



# Robina State School

## School annual report

Queensland state school reporting

**2021**



*Every student succeeding*

State Schools Improvement Strategy

Department of Education



**Queensland  
Government**

**OFFICIAL – Public**

Published as information source only.  
Public information used to create this report may not appear in this format in the public domain  
Please refer to disclaimer information.

**Contact details**

<b>Postal Address</b>	Killarney Avenue Robina 4226
<b>Phone</b>	(07) 5562 4111
<b>Fax</b>	(07) 5562 4100
<b>Email</b>	<a href="mailto:principal@robinass.eq.edu.au">principal@robinass.eq.edu.au</a>
<b>Website</b>	<a href="https://robinass.eq.edu.au">https://robinass.eq.edu.au</a>

**Disclaimer**

The materials presented in this report are distributed by the Department of Education (the department) as an information source only.

The information and data in this report is subject to change without notice.

The department makes no statements, representations, or warranties about the accuracy or completeness of, and you should not rely on, any information contained in this report.

The department disclaim all responsibility and all liability (including without limitation, liability in negligence) for all expenses, losses, damages and costs you might incur as a result of the information in this report being inaccurate or incomplete in any way, and for any reason.

Despite our best efforts, the department makes no warranties that the information in this report is free of infection by computer viruses or other contamination.

## School context

Coeducational or single sex Coeducational

Independent Public School No

Year levels offered in 2021 Prep Year – Year 6

Webpages Additional information about Queensland state schools is located on the:

- [My School](#) website
- [Queensland Government data](#) website
- Queensland Government [schools directory](#) website.

## Characteristics of the student body

### Student enrolments

Table 1: Student enrolments by year level

Year Level	February			August		
	2019	2020	2021	2019	2020	2021
Prep Year	119	102	121	123	104	117
Year 1	109	124	100	109	132	100
Year 2	108	110	128	110	119	122
Year 3	96	122	117	95	124	115
Year 4	120	95	123	122	99	123
Year 5	105	120	96	108	124	96
Year 6	114	104	121	115	107	121
<b>Total</b>	<b>771</b>	<b>777</b>	<b>806</b>	<b>782</b>	<b>809</b>	<b>794</b>

#### Notes

1. Student counts include headcount of all full- and part-time students at the school.

### Average class sizes

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

Year Levels	2019	2020	2021
Prep – Year 3	24	24	23
Year 4 – Year 6	25	28	26

#### Notes

1. Classes are measured against the target of 25 students per teacher in Prep to Year 3 and Years 11 to 12, and target of 28 students per teacher in Years 4 to 10. Where composite classes exist across cohorts (e.g. Year 3/4) the class size targets would be the lower cohort target.

## Social climate

---

### Respectful relationships education

To support students' learning, health and wellbeing all state schools are required to implement respectful relationships education through the Prep to Year 10 Australian Curriculum: Health and Physical Education and/or through school pastoral care programs across Prep to Year 12.

### Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys. In response to the COVID-19 health emergency, the annual school opinion surveys of students, teachers and staff were not administered in 2020. A new time series started in 2021 and data from this collection is not considered directly comparable with earlier collections due to significant methodology changes.

For state level information go to the [School Opinion Survey webpage](#).

**Table 3: Parent/Caregiver Survey**

Percentage of parents/caregivers who agree <sup>1</sup> that:	2019	2020	2021
Teachers at this school expect my child to do his or her best. <sup>2</sup>	98.7%		99.3%
My child likes being at this school. <sup>2</sup>	89.6%		93.2%
My child's learning needs are being met at this school. <sup>2</sup>	93.4%		89.7%
My child is making good progress at this school. <sup>2</sup>	93.5%		91.8%
This is a good school.	90.7%		90.5%
Teachers at this school provide my child with useful feedback about his or her school work. <sup>2</sup>	92.0%		90.8%
Teachers at this school motivate my child to learn. <sup>2</sup>	93.3%		94.4%
Teachers at this school treat students fairly. <sup>2</sup>	94.5%		91.7%
I can talk to my child's teachers about my concerns. <sup>2</sup>	94.8%		93.3%
This school works with me to support my child's learning. <sup>2</sup>	90.9%		91.2%
Staff at this school are approachable.	86.4%		92.0%
This school looks for ways to improve. <sup>2</sup>	88.7%		86.8%
This school is well maintained. <sup>2</sup>	93.5%		94.5%

#### Notes

1. Agree represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
2. Nationally agreed parents/caregiver items.
3. DW = Data withheld to ensure confidentiality.

**Table 4: Student Survey**

<b>Percentage of students who agree<sup>1</sup> that:</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>
I feel safe at my school. <sup>2</sup>	97.5%		92.9%
My teachers expect me to do my best. <sup>2</sup>	98.3%		97.7%
My teachers provide me with useful feedback about my school work. <sup>2</sup>	97.5%		97.7%
This is a good school. <sup>2</sup>	88.1%		90.5%
I can talk to my teachers about my concerns. <sup>2</sup>	87.4%		87.5%
I can access computers and other technologies at my school for learning. <sup>2</sup>	94.9%		95.2%
My school looks for ways to improve. <sup>2</sup>	95.0%		90.9%
My school is well maintained. <sup>2</sup>	96.6%		90.7%
My school gives me opportunities to do interesting things. <sup>2</sup>	93.3%		92.7%

## Notes

1. *Agree* represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
2. Nationally agreed student items.
3. DW = Data withheld to ensure confidentiality.

**Table 5: Staff Survey**

<b>Percentage of staff who agree<sup>1</sup> that:</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>
I feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas.	86.7%		92.6%
I enjoy working at this school. <sup>2</sup>	86.5%		91.2%
I feel this school is a safe place in which to work. <sup>2</sup>	89.2%		94.1%
The school encourages parents/caregivers to be active partners in educating their child. <sup>2</sup>	88.4%		93.8%
Students are encouraged to do their best at this school. <sup>2</sup>	97.3%		97.1%
Students with a disability are well supported at this school. <sup>2</sup>	91.7%		96.9%
This is a good school. <sup>2</sup>	85.7%		94.1%
This school looks for ways to improve. <sup>2</sup>	91.9%		97.0%
This school is well maintained. <sup>2</sup>	97.3%		91.2%

## Notes

1. *Agree* represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
2. Nationally agreed staff items.
3. DW = Data withheld to ensure confidentiality.

## 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.

## School disciplinary absences

Table 6: Count of school disciplinary absences at this school

Type of school disciplinary absence	2019	2020	2021
Short suspension	7	22	31
Long suspension	0	0	0
Exclusion	0	0	0
Total	7	22	31

### Notes

1. School disciplinary absence (SDA) data is a total of short suspensions (1–10 days), long suspensions (11–20 days), exclusions and cancellations.
2. The number of SDAs is not the number of students who received an SDA as one student may be suspended several times in a school year. Each time a student is suspended it is recorded as an additional SDA. The data does not reflect the outcomes of appeal decisions.
3. 2020 data was impacted by the COVID-19 health emergency. There were significantly fewer SDAs during the home-based learning period (the first five weeks of Term 2) compared to other years.

## School funding

### School income broken down by funding source

School income, reported by financial year accounting cycle using standardised national methodologies and broken down by funding source is available via the [My School](#) website.

#### 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.



The screenshot shows a search interface with a search bar containing the text "Search by school name or suburb". To the right of the search bar are three dropdown menus labeled "School sector", "School type", and "State". A magnifying glass icon is located to the right of the "State" dropdown.

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

[View School Profile](#)

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



The screenshot shows a navigation menu with several items: "School profile", "NAPLAN", "Attendance", "Finances", "VET in schools", "Senior secondary", and "Schools map". The "Finances" item is highlighted with a dark background.

## Teacher standards and qualifications

The *Teacher registration eligibility requirements: Policy* (p.1) states:

To be eligible for registration, a person must satisfy the Queensland College of Teachers (QCT) that they meet requirements regarding qualification and experience, or have otherwise met the requirements of the *Australian Professional Standards for Teachers* (APST). A person must also satisfy the QCT that they are suitable to teach and meet English language proficiency requirements. All these requirements are specified in the Act and the *Education (Queensland College of Teachers) Regulation 2005* (the Regulation).

The qualifications required for teacher registration are successful completion of either -

- (a) a four-year initial teacher education program including teacher education studies of at least one year (e.g. a Bachelor of Education, or a double Bachelor degree in Science and Teaching) or
- (b) a one-year graduate initial teacher education program following a degree (e.g. a one-year Graduate Diploma of Education (Secondary) after a three-year Bachelor degree) or
- (c) another course of teacher education that the QCT is reasonably satisfied is the equivalent of (a) or (b). These are considered on a case-by-case basis.

For more information, please refer to the following link:

- <https://www.qct.edu.au/registration/qualifications>

## Workforce composition

### Staff composition, including Indigenous staff

**Table 7: Workforce composition for this school**

Description	Teaching staff			Non-teaching staff			Indigenous staff		
	2019	2020	2021	2019	2020	2021	2019	2020	2021
Headcount	57	61	61	28	29	28	<5	<5	<5
FTE	51	52	52	19	20	19	<5	<5	<5

Notes

1. Teaching staff includes school leaders.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. FTE = full-time equivalent

## Key student outcomes

### Student attendance

Tables 8–9 show attendance rates at this school as percentages. In 2020, the COVID-19 health emergency affected student attendance in Queensland Government schools. Comparisons between 2020 and other years' attendance data should not be made.

**Table 8: Overall student attendance at this school**

Description	2019	2020	2021
Overall attendance rate for students at this school	93%	90%	91%

Notes

1. The attendance rate is the full- and part-time days attended as a percentage of enrolled school days.
2. Full-time students only.

**Table 9: Student attendance rates for each year level at this school**

Year Level	2019	2020	2021
Prep Year	95%	91%	92%
Year 1	94%	91%	91%
Year 2	94%	91%	90%
Year 3	93%	90%	93%
Year 4	93%	90%	92%
Year 5	92%	91%	89%
Year 6	91%	89%	90%

Notes

1. The attendance rate is the full- and part-time days attended as a percentage of enrolled school days.
2. Full-time students only.
3. DW = Data withheld to ensure confidentiality



# 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.



A horizontal search bar with a dark red background. It contains four input fields: 'Search by school name or suburb', 'School sector' (with a dropdown arrow), 'School type' (with a dropdown arrow), and 'State' (with a dropdown arrow). A magnifying glass icon is on the right side.

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



A rectangular button with a dark red border and a light red background, containing the text 'View School Profile' in a dark red font.

4. Click on *NAPLAN* and select a year to view school NAPLAN information.



A horizontal navigation menu with a dark red background. It contains several items: 'School profile', 'NAPLAN' (with a dropdown arrow), 'Attendance', 'Finances', 'VET in schools', 'Senior secondary', and 'Schools map'. The 'NAPLAN' item is highlighted with a lighter red background.

### 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.