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Principal's foreword

Introduction

Robina State High School is committed to providing quality learning opportunities that enable our students to achieve, within a safe, supportive and disciplined learning environment.

We have strong focus in our innovative programs on meeting individual student needs. We understand that the individual has their own needs, abilities and interests.

Our extensive range of subject offerings can be chosen in a variety of ways to cater for every student in our care. Further, the manner in which we offer these provides for extension and support to broaden and individualise the curriculum with a view to fast track both university preparation and vocationally oriented placements, or a combination of these.

Future outlook

Key strategic developments over the next 2 years:

- 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 our prominence as a significant school of choice for both domestic and international secondary school students;
- Maintain and develop the school facilities to be that of an outstanding, contemporary, state of the art educational institution;
- Further extend and develop our emerging Signature programs – League for Life, Japanese Immersion, Employ Me, Kingfisher Program;
- Embed practices around Senior Education Training Plans and attainment of the Queensland Certificate of Education (QCE) as a vehicle for academic excellence;
- Implement EQ Smart Moves program and Developing Performance Framework;

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.

School Profile

Total student enrolments for our school	1598
Year levels offered	8, 9 ,10,11,12
Coeducational or single sex	Coeducational

Curriculum offerings

Our distinctive curriculum offerings

- Lengthened School Day for the Senior School
- University advanced study
- School-based Apprenticeships and Traineeships
- Kingfisher Scholarships
- International Student Program
- Golf and Baseball Signature Programs
- League for Life Program
- Employ Me Program
- Japanese Immersion Program

Extra curricula activities

- Instrumental Music
- Band (various ensembles)
- Choir
- Leos Service Club
- Junior Chamber of Commerce
- Interschool Sport

How computers are used to assist learning

ICTs are integrated extensively throughout all curriculum programs. The school also offers subject specific IT subjects including Information Processing and Technology, Business Communication and Technology, Certificate II in Information Technology & Multimedia and a range of Middle School business and technology subjects. Students can use computer facilities for internet research, data analysis and reporting, multimedia applications, graphic design and accessing school information.

Computers are used to assist learning across year all levels and across the school. Major contributing factors are:

- An extensive local area computer network that links all buildings.
- Over 400 curriculum PCs for students.
- All curriculum PCs connected to the Internet.
- Continual up-skilling of Staff in computer and software usage.
- Specialist software in Computer Aided Design, Physical Education, Photography, Film and Television, Business and Science.



Social climate

The school values its families, providing considerable support for students and their parents. We provide an extensive range of care and support staff including:

- Deputy Principals with responsibility for overseeing the pastoral care and behaviour management issues for a specific year level.
- PROMOTE Teachers and Year Leaders working in tandem to support students within the daily contact time of the PROMOTE class. PROMOTE teachers deliver a pastoral care program that dovetails with specific curriculum-area programs that are designed to enhance the skills of our students. They can be first point of contact for parents who would like to discuss any aspects of school life.
- Supportive staff for students needing specialised support in times of need. This includes a team of:
 - Guidance Counsellors (two)
 - Community Liaison Officer
 - Head of Senior Schooling
 - School based Youth Health Nurse
 - Police Officer
 - Industry Liaison Officer
 - Youth Pathways Officer
 - Youth Support Coordinator
 - Responsible Thinking Classroom Staff

Involving parents in their child's education.

Parents are actively encouraged to participate in the education of their children. The Parents & Citizens Association provides parents with a venue to interact with other parents and to work with the school staff to develop initiatives within the school.

Parent/Teacher interviews are held twice per year to offer parents an opportunity to meet and talk with their student's teachers. Parents receive written academic progress reports four times per year.

Information and course selection evenings ensure parents are well informed and involved in the learning process. Parent involvement in our large co-curricula programs in the Arts and Sports is always encouraged and sought.

An Extensive range of support staff are available to meet with parents.

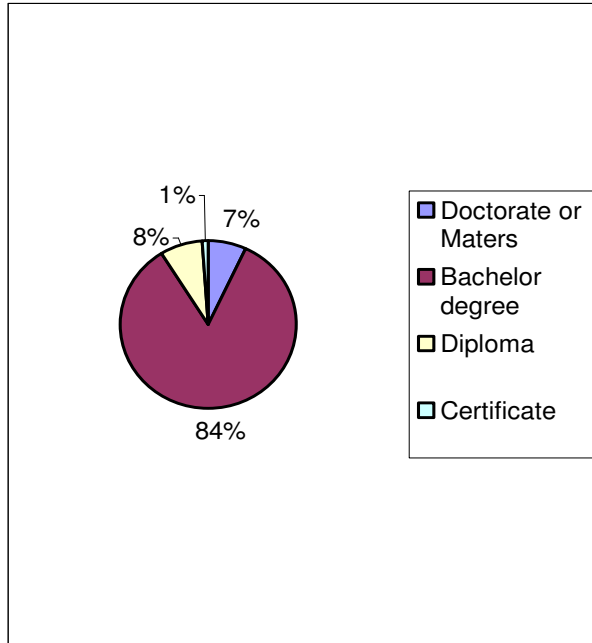
Communication includes:

- Weekly Newsletter
- "Celebrate" newsletter each term
- "Kingfisher" Annual Yearbook
- Two "Celebration" Assemblies each term
- "Monthly Report" detailing student attendance, assessment completion, behaviour issues and uniform compliance.

Our staff profile

Qualifications of all teachers.

Highest level of attainment	Percentage of classroom teachers and school leaders at the school
Doctorate or Masters	7
Bachelor degree	84
Diploma	8
Certificate	1



Expenditure on and teacher participation in professional development.

The total funds expended on teacher professional development in 2007 was \$31 285.00 .

The major professional development initiatives are as follows:

- Boys education
- IT up-skilling and software training
- Curriculum design and delivery
- Up-skilling of VET teachers

The involvement of the teaching staff in professional development activities during 2007 was 88%.

Average staff attendance

- For permanent and temporary staff and school leaders the staff attendance rate was 96% in 2007

Proportion of staff retained from the previous school year.

- From the end of the 2006 school year, 91% of staff were retained by the school for the entire 2007 school year.

Performance of our students

Student attendance

The average attendance rate as a percentage in 2007 was 89%.

Key outcomes in the senior phase of learning

Apparent retention rates Year 8 to Year 12.

Year 12 student enrolment as a percentage of the Year 8 student cohort.	79 %
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Outcomes for our Year 12 cohort of 2007

Total number of Senior Certificates awarded	267
Percentage of Overall Position (OP) -eligible students with OP 1-15	55 %
Percentage of students awarded Senior Certificates and awarded a Vocational Education and Training (VET) qualification	43 %
Percentage of students awarded Senior Certificates with OP-eligibility or awarded a VET qualification	80 %
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer	91 %

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2007 Year 12 post-school destinations survey, Next Step – Student Destination Report for the school were not available. Information about these post-school destinations of our students will be posted to our website by early September.

Other Key Outcomes

Value added

Opportunities exist for students to undertake Vocational Education subjects as part of the school curriculum and attain VET certification. School-based Traineeships and Apprenticeships allow students to complete nationally accredited Certificate II and III, with on and off the job training. Over seventy students participated in school based traineeships and apprenticeships and Certificate courses offered through Gold Coast TAFE.

Complementing the academic and vocational performance of our students were numerous programs and activities in sport, business, leadership and cultural dimensions with excellent student achievements.

Twelve Year 12 students received Early Admission Offers to Griffith University Gold Coast as a result of excellent achievement in the GUEST program. Twenty-one students gained direct entry into TAFE.

Parent, student and teacher satisfaction with the school

The most pleasing aspect of these results is not just the high level of student academic and vocational outcomes but also the positive relationships between parents and the staff as well as the quality teaching and learning relationship between students and staff.