



Redlynch State College

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

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From the Executive Principal

School overview

Redlynch State College is a rapidly growing College situated in Cairns, North Queensland. Our vision is 'Learning in Our Valley, Thinking Beyond the Hills' and our programming reflects this in all areas.

We operate on the belief that learning is dependent on relationships, engagement and effective programming. All staff, students and parents/community members in the College are expected to model the behaviours of respect, safety and a commitment to learning and wellbeing.

Our College has a strong academic history with students achieving at State levels or above. Over the past year, we have broadened our scope of educational opportunities to ensure that all students, regardless of their academic pathways, can achieve success. Our increase in Vocational Education outcomes demonstrate how we now offer significant opportunities for students who do not wish to pursue university pathways at this point in time.

Our curriculum is designed to allow individuals to achieve and our programs aim to deliver successful outcomes to all students. Aligned with the principles of equity, we offer targeted programs for students with disabilities. Our philosophy of inclusion and support maximises the chances of every student being successful in all aspects of school life. Our Student Support Team constantly reviews the types and effectiveness of support programs so that students receive the right support at the right time.

Our curriculum is engaging and challenging, catering for the diverse range of learners we have at Redlynch State College. We are proud of the preparation that we, in partnership with parents, provide for all students to graduate with a positive future after thirteen years of schooling at Redlynch State College.



School progress towards its goals in 2018

The following key improvement strategies were implemented to keep the College moving forward as a high performing school in 2018:

1. A school wide commitment to the importance of developing a growth mindset in students, staff, parents and the wider community.
 - Staff and students focussed on a deep understanding of mindsets and active development of their own growth mindset
 - Investments were made in staff wellbeing
 - A culture was developed so that our new pedagogical framework - 8 teaching and learning practices – was reviewed and implemented across our Primary and Secondary campuses
 - We invest in growing staff capability in teaching and learning
 - We grew staff and student confidence in behavioural systems across the College
 - We developed systems and resources to ensure staff confidence and deep understanding of the curriculum
 - We engaged with students to develop them as lifelong positive contributors to our community.
2. A whole College focus on strengthening literacy strategies
 - Broadened the “student writing” cluster project to engage all P-12 teachers under the mentorship of Dr Allison Davis
 - Enhanced literacy strategies across all elements of the curriculum.

Future outlook

The 2019 focus, as detailed in the 2019 Annual Improvement Plan, are articulated under the heading of “*Stretching Student Success*” and focus on building on 2018 focus areas:

- Continue to expand staff and student understanding of growth mindset
- Continue to invest in staff wellbeing
- Continue to grow a deeper understanding and application of the College Pedagogical Framework
- Continue to develop in growing staff capability in teaching and learning
- Continue to grow staff and student confidence in behavioural systems across the College
- Continue to provide systems and resources to ensure staff confidence and deep understanding of the curriculum
- Continue to engage with students to develop them as lifelong positive contributors to our community
- Continue to refine and embed strategies from the 2017-2018 writing project
- Continue to enhance literacy strategies and enhance numeracy strategies.



Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	Yes
Year levels offered in 2018	Prep Year - Year 12

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	1777	1835	1826
Girls	805	846	848
Boys	972	989	978
Indigenous	137	160	166
Enrolment continuity (Feb. – Nov.)	94%	93%	94%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

Characteristics of the student body

Overview

The Redlynch area has a medium to high socio-economic status (ICSEA 1019) with the majority of students coming from professional and small business backgrounds. The College has an enrolment management plan in place meaning future students from outside the catchment area must apply to enrol. Presently 9% of our students are Indigenous, 2% of students have English as a second language and 5% of students are verified with a disability. Approximately 71% of eligible students living in our demographic area attend Redlynch State College and most families are long term residents.

Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	26	24	23
Year 4 – Year 6	26	26	25
Year 7 – Year 10	23	23	22
Year 11 – Year 12	18	18	15

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

Curriculum delivery

Our approach to curriculum delivery

Our core curriculum offerings are:

- 1) Mathematics
- 2) English
- 3) Study of Society and the Environment
- 4) Health and Physical Education
- 5) Science
- 6) Wellbeing

Our distinctive curriculum offerings are:

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

Co-curricular Activities

We have a range of extra-curricular activities including:

- 1) Programs of Excellence in Live Production and Services, Drama, Music, Dance, Visual Arts and Science
- 2) Entrepreneurs Program
- 3) Instrumental Music Classes
- 4) Orchestra
- 5) Concert Band
- 6) Stage Band
- 7) Jazz Band
- 8) Strings Ensemble
- 9) Choirs
- 10) Student Councils - Primary and Secondary
- 11) A range of sporting teams
- 12) Talent Shows

- 13) Environmental Groups
- 14) Drumming Group
- 15) World Challenge International Tour
- 16) Opti-MINDS
- 17) Public Speaking
- 18) Language Competitions
- 19) Debating
- 20) Academic Competitions
- 21) Visiting International Students
- 22) Japan Study Tour
- 23) New Caledonia Study Tour
- 24) World Challenge
- 25) Ski Trip to New Zealand
- 26) College Camp program

How information and communication technologies are used to assist learning

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

- 1) Integrated ICTs across the curriculum aligned to Australian Curriculum General Capability Standards Descriptions
- 2) BYO laptop program for secondary students
- 3) BYO iPad program for selected primary classes
- 4) Support staff to work with students
- 5) Electronic roll marking systems
- 6) Additional computer laboratories
- 7) Virtual classrooms using School of Distance Education as the host provider.

Social climate

Overview

Our 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 Youth Health Nurse
- A Special Welfare Officer supporting students and parents
- Student Support Teams
- An integrated Positive Behaviour for Learning Program
- Mind Matters program
- A range of other short course programs run on and off campus for students who require specialised 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 very high rating of satisfaction from students and parents.

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	91%	93%	95%
• this is a good school (S2035)	95%	93%	97%
• their child likes being at this school* (S2001)	95%	95%	92%
• their child feels safe at this school* (S2002)	95%	93%	92%
• their child's learning needs are being met at this school* (S2003)	87%	91%	89%
• their child is making good progress at this school* (S2004)	91%	91%	92%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• teachers at this school expect their child to do his or her best* (S2005)	94%	96%	95%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	80%	84%	93%
• teachers at this school motivate their child to learn* (S2007)	85%	84%	90%
• teachers at this school treat students fairly* (S2008)	86%	81%	88%
• they can talk to their child's teachers about their concerns* (S2009)	93%	93%	97%
• this school works with them to support their child's learning* (S2010)	87%	84%	95%
• this school takes parents' opinions seriously* (S2011)	84%	82%	88%
• student behaviour is well managed at this school* (S2012)	70%	79%	81%
• this school looks for ways to improve* (S2013)	92%	87%	94%
• this school is well maintained* (S2014)	98%	93%	98%

* 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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	96%	91%	93%
• they like being at their school* (S2036)	91%	90%	87%
• they feel safe at their school* (S2037)	97%	87%	90%
• their teachers motivate them to learn* (S2038)	93%	87%	81%
• their teachers expect them to do their best* (S2039)	97%	95%	94%
• their teachers provide them with useful feedback about their school work* (S2040)	90%	88%	86%
• teachers treat students fairly at their school* (S2041)	85%	74%	75%
• they can talk to their teachers about their concerns* (S2042)	81%	68%	72%
• their school takes students' opinions seriously* (S2043)	82%	76%	71%
• student behaviour is well managed at their school* (S2044)	78%	68%	71%
• their school looks for ways to improve* (S2045)	91%	85%	89%
• their school is well maintained* (S2046)	90%	85%	82%
• their school gives them opportunities to do interesting things* (S2047)	92%	89%	85%

* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	97%	97%	97%
• they feel that their school is a safe place in which to work (S2070)	98%	95%	97%
• they receive useful feedback about their work at their school (S2071)	85%	85%	88%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	85%	89%	96%

Percentage of school staff who agree# that:	2016	2017	2018
• students are encouraged to do their best at their school (S2072)	91%	93%	94%
• students are treated fairly at their school (S2073)	89%	89%	91%
• student behaviour is well managed at their school (S2074)	69%	69%	74%
• staff are well supported at their school (S2075)	76%	81%	86%
• their school takes staff opinions seriously (S2076)	77%	75%	83%
• their school looks for ways to improve (S2077)	96%	89%	92%
• their school is well maintained (S2078)	95%	92%	90%
• their school gives them opportunities to do interesting things (S2079)	89%	89%	89%

* 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 Redlynch State College, the education of every student is seen as a three-way partnership between students, teachers and parents. 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, QParents app, Facebook posts, College website and College newsletters all help to keep parents informed. Many staff also have regular communication with parents through online tools like email and Class DOJO.

The College has a very active P&C and School Council that provide high-level feedback to school staff about improvement and operational matters. Both these organisations contribute greatly to the operations, funding and strategic direction of the College.

Respectful relationships education programs

Across Redlynch State College we have embedded a well-being program that focuses in on a range of community issues. All students from Prep to Year 12 participate in a program to focus on age appropriate issues such as:

- Social and emotional issues
- Resilience, relationships, work ethics, inclusivity
- Respect for family and others
- Domestic violence
- Conflict resolution
- Dangers of illicit substances
- Anti-bullying strategies
- Sexual health
- Social media

The College also provides specialised short courses for students in need such as

- Rock and water programs
- Mentoring programs
- Drumming group
- Outdoor recreation challenges

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	102	115	118
Long suspensions – 11 to 20 days	4	7	4
Exclusions	6	10	2
Cancellations of enrolment	7	1	5

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this school's environmental footprint

The College has an established solar power unit which generates enough power to run 4 normal households. The College kitchen garden supports the delivery of 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, Tree Force 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 the oval
- Energy saving light bulbs installed
- Air conditioning policy of non-use in winter months

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	1,080,963	1,376,968	
Water (kL)	18,000	31,937	31,651

Note:

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

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

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.

How to access our income details

- Click on the *My School* link <http://www.myschool.edu.au/>.
- Enter the school name or suburb of the school you wish to search.

Find a school
Search website

Go

School sector
▼

School type
▼

State
▼

- Click on 'View School Profile' of the appropriate school to access the school's profile.

[View School Profile](#)

3. Click on 'Finances' and select the appropriate year to view the school financial information.

[School profile](#) [NAPLAN](#) [Attendance](#) [Finances](#) [VET in schools](#) [Senior secondary](#) [Schools map](#)

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	153	72	<5
Full-time equivalents	140	57	<5

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	0
Masters	14
Graduate Diploma etc.*	45
Bachelor degree	89
Diploma	5
Certificate	47

*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 2018 were \$47 273

The major professional development initiatives are as follows:

- Staff development to implement the new QCE system
- Allison Davis Literacy
- Vocational Education
- Leader professional development
- Mindfulness and wellbeing
- Mandatory All Staff Training

The proportion of the teaching staff involved in professional development activities during 2018 was 100%.

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 96% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state P-10/P-12 schools was 89%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	92%	92%	91%
Attendance rate for Indigenous** students at this school	88%	88%	85%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep	94%	94%	94%
Year 1	94%	94%	92%
Year 2	94%	94%	93%
Year 3	94%	93%	94%
Year 4	94%	95%	93%
Year 5	93%	94%	93%
Year 6	93%	94%	93%

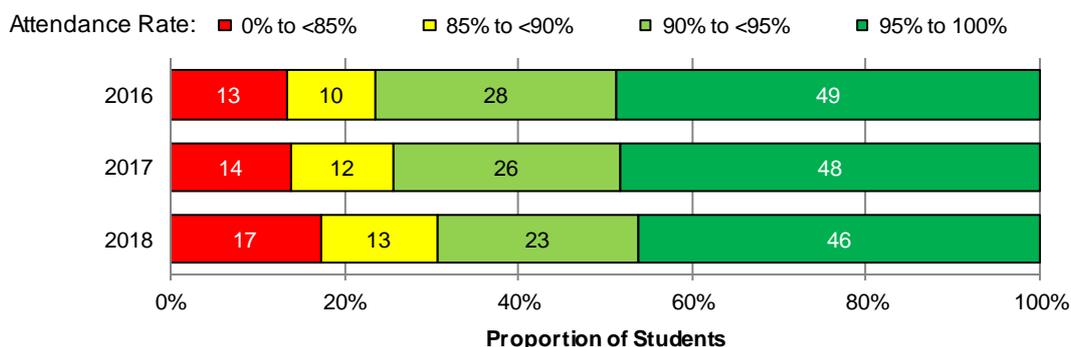
Year level	2016	2017	2018
Year 7	93%	94%	92%
Year 8	92%	91%	91%
Year 9	90%	91%	88%
Year 10	91%	88%	87%
Year 11	90%	90%	87%
Year 12	91%	90%	86%

Notes:

- Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
- Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
- DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education 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.

Redlynch State College has implemented a comprehensive range of support strategies for addressing poor attendance and the success of these strategies is illustrated in the data summaries above. The College has been identified as having best practice support strategies. The following strategies are used:

- The College has an electronic roll marking system which provides daily data on school attendance. This system is the "ID Attend" system and provides automated text messages to parents and caregivers notifying them whether the child is late or absent. It also identifies students missing from lessons and provides a Kiosk check in/check out approach for student use.
- Student attendance is monitored on a daily basis by teachers and Deans.
- Unexplained absences are followed up each day by the Deans and classroom teachers
- 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
- Pro-active support programs for students at risk are regularly implemented.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

- Click on the *My School* link <http://www.myschool.edu.au/>.
- Enter the school name or suburb of the school you wish to search.

- Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

7. Click on 'NAPLAN' to access the school NAPLAN information.

[School profile](#) [NAPLAN](#) [Attendance](#) [Finances](#) [VET in schools](#) [Senior secondary](#) [Schools map](#)

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.

Year 12 Outcomes

Tables 13–15 show for this school:

- a summary of Year 12 outcomes
- the number of Year 12 students in each OP band
- the number of Year 12 students awarded a VET qualification.

Details about the types of outcomes for students who finish Year 12 are available in the annual [Year 12 outcomes report](#).

Additional information about the AQF and the IBD program are available at www.aqf.edu.au and www.ibo.org.

Table 13: Outcomes for our Year 12 cohorts

Description	2016	2017	2018
Number of students who received a Senior Statement	144	160	140
Number of students awarded a QCIA	4	7	1
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	138	152	133
Percentage of Indigenous students awarded a QCE at the end of Year 12	100%	93%	90%
Number of students who received an OP	78	69	57
Percentage of Indigenous students who received an OP	29%	33%	10%
Number of students awarded one or more VET qualifications (including SAT)	76	95	88
Number of students awarded a VET Certificate II or above	67	86	84
Number of students who were completing/continuing a SAT	16	16	3
Number of students awarded an IBD	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD	65%	71%	74%
Percentage of Year 12 students who were completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification	97%	97%	95%
Percentage of QTAC applicants who received a tertiary offer.	95%	92%	95%

Notes:

- The values above:
 - are as at 11 February 2019
 - exclude VISA students (students who are not Australian citizens or permanent residents of Australia).
- *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 14: Overall Position (OP)

OP band	2016	2017	2018
1-5	11	12	8
6-10	15	15	17
11-15	25	22	17
16-20	26	20	15
21-25	1	0	0

Note:

The values in table 14:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Table 15: Vocational Education and Training (VET)

VET qualification	2016	2017	2018
Certificate I	13	15	24
Certificate II	49	66	79
Certificate III or above	23	27	36

Note:

The values in table 15:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

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

Apparent retention rate – Year 10 to Year 12

Table 16: Apparent retention rates for Year 10 to Year 12 for this school

Description	2016	2017	2018
Year 12 student enrolment as a percentage of the Year 10 student cohort	86%	87%	92%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort	54%	70%	80%

Notes:

1. The apparent retention rate for Year 10 to Year 12 = the number of full time students in Year 12 expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).
2. *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Student destinations

The Queensland Department of Education conducts [annual surveys](#) that capture information about the journey of early school leavers and Year 12 leavers from school to further study and employment.

Early school leavers

The destinations of young people who left this school in Year 10, 11 or before completing Year 12 are described below.

Redlynch State College has a commitment to ensure all students transition successfully into higher education, training or direct employment. Students are continually tracked and supported in reaching their potential and this

is reflected in 95% of students gaining a QCE at the end of 2018. In 2018 very few students left before completing Year 12 without an assured employment destination. Our school works closely with a range of external agencies to support students who left early. Our Executive Principal, Deputy Principal, Student Services officer, Heads of Department, Regional Transitions Officer and Guidance Officer liaise with early school leavers and their parents, providing a service to assist early leavers make a successful transition to other educational pursuits or employment.

Next Step – Post-school destinations

The results of the 2019 Next Step post-school destinations survey, *Next Step – Post-School Destinations* report (information about students who completed Year 12 in 2018), will be uploaded to this school's website in September 2019.

To maintain privacy and confidentiality of individuals, schools with fewer than five responses will not have a report available.

This school's report will be available at

<https://redlynchsc.eq.edu.au/supportandresources/formsanddocuments/documents/next-step-summary-report.pdf>

