

Redbank State School

Queensland State School Reporting

2015 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*.

Overall, this report provides a snapshot of the unique opportunities offered by Redbank State School.

This report outlines the academic opportunities that our school offers. The academic achievements of 2015 are measured by the NAPLAN tests.

This report also reflects the satisfaction level of students, staff and parents about the educational opportunities offered by our school.

School progress towards its goals in 2015

Core Priority	Actions	Progress
Implement actions to improve literacy outcomes	<p>Embed the Question Answer Relationship strategy to improve reading comprehension.</p> <p>Embed the STRIVE (oral language) strategy in all classrooms through Peer Coaching.</p> <p>Implementation of Words Their Way streaming project across classes.</p> <p>Implement a process for teachers and students to create literacy based goals for learning.</p> <p>Build teacher capacity to implement a process for teachers to give student's feedback on reading.</p> <p>Use I4S funding to employ teacher aides to implement Levelled Literacy Intervention with students below (or predicted to be below) the NAPLAN national minimum standard in literacy.</p> <p>Create support plans for those students that are below (or predicted to be below) the NAPLAN NMS in literacy.</p>	Implemented 2015 and continuing in 2016.

	<p>Use differentiated teaching strategies linked to formative assessment.</p> <p>Use collaborative enquiry model to interrogate reading and writing data to formulate individual goals for students.</p> <p>Engage teachers in professional learning experiences focussing on key aspects of our pedagogical framework.</p> <p>Actively use Peer Coaching to improve teacher efficacy in reading.</p>	
Implement actions to improve numeracy outcomes	<p>Create support plans for those students that are below (or predicted to be below) the NAPLAN NMS in numeracy.</p> <p>Used differentiated teaching strategies linked to formative assessment.</p> <p>Utilise skills of Problem Solving Team to improve teacher efficacy in teaching Numeracy.</p>	Partially implemented 2015.
Improving science performance of students	<p>Implement a science club to extend students' knowledge of science.</p>	Implemented 2015 and continuing in 2016.
Developing teachers' capacity to teach Literacy, Numeracy and Science	<p>Implement processes for teachers to put 'Faces on the Data' for reading and writing.</p> <p>Utilise Master Teacher to build teacher efficacy in teaching reading.</p> <p>Embed STRIVE, Words Their Way and Read It Again strategies to improve pedagogy.</p>	Implemented 2015 and continuing in 2016.
Closing the gap for Indigenous students and developing a culture of high expectation for all students	<p>Build teacher capacity to implement a process for teachers to give student's feedback on reading.</p> <p>Create support plans for students below (or predicted to be below) the NMS for Literacy and Numeracy.</p>	Partially implemented 2015 and continuing in 2016.
Action Research Project – Oral Vocabulary – to improve student outcomes	<p>Implement the STRIVE program of explicit teaching of oral vocabulary.</p>	Implemented 2015 and continuing in 2016.
Improving student attendance rates	<p>Use electronic roll marking on OneSchool to track student absences.</p> <p>Implement a process regarding absent students.</p>	Implemented 2015 and continuing in 2016.
Implementation of School Wide Positive Behaviour Support program	<p>Embed the use of behaviour data to create lessons for explicit teaching of behaviour expectations.</p> <p>Use OneSchool to record and track student behaviour data to inform SWPBS processes.</p>	Implemented 2015 and continuing in 2016.
Student wellbeing and support	<p>Provide hearing and eye tests to students in Prep, Year 1 and new students.</p> <p>Provide breakfast before school and a morning fruit and vegetable break in all classes each day.</p>	Implemented 2015 and continuing in 2016.

Improving parent reporting on student progress	Provide 2 formal Parent Teacher Interview blocks (Term 1 and Term 3).	Implemented 2015 and continuing in 2016.
Parent and community engagement programs	Class newsletters sent home each term. Encourage parents to volunteer in the school and attend special events. Actively source volunteers within the community to support reading programs in the school.	Implemented 2015 and continuing in 2016.
Improving teacher quality and workforce planning	Teachers to engage in professional conversations with the Head of Curriculum to 'Put Faces on the Data' to enable targeted differentiation. Embed the use of the Pedagogical Framework to enhance teacher pedagogy.	Implemented 2015 and continuing in 2016.

Future outlook

During 2016, we will continue our improvement agenda by:

- Defining and documenting a clear focussed **Improvement Agenda** for 2016 that is narrow and sharp, accompanied by targets, timelines, targeted resourcing and planned professional development.
- Enhancing **communication** to ensure that all staff and parents have a clear understanding of the strategic direction of the school.
- Defining **roles and responsibilities** for the school leadership team aligned to the explicit improvement agenda.
- Reviewing the **Pedagogical Framework**.
- Developing and documenting a **Reading Framework** relevant to Redbank State School and including Goal Setting.
- Implementing a **Staff Book Club** – Explicit Instruction (Anita Archer), 'Putting Faces on the Data' (Lyn Sharratt, Michael Fullan)
- Targeting school-wide **resources** appropriately based on school data.
- Utilising **Coaching/Mentoring/Feedback** Model.
- Developing a School **Professional Development Plan** aligned to the School Improvement Agenda including a specific plan to develop the **Data Literacy** skills for all staff.
- Developing an **Induction Program**.
- Developing and implementing a **high expectations** culture.
- Encouraging **partnerships** with parents through: newsletter, website, afternoon information sessions, Pre-Prep program, school events.
- Developing and implementing a formalised **Early Years Program** to include: screening, links with local kindergartens/child care centres, orientation program, parent handbook.
- Reviewing the **Responsible Behaviour Plan** for Students.
- Formalising the school **Attendance Plan**.
- Continuing implementation of Tier 1 PBL and determine Tier 2 readiness.
- Providing regular Professional Development on RBP4S
- Creating a Student Welfare Officer role to support Behaviour Management and Attendance.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015: Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	199	80	119	26	94%
2014	240	104	136	30	90%
2015	256	115	141	38	91%

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

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

In 2015, there were no students enrolled in a Pre-Prep program.*

*Pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

Characteristics of the student body:

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.

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	22	25	26
Year 4 – Year 7 Primary	26	27	27
Year 7 Secondary – Year 10			
Year 11 – Year 12			

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

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	16	27	25
Long Suspensions - 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

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

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

Our approach to curriculum delivery

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.
- 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 improve learning

All teaching spaces are equipped with Interactive Whiteboards. These, along with iPads, 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.

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 it's 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 100% of parents in 2015 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.

Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree# that:	2013	2014	2015
their child is getting a good education at school (S2016)	100%	96%	100%
this is a good school (S2035)	100%	100%	100%
their child likes being at this school (S2001)	100%	100%	100%
their child feels safe at this school (S2002)	97%	100%	100%
their child's learning needs are being met at this school (S2003)	100%	96%	100%
their child is making good progress at this school (S2004)	93%	91%	100%
teachers at this school expect their child to do his or her best (S2005)	97%	96%	91%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	93%	91%	100%
teachers at this school motivate their child to learn (S2007)	100%	96%	100%
teachers at this school treat students fairly (S2008)	93%	96%	82%
they can talk to their child's teachers about their concerns (S2009)	93%	96%	100%
this school works with them to support their child's learning (S2010)	100%	96%	100%
this school takes parents' opinions seriously (S2011)	100%	95%	91%
student behaviour is well managed at this school (S2012)	97%	96%	82%
this school looks for ways to improve (S2013)	100%	100%	100%
this school is well maintained (S2014)	100%	100%	100%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	94%	93%	98%
they like being at their school (S2036)	100%	92%	96%
they feel safe at their school (S2037)	96%	92%	92%
their teachers motivate them to learn (S2038)	98%	96%	100%
their teachers expect them to do their best (S2039)	100%	96%	100%
their teachers provide them with useful feedback about their school work (S2040)	92%	97%	98%
teachers treat students fairly at their school (S2041)	96%	93%	94%
they can talk to their teachers about their concerns (S2042)	88%	89%	93%
their school takes students' opinions seriously (S2043)	96%	88%	99%
student behaviour is well managed at their school (S2044)	68%	88%	93%
their school looks for ways to improve (S2045)	98%	97%	100%
their school is well maintained (S2046)	91%	93%	99%
their school gives them opportunities to do interesting things (S2047)	96%	96%	98%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	100%	100%	100%
they feel that their school is a safe place in which to work (S2070)	100%	100%	97%
they receive useful feedback about their work at their school (S2071)	100%	100%	97%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	93%
students are encouraged to do their best at their school (S2072)	100%	100%	97%
students are treated fairly at their school (S2073)	95%	100%	93%
student behaviour is well managed at their school (S2074)	100%	100%	72%
staff are well supported at their school (S2075)	100%	100%	66%
their school takes staff opinions seriously (S2076)	100%	100%	79%
their school looks for ways to improve (S2077)	100%	100%	97%
their school is well maintained (S2078)	100%	100%	86%
their school gives them opportunities to do interesting things (S2079)	100%	100%	96%

'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.

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 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.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	74,980	714
2013-2014	79,746	611
2014-2015	58,279	737

*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.

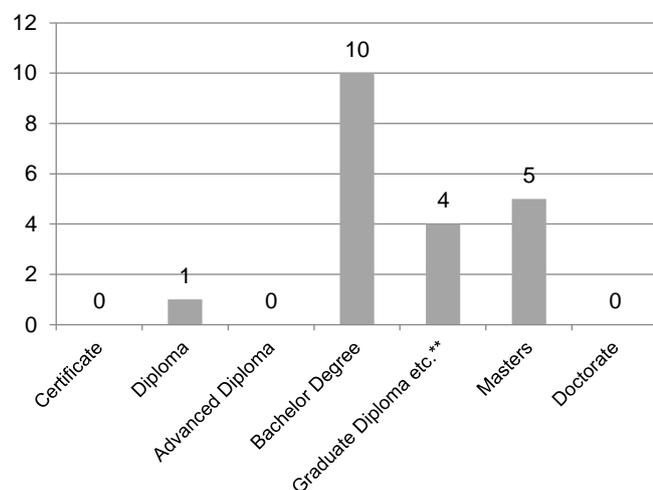
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	20	16	0
Full-time equivalents	16	10	0

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	1
Advanced Diploma	0
Bachelor Degree	10
Graduate Diploma etc.**	4
Masters	5
Doctorate	0
Total	20



*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 2015 were \$24 500.

The major professional development initiatives were as follows:

- Peer Coaching
- Improving data literacy
- School Wide Positive Behaviour Support
- Student Support: EAL/D, Students with Disabilities
- Explicit Instruction
- Teaching of Reading
- Mentoring of student teachers
- Words their Way

The proportion of the teaching staff involved in professional development activities during 2015 was 100%.

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	96%	94%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 93% of staff was retained by the school for the entire 2015 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

Sector:

Government

Non-government

Where it says 'School name', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

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

Performance of our students

Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	90%	92%	91%
The attendance rate for Indigenous students at this school (shown as a percentage).	90%	93%	88%

The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall attendance rate in 2015 for all Queensland Primary schools was 93%.

Student attendance rate for each year level (shown as a percentage)

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

Student attendance rate for each year level (shown as a percentage)

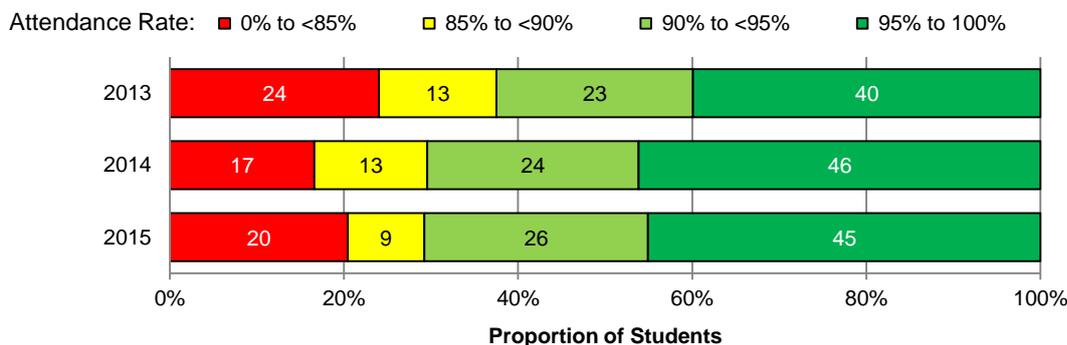
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	91%	89%	89%	89%	92%	93%	94%						

*From 2013, the methodology used for calculating attendance rates effectively counts attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.



Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

At 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.

Find a school

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School NAPLAN information is available by selecting '**NAPLAN**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.