

Postal address	PO Box 123 Yorkeys Knob 4878
Phone	(07) 4080 0333
Fax	(07) 4080 0300
Email	the.principal@yorkknobss.eq.edu.au
Webpages	Additional reporting information pertaining to Queensland state schools is located on the <a href="#">My School</a> website and the Department's <a href="#">Right to Information site</a> .
Contact Person	Principal – Rod Kettle

## Principal's foreword

### Introduction

Yorkeys Knob State School is nestled in a quiet backstreet of the beachside community north of Cairns. We pride ourselves on knowing all our students so that we can cater for them individually.

This report is a snapshot of data that provides some insight into the school's operations. It does not convey the warm, community feel that can be seen in the welcoming smiles of the students, parents and staff. It only partially demonstrates the culture of "Challenging Yourself" which is the school motto.

The information and data displayed can be more usefully contextualised by visiting the school and getting to know us a little better.

### School progress towards its goals in 2011

The school students again produced significant improvement against key indicators. These include the Yr3/5/7 NAPLAN tests which showed 2011 results for students were significantly above State and Federal averages relative to 2008 data. The school implemented more rigorous testing protocols to track all students more effectively as well as pedagogical processes to support students more effectively in the undertaking of these tests.

### Future outlook

The 2011-2013 Strategic Plan has identified five key areas for development :

1. Excellence in Literacy, Numeracy and Science
2. Development of the school as a technology hub
3. Quality Teaching Practice
4. Student Engagement and Behaviour

# Our school at a glance

## School Profile

**Coeducational or single sex:** Coeducational

**Year levels offered:** Prep - Year 7

**Total student enrolments for this school:**

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2011 – Nov 2011)
200	75	125	86%

### Characteristics of the student body:

Students attending the school come from a wide geographic area extending from Clifton Beach in the north to central Cairns. Many parents choose to have their children attend the school because of its relatively small student population and experienced teaching staff.

### Class sizes – Proportion of school classes achieving class size targets in 2011

Phase	Average Class Size
Prep – Year 3	25
Year 4 – Year 10	24.7
Year 11 – Year 12	n/a
All Classes	24.9

### School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	3
Long Suspensions - 6 to 20 days	0
Exclusions	0
Cancellations of Enrolment	0

## Curriculum offerings

### Our distinctive curriculum offerings:

- Instrumental music
- Perceptual motor program
- Technology – ICT
- Student Wide Positive Behaviour Support

### Extra curricula activities:

- Sport – rugby league, soccer, AFL
- Public speaking
- Art/craft
- Choir
- Band

Environmental Studies (School garden and Forest Track)

### How Information and Communication Technologies are used to assist learning:

Throughout the school we implement the Essential Learnings ICT Cross Curricular priorities. These include: Inquiring with ICT, Creating with ICT, Communicating with ICT, Ethics, Issues and ICT and Operating with ICT. To assist us with these priorities all teaching staff use the Student ICT Expectations to plan meaningful and engaging learning experiences that incorporate the use of ICT.

Classes access the Learner Response Technology through the ActivExpressions. The class set of devices allows everyone in the class to participate in questioning and allows all students the opportunity to have their say simultaneously.

P-1 students are equipped with a number of new laptops allowing them to access resources in a more flexible learning environment.

Our school wide subscription of Mathletics allows every student to have 24 hour access and support to Mathematical concepts, problems and challenges. Students are engaged and motivated to learn and it provides a perfect link between home and school.

While these are a few examples of ICT tools enhancing learning, throughout all classes, all digital resources and tools are integrated within KLA's to empower and engage learners in a wide range of student centred, project based learning.

## Social climate

The school utilises the SWPBS (School-Wide Positive Behaviour Support) to frame the social climate of the school. The desirable qualities of Cooperation, Getting Along, Organisation, Confidence and Resilience are acknowledged across the school by all staff and students.

The three school rules are;

Be Safe

Be Respectful

Be Responsible

Students are encouraged to look after their schoolmates through the use of Buddy Classes and multi-aged classrooms.

## Parent, student and teacher satisfaction with the school

Over the last ten years parent satisfaction levels have shown steady improvement and student satisfaction levels have been in a slow decline. However, 2011 data reversed these trends.

Staff satisfaction levels have remained steady. Changes made to human and physical resources at the school aim to improve student satisfaction levels (e.g. organised lunchtime games, choir, band, ICT access, art/craft sessions, improved Responsible Behaviour Plan for Students)

Performance measure	Result 2011
Percentage of parents/caregivers satisfied that their child is getting a good education at school	61%
Percentage of students satisfied that they are getting a good education at school	89%
Percentage of parents/caregivers satisfied with their child's school	78%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	59%
Percentage of staff members satisfied with morale in the school	89%

## Involving parents in their child's education

The major focus for parental involvement is through the school's Parents & Citizens Association which meets monthly. The P&C has an increasingly complex role within the school assisting with policy development and implementation as well as fundraising for special projects. Parents are also most welcome to come along as volunteers in the classroom, assisting with reading, attending excursions and generally helping out. The tuckshop is also looking for volunteers to assist in the preparation of nutritious food for student lunches and snacks.

## Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

The school developed a School Environment Manager Plan (SEMP) and worked on an Energy Efficiency Project to reduce power and water consumption. This was countered by new buildings coming on line from the BER project which greatly increased energy needs

Environmental footprint indicators, 2010-2011

	Electricity KwH	Water KL
2011	137,000	1,698
2010	150,825	1,905
% change 10 - 11	-9%	-11%

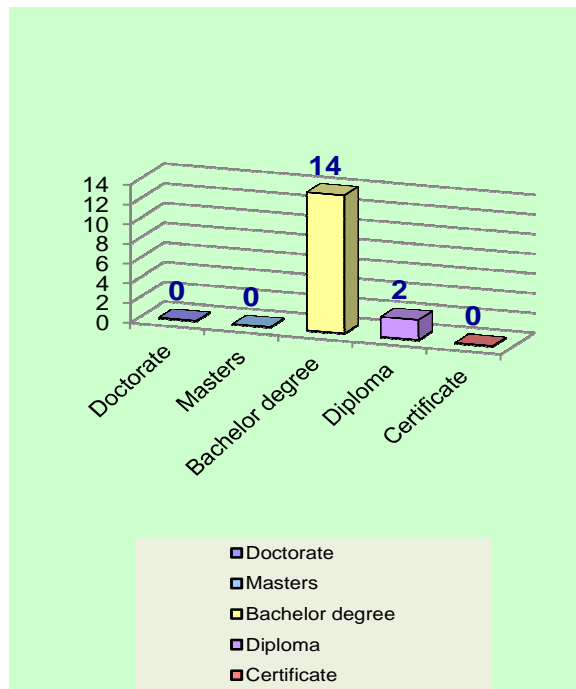
# Performance of our students

## Staff composition, including Indigenous staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	15	9	<5
Full-time equivalents	11	6	<5

## Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	0
Bachelor degree	14
Diploma	2
Certificate	0



## Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was \$6500.

The major professional development initiatives are as follows:

Information Communication Technology

OneSchool

Mathematics

English

The proportion of the teaching staff involved in professional development activities during 2011 was 100%.

## Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 95% in 2011.

## Proportion of staff retained from the previous school year

From the end of the previous school year, 100% of staff was retained by the school for the entire 2011 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/>

Full-time equivalent enrolments relating to recurrent income and capital expenditure 177

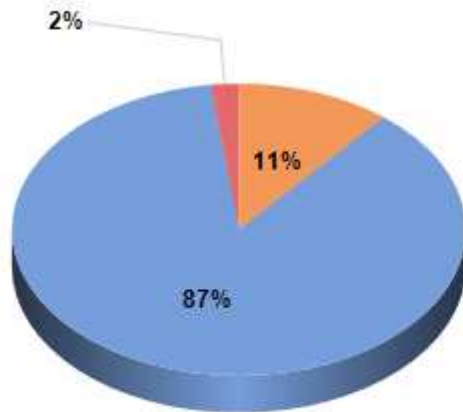
## Interpreting school financial information

The following table and charts summarise the recurrent and other income of the selected school together with its capital expenditure for the 2010 calendar year. Caution should be taken in using the information presented below when making direct funding comparisons between schools. The financial resources available to schools are directly influenced by the nature of the school (including its location and profile), its programs and its operations. For further information on the methods used and on the comparability of the data, [click here](#). For further information on financial reporting for non-government multi-campus schools, [click here](#).

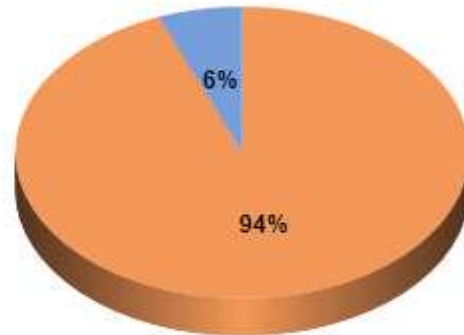
Net recurrent income 2010	\$ Total	\$ Per student
<span style="display: inline-block; width: 15px; height: 15px; background-color: #e67e22; border: 1px solid #000; margin-right: 5px;"></span> Australian Government recurrent funding	226,595	1,280
<span style="display: inline-block; width: 15px; height: 15px; background-color: #3498db; border: 1px solid #000; margin-right: 5px;"></span> State/Territory Government recurrent funding	1,724,001	9,740
<span style="display: inline-block; width: 15px; height: 15px; background-color: #27ae60; border: 1px solid #000; margin-right: 5px;"></span> Fees, charges and parent contributions	2,964	17
<span style="display: inline-block; width: 15px; height: 15px; background-color: #e91e63; border: 1px solid #000; margin-right: 5px;"></span> Other private sources	37,667	213
<b>Total gross income</b> (excluding income from government capital grants)	1,991,227	11,250
Less <a href="#">Deductions</a>	<b>0</b>	<b>0</b>
Total net recurrent income	1,991,227	11,250
Capital expenditure 2010		
<span style="display: inline-block; width: 15px; height: 15px; background-color: #e67e22; border: 1px solid #000; margin-right: 5px;"></span> Australian Government capital expenditure	1,702,750	
<span style="display: inline-block; width: 15px; height: 15px; background-color: #3498db; border: 1px solid #000; margin-right: 5px;"></span> State/Territory Government capital expenditure	102,646	
<span style="display: inline-block; width: 15px; height: 15px; background-color: #f1c40f; border: 1px solid #000; margin-right: 5px;"></span> New school loans	0	
<span style="display: inline-block; width: 15px; height: 15px; background-color: #9b59b6; border: 1px solid #000; margin-right: 5px;"></span> Income allocated to current capital projects	0	
<span style="display: inline-block; width: 15px; height: 15px; background-color: #e91e63; border: 1px solid #000; margin-right: 5px;"></span> Other	0	
Total capital expenditure	1,805,396	

# Performance of our students

**Total gross income 2010**  
(excluding income from government capital grants)



**Total capital expenditure 2010**



## Key student outcomes

### Student attendance - 2011

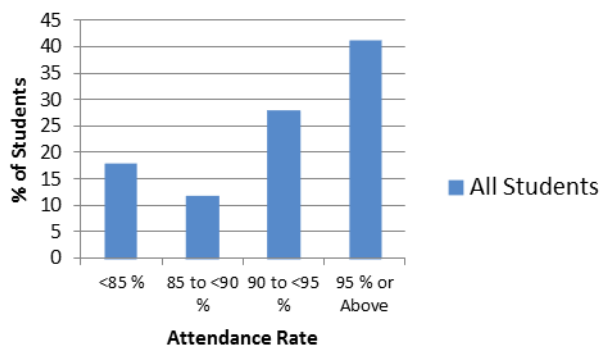
The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 91%. The overall attendance rate for all Queensland state Primary schools over the same period was 92%.

### Student attendance rate for each year level

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
90%	90%	93%	91%	95%	90%	91%					

### Student Attendance Distribution

The proportions of students by attendance range.



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

## Performance of our students

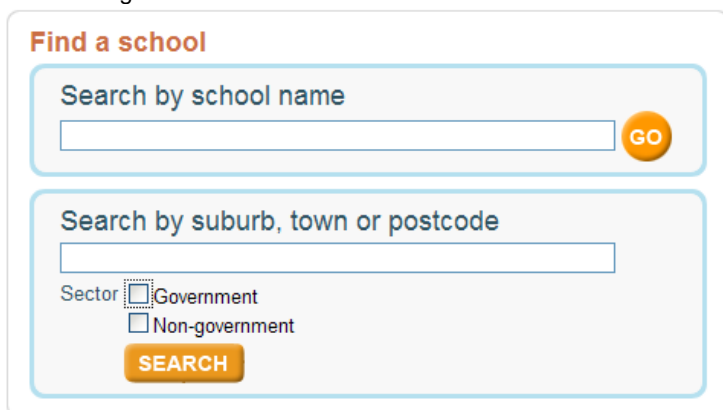
Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

Rolls are marked daily at 9:15am and again at 1:30pm. Parents are contacted by when a student has been absent for more than three days. In pre-arranged circumstances parents will be notified immediately if their child is not at school. The Principal or other school representative makes home visits if attendance is infrequent.

### National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

To access our NAPLAN results, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.



The screenshot shows a search interface titled "Find a school". It contains two main search sections. The first section is "Search by school name", which includes a text input field and a yellow "GO" button. The second section is "Search by suburb, town or postcode", which includes a text input field, a "Sector" label with two radio button options: "Government" and "Non-government", and a yellow "SEARCH" button.

Where it says '**Search by school name**', type in the name of the school whose NAPLAN results you wish to view, and select **<GO>**'.

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.



### **Achievement – Closing the Gap**

Indigenous students make up 14% of total student enrolment. There are no reportable Year 3 Mean Scale Scores for 2011.

11.1% of Indigenous students have an attendance rate <80%. This is compared with a total school percentage of 2.4% of students with <80% attendance. Compared with Queensland State attendance rates our Indigenous students are comparable with the average and our total percentage is above State average.