



# Robina State High School

# ANNUAL REPORT 2017

Queensland State School Reporting

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

Every student succeeding. State Schools Strategy 2017-2021  
Department of Education



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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 over 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 2017. 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 Foreword

### Introduction

It is with great pleasure that I invite you to read our **School Annual Report** for 2017. 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 using positive psychology and growth mindset research 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. 2017 was a very successful year with our positive school culture being affirmed through our achievement as State Winner in the Showcase 2017 Awards for Excellence in Schools.

#### School Progress towards its goals in 2017

In 2017, the school made significant progress in advancing its priority area focusing on delivering a **standards-driven curriculum**. Robina SHS was successful in developing 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. It positions the school well to embrace changes in the Senior Schooling Framework in 2018 and beyond.

We continued to build our culture of high expectations through entrenching Positive Behaviour for Learning philosophy in school practices. We further refined student goal setting and learning reflection processes to ensure they were in place for all students and supported with relevant feedback loops. 2017 saw consistent implementation of policies to support our High Expectations climate- Bookwork, Assessment, QA processes to support events and excursions, Uniform policy, High Expectations policy.

We implemented a whole school wellbeing framework with a focus on student and staff wellbeing. We continued to offer dedicated support to indigenous students. Rigorous data tracking and intervention was embedded in all phases of learning.

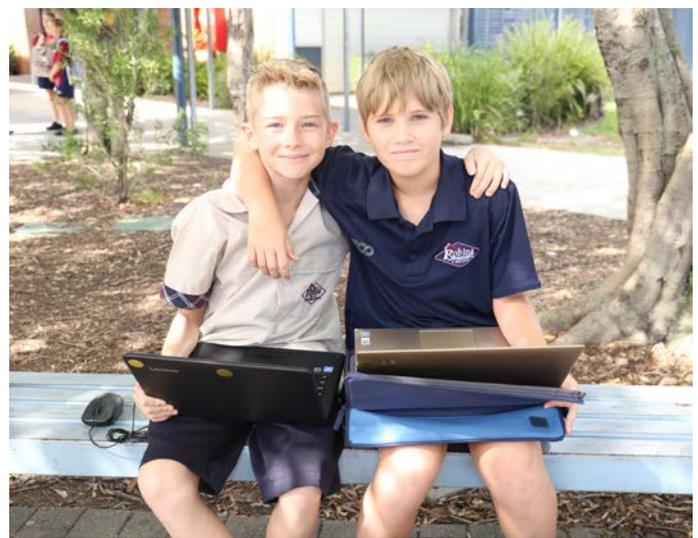
The school continued to advance an inclusive philosophy to support students with disabilities. It delivered Intervention and masterclass programs, rigorous diagnostic testing and tracking processes and support for teachers when differentiating for specific students in need of alternative approaches. We consolidated our reading focus and increased teachers' repertoire of effective strategies for supporting student writing improvement.

The school continued to implement a targeted teaching model with focus on Common Curriculum Elements. We implemented a rigorous professional practices strategy and introduced strategies to engage students and staff in the STEM agenda. Our BYoD program grew and a range of strategies and quality assurance measures were employed to grow our signature program offerings.

## Future Outlook

More information about our 2018 focus can be accessed through our website, in particular the Annual Implementation Plan for 2018 and our Strategic Plan 2018-2021. Our new strategic cycle will see us launch the vision statement of building **FUTURE-PROOFED STUDENTS WHO WILL THRIVE, FLOURISH AND MEET THE CHALLENGES OF TOMORROW.**

Key priorities: Digital literacy, staff and student wellness, purpose in writing.



# 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 2017:</b>        | Year 7 - Year 12 |
| <b>Student enrolments for this school:</b> |                  |

|             | Total | Girls | Boys | Indigenous | Enrolment Continuity (Feb – Nov) |
|-------------|-------|-------|------|------------|----------------------------------|
| <b>2015</b> | 1379  | 645   | 734  | 48         | 90%                              |
| <b>2016</b> | 1388  | 618   | 770  | 39         | 92%                              |
| <b>2017</b> | 1411  | 632   | 779  | 47         | 91%                              |

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

In 2017, 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 (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

## Characteristics of the Student Body

### Overview

Robina State High School has a diverse clientele. In 2017, our enrolments reflected over 36 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               | 2015 | 2016 | 2017 |
| Prep – Year 3       |      |      |      |
| Year 4 – Year 6     |      |      |      |
| Year 7 – Year 10    | 23   | 23   | 23   |
| Year 11 – Year 12   | 18   | 18   | 17   |

## 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 opportunities to develop their football and futsal ability to the 'elite' level.
- **Triathlon Academy.** This program was introduced in 2017 and sees participants exposed to all aspects of the discipline and supported by Industry professionals.
- **Netball Academy.** Our netball academy is flourishing with significant success in both Junior and Senior levels.
- **General Sports Academy.** This program supports talented sports people. They receive mentoring and opportunities to develop their skills through access to specialist staff and resources.
- **Community Action Service 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. They key focus is on servitude and giving back to the community with students accessing the Duke of Edinburgh Scheme and the Kokoda Challenge to support their development.
- **The Academic Excellence Program** aims to challenge and extend students by providing an environment where they 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.
- **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 2017, 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 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 as well the Diploma of Business. 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.

## Co-curricular Activities

- Robina Students continued to represent Australia in the Parliamentary World Youth Debate Congress in Japan.
- We successfully entered teams in the Gold Coast debating competition.
- We offer a quality Instrumental Music program- String Ensemble, Concert Band, Stage Band. We continued to enjoy Eisteddfod participation and success in 2017. 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, and International 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.
- 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, theatre sports, 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. In 2017, all Year 7s were required to bring their own device. The school 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. In 2018, the additional 'R' for 'Resilience' will be added to support our wellbeing focus. 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  |      |      |      |
|--|------|------|------|
| Percentage of parents/caregivers who agree# that:  | 2015 | 2016 | 2017 |
| their child is getting a good education at school (S2016)  | 87%  | 93%  | 88%  |
| this is a good school (S2035)  | 88%  | 91%  | 89%  |
| their child likes being at this school* (S2001)  | 88%  | 91%  | 92%  |
| their child feels safe at this school* (S2002)   | 92%  | 89%  | 90%  |
| their child's learning needs are being met at this school* (S2003)                                     | 89%  | 88%  | 86%  |
| their child is making good progress at this school* (S2004)  | 86%  | 90%  | 88%  |
| teachers at this school expect their child to do his or her best* (S2005)                              | 91%  | 97%  | 94%  |
| teachers at this school provide their child with useful feedback about his or her school work* (S2006) | 85%  | 90%  | 90%  |
| teachers at this school motivate their child to learn* (S2007)   | 86%  | 89%  | 87%  |
| teachers at this school treat students fairly* (S2008)   | 85%  | 86%  | 88%  |
| they can talk to their child's teachers about their concerns* (S2009)                                  | 90%  | 96%  | 89%  |
| this school works with them to support their child's learning* (S2010)                                 | 90%  | 89%  | 88%  |
| this school takes parents' opinions seriously* (S2011)   | 88%  | 86%  | 87%  |
| student behaviour is well managed at this school* (S2012)  | 85%  | 84%  | 81%  |
| this school looks for ways to improve* (S2013)   | 96%  | 94%  | 90%  |
| this school is well maintained* (S2014)  | 93%  | 96%  | 90%  |

#### Student opinion survey

| Performance measure                                 |      |      |      |
|---|------|------|------|
| Percentage of students who agree# that:             | 2015 | 2016 | 2017 |
| they are getting a good education at school (S2048) | 93%  | 97%  | 84%  |
| they like being at their school* (S2036)            | 88%  | 89%  | 70%  |
| they feel safe at their school* (S2037)             | 80%  | 89%  | 81%  |
| their teachers motivate them to learn* (S2038)      | 82%  | 84%  | 77%  |

| Performance measure   |      |      |      |
|---|------|------|------|
| Percentage of students who agree <sup>#</sup> that:                               | 2015 | 2016 | 2017 |
| their teachers expect them to do their best* (S2039)                              | 91%  | 98%  | 91%  |
| their teachers provide them with useful feedback about their school work* (S2040) | 85%  | 81%  | 77%  |
| teachers treat students fairly at their school* (S2041)                           | 72%  | 72%  | 69%  |
| they can talk to their teachers about their concerns* (S2042)                     | 68%  | 69%  | 61%  |
| their school takes students' opinions seriously* (S2043)                          | 61%  | 65%  | 61%  |
| student behaviour is well managed at their school* (S2044)                        | 62%  | 60%  | 59%  |
| their school looks for ways to improve* (S2045)                                   | 87%  | 84%  | 75%  |
| their school is well maintained* (S2046)  | 83%  | 87%  | 71%  |
| their school gives them opportunities to do interesting things* (S2047)           | 83%  | 87%  | 74%  |

### Staff opinion survey

| Performance measure  |      |      |      |
|--|------|------|------|
| Percentage of school staff who agree <sup>#</sup> that:  | 2015 | 2016 | 2017 |
| they enjoy working at their school (S2069)   | 96%  | 97%  | 95%  |
| they feel that their school is a safe place in which to work (S2070)   | 97%  | 97%  | 93%  |
| they receive useful feedback about their work at their school (S2071)  | 81%  | 86%  | 88%  |
| they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114) | 69%  | 77%  | 84%  |
| students are encouraged to do their best at their school (S2072)   | 99%  | 97%  | 97%  |
| students are treated fairly at their school (S2073)  | 100% | 94%  | 95%  |
| student behaviour is well managed at their school (S2074)  | 90%  | 92%  | 73%  |
| staff are well supported at their school (S2075)   | 86%  | 88%  | 79%  |
| their school takes staff opinions seriously (S2076)  | 88%  | 83%  | 79%  |
| their school looks for ways to improve (S2077)   | 97%  | 96%  | 94%  |
| their school is well maintained (S2078)  | 85%  | 94%  | 91%  |
| their school gives them opportunities to do interesting things (S2079)   | 88%  | 88%  | 86%  |

\* Nationally agreed student and parent/caregiver items

# '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 is now an Independent Public School and a School Council was formed in 2017. The School Council played a key role in shaping the school's strategic direction for the next 4 year cycle which is embodied in our Strategic Plan 2018-2021.

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 2017, 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. 2018 will see the introduction of additional leadership and revised structures to support this significant agenda.

### 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. Staff and student wellness is an identified priority area for 2018.

### 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                             | 2015 | 2016 | 2017 |
| Short Suspensions – 1 to 10 days | 309  | 237  | 214  |
| Long Suspensions – 11 to 20 days | 11   | 10   | 18   |
| Exclusions                       | 13   | 2    | 15   |
| Cancellations of Enrolment       | 20   | 10   | 16   |

## 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 and electricity 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 |
| 2014-2015                          | 518,004         | 39,539   |
| 2015-2016                          | 502,671         | 8,665    |
| 2016-2017                          | 433,803         | 6,569    |

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

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 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

| 2017 WORKFORCE COMPOSITION |                |                    |                  |
|----------------------------|----------------|--------------------|------------------|
| Description                | Teaching Staff | Non-Teaching Staff | Indigenous Staff |
| Headcounts                 | 116            | 49                 | <5               |
| Full-time Equivalents      | 107            | 35                 | <5               |

#### Qualification of all teachers

| TEACHER* QUALIFICATIONS        |   |
|--------------------------------|---|
| Highest level of qualification | Number of classroom teachers and school leaders at the school |
| Doctorate                      |   |
| Masters                        | 11  |
| Graduate Diploma etc.**        | 7   |
| Bachelor degree                | 89  |
| Diploma                        | 5   |
| Certificate                    | 3   |

\*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 2017 were \$52 609.00. The major professional development initiatives are as follows:

- Literacy-related PD with a focus on reading, writing
- Training to support school's Pedagogical Framework, High Expectations Policy, PBL and Wellbeing Framework
- Curriculum-related PD with a focus on SATE training, cognitive verbs and alignment.
- 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 2017 was 100 %.

## Staff Attendance and Retention

### Staff attendance

| AVERAGE STAFF ATTENDANCE (%)   |      |      |      |
|--|------|------|------|
| Description  | 2015 | 2016 | 2017 |
| 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, 95% of staff was retained by the school for the entire 2017.

## 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 2017   |      |      |      |
|---|------|------|------|
| Description   | 2015 | 2016 | 2017 |
| The overall attendance rate* for the students at this school (shown as a percentage). | 95%  | 91%  | 92%  |
| The attendance rate for Indigenous students at this school (shown as a percentage).   | 92%  | 86%  | 87%  |

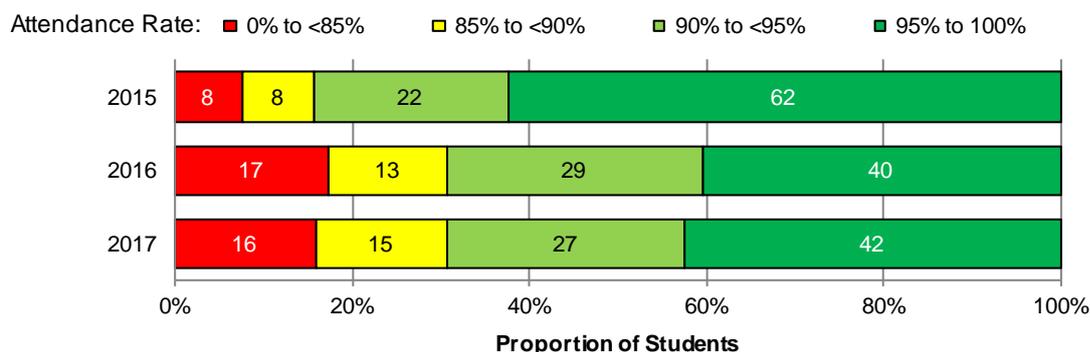
\*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2017 for all Queensland Secondary schools was 90%.

| Year Level | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 |
|------------|--------|--------|--------|---------|---------|---------|
| 2015       | 96%    | 95%    | 94%    | 94%     | 96%     | 94%     |
| 2016       | 93%    | 89%    | 88%    | 88%     | 93%     | 92%     |
| 2017       | 93%    | 91%    | 90%    | 90%     | 92%     | 93%     |

## 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 Department of Education 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

School name

Suburb, town or postcode

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 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   | 2015 | 2016 | 2017 |
| Number of students receiving a Senior Statement   | 183  | 201  | 188  |
| Number of students awarded a Queensland Certificate of Individual Achievement.  | 1    | 0    | 4    |
| Number of students receiving an Overall Position (OP)   | 78   | 85   | 76   |
| Percentage of Indigenous students receiving an Overall Position (OP)  | 36%  | 25%  | 20%  |
| Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).  | 40   | 49   | 52   |
| Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).  | 148  | 165  | 156  |
| Number of students awarded an Australian Qualification Framework Certificate II or above.   | 124  | 139  | 135  |
| Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.   | 174  | 192  | 180  |
| Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.                                    | 100% | 75%  | 80%  |
| 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.  | 79%  | 71%  | 86%  |
| 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. | 99%  | 98%  | 99%  |
| Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.   | 90%  | 97%  | 96%  |

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 |
| 2015  | 6      | 28      | 28       | 16       | 0        |
| 2016  | 9      | 22      | 29       | 24       | 1        |
| 2017  | 6      | 34      | 25       | 11       | 0        |

As at 14th February 2018. 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 |
| 2015   | 87            | 70             | 82                       |
| 2016   | 77            | 81             | 99                       |
| 2017   | 87            | 82             | 83                       |

As at 14th February 2018. 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  | 2015 | 2016 | 2017 |
| Year 12 student enrolment as a percentage of the Year 10 student cohort.                       | 77%  | 78%  | 73%  |
| Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort. | 130% | 40%  | 42%  |

\* 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 2017 post-school destinations survey, Next Step – Student Destination Report (2017 Year 12 cohort), will be uploaded to the school's website in September.

Schools with fewer than 5 responses will not have a report available on the post-school destinations of Year 12 completers for reasons of confidentiality.

The report will be available at:

<http://www.robina.shs.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. 2018 will see Robina State High School working closely with its community to drive its Strategic Plan for the 2018-2021 period.



Yours sincerely

A handwritten signature in black ink, appearing to read 'Julie Warwick'.

Julie Warwick  
Principal