Yorkeys Knob State School (0757)

Queensland State School Reporting

2012 School Annual Report
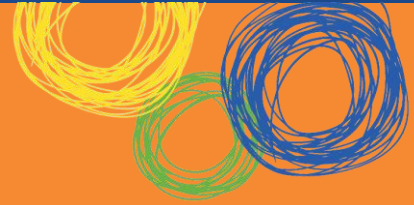
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Webpages	Additional reporting information pertaining to Queensland state schools is located on the *My School* website and the Queensland Government data website.
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Principal's foreword

Introduction

This report presents a snapshot of data relating to Yorkeys Knob State School. This information is useful when used in context. To complete the picture readers should take the time to visit the school, if possible, and meet the students, parents and staff who make up our school community and hear their stories and share their experiences of the school.

School progress towards its goals in 2012

Yorkeys Knob State School: Annual Implementation Plan 2013

In all schools in the FNQ Region in 2013 school improvement planning and work will focus on:

1. Improving teaching:

a. Explicit teaching practices in all classrooms

b. The teaching of reading, writing and numeracy

c. Teachers refining and embedding the C2C curriculum and foundational learning programs

d. Leaders coaching and supervising teachers

2. Refining and embedding data based decision making:

a. Using data to set school benchmarks, targets and short term individual student goals

The FNQ Service Commitment:

100% of students graduate as confident, healthy young Australians and achieve:

- An OP and enter university or

- A clear VET pathway to employment or

- Paid employment of 25+ hrs/week or

- Alternative pathways for some students with special needs.

b. *Measuring and monitoring school and student improvement*

3. Implementing SLT models and tools at all leadership levels:

Systems:

   a. *P & A Systems: SRD, AAP, WPR, ISR*

   b. *Attendance System (Sem. 1)*

   c. *Explicit Teaching System (Sem. 2)*

   d. *Behaviour System (Sem. 2)*

   Task Assignment tool

   4. Connecting parents and caregivers with their children's learning.

School Improvement Priorities and Strategies for 2013

Priority 1: Improving teaching.

Strategy 1.1: Differentiation model development

Strategy 1.2: Explicit Teaching Agenda - coaching and feedback, profiling

Priority 2: Refining and embedding data based decision making.

Strategy 2.1: Target setting goals for all students

Strategy 2.2 Data w all for reading/letter/sound recognition

Strategy 2.3 Pat R/Pat M/Pat S testing in February/September

Strategy 2.4 Whole school assessment and reporting plan embedded + Guide To Assessment and Classroom expectations

Strategy 2.5 PD - whole school analysis of NAPLAN/Pat data

Priority 3: Refining and embedding Planning & Accountability Systems at all leadership levels.

Strategy 3.1: Developing Performance Plans for all staff (SRD)

Strategy 3.2: Clarified role expectations

Priority 4: Connecting parents and caregivers with their children's learning.

Strategy 4.1:Target setting meetings -Feb, Target Setting Review s - July

Strategy 4.2 : New sletters/website to contain student w ork

Strategy 4.3 : e-mail/communication books for students

Strategy 4.4: School w ork displayed at local shopping centre

Strategy 4.5 Mathletics accessed from home

Strategy 4.6 Class Edstudios accessed from home

Priority 5: Improving Reading Comprehension

Strategy 5.1: Professional Development for all teaching staff on reading comprehension

Strategy 5.2: Resources audited and purchased to develop reading comprehension

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Strategy 5.3: Data analysed and differentiation applied in classrooms

Strategy 5.4: A whole school Reading Comprehension Plan developed and implemented.

Future outlook

The key focus area in 2012 and 2013 is improving reading comprehension skills for all students. For our school, it is not sufficient to be able to read the words on the page. Our aim is for our students to engage in the reading process for enjoyment, understanding and entertainment.

Our school at a glance

Coeducational or single sex: Coeducational

Year levels offered in 2012:   Prep - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	177	72	105	90%
2011	195	76	119	86%
2012	212	82	130	85%

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

Characteristics of the student body:

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.

Average Class sizes

Phase	Average Class Size		
	2010	2011	2012
Prep – Year 3	22	25	23
Year 4 – Year 10	23	25	20
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2010	2011	2012
Short Suspensions - 1 to 5 days	10	3	8
Long Suspensions - 6 to 20 days	2	0	1
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

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Curriculum offerings

Our distinctive curriculum offerings

Our distinctive curriculum offerings:
- Instrumental music
- Perceptual motor program
- Technology – ICT
- Student Wide Positive Behaviour Support

Extra curricula activities:
- Sport
- 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.

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Parent, student and staff satisfaction with the school

Performance measure *(Nationally agreed items shown*)*

Percentage of parents/caregivers who agree that:	2012#
their child is getting a good education at school	83.3%
this is a good school	83.3%
their child likes being at this school*	83.3%
their child feels safe at this school*	83.3%
their child's learning needs are being met at this school*	83.3%
their child is making good progress at this school*	88.9%
teachers at this school expect their child to do his or her best*	88.9%
teachers at this school provide their child with useful feedback about his or her school work*	88.9%
teachers at this school motivate their child to learn*	88.9%
teachers at this school treat students fairly*	82.4%
they can talk to their child's teachers about their concerns*	88.9%
this school works with them to support their child's learning*	94.4%
this school takes parents' opinions seriously*	76.5%
student behaviour is well managed at this school*	72.2%
this school looks for ways to improve*	87.5%
this school is well maintained*	88.9%

Performance measure *(Nationally agreed items shown*)*

Percentage of students who agree that:	2012#
they are getting a good education at school	84.4%
they like being at their school*	78.1%
they feel safe at their school*	90.6%
their teachers motivate them to learn*	93.8%
their teachers expect them to do their best*	100.0%
their teachers provide them with useful feedback about their school work*	87.5%

teachers treat students fairly at their school*	78.1%
they can talk to their teachers about their concerns*	84.4%
their school takes students' opinions seriously*	84.4%
student behaviour is well managed at their school*	75.0%
their school looks for ways to improve*	90.6%
their school is well maintained*	81.3%
their school gives them opportunities to do interesting things*	84.4%

Performance measure *(Nationally agreed items shown*)*	
Percentage of school staff who agree:	2012#
that they have good access to quality professional development	73.7%
with the individual staff morale items	94.7%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW = Data withheld to ensure confidentiality.

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.

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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.   The school's grassed areas and gardens are irrigated using Class A+ water supplied by Cairns Regional Council through the State Government Cleaner Seas Project.   Water quality is laboratory tested on a regular basis and all irrigation is undertaken during the middle of the night when there is no one on site.   The big positive for the school is that the extremely poor sandy soils are able to sustain the beautiful grounds of the school.

|	Environmental footprint indicators	
	Electricity kWh	Water kL
2009-2010	150,825	1,905
2010-2011	137,000	1,698
2011-2012	151,901	1,946

Our staff profile

Staff composition, including Indigenous staff

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	17	10	<5
Full-time equivalents	11.3	6.9	<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
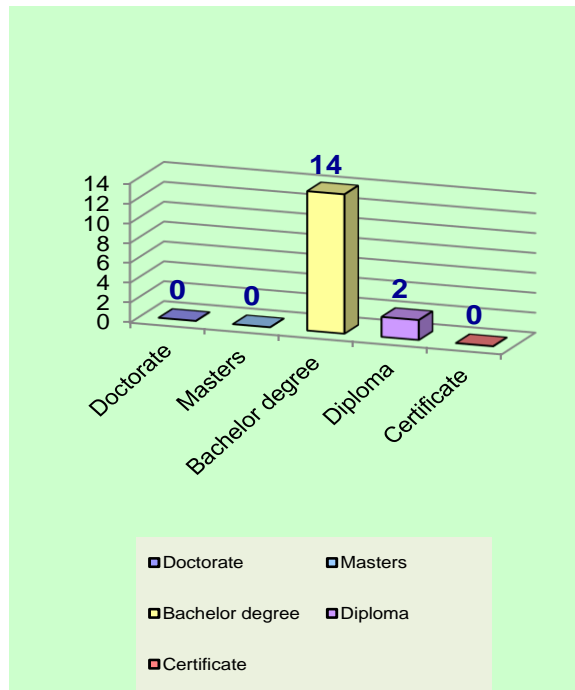
Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were $9000. This is a significant amount in a school with only eight classes.

The major professional development initiatives are as follows:

In 20122 staff professional development focussed on the implementation of the C2C curriculum, explicit teacher agenda and reading comprehension.

The proportion of the teaching staff involved in professional development activities during 2012 was 100%.

Our staff profile

Average staff attendance	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	96.8%	95.4%	95.4%

Proportion of staff retained from the previous school year

From the end of the previous school year, 82.3% of staff was retained by the school for the entire 2012 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.**

Where it says **'Search by school name'**, type in the name of the school 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 given access to the school's My School entry web page.

School financial information is available by selecting **'School finances'** in the menu box in the top left corner of the school's entry web page. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.
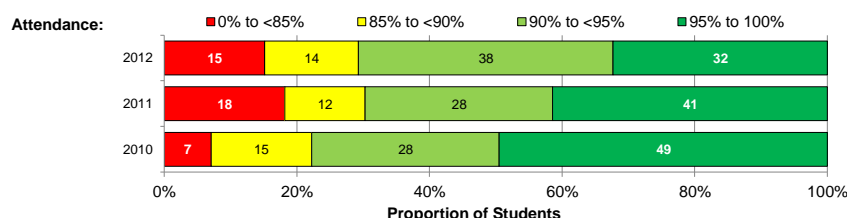
Key student outcomes

Student attendance	2010	2011	2012
The overall attendance rate for the students at this school (shown as a percentage).	94%	91%	92%

The overall attendance rate in 2012 for all Queensland state Primary schools was 93%.

Student attendance rate for each year level (shown as a percentage)												
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2010	94%	92%	96%	94%	95%	93%	92%					
2011	90%	90%	93%	91%	95%	90%	91%					
2012	93%	92%	90%	90%	92%	93%	93%					

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.

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

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2012	15	14	38	32
2011	18	12	28	41
2010	7	15	28	49

Description of how non-attendance is managed by the school

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.

All students have attendance monitored. Parents may notify the school in person, via e-mail or phone through absences. Class teachers or other school staff will contact parents when there has been three consecutive days absence without notification.

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.**

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Find a school

Search by school name

[   ] **GO**

Search by suburb, town or postcode

[   ]

Sector ☐ Government
        ☐ Non-government

SEARCH

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

The school is unable to provide specific information on Closing the Gap performance for Indigenous students as cohort numbers are <5. In broad terms, classroom expectations and outcomes for Indigenous students are similar to other groups.

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