

Yorkeys Knob State School

Queensland State School Reporting

2014 School Annual Report



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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.

School progress towards its goals in 2014

In 2014, Yorkeys Knob State School worked towards improving

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

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

Implementing SLT models and tools at all leadership levels

Connecting Parents and caregivers with their children's learning

Future outlook

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

Use Evidence based teaching

- Refine pedagogical framework
- Continue to develop staff capacity pedagogy with a focus on explicit teaching
- Continue to refine the delivery of the Australian Curriculum in all KLAs
- Differentiate teaching to enable students to achieve the learning specified for their year level
- Review and refine the whole school reading program

Review and refine the Explicit improvement agenda

- Select and implement a range of evidence based strategies and actions to secure targeted and measureable improvements in student outcomes

Build staff capacity in analysis and discussion of data

- Use student performance data to inform and support the continuous improvement of student achievement.

Build a learning culture

- Develop role of Master Teacher to build the capacity of the teachers
- Develop a plan to increase the academic expectations for all students across the school
- Continue to refine the attendance and behavior expectations and tracking and communication mechanisms
- Respond to ongoing professional development needs to develop an expert teaching team

Targeted use of school resources to improve student outcomes

- Consolidate the roles of the STLaN, learning support and EAD/L, working with class teachers to improve learning outcomes
- Provide targeted professional development based on identified staff PDP's

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2014: Prep Year - Year 6

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	212	82	130	85%
2013	218	103	115	87%
2014	257	119	138	89%

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		
	2012	2013	2014
Prep – Year 3	23	22	22
Year 4 – Year 7 Primary	20	23	29
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	8	12	5
Long Suspensions - 6 to 20 days	1	1	1
Exclusions [#]	0	0	0
Cancellations of Enrolment	0	0	0

[#] Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

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 centred, 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

Parent, student and staff satisfaction with the school

Performance measure	2012	2013	2014
Percentage of parent/caregivers who agree# that:			
their child is getting a good education at school (S2016)	83%	94%	86%
this is a good school (S2035)	83%	94%	100%
their child likes being at this school* (S2001)	83%	94%	100%
their child feels safe at this school* (S2002)	83%	88%	100%
their child's learning needs are being met at this school* (S2003)	83%	88%	100%
their child is making good progress at this school* (S2004)	89%	94%	76%
teachers at this school expect their child to do his or her best* (S2005)	89%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	89%	94%	84%
teachers at this school motivate their child to learn* (S2007)	89%	94%	85%

Performance measure			
Percentage of parent/caregivers who agree# that:	2012	2013	2014
teachers at this school treat students fairly* (S2008)	82%	94%	100%
they can talk to their child's teachers about their concerns* (S2009)	89%	100%	100%
this school works with them to support their child's learning* (S2010)	94%	94%	100%
this school takes parents' opinions seriously* (S2011)	76%	94%	95%
student behaviour is well managed at this school* (S2012)	72%	94%	90%
this school looks for ways to improve* (S2013)	88%	94%	95%
this school is well maintained* (S2014)	89%	100%	95%

Performance measure			
Percentage of students who agree# that:	2012	2013	2014
they are getting a good education at school (S2048)	84%	92%	90%
they like being at their school* (S2036)	78%	79%	89%
they feel safe at their school* (S2037)	91%	96%	84%
their teachers motivate them to learn* (S2038)	94%	92%	92%
their teachers expect them to do their best* (S2039)	100%	91%	94%
their teachers provide them with useful feedback about their school work* (S2040)	88%	87%	90%
teachers treat students fairly at their school* (S2041)	78%	79%	81%
they can talk to their teachers about their concerns* (S2042)	84%	75%	85%
their school takes students' opinions seriously* (S2043)	84%	72%	81%
student behaviour is well managed at their school* (S2044)	75%	68%	73%
their school looks for ways to improve* (S2045)	91%	82%	90%
their school is well maintained* (S2046)	81%	67%	88%
their school gives them opportunities to do interesting things* (S2047)	84%	72%	80%

Performance measure			
Percentage of school staff who agree# that:	2012	2013	2014
they enjoy working at their school (S2069)		100%	93%
they feel that their school is a safe place in which to work (S2070)		100%	93%
they receive useful feedback about their work at their school (S2071)		100%	93%
students are encouraged to do their best at their school (S2072)		100%	100%
students are treated fairly at their school (S2073)		100%	93%
student behaviour is well managed at their school (S2074)		100%	100%
staff are well supported at their school (S2075)		92%	100%
their school takes staff opinions seriously (S2076)		100%	100%

Performance measure			
Percentage of school staff who agree# that:	2012	2013	2014
their school looks for ways to improve (S2077)		100%	93%
their school is well maintained (S2078)		100%	100%
their school gives them opportunities to do interesting things (S2079)		100%	93%

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

'Agree' represents the 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.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	151,901	1,946
2012-2013	156,089	2,343
2013-2014	150,621	0

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.

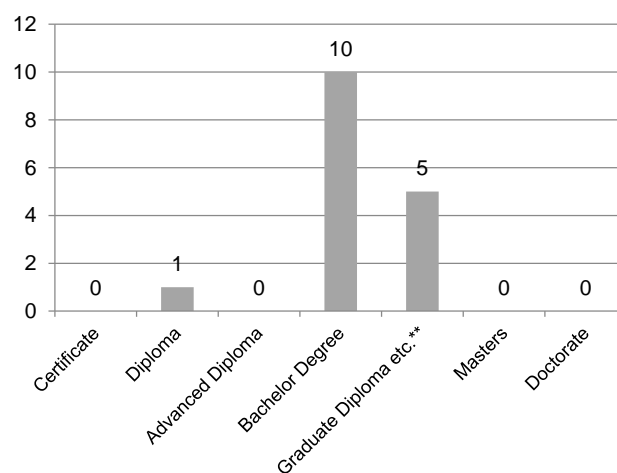
Our staff profile

Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	17	11	<5
Full-time equivalents	14	7	<5

Qualification 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 2014 were **\$7626**

The major professional development initiatives are as follows:

- Explicit Instruction

The proportion of the teaching staff involved in professional development activities during 2014 was 100%.

Average staff attendance

	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	95%	96%	96%

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 2014 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 webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's entry 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	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	92%	92%	93%

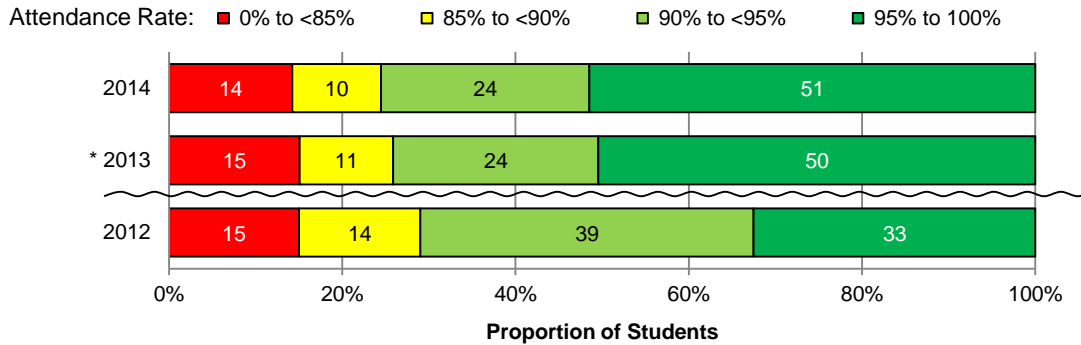
The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

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
2012	93%	92%	90%	90%	92%	93%	93%					
2013	92%	95%	94%	91%	87%	93%	90%					
2014	95%	91%	93%	94%	93%	91%	95%					

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 after 2012 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 DETE 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/>.

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Achievement – Closing the Gap

Closing the gap is an ongoing focus for Yorkeys Knob State School. The hiring of an attendance officer has made a huge impact on attendance ensuring that every day counts!

