

# ROBINA STATE HIGH SCHOOL Annual Operational Plan 2007

## STATEMENT OF PURPOSE

Education Queensland provides high quality education that assists all Queenslanders to love learning, develop judgment and a sense of responsibility, understand the past and prepare to embrace the future.

We equip young people for the future to enable them to contribute to a socially, economically and culturally vibrant society.

Education Queensland is committed to five values:

Excellence ~ Inclusiveness ~ Participation ~ Safety ~ Accountability

Robina State High School is a leading Queensland Government High School, located centrally on the Gold Coast, which offers a comprehensive curriculum catering for the educational needs of all young people in the region from generally twelve to eighteen years of age. Increasingly, the school is a destination of choice for both domestic and international students when planning their futures.

Robina State High School operationalises these values, above, under seven headings:

**Pride – Respect – Ownership – Manners – Opportunities – Teamwork – Excellence**

We PROMOTE these values in all that we do.

At Robina State High School, we “Believe and Succeed”.



**Ross Smith**  
Principal

## IMPROVEMENT PRIORITIES FOR 2007

In 2007, Robina State High School aspires to:

- ✓ Be influential in developing aspects of the emerging Queensland Curriculum, Assessment and Reporting (QCAR) Framework initiatives;
- ✓ Further address the emerging imperatives of the Federal Education Agenda relating to testing and reporting;
- ✓ Extend its prominence as a significant school of choice for both domestic and international secondary school students;
- ✓ Successfully complete its formal assessment as an accredited International School with the Council of International Schools (CIS) in March 2007;
- ✓ Maintain and develop the school plant and facility to be that of an outstanding, contemporary, state of the art educational institution; and so,
- ✓ In line with our motto, “Believe and Succeed”, achieve a *surfeit of*, or even an *excess of success*, for both students and staff alike.

## CERTIFICATION

This School Annual Operational Plan was developed in consultation with the school community.

Name	Ross Smith	Dianne Loddon	Lyn McKenzie
Position	<i>Principal</i>	<i>P&amp;C President</i>	<i>Executive Director Schools</i>
Signature			
Date			

**LEARNING OBJECTIVE: Implement a learning framework to prepare students for living in complex, multicultural, networked societies.**

**Learning Outcome LE1: Improved learning outcomes for the diverse range of students in Education Queensland schools.**

<b>KPM: Student achievement. Students achieve agreed standards at the key junctures of schooling.</b>			
<b>Key performance measures and performance Indicators</b>	<b>06 Target</b>	<b>06 Result</b>	<b>07 Target</b>
% of OP eligible students with OP 1-15.	N/A	64%	65%
% of students awarded a Senior Certificate with OP eligibility or awarded a VET qualification.	N/A	89%	90%
% of QTAC applicants receiving an offer	N/A	97%	95%
Schools have inclusive practices to meet educational needs of all students.	N/A	Significant Progress	



Visits by authors support the notion of real world literacies.

Science Strategy



<b>2007 Key Strategies</b>	<b>Responsible officer</b>
One generic functional literacy outcome assessed on each year 9 assessment piece.	Curriculum Hods
Continue to support the department literacy mentor who will empower department staff.	Curriculum Hods
Staff familiarisation of literacy outcomes through "Professional Development "by Mentor and supported by Whole of School processes.	Hod, English
Middle Management to collaboratively develop with all staff, a formal process of staff reflection on current practise.	Middle Management
Improved understanding of the <b><u>Inclusive Education Statement</u></b> by presentation and discussion on the April Pupil Free Day and ELT retreat.	Admin
Review of school planning documents / Policies and Procedures for evidence of "Inclusive Practices".	Curriculum Hods
Improved learning outcomes for gifted students by implementing the <b><u>Framework for Gifted Education</u></b> .	Admin
HOD intervention interviews with Year 11/12 LA and VLA students. Academic rigour and assessment tasks of Year 10 subjects that mirror Senior curriculum.	Dean Senior Student Dean Senior Studies
Review Year 10 curriculum to determine if it meets the needs of the students.	Executive Leadership Team (ELT)
Pedagogy to be a focus of all staff and department meetings.	Dean Junior / Senior Studies
HOD to conduct informal monitoring of classroom pedagogy and management.	Curriculum Hods
Develop structured process for positive communication to parents and feeder primary schools by increasing awareness of educational success through Celebrate, P&C, parent information sessions, Website and Extranet.	Hod, PR
Involvement of all staff in CIASA accreditation process.	CIASA Chairperson
QTAC information program run by Guidance staff.	Guidance Officer

**Learning Outcome LE2: A learning framework with improved integration of curriculum, pedagogy, assessment and reporting that engages the diverse range of students in:**

- **Intellectually challenging learning experiences, mastering practices needed for living in complex, multicultural networked societies.**
- **Experiences that develop competence in using, and confidence in applying, technologies in learning.**



Science extension students receive recommendations regarding future subject options targeted to meet their needs.

2007 Key Strategies	Responsible officer
Parent teacher interviews are conducted twice yearly. All Parents of Students identified as experiencing difficulty are requested to attend Parent/Teacher interviews.	Dean of Junior / Senior Studies
Continue to expand excellence programs (International, Sporting and Academic).	Dean of Junior / Senior Studies
Support all international students to complete assessment tasks on time by increasing support and special assistance. Support whole school involvements in exchange programs and international activities.	HOD, International
Engage with the recommendations and requirements of <b>QCAR</b> framework through our role as a Partner school.	Dean of Junior Studies
Staff are inserviced on their role in the Robina SHS <b>Middle Phase of Learning Action Plan</b> .	Dean of Junior / Senior Studies
Implement the <b>KLA syllabus</b> with a focus on English and Mathematics.	HOD, English / Mathematics
Embed the use of <b>ICTs</b> as an integral component of curriculum and teaching and learning.	HOD, IT
Strategies developed to implement the Partners for Success Action Plan and Embedding ATSI Perspectives in Schools.	Dean of Junior Studies
Redesign Robina specific reports to meet EQ guidelines on reporting.	Dean of Senior Studies

*“I visit many schools and there are many different levels of professionalism in all schools, yet Robina State High School had to be one of the most professional schools to visit because of the attitude of their staff, teachers and students and their commitment to providing the best education to our youth.”*

*“The gift of a pen from the P & C Committee as well as a welcoming text message from the school were special gestures which made us as a family feel very welcome at the school.”*

**Satisfied parent**

**Learning Outcome LE3: An increased number of students successfully completing the compulsory participation phase of learning.**

<b>We are proud of:</b>
<ul style="list-style-type: none"> <li>▪ The Year 10 Transition Year program.</li> <li>▪ SATs program.</li> <li>▪ The breadth and quality of subjects to cater for all students.</li> <li>▪ Our Senior schooling / pathways team.</li> </ul>



Our Student Pathways Department places many students in traineeships and apprenticeships.



<b>2007 Key Strategies</b>	<b>Responsible officer</b>
Liaise/refine referral system with Dean of Junior Students, GO, Special Needs and BM team re junior students best served by alternative schooling arrangements.	Dean of Junior / Senior Studies
Develop and distribute better promotional materials for parents & students advising of alternative programmes.	Student Pathways Director
Continue to develop and communicate benefits of completed SAT certification whilst at school.	Student Pathways Director
Expand Industry Liaison Officer's role to better screen SAT applicants and provide more thorough follow up.	Student Pathways Director & Industry Liaison Officer
Document the strategies and successes of the redesigned Year 10 curriculum / VET programs both within and beyond the school community. Develop these pathways as a marketable point of difference for Robina SHS.	Hod, PR
Communicate the benefits of the year 10 curriculum as a transition to Senior Schooling, including the benefits of stand-alone VET units/certificates in Year 10, 11, 12 in line with ETRF trials.	Hod, PR
Work with Student Pathways Director, Deans of Senior School, Liaison Officer, and Curriculum Hods in developing cross faculty and special curriculum initiatives that will support the above processes.	Hod, PR
Celebrate Senior Schooling excellence in written/ electronic publications and events (eg Celebrate, Website, and Celebration Assemblies). Increase liaison with House Leaders. Document and communicate the focus of students on Authority Subjects where chance of success is high.	Hod, PR
Successful alignment of vocational and academic needs of students: QCS test programme, Voc.Ed. certification to enhance tertiary entry, effective communication re articulation and education trends to broader school community.	Student Pathways Director
Continue to develop strategies to educate the community on the QCE.	Dean of Senior Students
Structures are put in place to ensure SET plans are developed and reviewed by students, parents and support staff.	Student Pathways Director

*"Public education is well provided for in the State of Queensland because of the professionalism of schools with committed staff and teachers as those in Robina State High School."*

**Satisfied past parent**

**SCHOOL OBJECTIVE: Create learning communities that meet diverse student and community needs.**

**Schools Outcome SC1: Schools have innovative and distinctive strategies responsive to community and student needs.**

**Schools Outcome SC2: Schools have productive partnerships with their community with business, industry and other agencies.**

**Schools Outcome SC3: Schools provide safe, tolerant and disciplined learning environments.**

<b>KPM: Enrolment trends and student participation. The number of students enrolled and the number of students who leave the system of key exit points.</b>			
<b>Key performance measures and performance Indicators</b>	<b>06 Target</b>	<b>06 Result</b>	<b>07 Target</b>
Apparent retention of students from Year 8 to Year 12.	80%	83%	80%
Percentages of students and of parents and caregivers satisfied that they are getting a good education at school.	78%(st) 90%(p)	51% (st) 69% (p)	78% (st) 90% (p)
Percentage of parents/caregivers satisfied that the school is a good school.	95 %	81%	90%

**Schools Outcome SC4: Schools have effective school planning and reporting processes.**



We have growing cultural and curricular links with our feeder primary schools.

	<b>officer</b>
Establish workable and sustainable relationships with feeder primary school administration teams, staff, students and parents and market these through <i>Celebrate</i> , media and on website.	Hod, PR
Highlight in all media forums relationships with community organisations for mutual benefit and growth especially in relation to feeder schools, university partners and international stakeholders.	Hod, PR
Facilitate greater access to school facilities that also support Robina SHS students. (Eg) Academy of Screen Performance, QCAE. Facilitate greater inputs into the culture of Robina SHS from these local community groups.	Hod, PR
Develop strategic plan for appropriate community use of facilities and Adult Community Education Program.	Principal
Implement the new <b>Code of School Behaviour</b> .	Deans of Students
Provide key forums and activities for parents to learn about the school attended by departments where appropriate.	Hod, PR
Implement <b>Safe and Healthy Schools Program</b> and <b>National Safe Schools Program</b> .	Principal
Develop strategies to inform primary feeder school communities (students, parents, Staff) about the value of education at Robina State High School.	Hod, PR
Identify outcomes of Year 7 students from feeder primary schools and work with feeder school staff regarding learning and assessment standards.	Hod, PR & Dean of Junior Studies
Improve accountability practices to ensure that human and financial resources are effectively used.	Reistrar / Deputy HR
Implementation of the new PGD organisation.	Deputy HR
Teachers commit to promoting and supporting P-T I'views.	Curriculum Hods
Curriculum Departments to determine processes of positive communication to students/parents.	Curriculum Hods & Hod, PR
Staff to ensure department facilities are maintained for cleanliness, attractiveness, efficiency and effectiveness.	Curriculum Hods
Requirements of <b>School Improvement &amp; Accountability Framework and Destination 2010</b> and <b>Student Reporting and School Annual Report</b> are met.	Principal
School to promote itself to the local community / industry.	HOD, PR

Respo

*"The Robina State High School provided services to my two youngest children that were far above any service to any school that any of my four children had attended until attending this school."*

**Satisfied past parent**

**WORKFORCE OBJECTIVE: Ensure the workforce has the capacity and flexibility to deliver the objectives of QSE-2010.**

**Workforce Outcome WO1: The workforce has the capability and flexibility to deliver the objectives of QSE-2010 with teachers involved in learning and development.**

<b>KPM: Workforce capability. The characteristics of the workforce match those of the desired workforce.</b>			
<b>Key performance measures and performance Indicators</b>	<b>06 Target</b>	<b>06 Result</b>	<b>07 Target</b>
Percentage of Workforce engaged in learning and development opportunities.	100%	72%	85%
Percentage of school workforce satisfied with access of learning opportunities that relate to school and systematic initiatives.	100%	57%	80%
Percentage of general component of school grant budget or equivalent expended on learning and development for school staff.	10% budget	10%	10%

**Workforce Outcome WO2: Leadership drives educational reform, supports productive relationships and promotes innovation.**

<b>KPM: Workforce capability. School leadership contributes to positive staff relationships</b>			
<b>Key performance measures and performance Indicators</b>	<b>06 Target</b>	<b>06 Result</b>	<b>07 Target</b>
Percentage of staff members satisfied with morale in the school.	100%	61%	80%

**Workforce Outcome WO3: A Healthy workforce engaged in a safe and supportive work environment**

<b>2007 Key Strategies</b>	<b>Responsible officer</b>
Use <b>Professional Standards for Teachers</b> as a framework for reflection and planning at all levels of teaching.	HR Deputy
Develop extracted faculty AOP's clarifying individual staff role in reaching targets which focus on support and systematic initiatives.	All Hods
Implement strategies for professional development focused on the key school priorities in the Annual <b>Professional Development Agenda</b> .	HR Deputy
Introduction of the Professional Learning week once a month, where pedagogy is shared, discussed and celebrated.	ELT
Facilitate regional opportunities for staff PD in niche areas.	All Hods
Continue comprehensive up-skilling of non-teaching staff.	Registrar
Each staff member participating at PD as a school representative to deliver information gained to an appropriate school forum.	Dean of Junior Studies
Individual PD programs are developed and discussed with manager. These include opportunities for professional development in their fields and in opportunities to engage in educational reform.	Admin, Hods, HR Deputy
Promote safe and healthy learning environments by proactively managing and regularly monitoring WPH&S at the school.	Registrar
Guidelines for staff industry placement developed by Admin and relevant HODs.	Dean of Senior Studies
Technology Curriculum Advisors work with HODs to deliver ongoing skilling within context of curriculum objectives and within curriculum lessons.	Hod, Technology
Staff have a variety of avenues to air their concerns and play a role in the solution.	ELT
Facilitate activities such as staff social events and opportunities for all staff to have ownership of and commitment to school life.	Social Committee
Investigate <b>Crossing Cultures: It's Everyone's Business Package</b> and implement mandatory components.	Dean of Senior Students



Teaching and non-teaching staff undertake a range of Professional Development.



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Our Responsible Thinking Centre is an integral part of our CARE strategy.



Parents are actually involved in our classrooms through programs such as Robina By Night.

