

Robina State School

Queensland State School Reporting

2013 School Annual Report



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Principal's foreword

Introduction

Welcome to the 2013 School Annual Report (SAR). The SAR is part of the School Planning, Reviewing and Reporting Framework. Under the framework, all state schools develop a four-year plan (School Plan) to implement the strategic direction of Education Queensland as outlined in *United in our pursuit of excellence*.

The School Plan has a four year outlook, which informs Annual Implementation Plans (AIP). The School Plan is reviewed and updated annually to maintain currency and alignment. Every four years, a Quadrennial School Review (QSR) is conducted to maintain an informed long term strategic focus. Robina State School completed a QSR in 2013.

The SAR provides parents and members of the school community with information about the school's activities and performance during the 2013 school year. It highlights strengths and identifies areas for development and improvement. The identified areas for development and improvement are incorporated into the next year's Annual Implementation Plan (AIP).

The School Annual Report is a public document required for the school's and Education Queensland's accountability and improvement purposes. It provides information for Education Queensland and members of the school community on the achievement of the school in relation to declared systemic and school priorities as outlined in the 2013 Annual Implementation Plan.

School progress towards its goals in 2013

- Teachers continued to develop their capacity to improve the level of student performance in reading through understanding how to use an evidence based approach to teach reading based on systematic, explicit instruction of the key skill areas of phonemic awareness, alphabetic principle, fluency, vocabulary, and comprehension.
- Teachers worked to increase their knowledge and understanding of explicit spelling instruction by using the four spelling knowledges appropriate to the stage of spelling development to improve the level of student performance in spelling:
- Limited progress was made in deepening teacher understanding of how to improve the level of student performance in mathematics through systematic, explicit instruction of the key concepts of number as a result of limited time devoted to this area.

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- Teachers continued to monitor the level of student academic achievement in English, Mathematics and Science and results showed some improvement over the year due to teachers better knowing the learning needs of the student and differentiating instruction.
- The attendance rate was 93.5% for Semester 1 and 91.2% for Semester 2 which had an impact on student learning and levels of achievement. This means on average students miss 15.5 days of school a year. Students need to be at school to learn.

During 2013 Robina State School made progress in the following identified Priority Areas of Development:

- The Art and Science of Teaching by Robert Marzano, a research validated pedagogical framework has been identified as our pedagogical framework and will be consistently enacted across the school to ensure high quality teaching focused on the achievement of every student. The Art and Science of Teaching is a model for ensuring quality teaching that balances the necessity of research-based data with the equally vital need to understand the strengths and weaknesses of individual students.
- Teachers worked to develop their capacity to differentiate their teaching to enable students to achieve the learning specified for their year level.
- During 2013 work was undertaken to develop and maintain the school curriculum, assessment and reporting plan at whole-school level, year level and unit level for all learning areas. Curriculum implementation continued to be monitored through classroom visits; teacher meetings; regular moderation of student assessment and examination of student achievement data.

Future outlook

The improvement agenda:

- 80% of students or more to achieve a C standard or higher on English, Mathematics and Science assessments tasks
- 80% of students or more to achieve a C standard or higher on Semester 1 and 2 reports
- NAPLAN mean scale score improvement rates to be similar or better than the Nation
- NAPLAN upper two bands improvement rates to be similar or better than the Nation
- All Prep to Year 3 students to be reading at year level standard or an individual learning plan to be in place to support
- All Prep to Year 7 students to be spelling at year level standard or have a differentiation plan in place
- Student attendance rate to be 95% or higher.

The Priority Areas of Development:

- School wide contemporary pedagogical practice
- Parent and community engagement with confidence in school's performance and achievement
- Systematic curriculum implementation
- Working collaboratively to build staff capacity
- Evidence based systematic and explicit teaching of reading skills and behaviours.

School Profile

Coeducational Prep Year to Year 7.

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	769	354	415	95%
2012	749	340	409	93%
2013	744	337	407	94%

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

Characteristics of the student body:

Robina State School provides a safe and caring environment for high quality learning to occur. The school's motto Friendship, Pride & Respect reflects the commitment of teachers and the school community in encouraging every child to reach their full potential while promoting social responsibility.

Our students come from approximately 540 families. International families from Bond University attend our school. Robina is a middle class socio-economic area consisting of professional workers, self-employed business people and skilled trade workers. Robina's Index of Community Socio-Educational Advantage (ICSEA) is 1040 compared to the Australian average of 1000. The Robina school community is well informed and have high expectations of the school, staff and students.

Average Class sizes

Phase	Average Class Size		
	2011	2012	2013
Prep – Year 3	23	23	24
Year 4 – Year 7 Primary	25	24	25

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	11	8	11
Long Suspensions - 6 to 20 days	0	2	0
Exclusions	0	0	1
Cancellations of Enrolment	0	0	0

Curriculum offerings

Our school at a glance

Our distinctive curriculum offerings

- A strong classroom music program is supported by the instrumental music program
- Robina SS is an accredited Dyslexia Friendly School
- Additional support programs for identified students at risk of literacy failure
- Students with disabilities are catered for with teacher / teacher aide allocations for individual / group support
- Support programs are offered to children in care and to Aboriginal & Torres Strait Islander students.
- A Positive Play Program is offered to children who have difficulty interacting appropriately with peers in the playground.
- A guidance service is available to students, parents and teachers
- A school chaplain provides support two days a week for students for a range of social & emotional issues.

Extra curricula activities.

- Interschool sport program
- Music Classes – designated instrumental music classes from Years 3-7
- Instrumental Music Program
- Choirs - Senior and Junior
- Gifted and Talented groups and activities
- Student Council – Student leadership activities
- Camping program Years 5-7
- Public Speaking

How Information and Communication Technologies are used to assist learning

Robina State School has a well-resourced digital learning centre with an ICT Support Teacher working 4 days a week assisting teachers and students to effectively use information and communication technologies as part of learning. The school subscribes to Mathletics and Reading Eggs and teachers are using the Learning Place to provide parents and children access to virtual classrooms and provide 24/7 learning. Students were provided with access to Maths Online in 2013.

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. Daily lessons include some form of online content or access to information. Selected students participate in online learning programs through Project 600.

Year level sets of iPads were added to the ICT resource base in 2013.

Social climate

Our School's Responsible Behaviour Plan focuses on developing a supportive school environment and responsible, positive behaviour in all students and staff. The Plan provides a framework for creating an environment for each learner to develop responsible self-management, whilst learning about how and why people behave the way they do. The framework encourages students, staff and community members to critically reflect on behaviour, problem solve and develop strategies to support individuals to become socially responsible citizens. Robina State School addresses the development of student's social and emotional competency through Program Achieve You Can Do It. This program works to develop the five keys to success through structured teaching around:

- Organisation
- Getting Along
- Confidence
- Persistence
- Resilience.

Our school at a glance

Parent, student and staff satisfaction with the school

School Opinion Survey results reflect that parents/caregivers have a high level of satisfaction with Robina State School.

Performance measure (Nationally agreed items shown*)

Percentage of parents/caregivers who agree that:	2012	2013
their child is getting a good education at school (S2016)	97%	97%
this is a good school (S2035)	95%	97%
their child likes being at this school* (S2001)	100%	95%
their child feels safe at this school* (S2002)	97%	97%
their child's learning needs are being met at this school* (S2003)	100%	95%
their child is making good progress at this school* (S2004)	100%	95%
teachers at this school expect their child to do his or her best* (S2005)	100%	97%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	97%	91%
teachers at this school motivate their child to learn* (S2007)	94%	97%
teachers at this school treat students fairly* (S2008)	89%	97%
they can talk to their child's teachers about their concerns* (S2009)	92%	97%
this school works with them to support their child's learning* (S2010)	97%	91%
this school takes parents' opinions seriously* (S2011)	91%	100%
student behaviour is well managed at this school* (S2012)	89%	89%
this school looks for ways to improve* (S2013)	94%	100%
this school is well maintained* (S2014)	92%	97%
Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	96%	95%
they like being at their school* (S2036)	92%	94%
they feel safe at their school* (S2037)	90%	94%
their teachers motivate them to learn* (S2038)	94%	95%
their teachers expect them to do their best* (S2039)	98%	98%
their teachers provide them with useful feedback about their school work* (S2040)	91%	95%
teachers treat students fairly at their school* (S2041)	83%	87%
they can talk to their teachers about their concerns* (S2042)	85%	85%
their school takes students' opinions seriously* (S2043)	76%	88%
student behaviour is well managed at their school* (S2044)	74%	81%
their school looks for ways to improve* (S2045)	92%	94%
their school is well maintained* (S2046)	91%	95%
their school gives them opportunities to do interesting things* (S2047)	87%	92%

Our school at a glance

Percentage of school staff who agree that:	2013
they enjoy working at their school (S2069)	98%
they feel that their school is a safe place in which to work (S2070)	100%
they receive useful feedback about their work at their school (S2071)	83%
students are encouraged to do their best at their school (S2072)	100%
students are treated fairly at their school (S2073)	100%
student behaviour is well managed at their school (S2074)	94%
staff are well supported at their school (S2075)	89%
their school takes staff opinions seriously (S2076)	94%
their school looks for ways to improve (S2077)	98%
their school is well maintained (S2078)	89%
their school gives them opportunities to do interesting things (S2079)	93%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

Robina State School actively involves parents in their child's education. 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. Other opportunities for involvement include Classroom Parent Representative Program, Parents and Citizens' Association and Tuckshop. Communication is through newsletter, school website, virtual classrooms, Facebook and Assembly.

Reducing the school's environmental footprint

Efforts are made to reduce electricity consumption through managing lighting, computers and fans. Usage data from 2010-2011 to 2011-2012, indicates an increase as during this period the Community Performing Arts Centre and the Centre of Excellence became operational. Both buildings are designed to be energy efficient with lighting set to turn off automatically. The school has a bank of solar panels that supplement the grid supply. The Digital Learning Centre computers auto off nightly. Air conditioners are set to time off automatically and run at the recommended settings.

Water consumption is monitored. The school has storage tanks in several locations which supplement the flushing of toilets. The school also pumps from a bore and this system is regularly maintained and monitored to ensure it is operating effectively.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2010-2011	130,256	2,393
2011-2012	202,144	2,484
2012-2013	201,174	2,352

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.

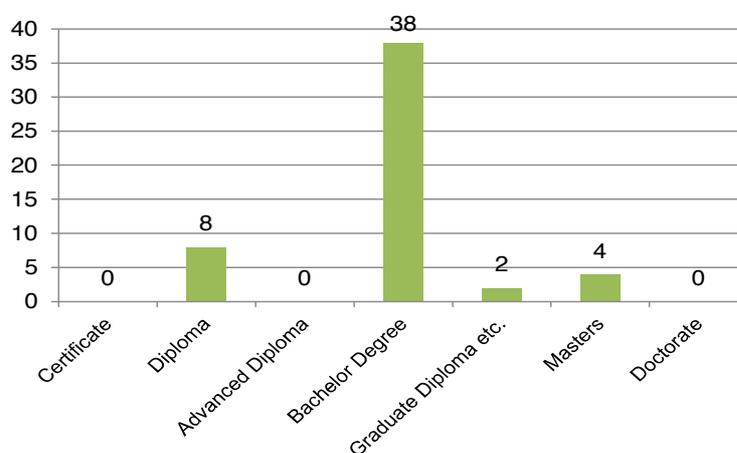
Our staff profile

Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	52	21	0
Full-time equivalents	42	15	0

Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	8
Advanced Diploma	0
Bachelor Degree	38
Graduate Diploma etc.	2
Masters	4
Doctorate	0
Total	52



* 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 2013 were \$18,000

The major professional development initiatives are as follows:

- Reading including evidenced based reading practice, phonemic awareness, vocabulary and comprehension
- Dyslexia and Significant Reading Difficulties
- OneSchool Weekly Planner and Dashboard
- Use of iPads and Apps
- Using Progressive Achievement Test in Mathematics and Reading to improve teaching
- The Australian Curriculum – Geography
- Spelling knowledge and spelling stages of development.

The proportion of the teaching staff involved in professional development activities during 2013 was 100%.

Average staff attendance	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	96%

Our staff profile

Proportion of staff retained from the previous school year

From the end of the previous school year, 99% of staff was retained by the school for the entire 2013 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

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

Where it says 'Search by school name', type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's *My School* entry web page.

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

Key student outcomes

Student attendance	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	94%	93%	94%
The overall attendance rate in 2013 for all Queensland state Primary schools was 92%.			

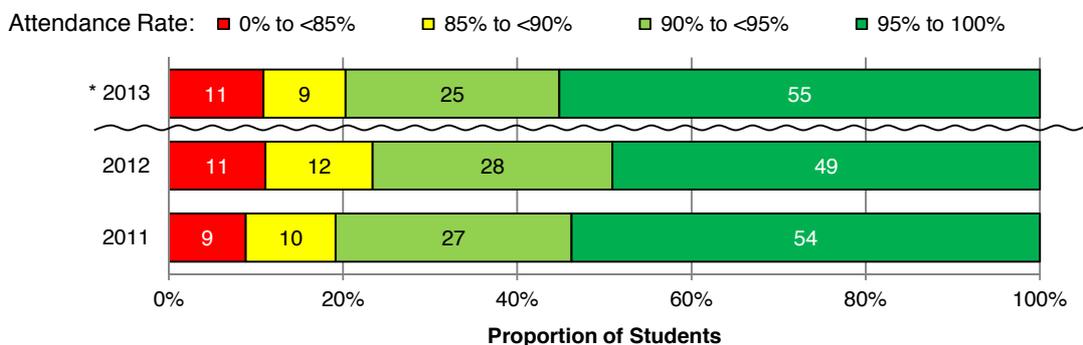
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
2011	94%	94%	95%	93%	94%	95%	92%
2012	94%	93%	94%	93%	93%	92%	93%
2013	93%	95%	94%	94%	94%	92%	92%

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.



* The method for calculating attendance changed in 2013 – care should be taken when comparing data from 2013 to that of previous years.

Performance of our students

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

Teachers monitor student attendance and follow up unexplained absences. A weekly review of unexplained absences is completed. At the end of each term a formal review of non-attendance is undertaken. At the end of Term 1 parents are informed by letter of their child's rate of non-attendance and provided with information regarding every day counts. At the end of Term 2 personal contact is made with parents of students who have a non-attendance rate of 10% or more to discuss the circumstances associated with non-attendance and to emphasise that every day counts. This process is repeated in Term 3 and 4. Students with a critical level of non-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

Search by school name

GO

Search by suburb, town or postcode

Sector Government Non-government

SEARCH

Where it says 'Search by school name', type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data.

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

Achievement – Closing the Gap

The attendance of Indigenous students was similar to that of Non-Indigenous students. In English 65% of Indigenous students achieved a C standard or higher while 82% achieved a C standard of higher in Mathematics and Science. More work will need to continue to be done to improve the level of achievement in English for Indigenous students.