Redbank State School
Queensland State School Reporting
2013 School Annual Report

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Principal's foreword

Introduction

Welcome to Redbank State School.

Our 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 and to encourage students to be active citizens within their community. Redbank State School is part of the Federal Government's National Partnerships initiative. This report outlines the variety of activities that we provide for the students at our school.

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School progress towards its goals in 2013

School Community and Partnerships: High levels of student, parent, staff and broader school community confidence in the school's performance and achievement

Priority	Progress
Develop partnerships with the local kindergartens' staff, parents and students; assist in transitioning student to Prep in 2013.	We worked with two of our local kindergarten providers to develop connections. This included: - Participation in under 8s day; - Participation in Book Week; - Participation in pre-prep lessons with prospective students; - Meeting to discuss needs and requirements for students entering prep.
Improve communication to the parent community of our achievements. Including improved learning outcomes, targets and systemic priorities using a variety of medium (newsletters and website).	- Continual updating of our website to include new information and systemic requirements. - Our school and systemic targets displayed in each classroom and in the newsletters at the beginning of each term.

School Curriculum: Consistent curriculum, planning and implementation to improve learning

Priority	Progress
Reading: -Embed whole of school approach to reading comprehension (QAR: Question Answer Relationship) by improving understanding of language use.	NAPLAN Results

Year	Reading: National Minimum Standard	Reading: Upper two Bands
3	Our target 84% Achieved Our result 90**%**	Our target 18% Achieved Our result 20%
5	Our target 82% Achieved Our result 100%	Our target 14% Achieved Our result 16.7**%**
7	Our target 83% Our result 73.7%	Our target 11% Achieved Our Result 15.8%

- We continued to implement the QAR approach as our whole school approach to reading.

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School Curriculum: Consistent curriculum, planning and implementation to improve learning

Priority	Progress
Numeracy: - Embed the use of diagnostic tasks from First Steps in Maths: Number to inform teaching practice. -Introduce moderation of set tasks within school and across schools using C2C units as a basis for this. -Professional Development on First Steps in Maths: Measurement.	NAPLAN results See table below - 100% of teachers used diagnostic tasks from the First Steps in Maths: Measurement program throughout the year to inform teaching practices. - 100% of teachers participated in an in-school moderation of one C2C unit assessment task.
Science: -Using the C2C resources to implement the Australian Curriculum: Science. - Ensure resorcing is available for C2C unit implementation	A – E Semester Reporting for Science for all students in years 1 - 7 See table below - 100% unit were resourced according to the unit requirements.
Curriculum Planning: - Ensure a consistent approach to planning using OneSchool.	- 100% of teachers using OneSchool as a tool for creating and saving unit plans.

NAPLAN results

Year	**Numeracy**: National Minimum Standard	**Numeracy**: Upper two Bands
3	Our target 90% Our result 73.3%	Our target 14% Our result 10%
5	Our target 87% Achieved Our result 88.9%	Our target 11% Achieved Our result 11.1%
7	Our target 87% Achieved Our result 100%	Our target 17% Our results 5.3%

A – E Semester Reporting for Science for all students in years 1 - 7

At or above a C standard	Attaining an A or B standard
Our Target 65% **ACHIEVED** Our result 67.9%	Our target 25% Our result 22.1%

Teaching Practice: High quality teaching focused on the achievement of every student

Priority	Progress
High Quality Teaching Practices - Teacher observations and feedback to focus on school improvement agenda. **Consistent Pedagogical Practice** - Implementing whole school approaches to teaching	- 100% of class teachers and 50% of specialist teachers had lessons observed and participated in a discussion about the observations in whole schools approaches such as QAR, STRIVE and the introduction of the model of teaching and learning framework.
Collaborative Practices - Using the Positive Behaviour coach to assist with behaviour management practices.	- Coach assisted the Behaviour Team on the process of implementing the Positive Behaviour Support within the school.

Principal Leadership and school capability
Instructional leadership with an unrelenting focus on improvement

Priority	Progress
Developing Workforce Performance - All staff will engage with the principal to develop Annual Developing Performance Plans.	- 100% of teachers developed a performance plan. This was used to target professional development to needs of staff.
Implementation of the Australian Curriculum across all year levels in English, Maths, Science and History.	100% of teachers used Curriculum into the Classroom (C2C) resources to implement, teach and assess the Australian Curriculum.
Create a whole school overview of other learning areas.	An overview of the curriculum was developed using the Australian Curriculum for English, Maths, Science and History. The Essential Learning from the Queensland Curriculum for other learning areas.

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Principal Leadership and school capability

Instructional leadership with an unrelenting focus on improvement

Priority	Progress
Improving student attendance.	Our target 92% Our Result 90.5%. Down from 91.1% in 2012.
Use of data to inform teaching practice by improving the links between student achievement and the implications for our differentiated teaching and learning.	100% of teachers were exposed to data of student achievement throughout the year. Teachers considered this to differentiate teaching and learning.
Behaviour – Implementation of School Wide Positive Behaviour Support.	First year of SWPBS successfully implemented. Processes are continually reviewed to improve organisation.

Future outlook

During 2014 we will continue to work on the key areas outlined above by

- Improving student results in literacy and numeracy for all students.

- All students are successfully engaged in learning.

- Community confidences in the capability of the school.

Improving student results in literacy and numeracy for all students by

- Teachers varying the types of teaching strategies they use to assist students in understanding the curriculum.

- Teachers using information they collect about the students at the end of each lesson the assist them plan for the next lesson.

All Students are successfully engaged in learning

- Begin a process for students to create learning goals for what they want to achieve next in their learning.

- Teachers use these goals in the planning to assist students in gaining their goal.

Community confidence in the capability of the school

- Use our evidence based whole of school approaches in reading, vocabulary, spelling to ensure consistency of learning throughout the school.

- Continue to implement our school wide positive behaviour support framework.

- Use our pedagogical framework to inform our teaching practices.

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School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2013: Prep to Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	197	78	119	86%
2012	186	72	114	88%
2013	199	80	119	94%

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

Characteristics of the student body:

Redbank State School draws its population from Redbank, Riverview, Goodna, Collingwood Park, Redbank Plains, Bellbird Park and surrounding areas. Many families make Redbank their school of choice because of its size, traditional heritage and the educational opportunities offered. Many of our families have complex backgrounds characterised by a range of family structures and low socio-economic status. All our students bring with them a rich tapestry of prior learning experiences to our school.

Eleven percent (11%) of the population is Aboriginal and Torres Strait. 32% of students from come from Samoan, South Sea Islander, Filipino, New Zealander and African backgrounds. We have approximately 44% of students come from homes where English is their second language.

We have 4% of students verified with a disability and have an educational learning plan developed with the class teachers and Advisory Visiting Teacher. Approximately 30% of student requiring additional learning support which is provided through the teachers adapting the work, students working with teacher aides and support for the Support Teacher: Literacy and Numeracy. 1% of students are in out of home care and an education learning plan is developed with the class teacher, the Department of Child Safety Case worker and the child's carer.

Average Class sizes

	Average Class Size		
Phase	2011	2012	2013
Prep – Year 3	22	23	22
Year 4 – Year 7 Primary	24	24	26

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5	32	16	16
Long Suspensions - 6 to 20	0	3	0
Exclusions	0	0	0
Cancellations of	0	0	0

Curriculum offerings

Our distinctive curriculum offerings

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

- Reading comprehension using the QAR (Questions Answer Relationship) strategy.
- Oral Vocabulary program called STRIVE
- Explicit behaviour lessons based on the School Wide Positive Behaviour Support Framework
- Spelling program called Words Their Way

During 2013 we employed teachers to offer:

- Japanese to students in 5,6 and 7
- Health lessons to all students
- An Arts teacher providing lessons in dance and music.

Extra curricula activities

Redbank State School provides a number of school activities for students during school time and after school. These include:

Homework club – Each week the school provided 45 minutes of supervised time for students interested in getting extra help with their homework. Half of our teachers and teacher aides assisted the students at this club.

Choir – The choir consisted on students interested in singing traditional choir songs. The choir consisted of children from years 2 – 7 and met fortnightly. The choir performed regularly on school parade throughout the year.

Glee Club – Our Glee Club sings the latest songs with some actions. This group consists of students from all year levels and met fortnightly to decide on and practice popular songs. The Glee Club regularly performed on the school parade.

Science Club – Students who demonstrated an interest in Science were provided with activities after school one day each week. These students provided information and held demonstrations to their peers during science week. This club was open to students in year 3 – 7.

Instrumental Music – We have about 20 students from 5, 6 and 7 who are learning woodwind and percussion instruments. The students are taught lessons each week and come together for band practice. These students performed at the end of year concert.

Breakfast Club – Each morning we offered the students a chance to have breakfast. We provided the students with toast or cereal to start the day with a full stomach and ready for work.

MPI master chef – We have partnered with the Good Start strategy from the Department of Health. They provided cooking activities during terms 2 and 4 after school.

MPI Got Talent – We partnered with the Good Start strategy from the Department of Health. They provided singing, raps and dance activities during term 3 after school.

How Information and Communication Tehcnologies are used to assist learning

We are fortunate to have Interactive Whiteboards in all classrooms as well as in the kitchen, library and computer lab. Teachers use these throughout the day to engage students in the lessons. Our computer lab is booked regularly with classes using their time to consolidate their skills and complete work and assessment tasks. Each classroom has a minimum of four computers that are connected to the internet which are in regular used throughout the day. The interactive whiteboards and the computers are used as another valuable resource for learning as well as to increase the students' skills and knowledge in an ever changing word. During 2013, we introduced iPads for the teachers and teacher aides to use. Teachers use the iPads with their classes for a variety of activities to support and enhance the student learning throughout the curriculum.

Social climate

Redbank State School continues to enjoy a positive climate between all stakeholders. Redbank State School has 3 expectations that underpin our behaviour. These expectations are: SAFE, RESPECTFUL and RESPONSIBLE. Our school rules relate to these expectations. The rules are displayed in classes and are referred to as required with clear consequences and rewards. During 2012 we decided that the Raptor would become our school icon as part of the Positive Behaviour Support program that the school has implemented. The Redbank Raptor icon and branding continued to be developed during 2013.

Each week on assembly students are awarded certificates for following our values as well as for academic performance. We list award recipients in the newsletter each fortnight as another celebration of good academic performance and behaviour.

Parents and caregivers give show high satisfaction with our school as
- 96% reported satisfaction around the safety of their children at the school.
- 93% report satisfaction that their child is treated fairly at Redbank.
- 100% reported satisfaction that Redbank is a good school.
- 100% reported that their child like being at this school.

Students were similarly impressed with our school with high satisfaction ratings.
- 96% reported that in they felt safe at this school.
- 96% reported their satisfaction of being treated fairly.
- 100% of students liked being at our school.
- 98% indicated that their teachers motivated them to learn and expected the students to do their best.

100% staff indicated they were happy with the moral of the school.

During semester 2 of 2013 we were fortunate to have a chaplain that worked at our school for one day each week. Our chaplain worked with parents and staff members and provided a number of activities for the students during lunchtime as well as giving support to students' one on one and in small groups.

At Redbank State School we use the school wide positive behaviour support program. The program and associated processes will remain the strategy for preventing problem behaviour, including preventing the subset of bullying behaviour. We will do this by ensuring all students know the 3 school expectations and are taught the expected behaviours attached to each rule in all areas of the school. To compliment this the students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school. We also ensure a high level of quality active supervision is a permanent staff routine in the non-classroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.

Parent, student and staff satisfaction with the school

The overall satisfaction with the school is high with most key questions rating in from the 68% and above. We are pleased that a number of questions received 100%.

Parents indicated 100% satisfaction for their child likes being at this school and that their child is getting a good education. Other key questions indicated that the parents are in general happy with the school and the education that the students are getting here.

Students indicated 100% satisfaction for their teachers expect them to do their best and that they liked being at this school. Overall the students were happy with the school, the education they received and the extra activities that we provide for them.

Staff indicated they were 100% satisfied with the moral of the school. There was a high satisfaction for professional development they had access to as well.

Below are the key questions that the parents, students and staff were asked and how we rated on each.

Performance measure *(Nationally agreed items shown*)*		
Percentage of parents/caregivers who agree that:	2012	2013
their child is getting a good education at school (S2016)	89%	100%
this is a good school (S2035)	96%	100%
their child likes being at this school* (S2001)	100%	100%
their child feels safe at this school* (S2002)	93%	97%
their child's learning needs are being met at this school* (S2003)	93%	100%
their child is making good progress at this school* (S2004)	93%	93%
teachers at this school expect their child to do his or her best* (S2005)	96%	97%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	89%	93%
teachers at this school motivate their child to learn* (S2007)	96%	100%
teachers at this school treat students fairly* (S2008)	96%	93%
they can talk to their child's teachers about their concerns* (S2009)	93%	93%
this school works with them to support their child's learning* (S2010)	88%	100%
this school takes parents' opinions seriously* (S2011)	83%	100%
student behaviour is well managed at this school* (S2012)	76%	97%
this school looks for ways to improve* (S2013)	92%	100%
this school is well maintained* (S2014)	100%	100%

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Our school at a glance

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

Performance measure	
Percentage of school staff who agree that:	2013
they enjoy working at their school (S2069)	100%
they feel that their school is a safe place in which to work (S2070)	100%
they receive useful feedback about their work at their school (S2071)	100%
students are encouraged to do their best at their school (S2072)	100%
students are treated fairly at their school (S2073)	95%
student behaviour is well managed at their school (S2074)	100%
staff are well supported at their school (S2075)	100%
their school takes staff opinions seriously (S2076)	100%
their school looks for ways to improve (S2077)	100%
their school is well maintained (S2078)	100%
their school gives them opportunities to do interesting things (S2079)	100%

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

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

Strong relationships with parents are highly valued at Redbank State School and parents are encouraged to be full participants in their child's learning. Parents have the opportunity to meet with the teachers in terms 1 and 3 to learn about how their child has progressed academically and socially. Parents are also invited to participate in celebrations we hold throughout the year and to our weekly assemblies. We encouraged parents to assist in the tuckshop and cutting up our mid-morning fruit and vegetable snack.

During 2013 we held Grandparents/Family Day during Education Week where family members were invited into the school. We had a great response with 26 families participating in the activities.

We hold regular P and C meetings with a number of families participating and helping with the fundraising efforts including tuckshop, discos, car boot sales, sausage sizzles and munch and crunch.

Parents reported that they are satisfied with opportunities to become involved in their child / children's education.

Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

Redbank State School has 25 solar panels installed on the school to reduce our electricity consumption. The students are able to access the Solar Schools website to view our electricity generation at http://www.eq.solarschools.net/profile.aspx?id=1148. Although we generate only a small proportion of our usage that we are proud to be able to have solar panels on our school.

We have a number of water tanks have been installed to reduce our water usage. This water is mainly for used on our grounds and gardens. We have installed a number of press taps in the toilets. These taps turn off automatically and assist in using less water.

|	Environmental footprint indicators	
	Electricity kWh	Water kL
2010-2011	906	836
2011-2012	84,675	658
2012-2013	74,980	714

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.

Our staff profile

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	16	13	0
Full-time	13	8	0

Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	1
Advanced Diploma	0
Bachelor Degree	8
Graduate Diploma etc.	3
Masters	4
Doctorate	0
Total	**16**
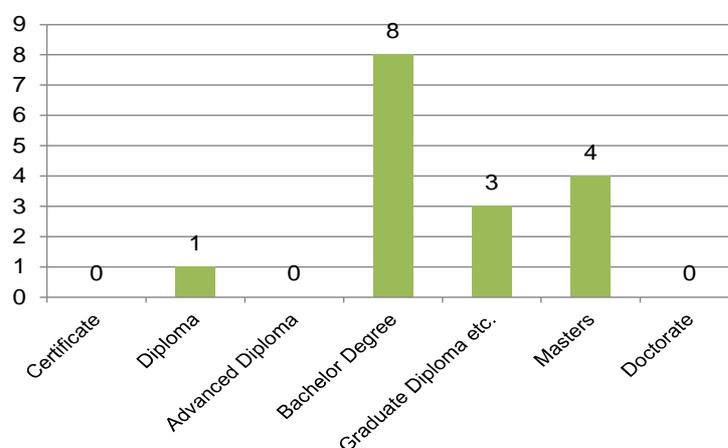
* Teaching Staff includes School Leaders

** 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 2013 was $17 935.

The major professional development initiatives are as follows:

- Development of Redbank State School's Pedagogical Framework and the Model of Teaching and Learning; teachers participating in John Flemming workshop for explicit instruction
- Art Workshop: Christmas Treasures and gift making workshop.
- Workplace Health and Safety advisors course
- Student Support through STLaN, classroom teachers and teacher aides attending workshops on: The Big Five: APD, Dyslexia, ADHD, Autism, ESL; iPad apps for special education and GEM teacher and leaders
- Exemplar writing project led by a teacher. Teachers wrote an A standard for the assessment task and then discussed the teaching requirements of the task with colleagues.
- STRIVE – oral language project led by 3 teachers and the HOC. Introduction of the program throughout the school. The leadership team participated in observation and feedback of lesson by classroom teachers.
- First Steps in Maths: Measurement workshops to assist teachers in understanding the development of student understanding with this areas of maths.
- Implementation of School Wide Positive Behaviour Support throughout the school in 2013.
- Moderation in school of History units and across school with Springfield Central in Science.
- Mentoring of student teachers.

The proportion of the teaching staff involved in professional development activities during 2013 was 100%.

Average staff attendance	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.	94%	96%	96%

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 2013 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.

Where it says **'Search by school name'**, type in the name of the school you wish to view, and select **<GO>**. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's *My School* entry web page.

School financial information is available by selecting **'School finances'** in the menu box in the top left corner of the school's entry web page. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Find a school

Search by school name

GO

Search by suburb, town or postcode

Sector ☐ Government
☐ Non-government

SEARCH

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Key student outcomes

Student attendance	2011	2012	2013
The overall attendance rate for the students at this school	91%	91%	90%

The overall attendance rate in 2013 for all Queensland state 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
2011	92%	93%	89%	91%	93%	90%	92%
2012	88%	93%	94%	91%	91%	93%	91%
2013	87%	90%	92%	92%	91%	90%	93%

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.
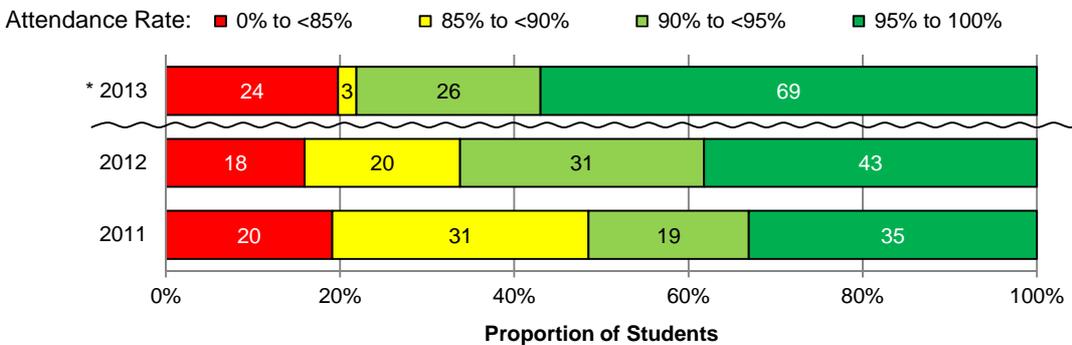
* The method for calculating attendance changed in 2013 – care should be taken when comparing data from 2013 to that of previous years.

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Description of how non-attendance is managed by the school

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

At Redbank State School students that have more than 3 days unexplained are contacted by the school to gain an explanation for the absence.
We frequently check on students that have regular days away, late arrivals or early departures.
- In the first instance the teacher or the office contacts the family to discuss the absences and discuss solutions with the parent/s.
- If absences continue the STLaN contacts the family by phone to discuss possible solutions to assist the family to get the student/s to attend school.
- If absences continue, the family is contacted by the principal to arrange for assistance for the family.
- If absences continue we send home letters in line with the DET policy.

In all instances we attempt to work with the families to assist them in getting their children to school as often as possible.

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

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

To access our NAPLAN results, click on the *My School* link above. You will then be taken to the *My School* website with the following '**Find a school' text box.**

Where it says **'Search by school name'**, type in the name of the school whose NAPLAN results you wish to view, and select **<GO>**.

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

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

Achievement – Closing the Gap

At Redbank State School our Aboriginal and Torres Strait Islander Students have an attendance rate similar to all our students at 89.9%, all students are 90.6%. Our Aboriginal and Torres Strait Islander Students performance is relatively close to the average for all students in the NAPLAN testing.

Year	Reading	Writing	Numeracy
3	- 62 points	- 34 points	- 16 points
5	-35 points	-5 points	-29 points
7	-32 points	-26 points	-37 points

The NAPLAN mean scores are used for this data and a positive result indicates that the students attained more points for the testing.

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