Richmond State School
Queensland State School Reporting
2015 School Annual Report

Postal address	PO Box 11 Richmond 4822
Phone	(07) 4768 6333
Fax	(07) 4768 6300
Email	principal@richmondss.eq.edu.au
Webpages	Additional reporting information pertaining to Queensland state schools is located on the *My School* website and the Queensland Government data website.
Contact person	Kris Mills

Principal's foreword

Introduction

This report outlines Richmond State School's progress, and highlights our achievements throughout 2015. It also provides an overview of our priorities for 2016.

"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 2015

Significant progress has been made toward our identified targets and strategic direction within the areas of Literacy, Quality Teaching and Learning, and developing Assessment Literate Learners.

The following were the key priorities for 2015

Embed school wide practices in using data for student improvement
Progress: A Data Action Plan exists which outlines the key assessment tools and data gathering systems to be utilised by teachers to identify student learning needs. The analysing of data gathered before, during and after teaching and learning by both teachers and students enables a clear focus on the necessary steps for students to improve achievement.
Five weekly reading progress meetings with primary teachers enables focussed discussion on student progress and strategies that are working or require modification.
Develop teacher capabilities in the teaching of reading
Progress: Teachers are more confident with the teaching of reading in the primary school. Continued development of all teachers capabilities of how to embed the teaching of reading into all key learning areas is required.
Enhance Pedagogical Practices in all classrooms – focus on explicit teaching
Progress: Explicit teaching has been established as the signature pedagogy at Richmond State School. Teachers are continuing to develop their capabilities in delivering lessons using the explicit teaching framework. Ongoing coaching and intra and inter school visits are occurring to assist in embedding this pedagogical practice.
Embed case management and early and on going intervention
Progress: A cohesive and streamlined approach to case management is yet to be embedded within the school. Progress has been made and further tasks have been identified to ensure this is developed in 2016.

Future outlook

Key Priorities for 2016

- Embed a consistent curriculum framework which provides vertical alignment
- Create a culture of high expectations and improve classroom ecology
- Continue to develop teacher capabilities in the teaching of reading across all key learning areas
- Embed a consistent pedagogical approach across the school – explicit teaching
- Empower families to become learning partners

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015:   Prep Year - Year 10

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	72	30	42	3	83%
2014	84	33	51	13	88%
2015	76	36	40	13	86%

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

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2015, there were no students enrolled in a Pre-Prep program.*

*Pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html).

Characteristics of the student body:

The student population of Richmond State School saw an overall drop in enrolments during 2015.   The majority of students commence their schooling in Prep and conclude their school years at the end of Year 10. At the completion of Year 6 a number of parents decide to send their children to boarding school for continuity in senior school options. Around 12% 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. Approximately 17% of the student population identify as being indigenous.

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	24	16	15
Year 4 – Year 7 Primary	4	10	11
Year 7 Secondary – Year 10	12	11	9
Year 11 – Year 12			

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

School Disciplinary Absences

	Count of Incidents		
Disciplinary Absences	2013	2014*	2015**

Short Suspensions - 1 to 5 days	3	0	0
Long Suspensions - 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Curriculum delivery

Our approach to curriculum delivery

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
- Consistency and continuity of a school-wide focus on the teaching of reading

Extra curricula activities

The following Enhancement and Enrichment Programs are offered to our students throughout the school year.
- Student Leadership Group
- University of NSW Competitions for schools
- Representative Sporting Teams
- Music Program – Piano and Violin Lessons
- APEX Rock Pop Mime Show
- NAIDOC Week Cultural Immersion Program
- Athletic Development Program
- Pathways and Work Experience
- Range of visiting programs – eg Life Education Van, NRL, AFL, Trish Telford

How Information and Communication Technologies are used to improve 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 2015, 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 which were updated in 2015.
The following is part of the school's Smart Classroom Initiative
- 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

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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, 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, 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.

2015 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 vison 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:	2013	2014	2015
their child is getting a good education at school (S2016)	96%	100%	100%
this is a good school (S2035)	100%	100%	100%
their child likes being at this school (S2001)	96%	100%	100%
their child feels safe at this school (S2002)	100%	100%	100%
their child's learning needs are being met at this school (S2003)	100%	100%	67%
their child is making good progress at this school (S2004)	96%	100%	83%
teachers at this school expect their child to do his or her best (S2005)	96%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	93%	100%	83%
teachers at this school motivate their child to learn (S2007)	89%	100%	83%
teachers at this school treat students fairly (S2008)	93%	100%	100%
they can talk to their child's teachers about their concerns (S2009)	93%	100%	100%
this school works with them to support their child's learning (S2010)	89%	100%	83%
this school takes parents' opinions seriously (S2011)	82%	100%	83%
student behaviour is well managed at this school (S2012)	96%	100%	100%
this school looks for ways to improve (S2013)	100%	100%	100%
this school is well maintained (S2014)	96%	100%	100%

Performance measure			
Percentage of students who agree[#] that:	2013	2014	2015
they are getting a good education at school (S2048)	100%	100%	96%
they like being at their school (S2036)	94%	95%	83%
they feel safe at their school (S2037)	100%	97%	96%
their teachers motivate them to learn (S2038)	97%	97%	96%
their teachers expect them to do their best (S2039)	97%	100%	100%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
their teachers provide them with useful feedback about their school work (S2040)	100%	92%	87%
teachers treat students fairly at their school (S2041)	86%	90%	78%
they can talk to their teachers about their concerns (S2042)	86%	87%	87%
their school takes students' opinions seriously (S2043)	91%	85%	74%
student behaviour is well managed at their school (S2044)	97%	87%	87%
their school looks for ways to improve (S2045)	100%	97%	100%
their school is well maintained (S2046)	97%	95%	96%
their school gives them opportunities to do interesting things (S2047)	100%	95%	83%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	93%	95%	100%
they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
they receive useful feedback about their work at their school (S2071)	87%	95%	92%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	91%	88%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	100%	100%
student behaviour is well managed at their school (S2074)	94%	95%	100%
staff are well supported at their school (S2075)	87%	95%	100%
their school takes staff opinions seriously (S2076)	75%	90%	92%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	100%	100%	100%
their school gives them opportunities to do interesting things (S2079)	93%	95%	100%

# '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

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. At these parent interviews a student profile is complied and key strategies that can be used to support each students progress noted. Parents then have this as a point of reference to discuss the interview with their child.

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 funds to support the school through a variety of 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.

Parents of students with diverse needs are involed in meetings with key stakeholders to discuss how their child is being assisted to access the curriculum. Teachers and parents are encouraged to make frequent contact to dicuss student progress and social and learning needs.

Reducing the school's environmental footprint

There has been a significant decline in the use of power during the 2015 year. This is as a result of a focus on appropriate use of air conditioners and the turning off of lights in classrooms when they are not in use.

Water use has been negotiated with local council in regards to watering restrictions.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	82,371	320
2013-2014	87,155	320
2014-2015	79,093	

*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	11	11	<5
Full-time equivalents	10	7	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	7
Graduate Diploma etc.**	4
Masters	0
Doctorate	0
Total	**11**
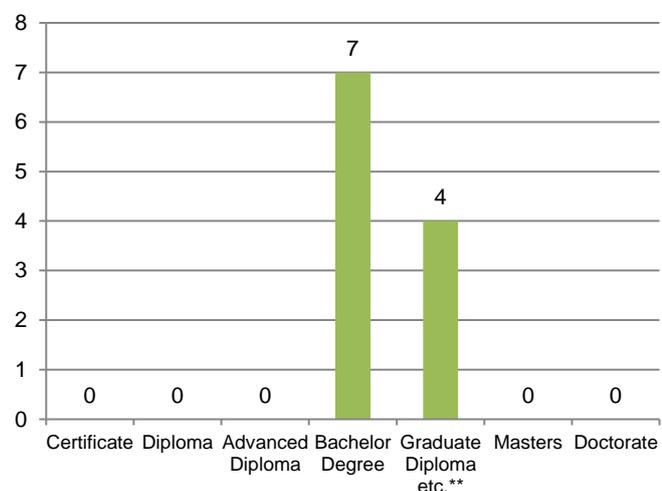
*Teaching staff includes School Leaders

**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 $16 526

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
- Teaching of Reading
- Phonics and Phonological Awareness
- Jolly Phonics
- Dyslexia and Reading
- Explicit Instruction
- The Teaching of Reading – Junior Secondary
- Unpacking ACARA and C2C Units – developing clarity
- Watching Others Work (WOW)

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.	98%	98%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 90% 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/.

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).	89%	90%	91%
The attendance rate for Indigenous students at this school (shown as a percentage).	59%	88%	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%.

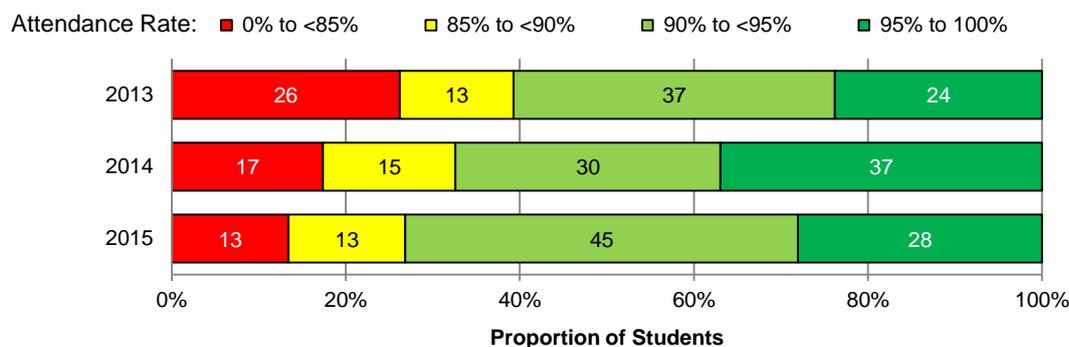### Student attendance rate for each year level (shown as a percentage)

	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	88%	91%	94%	93%	86%	90%	86%	91%	86%	91%	89%		
2014	89%	89%	92%	91%	90%	90%	91%	98%	85%	80%	93%		
2015	89%	89%	95%	93%	93%	94%	85%	94%	96%	81%	90%		

*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.

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

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2013	26	13	37	24
2014	17	15	30	37
2015	13	13	45	28

Proportion of Students

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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.

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.

Classroom attendance charts are also completed in every classroom so students can see and monitor their attendance, this also includes late arrival.

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.**

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.

Early school leavers information

Students who complete Year 10 at Richmond State School either go to boarding school, move to live with family who reside in a town with schools that provide Year 11 and 12 or seek local employment.

The majority of students who completed Year 10 in 2015 have gained local employment.