



Yorkeys Knob State School

ANNUAL REPORT 2016

Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future.

Every student succeeding. State Schools Strategy 2016-2020
Department of Education and Training

Contact Information

Postal address:	PO Box 123 Yorkeys Knob 4878
Phone:	(07) 4080 0333
Fax:	(07) 4080 0300
Email:	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:	Nathaniel Train

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 240 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.

Principal's Foreword

Introduction

This report provides a summary of key achievements throughout 2016. The year was significant year of change where we focussed on the concept of working as a collective toward a common goal of enhanced academic performance.

School Progress towards its goals in 2016

The 2016 school year was the first year of a systematic approach to the teaching of programs in English and Maths and the promotion of a culture of high academic achievement and consistency in the quality of teaching across the school. A core school timetable was adopted across the school enabling students to access the curriculum at their level of achievement.

Using both Explicit Teaching and Direct Instruction pedagogies teachers continued to be supported by the Master Teacher to implement key strategies and teach identified programs using clearly defined implementation plans and formal review procedures including checklists. Teachers were also provided with additional non-contact time to support them in peer mentoring and sharing of expertise and responding to student learning data.

The school invested substantial moneys on resources from Investing for Success in two key areas.

1. Our reading resources were upgraded to include a balance of non-fiction and fiction texts.
2. 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.

Parents were given the opportunity to negotiate Individual Learning Plans in Term One that identified long-term learning goals in Maths and English for their child/children. Student academic data was recorded and reviewed regularly and in 2016 we established clear expectations and timelines for responding to student learning data. This enabled students to set short term targets in English and Maths and promoted an enhanced focus on the collection and analysis of data by teachers.

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 supported by the development of our Visual Art Excellence Program for talented students which commenced in Semester 2 for talented students from Year 3-6.

Throughout 2016 staff continued to refine the 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. The school also introduced and implemented its resilience program Be Strong and the school pledge to reinforce the learning and cultural expectations we have for all learners.

In Term 4, we held our first comprehensive transition program for Prep which combined information sessions for parents and a variety of activities for prospective Prep students over an eight week duration. The year ended with our successful application to become an Independent Public School.

Future Outlook

2017 will be a year where we will look to refine the implementation of our existing programs and further enhance our ability to offer programs in The Arts to promote individual and collective creativity. Our Explicit Improvement Agenda for 2017 is below.



1. A culture that promotes learning

- A shared belief that all students can learn
- High expectations for all community members
- Sharing successful teaching practices through mentoring and coaching
- Staff share collective accountability for all student outcomes
- Positive relationships built on trust and support

2. Effective Pedagogical Practices

- Quality teaching is researched and modelled
- Teaching programs are consistent with school expectations
- The teaching of literacy and numeracy is a priority for all teachers
- Teachers are given regular feedback

In Term 3, 2017 we will have a quadrennial review which will determine what strategies we will need to employ to further enhance the learning opportunities we provide to our students in the future.

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2016:	Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	257	119	138	48	89%
2015*	244	118	126	41	92%
2016	248	129	119	48	87%

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 2016, 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

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 18% and an ESL population of 13%.

Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	22	24	22
Year 4 – Year 7	29	28	29
Year 8 – 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.

Curriculum Delivery

Our Approach to Curriculum Delivery

The School continued to focus on the key pedagogies of Explicit Instruction and Direct Instruction in 2016.

One of the many benefits our school offers to students is the capacity to cater for individual needs. In 2016, 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, Elementary and Junior Elementary Maths Mastery and Spelling Mastery.

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

Co-curricular Activities

- Choir
- Ukulele
- Visual Art Extension
- School Band
- Sport
- Instrumental Music
- 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 two networked computer labs and students have access to a variety of peripheral digital devices including iPads, iPods and digital cameras which provide additional literacy and numeracy opportunities for all students. 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.

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. In 2016 our students, parents and staff clearly articulated their satisfaction with the learning and social environment that we created.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	86%	100%	94%
this is a good school (S2035)	100%	92%	90%
their child likes being at this school* (S2001)	100%	96%	94%
their child feels safe at this school* (S2002)	100%	96%	97%
their child's learning needs are being met at this school* (S2003)	100%	92%	94%
their child is making good progress at this school* (S2004)	76%	84%	90%
teachers at this school expect their child to do his or her best* (S2005)	100%	96%	97%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	84%	79%	97%
teachers at this school motivate their child to learn* (S2007)	85%	84%	100%
teachers at this school treat students fairly* (S2008)	100%	79%	90%
they can talk to their child's teachers about their concerns* (S2009)	100%	88%	94%
this school works with them to support their child's learning* (S2010)	100%	88%	87%
this school takes parents' opinions seriously* (S2011)	95%	88%	76%
student behaviour is well managed at this school* (S2012)	90%	92%	90%
this school looks for ways to improve* (S2013)	95%	92%	87%
this school is well maintained* (S2014)	95%	100%	87%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	90%	100%	96%
they like being at their school* (S2036)	89%	93%	91%
they feel safe at their school* (S2037)	84%	94%	95%
their teachers motivate them to learn* (S2038)	92%	99%	97%
their teachers expect them to do their best* (S2039)	94%	99%	99%
their teachers provide them with useful feedback about their school work* (S2040)	90%	100%	92%
teachers treat students fairly at their school* (S2041)	81%	84%	95%
they can talk to their teachers about their concerns* (S2042)	85%	93%	89%
their school takes students' opinions seriously* (S2043)	81%	91%	93%
student behaviour is well managed at their school* (S2044)	73%	82%	86%
their school looks for ways to improve* (S2045)	90%	93%	95%
their school is well maintained* (S2046)	88%	95%	95%
their school gives them opportunities to do interesting things* (S2047)	80%	93%	88%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	93%	100%	100%
they feel that their school is a safe place in which to work (S2070)	93%	100%	100%
they receive useful feedback about their work at their school (S2071)	93%	95%	96%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	89%	88%	100%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	93%	95%	100%
student behaviour is well managed at their school (S2074)	100%	100%	100%
staff are well supported at their school (S2075)	100%	100%	100%
their school takes staff opinions seriously (S2076)	100%	100%	100%
their school looks for ways to improve (S2077)	93%	100%	100%
their school is well maintained (S2078)	100%	94%	100%
their school gives them opportunities to do interesting things (S2079)	93%	100%	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 individual 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 2016 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 through a variety of ways including:

- 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 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.

Students in Prep – Year 2 participate in the personal safety program provided by Bravehearts each year and students in Year 6 also engage in puberty talks provided by Natural Fertility Services that encourage positive relationships and understanding of our body. 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

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	5	4	21
Long Suspensions – 6 to 20 days	1	0	1
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.

Environmental Footprint

Reducing the 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.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	150,621	0
2014-2015	164,904	1,211
2015-2016	168,979	2,015

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.

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 <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

GO

Sector:

Government

Non-government

SEARCH

Where it states '**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.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	21	13	<5
Full-time Equivalents	16	8	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	0
Graduate Diploma etc.**	3
Bachelor degree	12
Diploma	1
Certificate	0

*Teaching staff includes School Leaders

**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 2016 were \$17 995.72

The major professional development initiatives are as follows:

- Use of student academic data
- Internal Mentoring and Coaching
- Behaviour Management
- Teachers visiting other high performing schools
- Guided Reading

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	96%	95%	96%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 72% of staff was retained by the school for the entire 2016.

Performance of Our Students

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	93%	93%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).	88%	90%	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 student attendance rate in 2016 for all Queensland Primary schools was 93%.

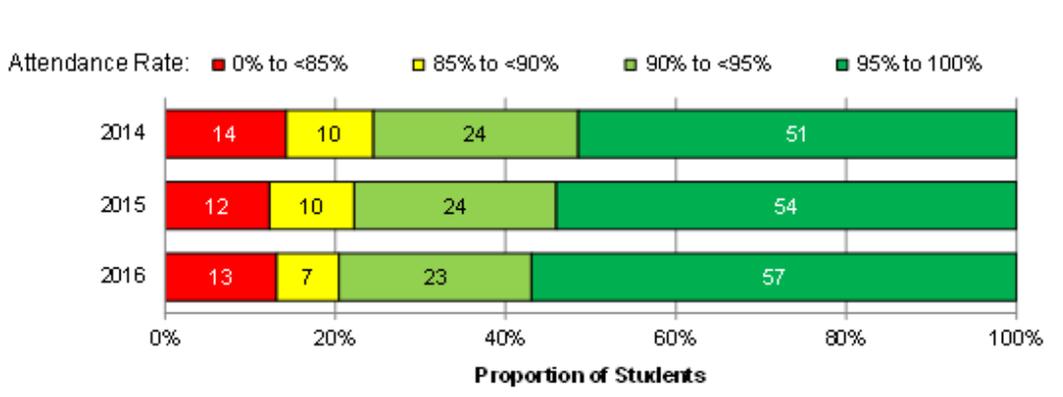
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	91%	95%	91%	93%	94%	93%	91%	95%					
2015	95%	93%	94%	91%	93%	93%	92%						
2016	96%	94%	94%	93%	91%	92%	93%						

*Attendance rates effectively count 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:



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.

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 in Semester 2, 2016 our school initiated the use of SMS texts to notify parents where students were absent. Staff at YKSS actively support parents in every way possible to ensure full attendance at school.

In 2016, a Community Participation Officer supported students and families experiencing difficulties. This has been a valuable role and has helped us follow up unexplained absences, and to conduct home visits, to ensure effective communication of the message that every day counts.

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 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

Sector:

Government

Non-government

Where it states '**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 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.

Conclusion

The 2016 school year was yet another highly successful year at Yorkeys Knob State School and this report contains only an overview of some of those many successes. If you would like further information about our school, we encourage you to make contact with our school office so that an appointment can be made with the school principal.

