

Our school at a glance

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Principal's foreword

Introduction

Welcome to the 2010 School Annual Report

This report provides parents and members of the school community with information about the school's activities and performance during the 2010 school year. It highlights strengths and identifies areas for development and improvement.

The School Annual Report is a public document required for the school's and Education Queensland's accountability and improvement purposes. It provides valuable 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 2010 School Annual Operational Plan.

The School Annual Report fulfils three functions:

1. It provides the school community, through the Parents and Citizens Association, with information on the school's progress towards achieving the goals and priorities outlined in the school's Operational Plan.
2. It provides the Assistant Regional Director with information to guide discussions about both the school's progress towards achieving organisational goals and the priorities of the school.
3. It provides a base on which the school develops its next Annual Operational Plan.

The report provides information for prospective and current parents on our school, including size, subjects offered, qualifications of staff, results of School Opinion Surveys and school performance in NAPLAN testing for years 3, 5 & 7.

I trust you will find the 2010 School Annual Report both interesting and informative.

Michael Shambrook
Principal

Our school at a glance

School progress towards its goals in 2010

IMPROVEMENT PRIORITIES FOR 2011 in progressing the second year of the 2010-2013 Strategic Plan:

LEARNING	Completed / Ongoing	Commenced	Not Commenced	Note if required
• Maintaining and improving student Literacy and Numeracy results	↑			Explicit improvement agenda for Literacy & Numeracy in place and managed by School Improvement Team (SIT)
• Increase focus on Science		↔		
• Increased ICT integration into all KLA areas	↑			
• Differentiated curriculum for all students including G&T, LS and SWD		↔		
• Policy re intervention embedded	↑			
• Values Education using Citizenship Framework across school		↔		
• Middle school organisation		↔		Investigation of options re structure etc.
• School sporting options enhanced	↑			Interschool Sport an integrated part of the school sporting program
• School Performance Data owned by all staff	↑			
• Implement ACARA curriculum	↑			ACARA implementation aligned with EQ, QSA, and ACARA schedules
• Investigate shared regular planning time for year levels		↔		

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Our school at a glance

SCHOOLS

• Increased ICT usage for communication, administration & reporting needs	↑			
• Design and construction of new Resource Centre / Centre with BER funding	↑			Completed April 2011
• Additional classroom resources including interactive whiteboards, data projectors etc.	↑			P&C Association provided \$20000.00 funding towards the provision of data projectors
• Increase focus on building / grounds maintenance / beautification		↔		Plans have been prepared to upgrade the Prep-1 playground
• Investigate air conditioning option for classroom			↓	Investigated but insufficient funds available
• Construct junior playground	↑			Completed in Dec 2010
• Upgrade multi-purpose courts			↓	Quotes received – insufficient funds to progress
• Review utilisation of school space		↔		This will be further advanced when BER building relocations take effect in 2011
• School marketing to maintain enrolment base		↔		

WORKFORCE

• Curriculum Leadership enhanced with HOC		↔		0.6 FTE HOC only
• Leadership teams philosophy and structure embedded in school culture		↔		
• Increase access to training for all staff in the use of ICT	↑			
• Provide time for improving program planning	↑			HOC provides support
• Up skill all staff in behaviour management techniques and consistency of implementation		↔		New staff into school need training each year
• Formal sharing of best practice – quality reflection time		↔		Commenced in 2011 with new staff meeting schedule
• Develop a Work Force Plan		↔		Some progress made – still awaiting outcomes of filling acting positions with permanent staff

Our school at a glance

Future outlook

In the 2011 Operational Plan which was completed following the receipt of the 2010 NAPLAN test data and the State-wide Teaching & Learning Audit Report, our school staff have an explicit and focused improvement agenda for 2011. This agenda is managed by the SIT team.

The four improvement agenda priorities are:

1. Literacy comprehension
2. Numeracy comprehension
3. Student attendance
4. Closing the Gap – for indigenous students

Priority 1 & 2 were selected following analysis of data from diagnostic testing, NAPLAN, PAT- R & PAT– M to focus teachers, students and our community to understand that the comprehension demands in Literacy / Numeracy are vital for student success in all areas of the curriculum, NAPLAN tests and overall student achievement.

Priority 3 – currently our student attendance rate is 93%. This year we have an aspirational target of 97% given the realities of family life. Educational Research data clearly indicates that for students to achieve to their full potential they should attend school as close to 100% of the time. This includes arriving at school on time ready for the first lesson of the day and also not leaving school before the 3.00pm bell. These times at the beginning and end of the day are crucial times for the introduction of new work and revision of explicit teaching that has occurred during the day. Attendance at school is critical for learning.

Priority 4 – is part of a National Agenda to “Close the Gap” between the achievement / performance of indigenous students and other Australian students.

These priorities provide a structure for effective focused communication and actions on strategies for:

- explicit targets / goals for each class including short term Literacy & Numeracy goals for all students
- raising teacher & student expectations re improvement for all students
- enhancing effective teaching practice across P-7
- enhancing teacher skills in data analysis to assist personalise student learning

**These priorities are underpinned by the firm belief that
“Every child has the capacity to learn”.**

Our school at a glance

School Profile

Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2010 – Nov 2010)
783	367	416	89%

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 that goes with being part of a community.

Robina State School is a co-educational school from prep to year 7 and is located in the suburb of Robina on the Gold Coast.

In 2010 there were 780 - 790 students in 31 classes.

School facilities include:

Multi-purpose basketball / tennis courts, instrumental music room, covered games area, two computer laboratories, tuckshop, Special Education Program classroom, sporting ovals and various types of playground equipment. A 900 seat Performing Arts Centre and a new three level Centre of Excellence incorporating a new Resource Centre, Music

All classrooms are equipped with computers and the Resource Centre is well resourced with print and digital media.

Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity
791	386	405	89% (Feb 2009 – Nov 2009)
783	367	416	89% (Feb 2010 – Nov 2010)

Characteristics of the student body:

Our students come from approximately 550 families. Each year level caters for approximately 90-100 students with target class sizes of 25 in Prep to Year 3 and 28 in Year 4 to Year 7. Many international families from Bond University attend our school. Robina is a middle class socio-economic area consisting of professional workers, self-employed business people, skilled trade workers and people studying at the various Universities on the Gold Coast.

The My School website indicates that the School's Index of Community Socio-Educational Advantage (ICSEA) is 1040 compared to the Australian average of 1000.

Distribution of Students	Bottom quarter	Middle quarters		Top quarter
School Distribution	20%	25%	32%	23%
Australian Distribution	25%	25%	25%	25%

Robina school community is well informed, have high expectations of the school, staff and students. Many are well educated families who place a high expectation on the education of their children. Students are overall well-behaved, polite, friendly and willing learners. Visitors often comment on the friendly and respectful nature of the students. Staff enjoying working at this school.

Our school at a glance

Class sizes – Proportion of school classes achieving class size targets in 2010

Phase	Average Class Size	Percentage of classes in the school			
		On or under target	Under Target	On Target	Over Target
Prep – Year 3	20	93%	71%	21%	7%
Year 4 – Year 10	26	94%	76%	18%	6%
All Classes	23	94%	74%	19%	6%

School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	12
Long Suspensions - 6 to 20 days	1
Exclusions	1
Cancellations of Enrolment	0

Curriculum offerings

Our distinctive curriculum offerings contained within the Key Learning Areas of English, Mathematics, Science, The Arts, Study of Society & Environment, Technology, Health and Physical Education and Language Other Than English are:-

A strong classroom music program is supported by the award winning instrumental music program which features three concert bands, a Senior and Junior choir and string ensembles.

Students with disabilities are catered for with teacher / teacher aide allocations for individual / group curriculum support and social /emotional support depending on ESP data.

An Intensive English Centre supports migrant children with English as a second language.

Support programs are offered to children in care and to Aboriginal & Torres Strait Islander students.

A Positive Play Program is offered to children who may have difficulty from time to time interacting appropriately with peers in the playground.

Students are also able to access various therapy services including physiotherapy, speech therapy and occupational therapy should they require it. Such therapy programs are incorporated into their individual education plans (IEP).

A quality guidance service is available to students, parents and teachers and advisory teachers are available to support children with low incident disabilities such as hearing and visual impairment

A school chaplain provides support for students for a range of social & emotional issues.

Our school at a glance

Extra curricula activities

The Instrumental Music Program has rapidly gained credibility with the Performing Arts seen as a strategic edge for our school. In addition to our strong focus on Literacy, Numeracy and other Key Learning Areas, we offer:

- Music Classes – designated instrumental music classes from Years 3-7
- Chess Tutoring and Club
- Instrumental Music Program – Instrumental groups- including jazz and strings
- Choirs - Senior and Junior
- Gifted and Talented groups and activities
- Student Council – Student leadership activities
- Camping program years 5-7 and Excursion Program P-7
- Access to a wide variety of competitions
- Art lessons – delivered by local expert artist
- Sporting skills programs including Kelly Sports, Futsal, Rowan Holland Tennis Coaching, Rugby League and Cricket skills programs

How Information and Communication Technologies are used to assist learning.

The focus for ICT use in the school is that ICT become a natural tool for students and teachers to access, store, analyse, and manipulate information in its many forms to achieve the planned learning/teaching outcomes.

Computers and associated equipment will be used to present information in a variety of forms to cater to the different learning / teaching styles of individual students / teachers and to store data for easy retrieval as required.

Students use computers for research, planning and publication of work. They communicate & collaborate regularly with each other, their teacher, their local community and students, teachers, persons of interest and organizations in other countries. Virtual classrooms have been established in many classrooms across the school.

To achieve the use of computers and peripheral equipment as natural tools for learning and teaching Robina State School doubled the level of access available to students and teachers. The following strategies for 2011 will also assist students and teachers to achieve the level of usage described:

- 100% of students will engaged in ICT learning activities each term
- All students will engaged in ICT assessment tasks as they are developed
- All teaching staff engaged in ICT related professional development in 2010
- A key teacher in each year level will attain one of the levels on the Smart Classroom Professional Development Framework
- Staff will review/update core curriculum units and make explicit and more frequent reference to ICT
- Staff will review, refine and extend ICT based activities integrated in all year level core curriculum units using "ICT Expectations" as a guide
- Staff will develop additional ICT based assessment items to complement core curriculum units
- Core curriculum documents / resources placed in a central location on the server for easy staff access
- Student reporting & tracking in "One School" continued.

The ICT support teacher:

- Assists teachers in planning lessons and model lessons for them
- Develops digital support material – videos, podcasts and instruction sheets to support new activities
- Identifies specific professional development to meet the individual needs of staff
- Provides professional development to all on the Learning Place
- Maintain staff aware of "One School" updates.

Our school at a glance

Social climate

Robina State School strives to create and develop a caring and co-operative educational environment for individuals through an enthusiastic, professional commitment to excellence, which reflects a genuine love of and care for children.

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. The school is child centred and student opinion is highly valued.

Robina State School has developed a reputation for excellence in both the local and wider community, especially our instrumental music program, the high expectations of students and for our caring learning environment. The multicultural enrolment at Robina develops our students' racial, ethnic and cultural understanding and tolerance as well as enriching our learning activities and experiences with input from other cultures.

An enthusiastic Student Council and a team of capable student leaders make a very positive contribution to student support and day-to-day activities in the school and wider community. Robina State School currently operates a range of programs that provide scaffolding for students at risk or requiring assistance.

A Student Services Team and Behaviour Management Team co-ordinate the following programs:

Class Meetings

De Bono's Thinking Skills (Our philosophy and structure for Behaviour Management)

Positive Play

Parent, student and teacher satisfaction with the school

Performance measure	Result 2007	Result 2008	Result 2009	Result 2010
Percentage of parents/caregivers satisfied that their child is getting a good education at school	82%	75%	68%	71%
Percentage of students satisfied that they are getting a good education at school	85%	90.8%	84.2%	75.6%
Percentage of parents/caregivers satisfied with their child's school	95%	86%	74%	74%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	66%	48%	73%	63%
Percentage of staff members satisfied with morale in the school	92.2%	81%	87%	86%

Our school at a glance

Involving parents in their child's education.

Parent participation is high in most areas of the school with parents monitoring student performance, behaviour, and school administration with interest. Our Parents and Citizens Association, while small in number, is active in reviewing school performance, participating in forward planning, promoting the school, enlisting parents and community support, fundraising and managing various projects aimed at supporting students and enriching the life of the school.

- Activities our parents have been involved in with respect to planning include:
- Development of our Annual Operational Plan and Budget for 2010-11
- Participation in our Smart Choices deliberations.
- Reviewing school performance data
- Parents and community members are heavily involved in supporting teachers to implement programs for children.
- There are in excess of 30 volunteers who work in the school in a variety of roles.
- Activities involving parents include:
- Support a Talker, Writer, and Reader
- Indigenous Education Strategy Initiative Program (IESIP) – “Partners for Success”
- English as a Second Language (ESL) Program and Intensive English Centre
- Classroom Parent Representative Program (CPR)

Reducing the school's environmental footprint

Robina State School aims to reduce our environment footprint through proactive strategies to educate staff to reduce all utility costs where possible. Strategies include:

- Timely reporting of any faults / issues with utility usage by all staff e.g. leaking taps, toilets, faulty lights / fans
- Turning off lights & fans when classrooms and other spaces are not being used
- Reviewing the use of all electricity appliances to reduce power usage e.g. refrigerators, TVs, standby power options on computers etc.
- Monitoring the solar electricity generation and informing the community of our school's contribution to our society

Year	Total	Electricity	Sewerage	Waste	Water	Gas	Other	Electricity KwH	WaterKL	GasMJ
2010	\$57,841	\$40,958	\$6,224	\$994	\$9,517	\$0	\$148	192,291	2,386	0
2009	\$50,581	\$36,556	\$0	\$0	\$3,792	\$0	\$10,233	0	2,028	0
% change 2009 - 2010	14%	12%	N/A	N/A	151%	N/A	-99%	N/A	18%	N/A

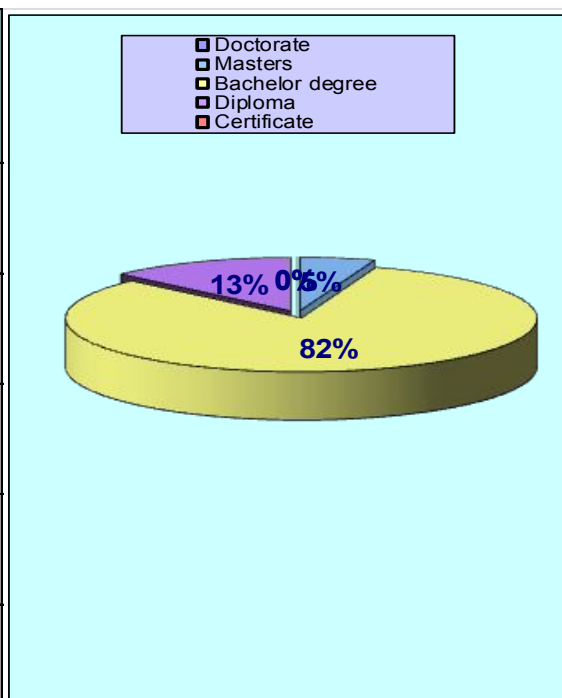
Our staff profile

Staff composition, including Indigenous Staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	54	20	0
Full-time equivalents	46	14	0

Qualifications of all teachers.

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	4
Bachelor degree	64
Diploma	10
Certificate	0



Our staff profile

Expenditure on and teacher participation in professional development.

The total funds expended on teacher /teacher aide professional development in 2010 was \$24343.00.

The major professional development initiatives are as follows:

The major professional development undertaken was the implementation of QCAR which involved developing awareness and strategies relating to Essential Learnings, using assessable elements and developing judgement guides in assessment, moderating students' work samples and using standards in student evaluation.

The involvement of the teaching staff in professional development activities during 2009 was 77.2 %.

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The involvement of the teaching staff in professional development activities during 2009 was 77.2 %.

The major professional development initiatives are as follows:

- Gifted & talented education
- One School training
- P-3 continuity
- First aid training
- ACARA

The involvement of the teaching staff in professional development activities during 2010 was 100 %.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 97% in 2010.

Proportion of staff retained from the previous school year.

From the end of the previous school year, 89% of staff was retained by the school for the entire 2010 school year. This figure will decrease as the South East Region transfers teachers within the Region to invigorate school teacher allocations

Performance of our students

Key student outcomes

Attendance

Student attendance - 2010

The average attendance rate for the whole school as a percentage in 2010 was **93%**.

Student attendance for each year level

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

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.

Description of how non-attendance is managed by the school.

8.50 am - Roll is marked by class teacher using the required EQ roll marking system.

9.00 am – Roll is sent to the Office where designated administration assistant enters absences onto SMS data base.

Any child who arrives late is sent / brought to the office and that information is automatically changed on the roll and entered into SMS.

Any child who is to leave school early must report to the office with their parental note. This information is then entered onto SMS and the child waits in the office to be collected by their parent. **No child is released until collected by a parent /guardian/carer.**

Absentee Information – Parents are able to pass on absentee information by note, email, phone call or message bank to the school office or teacher

If a child is absent for more than 3 days a phone call is made to the parent and a record of conversation details recorded in “Absent Phone Calls Home Book”. Teacher is informed by either phone and/or written note in roll. If contact cannot be made with parent, emergency contact details are used to try to determine reason for absence.

Teachers are also requested to pass on to the office any pertinent details that they have been given by parents. This can take the form of phone call, note in the roll or email to admin assistant.

Absences (unexplained) that extend for longer than three weeks result in the student being removed from the roll.

Absences (explained) which are under 6 weeks and have a written confirmation and reason for absence, result in the student remaining on the roll for that time period. Any absence beyond this six week period results in the student being removed from the roll.

If there is doubt in regard to the validity of the absence i.e. truancy, administration is contacted and contact is made with the parent to validate the absence.

All details of protocols and routine in regard to non-attendance are in the school parent handbook and on the school website. Parents are encouraged to be proactive and to contact the school no matter how brief the absence is to be.

Performance of our students

Achievement – Years 3, 5, 7

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

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 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.



The image shows a 'Find a school' search interface. It has a title 'Find a school' in orange. Below the title are two search sections. The first section is 'Search by school name' with a text input field and a yellow 'GO' button. The second section is 'Search by suburb, town or postcode' with a text input field. Below this is a 'Sector' section with two radio buttons: 'Government' and 'Non-government'. At the bottom of the second section is a yellow 'SEARCH' button.

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.

Performance of our students

Achievement – Closing the Gap

The very small number of indigenous students, 10 in total in 2010, from a school population approx. 780 = 1.2% of total enrolment.

Full & Part-Time Enrolments August 2010									
Indigenous Status	Prep Year	Yr. 01	Yr. 02	Yr. 03	Yr. 04	Yr. 05	Yr. 06	Yr. 07	Total
Indigenous	1	0	4	1	2	0	0	2	10
Non-Indigenous	79	84	96	73	113	121	110	97	773
Total	80	84	100	74	115	121	110	99	783

Student Attendance Semester 1, Years 2006-2010

Proportion of students by Attendance Range Semester 1 2010

Year	2006	2007	2008	2009	2010	70%-80%	80%-90%	90%-100%	100%
Indigenous	92.3%	96.8%	92.2%	94.2%	92.6%	0%	20%	80%	0
Non-Indigenous	93.9%	94.3%	93.9%	94.0%	93.5%	3%	18%	68%	10%
Qld State Schools all students	92%	92%	92%	92%	92%				

Attainment

The data available for all students at this school in 2010 indicates that in the areas of the NAPLAN testing for Reading, Writing and Numeracy two indigenous students in one of the NAPLAN testing years e.g. years 3,5 & 7 were performing at a significantly lower level than non-indigenous students. Due to privacy issues the year level has not been identified. The other eight indigenous students were either not in a NAPLAN year level or performed at a similar level to non-indigenous students.

The table below shows the A-E Grading for Semester 1 & 2, 2010 indigenous students and non-indigenous student performance with a C grading or higher for English, Maths & Science.

Year	01	02	03	04	05	06	07
Indigenous	One student only	No students in this year level	No students in this year level	100	One student only	No students in this year level	100
Non-indigenous	81.6	88.2	76.4	88.7	89.8	77.6	82.2