

# Queensland State School Reporting – 2011

## Robina State High School (0195)



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## Principal's foreword

### Introduction

This report presents a selected range of information pertaining to the school, its activities and outcomes for the academic and calendar year 2011.

However, by its very nature this is only a summary of certain aspects of the broad school operation.

Further information is available on the school website and the national MySchool websites.

### School progress towards its goals in 2011

The two major areas for action through the year included both appropriate NAPLAN preparation and e-learning and related contemporary teaching practice. In particular, a considerable commitment to enhancing the skills of selected volunteer staff across all staff rooms and faculties in the skill of the teaching of Reading has taken place. Further, in preparation for one-to-one provision of electronic devices, all teaching staff have been extended in their classroom skills and planning.

The school budget annually continues to put aside at least ten per cent of the school grant allocation for staff professional development purposes. Invariably the school expends more than this in both monetary commitment and staff time. This is a high priority of the school and this continues to be so as a range of important and vital contemporary developmental opportunities arise throughout the year..

The school's relationship with the Council of International Schools continues to drive our practice.

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**Future outlook**

The 2011 – 2015 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.

## School Profile

Coeducational or single sex: **Coeducational**

Year levels offered: **Year 8 - Year 12**

Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2011 – Nov 2011)
1267	616	651	90%

Characteristics of the student body:

The schools resident and domestic parents were born in seventy six countries and the members of the domestic student body were born in thirty nine countries. Yet the need for English as Second language is of a very low level – fewer than five students in total. Geographically, the school draws from both sides of the M1 motorway, up into the Gold Coast hinterland including the Springbrook community, across the range of Gold Coast City suburbs, further south over the border into New South Wales and as far north as Brisbane. Full fee paying International Students came from thirteen countries and ranged up to forty five students each term. Twenty three Indigenous students identified across all year levels.

Class sizes – Proportion of school classes achieving class size targets in 2011

Phase	Average Class Size
Prep – Year 3	
Year 4 – Year 10	24.5
Year 11 – Year 12	18.6
All Classes	22

## School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	285
Long Suspensions - 6 to 20 days	40
Exclusions	11
Cancellations of Enrolment	22

### 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 59 of our 2011 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

## Our school at a glance

### Extra curricula activities

A vital 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
- Student Council
- House Lunch time Activities, such as, art and Harmony Day Recognition
- 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
- Tropical Tuesday : 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. 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 I pads and Kindles.

### Social climate

Once again, this year, the school has in place a most complete range of student support staff who support our students and their families in their day to efforts to "Believe and Succeed".

This includes our Community Liaison Officer, five Year Coordinators, two Guidance Counsellors, Chaplain, School Based Youth Health Nurse, School Based Police Officer, Industry Liaison Officer, Youth Support

## Our school at a glance

Officer and Responsible Thinking Co-ordinator.

The highly regarded School Wide Positive Behaviour Strategy Process has been put in place in 2011 and our four rules revised and reduced to the easy-to-remember three "R"s – I am Respectful, Responsible and Ready to Learn.

Further the selection, training and placement of Student Peer Mentors has enhanced this support.

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

The hard data shown below is obtained from a paper survey of selected parents, students and staff annually.

Performance measure	Result 2011
Percentage of parents/caregivers satisfied that their child is getting a good education at school	78%
Percentage of students satisfied that they are getting a good education at school	58%
Percentage of parents/caregivers satisfied with their child's school	78%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	57%
Percentage of staff members satisfied with morale in the school	73%

DW – Data withheld

### Involving parents in their child's education

The school holds the Parents and Citizens Association in high regard. It is highly involved group providing high quality and responsive support based upon contemporary practice at all times. They support the school financially in cross school projects and have done for many years and for this the school community is most grateful

Further parent support is most obvious in areas which require extracurricular support most notably, our signature programs, Japanese Immersion, Baseball, Golf, Futsal/Football and League for Life. Other areas especially, Music, Dance and Drama benefit immensely from considerable parent support, and could not operate effectively without them.

In 2011, the school put in place a Homework Club to support families and would wish to highlight the ongoing work that each and every parent does in having their student children, Every lesson, Every day,

Learning And Succeeding.

## Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns. The school is proud to report that the school has been named the Greenest and healthiest School in South East Queensland by the Keep Australia Beautiful Committee for 2011.

This submission was prepared by the Parents and Citizens Association and was detailed by P&C Rep Cole Loddon. It is based upon a range of issues including our energy usage, use of solar hot water, water and our canteen and catering menus.

Environmental footprint indicators, 2010-2011

	Electricity KwH	Water KL
2011	541,003	4,709
2010	585,929	6,323
% change	-7.6%	-25%

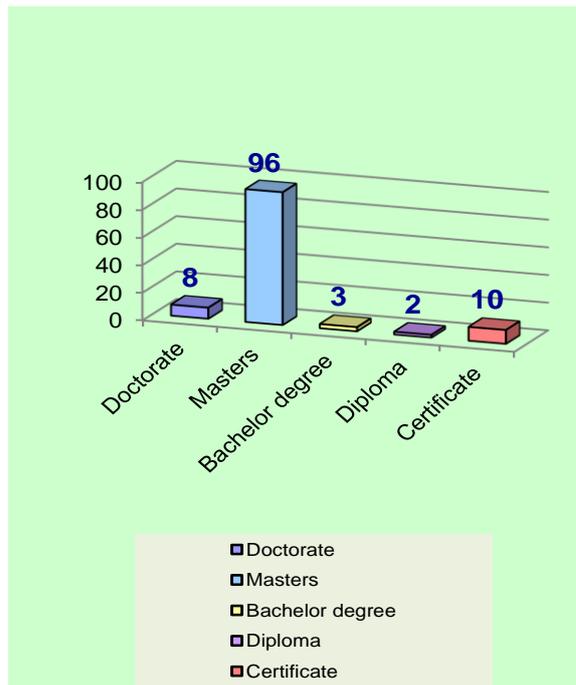
# Our staff profile

## Staff composition, including Indigenous staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	102	43	<5
Full-time equivalents	91	33	<5

## Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	8
Masters	96
Bachelor degree	3
Diploma	2
Certificate	10



## Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was \$30,830.

The major professional commitment in 2011 was the training of eleven teachers across a range of subject areas in Reading to respond to NAPLAN data findings. We aim to have 100% of our students meet or

## Our staff profile

exceed the national standards in year nine and beyond and having these and more staff trained in this area of the curriculum will secure this aim. Further, equally, the focus for all teaching staff was the e-learning agenda. With the prospect of one to one devices on the horizon teachers need to feel universally confident in their skills in enhancing learning through on line resources.

The proportion of the teaching staff involved in professional development activities during 2011 was 100%.

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### Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 96% in 2011.

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

From the end of the previous school year, 96% of staff was retained by the school for the entire 2011 school year.

### School income broken down by funding source

School income 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**

Search by school name

GO

Search by suburb, town or postcode

Sector  Government  
 Non-government

SEARCH

Where it says '**Search by school name**', type in the name of the school 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 given access to the school's My School entry web page.

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

## Key student outcomes

### Student attendance - 2011

The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 90%.

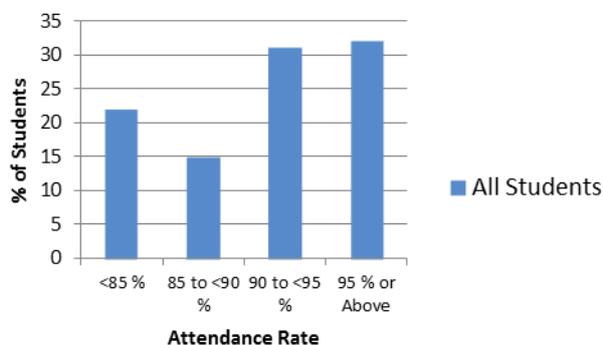
The overall attendance rate for all Queensland state Secondary schools over the same period was 89%.

### Student attendance rate for each year level

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
							91 %	89 %	88 %	92 %	91 %

### 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 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.

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Parents are notified immediately of a student's failure to attend school on any day if the school has not been advised of this previously. This data is collected each lesson and parents are generally notified by SMS.

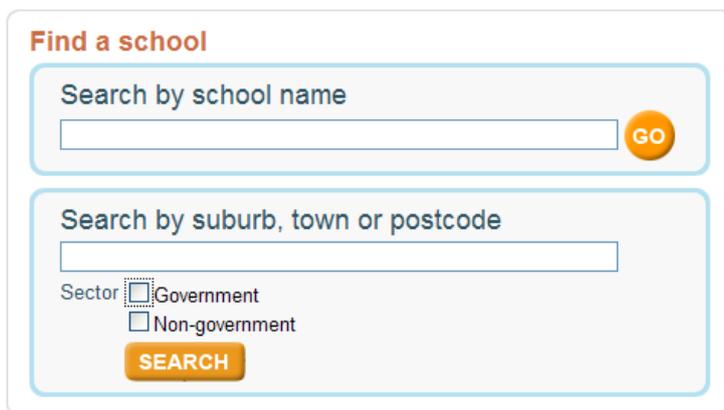
When attendance issues begin to become an issue, parents are involved in forming the best response.

## Performance of our students

**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 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**.



The screenshot shows a search interface titled "Find a school". It contains two main search sections. The first section is "Search by school name", which includes a text input field and a yellow "GO" button. The second section is "Search by suburb, town or postcode", which includes a text input field, a "Sector" dropdown menu with two options: "Government" (selected) and "Non-government", and a yellow "SEARCH" button.

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

The school is proud to report that the attendance, attainment and retention of our Indigenous students is superior to that of the average domestic student.

## Apparent retention rates Year 10 to Year 12.

Year 12 student enrolment as a percentage of the Year 10 student cohort. 88%

## Outcomes for our Year 12 cohort of 2011

Number of students receiving a Senior Statement.	243
Number of students awarded a Queensland Certificate Individual Achievement.	0
Number of students receiving an Overall Position (OP).	117
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship.	45
Number of students awarded one or more Vocational Educational Training qualifications.	186
Number of students awarded an Australian Qualification Framework (AQF) Certificate II or above.	103
Number of students awarded a Queensland Certificate of Education at the end of Year 12.	216
Number of students awarded an International Baccalaureate Diploma (IBD).	0
Percentage of OP/ IBD eligible students with OP 1-15 or an IBD.	79%
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%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	93%

## 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
23	27	42	21	4

## Performance of our students

### Vocational Educational Training qualification (VET)

Number of students awarded certificates under the Australian Qualification Framework (AQF).

Certificate I	Certificate II	Certificate III or above
115	55	58

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 2011 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 incorporated into this Report in September.

### Early leavers information

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

The largest proportion of Robina SHS early leavers move with their families to other areas of Queensland and enrol at other state schools. A number return overseas, mainly to New Zealand.

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.

The final 2011 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.