



Redland Bay State 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

Redland Bay State School has served the local community since 1881. We are now a large Independent Public School but we began as a small school servicing a rural community. We have grown to an enrolment of about 926 students due to recent suburban development creating a new housing area. Additional new housing estates will see our enrolments continue to grow in the coming years. Our school has a School Council and an active P&C Association. 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 Science, Technology Engineering and Maths (STEM) 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 additional 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 also valuing their cultural contribution. Instrumental music, strings programs, and extra-curricular activities including media club, chess, science club, choir, guitar, ukulele, environmental club, drama and dance are options available for our students. In the sporting arena, the school participates in interschool sport in a range of sports including AFL, Rugby, soccer and touch football.

School progress towards its goals in 2018

Our NAPLAN Results this year have continued to comparable or above the National mean in most domains. The results in some of the domains were the best results the school has ever achieved. This reflects the dedication and focus on improvement from the school staff. The staff have worked extremely throughout 2018 to ensure our students reached their potential.

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. 98% of Parents indicated they felt Redland Bay State School was a good school and 98% of students said that they were receiving a good education at this school. 100% of students said that their teacher expects them to do their best and 98% of them also said that their teachers motivated them to learn. 97% of school staff said that the school looks for ways to improve and 97% of staff also said that they enjoyed working at this school. These ratings are all well above the State averages.

In 2017 our school was selected to become an Independent Public School. The School Council continued in 2018, to oversee the strategic direction of the school and provide advice to the Principal regarding strategic decisions through regular meetings and discussion.

Future outlook

Strategy: Lifting levels of achievement - Writing

Strategy	Target	Timeline
Implementation of Writing framework across the school	50% students achieving A/B 80% students achieving C or better	Term 1 – 4 2019
Implementation of Common assessment tasks (writing), through inquiry cycle to include moderation	50% students achieving A/B 80% students achieving C or better	Term 1 / 2 2019
Data conversations with all teachers focused on writing	50% students achieving A/B 80% students achieving C or better	Term 1 – 4 2019
Implement Vocab program	50% students achieving A/B 80% students achieving C or better	Term 1 – 4 2019
Afterschool writing workshops for students	50% students achieving A/B 80% students achieving C or better	Term 2 / 3 2019

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	Yes
Year levels offered in 2018	Prep Year - Year 6
Student enrolments	

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	871	876	926
Girls	389	415	451
Boys	482	461	475
Indigenous	35	48	52
Enrolment continuity (Feb. – Nov.)	96%	94%	95%

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

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 47 children with disabilities at the commencement of 2018.

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	23	23	23
Year 4 – Year 6	27	25	26
Year 7 – Year 10			
Year 11 – Year 12			

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

Redland Bay State School currently implements all key learning areas expected in the Australian 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

Our school operates a Bring Your Own Device program in Yrs 5&6. This program encourages all students to bring an approved Smart device (Ipad) to school and to be able to use these devices to enhance their learning activities. In 2018 approximately 220 students participated in the program. All Year Levels have access to pods of Ipads, class desktop computers, and printers. As well as the Ipads, classes also have access to 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. Our school continues to maintain a very good student/computer ratio. In 2019 we will continue to expand our STEM programs and introducing STEM Units into the Yr 5&6 classes. A STEM coach will be appointed to work with teachers to enhance their understanding of key STEM practices.

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 2 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. Chaplain Lou was unable to continue in the role for the second half of the year so the school has looked to develop a partnership with a local provider to continue the chaplaincy program in 2019.

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, 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)	97%	98%	95%
• this is a good school (S2035)	93%	96%	98%
• their child likes being at this school* (S2001)	92%	98%	97%
• their child feels safe at this school* (S2002)	97%	91%	94%
• their child's learning needs are being met at this school* (S2003)	90%	90%	94%
• their child is making good progress at this school* (S2004)	95%	93%	93%
• teachers at this school expect their child to do his or her best* (S2005)	100%	98%	99%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	95%	90%	89%
• teachers at this school motivate their child to learn* (S2007)	95%	90%	92%
• teachers at this school treat students fairly* (S2008)	96%	83%	91%
• they can talk to their child's teachers about their concerns* (S2009)	98%	96%	95%
• this school works with them to support their child's learning* (S2010)	93%	90%	93%
• this school takes parents' opinions seriously* (S2011)	96%	84%	88%
• student behaviour is well managed at this school* (S2012)	84%	81%	87%
• this school looks for ways to improve* (S2013)	92%	93%	91%
• this school is well maintained* (S2014)	98%	98%	93%

* 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)	98%	98%	98%
• they like being at their school* (S2036)	94%	95%	97%
• they feel safe at their school* (S2037)	95%	98%	97%
• their teachers motivate them to learn* (S2038)	97%	98%	98%
• their teachers expect them to do their best* (S2039)	99%	100%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	95%	96%	98%
• teachers treat students fairly at their school* (S2041)	88%	91%	89%
• they can talk to their teachers about their concerns* (S2042)	91%	92%	90%
• their school takes students' opinions seriously* (S2043)	90%	93%	92%
• student behaviour is well managed at their school* (S2044)	87%	92%	89%
• their school looks for ways to improve* (S2045)	95%	97%	97%
• their school is well maintained* (S2046)	94%	96%	97%
• their school gives them opportunities to do interesting things* (S2047)	95%	99%	97%

* 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)	95%	95%	97%
• they feel that their school is a safe place in which to work (S2070)	100%	98%	97%
• they receive useful feedback about their work at their school (S2071)	95%	88%	88%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	94%	94%
• students are encouraged to do their best at their school (S2072)	100%	100%	100%
• students are treated fairly at their school (S2073)	100%	98%	100%
• student behaviour is well managed at their school (S2074)	97%	97%	88%
• staff are well supported at their school (S2075)	88%	93%	91%
• their school takes staff opinions seriously (S2076)	88%	91%	93%
• their school looks for ways to improve (S2077)	98%	97%	97%
• their school is well maintained (S2078)	93%	98%	94%
• their school gives them opportunities to do interesting things (S2079)	95%	93%	90%

* 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, fund raising events, before and after school activities.

Parent information sessions 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.

As an Independent Public School (IPS) we also have a School Council on which parent representatives sit. This group provides feedback to the principal in relation to the strategic direction of the school.

Our support team made up of Special Education program staff, Support Teachers Literacy and Numeracy and the Guidance officer work closely with parents, to develop plans which support individual students by making appropriate adjustments to cater for the needs of their child.

Respectful relationships education 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 2018 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

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	49	71	118
Long suspensions – 11 to 20 days	3	1	4
Exclusions	0	1	1
Cancellations of enrolment	0	0	0

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

Our electricity usage has shown an increase in usage this year due to increased enrolment and the need to provide additional classroom spaces. The additional air conditioning being installed in the Resource Centre as well as a significant increase in the amount of technology being used across the school with the installation of interactive projectors in each classroom and the implementation of the Bring your own device program has also impacted on the increase in power used. We have successfully reduced our water usage due to the use of a bore water system.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	181,181	189,184	194,007
Water (kL)	5,313	2,443	2,652

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](#) 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

Search by school name or suburb

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
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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	63	39	<5
Full-time equivalents	56	26	<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
Doctorate	
Masters	4
Graduate Diploma etc.*	3
Bachelor degree	52
Diploma	4
Certificate	

*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 2018 were \$16933.

The major professional development initiatives are as follows:

- Professional Data Conversations: These are held with each classroom teacher 3 times/year and focus on case management of targeted students.
- Developing Effective Writing Programs – NAPLAN based program
- Cultural education program conducted by Minjerribah Moorgumpin Elders in Council
- Coaching in the teaching of writing, maths and reading

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%	95%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, **97%** 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 Primary schools was 92%.

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	93%	92%	92%
Attendance rate for Indigenous** students at this school	92%	90%	90%

* 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	94%	93%	94%
Year 1	92%	93%	93%
Year 2	92%	92%	93%
Year 3	93%	93%	92%
Year 4	93%	92%	91%
Year 5	92%	92%	91%
Year 6	92%	91%	90%

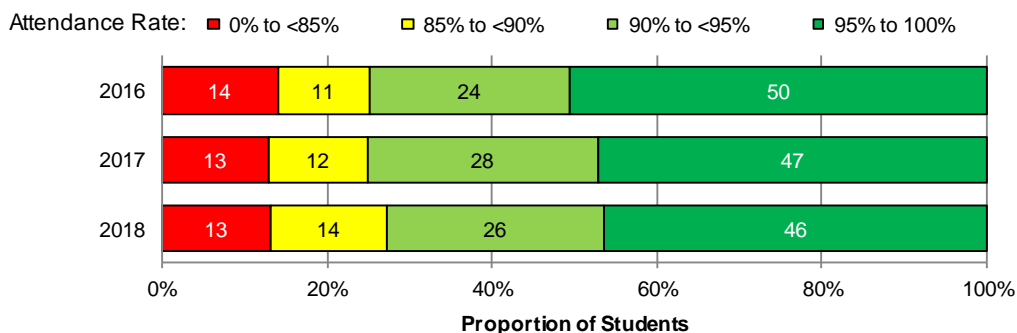
Year level	2016	2017	2018
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

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.

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.

When students are recorded absent without notification by parent/carer, the school sends an SMS to the parent and carer to ensure that the parent is aware of the absence. Parents are then able to respond with an explanation.

Parents are required to provide the school with a reason for their child's 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 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

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.