wearing the uniform with pride and behaving positively toward others. An analysis of Semester 1 and 2 student reports for 2018 indicated this to be the case with 95.4% of students receiving satisfactory to excellent behaviour comments.

Yeronga's pastoral care program in 2018 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

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	99%	98%	97%
• this is a good school (S2035)	99%	99%	98%
• their child likes being at this school* (S2001)	99%	96%	98%
• their child feels safe at this school* (S2002)	97%	98%	97%
• 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)	100%	97%	97%
• teachers at this school expect their child to do his or her best* (S2005)	99%	99%	96%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	99%	99%	95%
• teachers at this school motivate their child to learn* (S2007)	100%	98%	97%
• teachers at this school treat students fairly* (S2008)	99%	98%	98%
• they can talk to their child's teachers about their concerns* (S2009)	99%	99%	97%
• this school works with them to support their child's learning* (S2010)	99%	99%	97%
• this school takes parents' opinions seriously* (S2011)	100%	98%	97%
• student behaviour is well managed at this school* (S2012)	98%	96%	98%
• this school looks for ways to improve* (S2013)	99%	99%	97%
• this school is well maintained* (S2014)	99%	96%	98%

\* 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.



Table 4: Student opinion survey

Percentage of students who agree* that:	2016	2017	2018
• they are getting a good education at school (S2048)	99%	93%	97%
• they like being at their school* (S2036)	96%	92%	95%
• they feel safe at their school* (S2037)	98%	90%	98%
• their teachers motivate them to learn* (S2038)	97%	88%	94%
• their teachers expect them to do their best* (S2039)	99%	92%	97%
• their teachers provide them with useful feedback about their school work* (S2040)	94%	88%	95%
• teachers treat students fairly at their school* (S2041)	89%	79%	79%
• they can talk to their teachers about their concerns* (S2042)	89%	80%	79%
• their school takes students' opinions seriously* (S2043)	97%	82%	87%
• student behaviour is well managed at their school* (S2044)	92%	76%	83%
• their school looks for ways to improve* (S2045)	99%	90%	96%
• their school is well maintained* (S2046)	95%	90%	93%
• their school gives them opportunities to do interesting things* (S2047)	97%	95%	96%

\* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree* that:	2016	2017	2018
• they enjoy working at their school (S2069)	94%	97%	97%
• they feel that their school is a safe place in which to work (S2070)	95%	97%	98%
• they receive useful feedback about their work at their school (S2071)	89%	89%	90%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	87%	89%	90%
• students are encouraged to do their best at their school (S2072)	99%	96%	97%
• students are treated fairly at their school (S2073)	98%	97%	98%
• student behaviour is well managed at their school (S2074)	91%	88%	93%
• staff are well supported at their school (S2075)	84%	88%	94%
• their school takes staff opinions seriously (S2076)	83%	90%	89%
• their school looks for ways to improve (S2077)	95%	96%	97%
• their school is well maintained (S2078)	100%	97%	96%
• their school gives them opportunities to do interesting things (S2079)	90%	89%	90%

\* 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 education programs

### 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

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	134	104	147
Long suspensions – 11 to 20 days	4	1	3
Exclusions	4	5	5
Cancellations of enrolment	3	9	12

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

## Environmental footprint

### Reducing this school's environmental footprint

The decrease in electricity and water is commensurate with our focus on improving environmental sustainability. This is also included as an improvement priority of Yeronga State High School's Strategic Plan.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	400,486	385,227	371,958
Water (kL)	6,574	14,386	10,445

Note:

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

\*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.





## 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](http://www.myschool.edu.au/) website at.

#### How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website	
Search by school name or suburb		
Go		
School sector	School type	State

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile
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4. Click on 'Finances' and select the appropriate year to view the school financial information.

School profile	NAPLAN	Attendance	Finances	VET in schools	Senior secondary	Schools map
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Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.



## Our staff profile

### Workforce composition

#### Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	80	59	<5
Full-time equivalents	75	42	<5

\*Teaching staff includes School Leaders.

\*\* *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

#### Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	1
Masters	23
Graduate Diploma etc.*	22
Bachelor degree	39
Diploma	1
Certificate	

\*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 2018 were \$87000

The major professional development initiatives are as follows:

- Training and Assessment Education (TAE)
- 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 2018 was 100%.



## Staff attendance and retention

### Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	96%	97%	96%

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

From the end of the previous school year, 95% of staff were retained by the school for the entire 2018.

## Performance of our students

## Key student outcomes

### Student attendance

The overall student attendance rate in 2018 for all Queensland state Secondary schools was 89%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	91%	90%	90%
Attendance rate for Indigenous** students at this school	82%	85%	82%

\* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

\*\* *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep			
Year 1			
Year 2			
Year 3			
Year 4			
Year 5			
Year 6			

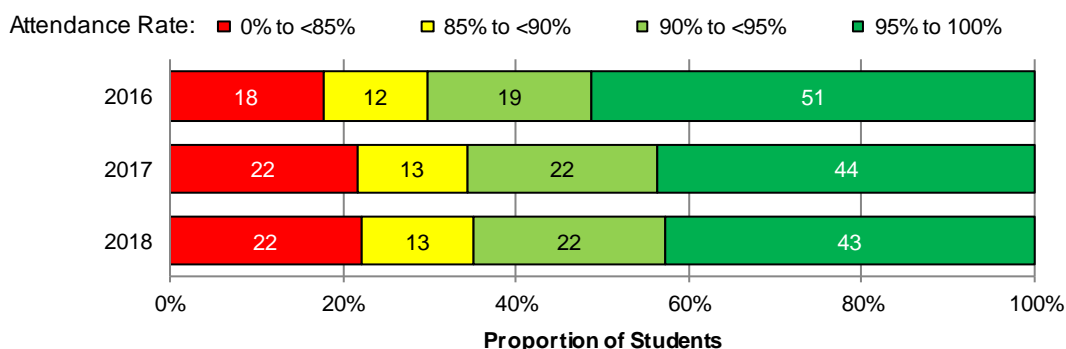
Year level	2016	2017	2018
Year 7	95%	94%	93%
Year 8	95%	92%	92%
Year 9	93%	93%	89%
Year 10	92%	90%	90%
Year 11	90%	88%	89%
Year 12	89%	87%	89%

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

## Student attendance distribution

Graph 1: Proportion of students by attendance rate



## Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland 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.

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 NAPLAN tests are available via the [My School](#) website.

### How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school

Search website

Go

School sector

School type

State

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

School profile

NAPLAN

Attendance

Finances

VET in schools

Senior secondary

Schools map

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.

## Year 12 Outcomes

Tables 13–15 show for this school:

- a summary of Year 12 outcomes
- the number of Year 12 students in each OP band
- the number of Year 12 students awarded a VET qualification.

Details about the types of outcomes for students who finish Year 12 are available in the annual [Year 12 outcomes report](#).

Additional information about the AQF and the IBD program are available at [www.aqf.edu.au](http://www.aqf.edu.au) and [www.ibo.org](http://www.ibo.org).

Table 13: Outcomes for our Year 12 cohorts

Description	2016	2017	2018
Number of students who received a Senior Statement	155	126	121
Number of students awarded a QCIA	0	0	1
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	155	126	120
Percentage of Indigenous students awarded a QCE at the end of Year 12	100%	100%	100%
Number of students who received an OP	14	10	19
Percentage of Indigenous students who received an OP	25%	0%	0%
Number of students awarded one or more VET qualifications (including SbAT)	145	120	115
Number of students awarded a VET Certificate II or above	134	103	107
Number of students who were completing/continuing a SbAT	35	15	12
Number of students awarded an IBD	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD	100%	100%	89%
Percentage of Year 12 students who were completing or completed a SbAT or were awarded one or more of the following: QCE, IBD, VET qualification	100%	100%	99%
Percentage of QTAC applicants who received a tertiary offer.	99%	100%	100%

Notes:

- The values above:
  - are as at 11 February 2019
  - exclude VISA students (students who are not Australian citizens or permanent residents of Australia).
- *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 14: Overall Position (OP)

OP band	2016	2017	2018
1-5	2	5	3
6-10	9	4	9
11-15	3	1	5
16-20	0	0	2
21-25	0	0	0

Note:

The values in table 14:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Table 15: Vocational Education and Training (VET)

VET qualification	2016	2017	2018
Certificate I	43	79	89
Certificate II	97	81	72
Certificate III or above	95	54	61

Note:

The values in table 15:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

**Certificate I**

- Construction
- Information, Digital Media and Technology (IDMT)

**Certificate II**

- Applied Language (Chinese)
- Business
- Engineering Pathways
- Furniture Making Pathways
- Health Pathways
- Hospitality
- Information, Digital Media and Technology (IDMT)
- Landscaping
- Retail Services
- Visual Arts

**Certificate III or above**

- Accounts Administration
- Chinese
- Health Pathways
- Hospitality
- Screen and Media
- Diploma of Business

## Apparent retention rate – Year 10 to Year 12

Table 16: Apparent retention rates for Year 10 to Year 12 for this school

Description	2016	2017	2018
Year 12 student enrolment as a percentage of the Year 10 student cohort	107%	102%	100%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort	200%	133%	50%

Notes:

1. The apparent retention rate for Year 10 to Year 12 = the number of full time students in Year 12 expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).
2. *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

## Student destinations

The Queensland Department of Education conducts [annual surveys](#) that capture information about the journey of early school leavers and Year 12 leavers from school to further study and employment.

### Early school leavers

The destinations of young people who left this school in Year 10, 11 or before 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, Deans of Students, 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. Others 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.

## Next Step – Post-school destinations

The results of the 2019 Next Step post-school destinations survey, *Next Step – Post-School Destinations* report (information about students who completed Year 12 in 2018), will be uploaded to this school's website in September 2019.

To maintain privacy and confidentiality of individuals, schools with fewer than five responses will not have a report available.

This school's report will be available at

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

