



Redbank 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

Redbank State School is a small, established school dating back to 1865. It is well supported by the community and actively participates in local events. We have a core of stable enrolments and a moderate level of mobile families. Our students come from a variety of cultural backgrounds. Enrolment management procedures ensure our facilities are effectively managed. The school has a Wellbeing Officer who is employed full-time to work with the children, staff and parents. We have a major focus on attendance of students and students arriving at school on time every day.

The curriculum is delivered around the key learning areas of the Australian Curriculum. In the area of Academic/Curriculum Teaching and Learning we will focus on - Reading and reading comprehension throughout the curriculum. We also focus on using assessment to vary how and what we teach to the students as well as students setting goals for their academic achievement.

In the area of Behaviour we will continue the process of School Wide Positive Behaviour Support to assist the whole community in the expectations of Redbank SS. Our focus is to promote clear and high expectations of behaviour and develop effective communication strategies between school and home.

In the area of Social/Emotional learning we support the needs of the students by providing a number of activities to assist them in achieving their best while at school. These activities will include providing breakfast; munch n crunch (mid-morning snack of fruit and vegetable), sourcing and providing community support.

Parents are welcome and encouraged to be actively involved in school life, supporting students in the curriculum, sport and extra curricula activities. Redbank State School has an active Parents and Citizens Association which provides advice and additional resources for the school.

School progress towards its goals in 2018

Core Priority: Reading	
Target: By the end of 2018 we will implement our Whole School Reading Strategy so that we increase the % of students at or above Regional reading benchmarks to 80% across the whole school.	
Actions	Implemented
Develop and implement School Reading and Writing Strategy that outlines a clear direction for teachers in how to implement each of the elements in the School Reading and Writing Framework	Partially implemented in 2018 and continuing in 2019
Continue to incorporate the teaching of Reading and Writing into Staff Meetings	Implemented in 2018 and continuing in 2019
Utilise a Coaching/Mentoring/Feedback model to support teacher observation and feedback	Partially implemented in 2018 and continuing in 2019
Continue the whole school approach to literacy blocks to gain a consistent approach to teaching literacy	Implemented in 2018 and continuing in 2019
Continue to use data to provide needs based reading programs that support targeted students	Implemented in 2018 and continuing in 2019
Core Priority: Pedagogical Practice	
Target: By the end of 2018, 100% of staff will have a PDP in place which informs the school's Professional Development Plan.	
Target: By the end of 2018, all teachers will have been involved in a moderation process, so that there is consistency of judgement in relation to assessment.	
Develop and implement School Professional Development Plan aligned to the School Improvement Agenda including a specific plan to develop Data Literacy skills for all staff.	Partially implemented in 2018 and continuing in 2019

Release time for teachers to work with the Leadership team to discuss data.	Implemented in 2018 and continuing in 2019
Develop and implement a school wide process that outlines student goal setting and feedback to students	Partially implemented in 2018 and continuing in 2019
Develop and implement a whole school Curriculum Overview that outlines Year Level expectations for each learning area.	Partially implemented in 2018 and continuing in 2019
Implement a Moderation process to allow teachers to validate their judgements.	Partially implemented in 2018 and continuing in 2019
Core Priority: Attendance	
Target: Increase overall school attendance from 90% to 95%.	
Target: Maintain the number of unexplained absences at 0.	
Develop and implement a School Attendance Plan to promote maximum attendance.	Implemented in 2018 and continuing in 2019
Maintain the Student Wellbeing Officer role to support regular attendance.	Implemented in 2018 and continuing in 2019
Continue to celebrate and acknowledge high attendance rates.	Implemented in 2018 and continuing in 2019
Core Priority: Closing the Gap between attendance and outcomes of indigenous and non-indigenous students	
Target: Close the gap in attendance between indigenous and non-indigenous students to 0.	
Target: Close the gap in Reading performance between indigenous and non-indigenous students to 0.	
Target: Close the gap in Writing performance between indigenous and non-indigenous students to 0.	
Celebrate cultural days specific to each cultural group.	Implemented in 2018 and continuing in 2019
Utilise the Student Wellbeing Officer to support regular attendance.	Implemented in 2018 and continuing in 2019
Closely monitor and case manage the academic performance of Indigenous students	Partially implemented in 2018 and continuing in 2019
Core Priority: Positive School Culture	
Target: Increase overall school attendance to 95% in 2018.	
Target: Maintain the number of unexplained absences to 0.	
Target: Decrease the number of major behaviour incidences in the school.	
Develop and implement a formalised Early Years Program to include: screening, links with local kindergartens/child care centres.	Implemented in 2018 and continuing in 2019.
Continue Tier 1 implementation of PBL and implement Tier 2.	Implemented in 2018 and continuing in 2019.
Maintain the Student Wellbeing Officer role to support positive culture and attendance.	Implemented in 2018 and continuing in 2019.
Continue the positive rewards practices in the school such as Cool Claws and Raptorbrations.	Implemented in 2018 and continuing in 2019.
Ongoing PBL professional development and data presentations to support the consistent implementation of PBL.	Implemented in 2018 and continuing in 2019.
Actively promote the P&C Association as a valuable part of our school community.	Implemented in 2018 and continuing in 2019.

Future outlook

The following are the 2019 improvement priorities from the schools AIP:

<p>Improvement Priority: Reading</p> <p>Target: By the end of 2019 we will maintain our Whole School Reading Strategy so that we increase the % of students at or above Regional reading benchmarks to 80% across the whole school.</p> <p>Target: By the end of 2019 we will implement our Whole School Writing Strategy so that we increase the % of students achieving C or better in English</p> <p>Strategies to achieve Targets</p> <ul style="list-style-type: none"> • Develop and implement School Reading and Writing Strategy that outlines a clear direction for teachers in how to implement each of the elements in the School Reading and Writing Framework • Continue to incorporate the teaching of Reading and Writing into Staff Meetings • Utilise a coaching/Mentoring/Feedback model to support teacher observation and feedback • Continue the whole school approach to literacy blocks to gain a consistent approach to teaching literacy • Continue to use data to provide needs based reading programs that support targeted students
<p>Improvement Priority: Pedagogical Practices</p> <p>Target: By the end of 2019, 100% of staff will have a PDP in place which informs the school's Professional Development Plan.</p> <p>Target: By the end of 2019, all teachers will have been involved in a moderation process, so that there is consistency of judgement in relation to assessment.</p> <p>Strategies to achieve Targets</p> <ul style="list-style-type: none"> • Develop and implement a School Professional Development Plan aligned to the School Improvement Agenda including a specific plan to develop the Data Literacy skills for all staff • Release time for teachers to work with the Leadership team to discuss data • Develop and implement a school wide process that outlines student goal setting and feedback to students • Develop and implement a whole school Curriculum Overview that outlines the Year Level expectations for each learning area • Implement a Moderation process to allow teachers to validate their judgements
<p>Improvement Priority: Attendance</p> <p>Target: Increase overall school attendance from 89% to 95%.</p> <p>Target: Maintain the number of unexplained absences to 0.</p> <p>Strategies to achieve Targets</p> <ul style="list-style-type: none"> • Develop and implement a School Attendance Plan to promote maximum attendance • Maintain the Student Wellbeing Officer role to support regular attendance • Continue to celebrate and acknowledge high attendance rates
<p>Improvement Priority: Closing the Gap between attendance and outcomes of indigenous and non-indigenous students</p> <p>Target: Close the gap in attendance between indigenous and non-indigenous students to 0.</p> <p>Target: Close the gap in reading performance between indigenous and non-indigenous students to 0.</p>

Target: Close the gap in writing performance between indigenous and non-indigenous students to 0.
Strategies to achieve Targets <ul style="list-style-type: none"> • Celebrate cultural days specific to each cultural group • Utilise the Student Wellbeing Officer to support regular attendance • Closely monitor and case manage the academic performance of Indigenous students
Improvement Priority: Positive School Culture
Target: Decrease the number of major behaviour incidences in the school
Strategies to achieve Targets <ul style="list-style-type: none"> • Develop and implement a formalised Early Years Program to include: screening, links with local kindergartens/child care centres • Continue Tier 1 implementation of PBL and implement Tier 2 • Maintain the Student Wellbeing Officer role within the school to support student wellbeing and attendance

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	237	215	184
Girls	111	109	85
Boys	126	106	99
Indigenous	28	29	28
Enrolment continuity (Feb. – Nov.)	90%	88%	94%

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

Redbank State School draws its student population from many of our surrounding suburbs, including: Redbank, Riverview, 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.

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	23	20	23
Year 4 – Year 6	25	26	24
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

At Redbank State School, we plan for, teach and assess using the Australian Curriculum.

We offer whole of school approaches in:

- Reading comprehension using the QAR strategy
- Oral vocabulary program: STRIVE
- Explicit behaviour lessons based on the School Wide Positive Behaviour Support Framework
- Spelling program: Words Their Way and C2C
- Levelled Literacy Intervention
- Oral Language program (Prep and Year 1)
- CAFÉ Reading Framework

Co-curricular 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.
- 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 and laptops are used to assist in engaging students in the curriculum. 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.

Social climate

Overview

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 frequently rewarded with classroom team points and Cool Claws. Cool Claw points may be collected by students to 'purchase' Raptor Merchandise.

Redbank State School is a Positive Behaviour for Learning school and at the end of 2017 was selected as only one of four school in the state as a PBL Demonstration School. The framework 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 students have indicated high satisfaction with the school, with 100% of students in 2018 stating that they were getting a good education, and 100% of students stating that they like being at Redbank State School. 100% of students also stated that they felt safe at this school. Staff morale has remained extremely high over the past 3 years. 100% of staff stated that they enjoyed working in the school and 100% of staff stated they are well supported at Redbank State 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)	100%	86%	100%
• this is a good school (S2035)	100%	85%	100%
• their child likes being at this school* (S2001)	100%	86%	100%
• their child feels safe at this school* (S2002)	100%	93%	100%
• their child's learning needs are being met at this school* (S2003)	100%	86%	100%
• their child is making good progress at this school* (S2004)	100%	93%	100%
• teachers at this school expect their child to do his or her best* (S2005)	100%	100%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	93%	100%
• teachers at this school motivate their child to learn* (S2007)	100%	93%	100%
• teachers at this school treat students fairly* (S2008)	100%	79%	100%
• they can talk to their child's teachers about their concerns* (S2009)	86%	86%	100%
• this school works with them to support their child's learning* (S2010)	100%	100%	100%
• this school takes parents' opinions seriously* (S2011)	100%	85%	100%
• student behaviour is well managed at this school* (S2012)	100%	79%	100%
• this school looks for ways to improve* (S2013)	100%	92%	100%
• this school is well maintained* (S2014)	100%	93%	100%

* 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)	93%	96%	97%
• they like being at their school* (S2036)	90%	90%	91%
• they feel safe at their school* (S2037)	91%	99%	93%
• their teachers motivate them to learn* (S2038)	94%	96%	95%
• their teachers expect them to do their best* (S2039)	99%	98%	95%

Percentage of students who agree# that:	2016	2017	2018
• their teachers provide them with useful feedback about their school work* (S2040)	97%	93%	95%
• teachers treat students fairly at their school* (S2041)	91%	92%	92%
• they can talk to their teachers about their concerns* (S2042)	91%	87%	88%
• their school takes students' opinions seriously* (S2043)	94%	89%	88%
• student behaviour is well managed at their school* (S2044)	76%	90%	84%
• their school looks for ways to improve* (S2045)	96%	98%	96%
• their school is well maintained* (S2046)	92%	97%	95%
• their school gives them opportunities to do interesting things* (S2047)	87%	94%	96%

* 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)	100%	96%	100%
• they feel that their school is a safe place in which to work (S2070)	100%	96%	100%
• they receive useful feedback about their work at their school (S2071)	100%	100%	96%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	92%	100%	100%
• students are encouraged to do their best at their school (S2072)	100%	96%	100%
• students are treated fairly at their school (S2073)	100%	96%	100%
• student behaviour is well managed at their school (S2074)	100%	96%	100%
• staff are well supported at their school (S2075)	100%	96%	100%
• their school takes staff opinions seriously (S2076)	100%	96%	100%
• their school looks for ways to improve (S2077)	100%	96%	100%
• their school is well maintained (S2078)	100%	96%	100%
• their school gives them opportunities to do interesting things (S2079)	100%	100%	100%

* 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

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 and is available to parents via the school website. Parent volunteers are welcomed in the school in a variety of ways: Munch & Crunch, tuckshop, P & C, assisting at school events such as discos and sports days, or in the classroom. 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.

Respectful relationships education programs

The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable and healthy relationships. Using the Positive Behaviour for Learning processes in our school we are developing students' knowledge and skills to be able to resolve conflict without violence and to recognise, react and report when they, or others, are unsafe.

The school has also created the 'Wellbeing Centre' where students and parents are welcome to discuss issues or concerns with the Student Wellbeing Officer or Guidance Officer.

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	18	10	41
Long suspensions – 11 to 20 days	0	0	1
Exclusions	0	0	0
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

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 usage 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.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	64,702	99,109	
Water (kL)	615	1,011	701

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 <http://www.myschool.edu.au/>.

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

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

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	16	18	<5
Full-time equivalents	13	10	<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.*	2
Bachelor degree	9
Diploma	1
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 \$15 923.

The major professional development initiatives are as follows:

- Mandatory Training
- Improving data literacy
- Teaching of Reading
- Australian Curriculum (moderation and planning expectations)
- Regional Case Management
- Positive Behaviour for Learning Workshops for teachers and school leaders
- Student Support: EAL/D, Students with Disabilities
- Age Appropriate Pedagogies
- Teacher Aide Professional Development
- Regional Leadership Days for Principal
- Principal Conferences (Queensland Association of State School Principals)

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, 76% 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	90%	91%	89%
Attendance rate for Indigenous** students at this school	87%	88%	81%

* 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	87%	90%	88%
Year 1	90%	88%	87%
Year 2	87%	92%	89%
Year 3	92%	90%	91%
Year 4	90%	93%	93%
Year 5	91%	88%	91%
Year 6	93%	94%	84%

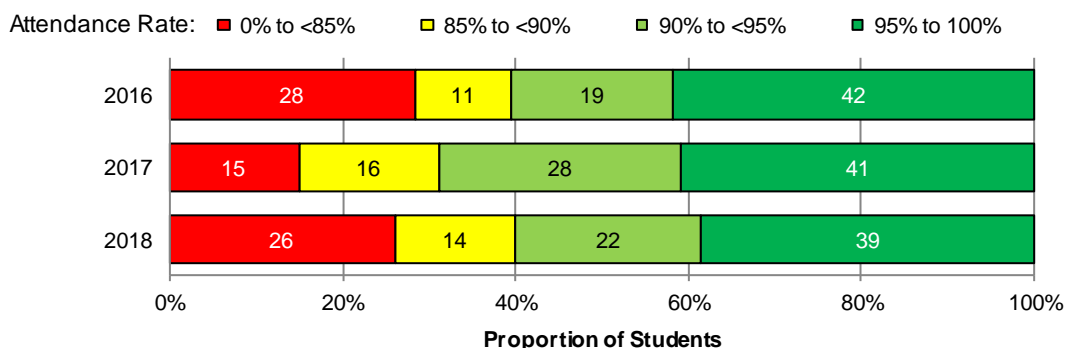
Year level	2016	2017	2018
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

Notes:

- Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
- 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).
- 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 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. Each day 'unexplained absence' phone calls are made to ascertain the whereabouts of our students and the reason for their absence. 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:

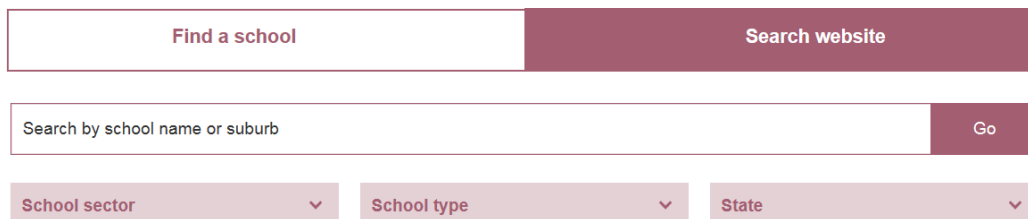
- On days where a class has 100% attendance, they may receive bonus Cool Claws and acknowledgement.
- Classes with the highest attendance or most improved attendance at the end of a week, are acknowledged on Parade, and are presented with a trophy to keep for a week.

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.



3. Click on 'View School Profile' of the appropriate school to access the school's profile.



4. Click on 'NAPLAN' to access the school NAPLAN information.



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.