

# Robina State High School (0195)

## Queensland State School Reporting

### 2012 School Annual Report



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## Principal's foreword

### Introduction

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. Robina State High School exists to provide quality teaching and learning experiences for each individual student in our school community.

Our purpose is to offer an education that develops the individual student, providing them with opportunities to engage in academic, civic, sporting, creative and cultural endeavours. We believe in developing essential skills for lifelong learning and strive to foster ethical, responsible and globally conscious world citizens.

This report details a sample of achievements and results from Robina State High School in 2012. 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.

### School progress towards its goals in 2012

2012 was a highly successful year for Robina State High School where we celebrated continued improvements in our academic outcomes and school satisfaction data (including our Year 12 exit data, our Year 9 NAPLAN data and our school opinion survey data).

Our priorities for 2012 were well advanced.

1. Recommendations from the 2011 Teaching Audit were actioned. As well as celebrating the commendations and affirmations we received, recommendations were acted upon. A follow up audit in 2013 will provide the school with an effective picture of how well we have progressed.
2. We continued to successfully implement the Australian curriculum in Maths, English, Science. We prepared staff and developed and implementation plan to successfully introduce History for 2013.
3. We continued to focus on explicitly teaching literacy and numeracy across the curriculum and preparing our students for external testing. This will continue in 2013.

# Queensland State School Reporting

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4. Performance Plans were developed by all teachers and school leaders.
5. Significant training was undertaken to support staff in embracing One School as the environment for accessing student information and for financial operations. This will continue in 2013.

### Future outlook

The future looks bright for Robina State High School with the necessary preconditions in place to drive ongoing success and improvement. In 2013, we will

- Undertake a Quadrennial School Review which will provide us with the opportunity to analyse and review our performance as a school and identify our priorities and plans for the future. A "School Plan" will be developed detailing our visions and aspirations along with our strategic direction for the 2014-2018 cycle.
- Refine and implement a research-validated whole school pedagogical framework that outlines processes for professional learning and instructional leadership to support whole –school practices. The plan will detail procedures, practices and strategies that reflect school values and support student improvement
- Deliver a structured Professional Learning program for staff with a focus on the explicit teaching of literacy and purposeful use of data and differentiation practices.
- Implement processes to support capacity development and feedback loops. This will include implementing a classroom walkthrough program to support collegial feedback and the monitoring of literacy practices.
- Develop and implement an effective Junior Secondary model
- Continue to implement the Australian Curriculum
- Continue to reflect on and develop our quality signature programs and International focus.



# Our school at a glance

## School Profile

### Record:

**Coeducational or single sex:** Coeducational

**Year levels offered in 2012:** Year 8 - Year 12

### Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	1367	675	692	90%
2011	1267	616	651	90%
2012	1177	580	597	90%

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

### Characteristics of the student body:

Robina State High School has a diverse clientele. In 2012, our enrolments reflected over 32 different cultural backgrounds with 26/1492 of the student population 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

Phase	Average Class Size		
	2010	2011	2012
Year 4 – Year 10	23	25	24
Year 11 – Year 12	18	19	19

### School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2010	2011	2012
Short Suspensions - 1 to 5 days	309	285	290
Long Suspensions - 6 to 20 days	18	40	18
Exclusions	10	11	18
Cancellations of Enrolment	23	22	23

## Curriculum offerings

### Our distinctive curriculum offerings

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 Excellence Program**. 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 Excellence Program** . At Robina High 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.

-**Futsal /Football Academy**. The futsal/football academy aims to provide students with the unparalleled opportunities to develop their football and futsal ability to the 'elite' level.

- **League for Life program** . The program runs from Year 9 to 12 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.

- **The Kingfisher 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 2012, 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. 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.

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## Extra curricula activities

**We offer an extensive range of activities to support the holistic development of the young person at Robina State High school.**

-We offer a quality Instrumental Music program- String Ensemble, Concert Band, Stage Band . We enjoy Eisteddfod participation and success with our best results recorded in 2002. 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

-Student Council with active participation and representation at all year levels.

-School dance Troupe with regular Eisteddfod success.

- We host a range of student showcase activities- Dramafest, Dance Night, Acoustic Night, Extension Music , Talent Quest to name a few.

- We coordinate a range of student leadership activities and events- YLead, Altitude Day, GU Business Ambassadors to name a few

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# Our school at a glance

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- Indigenous support activities including Black and Deadly

-Our support staff including the school nurse, chaplain and 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.

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

Robina SHS has a 1:1 student to computer ratio in Years 9 to 12. We offer an array of laptops and specialised desktop equipment based on curriculum needs. We have an 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.

In 2013, the school will upgrade from 4Mbps to 20Mbps Internet Access to cater for the increase in 21<sup>st</sup> century and Web 2.0 tools

All technology resources are utilized to maximize student learning. Students use these resources in all curriculum areas to gain the maximum benefit from these resources.

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

\* The use of Adobe Master Collection through Business 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 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 SEU and Languages to utilize specialised Apps

\*Specialised technology in Science with the use of digital microscopes and data loggers

\*Engaging with the C2C resources in Maths, Science, English and History that include an array of 21<sup>st</sup> century resources and tool's to engage our learners

\*The use of educational gaming to engage students and enhance their learning opportunities in SOSE

\*The use of Premier and Final Cut Pro for Film and Television and Drama

\*The use of MYOB in Accounting

\*The use of Foodworks in Lifestyles

\*One Note is used heavily in Science and HPE

\*Adobe Flash, Scratch, Game maker, Dreamweaver, Access for programming including online game development and database development

In 2012, staff undertook significant training in the Symphony of Teaching and Learning model which provided them with a wealth of strategies to support student engagement through ICTS. This has been further enhanced with group and individual training options for staff.

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## Social climate

In 2012, Robina State High School continues to embrace the School-wide Positive Behaviour Support philosophy where "Respectful, Responsible, and Ready to Learn" behaviours are expected in all school settings and explicitly taught in our classes. This has translated to notable improvements across the school as reflected in student behaviour data along with a tone of 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.

# Our school at a glance

## Parent, student and staff satisfaction with the school

Our 2012 satisfaction data showed incredible improvements in school community satisfaction. Our parent/caregiver satisfaction levels were at an all-time high with the survey reflecting 100% satisfaction in nearly all categories. Student satisfaction levels also increased markedly reflecting the community's valuing of our improvement agenda and the school's direction.

Our rigorous school-based staff professional development program was valued by staff and we reported a 29% increase in satisfaction in this area. The new tone and direction also led to a pleasing improvement of 20% in staff morale. We continue to take our community's feedback on board and will use it to shape our improvement agenda and strategic planning for 2013 and beyond.

### Performance measure (Nationally agreed items shown\*)

Percentage of parents/caregivers who agree that:	2012 <sup>#</sup>
their child is getting a good education at school	100.0%
this is a good school	100.0%
their child likes being at this school*	100.0%
their child feels safe at this school*	100.0%
their child's learning needs are being met at this school*	100.0%
their child is making good progress at this school*	100.0%
teachers at this school expect their child to do his or her best*	100.0%
teachers at this school provide their child with useful feedback about his or her school work*	83.3%
teachers at this school motivate their child to learn*	100.0%
teachers at this school treat students fairly*	100.0%
they can talk to their child's teachers about their concerns*	100.0%
this school works with them to support their child's learning*	100.0%
this school takes parents' opinions seriously*	100.0%
student behaviour is well managed at this school*	100.0%
this school looks for ways to improve*	100.0%
this school is well maintained*	100.0%

### Performance measure (Nationally agreed items shown\*)

Percentage of students who agree that:	2012 <sup>#</sup>
they are getting a good education at school	96.8%
they like being at their school*	94.0%

# Our school at a glance

they feel safe at their school*	90.7%
their teachers motivate them to learn*	82.3%
their teachers expect them to do their best*	95.8%
their teachers provide them with useful feedback about their school work*	87.0%
teachers treat students fairly at their school*	80.4%
they can talk to their teachers about their concerns*	78.0%
their school takes students' opinions seriously*	82.3%
student behaviour is well managed at their school*	75.0%
their school looks for ways to improve*	91.4%
their school is well maintained*	83.3%
their school gives them opportunities to do interesting things*	88.3%

## Performance measure (Nationally agreed items shown\*)

Percentage of school staff who agree:	2012 <sup>#</sup>
that they have good access to quality professional development	85.6%
with the individual staff morale items	93.0%

\* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

<sup>#</sup> Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW = Data withheld to ensure confidentiality.



# Our school at a glance

## Involving parents in their child's education

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.

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

Parents receive an electronic fortnightly newsletter and we maintain an up to date website which allows parents to know what is going on at Robina High. Our local primary schools are also provided with a School Update publication each term. Parent friendly reports in plain English are produced each term and these are mailed home. Open Mornings and Tours for new and prospective students and their parents are held regularly.

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

In 2012, the Homework Club continued as a means to support families.

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



## 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 continues to monitor its environmental footprint and has noted some encouraging reductions for the 2011-12 period. We will continue to review and monitor periodically.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2009-2010	522,540	5,783
2010-2011	15,986	6,323
2011-2012	427,233	4,709



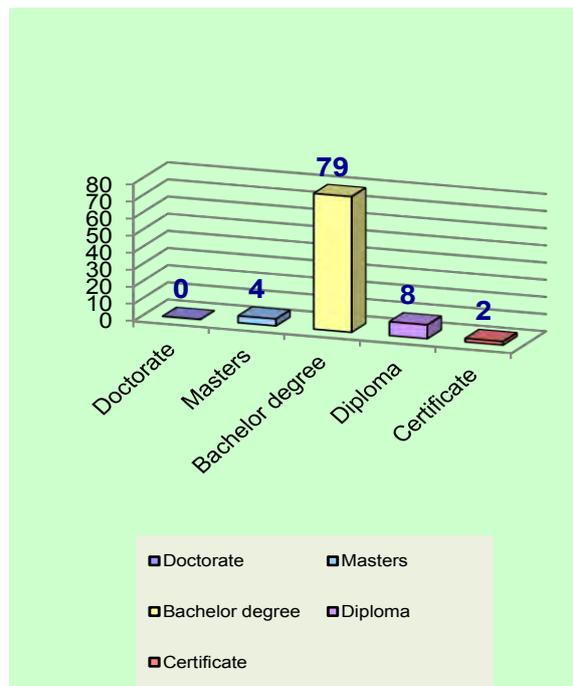
# Our staff profile

## Staff composition, including Indigenous staff

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	93	42	<5
Full-time equivalents	84.2	33.8	<5

## Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	4
Bachelor degree	79
Diploma	8
Certificate	2



## Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were \$30 163.17.

The major professional development initiatives are as follows:

1. Professional training in relation to classroom pedagogy and embedding of technology- Symphony of Teaching and Learning, Use of OneNote and other e-learning tools
2. Professional development supporting the explicit teaching of literacy with a focus on reading
3. Professional development supporting staff engagement with data.
3. Training to support the Australian Curriculum.

# Our staff profile

The proportion of the teaching staff involved in professional development activities during 2012 was 100%.

Average staff attendance	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	95.8%	96.1%	96.1%

## Proportion of staff retained from the previous school year

From the end of the previous school year, 98.1% of staff was retained by the school for the entire 2012 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

Search by suburb, town or postcode

Sector  Government  
 Non-government

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	2010	2011	2012
The overall attendance rate for the students at this school (shown as a percentage).	91%	90%	91%
The overall attendance rate in 2012 for all Queensland state Secondary schools was 88%.			

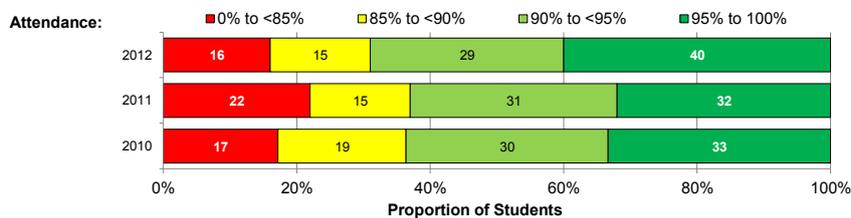
### Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2010								91%	88%	89%	92%	93%
2011								91%	89%	88%	92%	91%
2012								93%	90%	90%	92%	93%

DW = Data withheld to ensure confidentiality.

### 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.

The school closely monitors attendance with rolls taken in very 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. Year Heads also closely monitor attendance and liaise with parents accordingly.

### 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.

# Performance of our students

**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.

## Achievement – Closing the Gap

A dedicated team at Robina State High School work to support our Indigenous students. 2012 data showed some improvements however we continue to access external support and put further strategies in place to 'close the gap' between Indigenous and non-Indigenous success at school. In 2012, we had 26 students identify as Indigenous. The gap between Indigenous and non-Indigenous attendance rates was close to 5%. Our indigenous Support coordinator continued to work directly with Indigenous students to support their attendance at school. We also accessed a range of external support programs to support the engagement and aspirations of our Indigenous students. Our NAPLAN data was encouraging, indicating the school made significant progress in closing the gap between our indigenous and non-indigenous students in terms of means for all components of the test.

Apparent retention rates Year 10 to Year 12	2010	2011	2012
Year 12 student enrolment as a percentage of the Year 10 student cohort.	71%	80%	68%

Outcomes for our Year 12 cohorts	2010	2011	2012
Number of students receiving a Senior Statement.	240	243	193
Number of students awarded a Queensland Certificate Individual Achievement.	2	0	0
Number of students receiving an Overall Position (OP).	106	117	92
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	53	45	41

# Performance of our students

Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	192	186	143
Number of students awarded an Australian Qualification Framework Certificate II or above.	114	103	113
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	211	216	172
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.	68%	79%	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.	97%	98%	95%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	85%	93%	91%

As at 2 May 2013. The above values exclude VISA 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
2010	18	20	34	28	6
2011	23	27	42	21	4
2012	11	22	40	19	0

As at 2 May 2013. The above values exclude VISA 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
2010	146	77	62
2011	115	55	58
2012	78	77	66

As at 2 May 2013. The above values exclude VISA students.

Certificate I	Certificate II	Certificate III or above
Business Administration	Business Administration	Business Administration
Information Technology	Information Technology	Children's Services
Manufacturing	Outdoor Recreation	Allied Health Services
Hospitality	Sport and Recreation	Fitness
	Workplace Practices	

# Performance of our students

	Applied Fashion Design and Technology	
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## Post-school destination information

At the time of publishing this School Annual Report, the results of the 2012 Year 12 cohort's 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 school leavers move with their families to other areas of Queensland where they enrol in local 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. 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.

