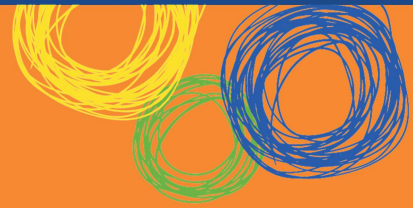


Yorkeys Knob State School (0757)

Queensland State School Reporting

2013 School Annual Report



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 My School website and the Queensland Government data website.
Contact Person	Mr Rod Kettle

Principal's foreword

Introduction

Welcome to Yorkeys Knob State School, our special place on the tropical northern beaches of Cairns, Australia. 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.

Our enrolment numbers are quite small compared to other schools in the Cairns area giving our students the opportunity to learn and grow as individuals, supported by a team of dedicated teachers, specialists and support staff.

Our curriculum foci are English, Mathematics, Science, History and Geography complemented by the other Key Learning Areas, Technology, the Arts, Health and Physical Education, and Languages Other Than English. We place a strong emphasis on the teaching of Reading as it is the foundation for learning.

Our motto, Challenge Yourself, encourages students to achieve at their very best. For some students that will translate into academic or sporting excellence. For others it will be in the satisfaction of 'having a go' and being proud of their efforts.

Queensland State School Reporting

2013 School Annual Report



School progress towards its goals in 2013

Throughout 2013, Yorkeys Knob State School worked hard to achieve the following priorities.

School Improvement Priorities and Strategies for 2013	Achieved	Working towards in 2014
<u>Improving Teaching</u> Differentiation model was developed and is being implemented in all classrooms. Explicit teaching agenda was implemented with professional development, coaching and feedback provided across the school.	✓ ✓	✓
<u>Refining and Embedding Data Based Decision Making</u> Target setting goals for all students Data wall for reading, letter sound recognition and sight words Pat R, Pat M and Pat S testing in February and September Whole school assessment and reporting plan embedded + Guide to assessment and classroom expectations Whole school analysis of NAPLAN and Pat data	✓ ✓ ✓	✓ ✓ ✓ ✓ ✓
<u>Refining and embedding Planning and Accountability Systems at all leadership levels</u> Developing performance plans for all staff (SRD) Clarified role expectations	✓	✓
<u>Connecting parents and caregivers with their children's learning</u> Target setting meetings in February and July Newsletters/website to contain student work Email and communication books for all students School work displayed at local shopping centre Mathletics accessed from home Class Edstudios accessed from home	✓ ✓ ✓ ✓ ✓	✓
<u>Improving Reading Comprehension</u> Professional development for all teaching staff on reading comprehension Resources audited and purchased to develop reading comprehension Data analysed and differentiation applied in classrooms A whole school Reading and Comprehension Plan developed and implemented	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓

Queensland State School Reporting

2013 School Annual Report



Future outlook

The key focus area in 2014 is improving our reading comprehension skills for all students. Writing and Numeracy are achieving good outcomes in our school results and it is therefore critical that we improve our reading.

Yorkeys Knob State School will work towards improving the following areas as outlined in our School Implementation Plan.

Regional Priorities

1. Improving teaching
 - Explicit Teaching practices in all classrooms
 - The teaching of reading, writing and numeracy
 - Teachers refining and embedding the C2C curriculum and foundational learning programs
 - Leaders coaching and supervising teachers
2. Refining and embedding data based decision making
 - Using data to set school benchmarks, targets and short term individual student goals
 - Measuring and monitoring school and student improvement
3. Implementing SLT models and tools at all leadership levels
4. Connecting Parents and caregivers with their children's learning

Explicit Improvement Agenda

- Implementation of Great Results Guarantee plan
- Setting clear targets
- Communicating targets and expectations in newsletters, website and parades.

Effective Teaching Practices

- Target setting for all students
- Data walls for reading, letter/sound recognition and sight words
- Pat R, Pat M and Pat S testing in September
- Whole school Assessment and Reporting Plan and Guide to Assessment and Classroom Expectations documents implemented.
- Coaching in reading and comprehension practices
- Implementing evidence based teaching practices.
- Whole school analysis of NAPLAN and Pat data

Analysis and Discussion of Data

- Developing Performance Plans for all staff (SRD)
- Clarified role expectations – data collection and analysis
- Moderation at sector level on five week cycle
- SWPBS data collection and analysis on behaviour – once per term

Systematic Curriculum Delivery

- Newsletters/website to contain student work
- Communication books for all students and emailing parents
- School work displayed at local shopping centre
- Mathletics accessed from home
- Whole school reading program

Queensland State School Reporting

2013 School Annual Report



Differentiated Classroom Learning

- Professional development for all teaching staff on reading comprehension
- Resources audited and purchased to develop reading comprehension
- Data analysed and differentiation applied in classrooms
- A whole school Reading and Comprehension Plan developed and implemented
- Nationally Consistent Data Collection – MSSWD
- Special Provisions in Oneschool for all student identified

Expert Teaching Team

- ASD professional development for all teaching and leadership team
- Explicit teaching coaches trained and supported by lead coaches
- Prime Mover role to identify, analyse and plan with teachers to implement literacy/numeracy programs

Culture the Promotes Learning

- Academic, attendance and behaviour expectations set for all students by parent/teacher/student
- Unit overviews and Guide to Making Judgements shared between parents/teachers at commencement of units
- Implementation of Parent/Community Engagement Framework
- Target setting meeting Feb and July
- Celebrations of learning – newsletters, parades, open nights, awards etc.

Targeted Use of School Resources

- STLaN embedded in year 1/2 classes to improve Literacy outcomes
- Whole school Spelling Mastery and Jolly Phonics Programs implemented
- Education Guarantor – Targeted intervention to identify ‘at risk’ students and to coordinate intervention
- Small Prep classes to better focus learning
- Curriculum Coordinator/HOC to organise curriculum planning, data and resource management

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2013: Prep Year - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	195	76	119	86%
2012	212	82	130	85%
2013	218	103	115	87%

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 are increasing in cultural diversity with a 20% Indigenous and 10% ESL population.

Average Class sizes

Phase	Average Class Size		
	2011	2012	2013
Prep – Year 3	25	23	22
Year 4 – Year 7 Primary	25	20	23
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	3	8	12
Long Suspensions - 6 to 20 days	0	1	1
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

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 Nature reserve)
- Ukele
- Chess

How Information and Communication Technologies are used to assist learning

Throughout the school we implement the Essential Learnings and 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 uses the Student ICT expectations to plan meaningful and engaging learning experiences that incorporates the use of ICT.

Classes have access to a range of ICT devices throughout the school. There are 10 Interactive whiteboards used throughout the school providing meaningful hands on learning experiences in classrooms. The school has two fully networked computer labs available for whole class use and one is open for use by students at first break.

The Active Expressions provide a fantastic gauge of the learners response. There are iPads and iPods that provide excellent Literacy and Numeracy opportunities within classrooms. The Prep classes are equipped with laptops allowing them access to 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 centered, project based learning.

Social climate

Yorkeys Knob State School utilises the School-Wide Positive Behaviour Support (SWPBS) 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.

We believe that all students within our school staff and students actively teach and follow the three school rules;

- Be Safe
- Be Respectful
- Be Responsible

Our school at a glance

Parent, student and staff satisfaction with the school

In 2013, the parents/caregivers, students and staff believe that Yorkeys Knob State School is a safe school where the expectations are set high and students are motivated to do their best.

Performance measure (Nationally agreed items shown*)

Percentage of parents/caregivers who agree that:	2012	2013
their child is getting a good education at school (S2016)	83%	94%
this is a good school (S2035)	83%	94%
their child likes being at this school* (S2001)	83%	94%
their child feels safe at this school* (S2002)	83%	88%
their child's learning needs are being met at this school* (S2003)	83%	88%
their child is making good progress at this school* (S2004)	89%	94%
teachers at this school expect their child to do his or her best* (S2005)	89%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	89%	94%
teachers at this school motivate their child to learn* (S2007)	89%	94%
teachers at this school treat students fairly* (S2008)	82%	94%
they can talk to their child's teachers about their concerns* (S2009)	89%	100%
this school works with them to support their child's learning* (S2010)	94%	94%
this school takes parents' opinions seriously* (S2011)	76%	94%
student behaviour is well managed at this school* (S2012)	72%	94%
this school looks for ways to improve* (S2013)	88%	94%
this school is well maintained* (S2014)	89%	100%

Performance measure (Nationally agreed items shown*)

Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	84%	92%
they like being at their school* (S2036)	78%	79%
they feel safe at their school* (S2037)	91%	96%
their teachers motivate them to learn* (S2038)	94%	92%
their teachers expect them to do their best* (S2039)	100%	91%
their teachers provide them with useful feedback about their school work* (S2040)	88%	87%
teachers treat students fairly at their school* (S2041)	78%	79%
they can talk to their teachers about their concerns* (S2042)	84%	75%
their school takes students' opinions seriously* (S2043)	84%	72%
student behaviour is well managed at their school* (S2044)	75%	68%
their school looks for ways to improve* (S2045)	91%	82%

Our school at a glance

their school is well maintained* (S2046)	81%	67%
their school gives them opportunities to do interesting things* (S2047)	84%	72%

Performance measure

Percentage of school staff who agree that:	2013
they enjoy working at their school (S2069)	100%
they feel that their school is a safe place in which to work (S2070)	100%
they receive useful feedback about their work at their school (S2071)	100%
students are encouraged to do their best at their school (S2072)	100%
students are treated fairly at their school (S2073)	100%
student behaviour is well managed at their school (S2074)	100%
staff are well supported at their school (S2075)	92%
their school takes staff opinions seriously (S2076)	100%
their school looks for ways to improve (S2077)	100%
their school is well maintained (S2078)	100%
their school gives them opportunities to do interesting things (S2079)	100%

* 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 a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from 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.

Yorkeys Knob State School was involved in the Community Engagement Framework. Meetings were held with parents and the community to brainstorm ideas to engage the community more with the school. Ideas were then formulated into a report and will be implemented in 2014.

The school has a variety of strategies to involve and inform parents within the school:

- Prep open days at the end of each year to welcome and provide information for parents
- Open nights for classes
- Class celebrations
- Unit overviews and GTMJ's sent home to inform parents and students of expectations
- Target setting conferenced with the teacher, parents and students twice yearly
- Fortnightly newsletters
- Weekly parades
- School website
- Class EdStudios that parents and students can access from home
- Displaying student work in local shopping centre
- Classroom volunteers

Reducing the school's environmental footprint

The school developed a School Environment Management 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 schools 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
2010-2011	137,000	1,698
2011-2012	151,901	1,946
2012-2013	156,089	2,343

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.

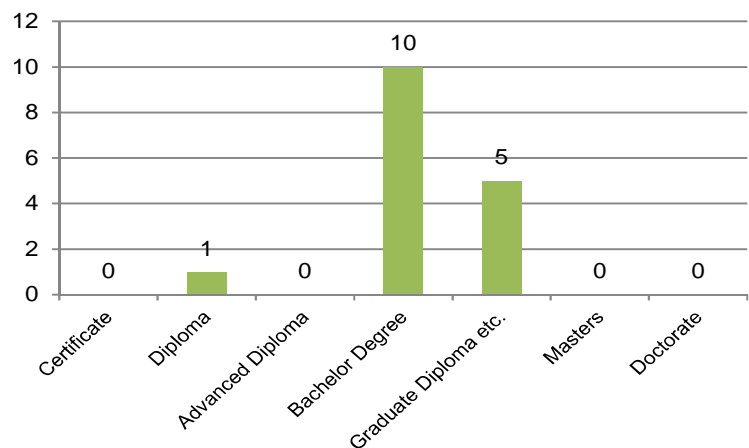
Our staff profile

Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	16	10	<5
Full-time equivalents	12	7	<5

Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	1
Advanced Diploma	0
Bachelor Degree	10
Graduate Diploma etc.	5
Masters	0
Doctorate	0
Total	16



* 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 2013 were \$ 1495.00 . This is a significant amount in a school with only nine classes.

The major professional development initiatives are as follows:

- Explicit Teaching
- Reading Comprehension
- Data analysis
- Understanding NAPLAN – reading and writing
- Teaching and learning audit tools
- Differentiation

Our staff profile

- Consolidations
- Pedagogical framework

The proportion of the teaching staff involved in professional development activities during 2013 was 100%.

Average staff attendance	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.	95%	95%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 80.7% of staff was retained by the school for the entire 2013 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

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

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.

Performance of our students

Key student outcomes

Student attendance	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	91%	92%	92%
The overall attendance rate in 2013 for all Queensland state Primary schools was 92%.			

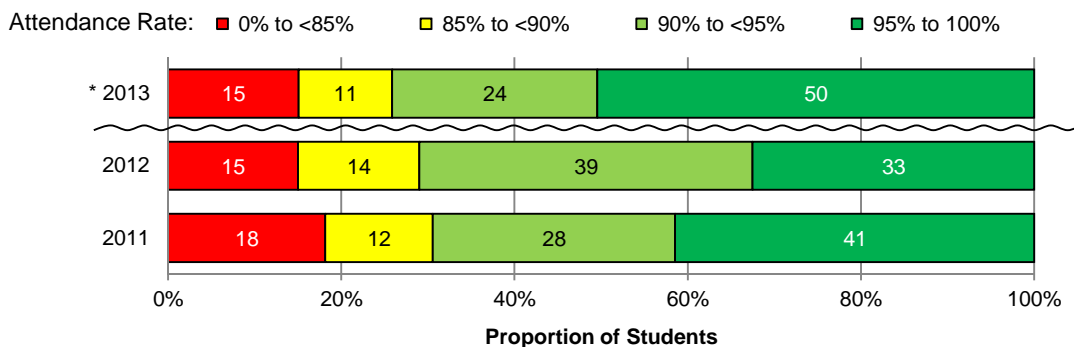
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2011	90%	90%	93%	91%	95%	90%	91%					
2012	93%	92%	90%	90%	92%	93%	93%					
2013	92%	95%	94%	91%	87%	93%	90%					

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.



* The method for calculating attendance changed in 2013 – care should be taken when comparing data from 2013 to that of previous years.

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.

Performance of our students

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.

Find a school

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

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

Yorkeys Knob State School has a 2% difference on attendance between the Indigenous and Non-Indigenous students. In 2013, The Year 5 gap in Reading was down to 63 and is the best level of attainment since records started in 2008. We have halved the gap from 86-40 in Writing and our all students are at the National mean for Numeracy. The Year 7's in 2013 achieved the best level of attainment in Numeracy and are achieving above the mean scale score for both the region and state. The Writing results show that our Indigenous students are above the Non-Indigenous students.