Richmond State School

ANNUAL REPORT

Inspiring minds. Creating opportunities. Shaping Queensland's future.

Every student succeeding. State Schools Strategy 2016-2020
Department of Education and Training

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School Overview

Richmond State School, established in 1889, values and promotes lifelong learning for all members of our school community. Richmond State School is a co-educational with multi-aged classrooms catering for students from Prep through to Year 10.

Together we strive to: communicate high expectations for student achievements; develop clear curriculum programs; provide access to a variety of learning resources; enhance our supportive school environment; report regularly on student progress and build strong and lasting partnerships with the wider school community in the interest of quality public education.

Curriculum is student-focused, provides opportunities for enrichment and is scaffolded utilising Education Queensland's Curriculum into the Classroom units to teach the requirements of the Australian Curriculum in English, Mathematics, Science, History and Geography. The QSA Essential Learnings and Curriculum into the Classroom units (ACARA) are both used to inform other Key Learning Areas.

As a rural and remote school Richmond SS endeavours to offer a wide range of cultural, sporting and enrichment activities for all students. Junior Secondary students are provided with a variety of pathway options in preparation for completing their senior schooling or entering the workforce.

At Richmond State School, we respect ourselves and treat others with respect and dignity. We all contribute to ensuring a safe, tolerant and disciplined environment. We recognise the importance of working in partnership with families and each other to prepare young people for life. All staff at Richmond State School are highly professional people who are dedicated to the ongoing success in all areas of a child's development.

Principal's Foreward

Introduction

This report outlines Richmond State School's progress, and highlights our achievements throughout 2016. It also provides an overview of our priorities for 2017.

"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

School Progress towards its goals in 2016

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 2016

Embed a consistent curriculum framework which provides vertical alignment - implemented
A consistent curriculum framework exists for all learning areas which provides vertical alignment. This framework enables teachers to effectively plan and assess knowing they are covering all aspects of the Australian Curriculum.
Create a culture of high expectations and improve classroom ecology – ongoing development
Positive Behaviour for Learning has been introduced across the whole school. This has ensured that all students are recognised for their appropriate behaviour, and inappropriate behaviour is dealt with in a consistent manner. Classroom behaviour management aligns with the whole school behaviour process providing student and parents with a clear understanding of expectations.
Continue to develop teacher capabilities in the teaching of reading across all key learning areas – partially completed
Reading continued to be a focus throughout 2016 with teachers undertaking professional development and visiting other schools to observe practice. Differentiated Reading Instructions was consolidated and the Four Lesson Sequence introduced in the early years.

Embed a consistent pedagogical approach across the school – explicit teaching – moving toward embedded
Explicit teaching using the Gradual release of Responsibility Model is our signature pedagogy. Most lessons are structured within this framework to ensure all students are given the best opportunity to be successful.
Empower families to become learning partners - ongoing
This area is one in which we are still exploring better opportunities for parents to become engaged in their child's learning.

Future Outlook

Key Priorities for 2017

- Building the capability and capacity of classroom teachers to deliver quality teaching and learning to develop assessment literate learners

- Provide a safe and supportive school environment through Positive Behaviour for Learning

Our School at a Glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2016: Prep Year - Year 10

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	84	33	51	13	88%
2015*	76	36	40	13	86%
2016	78	35	43	16	90%

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 2016, there were nostudents 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

Overview

The student population of Richmond State School remained relatively stable during 2016.   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 20% of the student population identify as being indigenous.

Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	16	15	17
Year 4 – Year 7	10	11	16
Year 8 – Year 10	11	9	5
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.

Curriculum Delivery

Our Approach to Curriculum Delivery

At Richmond State School our class curriculum program is organized and shaped by the national curriculum. 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

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- 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

Co-curricular 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
- 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, Footsteps

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 2016, students in Years 7 – 10 had access to individual laptops for all their classes. 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
- All classes have access to network computers with wireless
- All class teachers utilize a laptop, a data projector and 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

Overview
The school is set in a rural community in remote North West Queensland. Many families have been in Richmond for a period of years and there is a strong tradition of family attendance at our school, with some fourth generation families in attendance. There are a growing number of families who have more recently moved to Richmond. 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 awards, and a Responsible Behavior Plan.

Parents' satisfaction fell across a number of areas in the 2016 SOS, with only a few families completing the survey.
Many of the responses have fallen below 'like schools' and 'state; means, even though this is reflective of only a few parents.
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.
The school is working on responding to some of the concerns through greater communication and the introduction of Positive Behaviour for Learning.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree[#] that:	2014	2015	2016
their child is getting a good education at school (S2016)	100%	100%	78%
this is a good school (S2035)	100%	100%	78%
their child likes being at this school* (S2001)	100%	100%	78%
their child feels safe at this school* (S2002)	100%	100%	89%

Performance measure			
Percentage of parents/caregivers who agree# that:	**2014**	**2015**	**2016**
their child's learning needs are being met at this school* (S2003)	100%	67%	78%
their child is making good progress at this school* (S2004)	100%	83%	78%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	78%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	83%	63%
teachers at this school motivate their child to learn* (S2007)	100%	83%	89%
teachers at this school treat students fairly* (S2008)	100%	100%	67%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	78%
this school works with them to support their child's learning* (S2010)	100%	83%	89%
this school takes parents' opinions seriously* (S2011)	100%	83%	56%
student behaviour is well managed at this school* (S2012)	100%	100%	44%
this school looks for ways to improve* (S2013)	100%	100%	75%
this school is well maintained* (S2014)	100%	100%	89%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	**2014**	**2015**	**2016**
they are getting a good education at school (S2048)	100%	96%	91%
they like being at their school* (S2036)	95%	83%	91%
they feel safe at their school* (S2037)	97%	96%	94%
their teachers motivate them to learn* (S2038)	97%	96%	88%
their teachers expect them to do their best* (S2039)	100%	100%	97%
their teachers provide them with useful feedback about their school work* (S2040)	92%	87%	97%
teachers treat students fairly at their school* (S2041)	90%	78%	82%
they can talk to their teachers about their concerns* (S2042)	87%	87%	91%
their school takes students' opinions seriously* (S2043)	85%	74%	85%
student behaviour is well managed at their school* (S2044)	87%	87%	79%
their school looks for ways to improve* (S2045)	97%	100%	88%
their school is well maintained* (S2046)	95%	96%	100%
their school gives them opportunities to do interesting things* (S2047)	95%	83%	88%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	**2014**	**2015**	**2016**
they enjoy working at their school (S2069)	95%	100%	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)	95%	92%	93%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	91%	88%	89%

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Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
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)	95%	100%	87%
staff are well supported at their school (S2075)	95%	100%	93%
their school takes staff opinions seriously (S2076)	90%	92%	87%
their school looks for ways to improve (S2077)	100%	100%	93%
their school is well maintained (S2078)	100%	100%	100%
their school gives them opportunities to do interesting things (S2079)	95%	100%	100%

* 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

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 compiled 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.

The school also participates in a number of community organisations; a class visits the Aged Care facility each week to present an activity or student work; the whole school attends White Balloon Day; Student Leaders participate in the formal ANZAC ceremony and the school marches in the parade; the school presents a float in the Fossil Festival Parade; Under 8s morning includes the local Kindergarten and play group.
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 fundsto 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.

Parent meetings are held with all stakeholders to discuss programs for students with diverse needs. Parents are kept informed of student progress through regular contact by both the classroom teacher and support staff.

Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships.
As part of students' regular health lessons they engage in activities to develop their understanding of how to build appropriate, respectful and healthy relationships. Selected classes also engage in programs focused on developing their social skills.
As part of Positive Behaviour for Learner a key identified school rule is Be Respectful and targeted behaviours are identified within this that are appropriate across all relationships.
Students participate in White Balloon Day which focusses on the appropriate responses when they or others feels unsafe. This includes presentations by local health workers and the police.

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	0	0	0
Long Suspensions – 6 to 20days	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.

Environmental Footprint

Reducing the school's environmental footprint

There has been a significant decline in the use of power during the 2016 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.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	87,155	320
2014-2015	79,093	
2015-2016	19,782	160

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.

School Funding

School income broken down by funding source

School income, reported by financial year accounting cycleusing standardized national methodologies and 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

School name	**GO**
Suburb, town or postcode	

Sector:

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Where it states**'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.

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Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	10	12	<5
Full-time Equivalents	10	7	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	0
Graduate Diploma etc.**	3
Bachelor degree	8
Diploma	
Certificate	

*Teaching staff includes School Leaders
**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 2016 were $17 277.

The major professional development initiatives are as follows:

- Coaching and Inter School Visits
- Teaching of Reading – Four Lesson Sequence
- Explicit Instruction – work of Anita Archer
- Unpacking ACARA and C2C Units – developing clarity
- Watching Others Work (WOW)
- Code of Conduct
- Student Protection
- Right to Information
- Asbestos Awareness Training
- Curriculum Activity Risk Assessment
- Senior First Aid
- One School Applications
- Internal Controls

The proportion of the teaching staff involved in professional development activities during 2016 was 100%

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	98%	97%	97%

Proportion of Staff Retained from the Previous School Year
From the end of the previous school year, 80% of staff was retained by the school for the entire 2016.

Performance of Our Students

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	90%	91%	90%
The attendance rate for Indigenous students at this school (shown as a percentage).	88%	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.

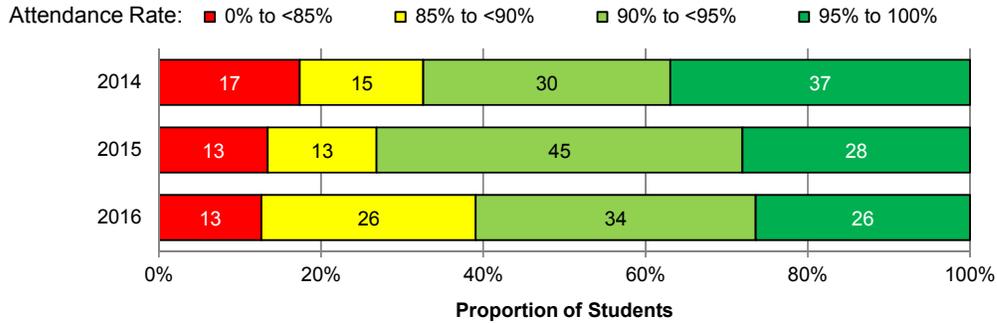The overall student attendance rate in 2016 for all Queensland P-10/P-12 schools was 90%.

AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	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
2014	89%	89%	92%	91%	90%	90%	91%	98%	85%	80%	93%		
2015	89%	89%	95%	93%	93%	94%	85%	94%	96%	81%	90%		
2016	88%	87%	88%	93%	91%	93%	90%		92%	90%	95%		

*Attendance rates effectively countattendance 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%
2014	17	15	30	37
2015	13	13	45	28
2016	13	26	34	26

Proportion of Students

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 Absencesand Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

Student attendance is monitored on a daily basis. Daily notification is made to parents for students for whom no excuse has been given. This is done by phone, and a record kept of this contact. Should a student be absent for 15 consecutive days without contact being able to be made that student is recorded within One School with an I code.
If a student's attendance is of concern a request for an interview with the parent/guardian is 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.

Primary classroom rolls are marked twice daily, in the morning on entry to class and in the afternoon following lunch break. Secondary rolls are marked at every period. Reports are run within One School on a daily basis to ensure that inconsistencies are noted and actioned, and action is taken when rolls are unmarked.

NAPLAN

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.**

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Suburb, town or postcode

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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.