Yorkeys Knob State School
Queensland State School Reporting
2015 School Annual Report

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Principal's foreword

Introduction

This School Annual Report features some of our achievements and successes in 2015. Our staff and students are incredibly proud of our school and its reputation for developing students academically and socially through a welcoming and friendly environment that caters for all.

In 2015 our school continued to remain focussed on improving the quality of the curriculum and learning experiences offered to our students in numeracy and literacy.

We have continued our approach of working closely with parents and students to create a positive and supportive learning environment. We look forward to parental involvement and appreciate the critical role that parents play in their child's/children's education. More information about Yorkeys Knob State School can be found on our website or by visiting our school.

School progress towards its goals in 2015

In 2015 we had a number of significant priorities which we were working toward improving.

Priority 1: Use evidence based teaching
- Refine pedagogical framework
- Continue to develop staff capacity in pedagogy with a focus on explicit teaching
- Continue to refine the delivery Australian Curriculum across all KLAs
- Differentiate teaching to enable students to achieve the learning specified for their year level
- Review and refine the whole school reading program

Progress
Staff undertook a significant number of professional development opportunities on site with the Master Teacher and also visited other high performing FNQ schools to gain further insights into the delivery of curriculum programs. This will lead to a refined curriculum and timetable design in 2016.

The school reading program underwent a significant change with a renewed focus on Guided Reading in Prep to Year 3 and the Upper School implemented a focus on comprehension of non-fiction texts in conjunction with Guided Reading.

Priority 2: Review and refine the explicit improvement agenda
- Select and implement a range of evidenced based strategies and actions to secure targeted and measureable improvements in student outcomes in reading and mathematics

Progress

The idenfication and purchase of kinaesthetic resources was undertaken to support students experiencing difficulty in Mathaematics. Additional reading resources were purchased to supplement both the homereading and guided reading programs.

Priority 3: Build staff capacity in the analysis and discussion of data
- Use student performance data to inform and support the continuous improvement of student achievement

Progress

Staff engaged in quarterly data meetings with the Curriculum Coordinator to track student and cohort progress and to identify opportunites to improve student outcomes through targeting resources.

Priority 4: Build a learning culture
- Develop the role of the Master Teacher to build the capacity of the teachers to teach 'learners'
- Develop a plan to increase the academic expectations for all students across the school. (School Improvement Hierachy)
- Continue to refine the attendance and behaviour expectations, and tracking and communication mechanisms
- Respond to ongoing professional development needs to develop an expert teaching team

Progress

The school began to closely align itself to FNQ reading benchmarks in 2015 with a particular focus its Prep cohort to significantly increase the literacy expectations. The Master Teacher also provided a significant number of professional development opportunites in reading to teaching and support staff throughout 2015.

Priority 5: Targetted 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 for 'at risk' students
- Provide targetted professional development based on identified staff PDPs

Progress

In 2015 the STLaN ran intervention with Year 1 and 2 based on Support-a-Reader and aide time was purchased to implement programs to cater for EAL/D students. Teaching staff were provided with the opportunity to visit high performing schools in FNQ to identify opportunities to improve.

Future outlook

A new principal will commence in 2016 and to promote a smooth changeover a comprehensive transition plan was developed. Part of this plan included all teaching staff being given the opportunity to visit his school in late 2015.

Some of the key changes planned for 2016 are listed below.

- Refine the implementation of SWPBS and focus on rewarding students for excellent behaviour and attendance and to ensure processes are consistent
- Develop core timetables for all year levels that prioritise literacy and numeracy
- Develop implementation plans for all school programs to ensure consistency of delivery by teachers
- Implement the 2016 Investing for Success Plan and refine the existing intervention model
- Purchasing additional resources to enhance the teaching of reading of both fiction and non-fiction texts
- Continue to refine and enhance the teaching of reading with a renewed focus on reading comprehension in relation to non-fiction texts
- Provide teachers with professional development and coaching in Direct Instruction programs including Spelling Mastery and Junior/Elementary Maths Mastery.
- Refine the coaching and mentoring models to enhance our professional development in Explicit Instruction.
- Expand The Arts program in the school and identify opportunities to provide extension classes for talented students

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015:   Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	218	103	115	36	87%
2014	257	119	138	48	89%
2015	244	118	126	41	92%

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

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2015, there were no students enrolled in a Pre-Prep program.*

*Pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html).

Characteristics of the student body:

Yorkeys Knob State School is nestled in a quite backstreet of the beachside community north of Cairns. Our students are come to us from a number of nearby Cairns suburbs and we have an Indigensous population of approximately 17 % and an ESL population of 5%.

Average class sizes

	Average Class Size		
Phase	2013	2014	2015
Prep – Year 3	22	22	21
Year 4 – Year 7 Primary	23	29	28
Year 7 Secondary – Year 10			
Year 11 – Year 12			

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

School Disciplinary Absences

	Count of Incidents		
Disciplinary Absences	2013	2014*	2015**
Short Suspensions - 1 to 5 days	12	5	4
Long Suspensions - 6 to 20 days	1	1	0

Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Curriculum delivery

Our approach to curriculum delivery

Our school prioritised the use of both Explicit Instruction and Direct Instruction pedagogies. To cater for individual learning needs, ability grouping was initiated in a number of key programs across the school including Elementary Maths Mastery/Junior Elementary Maths Mastery and Spelling Mastery. A number of year levels also implemented ability grouping in reading programs.

Extra curricula activities

- Sport

- Choir

- Ukelele

- Art/Craft

- Band

How Information and Communication Technologies are used to improve learning

Classes at Yorkeys Knob State School have access to a range of ICT devices. Each of our classrooms has an interactive whiteboard which enables teachers to bring learning experiences from the outside world into the classroom. The school has two fully networked computer labs for whole class use. Students are able to access iPads and iPods that provide excellent literacy and numeracy opportunities within classrooms and for individuals requiring support. The school also has a subscription to Mathletics which enables students 24 hour a day access to learning experiences in Mathematics. In Term 4 the whole school trialled the use of Literacy Planet to provide students with additional opportunities in literacy.

Social Climate

Yorkeys Knob State School continues to utilise the School-Wide Positive Behaviour Support (SWPBS) framework to promote a positive social climate at school. The promotion and explicit teaching of key social skills is also a continuinig focus throughout the school year and students displaying positive behaviours are rewarded for their efforts. As evidenced in the School Opinion Survey, the vast majority of our students feel safe at our school and are of the view that they are being treated fairly.

Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree# that:	2013	2014	2015
their child is getting a good education at school (S2016)	94%	86%	100%
this is a good school (S2035)	94%	100%	92%
their child likes being at this school (S2001)	94%	100%	96%
their child feels safe at this school (S2002)	88%	100%	96%
their child's learning needs are being met at this school (S2003)	88%	100%	92%
their child is making good progress at this school (S2004)	94%	76%	84%
teachers at this school expect their child to do his or her best (S2005)	100%	100%	96%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	94%	84%	79%
teachers at this school motivate their child to learn (S2007)	94%	85%	84%
teachers at this school treat students fairly (S2008)	94%	100%	79%
they can talk to their child's teachers about their concerns (S2009)	100%	100%	88%
this school works with them to support their child's learning (S2010)	94%	100%	88%
this school takes parents' opinions seriously (S2011)	94%	95%	88%
student behaviour is well managed at this school (S2012)	94%	90%	92%
this school looks for ways to improve (S2013)	94%	95%	92%
this school is well maintained (S2014)	100%	95%	100%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	92%	90%	100%
they like being at their school (S2036)	79%	89%	93%
they feel safe at their school (S2037)	96%	84%	94%
their teachers motivate them to learn (S2038)	92%	92%	99%
their teachers expect them to do their best (S2039)	91%	94%	99%
their teachers provide them with useful feedback about their school work (S2040)	87%	90%	100%
teachers treat students fairly at their school (S2041)	79%	81%	84%
they can talk to their teachers about their concerns (S2042)	75%	85%	93%
their school takes students' opinions seriously (S2043)	72%	81%	91%
student behaviour is well managed at their school (S2044)	68%	73%	82%
their school looks for ways to improve (S2045)	82%	90%	93%
their school is well maintained (S2046)	67%	88%	95%
their school gives them opportunities to do interesting things (S2047)	72%	80%	93%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	100%	93%	100%
they feel that their school is a safe place in which to work (S2070)	100%	93%	100%
they receive useful feedback about their work at their school (S2071)	100%	93%	95%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	89%	88%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	93%	95%
student behaviour is well managed at their school (S2074)	100%	100%	100%
staff are well supported at their school (S2075)	92%	100%	100%
their school takes staff opinions seriously (S2076)	100%	100%	100%
their school looks for ways to improve (S2077)	100%	93%	100%
their school is well maintained (S2078)	100%	100%	94%
their school gives them opportunities to do interesting things (S2079)	100%	93%	100%

# '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

Positive relationships with parents are integral to enhancing learning for all children. At the commencement of the year parents met with teachers to write an Individual Learning Plan which outlined the key Literacy and Numeracy Goals for the 2015 school year. Parents were enaged in a variety of different ways throughout the school year and these include the following.

- Prep open days

- Monthly P and C Meetings

- Weekly parades

- School website

- Parent teacher conferences

- Fortnightly newsletters

- Yorkeys Got Talent

- Displaying student work in the local shopping centre

- YKSS student Art Exhibition and Auction

- End of year concert

Reducing the school's environmental footprint

YKSS is dedicated to ensuring we minimize our impact on the surrounding environment. The school continues to use Class A+ water, supplied by Cairns Regional Council, through the State Government Cleaner Seas Project, to irrigate the school grounds and gardens. The water, which is regularly laboratory tested to ensure safety, is used throughout the night to maintain our beautiful grounds and gardens. We are also gradually updating our airconditioning to ensure that we have energy efficient models to reduce our use of electricity.

	Environmental footprint indicators	
Years	Electricity kWh	Water kL
2012-2013	156,089	2,343
2013-2014	150,621	0
2014-2015	164,904	1,211

*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

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	21	12	<5
Full-time equivalents	16	8	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	1
Advanced Diploma	0
Bachelor Degree	12
Graduate Diploma etc.**	3
Masters	0
Doctorate	0
Total	**16**
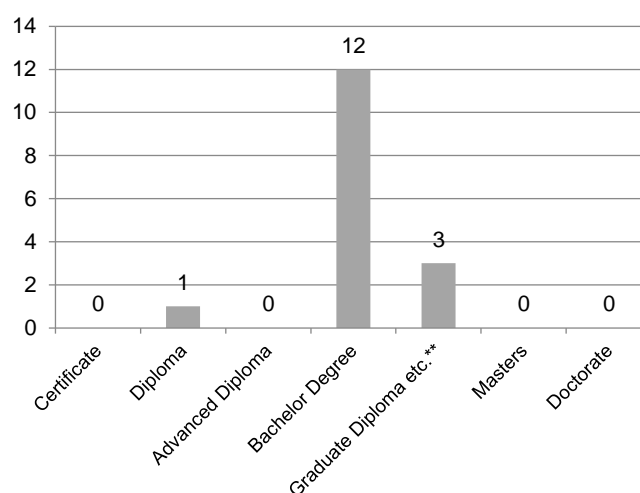
*Teaching staff includes School Leaders

**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 2015 were $11,833.79

The major professional development initiatives are as follows:

- Use of student academic data
- Guided Reading
- Explicit Teaching and Warm Ups
- Internal mentoring and coaching
- Behaviour Mangagement
- Teachers visiting other high performing schools

The proportion of the teaching staff involved in professional development activities during 2015 was 100%.

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 99% of staff was retained by the school for the entire 2015 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

| School name | **GO** |

| Suburb, town or postcode |

Sector:

☑ Government

☑ Non-government

SEARCH

Where it says **'School name'**, type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting **'School finances'** in the menu box in the top left corner of the school's profile 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	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	92%	93%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	90%	88%	90%

The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

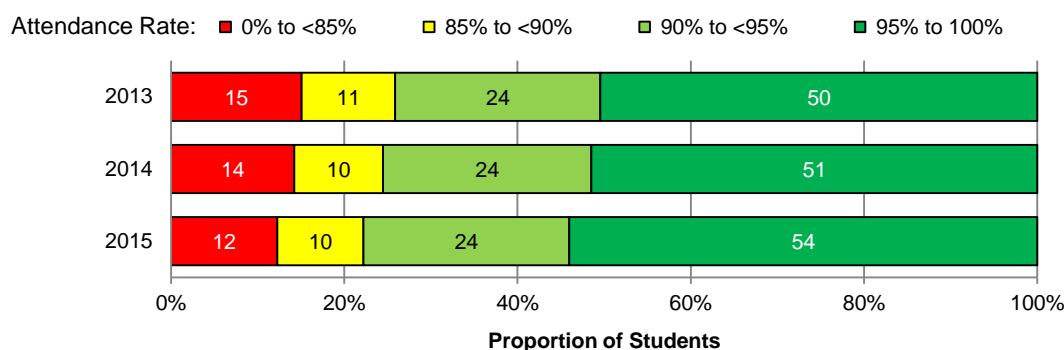The overall attendance rate in 2015 for all Queensland Primary schools was 93%.

Student attendance rate for each year level (shown as a percentage)												
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	91%	92%	95%	94%	91%	87%	93%	90%					
2014	91%	95%	91%	93%	94%	93%	91%	95%					
2015	95%	93%	94%	91%	93%	93%	92%						

*From 2013, the methodology used for calculating attendance rates effectively counts attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.

Attendance Rate: ■ 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%
2013	15	11	24	50
2014	14	10	24	51
2015	12	10	24	54

Proportion of Students

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET 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.

Attendance at YKSS is closely monitored by class teachers and a dedicated truancy support officer also makes contact with families experiencing difficulties. Parents are encouraged to notify the school of student absences in person, via email or phone. Where repeated absences occur the truancy officer will make contact via phone or through a home visit.

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

| School name | | GO |
| Suburb, town or postcode | | |

Sector:

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School NAPLAN information is available by selecting **'NAPLAN'** in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.