



## Robina 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

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## School Overview

Robina State School has proudly served the Robina community since 1990. Our Prep-Year 7 curriculum uses the essential Learnings in Key Learning Areas, and includes Japanese, Gifted and Talented programs, Early Intervention strategies and Learning and Special Needs Support. Classroom teaching programs are balanced and innovative with a strong focus on literacy and numeracy. Our school is active in the wider community participating in Anzac Day, Gold Coast Eisteddfod in choir, bands, and sting sections. Our school has consistently achieved a top three result in Eisteddfod performances for many years. Students participate in a range sporting events with interschool sport being introduced in recent times. Our Chaplain addresses the religious, spiritual and/or ethical needs of students. The value of the parental role in education is well recognised at Robina. Parents are actively involved in the school, with our dynamic Parents and Citizens Association fostering participation within the school community and providing the advice and additional resources critical to our success. Students motivation and application to their studies is consistent with high standards of behaviour.

## Principal's Forward

### Introduction

The 2016 School Annual Report provides parents, staff, students and the community with information about the achievement of the school. Robina State School is driving an improvement agenda, grounded in evidence from research and practice. The School Annual Report documents the achievements over the 2016 academic year and identifies the areas for further development according to this explicit improvement agenda. Recommendations from previous Teaching and Learning Audits and Discipline Audits are incorporated in the future planning

### School Progress towards its goals in 2016

2016 Annual Implementation Plan Priorities	Progress Towards Completion	2017 Action
Strengthen internal accountability through a whole school assessment and monitoring program to track reading progress aligned to a response to intervention model	Significant progress made	Continue with implementation
Deepen pedagogical knowledge of number sense and of the cognitive demands necessary for this to develop	Some Progress made	Continue in 2017 and embed in PLT
Teach students to use the writing process for a variety of purposes	Good progress made	Continue with a focus on explicit instruction

### Future Outlook

#### Improvement Priority

#### Student learning outcomes in language and literacy learning

- Implement an evidence based approach to teaching reading
- Teach word study using a developmental approach to phonics, vocabulary and spelling instruction
- Enable students to use flexible and effectively to help them learn and communicate ideas

#### Students learning outcomes in numeracy and mathematics.

- Effective teaching of Mathematics
- Implement an evidence based approach to teaching mathematics

#### Cultivate collaborative cultures

- Build precision in pedagogy
- Build capacity
- Embed the use of formative assessment

# Our School at a Glance

## School Profile

<b>Coeducational or single sex:</b>	Coeducational
<b>Independent Public School:</b>	No
<b>Year levels offered in 2016:</b>	Prep Year - Year 6
<b>Student enrolments for this school:</b>	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2014</b>	790	380	410	16	93%
<b>2015*</b>	767	383	384	20	93%
<b>2016</b>	810	401	409	15	94%

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

Robina State School is located in the South East Region. Attendance has experienced incremental growth from 2012-2016. Two percent of enrolments were Indigenous, three percent were Students with Disabilities and fourteen percent spoke a language other than English.

Robina State School has an Index of Community Socio-Educational Advantage of 1036 with the average being 1000. There is substantial body of research evidence that shows the educational performance of students, among many other things, is related to certain characteristics of their family such as parental education and occupations and school characteristics such as location and socio-economic background of the students it serves.

Data from the Australian Early Development Index in 2015 indicates that on average 22% of students enrolling in the Preparatory Year program were at risk of not achieving if an appropriate transition plan is not in place. Since 2014 all Preparatory Year Enrolments are screened using Brigance Screen to identify levels of readiness and to inform instruction.

### 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	25	24	23
Year 4 – Year 7	24	26	26
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

- Robina State School uses an evidence-based approach to teach reading. This essentially for all students but critical for at risk students and effectively accommodates students with a diagnosis of Dyslexia.
- Robina State School has continued to adopt an early, early strategy of early intervention, early assessment and early intervention to increase learning success. The major reviews of reading agree that the most effective way of teaching reading is by explicit teaching of the fundamental code-based components – phonemic awareness and phonics.
- Music continues to be signature program and Robina State School offer a high quality choral, strings and band experience.
- Science extension group is offered to our Year 6 and 5 students. This includes working closely with our feeder High Schools.
- Gymnastic extension group is offered to our Year 3 and 4 students.
- QuickSmart for mathematics intervention targets students to develop automatic recall of number facts.
- Master Teachers supports the implementation of the school pedagogical framework.

### Co-curricular Activities

- Interschool Sport
- Camping Program Year 4, Year 5 and Year 6
- Annual Canberra Trip Year 6
- Public Speaking
- Leadership Program for Year 5 and Year 6

### How Information and Communication Technologies are used to Assist Learning

Robina State School has a well-resourced digital learning centre. The school subscribes to Mathletics, Maths Online, Reading Eggs and Sunshine Online. Students use information and communication technology to communicate, create and collaborate. Increasingly teachers are requiring students to undertake assessment tasks that incorporate information and communication technology. A Bring Your Own Device Program operates in Year 5 and 6 classes.

## Social Climate

### Overview

Teachers identify evidence-based practices, differentiate their instruction to meet the needs of each student who enters their classroom with a variety of academic and behavioural strengths and challenges; deliver high quality instruction in an engaging manner; assess students' learning relative to established curriculum standards; and complete a myriad of other tasks. To meet any of these demands, teachers must support and manage student behavior.

At Robina State School we use an evidence-based approach to manage student behavior. The expectation is the teacher create and maintain a positive, organized and effective classroom environment. The framework used is Positive Behaviour for Learning. PBL is a prevention framework based on a problem solving approach that emphasises:

1. Providing a continuum of support for all students;
2. Evaluating the implementation and outcomes of those supports;
3. Using data to guide decision making about how to improve or sustain implementation.

PBL counteracts the traditional "wait-to-fail" models that characterized the old way of doing business and moves us towards a prevention-based approach. This concept is similar to an evidence-based approach to teaching reading where early intervention is used to ensure all students are readers as closing the gap is a low probability option.

Robina State School works in partnership with OnPsych to provide access to a school based psychologist.

### Parent, Student and Staff Satisfaction

#### Parent opinion survey

Performance measure	2014	2015	2016
Percentage of parents/caregivers who agree# that:			
their child is getting a good education at school (S2016)	96%	97%	90%
this is a good school (S2035)	98%	97%	94%
their child likes being at this school* (S2001)	100%	100%	96%
their child feels safe at this school* (S2002)	100%	97%	98%
their child's learning needs are being met at this school* (S2003)	98%	91%	85%
their child is making good progress at this school* (S2004)	91%	97%	88%
teachers at this school expect their child to do his or her best* (S2005)	96%	100%	100%

Performance measure			
Percentage of parents/caregivers who agree <sup>#</sup> that:	2014	2015	2016
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	91%	88%	87%
teachers at this school motivate their child to learn* (S2007)	98%	88%	85%
teachers at this school treat students fairly* (S2008)	96%	91%	83%
they can talk to their child's teachers about their concerns* (S2009)	93%	94%	90%
this school works with them to support their child's learning* (S2010)	98%	97%	92%
this school takes parents' opinions seriously* (S2011)	91%	100%	89%
student behaviour is well managed at this school* (S2012)	89%	91%	87%
this school looks for ways to improve* (S2013)	96%	94%	94%
this school is well maintained* (S2014)	98%	88%	96%

### Student opinion survey

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2014	2015	2016
they are getting a good education at school (S2048)	97%	97%	95%
they like being at their school* (S2036)	97%	97%	94%
they feel safe at their school* (S2037)	94%	93%	96%
their teachers motivate them to learn* (S2038)	97%	95%	98%
their teachers expect them to do their best* (S2039)	99%	98%	99%
their teachers provide them with useful feedback about their school work* (S2040)	97%	97%	98%
teachers treat students fairly at their school* (S2041)	90%	87%	88%
they can talk to their teachers about their concerns* (S2042)	82%	91%	89%
their school takes students' opinions seriously* (S2043)	88%	89%	86%
student behaviour is well managed at their school* (S2044)	82%	81%	77%
their school looks for ways to improve* (S2045)	93%	98%	96%
their school is well maintained* (S2046)	89%	95%	89%
their school gives them opportunities to do interesting things* (S2047)	92%	95%	91%

### Staff opinion survey

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2014	2015	2016
they enjoy working at their school (S2069)	94%	94%	90%
they feel that their school is a safe place in which to work (S2070)	100%	99%	94%
they receive useful feedback about their work at their school (S2071)	83%	93%	85%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	92%	85%	86%
students are encouraged to do their best at their school (S2072)	97%	99%	98%
students are treated fairly at their school (S2073)	92%	100%	94%
student behaviour is well managed at their school (S2074)	78%	94%	80%

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2014	2015	2016
staff are well supported at their school (S2075)	72%	90%	67%
their school takes staff opinions seriously (S2076)	89%	91%	65%
their school looks for ways to improve (S2077)	100%	100%	92%
their school is well maintained (S2078)	97%	92%	90%
their school gives them opportunities to do interesting things (S2079)	86%	92%	69%

\* 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

Parent engagement commences with enrolment including Preparatory enrolment and Transition Strategy. Building a strong partnership that is based on effective communication is the foundation of success. Teachers undertake annual parent meetings and interviews. Parent/caregivers and interested community members are invited to volunteer in the school. The Classroom Parent Representatives Program actively works to promote parent involvement and engagement. The Parent and Citizens' Association and Tuckshop provide additional opportunities for parent participation. Communication is through newsletter, school website, virtual classrooms, Facebook, QSchool App and Assemble.

Every student has the ability to learn and should be able to demonstrate progress in their learning. A whole school approach ensures a cohesive response to diverse learning needs and consistent practice in a culture of ongoing improvement which sets high expectations, monitors student progress with school-wide analysis and discussion of student achievement data, and supports student learning with quality teaching focused on improving the achievement of every student.

A whole school approach to curriculum provision, using continuum and support caters for the learning needs of all students. This includes those in need of learning support or behavior support; those who have educational support needs arising from disability, those who are gifted and talented; and those learning English as an additional language or dialect (EALD), or a combination of these. Cultural and linguistic background and socio-economic status contributes to the diversity and complexity of students learning needs.

Planning ensures that identification of students' educational needs and the provision of reasonable adjustments. The planning process involves collaboration and consultation with parents, the student (where appropriate), school curriculum leaders, classroom and support teachers and other relevant specialists. Collaborative planning brings these participants together as a team to consider the student's current level of performance and to determine the student's educational needs and future learning priorities.

For students with disabilities who require reasonable adjustments to access curriculum, there is a legislative requirement for schools to consult with students and their parent/career regarding these adjustments.

### Respectful relationships programs

The school has developed and implemented a program that focus on appropriate, respectful and healthy relationships.

### 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	37	22	10
Long Suspensions – 6 to 20 days	0	0	0
Exclusions	0	0	1
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

Robina State School maintains the use of the bore to flush toilets thus reducing water consumption. Increased student enrolment and use of technology has impacted upon electricity usage but efforts are being made to minimize usage.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	208,478	2,188
2014-2015	202,625	
2015-2016	203,755	7,446

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

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 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	59	30	0
Full-time Equivalents	50	19	0

#### Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	4
Graduate Diploma etc.**	2
Bachelor degree	46
Diploma	7
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 \$35 600

The major professional development initiatives are as follows:

- Evidence approach to teaching Reading
- Positive Behaviour for Learning
- Explicit Teaching
- Teaching word study including phonics, spelling and vocabulary
- First Aide
- ICT

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%	96%	96%

#### Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 94% 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%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	93%	90%	94%

\*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%.

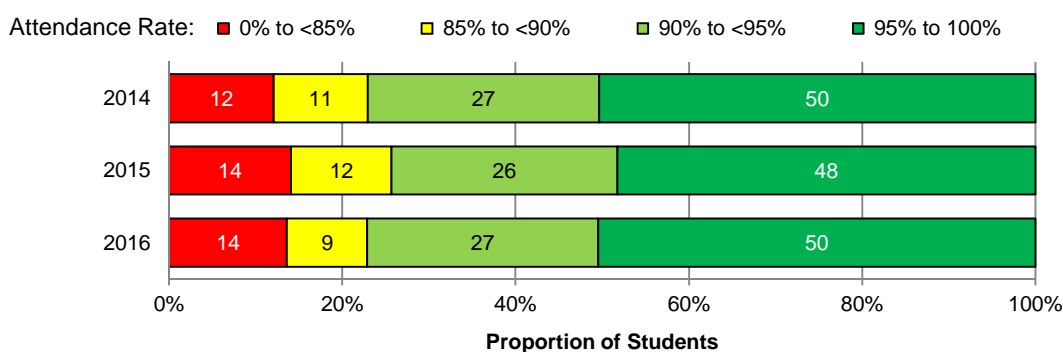
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	94%	93%	94%	94%	94%	91%	92%	91%					
2015	93%	93%	93%	93%	94%	93%	91%						
2016	93%	93%	94%	93%	93%	93%	93%						

\*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.

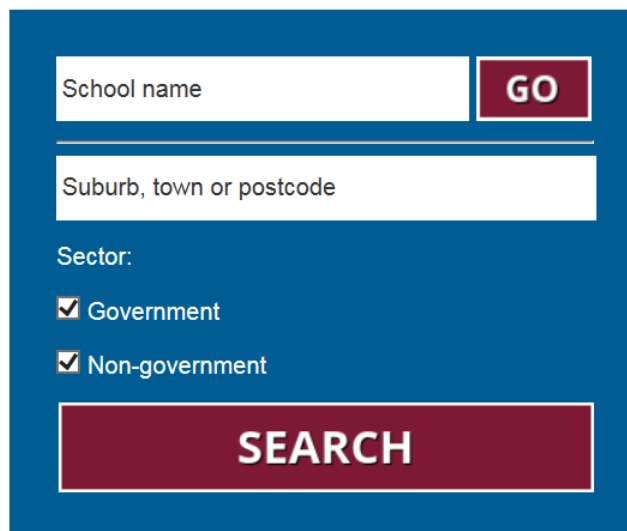
Robina State School uses a texting program to contact parents with unexplained absences. A daily report of at risk students is received and followed up. Weekly and quarterly attendance reviews are completed with follow up through personal phone calls and /or interviews. Students with an at risk level of attendance are case managed.

## 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



The image shows a search form titled "Find a school" with a blue background. It contains the following elements:

- A text input field labeled "School name" with a red "GO" button to its right.
- A text input field labeled "Suburb, town or postcode".
- A "Sector:" label followed by two checked checkboxes: "Government" and "Non-government".
- A large red button with the word "SEARCH" in white capital letters.

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.

