



Richmond State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

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From the Principal

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 achievement; 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 and the QSA Essential Learnings for other Key Learning Areas. As a rural and remote school Richmond State Schools 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.

School progress towards its goals in 2018

The School Improvement Priorities for 2018 were:

- Develop Assessment Literate Learners.
- Develop the teaching of literacy across the curriculum.
- Use data effectively to improve student performance.

Significant progress has been made towards achieving our identified targets and strategic direction

- Developing Teacher understanding of formative assessment as a key driver for improved student performance.
- Develop student goal setting of reading and writing goals.
- Consolidation of the four-lesson sequence in reading.
- Build teacher knowledge and understanding of data literacy.
- Build greater parent understanding of Positive Behaviour for Learning to improve student well-being.

Future outlook

School Improvement Priorities for 2019 are:

- Implement and embed a rich and responsive pedagogical framework.
- Develop and embed literacy frameworks for the early, middle and upper school.
- Implement a whole school approach to student learning and wellbeing.
- Embed quality teaching and learning of STEM learning areas.

Our school at a glance



School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Prep Year - Year 10

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	78	71	84
Girls	35	34	40
Boys	43	37	44
Indigenous	16	14	15
Enrolment continuity (Feb. – Nov.)	90%	92%	83%

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 student population of Richmond State School remained relatively stable during 2017. 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 school throughout the year as a result of families leaving or returning to the Richmond district due to work or family reasons.

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	19	16	17
Year 4 – Year 6	14	12	19
Year 7 – Year 10	5	4	6
Year 11 – Year 12			

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

At Richmond State School our class curriculum program is organised and shaped by the Australian Curriculum and the Queensland P-12 Curriculum, Assessment and Reporting Framework. We believe that our curriculum program is engaging 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 Learning Areas with a strong direction from the Pedagogical Framework.



Co-curricular activities

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

- Student Leadership Group,
- Student Council,
- Representative Sporting Teams,
- Manual Arts and Home Economics,
- NAIDOC Week Cultural Immersion Program,
- Athletic Development Program,
- Pathways and Work Experience,
- Range of visiting programs – eg Life Education Van, NRL, AFL, Cricket.

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.
- 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.
- All classes have access to network computers with wireless internet.
- 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.
- Year 5 – 8 students participate in online and classroom lessons for 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 also 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 Behaviour Plan.

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)	78%	97%	91%
• this is a good school (S2035)	78%	97%	90%
• their child likes being at this school* (S2001)	78%	97%	100%
• their child feels safe at this school* (S2002)	89%	100%	95%
• their child's learning needs are being met at this school* (S2003)	78%	97%	95%
• their child is making good progress at this school* (S2004)	78%	94%	95%
• teachers at this school expect their child to do his or her best* (S2005)	78%	100%	100%



Percentage of parents/caregivers who agree# that:	2016	2017	2018
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	63%	91%	91%
• teachers at this school motivate their child to learn* (S2007)	89%	100%	95%
• teachers at this school treat students fairly* (S2008)	67%	91%	86%
• they can talk to their child's teachers about their concerns* (S2009)	78%	100%	91%
• this school works with them to support their child's learning* (S2010)	89%	97%	95%
• this school takes parents' opinions seriously* (S2011)	56%	94%	91%
• student behaviour is well managed at this school* (S2012)	44%	85%	82%
• this school looks for ways to improve* (S2013)	75%	91%	95%
• this school is well maintained* (S2014)	89%	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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	91%	97%	89%
• they like being at their school* (S2036)	91%	100%	89%
• they feel safe at their school* (S2037)	94%	100%	83%
• their teachers motivate them to learn* (S2038)	88%	100%	100%
• their teachers expect them to do their best* (S2039)	97%	100%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	97%	100%	97%
• teachers treat students fairly at their school* (S2041)	82%	97%	80%
• they can talk to their teachers about their concerns* (S2042)	91%	97%	89%
• their school takes students' opinions seriously* (S2043)	85%	95%	89%
• student behaviour is well managed at their school* (S2044)	79%	95%	68%
• their school looks for ways to improve* (S2045)	88%	100%	89%
• their school is well maintained* (S2046)	100%	100%	92%
• their school gives them opportunities to do interesting things* (S2047)	88%	95%	81%

* 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)	100%	95%	91%
• they feel that their school is a safe place in which to work (S2070)	100%	95%	100%
• they receive useful feedback about their work at their school (S2071)	93%	95%	81%
• they feel confident embedding Aboriginal and Torres Strait Islander	89%	100%	92%

Percentage of school staff who agree# that:	2016	2017	2018
perspectives across the learning areas (S2114)			
• students are encouraged to do their best at their school (S2072)	100%	100%	100%
• students are treated fairly at their school (S2073)	100%	100%	82%
• student behaviour is well managed at their school (S2074)	87%	89%	86%
• staff are well supported at their school (S2075)	93%	95%	82%
• their school takes staff opinions seriously (S2076)	87%	89%	91%
• their school looks for ways to improve (S2077)	93%	100%	95%
• their school is well maintained (S2078)	100%	100%	95%
• their school gives them opportunities to do interesting things (S2079)	100%	100%	95%

* 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 fortnight 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/Facebook – through the fortnightly newsletter and frequent posts, 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.
- 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 education programs

The school has developed and implemented 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 Learning 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

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	0	2	6
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

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

There is as 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.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	19,782	55,981	80,238
Water (kL)	160	320	

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 at.

How to access our income details

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

Find a school
Search website

Go

School sector
▼

School type
▼

State
▼

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



[View School Profile](#)

4. 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	12	13	<5
Full-time equivalents	12	8	<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	
Masters	
Graduate Diploma etc.*	2
Bachelor degree	10
Diploma	
Certificate	

*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 \$20 227.72

The major professional development initiatives are as follows:

- Autism Seminar,



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- Embedding Formative Assessment,
- Classroom Profiling,
- Beginning Teacher Conference,
- Teaching Students suffering complex trauma,
- Restorative Practice,
- OneSchool Training,
- Positive Behaviour for Learning Internal Coach
- Austswim,
- Built Environment Management 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.	97%	97%	98%

Proportion of staff retained from the previous school year

From the end of the previous school year, 100% 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	90%	92%	91%
Attendance rate for Indigenous** students at this school	88%	95%	84%

* 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	88%	92%	92%
Year 1	87%	94%	89%
Year 2	88%	93%	88%
Year 3	93%	87%	92%
Year 4	91%	91%	90%
Year 5	93%	92%	93%
Year 6	90%	93%	94%

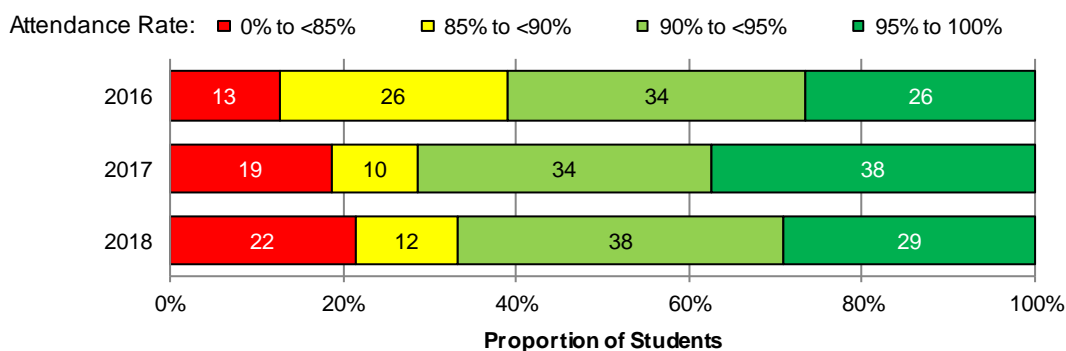
Year level	2016	2017	2018
Year 7		94%	93%
Year 8	92%	DW	90%
Year 9	90%	98%	DW
Year 10	95%	93%	91%
Year 11			
Year 12			

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.

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.

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 NAPLAN tests are available via the [My School](#) website.



How to access our NAPLAN results

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

Find a school	Search website	
Search by school name or suburb		Go
School sector	School type	State

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

View School Profile

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

School profile	NAPLAN	Attendance	Finances	VET in schools	Senior secondary	Schools map
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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.