Yorkeys Knob State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding
State Schools Strategy
Department of Education

Queensland Government

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School overview

The school is located in spacious grounds only minutes walk from the tropical beach at Yorkeys Knob, 15mins north of Cairns. With around 250 students, Yorkeys Knob State School staff have the capacity to know all students well, and have support from many specialist teachers who strive to cater for every individual.

The school focus is on creating learners who have the skills and knowledge to thrive in an ever-changing world and we have a comprehensive Arts program that encourages creativity.

We have continued our approach of working closely with parents and students to create a positive and supportive learning environment. If you ever have any concerns, please do not hesitate to contact us. We look forward to parental involvement and appreciate the critical role that you play in your child's/children's education. More information about Yorkeys Knob State School can be found on our website or by visiting our school.

Our staff and students are incredibly proud of our school and its reputation for developing students academically, socially and creatively through a welcoming and friendly environment that caters for all.

This report provides a summary of key achievements throughout 2018. This year we focussed on the concept of working as a collective toward a common goal of enhanced academic performance combined with a more holistic view of education where greater responsibility was placed on the learner.

School progress towards its goals in 2018

Explicit Improvement Agenda

A culture that promotes learning

• High expectations for student learning

• Student accountability for effort in learning

• Creating optimal learning environments

Effective Pedagogical Practices

• Effective use of Explicit Instruction, Consolidations and school programs

• Sharing successful teaching practices through mentoring, coaching and feedback

Differentiated Teaching and Learning

• Catering for talented students

• Providing enhanced learning opportunities in Technologies and The Arts

The school used a core timetable to provide students with access to curriculum at their individual level of achievement in English and Maths. Teachers continued to be supported through coaching and mentoring to enable them to enhance their practice in delivering school programs and pedagogy. Additional non-contact time was provided to enable sharing of expertise amongst staff and for responding to student learning data.

The school used Investing for Success funding in several key areas.

1. Our support programs, which provided one-on-one time to students by trained teacher-aides for students requiring intervention in reading in Prep to Year 3.
2. Teacher planning and analysis of reading data
3. The purchase of additional amplification systems and technology in all teaching areas.

Parents were given the opportunity to meet with class teachers in Term One to identify long-term learning goals in Maths and English. Student academic data was also regularly reviewed in accordance with school-developed timelines.

Our 2018 NAPLAN exceeded our expectations and continue to provide us with concrete evidence that our consistent approaches to teaching is working for all our students.

In conjunction with the school P and C, the focus on the school as a community destination to showcase The Arts continued with key events including the YKSS Art Show, Yorkeys Got Talent and our end of year concert. Our focus on The Arts was further enhanced with inclusion of Dance Extension alongside Art and Drama Extension. We also employed a teacher to provide specialist Technology lessons across the school in our fully equipped Technology lab. The strings program in Instrumental Music was also funded by both the school and P and C.

We continued to implement School Wide Positive Behaviour Support program to systematically teach our students the social skills necessary for them to contribute in a positive way to our school community and to reward those students who continually demonstrate excellence in this area. This involved celebration activities at the end of each school term. We also introduced Own the Problem to encourage students to take greater ownership for minor social issues.

In Term 4, our comprehensive transition program for Prep, which combined information sessions for parents and a variety of activities for prospective Prep students, was refined to as a result of feedback from the community. This program was again well received and our Prep cohort for 2019 is well prepared for their first year of compulsory schooling.

Planning also commenced for significant investment in school facilities in the form of new undercover walkways to enable covered movement around the entire school. Preparations for the new Prep block also entered the final phase with this block projected to be ready for the commencement of Term 2, 2019.

Future outlook

2019 will be a year where we will look to add further value to our outstanding results in Literacy and Numeracy through the continued focus on The Arts and Technology. In addition, the school will also commence the development of an Outdoor Education Program to encompass school camps in each school year from Year 3-6. This approach will enable us to take a more holistic approach and to incorporate Australian Curriculum General Capabilities.

Negotiations for an increase in enrolment catchment area will also impact upon facilities and our school as we continue to grow.

Explicit Improvement Agenda 2019

- High expectations for student achievement
- Student accountability for effort in learning
- Sharing and adopting successful teaching practices through mentoring, coaching and feedback
- Effective and systematic use of learning data to track and communicate student progress

Our school at a glance

School profile

Coeducational or single sex   Coeducational

Independent public school   Yes

Year levels offered in 2018   Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	248	241	252
Girls	129	122	130
Boys	119	119	122
Indigenous	48	46	36
Enrolment continuity (Feb. – Nov.)	87%	90%	92%

Notes:

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

2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.

3. pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

Characteristics of the student body

Overview

The students at our school come from both our own local beachside community and the nearby surrounding suburbs of Cairns. We have an indigenous population of approximately 14% and an ESL population of 19%.

Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	22	24	21
Year 4 – Year 6	29	23	26
Year 7 – Year 10			
Year 11 – Year 12			

Note:

The class size targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

Curriculum delivery

Our approach to curriculum delivery

The School continues to focus on the key pedagogies of Explicit Instruction and Direct Instruction.

One of the many benefits our school offers to students is the capacity to cater for individual needs. In 2018, students experiencing difficulties were offered access to support programs including Support-a-Reader, and Speech and Language intervention.

Due to the common timetable, capable students in Years 1-6 were also given the opportunity to participate in extension programs for English and Maths with ability grouping across P-6 in reading groups, Maths Mentals and Spelling Mastery.

Yorkeys Knob State School offers specialist teachers in Technology, Visual and Media Arts, Dance and Drama, Music and Physical Education as well as extension programs in The Arts to all students.

Co-curricular activities

- Choir
- Ukulele
- Visual Art and Drama Extension programs
- School Band
- Sport
- Instrumental Music
- District and Regional sports representation
- Celebration mornings for excellent behaviour

How information and communication technologies are used to assist learning

All teaching spaces at Yorkeys Knob State School have access to a range of ICT devices. Each classroom has data projectors and interactive whiteboards. The school also has a networked computer lab, capable of catering for 30 students, and learners also have access to a variety of peripheral digital devices including iPads, iPods and digital cameras which provide additional learning opportunities. The school also has subscriptions to both Mathletics and Reading Eggs to provide students with additional learning opportunities both inside and outside school.

Social climate

Overview

Co-operation, respect for all and high expectations for quality work and effort underpin our school values which are explicitly covered in social skill lessons each school fortnight as part of our School Wide Positive Behaviour Support program. Each school term we reward students for their respectful behaviour through Celebration Mornings.

Behaviour and cultural expectations are clearly stated and reinforced by all and therefore, classrooms are calm places where students can focus on learning. Playgrounds are areas of co-operation and respect where students continue to build on their capacity to relate to others in a respectful manner and students demonstrating excellent behaviour are rewarded for their efforts at the end of each school term through Celebration Mornings. In 2018 our students, parents and staff clearly articulated their satisfaction with the learning and social environment that we created.

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	94%	95%	97%
• this is a good school (S2035)	90%	98%	89%
• their child likes being at this school* (S2001)	94%	90%	91%
• their child feels safe at this school* (S2002)	97%	95%	94%
• their child's learning needs are being met at this school* (S2003)	94%	81%	94%
• their child is making good progress at this school* (S2004)	90%	90%	97%
• teachers at this school expect their child to do his or her best* (S2005)	97%	98%	97%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	97%	88%	91%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• teachers at this school motivate their child to learn* (S2007)	100%	78%	89%
• teachers at this school treat students fairly* (S2008)	90%	83%	91%
• they can talk to their child's teachers about their concerns* (S2009)	94%	93%	89%
• this school works with them to support their child's learning* (S2010)	87%	83%	89%
• this school takes parents' opinions seriously* (S2011)	76%	79%	81%
• student behaviour is well managed at this school* (S2012)	90%	90%	91%
• this school looks for ways to improve* (S2013)	87%	88%	91%
• this school is well maintained* (S2014)	87%	90%	97%

* Nationally agreed student and parent/caregiver items.

\# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	96%	98%	97%
• they like being at their school* (S2036)	91%	96%	94%
• they feel safe at their school* (S2037)	95%	92%	92%
• their teachers motivate them to learn* (S2038)	97%	98%	94%
• their teachers expect them to do their best* (S2039)	99%	99%	99%
• their teachers provide them with useful feedback about their school work* (S2040)	92%	99%	91%
• teachers treat students fairly at their school* (S2041)	95%	94%	90%
• they can talk to their teachers about their concerns* (S2042)	89%	91%	81%
• their school takes students' opinions seriously* (S2043)	93%	89%	89%
• student behaviour is well managed at their school* (S2044)	86%	88%	90%
• their school looks for ways to improve* (S2045)	95%	98%	98%
• their school is well maintained* (S2046)	95%	92%	94%
• their school gives them opportunities to do interesting things* (S2047)	88%	90%	94%

* Nationally agreed student and parent/caregiver items.

\# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	100%	100%	100%
• they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
• they receive useful feedback about their work at their school (S2071)	96%	96%	96%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	94%
• students are encouraged to do their best at their school (S2072)	100%	100%	100%
• students are treated fairly at their school (S2073)	100%	100%	100%

Percentage of school staff who agree# that:	2016	2017	2018
• student behaviour is well managed at their school (S2074)	100%	100%	100%
• staff are well supported at their school (S2075)	100%	96%	100%
• their school takes staff opinions seriously (S2076)	100%	96%	96%
• their school looks for ways to improve (S2077)	100%	100%	100%
• their school is well maintained (S2078)	100%	96%	100%
• their school gives them opportunities to do interesting things (S2079)	100%	92%	100%

* Nationally agreed student and parent/caregiver items.

'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

Teachers and administrators work closely with parents to promote a partnership focused on supporting each learner's academic progress and social development. In Term One, parents met with teachers to develop Individual Learning Plans which outlined the key Literacy and Numeracy goals for the 2018 school year. Parent interviews are invited twice a year and informal conversations between teachers and parents take place frequently at the request of either parents or teachers.

Our school also keeps parents informed and engages with the community through a variety of ways including:

- School Council Meetings
- Fortnightly newsletters and parades
- Parent Handbook
- Parent Teacher Conferences
- Yorkeys Got Talent
- Yorkeys student Art Exhibition and Auction
- School Website
- End of Year Concert
- Prep Transition Program

Respectful relationships education programs

At YKSS students are routinely taught learning, cultural, social and behavioural expectations in Weeks 1 and 6 of each school term. During these learning times our anti-bullying strategy, Stop Walk Talk is explicitly taught to ensure that students are fully equipped to deal with conflicts and know what to do if the behaviour of others becomes unsafe, including appropriate means of reporting. Students are also taught to be resilient through the Be Strong program.

Students in Prep – Year 2 participate in the personal safety program provided by Bravehearts biennially and students in Year 6 also engage in puberty talks provided by Natural Fertility Services that encourage positive relationships and understanding of our body each school year. Our School-based police officer also presents information regarding cyber safety and protective online behaviours.

All of these programs combine to emphasize that appropriate, respectful and healthy relationships are an essential component of being a productive member of our school and the wider community.

School disciplinary absences

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	21	14	14
Long suspensions – 11 to 20 days	1	0	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this school's environmental footprint

The school continues to be dedicated towards minimizing our environmental footprint. We continue to use Class A+ recycled water to irrigate our school grounds and gardens, where it is available. This not only benefits the environment but provides our school with uniquely beautiful grounds and gardens. Each year the student leaders focus on ways to reduce our waste and ensure that we do everything we can to reuse and recycle materials used each day.In 2018 students introduced a focus on zero waste which involved the introduction of litter free lunches. This was also supported by the P and C who have focused on reusable products in the school tuckshop.

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	168,979	172,782	157,262
Water (kL)	2,015		975

Note:

Consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this school's environmental footprint.

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

School funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at.

How to access our income details

1. Click on the *My School* link http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website
Search by school name or suburb	Go
School sector ⌄	School type ⌄	State ⌄

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

4. Click on 'Finances' and select the appropriate year to view the school financial information.

| School profile | NAPLAN | Attendance | Finances | VET in schools | Senior secondary | Schools map |

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	19	14	<5
Full-time equivalents	16	9	<5

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	0
Masters	0
Graduate Diploma etc.*	3
Bachelor degree	15
Diploma	1
Certificate	0

*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were $5 126

The major professional development initiatives are as follows:

- Use of student academic data

- Internal Mentoring and Coaching in Explicit Instruction and Consolidations

- Behaviour Management

- Teachers and leaders visiting other high performing schools

The proportion of the teaching staff involved in professional development activities during 2018 was 100 %.

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	96%	97%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 94% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	94%	93%	95%
Attendance rate for Indigenous** students at this school	90%	88%	92%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school
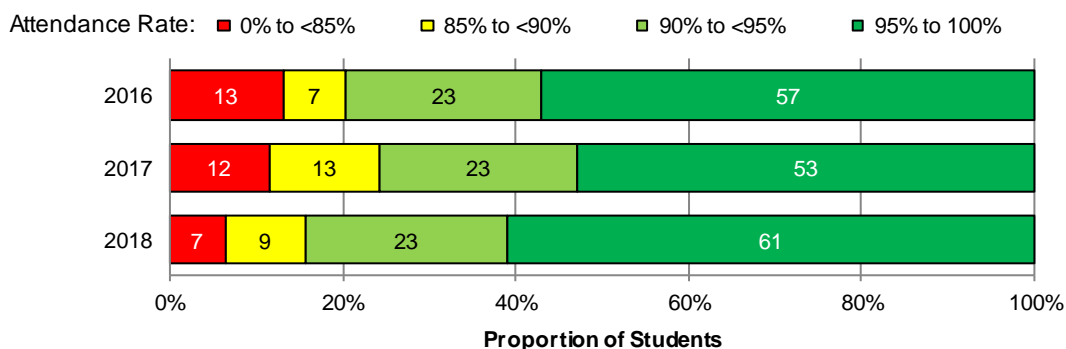
Year level	2016	2017	2018		Year level	2016	2017	2018
Prep	96%	95%	96%		Year 7			
Year 1	94%	95%	95%		Year 8			
Year 2	94%	94%	95%		Year 9			
Year 3	93%	93%	95%		Year 10			
Year 4	91%	96%	94%		Year 11			
Year 5	92%	90%	94%		Year 12			
Year 6	93%	89%	92%					

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.

2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate

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%
2016	13	7	23	57
2017	12	13	23	53
2018	7	9	23	61

Proportion of Students

Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education 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.

Non-attendance is managed in state schools in line with the Department of Education 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.

Our attendance strategy sets out the steps followed to manage absenteeism at our school. Rolls are marked accurately twice a day with parents notifying the school of the reason for any absences. Unexplained absences are followed up promptly and our school uses SMS texts to notify parents where students are absent. Staff at YKSS actively support parents in every way possible to ensure full attendance at school.

The school also promotes attendance through rewarding the class with the highest average attendance at the end of each school term.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the *My School* website.

How to access our NAPLAN results

1. Click on the *My School* link http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website

Search by school name or suburb	Go

School sector ⌄	School type ⌄	State ⌄

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

School profile	NAPLAN	Attendance	Finances	VET in schools	Senior secondary	Schools map

Notes:

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

2. The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.