

Richmond State School

Queensland State School Reporting

2014 School Annual Report



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Principal's foreword

Introduction

This report outlines Richmond State School's progress, and highlights our achievements throughout 2014. It also provides an overview of our priorities for 2015.

"Deeds, Not Words" is our school motto. This motto typifies what our school is about and how we develop school pride in what we do.

Our emphasis is on encouraging students to achieve at an individual level, striving to do their best. Our teachers monitor and provide clear and explicit feedback and guidance to students. All students are expected to set and achieve learning goals. We encourage them to achieve and work for the personal satisfaction of learning to the best of their ability in a safe, respectful and responsible environment.

Learning is our core business and this comes with our commitment to deliver quality educational outcomes for all students. With highly dedicated and professional staff our students participate in wonderful learning experiences through dynamic classroom environments. To achieve our purpose of providing students with high quality opportunities our major learning goals are about Literacy, Numeracy and Science, with Behaviour and developing Social Skills as a major focus.

We offer a full commitment to inclusive education where the learning needs of all students are catered for in a supportive educational environment and in all aspects of learning and social engagement.

Kris Mills
Principal

Great Students. Great Staff. Great Parents. Great School

School progress towards its goals in 2014

Significant progress has been made towards our identified targets and strategic direction within the areas of Literacy, Numeracy, Social and Emotional Learning, Behaviour, Junior Secondary, Closing the Gap and Attendance.

The following were the key priorities for 2014:

Implement Australian Curriculum through the Curriculum into the Classroom Units with a Multi-age focus

Progress: C2C Units are implemented in multi-age classrooms for English, Mathematics, Science, History and Geography.

Implement Pedagogical Framework and Visible Learning practices across the school

Progress: Pedagogical Framework refined and consistent pedagogical practices becoming embedded in classrooms

Embed Sharrett and Fullen Focus Parameters – Shared beliefs and understandings, Daily, sustained focus on literacy instruction, Early and ongoing intervention, Case management approach

Progress: Shared beliefs and understandings developed, Daily literacy blocks implemented in the primary school and secondary timetable adjusted to allow for a dedicated 7-10 reading session, procedures in place for early identification and implementation of intervention, case management meetings timetabled to enable effective intervention

Embed Junior Secondary years Guiding Principles

Progress: Seamless transition of year 7 to High School achieved, weekly form meetings timetabled

Galvanise Parent and Community Confidence in Education

Progress: Parent engagement and opinion of the school is at or above like schools and state means

Supercharge Richmond State School's Professional Learning Community

Progress: Staff opinion data shows that 90% of staff agree that they receive quality professional development

Future outlook

Key Priorities for 2015

- Embed school wide practices in using data for student improvement
- Develop teacher capabilities in the teaching of reading
- Enhance Pedagogical Practices in all classrooms – focus on explicit teaching
- Embed case management and early and ongoing intervention
- Continue to build community confidence in education

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2014: Prep Year - Year 10

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	75	34	41	91%
2013	72	30	42	83%
2014	84	33	51	88%

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

Characteristics of the student body:

The student population of Richmond State School rose slightly 2014. The majority of students commence their school in Prep and conclude their school years at the end of Year 10. At the completion of Year 7 a number of parents decide to send their child to boarding school for continuity in senior school options. Around 15% move in and out of the school throughout the year as a result of families moving in or out of the Richmond district due to work or family reasons. Around 13% of the student population identify as being indigenous.

Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3	14	24	16
Year 4 – Year 7 Primary	23	4	10
Year 7 Secondary – Year 10	13	12	11
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	4	3	0
Long Suspensions - 6 to 20 days	2	0	0
Exclusions [#]	0	0	0
Cancellations of Enrolment	0	0	0

[#] Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

Curriculum offerings

Our distinctive curriculum offerings

At Richmond State School our class curriculum program is organized and shaped by the national curriculum and foundations of learning. We believe that our curriculum program is engaging and relevant and leads to improved academic achievement for all students.

The curriculum program is supported by:

- A Curriculum Leadership team which manages, supports and drives student learning and improving teacher pedagogy
- An explicit approach to all Key Learning Areas with a strong direction from a Pedagogical Framework
- A team approach to curriculum planning and its implementation
- The embedding of information and communication technologies into the teaching and learning program of all classrooms
- The provision of ipads and laptops into classrooms with the use of these to support individual learning needs and enhance digital learning
- A high importance on understanding learning data to inform teaching and learning
- Moderation process across year levels with cluster schools
- Consistency and continuity of a school-wide focus on the teaching of reading
- Unrelenting focus on distance travelled by every student identified through clearly defined measurable targets which our community knows and understands

Extra curricula activities

The following Enhancement and Enrichment Programs are offered to our students throughout the school year.

- Student Leadership Program
- University of NSW Competitions for schools
- Representative Sporting Teams
- Music Program – Piano and Violin Lessons, School Choir
- CBC – Readers Cup
- ICT and Media Tech Crew
- APEX Rock Pop Mime Show
- NAIDOC Week Cultural Immersion Program
- Athletic Development Program
- Pathways and Work Experience
- Outdoor Education Program
- SF4NQ

How Information and Communication Technologies are used to assist learning

Richmond State School embraces a strong vision in regards to the implementation of Education Queensland's initiatives in ICT – Smart Classrooms initiatives. All teachers have a strong commitment to the use of technology based resources and advancing the delivery of pedagogy and school operations in the digital form.

In 2014, students in Years 7 – 10 were able to access a digital device as part of a One2One Laptop Program. This supported learning and teaching practices in the Junior Secondary. Prep to Year 6 students have access to a bank of laptops and iPads to support classroom learning. The school also has a lab of 20 computers accessible to all classes.

The following is part of the school's Smart Classroom Initiative

- Year 1 to Year 10 classes have access to a specialized ICT Teacher for 1 period per week
- All classes have network computers with wireless access
- All class teachers utilize a laptop, a data projector and an Interactive Whiteboard to assist instruction as part of Computers for Teachers Initiative
- All classes have access to on-line learning resources through the learning place
- Each class has access to digital cameras and a range of software to provide broad and creative responses to curriculum initiatives
- Tablet devices are used to support students with disabilities and other classroom practices
- Year 5 – 8 students participate in online learning of LOTE - Japanese

Social Climate

The school is set in a rural community in remote North West Queensland. Most families have been in Richmond for many years and there is a strong tradition of family attendance at our school, with some fourth generation families in attendance. Students and staff demonstrate a high level of respect for one another. The school climate is often praised by visitors when spending time in our school.

We have a supportive school environment promoted by smaller classes, whole school activities, promotion of pastoral care, encouraging student leadership, school chaplaincy service, visiting guidance officer, visiting school based youth nurse, liaison with local health carers, weekly 'You Can Do It' awards, gotcha awards and a responsible behavior plan. Results on our school opinion survey indicate that students and staff are satisfied with all aspects of school climate.

Parents' satisfaction has continued to improve in a number of key areas relating to school climate. With many responses being above 'like schools' and 'state' means.

We pride ourselves on working closely with our students, their parents and with each other, to gain the best possible outcome for every student enrolled in our school.

2014 School Opinion Survey data has indicated that parent, student and staff have positive attitudes towards the school in a range of questions asked by the survey. This data can be attributed to the fact that the school has a shared vision and

improvement agenda that all members of the school community are working towards. With vast improvements in each of the performance measures over the past years the school has also gained positive recognition within the wider community as well.

Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree [#] that:	2012	2013	2014
their child is getting a good education at school (S2016)	96%	96%	100%
this is a good school (S2035)	100%	100%	100%
their child likes being at this school* (S2001)	91%	96%	100%
their child feels safe at this school* (S2002)	100%	100%	100%
their child's learning needs are being met at this school* (S2003)	100%	100%	100%
their child is making good progress at this school* (S2004)	100%	96%	100%
teachers at this school expect their child to do his or her best* (S2005)	100%	96%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	93%	100%
teachers at this school motivate their child to learn* (S2007)	100%	89%	100%
teachers at this school treat students fairly* (S2008)	87%	93%	100%
they can talk to their child's teachers about their concerns* (S2009)	100%	93%	100%
this school works with them to support their child's learning* (S2010)	91%	89%	100%
this school takes parents' opinions seriously* (S2011)	95%	82%	100%
student behaviour is well managed at this school* (S2012)	100%	96%	100%
this school looks for ways to improve* (S2013)	100%	100%	100%
this school is well maintained* (S2014)	100%	96%	100%

Performance measure			
Percentage of students who agree [#] that:	2012	2013	2014
they are getting a good education at school (S2048)	100%	100%	100%
they like being at their school* (S2036)	100%	94%	95%
they feel safe at their school* (S2037)	94%	100%	97%
their teachers motivate them to learn* (S2038)	100%	97%	97%
their teachers expect them to do their best* (S2039)	100%	97%	100%
their teachers provide them with useful feedback about their school work* (S2040)	100%	100%	92%
teachers treat students fairly at their school* (S2041)	100%	86%	90%
they can talk to their teachers about their concerns* (S2042)	88%	86%	87%
their school takes students' opinions seriously* (S2043)	94%	91%	85%
student behaviour is well managed at their school* (S2044)	94%	97%	87%
their school looks for ways to improve* (S2045)	94%	100%	97%

Performance measure			
Percentage of students who agree [#] that:	2012	2013	2014
their school is well maintained* (S2046)	100%	97%	95%
their school gives them opportunities to do interesting things* (S2047)	94%	100%	95%

Performance measure			
Percentage of school staff who agree [#] that:	2012	2013	2014
they enjoy working at their school (S2069)		93%	95%
they feel that their school is a safe place in which to work (S2070)		100%	100%
they receive useful feedback about their work at their school (S2071)		87%	95%
students are encouraged to do their best at their school (S2072)		100%	100%
students are treated fairly at their school (S2073)		100%	100%
student behaviour is well managed at their school (S2074)		94%	95%
staff are well supported at their school (S2075)		87%	95%
their school takes staff opinions seriously (S2076)		75%	90%
their school looks for ways to improve (S2077)		100%	100%
their school is well maintained (S2078)		100%	100%
their school gives them opportunities to do interesting things (S2079)		93%	95%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

Parents are encouraged to be involved in their children's education at Richmond State School in many ways.

These include:

Parent Teacher Meetings – at the beginning of each year teachers conduct information sessions to explain the class and school overviews. These meetings give parents an opportunity to meet class teachers early in the academic year and set a relationship to support each child. Parents are encouraged to be in regular contact with their child's teacher throughout the year. Parents are also encouraged to make appointments to discuss students or school concerns at their mutual convenience. Parent teacher interviews are held twice a year, at the end of Term 1 and the end of Term 3, students are encouraged to attend all meetings.

Volunteer Work- parents volunteer to help in classrooms with reading groups, classroom support work, sporting teams and for school excursions

Newsletter – through the fortnightly newsletter parents are fully informed of the school's activities and business

P&C Meetings and activities – the P&C meets on the second Monday of the month at 6pm. All parents are welcome to attend. Each year a new committee is appointed through a democratic voting system and parents are encouraged to be involved.

Fundraising – each year the P&C raise many thousands of dollars for the school through a variety of fundraising activities

School Parades – every Monday assembly is held at 8.30am. Parents are most welcome to attend any of these assemblies to see certificates and awards presented and to see class, group or other performances. Each class or year level lead the weekly assemblies to showcase what they have been learning.

Reducing the school's environmental footprint

There has been a slight increase in consumption from the 2013 year. Staff and students continue to be aware of their actions and the cost to the environment and school budget.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	110,139	320
2012-2013	82,371	320
2013-2014	87,155	320

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.

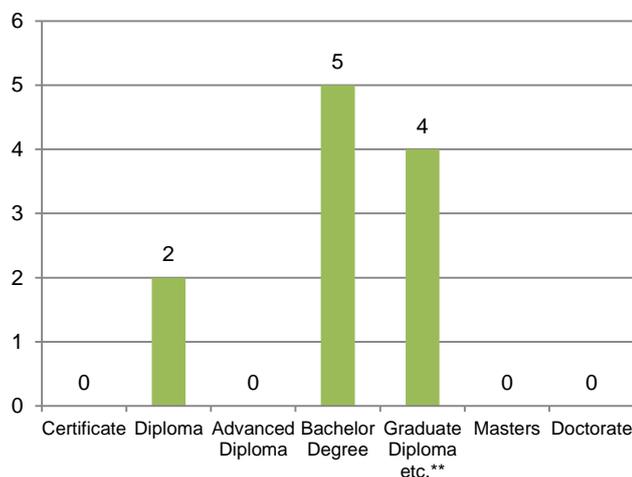
Our staff profile

Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	11	11	<5
Full-time equivalents	10	8	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	2
Advanced Diploma	0
Bachelor Degree	5
Graduate Diploma etc.**	4
Masters	0
Doctorate	0
Total	11



*Teaching staff includes School Leaders

**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honors Degree, and Graduate Certificate.

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2014 were \$24 374

The major professional development initiatives are as follows:

- Code of Conduct
- Student Protection
- Right to Information
- Asbestos Awareness Training
- Curriculum Activity Risk Assessment
- Senior First Aid

- One School Applications
- Internal Controls
- Coaching and Inter School Visits
- Sharratt and Fullen Putting Faces on the Data
- ICT Digital Pedagogies
- Quality Teaching and Learning – Regional Office
- QSIL Training
- Junior Secondary Transition Professional Development

The proportion of the teaching staff involved in professional development activities during 2014 was 100%.

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	98%	98%	98%

Proportion of staff retained from the previous school year

From the end of the previous school year, 59% of staff was retained by the school for the entire 2014 school year.

School income broken down by funding source

School income broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

Find a school

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

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 webpage.

School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school's entry 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	2012	2013	2014

The overall attendance rate for the students at this school (shown as a percentage). 93% 89% 90%

The overall attendance rate in 2014 for all Queensland P-10/P-12 schools was 89%.

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

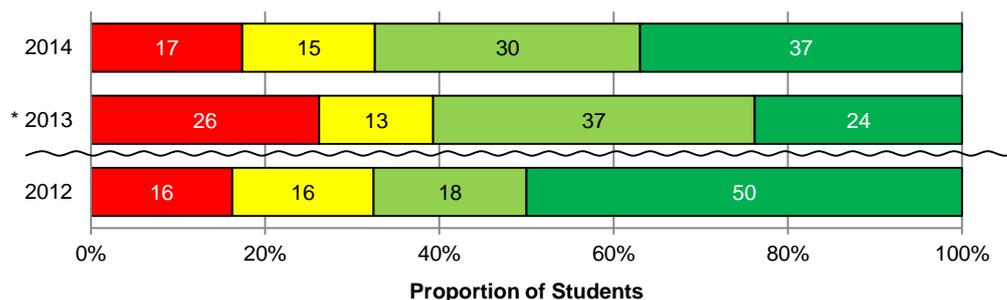
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2012	87%	94%	96%	92%	90%	93%	95%	93%	89%	DW		
2013	91%	94%	93%	86%	90%	86%	91%	86%	91%	89%		
2014	89%	92%	91%	90%	90%	91%	98%	85%	80%	93%		

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.

Attendance Rate: ■ 0% to <85% ■ 85% to <90% ■ 90% to <95% ■ 95% to 100%



*The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 to that of previous years.

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DETE 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.

When a child has been absent from school for 3 consecutive days the classroom teacher contacts the parent to ascertain if the child is sick or on holidays, especially if no note or phone call has been received. Following that, if no further information is received, a letter is sent requesting information as to why the student is absent. A request for an interview with the parent/guardian is also sought. The school monitors the attendance and absences weekly and continues the correspondence with the family as necessary. The process continues through different levels of the school in accordance with EQ policies, until prosecution takes place if and when required.

All absences are recorded in One School and a total is generated each semester on every child's report card. If children have a history of many absences, but on a non-regular basis, discussions are held with parents/guardians to ascertain why and a concerted effort is put in place to support both the child and the family. Guidance support is provided, with external agencies also providing support where necessary. Classroom rolls are marked twice daily, in the morning on entry to class and in the afternoon following lunch break.

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7, and 9.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

To access our NAPLAN results, click on the My School link above. You will then be taken to the My School website with the following **'Find a school' text box**.

Find a school

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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.

Achievement – Closing the Gap

In 2014 we had approximately 15% of the school population identifying as Indigenous. The attendance rate of Indigenous and non-Indigenous students in 2014 was comparable, with only a 3% difference recorded in semester 2 data.

Reading and Numeracy results continue to be a focus for all students. Targeted attention and support towards indigenous students and their families will continue in an effort to close the gap even further.