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 experience a curriculum that focuses on their future and prepares them to succeed in their field of choice.

2011 saw our first cohort of Year 12’s graduate as senior schooling students. Students in this year level chose varied pathways for their senior studies which gave 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 first graduates and look forward to building on our academic strengths with future cohorts.

School progress towards its goals in 2011

The College identified a range of goals to be achieved through its Annual Operational Plan. The following outlines the progress made to date:

1. Develop High Yield Teaching and Learning Strategies
   (a) Identified key staff as mentors
   (b) Provided in-service for staff to interpret data
   (c) Provided Professional Development to support High Yield Teaching
   (d) Supported staff in developing Personal Performance Plans

2. Improve Literacy and Numeracy Outcomes
   (a) Supported ongoing literacy in-service for all Year 8 and 9 teachers
   (b) Continued to develop support networks for staff
   (c) Provided additional literacy teacher aide positions for early phase of learning.

3. Review and consolidate policies, programs and procedures
   (a) Submitted all Senior Programs to Queensland Study Authority for accreditation.
   (b) Reviewed English, Mathematics and Science programs in readiness for Australian Curriculum rollout.
   (c) Introduced the ‘Elite’ electronic roll marking system

4. Continue to develop the School-wide Positive Behaviour Support
   (a) Implemented the behaviour matrix across the College
   (b) Provided student incentives to promote positive behaviour
   (c) Developed year level programs to develop appropriate behaviour
   (d) Continued to support the program “You Can Do It”
5. Promote Digital Learning
   (a) Increased technology support through additional Technology aide time
   (b) Provided additional computer laboratories
   (c) Provide additional hardware
   (d) Up skilled teachers’ I.C.T skills

**Future outlook- 2012**

Priority 1: Continuing the focus on quality teaching

**Strategy 1.1: Explicit teaching practices in all classrooms**
Develop a whole school pedagogical framework incorporating the FNQ model of an explicit teaching lesson.
   a) Foster leadership team skills in supporting and coaching teachers in all aspects of explicit teaching
   b) Identify and train key teachers as peer mentors to support teachers in their classroom practices-
      classroom profiling, literacy, numeracy
   c) Allocate resources to support explicit teaching and learning practices
   d) Develop a whole PD plan based on systemic priorities
   e) Continue to update teacher personal development plans.
   f) Continue engagement in cluster networks to support strategic initiatives in teaching practice
   g) Embed ICT practices into classroom delivery

**Strategy 1.2: The teaching of reading, writing and numeracy**
   a) Embed the reading, writing and numeracy strategy with years P-9. Position papers to be finalised
   b) Enhance and embed our NAPLAN policy across the College.
   c) Reading benchmarks using PM or PROBE recorded and monitored twice a term.
   d) Reading comprehension, phonics, phonemics, fluency, vocabulary, oral language are taught within years P-9
   e) PAT R and PAT M used to track annual progress in Years P-9
   f) Bookwork policy developed across P-9 levels.
   g) Spelling Program using "Words Their Way" implemented across P-9 Levels with daily grammar and punctuation
   h) Explicit teaching and consolidation of grammar and punctuation skills
   i) Numeracy progress tracked each half term in all levels P-9
   j) Intervention programs are used to support the learning and teaching
   k) Provide resourcing that supports learning in Literacy and Numeracy
   l) Audit 2011 NAPLAN results and focus on targeted areas for improvement

**Strategy 1.3: Teachers implementing the C2C curriculum and foundation learning programs**
   a) C2C implemented and adapted into Maths, English and Science across P-10 with a focus on ICT's
   b) Prepare for the implementation of History into C2C
   c) Gifted and Talented programs and FLP are used and complement the teaching and learning of students.
   d) Higher Order Thinking strategies are used to complement teaching practice.

**Strategy 1.4: Leaders coaching teachers and giving relevant feedback**
   a) Continue to develop the Instructional leadership model across the College incorporating coaching and mentoring
   b) Develop a coaching model that underpins continuous improvement in teaching
   c) Continue and embed professional learning groups

2011 School Annual Report
Priority 2: Refining and embedding data based decision making

Strategy 2.1: Using data to set school benchmarks, targets and short term individual student goals
a) Develop a RSC school-wide data warehouse that allows all staff to gain easy access to data
b) Support staff in interpreting data and using this data to influence teacher practice and improve performance. Setting and applying strategies to achieve school benchmarks and targets for all year levels from P to 9 in the areas of Literacy and Numeracy

Strategy 2.2: Measuring and monitoring school and student improvement
a) Develop a process where every teacher meets with their line manager twice a semester to discuss student’s progress
b) Use data to inform decisions regarding intervention programs and the use of intervention resources
c) School benchmarks set are as high or higher than Regional benchmarks
d) Develop short and long term benchmark goals with all students
e) Develop programs that optimize senior outcomes

Priority 3: Refining and embedded planning and accountability systems for all leadership levels

a) Review leadership structures within College
b) Develop a whole school organisational chart
c) Update Specific Role Descriptions (SRD’s) using FNQ template for Principal, Heads of Schooling, DP’s, HOC’s, HOD’s
d) Develop AAP’s for all leadership positions within the College
e) Establish line management systems that operate on a regular basis. One formal meeting every term to discuss progress on AAP
f) Allocate reporting responsibilities to each member of the Administration Team for end of semester one and the Internal School review in term 4.
g) Continue updating teacher personal development plans and work towards introducing systems for work progress reviews

Priority 4: Connecting parents and caregivers with their children’s learning

a) Continue Parent/Carer events - meet and greet, parent / teacher, information sessions.
b) Engage parents and caregivers in formal case management and ongoing support of identified at risk students and SWD.
c) Engagement of parents with celebrations of student success.
d) Develop partnerships with local industries specific to student and Industry needs to enhance pathways to employment
e) Embed the "Beacon" program initiatives
f) Connect parents with the Wellbeing program
g) Embed Parent/Carer workshops on a range of topics relevant to success at school for students

Priority 5: Continue the development of the School wide Positive behaviour Support for all year levels across the College to ensure all participants are rewarded with appropriate recognition

a) Embed the College Wide Positive Behaviours Support Plan
b) Embed the behaviour matrix across all classes and develop lessons to support this matrix
c) Promote SWPBS through advertising and slogans
d) Support and collection of data using one school
e) Provide ongoing PD and strategies to support the green zone students
f) Review data held on suspensions and exclusions of students
g) Review attendance strategies and enhance monitoring of unexplained absences
h) Establish supportive classroom environments to cater for all student learning styles
i) Student support services team and administration establish a case management framework for at risk students.
Our school at a glance

School Profile

Coeducational or single sex: Coeducational
Year levels offered: Prep - Year 12

Total student enrolments for this school:

<table>
<thead>
<tr>
<th>Total Enrolment</th>
<th>Girls</th>
<th>Boys</th>
<th>Enrolment Continuity (Feb 2011 – Nov 2011)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1713</td>
<td>828</td>
<td>885</td>
<td>92%</td>
</tr>
</tbody>
</table>

Characteristics of the student body:

The Redlynch area has a high socio-economic status with the majority of students coming from professional and small business backgrounds. More recently we have had large numbers of students coming from other areas of Cairns. We presently have 6% of our students who are indigenous, 2% of students who have English as a second language and 6.5% of students who are verified with a disability. Approximately 82% of our students live in our demographic area and most families are long term residents.

Class sizes – Proportion of school classes achieving class size targets in 2011

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep – Year 3</td>
<td>24.3</td>
</tr>
<tr>
<td>Year 4 – Year 10</td>
<td>24.3</td>
</tr>
<tr>
<td>Year 11 – Year 12</td>
<td>16.7</td>
</tr>
<tr>
<td>All Classes</td>
<td>21.4</td>
</tr>
</tbody>
</table>

School Disciplinary Absences

The College has a firm approach to dealing with high level behaviours when they are encountered. It is also pleasing to note in 2011 the College had a low percentage of disciplinary absences considering the student population is over 1,700 students.

<table>
<thead>
<tr>
<th>Disciplinary Absences</th>
<th>Count of Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Suspensions - 1 to 5 days</td>
<td>124</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td>19</td>
</tr>
<tr>
<td>Exclusions</td>
<td>9</td>
</tr>
<tr>
<td>Cancellations of Enrolment</td>
<td>0</td>
</tr>
</tbody>
</table>
Our school at a glance

Curriculum offerings

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) Instrumental Music Classes
b) Concert Band
c) Stage Band
d) Jazz Band
e) Strings Ensemble
f) Beacon Leadership Group
g) Chess Clubs
h) Choirs
i) Student Councils- Primary and Secondary
j) A range of sporting teams
k) Talent Shows
l) Environmental Groups
m) Drumming group
n) World Challenge international tour
o) Optiminds
p) Public speaking
q) Debating
r) Academic competitions
s) Visiting international students
t) Japanese trip
u) Camp program

How Information and Communication Technologies are used to assist learning

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

a) Integrated I.C.Ts 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 program
Our school at a glance

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 1.6 servicing both campuses, part-time Chaplain, a school based Health Nurse, a Special Projects Officer supporting students and parents, Student Support Committees, an integrated School-wide Behaviour Support Program, a P-6 ‘Kids Matter’ program, Mind Matters program, a ‘You Can Do It’ Program plus a range of other short course programs run on and off campus for students who require specialised support.

Parent, student and teacher satisfaction with the school

School Opinion Surveys report high levels of morale for staff and high levels of students' acceptance for their school. The below percentages indicate that the College is experiencing widespread satisfaction from the school community and is above the State average in all fields.

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>Result 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of parents/caregivers satisfied that their child is getting a good education at school</td>
<td>86%</td>
</tr>
<tr>
<td>Percentage of students satisfied that they are getting a good education at school</td>
<td>75%</td>
</tr>
<tr>
<td>Percentage of parents/caregivers satisfied with their child’s school</td>
<td>89%</td>
</tr>
<tr>
<td>Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives</td>
<td>64%</td>
</tr>
<tr>
<td>Percentage of staff members satisfied with morale in the school</td>
<td>83%</td>
</tr>
</tbody>
</table>

DW – Data withheld

Involving parents in their child’s education

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, Information Sessions and weekly newsletters all help to keep parents informed.

Reducing the school’s environmental footprint
Our school at a glance

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

Over the past 2 years we have had a grant of $100,000 to establish solar power which generates enough power to run 4 normal households. In association with the P&C, the College supports a Fresh Food Project which involves the school community getting fresh local organic fruit and vegetables on a weekly basis. We have energy and water wise projects at our College that support the reduction of our environmental footprint such as:

a) Dual flushing toilet systems  
b) Rain water tanks feeding garden irrigation  
c) Automated irrigation system for oval  
d) Energy saving light bulbs installed  
e) Air conditioning policy of non-use in winter months

The consumption data below shows that there has been a 6% increase over the previous year’s electricity usage, which can be justified through the increased student enrolment in the College every year and four new buildings coming on line. It is pleasing to see water usage decreasing.

<table>
<thead>
<tr>
<th></th>
<th>Electricity KwH</th>
<th>Water KL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>1,009,062</td>
<td>16,242</td>
</tr>
<tr>
<td>2010</td>
<td>954,336</td>
<td>22,241</td>
</tr>
<tr>
<td>% change 10 - 11</td>
<td>6%</td>
<td>-27%</td>
</tr>
</tbody>
</table>
Our staff profile

Staff composition, including Indigenous staff

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>139</td>
<td>62</td>
<td>&lt;5</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>122</td>
<td>45</td>
<td>&lt;5</td>
</tr>
</tbody>
</table>

Qualifications of all teachers

- **Doctorate**: 0
- **Masters**: 14
- **Bachelor degree**: 103
- **Diploma**: 21
- **Certificate**: 0

Expenditure on and teacher participation in professional development

The total fund expended on teacher professional development in 2011 has been $109,442

The major professional development initiatives are as follows:

a) Literacy and numeracy
b) Explicit teaching
c) Vocational training certification
d) ICT skills
e) Integrating laps top into the student classroom practices
Our staff profile

f) Specialist curriculum areas

g) Gifted and talented

h) Essential classroom management skills

The proportion of the teaching staff involved in professional development activities during 2011 was 100%.

**Average staff attendance**

For permanent and temporary staff and school leaders, the staff attendance rate was 96% in 2011.

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

From the end of the previous school year, 95% of staff was retained by the school for the entire 2011 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/](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.
Performance of our students

Key student outcomes

**Student attendance - 2011**
The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 91%.
The overall attendance rate for all Queensland state Primary-Secondary Combined schools over the same period was 89%.

**Student attendance rate for each year level**

<table>
<thead>
<tr>
<th>Year</th>
<th>Year</th>
<th>Year</th>
<th>Year</th>
<th>Year</th>
<th>Year</th>
<th>Year</th>
<th>Year</th>
<th>Year</th>
<th>Year</th>
<th>Year</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
</tr>
<tr>
<td>92%</td>
<td>93%</td>
<td>94%</td>
<td>91%</td>
<td>93%</td>
<td>92%</td>
<td>93%</td>
<td>91%</td>
<td>89%</td>
<td>88%</td>
<td>87%</td>
<td>85%</td>
</tr>
</tbody>
</table>

**Student Attendance Distribution**
The proportions of students by attendance range.

![Attendance Distribution Graph](image)

**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.

a) The College has an electronic roll marking system which provides daily data on school attendance. This system is the ‘Elite’ 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.

b) 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/](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.
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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.
Performance of our students

**Achievement – Closing the Gap**
The attendance rate of our Indigenous enrolment stands at 85% which is still 7% below the average of non-indigenous students. The retention rate of year 10 to 12 indigenous students is 58%; this is a reflection of the itinerant nature of these students. The level of achievement attainment for indigenous students is equivalent or better than many non-indigenous students in our College. Those few students who are below received additional academic support and are case managed for their attendance.

**Apparent retention rates Year 10 to Year 12.**
Year 12 student enrolment as a percentage of the Year 10 student cohort. 87%

**Outcomes for our Year 12 cohort of 2011**

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students receiving a Senior Statement.</td>
<td>88</td>
</tr>
<tr>
<td>Number of students awarded a Queensland Certificate Individual Achievement.</td>
<td>2</td>
</tr>
<tr>
<td>Number of students receiving an Overall Position (OP).</td>
<td>41</td>
</tr>
<tr>
<td>Number of students who are completing/continuing a School-based Apprenticeship or Traineeship.</td>
<td>9</td>
</tr>
<tr>
<td>Number of students awarded one or more Vocational Educational Training qualifications.</td>
<td>58</td>
</tr>
<tr>
<td>Number of students awarded an Australian Qualification Framework (AQF) Certificate II or above.</td>
<td>46</td>
</tr>
<tr>
<td>Number of students awarded a Queensland Certificate of Education at the end of Year 12.</td>
<td>62</td>
</tr>
<tr>
<td>Number of students awarded an International Baccalaureate Diploma (IBD).</td>
<td>0</td>
</tr>
<tr>
<td>Percentage of OP/ IBD eligible students with OP 1-15 or an IBD.</td>
<td>73%</td>
</tr>
<tr>
<td>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.</td>
<td>90%</td>
</tr>
<tr>
<td>Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.</td>
<td>91%</td>
</tr>
</tbody>
</table>

**Overall Position Bands (OP)**
Number of students in each Band for OP 1 to 25.

<table>
<thead>
<tr>
<th>OP Band</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>OP 1-5</td>
<td>5</td>
</tr>
<tr>
<td>OP 6-10</td>
<td>9</td>
</tr>
<tr>
<td>OP 11-15</td>
<td>16</td>
</tr>
<tr>
<td>OP 16-20</td>
<td>11</td>
</tr>
<tr>
<td>OP 21-25</td>
<td>0</td>
</tr>
</tbody>
</table>

**Vocational Educational Training qualification (VET)**
Number of students awarded certificates under the Australian Qualification Framework (AQF).

<table>
<thead>
<tr>
<th>Certificate Level</th>
<th>Certificate I</th>
<th>Certificate II</th>
<th>Certificate III or above</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>21</td>
<td>44</td>
<td>5</td>
</tr>
</tbody>
</table>

The certificate I courses conducted in 2011 were Furnishing, Manufacturing pathways and Hospitality.

**Post-school destination information**
At the time of publishing this School Annual Report, the results of the 2011 Year 12 post-school destinations survey, Next Step – Student Destination Report for the school were not available. Information about these post-school destinations of our students will be incorporated into this Report in September.
NEXT STEP 2012
STUDENT DESTINATIONS
Redlynch State College

Introduction
This report is based on the findings of the Queensland Government Next Step survey, which targeted all students who completed Year 12 and gained a Senior Statement in 2011, whether they attended a government, Catholic or independent school, or a TAFE secondary college. The Office of the Government Statistician conducted the survey between April and May 2012, approximately six months after the young people left school. Responses were collected via computer-assisted telephone interviewing and an online survey.

The state-wide and regional reports of the Next Step survey can be located at the Next Step website at [www.education.qld.gov.au/nextstep](http://www.education.qld.gov.au/nextstep)

Response rate for Redlynch State College
Table 1 below reports the response rate for Redlynch State College. It expresses the number of respondents from this school, as a percentage of all Year 12 completers attending Redlynch State College in 2011.

It has not been possible to ascertain how representative these responses are of all students at this school.

Table 1

<table>
<thead>
<tr>
<th>Number of respondents</th>
<th>Number of students who completed Year 12</th>
<th>Response rate (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>73</td>
<td>89</td>
<td>82.0</td>
</tr>
</tbody>
</table>

Definitions of main destinations
The pathways of Year 12 completers were categorised into ten main destinations. Respondents who were both studying and working were reported as studying for their main destination. A table defining these categories can be found in the state-wide report at [www.education.qld.gov.au/nextstep](http://www.education.qld.gov.au/nextstep)

Summary of findings
In 2012, 53.4 per cent of young people who completed Year 12 at Redlynch State College in 2011 continued in some recognised form of education and training in the year after they left school.

The most common study destination was university (31.5 per cent). The combined VET study destinations accounted for 21.9 per cent of respondents, including 11.0 per cent in campus-based VET programs, with 4.1 per cent of Year 12 completers entering programs at Certificate IV level or higher.

11.0 per cent commenced employment-based training, either as an apprentice (5.5 per cent) or trainee (5.5 per cent).

In addition to the above study destinations, a further 5.5 per cent of respondents from this school deferred a tertiary offer in 2012 (deferrers are shown in Figure 1 in their current destination).

46.6 per cent did not enter post-school education or training, and were either employed (32.9 per cent), seeking work (9.6 per cent) or neither studying nor in the labour force (4.1 per cent).

Figure 1
Main destinations of Year 12 completers
Performance of our students

Early leavers information
The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12 are classified as early leavers.
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. In 2011 very 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.