

Our School Profile

Postal address  688 Musgrave Road Robertson 4109
Phone          (07) 3452 4111
Fax            (07) 3452 4100
Email          the.principal@robertsonss.eq.edu.au
Webpages       Additional reporting information pertaining to Queensland state schools is located on the My School website and the Department’s Right to Information site.
Contact Person Margaret Berry

Principal’s foreword

Introduction

This report articulates the achievements of Robertson State School during 2011. The school is well-known for its focus on Gifted Education. In 2011 we had three multi-age focus classes and three cluster classes and other gifted students clustered in regular classrooms. Two teacher mentors completed their training to support and further develop the gifted program. The gifted education coordinator continued professional development with new and existing teachers. The school pedagogical plan was underpinned by the gifted education teaching philosophy where differentiation is strongly embedded and caters for the full range of students. Whole school professional development in First Steps Maths and embedding of 7 Steps to Writing Success further enhanced teacher pedagogy. The school improvement agenda showed a whole school positive relative gain in numeracy and literacy from 2009 - 2011 Myschool Website http://www.myschool.edu.au/. Teacher data analysis, collegiate planning and targeted learning support laid a solid foundation for this improvement and for the delivery of the National Curriculum in 2012.

Our high expectations flow into all facets of our students’ daily lives. We have high expectation of academic performance – we believe that all children can learn and achieve to the best of their ability. We have high expectations of behaviour – we demand that our children always have good manners. They are polite and respectful, following the school rules including our strict dress codes.

2011 saw the music program achieve another year of wonderful participation and success. The school choir joined the grand performance in Creative Generations and achieved gold in competitions. The bands and string ensembles performed at Fanfare and eisteddfods with outstanding results.

Students also demonstrated increased fitness through the HPE and sport program with a second in District cross country and participation of teams in gala days and athletics. Our purpose built gymnastic facility and partnership with Splitz Gym, saw an increased in rhythmic gymnastics and students successful performance in state and national championships.

In chess, the Robertson team claimed first place in the Greater Brisbane South Premier and A division.

The completion of the Building Education Revolution projects included a state of art library, including specialist art/science space and technology classroom and extensive enhancements to the hall/activities centre and enhanced learning delivery.

The school motto of Achievement through Effort and our vision of parents, teachers and students Creating Brighter Futures Together are reflected in this annual report.

School progress towards its goals in 2011

**Goal 1 Curriculum:** Completed the implementation of whole school curriculum plan; overall increased the percentage of students above national minimum standards and in the upper two bands in reading; implemented ICT plan including successful formation of two more laptop classes and improved ICT teacher pedagogy; refined whole school assessment, reporting and moderation processes and prepared teachers for the National Curriculum. Began the implementation of pedagogical plan. Refined Gifted Education policies in identification, early entry, acceleration and revisited good practice in teacher pedagogy. Trialled intensive and team approaches in learning support and ESL. Tracking and improved indigenous students’ attendance, and supported further improvements in literacy and numeracy. Develop a plan to respond to the Teaching and Learning Audit recommendations.

**Goal 2 Sustainable Practices:** implemented School Environment Management plan: recycling, reduce energy improved gardens. Promoted the plan through student leadership - Ecokids. Continued social emotional program You Can Do It with sessions from the Games Factory. Implemented community service plan to support the Responsible Behaviour Plan. Established successful staff welfare committee to promote healthy and sustainable relationships. Continued work with parent class representatives with key role in supporting the Spring Festival.

**Goal 3 Communication:** improved digital communication through One Portal and School Intranet. Formalised year level meetings and revisited Code of Conduct for staff and student use of social media. The Parents and Citizens Association (P&C) established a P&C website to improve communication to the parent community and to assist with fundraising for the Spring Festival.
**Goal 4 Resources:** resourced the new library and some national curriculum units. Established a parent/teacher Technology Subcommittee to oversee the strategic direction of ICTs in the school. Resourced ICT infrastructure for laptop class. Upskilled front office staff and moved the student SMS data base into the new data base One School. Refined year level action plans and budgeting processes.

**Goal 5 Facilities:** established new library, science/art and ICT space, a hall kitchen and multi-use P&C boardroom.

**Goal 6 Leadership:** Developing Performance Plans introduced for all staff, initiated coaching and mentoring training for middle management, refined induction programs for teaching and non-teaching staff and developed role descriptions where required.

Overall, the school improved the delivery of education from the infusion of Building Education Revolution funds and buildings and met the overall improvement agenda for reading, writing and numeracy.

### Future outlook

**Introduction of the National Curriculum units in English, Maths and Science:**
A focus on digital futures with the upskilling of staff and students in the tools of technology;
Improved pedagogy through the introduction of coaching of classroom teachers;
Implementing quality assessment and rigorous moderation processes;

**Whole school improvement in learning outcomes in Science.**

**Coeducational or single sex:** Coeducational

**Year levels offered:** Prep - 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 2011 – Nov 2011)</th>
</tr>
</thead>
<tbody>
<tr>
<td>678</td>
<td>332</td>
<td>346</td>
<td>96%</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.

Approximately 25% have (English as a Second Language) ESL students and .8% indigenous students. Students come from families with a range of business, professional and trade backgrounds.

The school has a large of number of extra curricula activities and a high level of parent participation in decision making through the P&C and the School Council. Parents also help as class parents reps, on committees, 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 social-emotional whole school 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 2011**

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep – Year 3</td>
<td>24.2</td>
</tr>
<tr>
<td>Year 4 – Year 10</td>
<td>26.3</td>
</tr>
<tr>
<td>All Classes</td>
<td>25.2</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>6</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>

**School Profile**
Our distinctive curriculum offerings:

Our curriculum framework focuses on the Key Learning Areas (KLAs) of English, 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.
Our School Profile

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 are 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.

In 2011, a year 5 laptop class was introduced with great success. Students in this class use digital technology to support 80% of their learning.

A full-time technology teacher has developed 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 and a half days a week and also internally by a skilled classroom teacher for 2 hours per day.

Social climate
The school has a warm and caring social environment. The You and Do It whole school social emotional program underpins the schools Responsible Behaviour Plan. The school takes a strong stance on bullying through its anti-bullying policies, including the school rules of be safe, be respectful and be responsible. Year 6 and 7 student buddies care for the year 1 and year 2 students and all students are given strategies to keep safe and report bullying in the playground. In 2011, 80% of students felt safe and happy to come to school and 94% of parents were satisfied that their children were safe and happy to go to school.

Parent, student and teacher satisfaction with the school
94% of parents are satisfied that their child is getting a good education. This is an increase of 9% in parent satisfaction form 2010. Also students’ satisfaction in the education increase by 2% from 2010 to 2011. Teachers’ morale and access to professional development was similar to the state mean but below like schools.

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>Result 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of parents/caregivers satisfied that their child is getting a good education at school</td>
<td>94%</td>
</tr>
<tr>
<td>Percentage of students satisfied that they are getting a good education at school</td>
<td>86%</td>
</tr>
<tr>
<td>Percentage of parents/caregivers satisfied with their child’s school</td>
<td>94%</td>
</tr>
<tr>
<td>Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives</td>
<td>72%</td>
</tr>
<tr>
<td>Percentage of staff members satisfied with morale in the school</td>
<td>73%</td>
</tr>
</tbody>
</table>

DW – Data withheld
Involving parents in their child’s education

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

- Parents representative for each class
- 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
- 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
- Working bee participation

Reducing the school’s environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.
During 2011, the schools environmental group worked hard to make students and staff aware of the wastage of resources that was occurring in the school.

The Ecokids group continued an audit of power, water and waste and promoted findings over assembly. The recycling project continued in 2011. The group made signs which were displayed throughout the school. We also had the Science Spark advisor come and work with our staff and students to help imbed practice into the school culture through the school sustainability plan. This we are continuing to do.

We continue a “greening the school” approach to the school by planting and replanting native trees to help address the drought issues faced regularly by Queensland and continue planting the indigenous garden. We have a worm farm and began a Prep vegetable garden.

Energy saving light bulbs were installed across the school and further research into the ways that rain water tanks can be further utilised was undertaken.

Environmental footprint indicators, 2010-2011

<table>
<thead>
<tr>
<th></th>
<th>Electricity kWh</th>
<th>Water KL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>171,903</td>
<td>3,340</td>
</tr>
<tr>
<td>2010</td>
<td>167,925</td>
<td>2,386</td>
</tr>
<tr>
<td>% change 10 - 11</td>
<td>2%</td>
<td>40%</td>
</tr>
</tbody>
</table>
Our School 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>45</td>
<td>20</td>
<td>0</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>39</td>
<td>14</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>7</td>
</tr>
<tr>
<td>Bachelor degree</td>
<td>35</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 in 2011 was $38,687. The major professional development initiatives are as follows: First Steps Numeracy and Measurement, Refresher 7 Steps to Writing Success, ICTs certificate and licence, First Aid, Code of Conduct, Gifted Education Modules, Cathy Toll Coaching, National Curriculum

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

Average staff attendance

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

Proportion of staff retained from the previous school year

From the end of the previous school year, 95% of staff was retained by the school for the entire 2011 school year.
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School income broken down by funding source
School income broken down by funding source is available via the My School website at http://www.myschool.edu.au/.
To access our income details, click on the My School link above. You will then be taken to the My School website with the following ‘Find a school’ text box.

Find a school

Search by school name

Go

Search by suburb, town or postcode

Sector
Government
Non-government

Search

Where it says ‘Search by school name’, type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being given access to the school’s My School entry web page.
School financial information is available by selecting ‘School finances’ in the menu box in the top left corner of the school’s entry web page. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.
Performance of our students

Key student outcomes

Student attendance - 2011
The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 94%. The overall attendance rate for all Queensland state Primary schools over the same period was 92%.

Student attendance rate for each year level

<table>
<thead>
<tr>
<th>Year 1</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>94%</td>
<td>94%</td>
<td>95%</td>
<td>96%</td>
<td>94%</td>
<td>94%</td>
</tr>
</tbody>
</table>

Student Attendance Distribution
The proportions of students by attendance range.

Description of how non-attendance is managed by the school
Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

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.

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at http://www.myschool.edu.au/.

To access our NAPLAN results, click on the My School link above. You will then be taken to the My School website with the following ‘Find a school’ text box.
Where it says ‘Search by school name’, type in the name of the school whose NAPLAN results you wish to view, and select <GO>”.

Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school’s NAPLAN results.

**Achievement – Closing the Gap**

At Robertson State School in 2011 we had a total of 5 indigenous students. The gap between mean scales scores in Reading in 2009 was 103 and in 2011 it reduced to 51. The gap between mean scale scores in Numeracy in 2009 was 45 and in 2011 it was 46. Overall the results in Reading and Numeracy remained similar. Most students are at or above benchmark. The gap in attendance rates increased from 3% in 2009 to 20% in 2011. The reason for the drop in attendance rate is related to holidays and outside school sporting commitments.