

# Robina State School (1982)

## Queensland State School Reporting

### 2012 School Annual Report



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## Principal's foreword

### Introduction

Welcome to the 2012 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 will complete 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 2012 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 2012 Annual Implementation Plan.

### School progress towards its goals in 2012

- Reading – Teachers worked to implement the strategies associated with Reciprocal Reading, Reading Fluency and Consistent Comprehension strategies across the school. This has been an ongoing focus and the intention is to achieve a whole school approach that is embedded in every teacher's daily practice. Professional development, coaching and school program development will continue into 2013.
- Writing – Teachers worked on the practices of explicitly teaching textual structure and language demands. In addition to these focus areas; specific attention was applied to the implementation of the Seven Steps to Writing Success strategies. Completed in 2012.
- Numeracy – Teachers undertook professional learning in the practices of explicitly teaching mathematical concepts using an enquiry model. Particular emphasis was placed on the pedagogy of teaching number and problem solving. This work will continue into 2013.
- Science - The practices of teaching science concepts using an enquiry model was developed and implemented. Particular emphasis was placed on the pedagogy of adopting the 5Es model of investigation. Completed in 2012 and will be monitored in 2013.

### Future outlook

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## Our school at a glance

### School Profile

Robina is a coeducational school offering Prep to Year 7.

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	783	367	416	94%
2011	769	354	415	95%
2012	749	340	409	93%

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 that is expected from being part of a community.

Our students come from approximately 546 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, skilled trade workers and people studying at the various Universities on the Gold Coast.

Robina School's Index of Community Socio-Educational Advantage (ICSEA) is 1040 compared to the Australian average of 1000. Robina school community is well informed, have high expectations of the school, staff and students. Students are responsible, well-behaved, polite, friendly and willing learners. Visitors comment on the friendly and respectful nature of the students.

### Average Class sizes

Phase	Average Class Size		
	2010	2011	2012
Prep – Year 3	20	23	23
Year 4 – Year 10	26	25	24

### School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2010	2011	2012
Short Suspensions - 1 to 5 days	12	11	8
Long Suspensions - 6 to 20 days	1	0	2
Exclusions	1	0	0
Cancellations of Enrolment	0	0	0

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#### Curriculum offerings

Our distinctive curriculum offerings

- 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 EAP 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 have difficulty interacting appropriately with peers in the playground.
- Students are able to access 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 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 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 – 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
- 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 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.

#### 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.

An enthusiastic Student Council and a team of capable student leaders make a positive contribution to student support and day-to-day activities in the school and wider community.

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.

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#### Parent, student and staff satisfaction with the school

The Annual School Opinion survey reflects that parents/caregivers have a high level of satisfaction with Robina State School. As a school our aim is to work in partnership with parents/caregivers to maximise student learning. The quality of the relationships that we develop, determine the quality of the student learning.

##### Performance measure (Nationally agreed items shown\*)

Percentage of parents/caregivers who agree that:	2012 <sup>#</sup>
their child is getting a good education at school	97.4%
this is a good school	94.7%
their child likes being at this school*	100.0%
their child feels safe at this school*	97.4%
their child's learning needs are being met at this school*	100.0%
their child is making good progress at this school*	100.0%
teachers at this school expect their child to do his or her best*	100.0%
teachers at this school provide their child with useful feedback about his or her school work*	97.2%
teachers at this school motivate their child to learn*	94.4%
teachers at this school treat students fairly*	89.2%
they can talk to their child's teachers about their concerns*	92.1%
this school works with them to support their child's learning*	97.1%
this school takes parents' opinions seriously*	91.4%
student behaviour is well managed at this school*	89.5%
this school looks for ways to improve*	94.3%
this school is well maintained*	92.1%

##### Performance measure (Nationally agreed items shown\*)

Percentage of students who agree that:	2012 <sup>#</sup>
they are getting a good education at school	95.8%
they like being at their school*	92.4%
they feel safe at their school*	89.8%
their teachers motivate them to learn*	94.1%

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their teachers expect them to do their best*	98.3%
their teachers provide them with useful feedback about their school work*	91.5%
teachers treat students fairly at their school*	82.9%
they can talk to their teachers about their concerns*	84.6%
their school takes students' opinions seriously*	76.3%
student behaviour is well managed at their school*	74.4%
their school looks for ways to improve*	92.4%
their school is well maintained*	91.5%
their school gives them opportunities to do interesting things*	87.3%
<b>Performance measure (Nationally agreed items shown*)</b>	
Percentage of school staff who agree:	2012 <sup>#</sup>
that they have good access to quality professional development	86.8%
with the individual staff morale items	98.5%

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

<sup>#</sup> Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for 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, and virtual classrooms, Facebook, Twitter and Assembly.

### Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns. Robina State School actively works to reduce the school's environmental footprint through adopting strategies for effectively managing water and power consumption. 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. Use by groups hiring CPAC have contributed to the increase usage but a fee is charged that accounts for utilities.

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 and the timely reporting of leaks is done. The school has storage tanks in several locations which supplement the flushing of toilets. This system does require regular maintenance and monitoring to ensure it is operating effectively. During 2013 an audit of water use will be undertaken and the effectiveness of the tank system reviewed.

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	Environmental footprint indicators	
	Electricity kWh	Water kL
2009-2010	192,291	2,386
2010-2011	130,256	2,393
2011-2012	202,144	2,484

# Performance of our students

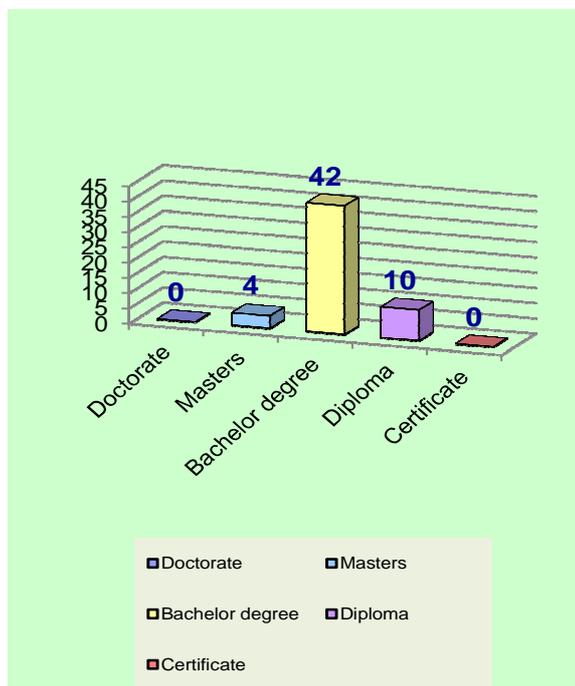
## Staff composition, including Indigenous staff

Robina State School has a full time equivalent staff count of 56 who work to improve learning outcomes for students.

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	56	23	0
Full-time equivalents	45.2	15.3	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	42
Diploma	10
Certificate	0



## Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were \$12,00. Major professional development initiatives were:

- The use of the ACER Online Assessment System for the Progressive Achievement Tests for Reading Comprehension, Vocabulary and Mathematics
- The use of spelling inventories
- Differentiating learning for students
- The practices of teaching science concepts using an enquiry model with emphasis on the pedagogy of adopting the 5Es model of investigation
- Digital pedagogies, online resources and use of iPads in classrooms
- The practices of explicitly teaching textual structure and language demands
- The practices of explicitly teaching mathematical concepts using an inquiry model
- The pedagogy of teaching number and problem solving
- The effective use of the Progressive Achievement Tests for Reading Comprehension to inform teaching
- How to cater for students with Dyslexia
- Accreditation to become an Australian Dyslexia Association Dyslexia Friendly School
- The Australian Curriculum and Curriculum into the Classroom
- OneSchool

The proportion of the teaching staff involved in professional development activities during 2012 was 100%.

# Performance of our students

## Average staff attendance

	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	96.5%	96.1%	96.4%

## Proportion of staff retained from the previous school year

From the end of the previous school year, 87% of staff was retained by the school for the entire 2012 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

	2010	2011	2012
The overall attendance rate for the students at this school (shown as a percentage).	93%	94%	93%

The overall attendance rate in 2012 for all Queensland state Primary schools was 93%.

## 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
2010	93%	94%	94%	94%	95%	92%	93%
2011	94%	94%	95%	93%	94%	95%	92%
2012	94%	93%	94%	93%	93%	92%	93%

DW = Data withheld to ensure confidentiality.

# Performance of our students

## 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.

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/>.

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## Achievement – Closing the Gap

Twenty students identified as being Indigenous at the commencement of 2012. Six students transferred out before the end of 2012. At the end of Semester 1, 71% of students were at or above standard for English and 64% were at or above standard for Mathematics. By the end of Semester 2 the continuing student's results were 62% at or above standard for English and 38% at or above standard for Mathematics. Additional support was provided in the form of explicit teaching to close the achievement gap.

Attendance rates improved from Semester 1 to Semester 2. Semester 1 Non-Indigenous daily attendance rate of 92.6% compared to Indigenous attendance rate of 87.9%. In Semester 2 Non-Indigenous attendance rate was 91.6% compared to Indigenous attendance rate of 92.1%.