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Phone	(07) 5562 4111
Fax	(07) 5562 4100
Email	the.principal@robinass.eq.edu.au
Webpages	Additional reporting information pertaining to Queensland state schools is located on the *My School* website and the Department's Right to Information site.
Contact Person	Michael Shambrook Principal

Principal's foreword

Introduction

Welcome to the 2011 School Annual Report
This report provides parents and members of the school community with information about the school's activities and performance during the 2011 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 2011 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 2011 School Annual Report both interesting and informative.

Michael Shambrook
Principal

the.principal@robinass.eq.edu.au

School progress towards its goals in 2011

- Embedding of whole school Curriculum Framework in relation to QCARF
- Prepared for the implementation of the Australian Curriculum (ACARA) in 2012.
- Implemented the Reciprocal Reading and consistent comprehension strategies across the school. In addition to these focus areas, attention was applied to developing a consistent approach to teaching fluency and questioning from P – 7.
- Embedded the practices of explicitly teaching textual structure and language demands in writing.
- Developed the practices of explicitly teaching mathematical concepts using an enquiry model with a particular emphasis placed on the pedagogy of teaching number.
- Focused on differentiated learning in every lesson
- One Portal the single source of internal school communication
- All classrooms equipped with interactive whiteboards or data projectors
- Curriculum Leadership enhanced with 0.6 FTE Curriculum Coordinator
- Leadership teams philosophy and structure embedded in Curriculum and School Improvement Team structures
- Initiated whole school identification and programming for Gifted and Talented students
- Consolidated the Early Years Curriculum
- Continued to implement Closing the Gap initiatives
- Implemented Smart Classrooms ICT initiatives
- Enhanced facilities and grounds
- School Cluster and Community of Schools involvement for PD & haring of best practice
- Consolidation of Smart Choices initiatives
- Undertook professional development for all staff in Literacy, Numeracy, Science, Australian Curriculum, Higher Order Thinking,
- Assessment, ICT and Social Moderation
- Continued implementation of the Developing Performance Framework for teachers

Future outlook

- Review of the whole school Curriculum Framework to align with the Queensland Curriculum Assessment and Reporting Framework and the Australian Curriculum
- Focus on differentiated learning in every lesson
- Continued focus on the enquiry based approach to learning and higher order thinking
- Continued Literacy and Numeracy focus for all year levels
- Focus on Assessment, Moderation and Reporting
- Continued implementation of the Smart Classrooms ICT initiatives
- Enhancement of school facilities e.g. multi purpose courts, CPAC improvements etc
- Involvement of staff in the implementation of the Performance Development Framework.
- Professional Development for all staff – Literacy, Numeracy, Science, Differentiation, Goal Setting and Feedback, ICTs, Planning, Assessment, Moderation and Reporting and Australian Curriculum.

The four improvement agenda priorities for 2012 are:
1. Literacy comprehension
2. Numeracy comprehension
3. Student attendance
4. Closing the Gap – for indigenous students

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

School Profile

Coeducational or single sex: **Coeducational**
Year levels offered: **Prep - Year 7**
Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2011 – Nov 2011)
769	354	415	95%

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 that is expected from 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.

School facilities include:
Multi-purpose basketball / tennis courts, , 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, Instrumental Music rooms and classrooms . 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)
	769	354	415	95%	(Feb 2011 – Nov 2011)

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 Robina School's Index of Community Socio-Educational Advantage (ICSEA) is1040 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.

Class sizes – Proportion of school classes achieving class size targets in 2011

Phase	Average Class Size
Prep – Year 3	22.8
Year 4 – Year 10	24.9

Year 11 – Year 12	N/A
All Classes	23.8

School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	11
Long Suspensions - 6 to 20 days	0
Exclusions	0
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.
- 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

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:
- Interschool sports program
- 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
- Art lessons – delivered by local expert artist
- Sporting skills programs including, 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 2012 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" will continue

The ICT support teacher:
- Assists teachers in planning lessons and modelling 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 awareness of "One School" updates & new features

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 culture 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
You Can Do It

Parent, student and teacher satisfaction with the school

Performance measure	Result 2011
Percentage of parents/caregivers satisfied that their child is getting a good education at school	74%
Percentage of students satisfied that they are getting a good education at school	88%
Percentage of parents/caregivers satisfied with their child's school	87%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	73%
Percentage of staff members satisfied with morale in the school	88%

Involving parents in their child's education

Overall, parent support at Robina State School is high. We believe strongly in family involvement and parents are invited to develop close links with the school. Good communication between home and school is essential. Communication is promoted through weekly newsletters, school website, class newsletters each term, formal and informal parent/teacher interviews, parent/teacher nights, student folios and report cards, open days and special school activities.

It is the practice at Robina to invite parents and other interested community members to help as voluntary aides within the classroom. This is outlined at the parent / teacher evening early in the school year. Parents are also invited to be actively involved in the different parent business areas: P&C Association, Tuckshop, and Uniform Shop.

Reducing the school's environmental footprint

Our school at a glance

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.
Environmental footprint indicators, 2010 -2011

	Electricity KwH	Water KL
2011	130,256	2,393
2010	192,291	2,386
% change 10 - 11	-32%	0%

The school actively encourages the conservation of water and electricity by:
- timely reporting of water leaks and potential maintenance areas of all water connections
- class teachers actively promote conservation of electricity by turning fans and lighting off when not in the classroom
- solar panels on Block 5 supplement power from the electricity grid
- water is collected from school facilities in storage tanks and used to flush student toilets
- air-conditioners are set on timers to TURN OFF at set times
- Block 6 lighting is set to turn of at set times
- all computers auto off at a set time
- classes engage in the learning of conservation issues as part of their studies using resources made available by Education Qld.
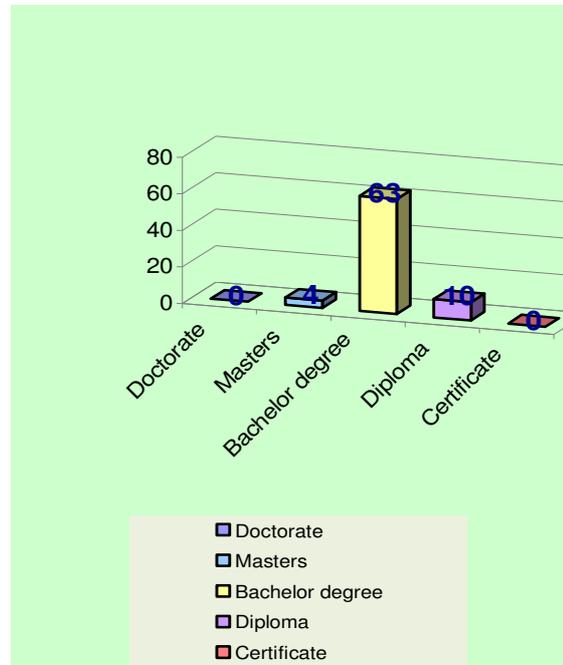
Our staff profile

Staff composition, including Indigenous staff

The staff figures below are based on Equal Employment Opportunity (EEO) 2011 census. In accordance with the EEO privacy provisions and to ensure confidentiality, the *'less than 5'* rule has been applied in schools whose Indigenous staff numbers are less than five.

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	57	20	0
Full-time equivalents	46	15	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	63
Diploma	10
Certificate	0

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was $18264.86.
The major professional development initiatives were as follows:

- Integration of ICT's including Interactive Whiteboards
- Mathletics Implementation
- Reciprocal Reading
- Reading Assessment
- Higher Order Thinking
- Australian Curriculum
- Differentiated Learning
- Assessment and Reporting
- Gifted and Talented student identification
- Cyber Safety
- Developing Performance Framework
- First Aid training
- Professional Conferences
- The proportion of the teaching staff involved in professional development activities during 2011 was 100%.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 96% in 2011.

Proportion of staff retained from the previous school year

From the end of the previous school year, 92% of staff was retained by the school for the entire 2011 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

[_____] **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 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
The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 94%.
The overall attendance rate for all Queensland state Primary schools over the same period was 92%.

Student attendance rate for each year level

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
94%	94%	95%	93%	94%	95%	92%	N/A	N/A	N/A	N/A	N/A

Student Attendance Distribution
The proportions of students by attendance range.
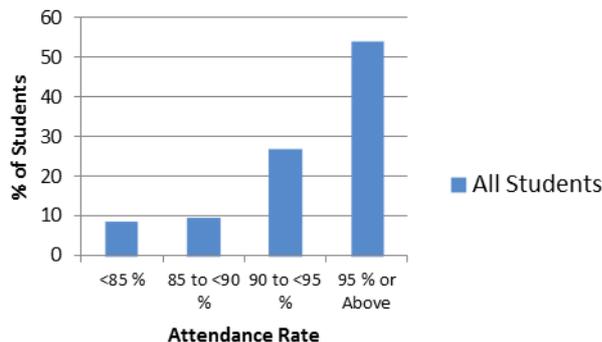
Description of how non-attendance is managed by the school
Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.
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.
- A child arriving late is sent / brought to the office so that information can be changed on the roll and entered into One School.
- Any child who is to leave school early must report to the office with their parental note. This information is then entered onto One School 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 the 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.

- In 2012, electronic roll marking will be introduced through One School

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. (The School results below are available within OneSchool. For parents / caregivers who are provided with a printed School Annual Report, NAPLAN results must be attached)

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

Nine students identified as Aboriginal and / or Torres Strait Islanders.
Attendance data was similar or better to our whole school cohort.
Retention rates and numbers of our indigenous students were stable. Each indigenous child had an individual learning plan regardless of achievement, so teachers could monitor students' progress against school and systemic data. Through data analysis, individual goals in literacy and numeracy were identified and monitored each school term for each student.

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School Annual Report 2011 - End