

# QUEENSLAND STATE SCHOOL REPORTING - 2010

## Robina State High School (0195)

|   |                |  |
|---|----------------|--|
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|   | Contact Person | Community Liaison Officer  |

### Principal's foreword

#### Introduction

Robina State High School is proud of the 2010 school achievements, outcomes and pathways for students. This occurs in an environment which has as its core a focussed learning improvement agenda. In teaching this focus specifies: Achievement, Engagement and Relationships. In learning the focus is "every student, every lesson, every day – learning and succeeding."

#### School progress towards its goals in 2010

Staff have continued to work towards ambitious targets for student achievement in NAPLAN results and school exit data within this focussed learning improvement agenda. The valued interface between schools in the Greenheart Cluster has been strengthened through shared leadership, professional development, and curriculum planning and student transition activities. Planning towards the emerging Australian Curriculum together with developing a growing VET program featured in 2010 school development.

### Future outlook

The 2010 – 2014 Strategic Plan specifies our purpose as providing every student with the opportunity to build knowledge, skills and creativity to achieve recognised qualifications, active involvement in a strong and vibrant community and enhance lifelong learning and wellbeing. Further we strive to foster ethical, responsible and globally conscious world citizens.

It is our objective to achieve clever, skilled and creative students through:

- Clever staff – senior students focused on desirable outcomes through multiple pathways
- Clever students – an emphasis on reading and literacy development for both staff and students
- Skilled staff – implementing positive behaviour strategies
- Skilled students – reading and literacy, skills improvement for both staff and students
- Creative staff – personal monitoring of junior students below the benchmarks
- Creative students – implementing our vision for learning and developments around the Australian Curriculum

High expectations already exist for student achievement, engagement and behaviour. Our work will continue through an agenda of data analysis, student identification and progress support. This will be evidenced by meeting Teaching and Learning Audit goals, developing the Australian Curriculum in English, Mathematics and Science, initiating the process of Developing Performance Plans and Closing the Gap for Indigenous and Non – Indigenous Students. We have a strong set of beliefs which support our work.

## Our school at a glance

### School Profile

#### Coeducational

Year levels offered: 8 to 12

Total student enrolments for this school:

| Total Enrolment | Girls | Boys | Enrolment Continuity (Feb 2010 – Nov 2010) |
|-----------------|-------|------|--|
| 1367            | 675   | 692  | 82%  |

#### Characteristics of the student body:

Robina State High School welcomes students into Year 8 primarily from the Greenheart Cluster of Primary Schools; Mudgeeraba, Mudgeeraba Creek, Clover Hill, Robina and Springbrook. This transition begins with invitations to attend high school activities and performances within Science, Sport, Dance, Music, Art and Business. We also attract many students to our signature programs: in Academic Excellence via Japanese Immersion; in sport through Baseball, Golf and Futsal; and in recognising individual abilities with our Kingfisher Scholarship, Employ Me and League for Life Programs. These students travel from neighbouring suburbs and some students relocate to the Gold Coast to attend this school.

Further our school proudly hosts up to 70 long stay International students and a further 200 study program students.

#### Class sizes – Proportion of school classes achieving class size targets in 2010

| Phase             | Average Class Size | Percentage of classes in the school |              |           |             |
|-------------------|--------------------|-------------------------------------|--------------|-----------|-------------|
|                   |                    | On or under target                  | Under Target | On Target | Over Target |
| Year 8 – Year 10  | 23                 | 91%                                 | 72%          | 19%       | 9%          |
| Year 11 – Year 12 | 18                 | 99%                                 | 88%          | 11%       | 1%          |
| All Classes       | 21                 | 95%                                 | 80%          | 15%       | 5%          |

#### School Disciplinary Absences

| Disciplinary Absences           | Count of Incidents |
|---------------------------------|--------------------|
| Short Suspensions - 1 to 5 days | 309                |
| Long Suspensions - 6 to 20 days | 18                 |
| Exclusions                      | 10                 |
| Cancellations of Enrolment      | 23                 |

## Our school at a glance

### Curriculum offerings

Our distinctive curriculum offerings include a deliberate development of courses to assist Robina State High students maximise the employment and study opportunities from the emerging Robina Health precinct, and in particular, with the Robina campus of the Gold Coast Hospital.

Robina State High School offers a wide range of certificate courses and industry links. Courses include 3 x Certificate I, 6 x Certificate II and 3 x Certificate III. Robina State High School is the Registered Training Organisation for Certificate III Fitness and has also forged strong links with the local Health sector to deliver the Cert III Allied Health Assistance. Of particular note is that 61 of our 2010 students exited with a Certificate III, which was the third highest figure for all schools in the state.

These new courses enhance an already broad curriculum for students in Years 8 to 12. For specific identified students academic acceleration is encouraged. Additionally an extensive range of programs aims to personalise an education for identified students in a range of areas of interest and ability and which are attractive to students and their families. These programs include:

- Japanese Immersion Program for Years 8 to 10, only secondary program in Australia
- Year 8 Certificate 1 in Information Technology
- League for Life Program – Rugby League as a learning vehicle
- Special Education Class
- Acceleration – on a student basis e.g. Mathematics B, English, Music, Japanese, Cluster Year 7 students
- Academic Extension – Music, English, SOSE and HPE
- Employ Me –vocational education program
- Golf, Baseball, Futsal
- International Student
- Distance Education
- High School Preparation
- Early Entry to University
- School Based Apprenticeships and Traineeships
- Flexible School week for senior students

### Extra curricula activities

A busy schedule of activities exists for students and provides many opportunities for involvement in school community life. These include:

- Instrumental Music Program – Orchestra, String Ensemble, Concert Band, Jazz in the Mall
- Eisteddfod participation and success
- Leo's Club of Robina

## Our school at a glance

- Student Council
- House Lunch time Activities, such as, art and Harmony Day Recognition
- Annual musical: in 2010 “ The Wedding Singer”
- Dramafest
- Dance Night and Acoustic Night
- Extension Music Student Showcase
- Talent Quest
- Japanese Drumming Club
- LOTE Day
- LFL Auction Nights
- Student Leadership Agenda – Ylead, Altitude Day, Camp, Peer Mentoring
- Business Ambassadors at Griffith University
- Black and Deadly Programs
- Chaplain lunchtime activities such as bands and sausage sizzles
- Youth Nurse lunchtime activities such as yoga, walking and skipping
- Wipeout Wednesday: a Business Faculty venture
- Gold Coast Youth Council
- Clean Up Australia Day
- Interschool Sport including Touch Football, Volleyball, Soccer, Basketball, Rugby League, AFL, Netball
- Recreational Sport including Ice Skating, Ten Pin Bowling, Zumba, Beach Fitness and Activities, Walking
- Interhouse Sporting Competition in Year 8

### How Information and Communication Technologies are used to assist learning

Access to learning using ICTs increased significantly with the introduction of laptop trolleys to each teaching block and the completion of 100% wireless installation to all curriculum areas in the school. Currently we have surpassed the March target of student access to PCs and other devices at over 1:2 and we aspire to a 1:1 ratio within 12 months. Specifically curriculum initiatives include:

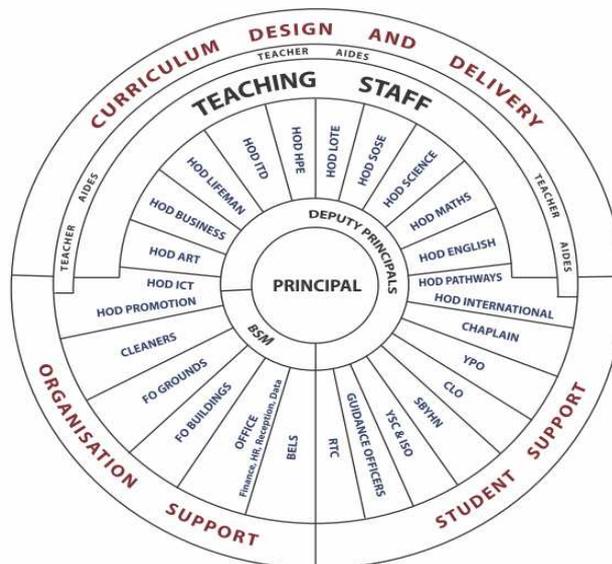
- Embedded throughout curriculum in all KLA's
- Focus on enabling access anytime/anywhere through online curriculum material and the use of the learning place
- Specialist teachers of Photoshop, Premier Pro, Adobe Master Collection, Office 2010 and Pro Engineer
- Introduction of innovative technologies including Ipads and Kindles.

## Our school at a glance

### Social climate

This school is focussed on our PROMOTE values in all that we do – Pride, Respect, Ownership, Manners, Opportunity, Teamwork and Excellence. These values are central to our pastoral care program, delivered weekly in a PROMOTE lesson by the PROMOTE (or Form) Teacher.

This school prides itself on the extensive support programs and wide range of personnel employed to assist students to enjoy a safe and happy school. This support extends to include assistance for parents and caregivers. As shown below the student support wheel is integral to the overall student well being at Robina State High School.



Robina SHS has engaged in strategies to combat bullying within our school community. We have been utilising various strategies for a number of years including:

- Bullying register
- Positive small group support programs for both victims and aggressors
- Individual counselling
- Restorative practices
- Rock and Water program for Year 8 students.
- Specific year level PROMOTE programs.
- Electronic Bullying box introduced 2010
- Peer Mentoring Program introduced 2010

## Our school at a glance

### “Bullying” Upskilling for staff:

In 2010 numerous staff members including the admin team attended a Michael Carr -Gregg seminar specifically to address anti- bullying strategies within the school environment. This opportunity was offered again in 2011 and other staff members undertook this opportunity. Many staff members have attended professional development opportunities to ensure that staff expertise is current.

Accordingly 65% of students indicated in the 2010 School Opinion Survey that they were satisfied that they are getting a good education at school.

### Parent, student and teacher satisfaction with the school

It is pleasing that the satisfaction of parents and caregivers with their school has increased this year. There has also been an increase in the satisfaction by parents and caregivers that their child is getting a good education at Robina State High School. Staff and student satisfaction has maintained strong responses. Professional Development opportunities remain an active focus for satisfaction at all levels within the school.

| Performance measure   | Result 2010 |
|---|-------------|
| Percentage of parents/caregivers satisfied that their child is getting a good education at school   | 74%         |
| Percentage of students satisfied that they are getting a good education at school   | 65%         |
| Percentage of parents/caregivers satisfied with their child’s school  | 89%         |
| Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives | 55%         |
| Percentage of staff members satisfied with morale in the school   | 73%         |

## Our school at a glance

### Involving parents in their child's education.

This school is committed to maintaining a safe and supportive environment in which parents have important roles. A full time Community Liaison Officer is employed to assist parents and caregivers to access the most appropriate support within our school system. This support is extended for families of our school in times of grief, happiness, disappointment and achievement.

Parents are invited at all times to have personal contact with school staff and administration. Regular newsletters, telephone calls, emails and text messages, parent interviews and information sessions are scheduled to provide parents to have an active involvement in their child's education.

The Parents and Citizens Association provides parents with an opportunity for parents and school staff to work together to benefit the school community.

Parents are invited to be a part of their student's academic progress and course planning by participating in Parent Teacher interviews in Term One and SET planning interviews in Term 3; reviewing and responding to the four academic reports mailed home, one each term.

### Reducing the school's environmental footprint

Whilst a saving has been made on the total expenditure against utilities we continue to be conscious of using green initiatives in the school, in particular the installation of water tanks and reduction of paper usage in printing and photocopying.

| Year                       | Total     | Electricity | Sewerage | Waste   | Water    | Gas   | Other    | Electricity<br>KwH | WaterK<br>L | GasM<br>J |
|----------------------------|-----------|-------------|----------|---------|----------|-------|----------|--------------------|-------------|-----------|
| 2010                       | \$154,504 | \$111,301   | \$15,032 | \$8,372 | \$18,735 | \$398 | \$666    | 522,540            | 5,783       | 0         |
| 2009                       | \$155,457 | \$125,432   | \$0      | \$0     | \$16,001 | \$376 | \$13,648 | 0                  | 0           | 0         |
| % change<br>2009 -<br>2010 | -1%       | -11%        | N/A      | N/A     | 17%      | 6%    | -95%     | N/A                | N/A         | N/A       |

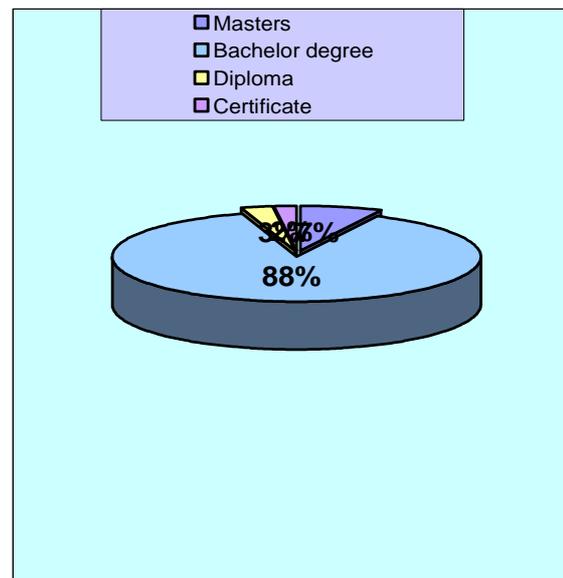
## Our staff profile

### Staff composition, including Indigenous Staff

| Workforce Composition | Teaching Staff | Non-teaching Staff | Indigenous Staff |
|-----------------------|----------------|--------------------|------------------|
| Headcounts            | 109            | 47                 | <5               |
| Full-time equivalents | 97             | 35                 | <5               |

### Qualifications of all teachers.

| Highest level of attainment | Number of classroom teachers and school leaders at the school |
|-----------------------------|---|
| Masters                     | 8   |
| Bachelor degree             | 96  |
| Diploma                     | 3   |
| Certificate                 | 2   |



## Our staff profile

### Expenditure on and teacher participation in professional development.

The total funds expended on teacher professional development in 2010 were \$27240. The major professional development initiatives are as follows:

- Greenheart Cluster Leadership initiatives
- Greenheart SFD Conference
- Literacy Development
- QSA
- EATSIPS
- Supportive School Environment – SWPBS, Managing Conflict, Peer Skills, Grief Support
- International Education
- Curriculum Area – Art, Science, Business, HPE, Sport, SOSE, Lifestyle, ITD, Technology, Languages, English, Vocational Education
- League For Life
- Guidance Support
- Virtual Schooling
- Workplace Health and Safety – First Aid

The involvement of the teaching staff in professional development activities during 2010 was 100 %.

### Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 96% in 2010.

### Proportion of staff retained from the previous school year.

From the end of the previous school year, 97% of staff was retained by the school for the entire 2010 school year.

### Key student outcomes

#### Attendance

| Year 8 | Year 9 | Year 10 | Year 11 | Year 12 |
|--------|--------|---------|---------|---------|
| 91%    | 88%    | 89%     | 92%     | 93%     |

#### Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

Attendance rolls are marked at PROMOTE class at 9.10am each day. A text messaging system alerts parents students have been marked absent from this class. Absences from each class are recorded by teachers and truancy is investigated first by the classroom teacher, and escalated to the Year Leader and then Deputy Principal as required. A system of lunch time and after-school detentions supports the process. Truancy information is used during student progress interviews to support improved attendance and consideration of cancellation of enrolment.

“Three day” letters are mailed home where no information or response has been received about an extended absence. An ongoing student absence where no information is supplied is managed by the “T Letter” system.

## Performance of our students

### Achievement – Years 3, 5, 7, and 9

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the MySchool website at <http://www.myschool.edu.au/>

To access our NAPLAN results, click on the MySchool link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

#### Find a school

Search by school name

Search by suburb, town or postcode

Sector  Government  
 Non-government

Where it says '**Search by school name**', type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and **Privacy Policy** before being able to access NAPLAN data.

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

## Performance of our students

### Achievement – Closing the Gap

2010 saw us achieve a 100% Apparent Retention Rate so that there is no gap between indigenous and non indigenous student groups. The retention rate for indigenous students is 25% better than for non indigenous in our school and significantly better than for all Queensland and South East Region schools.

Attendance for both indigenous and non indigenous students improved in 2010 and continued with a pattern of improvement since 2008. This continues to be an area of high expectation for all students and a major area of work for all Support staff in particular our Indigenous Liaison Officer.

### Attainment and Achievement – Year 12

#### Apparent retention rates Year 10 to Year 12.

|  |     |
|--|-----|
| Year 12 student enrolment as a percentage of the Year 10 student cohort. | 77% |
|--|-----|

#### Outcomes for our Year 12 cohort of 2010

|   |     |
|---|-----|
| Number of students receiving a Senior Statement.  | 240 |
| Number of students awarded a Queensland Certificate of Individual Achievement (QCIA).   | 2   |
| Number of students receiving an Overall Position (OP).  | 106 |
| Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).  | 53  |
| Number of students awarded one or more Vocational Educational Training (VET) qualifications.  | 192 |
| Number of students awarded an Australian Qualification Framework (AQF) Certificate II or above.   | 113 |
| Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.   | 211 |
| Number of students awarded an International Baccalaureate Diploma (IBD).  | 0   |
| Percentage of OP/ IBD eligible students with OP 1-15 or an IBD.   | 68% |
| 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. | 97% |
| Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.   | 85% |

## Performance of our students

| Overall Position Bands (OP)                     |         |          |          |          |
|---|---------|----------|----------|----------|
| Number of students in each Band for OP 1 to 25. |         |          |          |          |
| OP 1-5  | OP 6-10 | OP 11-15 | OP 16-20 | OP 21-25 |
| 18  | 20      | 34       | 28       | 6        |

| Vocational Educational Training qualification (VET)   |                |                          |
|---|----------------|--------------------------|
| Number of students awarded certificates under the Australian Qualification Framework (AQF).   |                |                          |
| Certificate I   | Certificate II | Certificate III or above |
| 146   | 76             | 62                       |
| Robina SHS offers a wide range of certificate courses and industry links. Courses include 3 x Certificate I – Information Technology, Hospitality and Work Practices. |                |                          |

| Post-school destination information   |
|---|
| At the time of publishing this School Annual Report, the results of the 2010 Year 12 post-school destinations survey, <i>Next Step – Student Destination Report</i> for the school were not available. Information about these post-school destinations of our students will be incorporated into this Report in September. |

| Early leavers information  |
|--|
| <p>The largest proportion of Robina SHS early leavers move with their families to others areas of Queensland and enrol at other state schools. A number return overseas, mainly to New Zealand.</p> <p>Early leavers who are not transitioning to another school are offered a range of support mechanisms prior to leaving. This includes an individualised pathway to ensure a successful school to work/further study transition. An interview with Guidance Officer, a Deputy Principal and the Industry Liaison officer is established practice to ensure early leavers have explored all options, such as the Get set for Work programmes, SCISCO Youth Connections, Access 10, TAFE options, rolling a SAT into part or full time work, contact with external organisations.</p> <p>The final 2010 report from the Regional Transition Coordinator in relation to alternate programs and approved exemptions shows that all our early leavers were either engaged in work, training or further education.</p> |

