Principal’s Foreword

Introduction

This report articulates the achievements of Robertson State School during 2010. The school is well-known for its focus on Gifted Education. In 2010 we had four multi-age focus classes, five cluster classes and other gifted students clustered in regular classrooms. To maintain the focus on Gifted Education, two more mentors were trained from within the school staff to further support and develop the program. All teachers received ongoing professional development in all areas of the curriculum to cater for all of our students.

Our high expectations flow into all facets of our students’ daily lives. We have high expectations of:

- Academic performance – we believe that all children can learn and achieve to the best of their ability.
- Behaviour – we demand that our children always have good manners. They are polite and respectful, following the school rules including our strict dress codes.

2010 saw our music program achieve another year of wonderful results. Approximately 60 instrumental music students toured Sydney, performing concerts and participating in workshops with a number of NSW schools including the Cathedral School in the city. A public, lunchtime concert took place within the cathedral, showcasing our students musical talents.

Our community partnership with Splitz Gym continued to grow with an increase of school students taking up gymnastics as an extra curricula activity.

Under the Building Education Revolution, building commenced on a new Library, multi media room and Science /Art room. A large amount of work was also planned for the Activities Centre, including the fit out of a proper kitchen, construction of a hall office to be used by the main tenant of the building, a dressing room at the rear of the building for future performing arts productions and a storage area for equipment.

The school had many successes in national testing, NSW university testing and continued the excellent reputation of providing well-balanced, confident, intelligent and articulate young people in Year 7 at the completion of primary school. Robertson students were once again sought for enrolment by both private and state high schools.
School progress towards its goals in 2010

CURRICULUM
- Implementation of whole school curriculum plan
- NAPLAN data used to inform curriculum planning
- Continued implementation of You Can Do It – whole school social and emotional program
- Increased development of leadership through Student Council, EcoKids, School and House Captains, Music Captains, Sporting Captains.
- Review of curriculum from Prep to Year 3
- Development of a whole school pedagogy plan
- Development of Jogging Club as part of Smart Moves
- Scheduled English and Maths blocks across years 1-7
- Whole school focus on writing reflected in NAPLAN data
- Continued implementation of twice yearly Enrichment Days (Prep – 7)

ICTs ACROSS THE CURRICULUM
- Embedding of practice in curriculum planning on OneSchool.
- Improvement in whole school ICT literacy via whole school ICT lessons
- Introduction of the concept of virtual classrooms as a safe, online forum for communication and learning between school and home.

LITERACY
- Uninterrupted morning literacy block session was implemented.
- Differentiated reading practices across the cohort.
- Coordinated support given in the early years from both LST and ESL teacher.
- Introduction of “Seven Steps to Writing”

NUMERACY
- Numeracy results have remained at a high level.
- Differentiation continues from Year 1 to 7.
- Subject acceleration for students above primary level was trialled through the School of Distance Education during semester 2.
INCLUSIVE PRACTICES
- Special Needs Committee continued to effectively review and refer students with needs to the appropriate support personnel, both internal and external.
- Support provided through the team approach of the Support teacher and ESL teacher - teacher aide time – time allocated to children’s needs not the classroom teacher.
- Aide programs managed by Learning Support Teacher and ESL teacher.
- Students supported identified through referrals by classroom teachers, Year 2 Net and NAPLAN data and bench marking.
- Curriculum units modified to ensure inclusion.
- Fortnightly “Movies and Muffins” for teachers to share best practice of gifted and talented strategies.
- Subject acceleration is used for those students in advance of their peer cohort.
- Special Education Program teacher and aide time used to support verified children in the classroom.

WORKFORCE AND LEADERSHIP CAPACITY BUILDING
- Continuation of Sustainable Leadership group.
- Implementation of performance plans for teachers.
- Sustainable environmental practices in the school were continued with the introduction of a recycling program in the school.
- Facilities Rental Manager position continues to be successfully implemented with equitable community access of facilities achieved.

Future outlook

CURRICULUM
- Whole school reading program
- Embed First Steps Number across Years 1-7
- Introduce First Steps Measurement across P-3
- Introduce Mathletics
- Recommendations from P-3 review to be continued.
- Full training of teachers and implementation of the “Seven Steps to Writing” program across the school.
- All classrooms provided with interactive whiteboards
- All classroom teachers trained in the use of interactive whiteboards.
- Planned introduction of a Year 5 laptop classroom

SCHOOL FACILITIES
- Completion of new building which includes a new resource centre, art and science room, and a multi media room.
- Completion of additions and renovations to the activities centre
- Refurbishment of the old resource centre into an office for the HOC, extended space for the SEPT, new Guidance Officers room and work space for the teacher aides.

SUSTAINABLE LEADERSHIP
- Continuation of sustainable leadership group
- Internal promotion to fill any acting positions throughout the year.

RESOURCES
- Begin the purchase of classroom resources to meet the needs of the National Curriculum.
Queensland State School Reporting - 2010
Robertson State School (1899)

OUR SCHOOL AT A GLANCE

School Profile

Coeducational or single sex: Coeducational

Year levels offered: Prep to Year 7

Total student enrolments for this school:

<table>
<thead>
<tr>
<th>Total Enrolment</th>
<th>Girls</th>
<th>Boys</th>
<th>Enrolment Continuity (Feb 2010 – Nov 2010)</th>
</tr>
</thead>
<tbody>
<tr>
<td>650</td>
<td>320</td>
<td>330</td>
<td>92%</td>
</tr>
</tbody>
</table>

Characteristics of the student body:
Robertson has a multinational student body with around thirty different languages spoken at home, with the largest percentage speaking mandarin. Approximately one third of students come from within the catchment area. The other two thirds come from fifty different suburbs mostly to the south of Brisbane.

The school has a large of number of extra curricula activities and a high level of parent participation in decision making through the P and C and the School Council. Parents also help in classrooms, at carnivals and on excursions.

We are a uniform wearing school and are very proud of the image that we have in the wider community.

Through the implementation of You Can Do It Program, the school has continued to provide a high quality, inclusive education for every student in a safe, happy and supportive learning environment.

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

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
<th>Percentage of classes in the school</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>On or under target</td>
</tr>
<tr>
<td>Prep – Year 3</td>
<td>25</td>
<td>77%</td>
</tr>
<tr>
<td>Year 4 – Year 7</td>
<td>26</td>
<td>100%</td>
</tr>
<tr>
<td>All Classes</td>
<td>25</td>
<td>88%</td>
</tr>
</tbody>
</table>

School Disciplinary Absences:

<table>
<thead>
<tr>
<th>Disciplinary Absences</th>
<th>Count of Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Suspensions - 1 to 5 days</td>
<td>8</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td>0</td>
</tr>
<tr>
<td>Exclusions</td>
<td>0</td>
</tr>
<tr>
<td>Cancellations of Enrolment</td>
<td>0</td>
</tr>
</tbody>
</table>
Curriculum offerings

Our distinctive curriculum offerings

Our curriculum framework focuses on the Key Learning Areas (KLAs) of Mathematics, Science, SOSE, HPE, The Arts, Technology and LOTE. In Years 4-7 the students learn Mandarin Chinese as a language other than English.

Some KLAs were combined to create integrated units.

The school also employs an enrichment teacher to assist with the identification of gifted students and provides support programs and opportunities for those students. Organisational structures are in place to differentiate the curriculum to accommodate individual student learning needs.

Extra curricula activities

An extensive school excursion and camping program exist at the school. A trip to Canberra by the year 7 students is held each year and year 4 and 5 also attend camp at outdoor education centres. All year levels have at least one excursion each semester.

Other curriculum offerings include more than two-thirds of the school undertaking extra curricula music activities with 25% playing orchestral instruments. There are two large un-auditioned choirs, four string ensembles and two concert bands.
Each semester Enrichment Days are organised for all students from Prep to Year 7. This is an opportunity for students to participate in activities that they might otherwise not have the chance to experience. These activities are led by classroom and specialist teachers as well as outside providers.

The student leadership program offers opportunity for students to be involved in a student council as well as captains of the various sports and musical groups and the three school Sports Houses - Angus, Duncan and Stewart. There are four school captains and six sports house captains.

The school has a viable Eco Kids club which is a student environmental leadership group. This group has combined with Aboriginal and Torres Strait students to work on improving our environment through planting an indigenous garden and other significant art and celebratory activities.

Extra curricula activities offered by private providers including gymnastics, tennis, ceramics, dance, speech and drama, keyboard, and piano lessons. Volunteers provide religious education.

A large number of students participated in the ICAS Competitions. In all competitions the number of high distinctions, distinctions and credits far outweighed the number of participations.

Other competitions that our students successfully participated in were Tournament of the Minds, Chess and Readers Cup. As a school we also participated in the Premier’s Reading Challenge.

How Information and Communication Technologies are used to assist learning
The Laptops for Teachers program enhanced the use of technology by teachers in the classroom. Laptops are used in combination with interactive white boards to deliver interactive teaching instruction. Computer clusters are located in each classroom for integration with student learning and these were used extensively by students.

A full-time technology teacher has enhanced the skills levels of our students through embedding ICTs into units of work and exposure to exciting software programs.

The school network is supported by a paid technician one day a week and also internally by a skilled classroom teacher for 2 hours per day.
Parents’ responses showed that they were happy with the behaviour and discipline of our students, with our data indicating that our school was above the state average for the past three years. The parent survey also indicated that their children were happy to go to school and their opinions rated above the state average for the quality of teaching and the standard of school work.

Parent, student and teacher satisfaction with the school

Parents’ and students’ satisfaction with the school is at a high level and it has improved since the 2009 report. Parents are very satisfied that their students are getting a good education. Staff members have shown a significant improvement with the opportunities for professional development during 2010 and the staff morale has also improved since 2009.

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>Result 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of parents/caregivers satisfied that their child is getting a good education at school</td>
<td>85%</td>
</tr>
<tr>
<td>Percentage of students satisfied that they are getting a good education at school</td>
<td>84%</td>
</tr>
<tr>
<td>Percentage of parents/caregivers satisfied with their child’s school</td>
<td>96%</td>
</tr>
<tr>
<td>Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives</td>
<td>75%</td>
</tr>
<tr>
<td>Percentage of staff members satisfied with morale in the school</td>
<td>75%</td>
</tr>
</tbody>
</table>

Involving parents in their child’s education.

Parents participate in the school in many ways. These include:

- Grants writing
- Working in the school tuckshop
- Attending P&C and School Council meetings
- Participating in parenting workshops
- Volunteering with support-a-reader
- Assisting with sports’ Coaching
- Transporting students to various school related activities
- Fundraising: especially the Spell-a-thon and Spring Festival
- Attending parent information sessions
- Assisting with small group work in the classrooms
- Attending excursions
- Supporting their children by attending extra curricula activities eg. Choir and band performances
- Parent representatives for classes
Reducing the school’s environmental footprint

During 2010, the school’s environmental group worked hard to make students and staff aware of the wastage of resources that was occurring in the school.

The group completed an audit of power, water and waste and made some suggestions; a number of which have been taken on i.e. recycling as a project in 2011. The group made signs which were displayed throughout the school. We also had the Green Heart team come out and work with our staff and students to help imbed practice into the school culture. This we are continuing to do.

We have implemented a “greening the school” approach to the school by planting and replanting native trees to help address the drought issues faced regularly by Queensland. We have a worm farm and researched the logistics of running a full recycling program. We had composters donated to the school via written requests by the environmental group.

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Electricity</th>
<th>Sewerage</th>
<th>Waste</th>
<th>Water</th>
<th>Gas</th>
<th>Other</th>
<th>Electricity Kwh</th>
<th>WaterKL</th>
<th>GasMJ</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>$52,911</td>
<td>$32,875</td>
<td>$8,417</td>
<td>$8,210</td>
<td>$3,169</td>
<td>$0</td>
<td>$240</td>
<td>167,925</td>
<td>2,386</td>
</tr>
<tr>
<td>2009</td>
<td>$50,565</td>
<td>$31,480</td>
<td>$0</td>
<td>$0</td>
<td>$3,315</td>
<td>$0</td>
<td>$15,770</td>
<td>6,262</td>
<td>1,654</td>
</tr>
<tr>
<td>% change 2009 - 2010</td>
<td>5%</td>
<td>4%</td>
<td>N/A</td>
<td>N/A</td>
<td>-4%</td>
<td>N/A</td>
<td>-98%</td>
<td>2582%</td>
<td>44%</td>
</tr>
</tbody>
</table>

**OUR STAFF PROFILE**

Staff composition, including Indigenous Staff

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>44</td>
<td>19</td>
<td>0</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>38</td>
<td>13</td>
<td>0</td>
</tr>
</tbody>
</table>

Qualifications of all teachers

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Number of classroom teachers and school leaders at the school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>0</td>
</tr>
<tr>
<td>Masters</td>
<td>6.1</td>
</tr>
<tr>
<td>Bachelor degree</td>
<td>27</td>
</tr>
<tr>
<td>Diploma</td>
<td>3</td>
</tr>
<tr>
<td>Certificate</td>
<td>0</td>
</tr>
</tbody>
</table>
Expenditure on and teacher participation in professional development.

The total funds expended on teacher professional development was $41,037. The major professional development initiatives are as follows: THRASS, First aid, Games factory, 7 Steps to Writing, National Curriculum awareness, Assessment. The involvement of the teaching staff in professional development activities during 2010 was 100%.

Average staff attendance

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

Proportion of staff retained from the previous school year.

From the end of the previous school year, 96% of staff were retained by the school for the entire 2010 school year.

Performance of our students

Key Student outcomes

Attendance

Student attendance - 2010

The average attendance rate for the whole school as a percentage in 2010 was 95%.

Student attendance for each year level

<table>
<thead>
<tr>
<th>Year</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
<th>Year 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>95%</td>
<td>95%</td>
<td>95%</td>
<td>95%</td>
<td>96%</td>
<td>95%</td>
<td>98%</td>
</tr>
</tbody>
</table>

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.

Twice daily, class teachers mark their rolls; first thing in the morning and then again after lunch each day. After the morning marking, class teachers list the students who are not present on a school’s absentee form which is then sent to the office. Students arriving at school after the second bell are required to obtain a late slip from the office prior to attending class.

First thing in the morning, front office staff will take messages from the absentee line and record these on a spreadsheet of all students whose parents have identified them as absent for the day. They also list the reason for the absence. On receipt of the absentee forms from the classrooms, they mark off on each form those students whose parents have identified their absence and the reason for it so that the class teacher can put the correct code in their roll. They then cross reference this with the late slips that have been written. Any children whose names remain on the list are those who are away without a reason. These families are individually rung and a parent spoken with to ascertain that the child is away with parental permission and also to find out the reason for the absence.
Achievement – Years 3, 5 and 7

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

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

To access our NAPLAN results, click on the MySchool link above. You will 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

[SEARCH]

Where is 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

At Robertson State School in 2010 we had a total of 4 indigenous students. In semester 1 all achieved a C or above except for one child who achieved a D in Science. In semester 2 all of these students achieved a C or above for English, Maths and Science.