



# Robina State High School

# ANNUAL REPORT 2016

Queensland State School Reporting

*Inspiring minds. Creating opportunities. Shaping Queensland's future.*

Every student succeeding. State Schools Strategy 2016-2020  
Department of Education and Training



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## School Overview

Robina State High School is located in the thriving business and medical precinct of Robina in Queensland's Gold Coast. The school opened in 1996 and has had a very proud tradition of quality curriculum programs and student successes. We are a learner-centred community. Our purpose is to provide high quality learning and skilling that develops the 21<sup>st</sup> century fluencies of each and every student. Robina State High School is a co-educational state high school. We have about 1400 students from Years 7 through to 12. We are a learner-centred community. To this end, we strive to create an enabling environment in which all students can realize their full potential.

To cater for excellent student outcomes we offer a diverse curriculum program of authority subjects and certificate courses structured over a 4-day week in the senior school and a comprehensive range of subjects in the junior school. A feature of our school is the distinctive signature programs provided in Academic Excellence, Japanese Immersion, Golf, Baseball, Futsal/Soccer, Triathlon and Netball. We also have a general Sports Academy, a Community, Action, Service Program and a flourishing International Student program. It is our aim to have an opportunity for every student in our school to engage in a pathway towards post school options of further study and employment. Well qualified and professional staff provide stimulating secondary schooling for our students. Together with parents and wider school body, our goal is to enable every student to experience opportunities to build knowledge, skills and creativity, to achieve recognised qualifications, to be actively involved in a vibrant community and enhance lifelong wellbeing.

We are known for our high standards and expectations, our personalized approach to supporting our young people, our excellence in educational delivery and our strong 'family' feel. Families are encouraged to look at our website to find out more information about our school. This report details a sample of achievements and results from Robina State High School in 2014. It was an extremely positive year with much to be proud of. As a school committed to excellence and continuous improvement, we welcome all data presented in the report as a catalyst for ongoing reflection, discussion and futures-planning.

## Principal's Forward

### Introduction

It is with great pleasure that I invite you to read our **School Annual Report** for 2016. As principal, I am proud of the high standing Robina SHS has achieved in the broader school community over recent years. We place a very high priority on catering for the diverse needs of all students and use positive psychology and teach students a growth mindset to create a positive learning environment. Explicit instruction is the agreed school-wide framework to drive high-quality pedagogy in a consistent manner across all classrooms. 2016 was a very successful year.

#### School Progress towards its goals in 2016

In 2016, the school made significant progress in advancing its priority areas for development around *High Expectations* and *Explicit Teaching*.

A range of targeted strategies were enacted to support these areas. To continue our development towards a culture of high expectations:

- Our pedagogical framework was further refined and supported with professional development for staff
- A Wellbeing Framework was developed and implemented
- Rigorous attendance and achievement tracking processes were introduced
- Tight 'line of sight' management and quality assurance practices were embedded
- School programs and quality partnerships were reviewed, developed and implemented to support improved student outcomes
- Strategies were enacted to support the school's inclusion agenda.

To support our focus on Explicit Teaching, the school prioritized thinking skills, literacy and numeracy. This was supported with:

- Targeted deployment of staff and resources as part of our *Investing for Success* Strategy
- The roll out of an explicit teaching framework
- A renewed professional practice Plan being implemented across the school
- Strategies to support the STEM agenda.

We noted improvement in a range of areas as a result of our strong focus on these priority areas for development. NAPLAN relative gain 2014-16 Year 7 to 9 was similar to all SQSS in all strands. Year 9 Numeracy results in 2016 NAPLAN reflected significant gain in U2B achievement as well as students achieving at or above the National Minimum standard. In 2016 we also saw increases in students completing a QCE, VET qualification or School-based Apprenticeship. Tracking processes were effectively implemented across all year levels to support student achievement and attendance.

## Future Outlook

More information about our 2017 focus can be accessed through our website, in particular the Annual Implementation Plan for 2017.

Explicit target: The school has a coherent, sequenced plan for curriculum delivery that ensures consistent teaching and learning expectations and a clear reference for monitoring learning across year levels. The plan, within which evidence-based teaching practices are embedded, and to which assessment and reporting procedures are aligned, has been developed with reference to the Australian Curriculum or other approved curriculum and refined collaboratively to provide a shared vision for curriculum practice. The school will ensure its curriculum:

- Supports inclusivity and differentiation
- Addresses the school priorities of wellbeing and writing
- Supports preparedness for changes to Senior curriculum and assessment
- Is well moderated and quality assured at all year level.

## Our School at a Glance

### School Profile

<b>Coeducational or single sex:</b>	Coeducational
<b>Independent Public School:</b>	Yes
<b>Year levels offered in 2016:</b>	Year 7 - Year 12
<b>Student enrolments for this school:</b>	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2014</b>	1190	584	606	47	91%
<b>2015*</b>	1379	645	734	48	90%
<b>2016</b>	1388	618	770	39	92%

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

\*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2016, there were no students enrolled in a pre-Prep\*\* program.

\*\* pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

## Characteristics of the Student Body

### Overview

Robina State High School has a diverse clientele. In 2016, our enrolments reflected over 35 different cultural backgrounds with 37 students identifying as Aboriginal or Torres Strait Islander. We have a strong International focus supported by the enrolment of many International students and the hosting of various exchanges and study tours. We recognize and celebrate our diverse community at events such as Harmony Day each year. Our families represent a range of diverse occupations. Geographically, Robina State High School draws from both sides of the M1 Motorway, up into the Gold Coast hinterland including the Springbrook community and across a range of Gold Coast suburbs. Many students travel from quite a distance to access our unique specialist programs. Our curriculum and activities aim to respond to this rich and diverse clientele.

### Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3			
Year 4 – Year 7			
Year 8 – Year 10	22	23	23
Year 11 – Year 12	18	18	18

\*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

## Curriculum Delivery

### Our Approach to Curriculum Delivery

Robina State High School's size allows us to offer an extensive range of curriculum offerings and extra curricular activities whilst, at the same time, maintaining a family-oriented supportive feel. We offer a unique range of programs to personalize learning for students and target specific interests and abilities.

- We offer the only secondary **Japanese Immersion program** in Australia.
- **Golf Academy.** This is supported with a resident professional and specialist high-performance staff. Golfers are regularly skills tested using industry leading equipment S.A.M. Putt Lab and TrackMan Launch Monitor. Robina State High School has a purposely built golf practice facility featuring two pitching greens, greenside and fairway bunkers and three "target greens" on a 300m driving range.
- **Baseball Academy.** We have a proud tradition of producing some outstanding baseball players that have gone on to play in major baseball leagues around the world including the United States, Japan and Europe. We have purpose built facilities to support the program.
- **Football /Futsal Academy.** The futsal/soccer academy aims to provide students with the unparalleled opportunities to develop their football and futsal ability to the 'elite' level.
- **Sports Academy.** This program supports talented sports people. They receive mentoring and opportunities to develop their skills through access to specialist staff and resources.
- **League for Life program** .The program runs in the Junior school and students work with Robina SHS staff, key personnel and players from the Titans and the Gold Coast ARL development officers. Griffith University is assisting in monitoring the program. In 2017, the program has been rebranded as the Community-Action-Service program and will mire clearly support its community service philosophy.
- **The Academic Excellence Program** aims to mentor students with talents in sporting, cultural, civic and/or academic pursuits by providing an environment where students are given opportunities to enrich their abilities
- **Accredited International Program.** We host International students from around the globe along with regular study tours and exchanges. This compliments our focus on global minded-ness and internationalism.
- We have a qualified **Gifted mentor** who coordinates acceleration and extension opportunities for identified students
- **Academic Extension classes** in a range of subjects and also for students from local primary schools in the Greenheart Cluster.
- **Early entry University** programs coordinated by our Senior Schooling Head of Department.
- In 2016, we offered nearly 30 Authority subjects in Years 11/12 with opportunities for enrolment in University subjects. We offer both English and Music Extension at Senior level along with Dance and Drama and Philosophy and Reason. We offered nearly 30 subjects and courses for students with a more vocational focus. Some of our unique Certificate programs included: Cert III in Media, Cert III in Fitness, Cert III in Children's Services, Cert III in Business Administration, Cert III in Allied Health Assistance. Students also have opportunities to enrol in a school-based Apprenticeship or Traineeship.
- We offer a **flexible school week** for senior students with a range of options including tutorials able to be accessed on a Friday.
- Our academic focus is supported with a **Homework Club** and a range of **tutorials** available for students.
- In 2017, we will also introduce Triathlon and Netball programs in response to community interest..

## Co-curricular Activities

We offer a quality Instrumental Music program- String Ensemble, Concert Band, Stage Band. We continued to enjoy Eisteddfod participation and success in 2016. There are a host of other opportunities for performance within the school and the Robina community.

- Our Leo's Club is one of the biggest in Queensland characterized by regular community and charity work.
- We have a vibrant Student Council with active participation and representation at all year levels.
- Junior and senior school dance troupes with regular Eisteddfod success.
- We host a range of student showcase activities- Dramafest, Dance Night, Acoustic Night, Extension Music Showcase, Talent Quest to name a few.
- We coordinate a range of student leadership activities and events including YLead, Altitude Day, GU Business Ambassadors.
- Indigenous support activities including Black and Deadly program.
- Our support staff including the school nurse, chaplain and school-based police officer all co-ordinate lunchtime activities and support programs for students.
- Celebration assemblies and activities including Harmony Day.
- League for Life Auction Night.
- We participate actively in an Inter-school sports programs with regular success across a range of sports including Soccer, Rugby league, Basketball, Touch football, Volleyball, AFL and Netball.

We offer a second-to-none recreational sport program with more than 20 options each season including dragon boating, ice-skating, beach fitness, zumba, yoga, Art appreciation and drama.

## How Information and Communication Technologies are used to Assist Learning

The school actively encourages students to bring their own device to further enhance their learning by incorporating the technology they own into their studies. From 2017, all Year 7s are required to bring their own device. The school has upgraded its existing wireless infrastructure to support this.

We offer an array of laptops and specialised desktop equipment based on curriculum needs. We have audio/visual capability in all viable teaching spaces to complement the use of CFT computers by all teaching staff and high density wireless is available throughout the school in all teaching areas and student spaces.

All technology resources are utilized to complement student learning. Students use a range of technologies in all curriculum areas to gain the maximum benefit from these resources.

The school obtained licensing for the Adobe Suite which includes all students with BYOx devices being able to install Photoshop, Dreamweaver, Illustrator, Indesign and Animate free of charge. Students want to install additional Adobe products such as Premier can purchase the license for Adobe Master Collection at a cost of \$20.

The school used an array of strategies and tools to support student learning and engagement including:

- Actively promoting Education Queensland's new Microsoft software licensing enabling students the ability to install the latest Office suite free of charge.
- The use of Literacy Planet to focus on students individual literacy requirements.
- The use of Mathletics to focus on students individual numeracy requirements.
- The option for students to bring their own device to utilize the schools Internet/wireless infrastructure throughout their studies.
- The use of the Adobe Suite through Business, Technology and the Arts as industry standard for multimedia creation and digital art.
- The use of Archicad and Pro Engineer for Graphic Design and Architecture.
- The use of 3d printers in Industrial Technology and Design.

- The use of Sibelius, Pro tools, Premier and Garage Band for composition of music, recording and editing on both computers and iPads.
- The use of IPAD's throughout faculty areas with particular focus on use in LDC and Languages to utilize specialised Apps.
- Specialised technology in Science with the use of digital microscopes and data loggers.
- Engaging with the C2C resources that include an array of 21'st century resources and tool's to engage our learners.
- The use of Premier and Final Cut Pro for Film and Television and Drama.
- The use of MYOB in Accounting.
- One Note being used in faculty areas across the school.
- Adobe Flash, Game maker, Dreamweaver, Access for programming including online game development and database development.

## Social Climate

### Overview

The school is purposefully developing a strong sense of community using the Positive Behaviour for Learning (PBL) framework as an evidenced-based whole-school process to improve learning outcomes for all students. The three PBL values of Respectful, Responsible, Ready to Learn' underpin whole school behaviour learning and support. A range of positive recognition processes are also utilized. Students recognize the value of the PROMOTE pastoral program and this is reinforced in timetabled classes.

Visitors to our school comment on the positive tone of the school- its family feel and orderly classrooms. Our mantra and PROMOTE values influence everything we do. The school has a strong non-tolerance for bullying as outlined in the "Responsible Behaviour Plan for Students". There are clear school rules, a published school dress code and a range of expectations to support the right of everyone to feel safe and be able to learn.

We have a complete range of support staff who support our students and families on a day to day basis. This includes our Community Liaison Officer, Year Coordinators, Guidance Counsellor, Chaplain, School-based Youth Health nurse, school-based police officer, Industry Liaison Officer and Youth Support Worker.

### Parent, Student and Staff Satisfaction

#### Parent opinion survey

Performance measure	2014	2015	2016
<b>Percentage of parents/caregivers who agree# that:</b>			
their child is getting a good education at school (S2016)	93%	87%	93%
this is a good school (S2035)	89%	88%	91%
their child likes being at this school* (S2001)	98%	88%	91%
their child feels safe at this school* (S2002)	97%	92%	89%
their child's learning needs are being met at this school* (S2003)	86%	89%	88%
their child is making good progress at this school* (S2004)	88%	86%	90%
teachers at this school expect their child to do his or her best* (S2005)	95%	91%	97%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	86%	85%	90%
teachers at this school motivate their child to learn* (S2007)	88%	86%	89%
teachers at this school treat students fairly* (S2008)	89%	85%	86%
they can talk to their child's teachers about their concerns* (S2009)	93%	90%	96%
this school works with them to support their child's learning* (S2010)	85%	90%	89%

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
this school takes parents' opinions seriously* (S2011)	88%	88%	86%
student behaviour is well managed at this school* (S2012)	73%	85%	84%
this school looks for ways to improve* (S2013)	89%	96%	94%
this school is well maintained* (S2014)	91%	93%	96%

### Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	95%	93%	97%
they like being at their school* (S2036)	92%	88%	89%
they feel safe at their school* (S2037)	95%	80%	89%
their teachers motivate them to learn* (S2038)	85%	82%	84%
their teachers expect them to do their best* (S2039)	97%	91%	98%
their teachers provide them with useful feedback about their school work* (S2040)	86%	85%	81%
teachers treat students fairly at their school* (S2041)	82%	72%	72%
they can talk to their teachers about their concerns* (S2042)	76%	68%	69%
their school takes students' opinions seriously* (S2043)	79%	61%	65%
student behaviour is well managed at their school* (S2044)	75%	62%	60%
their school looks for ways to improve* (S2045)	91%	87%	84%
their school is well maintained* (S2046)	88%	83%	87%
their school gives them opportunities to do interesting things* (S2047)	92%	83%	87%

### Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	99%	96%	97%
they feel that their school is a safe place in which to work (S2070)	98%	97%	97%
they receive useful feedback about their work at their school (S2071)	90%	81%	86%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	80%	69%	77%
students are encouraged to do their best at their school (S2072)	99%	99%	97%
students are treated fairly at their school (S2073)	98%	100%	94%
student behaviour is well managed at their school (S2074)	90%	90%	92%
staff are well supported at their school (S2075)	84%	86%	88%
their school takes staff opinions seriously (S2076)	84%	88%	83%
their school looks for ways to improve (S2077)	95%	97%	96%
their school is well maintained (S2078)	84%	85%	94%
their school gives them opportunities to do interesting things (S2079)	81%	88%	88%

\* Nationally agreed student and parent/caregiver items

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016

# '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

Parents are involved in a number of ways at Robina State High School. We encourage the active participation of all of our families. There is a Parents and Citizens' Association which meets monthly. It is a highly involved group providing quality and responsive support. In addition our network of parent volunteers is considerable supporting our signature programs in invaluable ways. The school has now gained Independent Public School status and a School Council will be formed for 2017.

Parent-Teacher evenings are held twice yearly to discuss student progress and achievement along with various information sessions and forums.

Parents receive an electronic newsletter and we maintain an up to date website which allows parents to know what is going on at Robina High. The Q Parents Application is also utilized. Facebook is also a popular forum for parents to be updated in real time with regards to events and celebration points. Parent friendly reports in plain English are produced each term emailed to families. Open Mornings and Tours for new and prospective students and their parents are held regularly.

Parents have access to staff email addresses and we encourage them to contact us and talk to us about their child's progress at all times.

In 2016, the afternoon Homework Club continued as a means to support families and a range of information sessions for parents were also offered including sessions on mental health and wellbeing and cyberbullying.

The school prides itself on having a welcoming atmosphere and readily invites parents to contact the school personally, by phone or email.

The school continued to refine its Learning Development Centre under the leadership of the Head of Special Education Services. Staff continued to be professionally developed and significant planning was undertaken to support the introduction of an inclusivity model.

## Respectful relationships programs

The school has developed and implemented programs that focus on appropriate, respectful and healthy relationships. This is underpinned by the Positive Behaviour for Learning Framework. We have a clear commitment to action a behavior plan that develops positive relationships, consistent approaches and effective communication within a safe and supportive school community. The three PBL values of "Respectful, Responsible, Ready to Learn" underpin whole school behavior learning and support. The PROMOTE program further reinforces our wellbeing framework with a commitment to key areas such as personal safety and awareness, conflict resolution and working in a team. Positive Psychology including analyzing VIA strengths and a commitment to growth mindset philosophy also support our respectful relationships program.

## School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	264	309	237
Long Suspensions – 6 to 20 days	8	11	10
Exclusions	8	13	2
Cancellations of Enrolment	15	20	10

\* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

\*\*From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

## Environmental Footprint

### Reducing the school's environmental footprint

The school continues to monitor its environmental footprint. We will continue to review and monitor periodically. Reductions in electricity and water consumption are noted in the last cycle. Water usage rates have significantly dropped. We also continue to work with local council regarding flooding and draining issues impacting on the school.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	530,416	6,677



ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	518,004	39,539
2015-2016	502,671	8,665

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

## 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 <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

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Sector:

Government

Non-government

Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

## Our Staff Profile

## Workforce Composition

### Staff composition, including Indigenous staff

The staff figures below are based on Equal Employment Opportunity (EEO) 2015 census. In accordance with the EEO privacy provisions and to ensure confidentiality, the '*less than 5*' rule has been applied in schools whose Indigenous staff numbers are less than five.

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	115	46	<5



2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Full-time Equivalents	105	34	<5

### Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	1
Masters	12
Graduate Diploma etc.**	35
Bachelor degree	56
Diploma	
Certificate	1

\*Teaching staff includes School Leaders

\*\*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 in 2016 were \$38739.83. The major professional development initiatives are as follows:

- Extensive literacy-related PD with a focus on reading
- Training to support school's Pedagogical Framework, High Expectations Policy, PBL and Wellbeing Framework
- Curriculum-related PD
- Differentiation and IT workshops to support school priorities
- Mandatory training to support EQ priorities

The proportion of the teaching staff involved in professional development activities during 2015 was 100 %.

## Staff Attendance and Retention

### Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	96%

### Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 98% of staff was retained by the school for the entire 2016.

## Performance of Our Students

### Key Student Outcomes

#### Student Attendance

##### Student attendance

The table below shows the attendance information for all students at this school:

## STUDENT ATTENDANCE 2016

Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	89%	95%	91%
The attendance rate for Indigenous students at this school (shown as a percentage).	88%	92%	86%

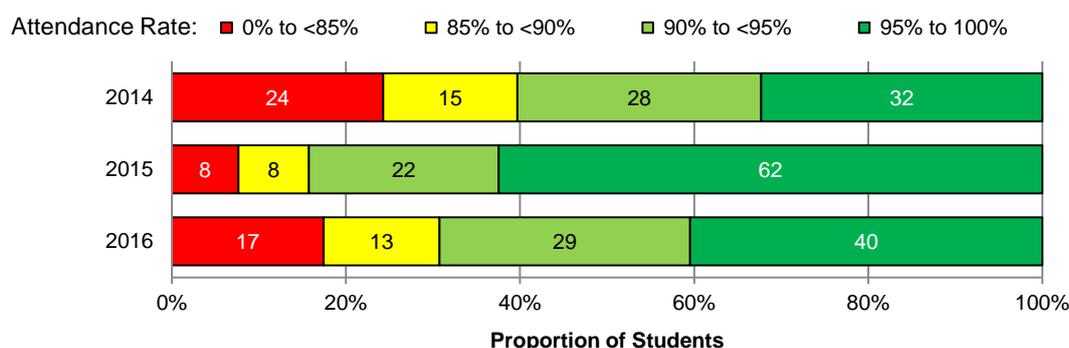
\*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2016 for all Queensland Secondary schools was 90%.

Year Level	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014		92%	87%	86%	91%	90%
2015	96%	95%	94%	94%	96%	94%
2016	93%	89%	88%	88%	93%	92%

### 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 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.

The school closely monitors attendance with rolls taken in every lesson. The school utilizes the ID Attend software system which enables text alerts to be sent to families if a child fails to attend school. Phase of learning teams closely monitor attendance and liaise with parents and administration staff accordingly. The school utilizes a personalized 'traffic lights' system to support attendance and focuses on clear and open dialogue with students and families. All students are aware of their attendance percentage throughout the year and are strongly encouraged and rewarded to be present.

## NAPLAN

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>.

To access our NAPLAN results, 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

GO

Sector:

Government

Non-government

SEARCH

Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting '**NAPLAN**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

## Year 12 Outcomes

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2014	2015	2016
Number of students receiving a Senior Statement	186	183	201
Number of students awarded a Queensland Certificate of Individual Achievement.	0	1	0
Number of students receiving an Overall Position (OP)	84	78	85
Percentage of Indigenous students receiving an Overall Position (OP)	0%	36%	25%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	39	40	49
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	148	148	165
Number of students awarded an Australian Qualification Framework Certificate II or above.	108	124	139
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	175	174	192
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	100%	100%	75%
Number of students awarded an International Baccalaureate Diploma (IBD).	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	76%	79%	71%
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification.	98%	99%	98%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	96%	90%	97%

As at 3rd February 2017. The above values exclude VISA students.

OVERALL POSITION BANDS (OP)					
Number of students in each band for OP 1 - 25					
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2014	12	24	28	18	2
2015	6	28	28	16	0
2016	9	22	29	24	1

As at 3rd February 2017. The above values exclude VISA students.

VOCATIONAL EDUCATIONAL TRAINING QUALIFICATION (VET)			
Number of students awarded certificates under the Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2014	90	23	96
2015	87	70	82
2016	77	81	99

As at 3rd February 2017. The above values exclude VISA students.

Robina SHS offers the full suite of VET qualifications; from Diploma in Business, Certificate IV, Certificate III, Certificate II and some Certificate I courses. Students can access courses via a number of methods: through our partnership agreements with external Registered Training Organisations with courses delivered at school; through the School-based Apprenticeship and Traineeship programme; on campus with the school as the RTO and via a number of one-day-a-week certificate programmes delivered off campus with external RTOs.

### Apparent Retention Rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12			
Description	2014	2015	2016
Year 12 student enrolment as a percentage of the Year 10 student cohort.	81%	77%	78%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	63%	130%	40%

\* The Years 10 to 12 Apparent Retention Rate is defined as the number of full-time students in Year 12 in any given year expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).

## Student Destinations

### Post-school destination information

The results of the 2016 post-school destinations survey, Next Step – Student Destination Report (2016 Year 12 cohort), will be uploaded to the school's website in September.

The report will be available at:

<http://www.robinashs.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx>

### Early leavers information

The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12 are described below.

The largest proportion of Robina SHS early school leavers move with their families to other areas of Queensland where they enrol in local state schools. A number return to overseas residences. Early leavers who are not transitioning to another school are offered a range of support mechanisms prior to leaving. School support staff work closely with families to ensure a successful transition to work/further study and undertake interviews to explore all options in terms of external programs and courses available.

## Conclusion

It was a highly successful year at Robina State High School with the school making significant traction in targeted areas and continuing to build strong outcomes for its students. 2017 will see Robina State High School working closely with its community to shape its next Strategic Plan for the 2018-2021 period.