Robina State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding
State Schools Strategy
Department of Education

Contact information

Postal address	Killarney Avenue Robina 4226
Phone	(07) 5562 4111
Fax	(07) 5562 4100
Email	principal@robinass.eq.edu.au
Webpages	Additional information about Queensland state schools is located on: • the *My School* website • the Queensland Government data website • the Queensland Government schools directory website.
Contact person	Carmel Baker Principal

School overview

Robina State School has been proudly serving the community of Robina since 1990.

The leadership of the school changed in Semester 2 2017 with the resignation of the Principal and a new principal being appointed after a state wide selection process. The school has undergone significant change during 2018 which was directed by a Teaching and Learning Audit conducted in late 2017.

Our school is an Enrolment Managed School, which means that student enrolment is generally limited to students who live within the school's catchment area.

Our school Curriculum follows the Australian Curriculum and our teachers are proficient at differentiating learning experiences to cater to students' needs and interests. We are proud of the comprehensive programs that have been developed for students across the school. We believe our teaching methods focus on the foundations of learning required for today as well as contemporary technology to develop skills for the future.

Robina State School has a strong tradition of excellence and we are proud of our student achievement in the Academic arena, Music, STEM, Robotics and Coding and Sport.

We are most fortunate to have a stable staff of teachers who are highly skilled and committed. Support and para-professional staff members are also highly skilled in providing the best education possible for our students in terms of support, extension and maintaining a quality learning environment.

Our school proudly promotes and proactively seeks to address the social and emotional well-being of students. We have a Student Wellbeing Program with a specialist teacher who provides all our students with specific lessons with the aim of strengthening their social and emotional wellbeing. We strive to be a positive, community-based school and our values are founded on developing respectful relationships and creating a sense of belonging and inclusion for all. To this end, we are actively engaged in social and emotional learning, working collaboratively with parents and carers and supporting our students to develop positive self-esteem and strong mental heath.

Parents are welcome and active participants in the schooling program; the school hosts a strong volunteer program and is enriched by an enthusiastic and highly proactive Parents and Citizens' Association.

Our school's motto, "Friendship, Pride and Respect", guides us to do our very best, to set high standards in all that we do and to develop in our students the values of integrity, pride and respect.

School progress towards its goals in 2018

Robina State School Priorities 2018	Progress during 2018
• Improve the percentage of students achieving U2B in Reading	Year level teams have identified evidence that instructional change in the form of an evidence-based approach to teaching reading, word study and writing is embedded across the school in every classroom, every day. This work resulted in over **65% of our Year 3 students achieving in the Top 2 Bands in Reading in NAPLAN in 2018. Almost half of our Year 5 students achieved U2B in Reading. This result places our school above 'like schools' in Reading.**
	Continued work on the implementation of a whole school approach to teaching reading incorporating close reading of complex texts to enable students to critically analyse and comprehend complex literary and informational texts.
• Improve the percentage of students achieving U2B in Writing	Deepened teacher pedagogical content knowledge of evidence-based approach to teaching writing explicitly. **This work resulted in over 50% of our Year 3 students achieving in the top 2 bands in Writing in NAPLAN in 2018.**

	Coaching and mentoring of teachers to have high expectations and a focus on a sustained trajectory of improvement for all students in Mathematics with a continued focus on developing an investigative and problem solving maths pedagogy. **This work has led to half of our Year 3 students achieving in the top 2 Bands in Numeracy in NAPLAN in 2018.**
• Improve the percentage of students achieving U2B in Numeracy	

Future outlook

The 2019 School Priorities are directly linked to our Strategic Plan 2018 – 2021 which was determined by the recommendations from the Teaching and Learning Audit conducted during the end of 2017.

Robina State School

School Priorities

2019

- **Continued improvement in _all_ students' learning outcomes in READING across _all_ year levels.**

- **All teachers planning _collaboratively_ and delivering English and Mathematics using the Australian Curriculum with an emphasis on _differentiation_.**

- **All students receiving quality _differentiated_ lesson delivery, based on evidence and involving _high-yield strategies_, and given _multiple ways to demonstrate_ their abilities.**

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Prep Year - Year 6
Student enrolments	

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	810	802	776
Girls	401	386	370
Boys	409	416	406
Indigenous	15	17	15
Enrolment continuity (Feb. – Nov.)	94%	94%	93%

Notes:

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

2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.

3. pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

Characteristics of the student body

Overview

The Robina School Community is largely drawn from Australian citizens with a small percentage of students from Pacifica and Europe. The top four non-English languages spoken are Japanese, Mandarin, Cantonese and Thai. Families are mainly from middle class backgrounds with one or two parents working and predominately English speaking. Eleven students who identify as Indigenous attend.

The school is situated in the Mid-Gold Coast and is in close proximity to the local secondary schools, Robina State High School and Merrimac SHS. The school's ICSEA rating, which reflects a community's social economic status is 1055, which is 55 points above the national average. The school has an SEP which supports 44 students who are verified, with a range of disabilities. Reflecting the school's values and inclusive practices, students with disabilities generally are placed with their age peers within the classroom environment, and supported by teacher aides and target teachers.
Student enrolment and continuity is fairly stable.

Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	23	24	23
Year 4 – Year 6	26	25	25
Year 7 – Year 10			
Year 11 – Year 12			

Note:

The class size targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

Curriculum delivery

Our approach to curriculum delivery

Our Approach to Curriculum Delivery
We acknowledge the changing ways in which young people learn and the challenges that will continue to shape their learning in the future. The curriculum is important in defining what will be taught, what students need to learn and the expected quality of that learning.

At Robina State School we draw the curriculum from:

1. *The Australian Curriculum* which sets the expectations for what all Australian students should be taught, regardless of where they live or their background; and

2. *QCAA (Queensland Curriculum and Assessment Authority)* whose role is to determine procedures and implement quality assurance for Queensland's system of continuous school-based assessment.

We set high expectations for our students as we encourage every child to reach their full potential. To attain our goal, we provide the delivery of quality learning experiences and rigorous assessment tasks which are fortified by:

- Providing inquiry based learning experiences that are relevant, challenging, real-world and aimed at developing our students' higher order thinking skills;
- Learning experiences that enable students to work independently, collaboratively, in teams and effectively communicate their ideas;
- Effectively meeting students' learning needs through the use of a range of diagnostic assessment tools to identify the students' level of achievement on the learning continuum represented by the Australian Curriculum, and modifying their teaching in line with students' achievement levels;
- Adopting a cross-curricula approach to the development of literacy and numeracy skills;
- Year level representatives planning and reviewing each term's curriculum ;
- Checking for understanding every 2 weeks at our Literacy checkpoints when teachers pause to reflect upon the progress of students and guide their future teaching practice;
- Empowering students in their learning by guiding them to set learning goals to improve their practice and articulate ways to achieve them;
- Moderating students' writing tasks at the end of every term, enabling our teams to ensure there is a consistency of practice with regard to analysis of assessments;
- Collaborating during the last week of every term to provide our teams with an opportunity to reflect/review the past terms' planning and assessment tasks and agree upon any modifications/amendments to the future planning documents;
- Providing explicit daily teaching in literacy and numeracy including oral language programs, spelling, structured and sequential reading skills and writing program, hands-on learning and real world inquiry based maths through investigations.

Co-curricular activities

Extra curricula activities include:

- **STEAM Program Prep to Year 6**, (specialising in Design and Technology Prep – Year 4)

- **Coding and Robotics Club** – Our school has been awarded the Champion School in our District for the past two years in the STEM Cup and the Robotics Championship.

- **Social and Emotional Wellbeing Program** – all of our students receive lessons each week in building their confidence, resilience, persistence, organisation and healthy relationships.

- **Music** – class and instrumental (Our school has been awarded the top Primary school at the Gold Coast Eisteddfod over the past two years)

- **Sport** - in class and interschool for Years 4,5 and 6

- **Chess – Prep to Year 6**

- **LOTE** - Japanese – Years 4, 5 and 6

- Auskick (AFL)

How information and communication technologies are used to assist learning

At Robina we understand that we live in a rapidly changing world where Information and Communication Technologies plays an integral part. As educators, it is our job to embrace this and ensure all students are provided with the opportunities to work using ICTs across all areas of the curriculum. We are developing ways in which ICTs can be embedded in all key learning areas to enhance and motivate student learning. Students use ICTs to learn skills to access, evaluate, integrate and present information, develop new understandings, problem solve and develop thinking skills, and communicate with each other in safe environments. We also see the use of ICTs as a valuable tool for supporting the individual learning needs of students to enable them to access the curriculum and demonstrate their learning.

At Robina we are implementing digital and design technologies where students investigate, analyse, plan and evaluate to create solutions to real-life problems. Our students from Prep to Year 4 have specialised lessons in Design and Technology and also ICT skills classes.

Students have access to ICT through:

- Use of Ipads in all classes
- BYOD classes in year 5 and 6
- Access to 2 full computer labs
- ICT skills classes for Prep to Year 4
- STEAM program Prep to Year 6
- Coding and Robotics club

Social climate

Overview

The school is committed to maintaining a safe, well-ordered school climate.

Through the **Specialised Social and Emotional Program,** we proactively develop the social and emotional skills of our students. All students participate in specialised weekly lessons and the values of our "You Can Do It" philosophy are embedded in school policies, procedures, language, reports and awards.

A full time **Student Wellbeing teacher** coordinates the provision of lessons, supportive behaviour programs, parent and counselling programs and community newsletters. The school engages extensively with local agencies to support students and their families.

The enhancement of student leadership skills have continued to develop involving regular meetings with student councillors and Year 6 student leaders. Our Student Leaders undergo specific training programs to develop their leadership skills and support their roles in the school.
A Guidance Officer is employed one day a week.
A chaplain is employed two days per week and is part of a Chaplaincy Committee.
All of these programs have contributed to our school climate, which is safe, supportive and respectful.

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

This survey was completed by a small section of our parent body.
Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	90%	93%	89%
• this is a good school (S2035)	94%	92%	88%
• their child likes being at this school* (S2001)	96%	96%	88%
• they can talk to their child's teachers about their concerns* (S2009)	90%	94%	95%
• the school is environmentally friendly* (S2030)	88%	93%	94%
• teachers at this school motivate their child to learn* (S2007)	85%	84%	87%
• teachers at this school treat students fairly* (S2008)	83%	85%	87%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	87%	87%	85%
• teachers at this school expect their child to do his or her best* (S2005)	100%	99%	93%
• I understand how my child is assessed at this school* (S2019)	87%	84%	86%
• their child's learning needs are being met at this school* (S2003)	85%	87%	82%
• this school works with them to support their child's learning* (S2010)	92%	86%	87%
• this school takes parents' opinions seriously* (S2011)	89%	79%	74%
• student behaviour is well managed at this school* (S2012)	87%	82%	75%
• this school looks for ways to improve* (S2013)	94%	89%	88%
• this school is well maintained* (S2014)	96%	93%	92%

* Nationally agreed student and parent/caregiver items.

\# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	95%	97%	95%
• their school takes students' opinions seriously* (S2043)	86%	86%	96%
• their school gives them opportunities to do interesting things* (S2047)	91%	94%	97%
• their teachers motivate them to learn* (S2038)	98%	99%	96%

Percentage of students who agree# that:	2016	2017	2018
• their teachers expect them to do their best* (S2039)	99%	100%	99%
• their teachers provide them with useful feedback about their school work* (S2040)	98%	94%	98%
• teachers treat students fairly at their school* (S2041)	88%	95%	90%
• they can talk to their teachers about their concerns* (S2042)	89%	94%	91%
• they like being at their school* (S2036)	94%	97%	92%
• student behaviour is well managed at their school* (S2044)	77%	89%	78%
• their school looks for ways to improve* (S2045)	96%	98%	96%
• their school is well maintained* (S2046)	89%	95%	93%
• they feel safe at their school* (S2037)	96%	95%	95%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	90%	97%	90%
• they feel that their school is a safe place in which to work (S2070)	94%	100%	96%
• their school looks for ways to improve (S2077)	92%	86%	90%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	86%	92%	92%
• students are encouraged to do their best at their school (S2072)	98%	100%	96%
• students are treated fairly at their school (S2073)	94%	94%	92%
• information and communication equipment is well maintained (S3217)	69%	80%	94%
• staff are well supported at their school (S2075)	67%	78%	68%
• their school takes staff opinions seriously (S2076)	65%	69%	65%
• my school encourages coaching and mentoring activities (S3213)	68%	80%	92%
• their school is well maintained (S2078)	90%	100%	90%
• their school gives them opportunities to do interesting things (S2079)	69%	75%	74%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Parent and community engagement

During 2018, our school had an active P&C. Their major fund-raising goal was the development and enhancement of the students' learning experience at the school. During 2018 this included the construction of a new playground complex worth $ 165 000.

Every year level had a Parent Rep who supported the class teachers and met with the Parents and Citizens Group on a regular basis throughout the year. The role of the parent rep was to welcome new families and act as a conduit between the school and our families. Through the involvement and networking of the Parent Reps, the school was able to engage in greater consultation with our families.

The school offered workshops for parents and encouraged them to attend a range of special events throughout the year. Parents were very supportive in providing voluntary help in classrooms, the tuckshop and the library.

We worked closely with our community throughout 2018 and continued to develop strong relationships with our local schools, community groups and government agencies. Our Head of Support Services met regularly with the parents of students with disabilities throughout the year. Case managers formally met with parents in Term One and Term Three in addition to parent/teacher interviews.

Respectful relationships education programs

The school has developed and implemented a program or programs that focus on appropriate, respectful, equitable and healthy relationships. The school is committed to a program that embodies the spirit and underlying philosophy of Michael Bernard's Habits of the Mind and Positive Psychology.

As a whole school, we strive to be a positive community, based on respectful relationships, a focus on appropriate, respectful and healthy relationships, a sense of belonging and inclusion. To this end, our students are actively engaged in learning that promotes their development as confident, persistent, resilient, organised individuals with the ability to maintain strong respectful relationships. In addition to this, special events and workshops for parents/carers and students are organised for target groups throughout the year. We recognise that parents and carers are the most important and influential people in children's lives and as such, we promote parents/carers and teachers working together to support our students.

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	10	31	34
Long suspensions – 11 to 20 days	0	0	0
Exclusions	1	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this school's environmental footprint

Over the past year Robina has had a continued focus on sustainability and reducing our environmental footprint. Educating our students and their families about more sustainable lifestyles is a school priority and we have continued to lead by example.

At the start of 2018 we implemented our litter free lunch initiative. We decreased the number of garbage bins going to landfill with an average of 3 bins per collection. We operate a whole school composting system with all fruit scraps being taken to our compost bins daily. The compost is distributed over our vegetable gardens where we grow fruit and vegetables. All our classrooms were equipped with paper recycling bags which are emptied weekly. We have also implemented a system where Year 6 monitors visit classrooms to ensure recycling is appropriately managed.

Over the past year Robina had many organised events to promote sustainability, healthy eating and exercise. We celebrated many national and international events such as World Arbor Day to make our students and their families more aware of the current strain and pressures on our environment. Our school community played an integral part in the local Robina Community Clean Up Australia Day. Active School Travel

continues to be valued part of our school culture. Through this we are promoting the reduction of carbon emissions as well as healthy choices.

The data regarding water usage shows continued reductions in our consumption and we have future plans to reduce these figures further. Our school and wider community culture around reducing litter and recycling continues to develop with most of our families taking on the responsibility and making a real effort to make a difference where possible.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	203,755	196,206	198,754
Water (kL)	7,446	2,813	2,333

Note:

Consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this school's environmental footprint.

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

School funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at.

How to access our income details

1. Click on the *My School* link http://www.myschool.edu.au/.
2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website
Search by school name or suburb	Go
School sector ∨	School type ∨	State ∨

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.

| School profile | NAPLAN | Attendance | Finances | VET in schools | Senior secondary | Schools map |

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	57	28	<5
Full-time equivalents	52	19	<5

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	-
Masters	-
Graduate Diploma etc.*	-
Bachelor degree	48
Diploma	9
Certificate	

*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development (including mentoring) in 2018 were

$ 125 000

The major professional development initiatives were:

- **Coaching and Mentoring** in literacy and numeracy by the HOC, Instructional Coach and classroom teacher
- **Teacher pedagogy**
- **Reading workshops**
- Teacher Aide upskilling
- PD to individual staff members targeting their professional needs, including induction

The proportion of the teaching staff involved in professional development activities during 2017 was 100%.

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	96%	95%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 100% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	93%	93%	92%
Attendance rate for Indigenous** students at this school	94%	92%	87%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018	Year level	2016	2017	2018
Prep	93%	94%	94%	Year 7			
Year 1	93%	92%	92%	Year 8			
Year 2	94%	94%	91%	Year 9			
Year 3	93%	93%	94%	Year 10			
Year 4	93%	93%	92%	Year 11			
Year 5	93%	91%	93%	Year 12			
Year 6	93%	92%	90%				

Notes:
1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate

Attendance Rate: ■ 0% to <85% ■ 85% to <90% ■ 90% to <95% ■ 95% to 100%

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2016	14	9	27	50
2017	12	13	24	51
2018	13	12	26	49

Proportion of Students
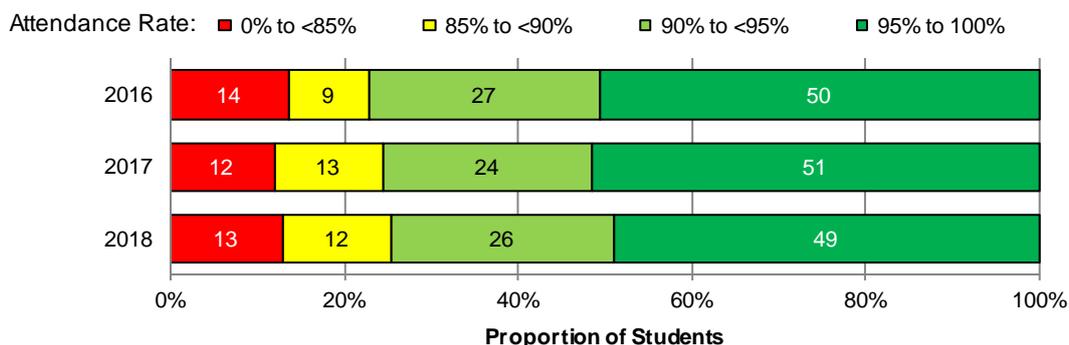
Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education procedures: *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools*; and *Roll Marking in State Schools,* which outline processes for managing and recording student attendance and absenteeism.

Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

Class Teachers marked the roll in the morning and again in the afternoon. Parents were advised of student absence through text messages daily. If contact could not be made notes were sent home to parents asking to provide reasons for unexplained absences.

Attendance Rates were monitored by the Deputy Principals. In the first instance, non-attendance was monitored by class teachers, who attempted to make contact with parents of students who had 3 concurrent absences. Contact was recorded on OneSchool and the Deputy Principal and Office Administration staff advised of reason for absence. If classroom teacher was unable to make contact Deputy Principal attempted to make contact with parent/carers to provide intervention and support.

Students who attend every day and arrive on time and remain at school for the complete school day (exception is made due to illness) receive an 'Every Day Counts' award twice each term.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the *My School* website.

How to access our NAPLAN results

1. Click on the *My School* link http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website

Search by school name or suburb	Go

School sector ⌄	School type ⌄	State ⌄

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

| School profile | NAPLAN | Attendance | Finances | VET in schools | Senior secondary | Schools map |

Notes:

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

2. The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.