

# Redlynch State College

## Queensland State School Reporting

### 2015 School Annual Report



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## Principal's foreword

### Introduction

The following annual report provides a snapshot of the College's progress over the last 12 months.

The College's vision "Learning in our Valley, Thinking beyond the Hills" is supported by our school-wide pedagogy of Relationships, Success, Connections, Equity and Quality (RSCEQ). These pedagogies underpin the learning activities that we as a College provide across all phases of learning, i.e. Primary, Junior Secondary and Senior.

We aim to ensure that every student from Prep to Year 12 experiences a curriculum that focuses on their future and prepares them to succeed in their field of choice. The College places a high level of importance on student's success in reading and we have seen tremendous results in the progress of Prep to Year 3 students in moving through the reading levels. This sets the foundation for students to successfully move through all the year levels and reach their potential.

The College has always seen the Junior Secondary Schooling years (Year 6 to 9) as a crucial period to ensure the focus on learning is maintained with students and have embedded systems and structures to support a strong Junior Secondary School philosophy. These strategies were reviewed and refined every year.

Students in their senior years chose varied pathways for their studies which has given them opportunities in a range of tertiary fields, vocational training and direct employment. As a school community we are proud of the academic achievements of our 2015 year 12 students and look forward to building on our academic strengths with future cohorts.

### School progress towards its goals in 2015

There were 6 key priorities that the College identified for implementation in the 2015 Annual Implementation Plan. They are:

1. Quality Teaching
2. Consistent and effective teaching of reading, writing and numeracy
3. Extending the academic profile of the College
4. Refining and embedding systems
5. Connecting parents and caregivers with their child's learning

Progress within these priorities has been extensive and continues to remain as a focus for the College. The following is a summary of the progress made in each of the strategies developed:

#### Priority 1: Providing quality teaching.

Strategy 1.1: The leadership team worked closely with the staff to embed the 12 teaching practices outlined in the College Pedagogical Framework

Strategy 1.2: All teachers completing the new annual teacher performance review process (PDP) with line managers

Strategy 1.3: The College coaching team and Leaders actively observed teachers in the classroom providing quality feedback

Strategy 1.4: Teachers continued to refine and declutter the core units or work covering the Australian Curriculum

### Priority 2. Consistent and effective teaching of reading, writing and numeracy

Strategy 2.1: Two additional literacy and numeracy coaches were established under the I4S action plan

Strategy 2.2: The College continued the implementation of foundation learning programs - EMS, JEMS, Words Their Way, The Big 6, STARS and CARS

Strategy 2.3: The Learning Support Team built on existing strategies for Closing the Gap with Redlynch indigenous students

Strategy 2.4: A strong focus was maintained on the College NAPLAN Strategy

### Priority 3: Extending the academic profile of the College

Strategy 3.1: Strategies were developed to focus on strong work ethics so all students reach their potential

Strategy 3.2: Promotion of academic achievements was a focus for building community appreciation for academic standing

Strategy 3.3: A comprehensive range of strategies have been implemented to increase the % of students achieving a QCE, OP 1-5, OP 1-15

Strategy 3.4: Five Programs of Excellence have been successfully implemented. Excellent student and parent feedback has been received.

### Priority 4: Refining and embedding Systems

Strategy 4.1: The Attendance System continues to be refined resulting in a 2% increase in attendance across the College

Strategy 4.2: Behaviour management systems continue to be refined- disciplinary absences reduced from 2014 to 2015

### Priority 5: Connecting parents and caregivers with their children's learning.

Strategy 5.1: The College expanded its practices reinforcing that parents and caregivers are central to their children's learning

Strategy 5.2: The College expanded its strategies for 2 way communication between staff and home

Strategy 5.3: Communications with the school community were inclusive and supportive.

### Priority 6: Inclusive Practices

Strategy 6.1: The College continued to implement the MSSWD strategies across the College

## Inclusive practices Future outlook

The 5 key College priorities for 2016 are:

1. Quality Teaching
2. Strong Academic Outcomes
3. Literacy and Numeracy
4. Attendance and Behaviour
5. Developing Independence as an Independent Public School

## Our school at a glance

### School Profile

**Coeducational or single sex:** Coeducational

**Independent Public School:** No

**Year levels offered in 2015:** Prep Year - Year 12

**Student enrolments for this school:**

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	1839	857	982	144	92%

2014	1781	820	961	143	91%
2015	1755	831	924	136	93%

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.

\*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:

The Redlynch area has a medium to high socio-economic status (ICSEA 1018) with the majority of students coming from professional and small business backgrounds. The College has an enrolment management plan in place so future students from outside the catchment area must apply to enrol. Presently 8% of our students are indigenous, 2% of students have English as a second language and 7.5% of students are verified with a disability. Approximately 69% of our students live in our demographic area and most families are long term residents.

## Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	23	20	21
Year 4 – Year 7 Primary	25	23	23
Year 7 Secondary – Year 10	24	23	22
Year 11 – Year 12	18	17	18

\*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	171	186	148
Long Suspensions - 6 to 20 days	26	12	8
Exclusions	5	12	7
Cancellations of Enrolment	0	2	4

\* 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.

## Curriculum delivery

### Our approach to curriculum delivery

Our core curriculum offerings are:

- a) Mathematics

- b) English
- c) Study of Society and the Environment
- d) Health and PE
- e) Science
- f) Well being

Our distinctive curriculum offerings are:

- a) Year 7 classes undertake two electives each term in specialist facilities
- b) Year 8 classes undertake 2 electives to be continued over 3 years
- c) Year 9 and 10 classes increase their options to 3 electives
- d) Year 11 and 12 undertake a range of academic subjects in senior school that enable entry into any University course in Queensland
- e) Year 11 to 12 undertake a range of certificate I, II and III courses in vocational training
- f) Year 10 to Year 12 classes have the opportunity to be part of School Based Apprenticeships when they become available

#### **Extra curricula activities**

We have a range of extra curricula activities including:

- a) Programs of Excellence in Live Production and Services, Drama, Music, Visual Arts and Science
- b) Instrumental Music Classes
- c) Concert Band
- d) Stage Band
- e) Jazz Band
- f) Strings Ensemble
- g) BEACON Leadership Group
- h) Chess Clubs
- i) Choirs
- j) Student Councils- Primary and Secondary
- k) A range of sporting teams
- l) Talent Shows
- m) Environmental Groups
- n) Drumming group
- o) World Challenge international tour
- p) Opti-MINDS
- q) Public speaking
- r) Debating

- s) Academic competitions
- t) Visiting international students
- u) Japan trip
- v) France trip
- w) Camp program

### How Information and Communication Technologies are used to improve learning

The College has implemented a range of strategies to support learning using ICTs. These include:

- a) Integrated ICTs across the curriculum
- b) Support staff to work with students
- c) Electronic roll marking systems
- d) Electronic appointment process for students
- e) Additional Computer Laboratories
- f) Year 10,11 and 12 students lap top computer program
- g) Virtual classrooms

### Social Climate

The College has a range of pastoral care programs to support students, staff and parents. We have an established Guidance Officer service with one officer servicing each campus, a part-time Chaplain, a school based Health Nurse, a Special Welfare Officer supporting students and parents, Student Support Committees, an integrated School-Wide Behaviour Support Program, a P-6 'Kids Matter' program, Mind Matters program, plus a range of other short course programs run on and off campus for students who require specialized support. The College prides itself in having a personal approach with all its students and offers an extensive range of support programs focussed on the personal development of the child.

The College has a high rating of satisfaction from students and parents

### Parent, student and staff satisfaction with the school

Performance measure	2013	2014	2015
Percentage of parent/caregivers who agree# that:			
their child is getting a good education at school (S2016)	91%	84%	91%
this is a good school (S2035)	96%	90%	91%
their child likes being at this school (S2001)	95%	93%	91%
their child feels safe at this school (S2002)	95%	90%	95%
their child's learning needs are being met at this school (S2003)	87%	80%	90%
their child is making good progress at this school (S2004)	91%	84%	91%
teachers at this school expect their child to do his or her best (S2005)	100%	92%	91%

Performance measure			
Percentage of parent/caregivers who agree# that:	2013	2014	2015
teachers at this school provide their child with useful feedback about his or her school work (S2006)	83%	78%	80%
teachers at this school motivate their child to learn (S2007)	77%	82%	79%
teachers at this school treat students fairly (S2008)	87%	84%	82%
they can talk to their child's teachers about their concerns (S2009)	86%	89%	91%
this school works with them to support their child's learning (S2010)	83%	82%	81%
this school takes parents' opinions seriously (S2011)	80%	84%	76%
student behaviour is well managed at this school (S2012)	70%	71%	71%
this school looks for ways to improve (S2013)	90%	87%	90%
this school is well maintained (S2014)	100%	96%	93%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	95%	92%	88%
they like being at their school (S2036)	92%	89%	88%
they feel safe at their school (S2037)	94%	92%	85%
their teachers motivate them to learn (S2038)	94%	87%	89%
their teachers expect them to do their best (S2039)	100%	97%	97%
their teachers provide them with useful feedback about their school work (S2040)	92%	90%	83%
teachers treat students fairly at their school (S2041)	86%	84%	82%
they can talk to their teachers about their concerns (S2042)	83%	81%	71%
their school takes students' opinions seriously (S2043)	83%	81%	75%
student behaviour is well managed at their school (S2044)	79%	70%	67%
their school looks for ways to improve (S2045)	96%	91%	88%
their school is well maintained (S2046)	96%	92%	84%
their school gives them opportunities to do interesting things (S2047)	93%	91%	87%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	97%	96%	97%
they feel that their school is a safe place in which to work (S2070)	99%	97%	99%
they receive useful feedback about their work at their school (S2071)	89%	83%	87%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	88%	90%	89%
students are encouraged to do their best at their school (S2072)	97%	92%	97%
students are treated fairly at their school (S2073)	97%	92%	91%
student behaviour is well managed at their school (S2074)	85%	75%	80%
staff are well supported at their school (S2075)	92%	83%	90%

**Performance measure**

Performance measure	2013	2014	2015
Percentage of school staff who agree <sup>#</sup> that:			
their school takes staff opinions seriously (S2076)	88%	76%	83%
their school looks for ways to improve (S2077)	97%	92%	95%
their school is well maintained (S2078)	97%	96%	93%
their school gives them opportunities to do interesting things (S2079)	91%	91%	86%

# '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 the College the education of every student is seen as a 3 way partnership. We aim to support this partnership with the student, teacher and parent at all times. Three way parent/student and teacher conferences are held twice yearly, parent-teacher information nights, written Semester Reports, interim reports for Years 7-12, Open Nights, parent workshops, transition programs, Information Sessions and weekly newsletters all help to keep parents informed. Many staff also have regularly communication with parents through online tools like email and Class DOJO.

**Reducing the school's environmental footprint**

The College has an established solar power unit which generates enough power to run 4 normal households. The College market garden supports the delivery of the the Stephanie Alexander program and smart choices program for the tuckshop. Sustainability units are embedded into the Primary curriculum with support from the Stephanie Alexander and the Reef Guardian Programs. We have energy and water wise projects at our College that support the reduction of our environmental footprint such as:

- Dual flushing toilet systems
- Automated irrigation system for oval
- Energy saving light bulbs installed
- Air conditioning policy of non-use in winter months

The consumption data below shows that there has been a significant decrease over the previous year's electricity usage and it is pleasing to see water usage decreasing.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	1,143,616	33,769
2013-2014	431,933	22,128
2014-2015	453,089	30,010

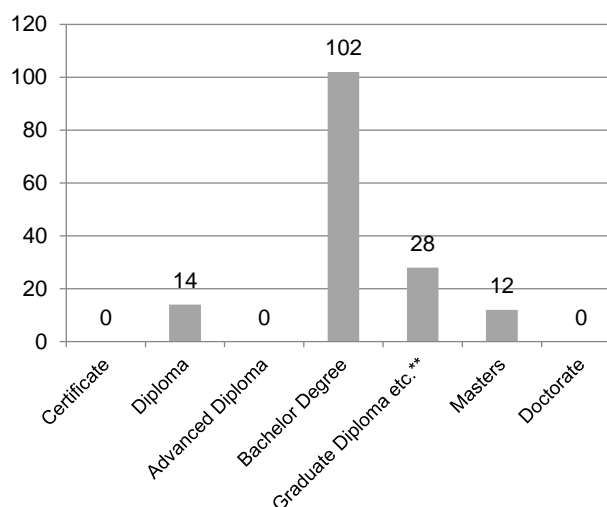
\*The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

**Our staff profile****Staff composition, including Indigenous staff**

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	156	73	<5
Full-time equivalents	138	54	<5

### Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	14
Advanced Diploma	0
Bachelor Degree	102
Graduate Diploma etc.**	28
Masters	12
Doctorate	0
<b>Total</b>	<b>156</b>



\*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 \$80,000

The College Teaching and Learning priorities for 2015 are:

- Explicit teaching
- Consolidation activities
- Numeracy and Literacy
- Essential Classroom Management Skills- Classroom profiling
- Coaching
- Differentiation
- Workplace Health and Safety

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%	96%	95%

### Proportion of staff retained from the previous school year

From the end of the previous school year, 96% 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/>.

Total net recurrent income	\$22,968,143
Per student net recurrent income	\$12,893
Total capital expenditure	\$1,040,367

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

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).	91%	91%	92%
The attendance rate for Indigenous students at this school (shown as a percentage).	86%	87%	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 P-10/P-12 schools was 90%.

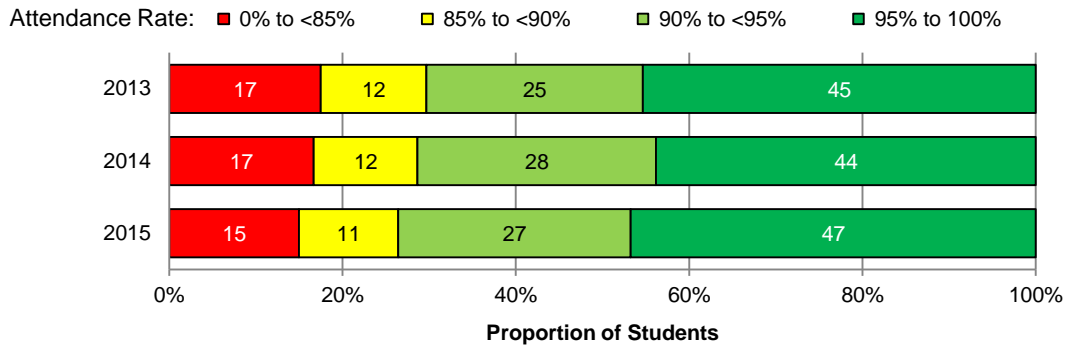
Student attendance rate for each year level (shown as a percentage)													
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	93%	93%	93%	93%	94%	93%	94%	93%	91%	91%	88%	86%	88%
2014	94%	94%	94%	94%	93%	94%	94%	93%	90%	90%	89%	86%	89%
2015	93%	94%	95%	94%	94%	94%	94%	93%	92%	90%	89%	89%	88%

\*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.

The following strategies are used:

- The College has an electronic roll marking system which provides daily data on school attendance. This system is the "I D Attend" system and provides automated text messages to parents and caregivers. It also identifies students missing from lessons and provides a Kiosk approach for student use.
- Student attendance is monitored on a daily basis
- Unexplained absences are followed up each day
- Rewards program is in place for acknowledging good attendance
- Attendance data is published on a weekly basis
- Students with a pattern of poor attendance are case managed by a care team

## 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

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 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.

Apparent retention rates Year 10 to Year 12	2013	2014	2015
Year 12 student enrolment as a percentage of the Year 10 student cohort.	95%	79%	78%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	69%	62%	72%

Outcomes for our Year 12 cohorts	2013	2014	2015
Number of students receiving a Senior Statement	117	110	146
Number of students awarded a Queensland Certificate of Individual Achievement.	0	2	3
Number of students receiving an Overall Position (OP)	62	46	67
Percentage of Indigenous students receiving an Overall Position (OP)	13%	25%	27%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	4	18	20
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	65	58	79
Number of students awarded an Australian Qualification Framework Certificate II or above.	56	50	64
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	80	81	117
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	63%	63%	73%
Number of students awarded an International Baccalaureate Diploma (IBD).	0	0	0

<b>Outcomes for our Year 12 cohorts</b>	2013	2014	2015
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	66%	74%	64%
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification.	81%	86%	88%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	95%	100%	85%

As at 16 February 2016. The above values exclude VISA students.

### Overall Position Bands (OP)

Number of students in each Band for OP 1 to 25

Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2013	2	15	24	13	8
2014	6	13	15	9	3
2015	8	16	19	18	6

As at 16 February 2016. The above values exclude VISA students.

### Vocational Educational Training qualification (VET)

Number of students completing qualifications under Australian Qualification Framework (AQF)

Years	Certificate I	Certificate II	Certificate III or above
2013	18	46	19
2014	7	36	26
2015	21	44	31

As at 16 February 2016. The above values exclude VISA students.

The follow Vet qualifications are offered as electives for our senior students:

- Certificate III Live Production and Services
- Certificate III in Fitness
- Certificate II in Hospitality
- Certificate II in Tourism
- Certificate II in Outdoor Recreation
- Certificate I in Furnishing
- Certificate in Manufacturing Pathways

### Post-school destination information

At the time of publishing this School Annual Report, the results of the 2016 post-school destinations survey, Next Step – Student Destination Report (2015 Year 12 cohort) for the school were not available. Information about these post-school destinations of our students will be uploaded to the school's website in September.

### Early school leavers information

The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12.

Redlynch State College has a service commitment to ensure all students transition successfully into higher education, training or direct employment. In year 10, all students engage in a charter signing through the BEACON Foundation which commits the student, parents, business community and school to achieving this goal. Students are continually tracked and supported in

attaining this service agreement and a Queensland Certificate of Education. In 2015 very few students left before completing year 12 without an assured employment destination. In all circumstances this process is approved via completion of an exemption from schooling form.