

Richlands East State School

Queensland State School Reporting

2015 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 increase the academic and wellbeing performance of all students at Richlands East State School.

It provides information about our enrolment, characteristics of our school and attendance data. It also gives the results of satisfaction surveys and links to NAPLAN testing results.

School progress towards its goals in 2015

Richlands East State School set and achieved the following goals for 2015:

- 1. Development of a Richlands East State School Reading Framework**
 A emphasis on the teaching of reading, and in particular the implementation of Sheena Cameron Comprehension Strategies and QAR strategies, remained a focus for staff professional development in 2015. This focus resulted in the planning and implementation of the RESS Reading Framework which clearly sets out what and how we teach reading at our school.
- 2. Increasing student attendance**
 During 2015 focused attention was maintained on increasing student daily attendance. A whole school plan was formulated for the monitoring, addressing and celebrating student daily attendance. This resulted in a clear increase in student daily attendance rates with strategies continuing in 2016.
- 3. Thinking Skills – Blooms Taxonomy**
 Teaching and support staff participated in professional development designed to increase the thinking skills of students through the implementation of Blooms Taxonomy. This resulted in these thinking skills being incorporated and visible within daily teaching and learning.
- 4. Differentiation – Instruction and Assessment**
 During planning days, teachers spent quality time planning a differentiated curriculum and assessment for the full range of learners within our school. This included catering for the diverse needs of our learners; both through support and extension. This focus continues through 2016.

Future outlook

Richlands East State School has set the following goals for 2016:

- 1. CURRICULUM TEACHING & LEARNING**
 Building a Collaborative Learning Community through:
 - Developing the Data Literacy skills of all staff
 - Providing time for teachers to collaboratively plan for student learning.
- 2. STUDENT WELLBEING**

Positive Behaviour for Learning:

- Providing for the social/emotional support for identified students through the implementation of PBL Tier 2 processes.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015: Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	433	214	219	59	91%
2014	454	237	217	66	89%
2015	474	257	217	77	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 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:

Richlands East State School is a culturally diverse school with over 60% of students identified as EAL/D backgrounds. There are 33 different languages spoken by our school community, with many students starting their educational career with little or no English.

Our school provides rich and challenging academic, social, cultural and sporting opportunities for all students. It is because of our diversity that we continually look for and implement strategies to cater for our students as individuals. As a result, we have created a supportive and caring environment for all students which is revealed in the continual increase in student results over a range of areas.

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 experienced and high regarded teachers and support staff. All staff are committed to teaching at our school and committed to continually increasing their skills and knowledge.

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	24	24	23
Year 4 – Year 7 Primary	27	25	21
Year 7 Secondary – Year 10			
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

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	10	32	52
Long Suspensions - 6 to 20 days	1	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

In addition to Education Queensland's C2C curriculum. We have developed our own unique curriculum offerings which directly align with the needs of our students:

- Teaching of Reading Framework – modelled, shared and guided reading experiences
- Explicit Instruction – Anita Archer (signature pedagogy)
- Jolly Phonics
- Prep Oral Language program
- Magic Words sight word program
- Use of Primary Connections to teach Science
- Support programs – Master Class, LLI, Phonics
- Extension programs – Solid Pathways, IMPACT project, U2B Reading and Comprehension

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 improve 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, students are able to access a fully equipped computer lab with head phones.

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 Ipad available for Literacy groups. Each class have access to a set of five each day. Teachers can also access this resource 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	2013	2014	2015
Percentage of parent/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	93%	92%	100%
this is a good school (S2035)	94%	100%	100%
their child likes being at this school (S2001)	100%	100%	94%
their child feels safe at this school (S2002)	100%	92%	89%
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)	94%	100%	94%
teachers at this school expect their child to do his or her best (S2005)	94%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	88%	92%	94%
teachers at this school motivate their child to learn (S2007)	94%	100%	100%
teachers at this school treat students fairly (S2008)	88%	100%	82%
they can talk to their child's teachers about their concerns (S2009)	94%	100%	89%
this school works with them to support their child's learning (S2010)	88%	100%	100%
this school takes parents' opinions seriously (S2011)	93%	100%	94%
student behaviour is well managed at this school (S2012)	93%	92%	89%
this school looks for ways to improve (S2013)	93%	100%	100%
this school is well maintained (S2014)	100%	92%	100%

Performance measure	2013	2014	2015
Percentage of students who agree [#] that:			
they are getting a good education at school (S2048)	95%	95%	95%
they like being at their school (S2036)	98%	95%	97%
they feel safe at their school (S2037)	97%	91%	95%
their teachers motivate them to learn (S2038)	92%	94%	95%
their teachers expect them to do their best (S2039)	98%	96%	100%
their teachers provide them with useful feedback about their school work (S2040)	82%	93%	90%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
teachers treat students fairly at their school (S2041)	92%	93%	92%
they can talk to their teachers about their concerns (S2042)	85%	89%	81%
their school takes students' opinions seriously (S2043)	92%	88%	85%
student behaviour is well managed at their school (S2044)	83%	82%	73%
their school looks for ways to improve (S2045)	100%	96%	95%
their school is well maintained (S2046)	92%	91%	95%
their school gives them opportunities to do interesting things (S2047)	100%	96%	90%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	98%	97%	97%
they feel that their school is a safe place in which to work (S2070)	98%	94%	94%
they receive useful feedback about their work at their school (S2071)	100%	94%	94%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	100%
students are encouraged to do their best at their school (S2072)	98%	100%	100%
students are treated fairly at their school (S2073)	95%	97%	100%
student behaviour is well managed at their school (S2074)	89%	94%	91%
staff are well supported at their school (S2075)	95%	94%	97%
their school takes staff opinions seriously (S2076)	100%	94%	90%
their school looks for ways to improve (S2077)	98%	97%	97%
their school is well maintained (S2078)	98%	97%	94%
their school gives them opportunities to do interesting things (S2079)	95%	100%	93%

'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

We continue to build successful partnerships with parents and community members. Parents are welcomed and encouraged to participate in class and school activities supporting their children's learning. Our connections with the community enable us to link parents and support organisations to best support the children's development and wellbeing.

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
2012-2013	131,811	1,098
2013-2014	137,161	226

2014-2015

155,937

1,227

*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.

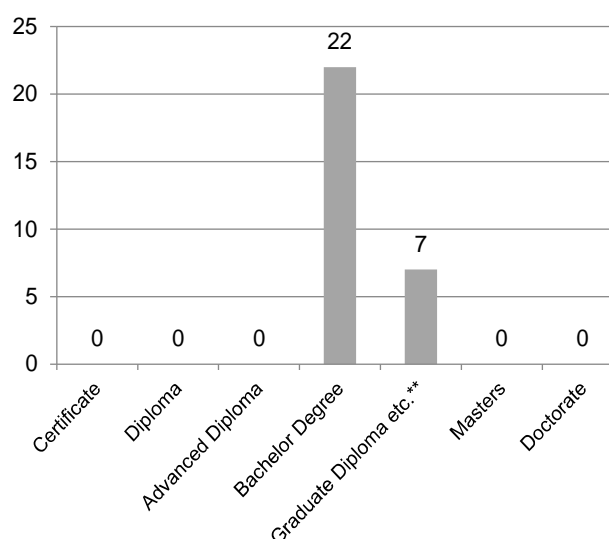
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	33	30	5
Full-time equivalents	29	18	<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.**	7
Masters	0
Doctorate	0
Total	29



*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 \$107 000.

The major professional development initiatives are as follows:

The majority of PD expenditure was used for release of teachers to engage in collaborative planning for student learning. Additional funds were used for course registration, attendance, PD for ancillary and admin staff, first aid training and other PD directly linked to our improvement agenda.

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.	96%	95%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 93% 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

GO

Sector:

Government

Non-government

SEARCH

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).	94%	92%	92%
The attendance rate for Indigenous students at this school (shown as a percentage).	91%	91%	87%

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 Primary schools was 93%.

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

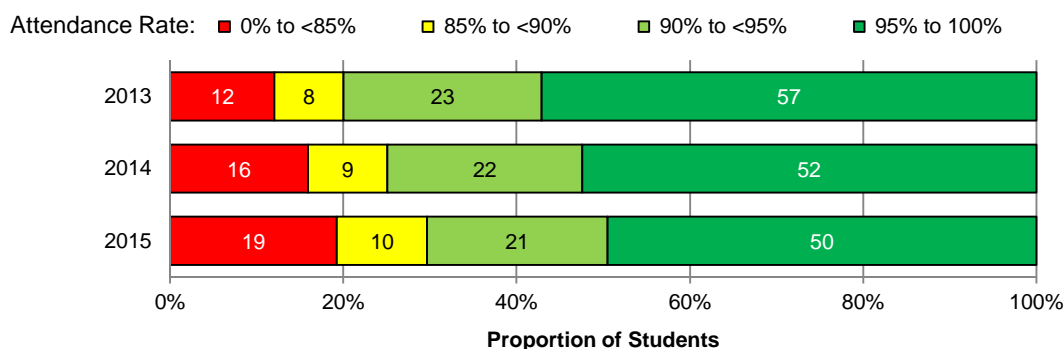
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	94%	93%	92%	94%	94%	93%	96%	95%					
2014	91%	92%	94%	93%	93%	93%	92%	92%					
2015	92%	90%	91%	94%	92%	93%	93%						

*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.



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.

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, 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.