

Richlands East State School

Queensland State School Reporting

2014 School Annual Report



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Principal's foreword

Introduction

This report gives an outline of the activities and strategies that were implemented to enhance the teaching and learning of the students at Richlands East State School.

It provides information about our enrolments, characteristics of our school and the attendance data. It also gives the results of the satisfaction surveys.

School progress towards its goals in 2014

Priority	Strategy	Status	Comments
All students are successfully engaged in learning	<ul style="list-style-type: none"> Closing the gap for Indigenous students and developing a culture of high expectations for all students Support positive student behaviour Student wellbeing and support Explicit model of teaching using Fleming and Anita Archer 	Successful	Student support will be continuing in 2015
Young people are meeting basic literacy and numeracy standards	<ul style="list-style-type: none"> Employ teaching and learning coach Teachers presenting and implement the strategies from Sheena Cameron's "Teaching Comprehension Strategies" Purchase resources Provide early intervention to Prep to Year 3 students 	<ul style="list-style-type: none"> Partially completed moving towards implemented Completed Completed Completed On-going 	Warm-ups developed and being used Spelling Mastery continues
Young people are meeting basic science standards	<ul style="list-style-type: none"> Partnership with Queensland University study Maintain science resources and equipment 	Completed	

<p>Community confidence in the capability of schools</p>	<ul style="list-style-type: none"> • Improve feedback to students and parents • For EAL parents offer translating and interpreting • Maintain the Community Room as an easily-accessible parent and community centre • Continue to embed research/evidence based teaching strategies in classroom practice • Differentiation Team developing differentiation framework 	<p>Completed and on-going</p>	
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Future outlook

Areas of Focus for 2015

Core Priority: Reading

Strategy: Guided Reading

Strategy: Shared/Modelled Reading

Sheena Cameron Comprehension strategies, QAR, Reading Framework being developed

Strategy: U2B Reading

Strategy: Learn to Read/Read to Learn

Core Priority: Writing

Strategy: Improve the standard of writing – Seven Steps to Writing

Core Priority: Numeracy

Strategy: Plan Effectively for Numeracy Teaching

Core Priority: Science

Strategy: Primary Connections and C2C

Core Priority: Attainment

Strategy: Increase in the U2B

Core priority: Attendance

Strategy: To monitor poor attendance

School Priority: Thinking Skills

Strategy: Use of Blooms Taxonomy

School Priority: Differentiation

Strategy: Differentiation used in instruction and assessment

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2014: Prep Year - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	419	201	218	91%
2013	433	214	219	91%
2014	454	237	217	89%

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

Characteristics of the student body:

Richlands East State School is a low SES school with over 60% of students with an EAL/D background. There are 33 different languages spoken by our school community. Many of our students start at our school with little or no English.

Our school provides opportunities for students to develop knowledge and skills for life success and to be valuable members of society. We offer quality education for Prep to Year 6 students, catering for their academic, emotional, physical and social needs. We provide a supportive and caring environment for students to achieve their personal bests in all areas of school life. Our key objectives are: 1. Improve the literacy outcomes of every student 2. Improve the numeracy outcomes of every student 3. Promote positive behaviour through consistent and effective practices

Our overarching value is learning. We stress the importance of focused learning in every classroom, in every lesson, every day. Every day is important. Every second counts. We strive to create a safe, tolerate and disciplined learning environment for our students. Our expectations are that the students will be respectful, responsible and resilient.

Parents are recognised as an integral part of their children's social and academic development. Their input and support is sought and valued. We are fortunate to have a team of very experienced teachers and support staff. Some have been at our school for more than twenty years while others have had experiences outside of our school that have added value to what we offer. Our purpose reflects the Department of Education's purpose to engage Queenslanders in lifelong education and training to enrich the lives of Queenslanders. We are proud to be a Department of Education school. We have high expectations for all students, achievable through high quality teaching and learning experiences.

Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3	22	24	24
Year 4 – Year 7 Primary	26	27	25
Year 7 Secondary – Year 10			

Phase	Average Class Size		
	2012	2013	2014
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	5	10	32
Long Suspensions - 6 to 20 days	0	1	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

Our teachers follow the explicit teaching model espoused by Anita Archer.

Our early years students are taught their phonics through the Jolly Phonics program where actions are incorporated to help remember their sounds

Magic 100 Words and More Magic 100 words are used to develop sight word recognition

Prep have an Oral Language program for those students who require additional support

Teachers are required to use Guided Reading to teach reading

Selected Year 2s participate in the Fountas & Pinnell Levelled Literacy Intervention

Children not reaching NMS have extension teaching in literacy and numeracy in lieu of LOTE

Classes use the Primary Connection program for science and composite classes use C2C

Extra curricula activities

- Richlands East is a strong supporter of school sport. We are affiliated with the Inala District School Sport Association. The school participates in the two seasons of interschool sport in term 1 and 3 and the two full day Gala Days that replace the Friday afternoon competition in term 2 and 4.
- Dance groups mirror the major cultures prevalent at the school – Korabra dancers (Aboriginal and Torres Strait Islander), Pacifica dancers (Samoa, Cook Islands, Maori), Vietnamese and African dancers
- Our 'Culture Room' caters for and offers much needed support for all our EAL and refugee students
- Major cultural days are recognised such as – Refugee Week, NAIDOC week, Chinese New Year
- Chaplain offers a transition program to high school with the support of Mission Australia as well Kids Club after school.
- Once a week after school there is a homework club operating from the library staffed by outside volunteers and school staff
- Breakfast Club is offered every morning
- An instrumental music program is offered. The school has spent a significant amount on building up the program
- The school entered Wakakirri for the third year in a row – Stories told through song and dance

How Information and Communication Technologies are used to assist learning

All classrooms have interactive whiteboards which all teachers use. Students have access to the internet to complete class assignments. Teachers can use the internet to display learning experiences onto the whiteboards. As well as classroom computers that students are able to access there is a fully equipped computer lab with headphones that caters for complete classes.

Students have home access to the software program 'Reading Eggs' a program that supports reading improvement. Other software programs accessible for teachers to use include, Jolly Phonics, Microsoft Office, Mavis Beacon Teaches Typing, KidPix and PM Plus Reading. Students are taught responsible computer use, email, internet searching and word processing.

There are 20 iPads available for Literacy groups. Each class gets a set of 5 during the day. Other teachers opt to have them at other times during the week.

Social Climate

The school follows the School Wide Positive Behaviour Program.

A new icon was developed this year and we use this branding to promote positive behaviour. A mascot was purchased and is also used to promote positive behavior.

Our 'Culture Room' supports the thirty plus nationalities that we have at this school. Students are able to access this room during play time. Many parents also visit the room before and after school where our EAAL/D teacher provides support for them.

A school chaplain is employed for 2 ½ days per week and is funded by the National Chaplaincy Program and State Government funding. Ms Naomi is integral to the tone of the school. Her caring attitude is well appreciated by staff, parents and students. She is part of the reason why this school is such an extraordinary school.

Students at Richlands East will give a cheery good morning when they see you. Issues are dealt with and trust in the process is high.

Parents at this school are generally very appreciative of what we do for their children. They are also very supportive in helping to solve problems. Very few staff have requested transfers over the years. I put this down to being appreciated for their efforts and the level of support that is offered for them to improve on their pedagogy.

Parent, student and staff satisfaction with the school

Performance measure	2012	2013	2014
Percentage of parent/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	100%	93%	92%
this is a good school (S2035)	100%	94%	100%
their child likes being at this school* (S2001)	100%	100%	100%
their child feels safe at this school* (S2002)	100%	100%	92%
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%	94%	100%
teachers at this school expect their child to do his or her best* (S2005)	100%	94%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	88%	92%
teachers at this school motivate their child to learn* (S2007)	100%	94%	100%
teachers at this school treat students fairly* (S2008)	100%	88%	100%
they can talk to their child's teachers about their concerns* (S2009)	100%	94%	100%
this school works with them to support their child's learning* (S2010)	100%	88%	100%
this school takes parents' opinions seriously* (S2011)	86%	93%	100%
student behaviour is well managed at this school* (S2012)	75%	93%	92%
this school looks for ways to improve* (S2013)	100%	93%	100%

Performance measure			
Percentage of parent/caregivers who agree [#] that:	2012	2013	2014
this school is well maintained* (S2014)	100%	100%	92%

Performance measure			
Percentage of students who agree [#] that:	2012	2013	2014
they are getting a good education at school (S2048)	98%	95%	95%
they like being at their school* (S2036)	96%	98%	95%
they feel safe at their school* (S2037)	98%	97%	91%
their teachers motivate them to learn* (S2038)	98%	92%	94%
their teachers expect them to do their best* (S2039)	100%	98%	96%
their teachers provide them with useful feedback about their school work* (S2040)	98%	82%	93%
teachers treat students fairly at their school* (S2041)	92%	92%	93%
they can talk to their teachers about their concerns* (S2042)	86%	85%	89%
their school takes students' opinions seriously* (S2043)	100%	92%	88%
student behaviour is well managed at their school* (S2044)	94%	83%	82%
their school looks for ways to improve* (S2045)	100%	100%	96%
their school is well maintained* (S2046)	100%	92%	91%
their school gives them opportunities to do interesting things* (S2047)	98%	100%	96%

Performance measure			
Percentage of school staff who agree [#] that:	2012	2013	2014
they enjoy working at their school (S2069)		98%	97%
they feel that their school is a safe place in which to work (S2070)		98%	94%
they receive useful feedback about their work at their school (S2071)		100%	94%
students are encouraged to do their best at their school (S2072)		98%	100%
students are treated fairly at their school (S2073)		95%	97%
student behaviour is well managed at their school (S2074)		89%	94%
staff are well supported at their school (S2075)		95%	94%
their school takes staff opinions seriously (S2076)		100%	94%
their school looks for ways to improve (S2077)		98%	97%
their school is well maintained (S2078)		98%	97%
their school gives them opportunities to do interesting things (S2079)		95%	100%

* 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

We continue to build successful partnerships with parents and community members. Staff members see parents and family members as vital in their children's education and have regular communication with parents. Parents are welcomed and encouraged to participate in class and school activities supporting the children's learning. Richlands East State offers students and families a range of support and ways to engage with school activities. Our connections with the community enable us to link parents and support organisations to best support the children's development and wellbeing.

A number of parent groups meet at the school including the Parents & Citizens Association and representative of the Indigenous community.

To help set a solid foundation to learning we conduct a playgroup in our Community Room. With the support of a trained facilitator, parents and children engage in activities to support children's development and increase their readiness for Prep.

Our EAL (English as an Additional Language) program operated from the 'Culture Room' engages with parents to help them support their children in the new environment and will often help connect them with outside agencies in the wider community. The Culture Room is a welcoming place for students and parents. It celebrates and builds understanding of the cultural backgrounds of the families in our school.

Parent/teacher meetings are organised at the beginning and in the middle of the year. At these meetings parents and teachers share information that influences the programs of the students.

The Prep teachers hold parent information sessions and interviews towards the end of each year. Each new Prep receives a pack that contains useful information and skills to practise including writing, reading, counting, cutting, pencil grip and preparing for school.

School newsletter distributed each fortnight. Articles are included that support the children's learning as well as information on coming events.

Reducing the school's environmental footprint

Solar electricity producing cells have been installed onto the roof of C Block. Movement sensor lights were installed in the Administration block during the refurbishment. Air conditioners are only used once conventional heating or cooling results interfere with the teaching and learning in the classroom.

The use of underground tanks are designed to collect rain water which is then used in the amenities blocks.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	140,121	1,285
2012-2013	131,811	1,098
2013-2014	137,161	226

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.

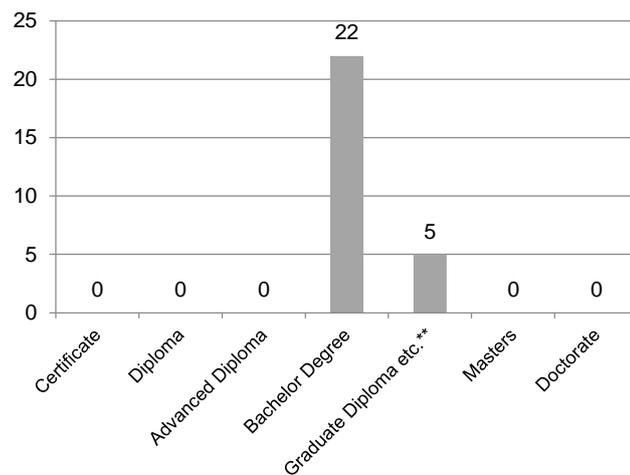
Our staff profile

Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	29	28	5
Full-time equivalents	27	16	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	22
Graduate Diploma etc.**	5
Masters	0
Doctorate	0
Total	27



*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 2014 were \$73 780

The major professional development initiatives are as follows:

- Explicit teaching
- Warm-ups
- Seven Steps to Writing
- Recognising giftedness
- Higher order thinking
- Rock & Water
- Guided Reading
- Sheena Cameron's Comprehension Strategies
- QSIL (Quality Schools Leaders Implementation)
- Differentiation using class dashboard

Staff were also paired either being the mentor or the mentored

Staff also reviewed the SWPBS steps

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.	96%	96%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 96% 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%	94%	92%

The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

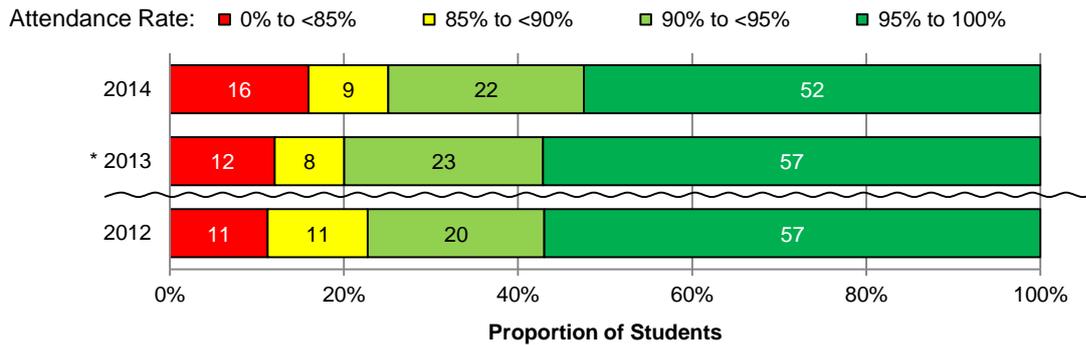
Student attendance rate for each year level (shown as a percentage)

	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	91%	95%	93%	92%	95%	94%	96%					
2013	93%	92%	94%	94%	93%	96%	95%					
2014	92%	94%	93%	93%	93%	92%	92%					

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.



*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.

At Richlands East teachers call parents who have not informed the school of students who miss 3 consecutive days.

Each fortnight the STL&N meets with the principal to discuss students whose attendance is less than 85%. We have devised a friendly letter to encourage conversation with the parents and improved attendance.

If there is no improvement a phone call from either the STL&N or the principal is initiated. Form 4 and 5 letters are then sent if attendance still does not improve.

For parents who do not give a reason for non-attendance a One School letter is generated and posted to the parent requesting the reason for the absence.

Children with 100% attendance receive a certificate stating their achievement.

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

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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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

Comparing the gap between indigenous and non-indigenous results Richlands East has performed better than the state in all areas. In a number of areas the indigenous population outperformed the non-indigenous population. There are still areas on which we feel we can improve and we will continue with our program of pedagogy improvement for our teachers.

Our Indigenous attendance is 91% compared with 93% of the non-Indigenous population.

Strategies used and other activities we do to value our Indigenous population include -

- T&L Coach observing teaching
- Nominating an Indigenous school captain who is part of the Korabra dances and delivers the 'Welcome to Country' at each assembly.
- Indigenous parents meet fortnightly
- Aboriginal and Torres Strait Islander parent art group conducted weekly
- Indigenous Student Council established
- Korabra dance group practising and performing
- NAIDOC week celebrated