



Robina State High School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy

Department of Education



Queensland
Government

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From the Principal



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. Our purpose is to provide high quality learning and skilling that develops the 21st 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 focussed on 'future proofing' our students. 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 General and Applied subjects as well as certificate courses structured over a 4-day week in the senior school and a comprehensive range of subjects in the junior school. We offer a fully intergraded Bring Your Own Device program for our current year 7,8 and 11 students. All other years levels are encouraged to bring a BYOD device to support the full suite of curriculum offering and resources available. 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 and also follow us on Facebook where you can get a daily update of all that we celebrate as a school community.

It is with great pleasure that I invite you to read our **School Annual Report** for 2018. 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. 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. As our mantra suggests, we work with our community to be "Stronger Together".

School Progress towards its goals in 2018

In 2018, the school launched its new Strategic Plan 2018-2021. The new strategic cycle was underpinned with the vision statement of building **FUTURE-PROOFED STUDENTS WHO WILL THRIVE, FLOURISH AND MEET THE CHALLENGES OF TOMORROW**. We made significant progress in advancing our key priorities of digital literacy, staff and student wellness and purpose in writing.

Digital literacy was supported through extensive staff professional development and training, student skill development, uptake of One Note in all year 7 classes and the introduction of full BYoD in Year 7. In 2019, this will extend to Years 8 and 11 and the school will also fund bandwidth extension to support this. All Year 7 programs were supported with extensive OneNote electronic curriculum programs and resources. A range of software programs such as Stile in Science have also enhanced curriculum delivery for students. This will remain a priority in 2019.

Staff and student wellness was also prioritized through staffing, resourcing and timetable enhancements to support wellbeing. The school has engaged with Sentis Education and significant training for leadership and staff supported us in developing a coherent curriculum program to support students through their Stronger Together co-curricular program. A range of activities were also introduced to support staff wellbeing. The school engaged with external providers to support student cyber awareness and also engaged with the STYMIE program as another mechanism for the community to support wellbeing. 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. 2018 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 continued to offer dedicated support to indigenous students. Rigorous data tracking and intervention was embedded in all phases of learning. The "Stronger Together" platform was embodied as a whole school mantra and a 4th underpinning 'character trait was added to our 3 R's", specifically resilience.

The school prioritized writing through extensive engagement with the Tactical Teaching of Writing methodology. This saw extensive staff training and focussed intervention programs for students. NAPLAN data pointed to improvement in student writing but further improvement is hoped given this continuing to remain as a priority in 2019.

The school revised its targeted teaching model to include cognitive verbs and faculties, led by Heads of Department, implemented a rigorous professional practices strategy to prepare for the significant changes occurring in Senior schooling from 2019. This is significant work and will remain a focus in coming years.

We saw enormous strides in our work to support The Department of Education's new [inclusive education policy](#) and committed to continuing our journey towards a more inclusive education system.

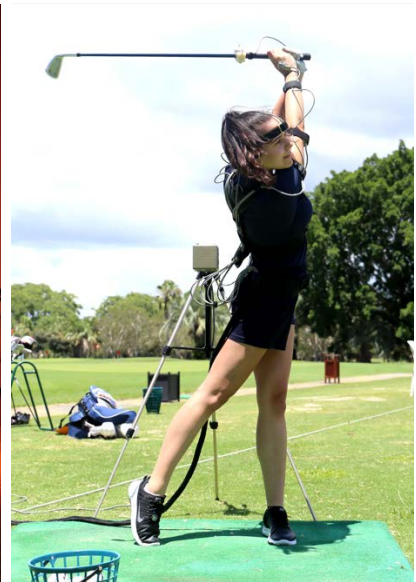
We welcomed hundreds of international students to our school for short, medium and long term stays. For the third year, we were the representative school at the World Parliamentary Youth Debate and teacher Michelle Gray was successful in being awarded the Gold Coast Secondary Teacher of the Year. Our signature programs experienced strong outcomes and growth. In Sports, we had a record number of students and teams successful at state, national and international levels. Our debating teams flourished in regional competitions and our Sustainability Environmental Club and Leos Club continued to grow in numbers and influence.

In 2018 we saw significant growth and improvement in English results and continued strong performance in Maths and Science. Students remained in the highest category for %NMS in NAPLAN and we saw improvement in our performance in the Upper 2 Bands of NAPLAN. Year 12 attainment, general enrolment, attendance and behaviour data was also positioned in high or middle categories. Satisfaction ratings were strong from our parent community with feedback from students and staff being enacted in 2019 planning to continue to move data forward.

2018 highlights



Students and staff were invited to share our school environmental work with His Royal Highness, Prince Charles of Wales and the Duchess of Cambridge, Camilla while they visited the Gold Coast for the Commonwealth Games.



2018 also saw our bi-annual Baseball trip to Japan, a fabulous Dance Night and many sporting success for our Sports Academy.

Future outlook

2019 promises to be a busy and productive year as we continue our journey of ongoing improvement. Our vision underpins all that we do. We strive to develop **“FUTURE- PROOFED” STUDENTS IN A GLOBALLY-MINDED SCHOOL OF THE FUTURE – STEM PROGRAMS AND PARTNERSHIPS, LANGUAGE STUDY, DIVERSE SENIOR SCHOOLING PATHWAYS , FOCUS ON LITERACY, NUMERACY AND WELLBEING. ALL YOUNG PEOPLE THAT WALK INTO RSHS WILL BE INCLUDED, WILL BE SUPPORTED AND WILL BE PART OF OUR COMMUNITY.**

PRIORITY 1 - STAFF AND STUDENT ENGAGEMENT AND WELLNESS

Staff will embed strategies in their day to day teaching and interactions that support positive personal and student outcomes. Staff implement inclusive education practices to enable students of all backgrounds, identities and abilities to access and fully participate in learning.

Students will develop their self-awareness and self-management in relation to their own behaviours with a focus on prioritizing their wellbeing.

PRIORITY 2 - DIGITAL LITERACY

All Year 7, 8, 11 students will have the ability to use information and communication technologies to find, evaluate, create, and communicate information.

All staff will embed digital skills in their teaching and use technology to design student-friendly environments to communicate and share resources.

PRIORITY 3 - PURPOSE IN WRITING

All students can identify the purpose of any writing task and utilize a range of strategies to establish a direction and shape language and structural features accordingly. Underpinning this will be an understanding of cognitive verbs.

All staff utilize a range of strategies and resources to support students being able to identify purpose in writing tasks and demonstrate a deep understanding of structure and language features. Underpinning this will be an understanding of cognitive verbs.

ONGOING PRIORITIES

A standards-driven curriculum- Significant changes to our Senior system will commence for Year 11s in 2019 and significant planning and training has taken place to support this.

Other key areas include: Professional Practices to support school improvement, Quality assured Signature Programs, advancing the Inclusive Education policy.

We continue to work closely with key parent bodies including our P&C and School Council to support student engagement and achievement and build parental engagement. Ongoing school beautification projects are occurring. We continue to seek out proactive ways to reduce our environmental footprint.

As principal , I am very excited about the year ahead. Enrolments rise, but I am delighted that we continue to keep the family feel that sets this school apart. In 2019, we will introduce a new Wellbeing program under the “Stronger Together “ banner. We will continue to evolve our approach to Inclusive Education. Our clubs and activities program will be extended and our international flavour will continue to be supported through a range of school strategies and programs. I am particularly excited about our work within the Greenheart Cluster of schools and the strategic work envisaged amongst local principals to support all students that live in this very unique community. I am also excited about potential new partnerships that we are seeking out at local, national and international level to support the genuine future-proofing of our young people.

Yours sincerely

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	Yes
Year levels offered in 2018	Year 7 - Year 12

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	1388	1411	1382
Girls	618	632	620
Boys	770	779	762
Indigenous	39	47	49
Enrolment continuity (Feb. – Nov.)	92%	91%	92%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

Characteristics of the student body

Overview

Robina State High School has a diverse clientele. In 2018, our enrolments reflected over 38 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

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3			
Year 4 – Year 6			
Year 7 – Year 10	23	23	23
Year 11 – Year 12	18	17	16

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

Curriculum delivery

Our approach to 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 professional and specialist high-performance staff and a partnership with KDV Sport. Golfers are regularly skills tested using industry leading equipment S.A.M. Putt Lab and TrackMan Launch Monitor. Robina State High School has a purpose-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. Their 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 complements 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 2018, 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 2018. 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, 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 2018, all Year 7s were required to bring their own device. The school upgraded its existing wireless infrastructure to support this. In 2019, this extends to all Year 8s and 11s.

We offer some 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 21st 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 4 PBL values of Respectful, Responsible, Ready to Learn' and Resilience underpin whole school behaviour learning and support. A range of positive recognition processes are also utilized. Students recognize the value of the PROMOTE pastoral program and this is reinforced in timetabled classes. We have weekly PBL focuses and these are explicitly taught across the curriculum.

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.

The school priorities advancing the Inclusive Education framework and allocated significant resourcing to support it. As well as implementing a dedicated Wellbeing Framework, we continued to rollout our co-teaching model supported with relevant intervention programs as required. STYMIE was introduced along with rigorous parent and student programs to support cyber-safety awareness and adolescent mental health.

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

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	93%	88%	91%
• this is a good school (S2035)	91%	89%	89%
• their child likes being at this school* (S2001)	91%	92%	93%
• their child feels safe at this school* (S2002)	89%	90%	92%
• their child's learning needs are being met at this school* (S2003)	88%	86%	88%
• their child is making good progress at this school* (S2004)	90%	88%	88%
• teachers at this school expect their child to do his or her best* (S2005)	97%	94%	95%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	90%	90%	87%
• teachers at this school motivate their child to learn* (S2007)	89%	87%	88%
• teachers at this school treat students fairly* (S2008)	86%	88%	84%
• they can talk to their child's teachers about their concerns* (S2009)	96%	89%	95%
• this school works with them to support their child's learning* (S2010)	89%	88%	88%
• this school takes parents' opinions seriously* (S2011)	86%	87%	88%
• student behaviour is well managed at this school* (S2012)	84%	81%	77%
• this school looks for ways to improve* (S2013)	94%	90%	92%
• this school is well maintained* (S2014)	96%	90%	94%

Percentage of parents/caregivers who agree [#] that:	2016	2017	2018
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* 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.

Table 4: Student opinion survey

Percentage of students who agree [#] that:	2016	2017	2018
• they are getting a good education at school (S2048)	97%	84%	85%
• they like being at their school* (S2036)	89%	70%	83%
• they feel safe at their school* (S2037)	89%	81%	84%
• their teachers motivate them to learn* (S2038)	84%	77%	80%
• their teachers expect them to do their best* (S2039)	98%	91%	92%
• their teachers provide them with useful feedback about their school work* (S2040)	81%	77%	86%
• teachers treat students fairly at their school* (S2041)	72%	69%	78%
• they can talk to their teachers about their concerns* (S2042)	69%	61%	67%
• their school takes students' opinions seriously* (S2043)	65%	61%	65%
• student behaviour is well managed at their school* (S2044)	60%	59%	58%
• their school looks for ways to improve* (S2045)	84%	75%	79%
• their school is well maintained* (S2046)	87%	71%	76%
• their school gives them opportunities to do interesting things* (S2047)	87%	74%	80%

* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree [#] that:	2016	2017	2018
• they enjoy working at their school (S2069)	97%	95%	91%
• they feel that their school is a safe place in which to work (S2070)	97%	93%	91%
• they receive useful feedback about their work at their school (S2071)	86%	88%	83%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	77%	84%	70%
• students are encouraged to do their best at their school (S2072)	97%	97%	94%
• students are treated fairly at their school (S2073)	94%	95%	90%
• student behaviour is well managed at their school (S2074)	92%	73%	70%
• staff are well supported at their school (S2075)	88%	79%	72%
• their school takes staff opinions seriously (S2076)	83%	79%	71%
• their school looks for ways to improve (S2077)	96%	94%	86%
• their school is well maintained (S2078)	94%	91%	89%
• their school gives them opportunities to do interesting things (S2079)	88%	86%	79%

Percentage of school staff who agree [#] that:	2016	2017	2018
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* 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 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 our current 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 held throughout the year.

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 2018, 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. Our new Inclusion model supported with significant resourcing was launched successfully in 2018.

Respectful relationships education 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 four PBL values of "Respectful, Responsible, Resilient, 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

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	237	214	189
Long suspensions – 11 to 20 days	10	18	18
Exclusions	2	15	17
Cancellations of enrolment	10	16	3

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this 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 continues to drop. We also continue to work with local council regarding flooding and draining issues impacting on the school.

Our student Sustainability and LEOS clubs both work from a strong sustainability compass and continue to drive positive practices amongst this community including recycling and environmentally friendly practices.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	502,671	433,803	444,493
Water (kL)	8,665	6,569	5,744

Note:

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

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

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](http://www.myschool.edu.au/) website at.

How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school

Search website

Go

School sector ▼

School type ▼

State ▼

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.

School profile

NAPLAN

Attendance

Finances

VET in schools

Senior secondary

Schools map

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	113	50	<5
Full-time equivalents	107	36	<5

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications	*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.
Doctorate		
Masters	8	
Graduate Diploma etc.*	7	
Bachelor degree	90	
Diploma	5	
Certificate	3	

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$63290.98

The major professional development initiatives are as follows:

- Literacy-related PD with a focus on 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 2018 was 100%.

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
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, 96% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Secondary schools was 89%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	91%	92%	90%
Attendance rate for Indigenous** students at this school	86%	87%	84%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep			
Year 1			
Year 2			
Year 3			
Year 4			
Year 5			
Year 6			

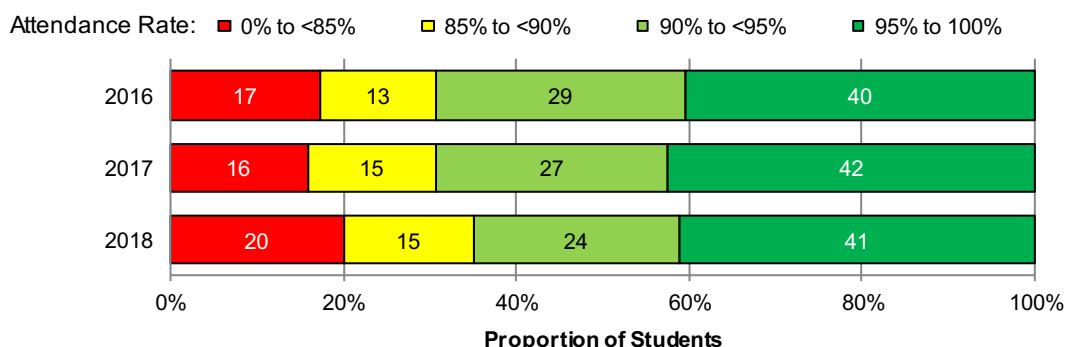
Year level	2016	2017	2018
Year 7	93%	93%	91%
Year 8	89%	91%	91%
Year 9	88%	90%	87%
Year 10	88%	90%	87%
Year 11	93%	92%	92%
Year 12	92%	93%	93%

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland 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 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school

Search website

Go

School sector

School type

State

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

School profile

NAPLAN

Attendance

Finances

VET in schools

Senior secondary

Schools map

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.

Year 12 Outcomes

Tables 13–15 show for this school:

- a summary of Year 12 outcomes
- the number of Year 12 students in each OP band
- the number of Year 12 students awarded a VET qualification.

Details about the types of outcomes for students who finish Year 12 are available in the annual [Year 12 outcomes report](#).

Additional information about the AQF and the IBD program are available at www.aqf.edu.au and www.ibo.org.

Table 13: Outcomes for our Year 12 cohorts

Description	2016	2017	2018
Number of students who received a Senior Statement	201	188	177
Number of students awarded a QCIA	0	4	5
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	192	180	167
Percentage of Indigenous students awarded a QCE at the end of Year 12	75%	80%	100%
Number of students who received an OP	85	76	58
Percentage of Indigenous students who received an OP	25%	20%	33%
Number of students awarded one or more VET qualifications (including SAT)	165	156	138
Number of students awarded a VET Certificate II or above	139	135	122
Number of students who were completing/continuing a SAT	49	52	37
Number of students awarded an IBD	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD	71%	86%	78%
Percentage of Year 12 students who were completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification	98%	99%	98%
Percentage of QTAC applicants who received a tertiary offer.	97%	96%	87%

Notes:

- The values above:
 - are as at 11 February 2019
 - exclude VISA students (students who are not Australian citizens or permanent residents of Australia).
- *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 14: Overall Position (OP)

OP band	2016	2017	2018
1-5	9	6	11
6-10	22	34	14
11-15	29	25	20
16-20	24	11	13
21-25	1	0	0

Note:

The values in table 14:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Table 15: Vocational Education and Training (VET)

VET qualification	2016	2017	2018
Certificate I	77	87	64
Certificate II	81	82	86
Certificate III or above	99	83	77

Note:

The values in table 15:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

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

Table 16: Apparent retention rates for Year 10 to Year 12 for this school

Description	2016	2017	2018
Year 12 student enrolment as a percentage of the Year 10 student cohort	78%	73%	78%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort	40%	42%	86%

Notes:

1. The apparent retention rate for Year 10 to Year 12 = the number of full time students in Year 12 expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).
2. *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Student destinations

The Queensland Department of Education conducts [annual surveys](#) that capture information about the journey of early school leavers and Year 12 leavers from school to further study and employment.

Early school leavers

The destinations of young people who left this school in Year 10, 11 or before 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.

Next Step – Post-school destinations

The results of the 2019 Next Step post-school destinations survey, *Next Step – Post-School Destinations* report (information about students who completed Year 12 in 2018), will be uploaded to this school's website in September 2019.

To maintain privacy and confidentiality of individuals, schools with fewer than five responses will not have a report available.

This school's report will be available at

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

Conclusion

I thank our school community for its ongoing support. 2018 was indeed a highly successful year at Robina State School as we continue with ongoing focus on improvement and ensuring every child succeeds.