

Robina State School

Queensland State School Reporting

2014 School Annual Report



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Principal's foreword

Introduction

The 2014 School Annual Report provides parents, staff, students and the community with meaningful information about the achievement of the school. Robina State School is driving a strong improvement agenda, grounded in evidence from research and practice and is expressed in terms of improvements in measurable student outcomes. The School Annual Report documents the achievements over the 2014 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 2014

2014 Annual Improvement Plan Priorities	Progress Toward Completion	2015 Action
School wide contemporary pedagogical practice	Professional development undertaken on implementing Art and Science of Teaching	Continue
Parent and community engagement with confidence in school's performance and achievement	Enrolment growth reflects level of community confidence	Sharpen and narrow improvement focus to maintain confidence
Systematic curriculum implementation	Australian Curriculum implemented through adaption of Curriculum into the Classroom	Continue to adapt the C2C materials
Working collaboratively to build staff capacity	2014 SOS indicated 85 percent of staff were satisfied with their access to quality professional development	Sharpen and narrow improvement focus and align professional learning plan
Evidence based systematic and explicit teaching of reading skills and behaviours	Commenced with significant progress in Prep	Continue into Year 1 and 2

Future outlook

The key improvement priorities for 2015 are:

1. Continue the implementation of a research validated school-wide pedagogical framework using The Art and Science of Teaching
2. Expand the use of peer observation, feedback, differentiated coaching and professional learning teams to improve teaching practice
3. Enact the 2014 Discipline Audit recommendations through adopting Positive Behaviour for Learning
4. Review school curriculum framework for English to identify the viable curriculum to ensure the systematic and explicit teaching of reading, writing and oral language

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2014: Prep Year - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	749	340	409	93%
2013	744	337	407	94%
2014	790	380	410	93%

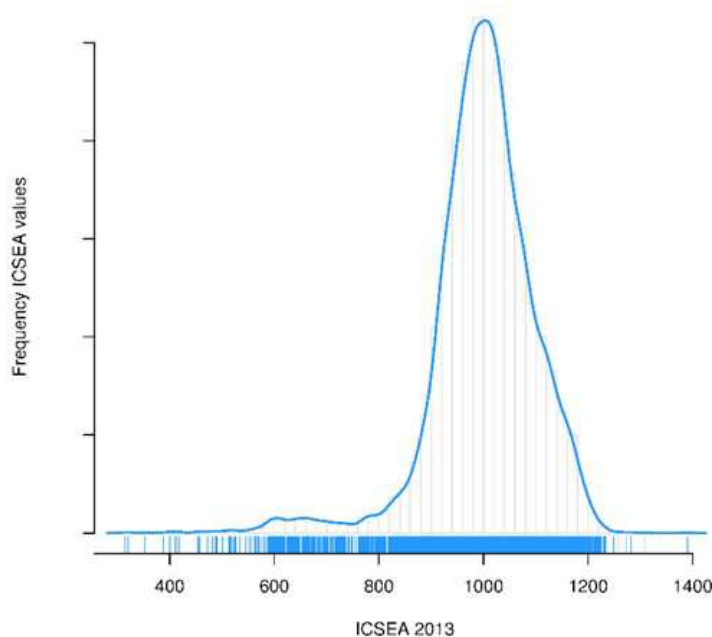
Student counts are based on the Census (August) enrolment collection.

Characteristics of the student body:

Robina State School is an enrolment Band 9 located in the South East Region. Attendance has grown from 2012 to 2014. Two percent of enrolments were Indigenous, three percent were Students with Disabilities and fourteen percent spoke a language other than English at home with 27 different languages represented.

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.



The most common occupations in Robina included Professional 19.4%, Clerical and Administrative Workers 16.1%, Sales Workers 14.9%, Managers 13.2% and Technicians and Trade Workers 12.6%. In 2011 Census 54.4% were employed full time, 33.1% were employed part-time and 7.6% were unemployed. In 2011 16% of people did voluntary work through an organization of a group.

Data from the Australian Early Developmental Index in 2012 indicated that on average 25% of students enrolling in the Preparatory Year program were at risk of not achieving if an appropriate transition plan is not in place. In 2014 all Preparatory Year enrolments were screened using the Brigance Screen to identify level of readiness and to inform instruction.

Australian Early Developmental Index	2012	2009
Developmentally vulnerable on one or more domains	33%	48%
Developmentally vulnerable on two or more domains	20%	29%

Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3	23	24	25
Year 4 – Year 7 Primary	24	25	24

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	8	11	37
Long Suspensions - 6 to 20 days	2	0	0
Exclusions [#]	0	1	0
Cancellations of Enrolment	0	0	0

[#] Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

Curriculum offerings

Our distinctive curriculum offerings

- Robina State School is an Australian Dyslexic Association accredited Dyslexia Friendly School.
- Innovative strategy of early identification, early assessment and early intervention in Reading to increased learning success
- Music is a signature program

Extra curricula activities

- City of Gold Coast Active School Travel School Year 2
- 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, Math's Online, Reading Eggs, and Sunshine Online. Some teachers are using the Learning Place to provide parents and children access to virtual classrooms and provide 24/7 learning. 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 was trialled in selected Year 5 and 6 classes where lessons included access to online content or information.

Social Climate

Parents and students expressed a high level of satisfaction with Robina State School as identified in the annual School Opinion Survey. Robina State School works to improve student learning outcomes by creating a safe, supportive and disciplined environment that supports learning. Students learn to give effort and that success is a reflection of hard work and that sometimes we have to do things we do not like to be successful. Robina State School addresses the development of student's social and emotional competency through Program Achieve. This program develops the five keys to success through structured teaching around:

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

Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree# that:	2012	2013	2014
their child is getting a good education at school (S2016)	97%	97%	96%
this is a good school (S2035)	95%	97%	98%
their child likes being at this school* (S2001)	100%	95%	100%
their child feels safe at this school* (S2002)	97%	97%	100%
their child's learning needs are being met at this school* (S2003)	100%	95%	98%
their child is making good progress at this school* (S2004)	100%	95%	91%
teachers at this school expect their child to do his or her best* (S2005)	100%	97%	96%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	97%	91%	91%
teachers at this school motivate their child to learn* (S2007)	94%	97%	98%
teachers at this school treat students fairly* (S2008)	89%	97%	96%
they can talk to their child's teachers about their concerns* (S2009)	92%	97%	93%
this school works with them to support their child's learning* (S2010)	97%	91%	98%
this school takes parents' opinions seriously* (S2011)	91%	100%	91%
student behaviour is well managed at this school* (S2012)	89%	89%	89%
this school looks for ways to improve* (S2013)	94%	100%	96%
this school is well maintained* (S2014)	92%	97%	98%
Performance measure			
Percentage of students who agree# that:	2012	2013	2014
they are getting a good education at school (S2048)	96%	95%	97%
they like being at their school* (S2036)	92%	94%	97%
they feel safe at their school* (S2037)	90%	94%	94%
their teachers motivate them to learn* (S2038)	94%	95%	97%
their teachers expect them to do their best* (S2039)	98%	98%	99%
their teachers provide them with useful feedback about their school work* (S2040)	91%	95%	97%
teachers treat students fairly at their school* (S2041)	83%	87%	90%
they can talk to their teachers about their concerns* (S2042)	85%	85%	82%
their school takes students' opinions seriously* (S2043)	76%	88%	88%
student behaviour is well managed at their school* (S2044)	74%	81%	82%
their school looks for ways to improve* (S2045)	92%	94%	93%
their school is well maintained* (S2046)	91%	95%	89%
their school gives them opportunities to do interesting things* (S2047)	87%	92%	92%
Performance measure			
Percentage of school staff who agree# that:	2012	2013	2014
they enjoy working at their school (S2069)		98%	94%
they feel that their school is a safe place in which to work (S2070)		100%	100%

Performance measure			
Percentage of parent/caregivers who agree# that:	2012	2013	2014
they receive useful feedback about their work at their school (S2071)		83%	83%
students are encouraged to do their best at their school (S2072)		100%	97%
students are treated fairly at their school (S2073)		100%	92%
student behaviour is well managed at their school (S2074)		94%	78%
staff are well supported at their school (S2075)		89%	72%
their school takes staff opinions seriously (S2076)		94%	89%
their school looks for ways to improve (S2077)		98%	100%
their school is well maintained (S2078)		89%	97%
their school gives them opportunities to do interesting things (S2079)		93%	86%

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

'Agree' represents the 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

Parent engagement commences with the Prep Enrolment and 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.

Reducing the school's environmental footprint

Robina State School maintained the use of the bore to flush toilets thus reducing annual water consumption. Increased student enrolment and use of technology has impacted upon electricity usage.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	202,144	2,484
2012-2013	201,174	2,352
2013-2014	208,478	2,188

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.

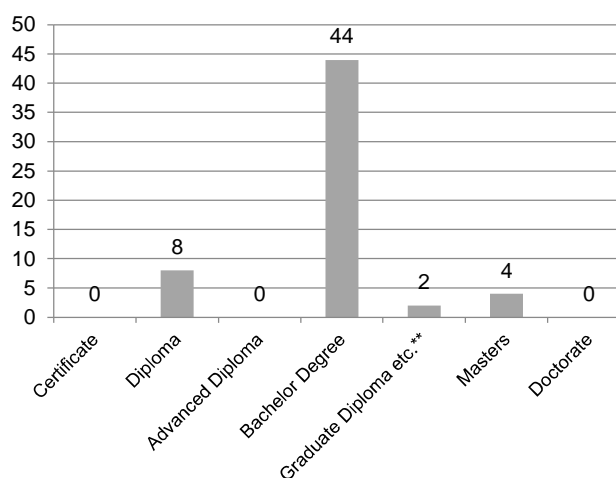
Our staff profile

Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	58	27	0
Full-time equivalents	46	18	0

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	8
Advanced Diploma	0
Bachelor Degree	44
Graduate Diploma etc.**	2
Masters	4
Doctorate	0
Total	58



*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 2014 were \$60,817.

The major professional development initiatives are as follows:

- Evidence based approach to teaching reading
- Teaching Dyslexic students
- Art and Science of Teaching pedagogical framework
- OneSchool
- Music
- Health and Physical Education
- Teaching students with learning difficulties
- Coaching teachers to improve learning outcomes
- First Aide Training
- Functional Behaviour Assessment
- Curriculum Planning
- Explicit Teaching
- Leadership

The proportion of the teaching staff involved in professional development activities during 2014 was 100%.

Average staff attendance

	2012	2013	2014
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, 97% of staff was retained by the school for the entire 2014 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 webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's entry 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**

	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	93%	94%	93%

The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

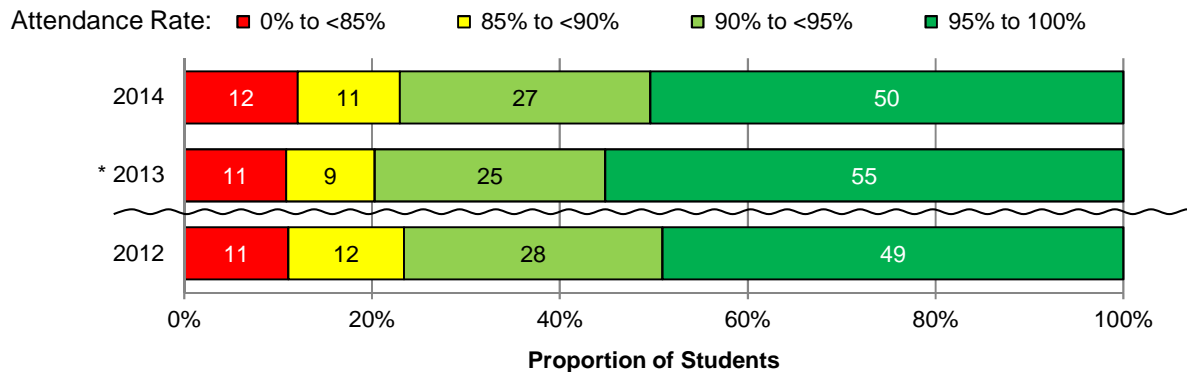
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
2012	94%	93%	94%	93%	93%	92%	93%
2013	93%	95%	94%	94%	94%	92%	92%
2014	93%	94%	94%	94%	91%	92%	91%

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 after 2012 to that of previous years.

Description of how non-attendance is managed by the school

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

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. 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/>.

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Achievement – Closing the Gap

In 2014 the Semester 1 attendance rate for Indigenous students was 93.4% compared to 93.1%. 12.1% of all students had an attendance rate of <85% while only 5.6% of Indigenous students had an attendance rate of <85%.