Redbank State School
Queensland State School Reporting
2014 School Annual Report

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Principal's foreword

Introduction

Redbank State School has an excellent team of dedicated, caring and experienced staff who value strong working relationships with students and parents. Our aim is to provide all students with opportunities to engage in a variety of educational activities that promote the love of learning and personal achievement; encourage students to be active citizens within their community and live up to our school motto of *Strive to Achieve*.

School progress towards its goals in 2014

Core Priority	Actions	Progress
Implement actions to improve literacy outcomes	Embed the Question Answer Relationship strategy to improve reading comprehension Embed the STRIVE (oral language) strategy in all classrooms Implementation of Words Their Way streaming project across classes Implement a process for teachers and students to create literacy based goals for learning Create support plans for those students that are below (or predicted to be below) the NAPLAN NMS in literacy Use differentiated teaching strategies linked to formative assessment	Implemented 2014 and continuing in 2015
Implement actions to improve numeracy outcomes	Create support plans for those students that are below (or predicted to be below) the NAPLAN NMS in numeracy Used differentiated teaching strategies linked to formative assessment	Implemented 2014 and continuing in 2015
Improving science performance of students	Implement a science club to extend students' knowledge of science	Implemented 2014 and continuing in 2015
Developing teachers' capacity to teach Literacy, Numeracy and Science	Use the differentiation planner to outline adaptations to teaching for groups of children in English and Mathematics	Implemented 2014 and continuing in 2015

	Work with the Speech Pathologist on improving pedagogy in STRIVE, Words Their Way and Read it Again strategies	
	Improve teachers' capability through focused observation/feedback and professional development to improve student learning outcomes	
	Release teachers for data analysis to inform planning, create student goals and discuss student progress	
Implement recommendations from Teaching and Learning Audit	Embed the use of OneSchool as a central collection point for accessing data, planning, assessment, recording and reporting.	Partially completed and continuing in 2015
Action Research Project - STRIVE	Implement the STRIVE program of explicit teaching of oral vocabulary	Implemented 2014 and continuing in 2015
Improving student attendance rates	Use electronic roll marking on OneSchool Implement a process regarding absent students	Implemented 2014 and continuing in 2015
Student wellbeing and support	Provide breakfast before school for those who need it and a morning fruit and vegetable break	Implemented 2014 and continuing in 2015
Improving parent reporting on progress	Provide reporting to parents each term: written reports in Term 2 & 4 and face to face interviews in Term 1 & 3 Send home termly class curriculum newsletter written by teachers	Implemented 2014 and continuing in 2015
Improving teacher quality and workforce planning	Teachers to work with the HOC to differentiate the curriculum using data Embed the use of the pedagogical framework to enhance teacher pedagogy	Implemented 2014 and continuing in 2015

Future outlook

During 2015, we will continue our improvement agenda by:

- Implement actions to improve literacy outcomes:
    - Embed the Question Answer Relationship strategy to improve reading comprehension
    - Embed the STRIVE strategy in all classrooms through Peer Coaching
    - Implementation of Words Their Way streaming project across classes
    - Implement a process for teacher and students to create literacy based goals for learning
    - Use Great Results Guarantee to employ tutors to implement Levelled Literacy Intervention with students below (or predicted to be below) NMS in literacy
    - Use differentiated teaching strategies linked to formative assessment
    - Engage teachers in professional learning experiences focusing on key aspects of our pedagogical framework
- Improving science performance of students:
    - Continue Science Club to extend student knowledge of Science
- Developing teachers capacity to teach Literacy, Numeracy and Science:
    - Implement processes for teachers to put 'Faces on the Data' for reading and writing
    - Utilise the Master Teacher to build teacher efficacy in teaching reading

- o Embed STRIVE, Words Their Way and Read it Again Strategies to improve pedagogy

- Implement recommendations from Teaching and Learning Audit:

  - o Continue to embed the use of OneSchool as a central collection point for accessing data, planning, assessment, recording and reporting

- Improving student attendance:

  - o Implement a process regarding student absence

- Improving parent reporting on student progress:

  - o Provide 2 formal Parent Teacher Interview blocks

  - o Class newsletters sent home each term

  - o Encourage parents to volunteer in the school and attend special events

  - o Actively source volunteers within the community to support reading programs in the school

- Improving teacher quality and workforce planning:

  - o Teachers to engage in professional conversations with the Head of Curriculum to 'Put Faces on the Data' to enable targeted differentiation

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2014:   Prep Year - Year 6

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	186	72	114	88%
2013	199	80	119	94%
2014	240	104	136	90%

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

Characteristics of the student body:

Redbank State School draws its student population from many of our surrounding suburbs, including: Redbank, Redbank Plains, Collingwood Park and Goodna. Parents from these areas report that they choose Redbank State School for its good name within the community, the educational experiences we can offer and the small school feel.

Many of our families come from low socio-economic and complex backgrounds however, we value diversity and the richness that this brings to our school.

- 13.6 % of students identify as Indigenous

- 12 % of studets are from Pacific Islands

- 3.4 % of our students are from Sudan, India, Solomon Islands, Congo and the Cook Islands

- 16.2 % of students are from a family where English is their second language

- 1.5 % of students are in out-of home care

Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3	23	22	25
Year 4 – Year 7 Primary	24	26	27
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	16	16	27
Long Suspensions - 6 to 20 days	3	0	0
Exclusions[#]	0	0	0
Cancellations of Enrolment	0	0	0

[#] Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

Curriculum offerings

Our distinctive curriculum offerings

At Redbank State School, we offer whole of school approaches in:

- Reading comprehension using the QAR strategy

- Oral vocabulary program: STRIVE

- Explicit behavior lessons based on the School Wide Positive Behaviour Support Framework

- Spelling program: Words Their Way

- Levelled Literacy Intervention

- Oral Language program (Prep and Year 1)

- Read it Again: Foundation Q

Extra curricula activities

Redbank State School provides:

- Homework Club once per week: This 45 minute, supervised session, is designed to assist students who would like some extra help with homework

- Science Club: Students who demonstrate a strong interest in Science are provided with activities one day per week.

- Choir: Choir is open to any students interested in singing traditional choir songs and perform regularly on Parade

- Glee Club: Glee Club focuses on some of the latest hits on the charts. They also perform regularly on Parade

- Instrumental Music: Students interested in learning an instrument are offered tuition.

- Breakfast Club: Each morning, we offer students the opportunity to have breakfast to ensure they can focus in the classroom

- Munch & Crunch: Students are offered a fruit and vegetable snack each morning around 10 am to assist with concentration.

How Information and Communication Technologies are used to assist learning

All teaching spaces are equipped with Interactive Whiteboards. These, along with iPads, are used to assist in engaging students in the curriuculum.

Redbank State School also has a fully functional Computer Lab, which is regularly booked for classes to consolidate skills learned in the classroom. Reading Eggs and Mathletics are popular programs facilitated by the Computer Lab.

Teachers regularly use iPads for a variety of activities across the curriculum.

Social Climate

Redbank State School students remain focused on 3 expectations: Safe, Responsible and Respectful. All spaces in the school display our school rules and how they relate to the 3 expectations in this space. Rules and consequences are referred to throughout the day as necessary.

All classes engage in a targeted focus behaviour lesson on a fortnightly basis. The school regularly reviews its data to determine the focus for the fortnight.

Students are regularly rewarded with classroom team points and Cool Claws. Cool Claw points may be collected to 'purchase' Raptor Merchandise such as Raptor rulers or hats.

Redbank State School uses the School Wide Positive Behaviour Support program. The program and associated processes will remain the focus strategy for re-teaching and preventing problem behaviours, including bullying. High levels of reinforcement for positive behaviours are included in the program, such as the Cool Claw points.

On assembly each week, students are recognised for following our expectations and/or academic achievement. Names of these students are published in the newsletter each fortnight.

Redbank State School parents have indicated high satisfaction with the school, with 96% of parents in 2014 stating that their child was getting a good education and 100 % of parents stating that Redbank State School is a good school. 100% of parents also stated that their child felt safe at this school.

Staff morale has remained extremely high over the past 3 years. 100% of staff stated that:

- They enjoyed working n the school

- It was a safe place to work and

- They were well-supported.

Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree# that:	2012	2013	2014
their child is getting a good education at school (S2016)	89%	100%	96%
this is a good school (S2035)	96%	100%	100%
their child likes being at this school* (S2001)	100%	100%	100%
their child feels safe at this school* (S2002)	93%	97%	100%
their child's learning needs are being met at this school* (S2003)	93%	100%	96%

Performance measure			
Percentage of parent/caregivers who agree# that:	2012	2013	2014
their child is making good progress at this school* (S2004)	93%	93%	91%
teachers at this school expect their child to do his or her best* (S2005)	96%	97%	96%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	89%	93%	91%
teachers at this school motivate their child to learn* (S2007)	96%	100%	96%
teachers at this school treat students fairly* (S2008)	96%	93%	96%
they can talk to their child's teachers about their concerns* (S2009)	93%	93%	96%
this school works with them to support their child's learning* (S2010)	88%	100%	96%
this school takes parents' opinions seriously* (S2011)	83%	100%	95%
student behaviour is well managed at this school* (S2012)	76%	97%	96%
this school looks for ways to improve* (S2013)	92%	100%	100%
this school is well maintained* (S2014)	100%	100%	100%

Performance measure			
Percentage of students who agree# that:	2012	2013	2014
they are getting a good education at school (S2048)	90%	94%	93%
they like being at their school* (S2036)	95%	100%	92%
they feel safe at their school* (S2037)	83%	96%	92%
their teachers motivate them to learn* (S2038)	100%	98%	96%
their teachers expect them to do their best* (S2039)	100%	100%	96%
their teachers provide them with useful feedback about their school work* (S2040)	90%	92%	97%
teachers treat students fairly at their school* (S2041)	85%	96%	93%
they can talk to their teachers about their concerns* (S2042)	78%	88%	89%
their school takes students' opinions seriously* (S2043)	70%	96%	88%
student behaviour is well managed at their school* (S2044)	65%	68%	88%
their school looks for ways to improve* (S2045)	95%	98%	97%
their school is well maintained* (S2046)	85%	91%	93%
their school gives them opportunities to do interesting things* (S2047)	93%	96%	96%

Performance measure			
Percentage of school staff who agree# that:	2012	2013	2014
they enjoy working at their school (S2069)		100%	100%
they feel that their school is a safe place in which to work (S2070)		100%	100%
they receive useful feedback about their work at their school (S2071)		100%	100%
students are encouraged to do their best at their school (S2072)		100%	100%
students are treated fairly at their school (S2073)		95%	100%
student behaviour is well managed at their school (S2074)		100%	100%

Performance measure			
Percentage of school staff who agree# that:	2012	2013	2014
staff are well supported at their school (S2075)		100%	100%
their school takes staff opinions seriously (S2076)		100%	100%
their school looks for ways to improve (S2077)		100%	100%
their school is well maintained (S2078)		100%	100%
their school gives them opportunities to do interesting things (S2079)		100%	100%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

At Redbank State School, we encourage strong relationships between home and school. We value the importance of parents being involved in their child's learning.

Parents are welcome to meet with classroom teachers throughout the year, and the school offers two formal Parent-Teacher interview times (Term 1 and Term 3). Class teachers communicate class news through newsletters at least once per term, and our school newsletter is published once per fortnight.

Parent volunteers are welcomed in the school in a variety of ways: Munch & Crunch, tuckshop, P & C, assistance at school events such as discos and sports days, classroom assistance.

Parents are welcomed to our weekly school assemblies to celebrate success of the student community.

P&C meetings are held regularly (once per month). New parents are encouraged to be a part of our wonderful team.

Reducing the school's environmental footprint

Redbank State School has 25 solar panels installed on the school to reduce our electricity consumption. The amount of electricity the school is generating at any point in time is available at http://www.eq.solarschools.net/profile.aspx?id=1148

Water tanks continue to reduce our overall water useage by providing the water necessary for our grounds and gardens. Press taps, which turn off automatically, continue to be installed as a preference, further reducing the amount of water the school uses.

	Environmental footprint indicators	
Years	Electricity kWh	Water kL
2011-2012	84,675	658
2012-2013	74,980	714
2013-2014	79,746	611

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.
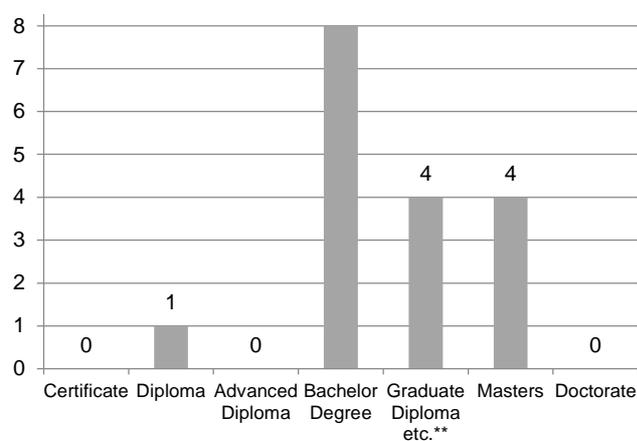
Our staff profile

Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	17	13	0
Full-time equivalents	14	8	0

Qualification of all teachers

Certificate	0
Diploma	1
Advanced Diploma	0
Bachelor Degree	8
Graduate Diploma etc.**	4
Masters	4
Doctorate	0
Total	**17**

*Teaching staff includes School Leaders

**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2014 were $35 204.68

The major professional development initiatives are as follows:

- Oral Language – STRIVE
- QAR (Question Answer Relationship)
- Peer Coaching
- Improving data literacy
- School Wide Positive Behaviour Support
- Student Support: EAL/D, Students with Disabilities
- First Steps in Maths
- Moderation
- Mentoring of student teachers
- Numeracy: Problem Solving
- Goal Setting and Feedback
- Words their Way

The proportion of the teaching staff involved in professional development activities during 2014 was 100%.

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	94%

Proportion of staff retained from the previous school year

From the end of the previous school year, 99% of staff was retained by the school for the entire 2014 school year.

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 webpage.

School financial information is available by selecting **'School finances'** in the menu box in the top left corner of the school's entry webpage. 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	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	91%	90%	92%

The overall attendance rate in 2014 for all Queensland Primary schools was 92%.
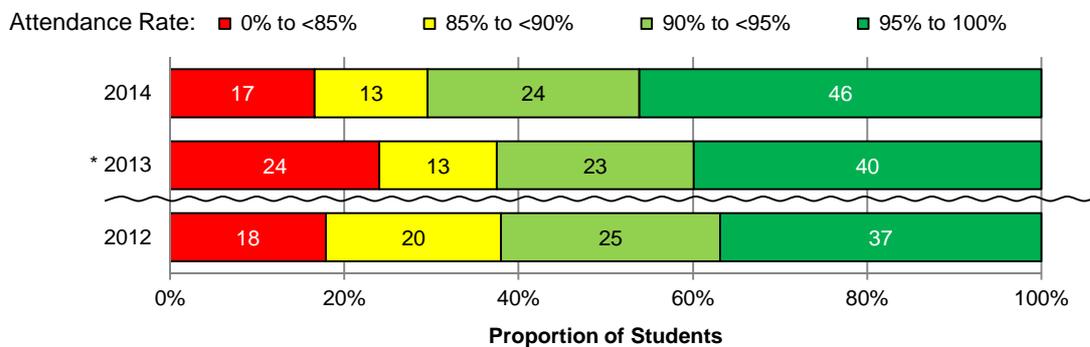
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2012	88%	93%	94%	91%	91%	93%	91%					
2013	87%	90%	92%	92%	91%	90%	93%					
2014	91%	91%	93%	93%	92%	94%	91%					

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.

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

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2014	17	13	24	46
* 2013	24	13	23	40
2012	18	20	25	37

Proportion of Students

*The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 to that of previous years.

Description of how non-attendance is managed by the school

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

At Redbank State School, we encourage students to come to school every day. We work hard to develop quality relationships with our families, and support those who have difficulties in getting their children to school.

Parents are encouraged to notify the school each day that their child is absent. Official 'unexplained absence' letters are sent home regularly to ensure our records are kept up to date.

In cases where the school has not been notified of the reason for an absence, after 3 consecutive days, the classroom teacher will try to make contact in the first instance, and offer assistance and/or support as appropriate.

If the classroom teacher is unable to make contact, the Principal will follow up with the family.

If absences continue, the school will send home letters in line with DET policy.

Our school celebrates attendance at school in a variety of ways:

- On days where a class has 100% attendance, they may receive bonus Cool Claws

- Classes with the highest attendance or most improved attendance at the end of a week, are acknowledged on Parade, and are presented with a trophy to keep for a week.

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

Attendance of our 2014 Indigenous students was better than the attendance of our Non-Indigenous students:

Indigenous Attendance	92.7%
Non-Indigenous Attendance	91.7%

At Redbank State School, our Indigenous academinc performance on NAPLAN was similar or better than the academic performance of our Non-Indigenous students:

Year	Reading	Writing	Numeracy
3	- 46 points	- 57 points	- 48 points
5	- 62 points	- 14 points	- 42 points
7	+ 56 points	- 22 points	+ 12 points