Robina State School
Queensland State School Reporting
2015 School Annual Report

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Principal's foreword

Introduction

The 2015 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 2015 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 into the future planning.

School progress towards its goals in 2015

.2015 Annual Improvement Plan Priorities	Progress Toward Completion	2016 Action
Continue the implementation of a research validated school-wide pedagogical framework using The Art and Science of Teaching	Good progress made	Continue with imnplementation with a focus on explicit teaching
Expand the use of peer observation, feedback, differentiated coaching and professional learning teams to improve teaching practice	Some progress made	Continue in 2016 and embed PLT into school organization structure
Enact the 2014 Discipline Audit recommendations through adopting Positive Behaviour for Learning	Implementation of Year 1 of Positive Behaviour For Learning	Continue Year 2 and embed in pedagogical framewor
Review school curriculum framework for English to identify the viable curriculum to ensure the systematic and explicit teaching of reading, writing and oral language	Significant progress made with documenting literacy and language instruction	Work with school staff to implement

Future outlook

Improvement priority:
1. Student learning outcomes in language and literacy learning
    *   Implement an evidenced based approach to teaching reading
    *   Teach word study using a developmental approach to phonics, vocabulary and spelling instruction
    *   Enable students to use writing flexibly and effectively to help them learn and communicate ideas
2. Student learning outcomes in numeracy and mathematics.
    *   Develop student number sense Cultivating collaborative cultures
    *   Effective teaching of Mathematics
    *   Use Curriculum Based Measurement to monitor learning progress in basic skills
3. Cultivating collaborative cultures
    *   Build precision in pedagogy
    *   Build capacity
    *   Embed the use of formative assessment

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015:   Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	744	337	407	17	94%
2014	790	380	410	16	93%
2015	767	383	384	20	93%

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

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

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

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

Characteristics of the student body:

Robina State School is located in the South East Region. Attendance has experienced incremental grown from 2012 to 2015. Two percent of enrolments were Indigenous, three percent were Students with Disabilities and fourteen percent spoke a language other than English at home.

In the 2014 Census, 44.1% of the Robina population had both parents born in Australia and 42.7% had both parents born overseas.

Robina State School has an Index of Community Socio-Educational Advantage of 1036 with the average being 1000. There is a 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 occupation and school characteristics such as location and socio-economic background of the students it serves.

Data from the Australian Early Developmental Index in 2015 indicated 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 the Brigance Screen to identify level of readiness and to inform instruction.

Proportion of children developmentally vulnerable on one or more and two or more AEDC domain/s, Robina State School, South East region, Queensland and Australia, 2015
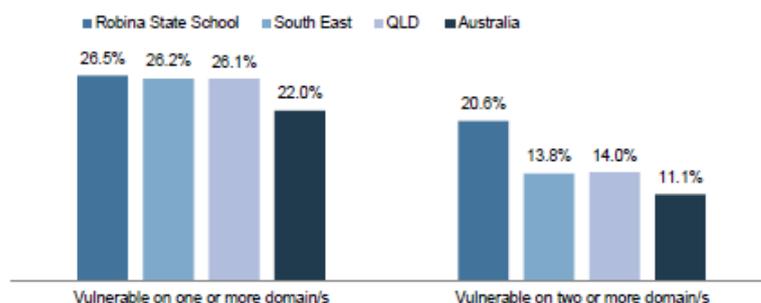
Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	24	25	24
Year 4 – Year 7 Primary	25	24	25

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

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	11	37	22
Long Suspensions - 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

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

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

Curriculum delivery

Our distinctive curriculum offerings
- During the past 12 months Robina State School has worked to use an evidenced-based approach to teach reading. This is essential 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, early strategy of early identification, 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 a signature program and Robina State School offers a high quality choral, string and band experience.
- In 2015 a Science extenstion program was introduced for Year 6 students.
- OneSchool is our single point of truth for student data and teachers are aksed to maintain Records of Conversation, Behaviour Records, Diagnostic Assessment and use forSmart Goals.
- To ensure all teachesra re awre of student learning needs high reliability data sets are used in transition. This is more effective and efficient than a new teaching investing in assessment.
- QuickSmart for mathematics intervention targets Year 4 students to develop automatic recall of number facts.
- Master Teachers supports the implementation of the school pedagogical framework.

Extra curricula activities
- Interschool Sport
- Camping Program Year 5 and 6
- Annual Canberra Trip Year 6
- Public Speaking

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, Reading Xpress, 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.

Our approach to curriculum delivery

Robina implements the Australian Curriculum through adapting the Education Queensland curriculum into the classroom materials. The English curriculum materials are progressively being reviewed to enable an evidenced-based approach to teaching reading to be implemented along with the effective teaching of word study incorporating spelling, phonics and vocabulary.

The Head of Curriculum supporst teachesr to adapt the Curriculum into the Classroom materials while the Master Teacher supports to explicitly teach the essential foundation skills and knowledge for English and Mathematics in systematically and structured manner.

Social Climate

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 behaviour.

At Robina State School we use an evidenced-based approach to manage student behaviour. The expectation is that teachers create and maintain a positive, organised 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 characterised the old way of doing business and moves us towards a prevention-based approach. This concept is similar to an evidenced-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 with the school

Performance measure			
Percentage of parent/caregivers who agree# that:	2013	2014	2015
their child is getting a good education at school (S2016)	97%	96%	97%
this is a good school (S2035)	97%	98%	97%
their child likes being at this school (S2001)	95%	100%	100%
their child feels safe at this school (S2002)	97%	100%	97%
their child's learning needs are being met at this school (S2003)	95%	98%	91%
their child is making good progress at this school (S2004)	95%	91%	97%
teachers at this school expect their child to do his or her best (S2005)	97%	96%	100%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	91%	91%	88%
teachers at this school motivate their child to learn (S2007)	97%	98%	88%
teachers at this school treat students fairly (S2008)	97%	96%	91%
they can talk to their child's teachers about their concerns (S2009)	97%	93%	94%
this school works with them to support their child's learning (S2010)	91%	98%	97%
this school takes parents' opinions seriously (S2011)	100%	91%	100%
student behaviour is well managed at this school (S2012)	89%	89%	91%

Performance measure			
Percentage of parent/caregivers who agree# that:	2013	2014	2015
this school looks for ways to improve (S2013)	100%	96%	94%
this school is well maintained (S2014)	97%	98%	88%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	95%	97%	97%
they like being at their school (S2036)	94%	97%	97%
they feel safe at their school (S2037)	94%	94%	93%
their teachers motivate them to learn (S2038)	95%	97%	95%
their teachers expect them to do their best (S2039)	98%	99%	98%
their teachers provide them with useful feedback about their school work (S2040)	95%	97%	97%
teachers treat students fairly at their school (S2041)	87%	90%	87%
they can talk to their teachers about their concerns (S2042)	85%	82%	91%
their school takes students' opinions seriously (S2043)	88%	88%	89%
student behaviour is well managed at their school (S2044)	81%	82%	81%
their school looks for ways to improve (S2045)	94%	93%	98%
their school is well maintained (S2046)	95%	89%	95%
their school gives them opportunities to do interesting things (S2047)	92%	92%	95%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	98%	94%	94%
they feel that their school is a safe place in which to work (S2070)	100%	100%	99%
they receive useful feedback about their work at their school (S2071)	83%	83%	93%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	94%	92%	85%
students are encouraged to do their best at their school (S2072)	100%	97%	99%
students are treated fairly at their school (S2073)	100%	92%	100%
student behaviour is well managed at their school (S2074)	94%	78%	94%
staff are well supported at their school (S2075)	89%	72%	90%
their school takes staff opinions seriously (S2076)	94%	89%	91%
their school looks for ways to improve (S2077)	98%	100%	100%
their school is well maintained (S2078)	89%	97%	92%
their school gives them opportunities to do interesting things (S2079)	93%	86%	92%

# '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 Prep Enrolment and the Transition Strategy. Building a strong partnership that is based on effective communication is the foundation for success. Teachers undertake annual parent meetings and interviews. Parents/caregivers and interested community members are invited to volunteer in the school. The Classroom Parent Representative Program actively works to promote parent involvement and engagement. The Parents and Citizens' Association and Tuckshop provide additional opportunities for parent participation. Communication is through newsletter, school website, virtual classrooms, Facebook, QSchools App and Assembly.

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 a continuum of support, caters for the learning needs of all students. This includes those in need of learning support or behaviour 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 (EAL/D), or a combination of these. Cultural and linguistic background and socio-economic status contribute to the diversity and complexity of student learning needs.

Planning ensures the 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 disability who require reasonable adjustments to access curriculum, there is a legislative requirement[1] for schools to consult with students and their parent/carer regarding these adjustments.

Reducing the school's environmental footprint

Robina State School maintained 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..

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	201,174	2,352
2013-2014	208,478	2,188
2014-2015	202,625	

*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.

[1] *Disability Standards for Education* (2005) Section 3.5.

Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	57	27	0
Full-time equivalents	47	18	0

Qualification of all teachers.

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	7
Advanced Diploma	0
Bachelor Degree	44
Graduate Diploma etc.**	2
Masters	4
Doctorate	0
Total	**57**
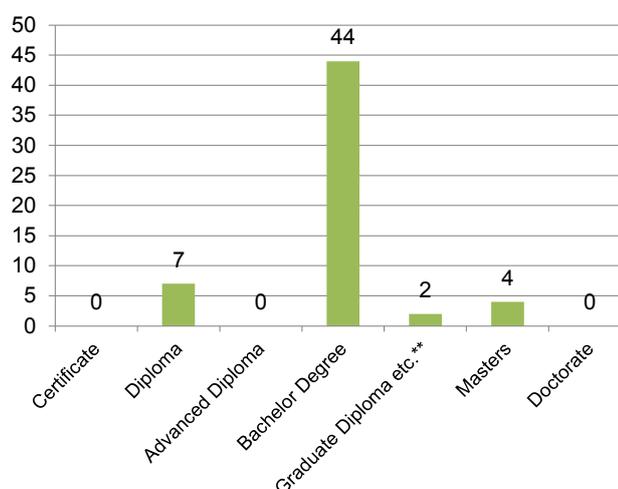
*Teaching staff includes School Leaders

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

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2015 were $ $20,507

The major professional development initiatives are as follows:
- Evidenced-based approach to teaching reading
- Art and Science of Teaching
- Teaching word study including phonics, spelling and vocabulary
- Positive Behaviour for Learning
- Explicit Teaching
- First aide
- Professional references
- ICT
- HPE

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

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

Proportion of staff retained from the previous school year

From the end of the previous school year, 100% of staff was retained by the school for the entire 2015 school year.

School income broken down by funding source

School income broken down by funding source is available via the *My School* website at
http://www.myschool.edu.au/.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following **'Find a school' text box.**

Find a school

| School name | GO |

| Suburb, town or postcode |

Sector:

☑ Government

☑ Non-government

SEARCH

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

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

Performance of our students

Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	94%	93%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	93%	93%	90%

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

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

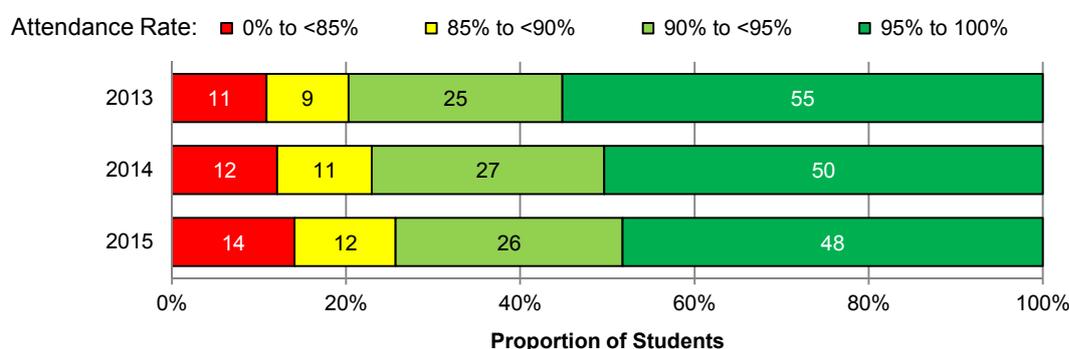|	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
2013	93%	93%	95%	94%	94%	94%	92%
2014	94%	93%	94%	94%	94%	91%	92%
2015	93%	93%	93%	93%	94%	93%	91%

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

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.

Attendance Rate: ■ 0% to <85% ■ 85% to <90% ■ 90% to <95% ■ 95% to 100%

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2013	11	9	25	55
2014	12	11	27	50
2015	14	12	26	48

Proportion of Students

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

Robina State School uses a texting program to contact parents daily for students 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..

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7, and 9.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at http://www.myschool.edu.au/.

To access our NAPLAN results, click on the My School link above. You will then be taken to the My School website with the following **'Find a school' text box.**

Find a school

| School name | **GO** |

Suburb, town or postcode

Sector:

☑ Government

☑ Non-government

SEARCH

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