ANNUAL REPORT
2017
Queensland State School Reporting

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Every student succeeding. State Schools Strategy 2016-2020

Queensland Government

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School Overview

Robina State School has been proudly serving the community of Robina since 1990.

The leadership of the school changed in Semester 2 2017 with the resignation of the Principal and a new principal being appointed after a state wide selection process.

Our school is an Enrolment Managed School, which means that student enrolment is generally limited to students who live within the school's catchment area.

Our school Curriculum follows the Australian Curriculum and our teachers are proficient at differentiating learning experiences to cater to students' needs and interests. We are proud of the comprehensive programs that have been developed for students across the school. We believe our teaching methods focus on the foundations of learning required for today as well as contemporary technology to develop skills for the future.

Principal's Foreword

Robina State School has a strong tradition of excellence and we are proud of our student achievement in the Academic arena, Music and Sport.

We are most fortunate to have a stable staff of teachers who are highly skilled and committed. Support and para-professional staff members are also highly skilled in providing the best education possible for our students in terms of support, extension and maintaining a quality learning environment.

Our school proudly promotes and proactively seeks to address the social and emotional well-being of students. We have a Student Wellbeing Program with a specialist teacher who provides all our students with specific lessons with the aim of strengthening their social and emotional wellbeing. We strive to be a positive, community-based school and our values are founded on developing respectful relationships and creating a sense of belonging and inclusion for all. To this end, we are actively engaged in social and emotional learning, working collaboratively with parents and carers and supporting our students to develop positive self-esteem and strong mental heath.

Parents are welcome and active participants in the schooling program; the school hosts a strong volunteer program and is enriched by an enthusiastic and highly proactive Parents and Citizens' Association.

Our school's motto, "Friendship, Pride and Respect", guides us to do our very best, to set high standards in all that we do and to develop in our students the values of integrity, pride and respect.

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Robina State School Priorities 2017	Progress during 2017
• Improve the percentage of students achieving U2B in Reading	Year level teams have identified evidence that instructional change in the form of an evidence-based approach to teaching reading, word study and writing is embedded across the school in every classroom, every day.
	Implementation of a whole school approach to teaching reading incorporating close reading of complex texts to enable students to critically analyse and comprehend complex literary and informational texts.
• Improve the percentage of students achieving U2B in Writing	Deepened teacher pedagogical content knowledge of evidence-based approach to teaching writing explicitly.
• Improve the percentage of students achieving U2B in Numeracy	Coaching and mentoring of teachers to have high expectations and a focus on a sustained trajectory of improvement for all students in Mathematics with a continued focus on developing an investigative and problem solving maths pedagogy.

Future Outlook:

The 2018 School Priorities were determined by the recommendations from the Teaching and Learning Audit conducted during the end of 2017.

Robina State School

School Priorities

2018

❖ **Improvement in _all_ students' learning outcomes in Reading across _all_ year levels**

❖ **All teachers planning _collaboratively_ and delivering English and Mathematics using the Australian Curriculum with an emphasis on _differentiation._**

Our School at a Glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2017: Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	767	383	384	20	93%
2016	810	401	409	15	94%
2017	802	386	416	17	94%

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

In 2017, 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 (https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous).

Characteristics of the Student Body

Overview

The Robina School Community is largely drawn from Australian citizens with a small percentage of students from Pacifica and Europe. The top four non-English languages spoken are Japanese, Mandarin, Cantonese and Korean. Families are mainly from middle class backgrounds with one or two parents working and predominately English speaking. Seventeen students who identify as Indigenous attend.

The school is situated in the Mid-Gold Coast and is in close proximity to the local secondary schools, Robina State High School and Merrimac SHS. The school's ICSEA rating, which reflects a community's social economic status is 1047, which is 47 points above the national average. The school has an SEP which supports 48 students who are verified, with a range of disabilities. Reflecting the school's values and inclusive practices, students with disabilities generally are placed with their age peers within the classroom environment, but supported by teacher aides and target teachers.

Student enrolment and continuity is fairly stable.

Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3	24	23	24
Year 4 – Year 6	26	26	25
Year 7 – Year 10			
Year 11 – Year 12			

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Curriculum Delivery

Our Approach to Curriculum Delivery
We acknowledge the changing ways in which young people learn and the challenges that will continue to shape their learning in the future. The curriculum is important in defining what will be taught, what students need to learn and the expected quality of that learning.

At Robina State School we draw the curriculum from:

1. *The Australian Curriculum* which sets the expectations for what all Australian students should be taught, regardless of where they live or their background; and

2. *QCAA (Queensland Curriculum and Assessment Authority)* whose role is to determine procedures and implement quality assurance for Queensland's system of continuous school-based assessment.

We set high expectations for our students as we encourage every child to reach their full potential. To attain our goal, we provide the delivery of quality learning experiences and rigorous assessment tasks which are fortified by:

- Providing inquiry based learning experiences that are relevant, challenging, real-world and aimed at developing our students' higher order thinking skills;
- Learning experiences that enable students to work independently, collaboratively, in teams and effectively communicate their ideas;
- Effectively meeting students' learning needs through the use of a range of diagnostic assessment tools to identify the students' level of achievement on the learning continuum represented by the Australian Curriculum, and modifying their teaching in line with students' achievement levels;
- Adopting a cross-curricula approach to the development of literacy and numeracy skills;
- Year level representatives planning and reviewing each term's curriculum ;
- Checking for understanding every 5 weeks at our Literacy and Numeracy checkpoints, the half way point in our Cycles of Inquiry in our Teaching and Learning, when teachers pause to reflect upon the progress of students and guide their future teaching practice;
- Empowering students in their learning by guiding them to set learning goals to improve their practice and articulate ways to achieve them;
- Moderating students' writing tasks at the end of every term, enabling our teams to ensure there is a consistency of practice with regard to analysis of assessments;
- Collaborating during the last week of every term to provide our teams with an opportunity to reflect/review the past terms' planning and assessment tasks and agree upon any modifications/amendments to the future planning documents;
- Providing explicit daily teaching in literacy and numeracy including oral language programs, spelling, structured and sequential reading skills and writing program, hands-on learning and real world inquiry based maths through investigations.

Co-curricular Activities
Extra curricula activities include:

- STEAM Program Prep to Year 4
- Coding and Robotics Club
- Chess
- Social and Emotional Wellbeing Program
- Sport- in class and interschool for Years 4,5 and 6
- Music – class and instrumental
- LOTE - Japanese – Years 4, 5 and 6
- Auskick (AFL)

How Information and Communication Technologies are used to Assist Learning

At Robina we understand that we live in a rapidly changing world where Information and Communication Technologies plays an integral part. As educators, it is our job to embrace this and ensure all students are provided with the opportunities to work using ICTs across all areas of the curriculum. We are developing ways in which ICTs can be embedded in all key learning areas to enhance and motivate student learning. Students use ICTs to learn skills to access, evaluate, integrate and present information, develop new understandings, problem solve and develop thinking skills, and communicate with each other in safe environments. We also see the use of ICTs as a valuable tool for supporting the individual learning needs of students to enable them to access the curriculum and demonstrate their learning.

At Robina we are implementing digital and design technologies where students investigate, analyse, plan and evaluate to create solutions to real-life problems.

Students have access to ICT through:

- Use of Ipads in all classes
- BYOD classes in year 5 and 6
- Access to 2 full computer labs
- ICT skills classes for Prep to Year 4
- STEAM program Prep to Year 4
- Coding and Robotics club

Social Climate

Overview

The school is committed to maintaining a safe, well-ordered school climate. Through the Specialised Social and Emotional Program, we proactively develop the social and emotional skills of our students. All students participate in fortnightly lessons and the values of our "You Can Do It" philosophy is embedded in school policies, procedures, language, reports and awards. A full time Student Well-being teacher coordinates the provision of lessons, supportive behaviour programs, parent and counselling programs and community newsletters. The school engages extensively with local agencies to support students and their families. The enhancement of student leadership skills have continued to develop involving regular meetings with student councillors and Year 6 student leaders. A Guidance Officer is employed one day a week.
A chaplain is employed three days per week and is part of a Chaplaincy Committee.
All of these programs have contributed to our school climate which is safe, supportive and respectful - as reflected in the School Opinion Survey data.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
their child is getting a good education at school (S2016)	97%	90%	93%
this is a good school (S2035)	97%	94%	92%
their child likes being at this school* (S2001)	100%	96%	96%
their child feels safe at this school* (S2002)	97%	98%	89%
their child's learning needs are being met at this school* (S2003)	91%	85%	87%
their child is making good progress at this school* (S2004)	97%	88%	90%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	99%

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	88%	87%	87%
teachers at this school motivate their child to learn* (S2007)	88%	85%	84%
teachers at this school treat students fairly* (S2008)	91%	83%	85%
they can talk to their child's teachers about their concerns* (S2009)	94%	90%	94%
this school works with them to support their child's learning* (S2010)	97%	92%	86%
this school takes parents' opinions seriously* (S2011)	100%	89%	79%
student behaviour is well managed at this school* (S2012)	91%	87%	82%
this school looks for ways to improve* (S2013)	94%	94%	89%
this school is well maintained* (S2014)	88%	96%	93%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	97%	95%	97%
they like being at their school* (S2036)	97%	94%	97%
they feel safe at their school* (S2037)	93%	96%	95%
their teachers motivate them to learn* (S2038)	95%	98%	99%
their teachers expect them to do their best* (S2039)	98%	99%	100%
Their teachers provide them with useful feedback about their school work* (S2040)	97%	98%	94%
teachers treat students fairly at their school* (S2041)	87%	88%	95%
they can talk to their teachers about their concerns* (S2042)	91%	89%	94%
their school takes students' opinions seriously* (S2043)	89%	86%	86%
student behaviour is well managed at their school* (S2044)	81%	77%	89%
their school looks for ways to improve* (S2045)	98%	96%	98%
their school is well maintained* (S2046)	95%	89%	95%
their school gives them opportunities to do interesting things* (S2047)	95%	91%	94%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
they enjoy working at their school (S2069)	94%	90%	97%
they feel that their school is a safe place in which to work (S2070)	99%	94%	100%
they receive useful feedback about their work at their school (S2071)	93%	85%	81%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	85%	86%	92%
students are encouraged to do their best at their school (S2072)	99%	98%	100%
students are treated fairly at their school (S2073)	100%	94%	94%
student behaviour is well managed at their school (S2074)	94%	80%	81%

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Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
staff are well supported at their school (S2075)	90%	67%	78%
their school takes staff opinions seriously (S2076)	91%	65%	69%
their school looks for ways to improve (S2077)	100%	92%	86%
their school is well maintained (S2078)	92%	90%	100%
their school gives them opportunities to do interesting things (S2079)	92%	69%	75%

* 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

During 2017, our school had an active P&C. Their major fund-raising goal was the development and enhancement of the students' learning experience at the school.

Every class had a Parent Rep who supported the class teacher and met with the Principal on a regular basis throughout the year. The role of the parent rep was to welcome new families and act as a conduit between the school and our families. Through the involvement and networking of the Parent Reps, the school was able to engage in greater consultation with our families.

The school offered workshops for parents and encouraged them to attend a range of special events throughout the year. Parents were very supportive in providing voluntary help in classrooms, the tuckshop and the library.

We worked closely with our community throughout 2017 and continued to develop strong relationships with our local schools, community groups and government agencies. Our Head of Support Services met regularly with the parents of students with disabilities throughout the year. Case managers formally met with parents in Term One and Term Three in addition to parent/teacher interviews.

Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful, equitable and healthy relationships. The school is committed to a program that embodies the spirit and underlying philosophy of Michael Bernard's Habits of the Mind and Positive Psychology. As a whole school, we strive to be a positive community, based on respectful relationships, a focus on appropriate, respectful and healthy relationships, a sense of belonging and inclusion. To this end, our students are actively engaged in learning that promotes their development as confident, persistent, resilient, organised individuals with the ability to maintain strong respectful relationships. In addition to this, special events and workshops for parents/carers and students are organised for target groups throughout the year. We recognise that parents and carers are the most important and influential people in children's lives and as such, we promote parents/carers and teachers working together to support our students.

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	2015	2016	2017
Short Suspensions – 1 to 10 days	22	10	31
Long Suspensions – 11 to 20 days	0	0	0
Exclusions	0	1	0

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Cancellations of Enrolment	0	0	0

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Environmental Footprint

Reducing the school's environmental footprint
Over the past year Robina has had a continued focus on sustainability and reducing our environmental footprint. Educating our students and their families about more sustainable lifestyles is a school priority and we have continued to lead by example.

At the start of 2018 we will implement our litter free lunch initiative. We intend to decrease the number of garbage bins going to landfill with an average of 3 bins per collection. We intend to begin our whole school composting system with all fruit scraps being taken to our compost bins daily. The compost will then be distributed over our vegetable gardens where we grow fruit and vegetables. All our classrooms were equipped with paper recycling bags which are emptied weekly. We have also implemented a system where Year 6 monitors visit classrooms to ensure recycling is appropriately managed.

Over the past year Robina had many organised events to promote sustainability, healthy eating and exercise. We celebrated many national and international events such as World Arbor Day to make our students and their families more aware of the current strain and pressures on our environment. Active School Travel continues to be valued part of our school culture. Through this we are promoting the reduction of carbon emissions as well as healthy choices.

The data regarding electricity and water usage shows continued reductions in our consumption and we have future plans to reduce these figures further. Our school and wider community culture around reducing litter and recycling continues to develop with most of our families taking on the responsibility and making a real effort to make a difference where possible.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	202,625	
2015-2016	203,755	7,446
2016-2017	196,206	2,813

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

School name	**GO**

Suburb, town or postcode

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
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2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	58	30	0
Full-time Equivalents	51	19	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	-
Masters	-
Graduate Diploma etc.**	4
Bachelor degree	45
Diploma	9
Certificate	-

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TEACHER* QUALIFICATIONS	
Highest level of qualification	**Number of classroom teachers and school leaders at the school**

*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 (including mentoring) in 2017 were $32 108.

The major professional development initiatives were:

- Coaching in literacy and numeracy by the HOC, Instructional Coach and classroom teacher
- Teacher pedagogy
- Reading workshops
- Teacher Aide upskilling
- PD to individual staff members targeting their professional needs, including induction

The proportion of the teaching staff involved in professional development activities during 2017 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	**2015**	**2016**	**2017**
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, 98% of staff was retained by the school for the entire 2017.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

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

STUDENT ATTENDANCE 2017			
Description	**2015**	**2016**	**2017**
The overall attendance rate* for the students at this school (shown as a percentage).	93%	93%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	90%	94%	92%

*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.

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The overall student attendance rate in 2017 for all Queensland Primary schools was 93%.

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
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
2015	93%	93%	93%	93%	94%	93%	91%						
2016	93%	93%	94%	93%	93%	93%	93%						
2017	94%	92%	94%	93%	93%	91%	92%						

*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:
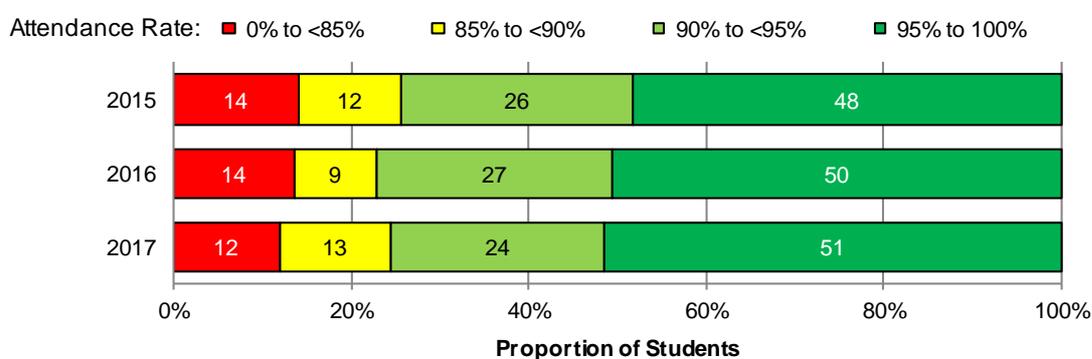
Description of how non-attendance is managed by the school
Non-attendance is managed in state schools in line with the Department of Education procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

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

Class Teachers marked the roll in the morning and again in the afternoon. Attendance Rates were monitored by the Deputy Principals. Non-attendance was monitored by class teachers, who attempted to make contact with parents of students who had 3 concurrent absences. Contact was recorded on OneSchool and the Deputy Principal and Office Administration staff advised of reason for absence. Deputy Principal attempted to make contact with parent/carers to provide intervention and support. Notes were sent home to parents asking to provide reasons for unexplained absences.

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.

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Find a school

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.