



Redland Bay State School

ANNUAL REPORT 2016

Queensland State School Reporting

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Department of Education and Training



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School Overview

Redland Bay State School has served the local community since 1881. Beginning as a small school servicing a rural community, we have grown to an enrolment of about 880 students due to recent suburban development creating a new housing area. New housing estates will see our enrolments continue to grow in the coming years. Our community maintains its local identity and we strive, through implementing local-area studies, maintaining community links, Chaplaincy, developing our grounds and school values to maintain the 'country school' ethos. We offer Prep to Year 6 classes, and implement the Australian Curriculum. Our priorities are English and Mathematics. We have recently introduced BYO Devices into Years 5 & 6 and have commenced the implementation of Coding across the school. Specialist teachers implement Music, Physical Education, and LOTE (Japanese) programs. We have specific programs in Literacy and Numeracy to foster the development of our most able learners, and we provide Learning Support and Special Education programs to enable our students with learning needs or a disability to fully access our educational programs. Approximately 5% of our students come from an Aboriginal or Torres Strait Island background and we have a range of programs and strategies to maximise their achievement and also value their cultural contribution. Instrumental music, strings programs, and extra-curricular activities including media club, chess, science club, choir, guitar, ukulele, environmental club, drama, dance and an AFL club are options available for our students.

Principal's Foreword

Introduction

This report outlines key the key achievements of Redland Bay State School in 2016. It aims to meet the required reporting accountabilities and also celebrate special successes and events.

School Progress towards its goals in 2016

Whilst our NAPLAN Results were not as high as our 2015 results, we had some encouraging improvement in mathematics with our Year 3 students scoring above the National Average. We were also pleased with the number of our students who achieved above the National Minimums Standards in all areas.

Our School Opinion Survey results showed that Parents, Students and Staff are very satisfied with all aspects of the school and would recommend our school to others. Parents gave the school an overall rating on across all survey items of 94%. Our Students rated the school at 94.5% across all survey areas and our Staff rated the school at 95.2%. These ratings are all well above the State averages.

Future Outlook

High quality teaching with a focus on data to inform our practice	Teachers collaborated in Professional Learning Teams to collate and analyse both individual class and whole year level spelling data. The data was used to determine groupings that focused on word study patterns; and lessons and rotation activities were designed to cater for the needs of each group. Year 4 teachers focused heavily on the use of data to analyse the academic ability of their cohort and cater for the specific needs through the use of streamed, focused lessons (reading, writing, spelling and problem solving) each week.
Enhance our Numeracy Programs	PD and coaching were provided for new teachers to fully implement the school numeracy programs: Schedule for Early Number Assessment (SENA), Problem Solving and Mental Computations. These programs focus on developing sound number skills and knowledge. In Semester 1 all year levels participated in explicit teaching of Geometry led by the Numeracy Coach. Teachers focused on using the C2C units to develop a hands-on approach to the teaching of Geometry.
Continue to enhance our writing program	Writing units that aligned the practices between Years 2 and 3; and Years 4 and 5 were designed and implemented. These units provided students with an explicit writing process that encompassed the generation of ideas, planning, drafting, collaborating to provide/receive feedback and editing. Teachers were provided a half day PD session to familiarise themselves with the processes before implementing the units.

Continue to enhance our reading program	<p>In 2016 we trialled the Close Reading strategy in Year 4. The purpose of the trial was to identify whether the implementation of Close Reading would deepen the reading skills of our upper band students. Results from the Year 4 trial were very successful, with an increase of students in the upper 2 bands from 30% in 2015 to 51% in 2016. This strategy will now become part of our school improvement agenda for 2017.</p> <p>In semester 2 teachers analysed their reading program and investigated a variety of researched based reading programs that could be used to improve student outcomes: Close Reading; Repeated Reading; Guided Reading; Reading Stamina and inferencing. The knowledge they gained from this will be used in 2017 when the Close Reading strategy will be rolled out in Years 2 – 6. The short-cycle data in reading was redesigned to align more closely to our school reading program.</p>
Implement Words Their Way as the school's spelling program	A literacy coach was employed to introduce the Words Their Way spelling program to the teachers at RBSS. Whole school PD sessions and individualised coaching were provided to develop teacher understanding of the Words Their Way processes. A significant portion of the English budget was allocated to the purchasing of the Words Their Way resources.
Implement SSP Language strategies in Prep and Year 1	<p>Full implementation of Speech, Sound Pic (SSP) has led to significant improvement to literacy outcomes in Prep. Through the use of collaborative inquiry of Professional Learning Teams, coaching and PD sessions, the Prep teachers successfully adopted a phonemic awareness approach to their teaching. By the end of the year, the percent of student in the upper 2 bands had increased in both reading and writing:</p> <ul style="list-style-type: none"> • Reading: 2014 – 34%; 2015 – 63%; 2016 – 55% • Writing: 2014 – 6%; 2015 – 39%; 2016 – 52%

In 2017 we will continue to grow our reading program, with a strong focus on lifting students into the upper 2 bands.

Assessment Overviews	Each term one teacher from every year level will be taken off-line to work with the HOC and Master Teacher to adapt the C2C reading and writing assessment for the following term. The Assessment Overviews will provide a direct alignment between the Australian Curriculum and the guide to making judgement. The overviews will clearly describe the explicit teaching and learning focus that will be required to move students into the upper 2 bands. The teacher involved in the development of the overview will become the “expert” within the team for the implementation of that unit.
Close Reading: a reading strategy for the upper 2 band students.	Year level teams will use the Professional Learning Team (PLT) model to develop their skills of analysing the complexity of texts and designing text dependent questions for the upper level readers. Teachers will incorporate these tasks into their lessons and use the PLT sessions to analyse data gathered. Standardised tests and NAPLAN data will be used to monitor the success of this program.
Case Study approach to lifting reading outcomes.	Case studies of students who are sitting just below the upper 2 bands in reading will be implemented. Teachers from Years 2 – 6 will choose 2 or 3 students from their class to analyse their data and design individualised plans. Data conversations between the teacher, Principal, HOC and Master Teacher will occur each term to monitor the progress of these students and investigate the best strategy that should be used.
Repeated Reading	Students in Years 2 – 5 that are identified at risk of achieving below NMS will partake in a Repeated Reading program led by the Master Teacher. The students will be withdrawn 3 times a week to work with a teacher aide to develop their reading fluency. Student progress will be monitored closely through the collection of data.
Explicit teaching	Teachers will explore Anita Archer’s explicit instruction strategies to maximise student engagement and academic growth. Year levels will use the collaborative inquiry model of Professional Learning Teams to investigate explicit teaching strategies and design activities that can be implemented in the classroom. Discussions will focus on the effectiveness of strategies to keep students engaged.
SSP in Year 1	The Speech Sound Pic (SSP) program will continue to roll out in 2017, with the introduction of the program into Year 1. The Year 1 teachers will participate in coaching to ensure full implementation of the program. Short cycle data will be collected twice a term and student progress will be monitored closely by the HOC, Master Teacher and classroom teachers. The Year 1 team will use the Professional Learning Team model to assist with the implementation. These sessions will be used to analyse data and discuss any problems of practice that may arise.

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2016:	Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	876	404	472	43	94%
2015*	832	383	449	40	94%
2016	871	389	482	35	96%

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

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2016, 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 (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

Characteristics of the Student Body

Overview

Redland Bay State School students come from a variety of backgrounds. Families represent the composition of our local community with some children living in rural and semi-rural situations, some in acreage developments, and some in medium and high density housing communities. Currently 2% of students have English as a second language. There are 5.7% of the children who identify as being of Aboriginal and Torres Strait Islander background. The school has a special education program supporting for 48 children with disabilities at the commencement of 2016.

Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	22	25	23
Year 4 – Year 7	25	27	27
Year 8 – Year 10			
Year 11 – Year 12			

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

Curriculum Delivery

Our Approach to Curriculum Delivery

Redland Bay State School currently implements all aspects of the National Curriculum and provides our students with highly engaging lessons which enable students at all levels to achieve success. We maintain a clear focus on improving literacy and numeracy outcomes.

Co-curricular Activities

Redland Bay State School continues to offer an extensive sporting program, year 5 and 6 camps, class excursions and a range of clubs that have a focus on the Performing Arts. Our school is highly successful in our local area in interschool sport, we are one of only 9 schools in Qld to have participated in the Creative Generation performances since their inception 10 years ago.

Our school offers a range of clubs (media, drama, dance, science, robotics, choir, rugby league, rugby union, soccer, netball, touch football, table tennis, and swimming).

The school provides students with the opportunity to learn string, woodwind, brass and percussion instruments, through its Instrumental Music program.

We also support a wide range of community initiatives including representation at local ANZAC ceremonies, support for charities, and after school sporting programs.

How Information and Communication Technologies are used to Assist Learning

In 2016 ICT increased in use across all areas of the school and some new technologies were trialled. These included iPads, small scale robotics, and interactive projectors. This has provided a systematic sequence of instruction to ensure that all students develop effective use of ICT to support student learning. A BYO Computer Program was introduced successfully in Yr 5 with more than 120 students engaged in the program. Our BYO Device program now runs across Year 5 & 6 and we had approximately 200 students participating in this program. Our school continues to maintain a very good student/computer ratio. In 2017 we will be expanding our robotics and coding programs.

Social Climate

Overview

Redland Bay State School is very proud of its strong school culture. It is a large school with a small school atmosphere. This is achieved through a number of programs including:

Chaplaincy –Chaplain Louanne provided chaplaincy services for 3 days each week and it is well utilized by students and parents. The chaplain implemented more programs and increased the number of before school and lunch time activities on offer. Our Chaplain also ran a number of group programs that supported mental health and self-esteem. Other activities included a weekly breakfast club and morning board game activities. She has also organised an extremely successful food bank and breakfast program that can be accessed by families who may be struggling financially.

The school culture is underpinned by the You Can Do It and our Focus 20 program and this is taught and embedded in every year level. Each semester is celebrated with a “Pride in Me, Pride in My School” assembly which celebrates excellent behaviour. This program has proven to reduce bullying and social issues within a school.

Our Parent and Student opinion survey data indicates an extremely high level of satisfaction with the atmosphere within our school.

Parent opinion survey

Performance measure	2014	2015	2016
Percentage of parents/caregivers who agree [#] that: their child is getting a good education at school (S2016)	98%	92%	97%
this is a good school (S2035)	99%	95%	93%
their child likes being at this school* (S2001)	99%	94%	92%
their child feels safe at this school* (S2002)	96%	96%	97%

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child's learning needs are being met at this school* (S2003)	95%	92%	90%
their child is making good progress at this school* (S2004)	96%	88%	95%
teachers at this school expect their child to do his or her best* (S2005)	100%	99%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	98%	95%	95%
teachers at this school motivate their child to learn* (S2007)	96%	91%	95%
teachers at this school treat students fairly* (S2008)	93%	94%	96%
they can talk to their child's teachers about their concerns* (S2009)	96%	98%	98%
this school works with them to support their child's learning* (S2010)	98%	91%	93%
this school takes parents' opinions seriously* (S2011)	88%	89%	96%
student behaviour is well managed at this school* (S2012)	78%	84%	84%
this school looks for ways to improve* (S2013)	91%	91%	92%
this school is well maintained* (S2014)	90%	92%	98%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	98%	97%	98%
they like being at their school* (S2036)	94%	95%	94%
they feel safe at their school* (S2037)	97%	98%	95%
their teachers motivate them to learn* (S2038)	100%	96%	97%
their teachers expect them to do their best* (S2039)	100%	99%	99%
their teachers provide them with useful feedback about their school work* (S2040)	96%	96%	95%
teachers treat students fairly at their school* (S2041)	91%	91%	88%
they can talk to their teachers about their concerns* (S2042)	95%	93%	91%
their school takes students' opinions seriously* (S2043)	94%	92%	90%
student behaviour is well managed at their school* (S2044)	92%	87%	87%
their school looks for ways to improve* (S2045)	97%	98%	95%
their school is well maintained* (S2046)	97%	96%	94%
their school gives them opportunities to do interesting things* (S2047)	97%	94%	95%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	100%	98%	95%
they feel that their school is a safe place in which to work (S2070)	98%	100%	100%
they receive useful feedback about their work at their school (S2071)	88%	91%	95%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	94%	93%	100%

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	95%	98%	100%
student behaviour is well managed at their school (S2074)	88%	93%	97%
staff are well supported at their school (S2075)	92%	93%	88%
their school takes staff opinions seriously (S2076)	86%	95%	88%
their school looks for ways to improve (S2077)	98%	95%	98%
their school is well maintained (S2078)	97%	95%	93%
their school gives them opportunities to do interesting things (S2079)	90%	95%	95%

* 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

The school has an active P&C Association and this forum provides opportunities for increasing skills and knowledge for parents on topics pertinent to the school – e.g., social skills program, Australian Curriculum and its impact, Ready Readers.

The school also has a large volunteer base of parents and community members who support school programs in and out of the classroom e.g., home reading, Support-a-reader, tuckshop, school discos, working bees, before and after school activities.

Parent information nights are held to introduce parents to their children's teachers and to learn about the requirements of the classroom. This is especially important for the prospective Prep parents as they prepare their children for their first year of school.

Many teachers regularly email the parents of their students. Teachers also provide written notice of class activities as well as class newsletters.

Our school has established a Community Engagement Committee consisting of both school and community members. The purpose of this committee is to identify a range of strategies to engage our community with our school.

Respectful relationships programs

Our school has implemented the Respectful Relationships Education Program through a range of strategies. The curriculum content and concepts have been integrated into our Health & Physical Education program and is taught as part of that curriculum area. We specifically address the anti-bullying and relationship aspects through our Focus 20 Program, our Chaplaincy Program (Anti-Bully, Rock & Water, Counselling), our Behaviour Support Zone (designed to support those students with very high behavioural needs), and our School Responsible Behaviour Program. During 2016 we also had guest speakers address the students on issues such as Cyber-Bullying and a speaker from the Daniel Morcombe Foundation spoke about Stranger Danger.

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	2014*	2015**	2016
Short Suspensions – 1 to 5 days	82	78	49
Long Suspensions – 6 to 20 days	0	2	3
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Environmental Footprint

Reducing the school's environmental footprint

Our electricity usage has a slight decrease in usage this year due to a range of power saving strategies including alternative low-energy lighting and more efficient heating and cooling systems.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	180,219	3,053
2014-2015	182,788	
2015-2016	181,181	5,313

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

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 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

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	61	39	0
Full-time Equivalents	52	25	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	3
Graduate Diploma etc.**	3
Bachelor degree	49
Diploma	6
Certificate	0

*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 2016 were \$24,827.00. This cash allocation is also supplemented by our full-time Head of Curriculum, our Master Teacher, our Spelling Coach and our Numeracy Coach. The cash equivalent of these staffing allocations is approximately \$280,000.00

The major professional development initiatives are as follows:

The major professional development initiatives are as follows:

- *Words Their Way (all teachers) – 2 workshops, coaching and PLTs*
- *Speech, Sound Pic (Prep & Year 1) – workshops, coaching and PLTs*
- *Geometry (class teachers) – workshop and coaching*
- *Reading (class teachers) – coaching and PLTs*
- *Writing (class teachers) – coaching*
- *Australian Curriculum: Technologies (class teachers) – workshop*
- *Explicit Teaching (all teachers) – workshop*

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
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 was retained by the school for the entire 2016.

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 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	92%	92%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	90%	90%	92%

*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 2016 for all Queensland Primary schools was 93%.

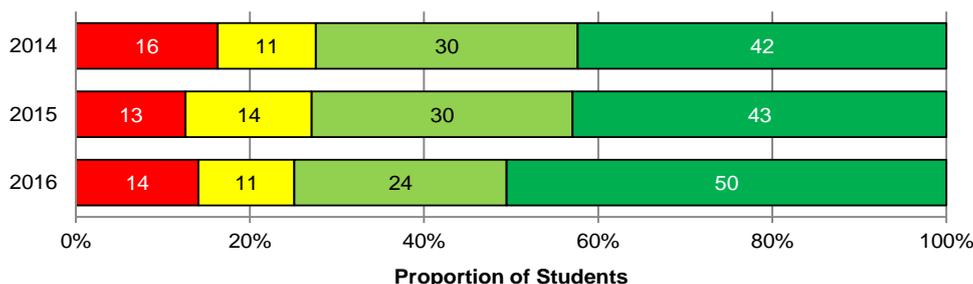
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	93%	93%	93%	92%	91%	92%	92%	92%					
2015	94%	92%	93%	92%	92%	91%	92%						
2016	94%	92%	92%	93%	93%	92%	92%						

*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. 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.

Student Attendance Distribution

The proportions of students by attendance range

Attendance Rate: ■ 0% to <85% ■ 85% to <90% ■ 90% to <95% ■ 95% to 100%



Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET 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.

At Redland Bay State School rolls are marked electronically at the commencement of the morning session and again after lunch. Students who are late or leaving early are signed out through the office. This is recorded on the One School data base.

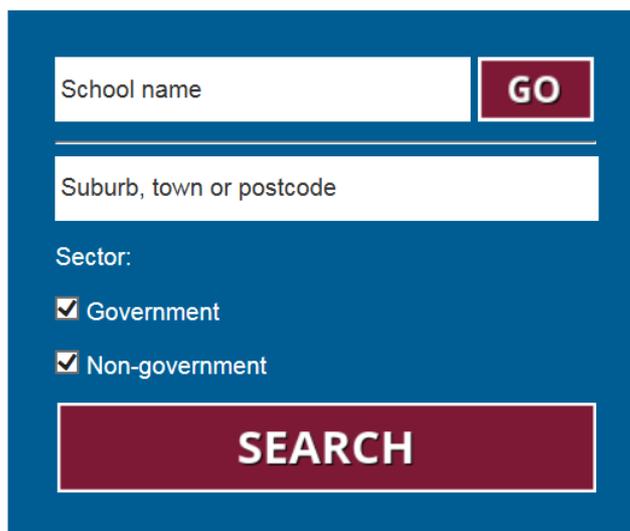
Students are required to provide the school with a reason for their absence and the school contacts the parent/s if the student is absent from school for 3 days in a row without an explanation from the parent/s. Persistent absences are followed up by class teacher, then Guidance Officer or Deputy Principal and finally Principal.

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



The screenshot shows a search form with a blue background. At the top, it says "Find a school". Below this, there is a search box for "School name" with a "GO" button to its right. Underneath is a larger search box for "Suburb, town or postcode". Below that, it says "Sector:" followed by two checked checkboxes: "Government" and "Non-government". At the bottom of the form is a large red button with the word "SEARCH" in white capital letters.

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.