



Redbank State School

ANNUAL REPORT 2016

Queensland State School Reporting

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Department of Education and Training



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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 curriculum is delivered around the key learning areas of the Australian Curriculum. The school has a Wellbeing Officer who is employed full-time to work with the children, staff and parents. 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. We have a major focus on attendance of students including students arriving for the start of the day. Parents are welcome and encouraged to be actively involved in school life, supporting students in the curriculum, sport and extra curricula activities. An active Parents and Citizens Association provides advice and additional resources for the school.

Principal's Forward

Introduction

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 2016 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 2016

Core Priority	Actions	Progress
Progressing the Explicit Improvement Agenda	Define and document a clear focused Improvement Agenda for 2016 that is narrow and sharp, accompanied by targets, timelines, targeted resourcing and planned professional development.	Implemented 2016 and continuing in 2017.
	Enhance communication to ensure that all staff and parents have a clear understanding of the strategic direction of the school.	Implemented 2016 and continuing in 2017.
	Define roles and responsibilities for the school leadership team aligned to the explicit improvement agenda.	Implemented 2016 and continuing in 2017.
Quality Teaching in Reading	Review the Pedagogical Framework .	Implemented 2016 and continuing in 2017.
	Develop and document a Reading Framework relevant to Redbank State School and including Goal Setting.	Implemented 2016 and continuing in 2017.
	Implement a Staff Book Club – Explicit Instruction (Anita Archer), 'Putting Faces on the Data' (Lyn Sharratt, Michael Fullan).	Partially implemented 2016.
	Target school-wide resources appropriately based on school data.	Implemented 2016 and continuing in 2017.
	Utilise Coaching/Mentoring/Feedback Model .	Partially implemented 2016.

	<p>Develop a School Professional Development Plan aligned to the School Improvement Agenda including a specific plan to develop the Data Literacy skills for all staff.</p> <p>Develop an Induction Program.</p>	<p>Partially implemented 2016.</p> <p>To be implemented 2017.</p>
Positive School Culture	<p>Develop and implement a high expectations culture.</p> <p>Encourage partnerships with parents through: newsletter, website, afternoon information sessions, Pre-Prep program, school events.</p> <p>Develop and implement a formalised Early Years Program to include: screening, links with local kindergartens/child care centres, orientation program, parent handbook.</p> <p>Review the Responsible Behaviour Plan for Students.</p> <p>Formalise the school Attendance Plan</p> <p>Continued implementation of Tier 1 PBL and determine Tier 2 readiness</p> <p>Provided regular Professional Development on RBP4S</p> <p>Created a Student Welfare Officer role to support Behaviour Management and Attendance.</p>	<p>Implemented 2016 and continuing in 2017.</p>

Future Outlook

During 2017, we will continue our improvement agenda by:

- Developing and implementing a School Reading Strategy that outlines a clear direction for teachers in how to implement each of the elements in the School Reading Framework.
- Continuing to incorporate the teaching of Reading into Staff Meetings.
- Utilising a Coaching/Mentoring/Feedback Model to support teacher observation and feedback.
- Continuing the whole school approach to literacy blocks to gain a consistent approach to teaching literacy.
- Continuing to use data to provide needs based reading programs that support targeted students.
- Developing and implementing a School Professional Development Plan aligned to the School Improvement Agenda including a specific plan to develop the Data Literacy skills for all staff.
- Providing release time for teachers to work with the Leadership team to discuss data.
- Developing and implementing a school wide process that outlines student goal setting and feedback to students.
- Developing and implementing a whole school Curriculum Overview that outlines the Year Level expectations for each learning area.
- Implementing a Moderation process to allow teachers to validate their judgements.
- Developing and implementing a School Attendance Plan to promote maximum attendance.
- Maintaining the Student Welfare Officer role to support regular attendance.
- Continuing to celebrate and acknowledge high attendance rates.

- Celebrating cultural days specific to each cultural group.
- Utilising the Student Welfare Officer to support regular attendance.
- Closely monitoring and case managing the academic performance of Indigenous students.
- Developing and implementing a formalised Early Years Program to include: screening, links with local kindergartens/child care centres.
- Continuing Tier 1 implementation of PBL and implement Tier 2.
- Maintaining the Student Welfare Officer role to support positive culture and attendance.
- Continuing the positive rewards practices in the school such as Cool Claws and Raptorbrations.
- Providing ongoing PBL professional development and data presentations to support the consistent implementation of PBL.
- Continuing to implement Whole School activities such as NAIDOC Day and Literacy and Numeracy week.
- Actively promoting the P&C Association as a valuable part of our school community.

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2016:	Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	240	104	136	30	90%
2015*	256	115	141	38	91%
2016	237	111	126	28	90%

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 2016, 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

Overview

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

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	25	26	23
Year 4 – Year 7	27	27	25
Year 8 – 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.

Curriculum Delivery

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 behaviour 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)
- 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, 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 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.

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 2016 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 in the school.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure	2014	2015	2016
Percentage of parents/caregivers who agree [#] that: their child is getting a good education at school (S2016)	96%	100%	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)	100%	100%	100%
their child's learning needs are being met at this school* (S2003)	96%	100%	100%

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is making good progress at this school* (S2004)	91%	100%	100%
teachers at this school expect their child to do his or her best* (S2005)	96%	91%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	91%	100%	100%
teachers at this school motivate their child to learn* (S2007)	96%	100%	100%
teachers at this school treat students fairly* (S2008)	96%	82%	100%
they can talk to their child's teachers about their concerns* (S2009)	96%	100%	86%
this school works with them to support their child's learning* (S2010)	96%	100%	100%
this school takes parents' opinions seriously* (S2011)	95%	91%	100%
student behaviour is well managed at this school* (S2012)	96%	82%	100%
this school looks for ways to improve* (S2013)	100%	100%	100%
this school is well maintained* (S2014)	100%	100%	100%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	93%	98%	93%
they like being at their school* (S2036)	92%	96%	90%
they feel safe at their school* (S2037)	92%	92%	91%
their teachers motivate them to learn* (S2038)	96%	100%	94%
their teachers expect them to do their best* (S2039)	96%	100%	99%
their teachers provide them with useful feedback about their school work* (S2040)	97%	98%	97%
teachers treat students fairly at their school* (S2041)	93%	94%	91%
they can talk to their teachers about their concerns* (S2042)	89%	93%	91%
their school takes students' opinions seriously* (S2043)	88%	99%	94%
student behaviour is well managed at their school* (S2044)	88%	93%	76%
their school looks for ways to improve* (S2045)	97%	100%	96%
their school is well maintained* (S2046)	93%	99%	92%
their school gives them opportunities to do interesting things* (S2047)	96%	98%	87%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
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%	97%	100%
they receive useful feedback about their work at their school (S2071)	100%	97%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	93%	92%
students are encouraged to do their best at their school (S2072)	100%	97%	100%

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
students are treated fairly at their school (S2073)	100%	93%	100%
student behaviour is well managed at their school (S2074)	100%	72%	100%
staff are well supported at their school (S2075)	100%	66%	100%
their school takes staff opinions seriously (S2076)	100%	79%	100%
their school looks for ways to improve (S2077)	100%	97%	100%
their school is well maintained (S2078)	100%	86%	100%
their school gives them opportunities to do interesting things (S2079)	100%	96%	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.

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.

Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful 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.

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	27	25	18
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.

Environmental Footprint

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
2013-2014	79,746	611
2014-2015	58,279	737
2015-2016	64,702	615

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.

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/>.

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 states '**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.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	19	18	0
Full-time Equivalents	16	11	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	5
Graduate Diploma etc.**	4
Bachelor degree	9
Diploma	1
Certificate	0

*Teaching staff includes School Leaders

**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 2016 were \$11 700

The major professional development initiatives are as follows:

- Improving data literacy
- Positive Behaviour for Learning
- Student Support: EAL/D, Students with Disabilities
- Lyn Sharratt – 'Putting the faces on the Data'
- Teaching of Reading
- Mentoring of student teachers
- Leadership development
- Australian Curriculum.

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	94%	95%	96%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 92% of staff was retained by the school for the entire 2016.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	92%	91%	90%
The attendance rate for Indigenous students at this school (shown as a percentage).	93%	88%	87%

*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 student attendance rate in 2016 for all Queensland Primary schools was 93%.

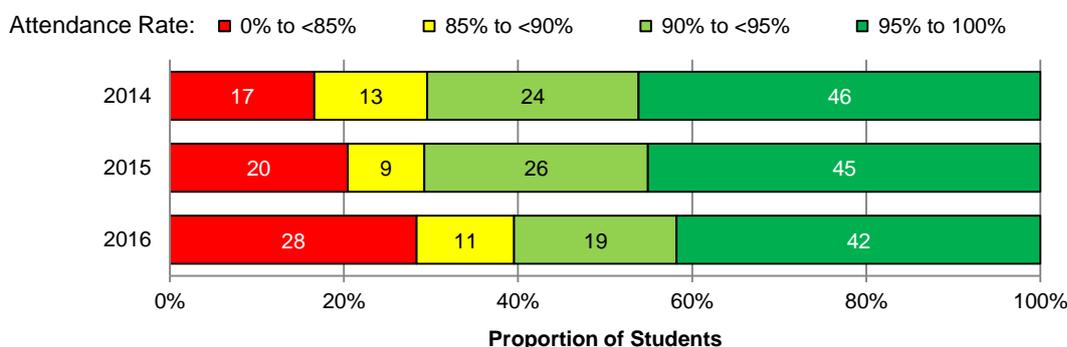
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	90%	91%	91%	93%	93%	92%	94%	91%					
2015	91%	89%	89%	89%	92%	93%	94%						
2016	87%	90%	87%	92%	90%	91%	93%						

*Attendance rates effectively count 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. 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 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

The screenshot shows a search form with the following elements:

- A text input field labeled "School name" with a red "GO" button to its right.
- A text input field labeled "Suburb, town or postcode".
- A "Sector:" label followed by two checked checkboxes: "Government" and "Non-government".
- A large red button labeled "SEARCH" at the bottom.

Where it states '**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 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.