Richlands East State School

ANNUAL REPORT
2016

Queensland State School Reporting

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

Richlands East State School provides opportunities for students to develop the understanding, knowledge and skills for them to become productive and active members of the society in which they live.

We offer a quality holisitic education for Prep to Year 6 students, catering for academic, emotional, physical and social needs. It is through our supportive and caring environment that students can achieve their personal best.

Our key objectives are:
1. Improve the academic achievements for each student.
2. Promote positive social skills and wellbeing through consistent and effective practices.

At Richlands East State School, we strive to create a safe, tolerate and disciplined learning environment for our students, and stress the importance of respect, responsibility and resilience. As such, parents are recognised as an integral part of their children's social and academic development.

Our team of experienced teachers and support staff have high expectations of and for each student; and work together with families and community to ensure our school provides an education that focuses on the academic and wellbeing of each child.

Principal's Foreward

Introduction

This report provides readers with an overview of our school's achievements during 2016, as well as our future priorities.

Readers are invited to contact the school should they wish to discuss any aspect of our school.

School Progress towards its goals in 2016

Our 2016 priorities remain constant and continue to be the overarching goals of our school.

1. Ensuring that all staff have a deep knowledge of the students and the curriculum and can plan a quality curriculum suiting our diverse range of learners.
2. Ensuring our processes and practices of maintaining optimum student wellbeing and engagement are embeded each day for each student.

Ensuring that all staff have a deep knowledge of the students and the curriculum and can plan a quality curriculum suiting our diverse range of learners.		
Focus Area/Goal	**Progress**	**Notes**
Collaborative Planning Days (CPD) Provide two CPD per term for teaching cohorts to work alongside Curriculum Leaders to identify the literacy and numercy demands of the curriculum and plan a classroom curriculum that caters for the diverse range of learners.	Embedding	This goal is ongoing throughout 2016 and 2017.
Data Analysis Provide time for teachers to discuss various student achievement data and plan next step learning for students.	Embedding	This goal is ongoing throughout 2016 and 2017.
Putting FACES on the Data – Case Management of Reading Using the Sharratt and Fullan Case Management approach, to discuss student reading achievement and plan next step learning for individual students.	Embedding	This goal is ongoing throughout 2016 and 2017.

Ensuring our processes and practices of maintaining optimum student wellbeing and engagement are embeded each day for each student.		
Focus Area/Goal	**Progress**	**Notes**
Implement Tier 2 Processes within school practices. Implement practices to identify students who need individualised support. Case manage students to ensure their continued success.	Achieved	
Professional Learning Provide Professional Learning for all staff focusing on student wellbeing support strategies.	Achieved	This goal is ongoing throughout 2016 and 2017.

Future Outlook

Our 2017 priorities remain consistent with our 2016 goals as we narrow our focus and ensure we have achieved success in our two areas of focus.

Ensuring that all staff have a deep knowledge of the students and the curriculum and can plan a quality curriculum suiting our diverse range of learners.		
Focus Area/Goal	**Success**	**Timelines**
Collaborative Planning Days (CPD) Provide two CPD per term for teaching cohorts to work alongside Curriculum Leaders to identify the literacy and numercy demands of the curriculum and plan a classroom curriculum that caters for the diverse range of learners.	A teaching team whose knowledge of the curriculum and students ensures they can adapt the curriculum to suit the diverse needs of our learners	It is invisaged that this goal will continue into 2018.
Data Analysis Provide time for teachers to discuss various student achievement data and plan next step learning for students.	A teaching team who are able to analyse student achievement data and plan for next step learning for each student.	It is invisaged that this goal will continue into 2018.
Putting FACES on the Data – Case Management of Reading Using the Sharratt and Fullan Case Management approch, to discuss student reading achievement and plan next step learning for individual students.	A teaching team who use available student reading achievement data to plan individualised learning for each student.	It is invisaged that this goal will continue into 2018.

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Ensuring our processes and practices to maintain optimum student wellbeing and engagement are embeded each day for each student.		
Focus Area/Goal	**Success**	**Timelines**
Implement Tier 2 Processes within school practices. Implement practices to identify students who would benefit from individualised support. Case manage students to ensure their continued success.	Student Services Team, along with teaching staff, case manage individual students to ensure success.	It is invisaged that this goal will continue into 2018.
PBL – Tier 1 Review PBL Tier 1 processes and practices, namely: • Whole School Rewards System. • Implement 'Playground Games Rangers Program'	Currently whole staff are collaboratively reviewing school rewards system. Games Rangers - year 6 students are trained to lead lunch time games with younger children is in its trial stage.	It is invisaged that this goal will continue into 2018.
PBL – Tier 2 Implement Classroom Problem Solving Teams (CPST) into the PBL practices for identified students. Implement intervention programs for target students: • SPARK (in collaboration with PCYC) • Rock n Water • Play Plans	CPST process is currently underway and in its trial phase. Intervention programs for target students are operational.	It is invisaged that this goal will continue into 2018.

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Our School at a Glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2016:   Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	454	237	217	66	89%
2015*	474	257	217	77	90%
2016	484	257	227	67	91%

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 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

Overview
Richlands East State School has a current enrolment of 518 students originating from over 30 cultural backgrounds. Our cultural identity, with the ethos of 'Harmony', ensures we are unique in our diversity. Our young people are role models for inclusivity, unity and harmony as all students learn together.

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	24	24	23
Year 4 – Year 7	25	25	26
Year 8 – 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.

Curriculum Delivery

Our Approach to Curriculum Delivery
Richlands East State School offers a unique and student focused curriculum.

Pre-Prep:
We hold a Playgroup onsite for 2 to 5 year old students delivered by an experienced Teacher Aide.

Prep to Year 6:

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We explicitly teach all key learning areas of the Australian Curriculum at our school. In addition we provide the following:

- Intervention programs to support student learning.
- Extension programs to extend gifted and talented learners.
- A comprehensive English as a Second Language (ESL) program.
- Positive Behaviour for Learning Programs.
- Prep based programs such as: Foundation Q, SRA, and Phonological Awareness.
- Guided Reading Program based on Sheena Cameron Reading Program.
- Our signature pedagogy, how we teach, is based on Anita Archer Explicit Instruction model.

Co-curricular Activities

Richlands East State School offers a vast number of co-curricular activities including:

- Lunch time activities: Chess Club, Drawing Club, Movie Club, Crafty Minions, Handball, Games Room, Skipping, team sports.
- Before school Running Club.
- Dance groups: Korobara Indigenous Dance troupe, dance clubs from various cultural groups including – African dance group, South Pacific, Vietnamese dance groups.
- Year 3 to 6 Hip Hop program.
- Sporting events: representation at all levels of school sport as well as local sporting events centred around Rugby League
- Chaplaincy Program.
- Breakfast Club.
- After School Learning Club (homework club in partnership with The Smith Family).
- Indigenous Art group in our new 'Aquila Room'.

How Information and Communication Technologies are used to Assist Learning

ICTs are integrated within the curriculum at Richlands East State School. Teachers use computers and iPads on a daily basis to support, extend and compliment student learning.

Social Climate

Overview

Richlands East State School is a Positive Behaviour for Learning (PBL) school. Our motto is Respectful, Responsible and Resilient. The PBL program is divided into three tiers. Tier 1 focuses on all students all of the time and ensures that we recognise the achievements of the vast number of students who are respectful, responsible and resilient each day. Tier 2 focuses on some of the students some of the time. We provide additional support and intervention programs for a small number of students requiring additional support. Tier 3 is for a very small number of students. Both tier 2 and tier 3 programs work closely with families and often outside agencies. We ensure only the best for our students.

Our social climate is based on mutual respect, as we explicitly teach our students positive behaviour strategies during structured weekly lessons.

In addition we provide a Breakfast Club four days a week, Chaplaincy program and various break time activities to support our students.

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)	92%	100%	81%
this is a good school (S2035)	100%	100%	87%
their child likes being at this school* (S2001)	100%	94%	94%
their child feels safe at this school* (S2002)	92%	89%	94%
their child's learning needs are being met at this school* (S2003)	100%	100%	75%
their child is making good progress at this school* (S2004)	100%	94%	94%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	88%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	92%	94%	94%
teachers at this school motivate their child to learn* (S2007)	100%	100%	88%

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Performance measure			
Percentage of parents/caregivers who agree# that:	**2014**	**2015**	**2016**
teachers at this school treat students fairly* (S2008)	100%	82%	81%
they can talk to their child's teachers about their concerns* (S2009)	100%	89%	88%
this school works with them to support their child's learning* (S2010)	100%	100%	94%
this school takes parents' opinions seriously* (S2011)	100%	94%	88%
student behaviour is well managed at this school* (S2012)	92%	89%	81%
this school looks for ways to improve* (S2013)	100%	100%	94%
this school is well maintained* (S2014)	92%	100%	100%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	**2014**	**2015**	**2016**
they are getting a good education at school (S2048)	95%	95%	88%
they like being at their school* (S2036)	95%	97%	93%
they feel safe at their school* (S2037)	91%	95%	93%
their teachers motivate them to learn* (S2038)	94%	95%	98%
their teachers expect them to do their best* (S2039)	96%	100%	97%
their teachers provide them with useful feedback about their school work* (S2040)	93%	90%	90%
teachers treat students fairly at their school* (S2041)	93%	92%	87%
they can talk to their teachers about their concerns* (S2042)	89%	81%	87%
their school takes students' opinions seriously* (S2043)	88%	85%	89%
student behaviour is well managed at their school* (S2044)	82%	73%	76%
their school looks for ways to improve* (S2045)	96%	95%	95%
their school is well maintained* (S2046)	91%	95%	88%
their school gives them opportunities to do interesting things* (S2047)	96%	90%	91%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	**2014**	**2015**	**2016**
they enjoy working at their school (S2069)	97%	97%	100%
they feel that their school is a safe place in which to work (S2070)	94%	94%	90%
they receive useful feedback about their work at their school (S2071)	94%	94%	93%
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)	100%	100%	100%
students are treated fairly at their school (S2073)	97%	100%	95%
student behaviour is well managed at their school (S2074)	94%	91%	86%
staff are well supported at their school (S2075)	94%	97%	93%
their school takes staff opinions seriously (S2076)	94%	90%	93%

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Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
their school looks for ways to improve (S2077)	97%	97%	98%
their school is well maintained (S2078)	97%	94%	95%
their school gives them opportunities to do interesting things (S2079)	100%	93%	88%

* 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 and carers are viewed as integral partners in their child's education. At Richlands East State School we work alongside parents to support and nurture each child's academic and wellbeing achievements. Parents are encouraged to enter the school, speak to their child's teacher and become actively involved in any aspect of the school.

Our school has a small but hard working and active P&C. Their goal is to work alongside the school and provide additional resources for all students. The Richlands East State School P&C provide multiple opportunities for all families within the school and are an asset to our community.

Respectful relationships programs

Students at our school are actively taught the process they should use to respectfully respond to any situation they may find themselves. This is embedded within our PBL framework. Students are also taught to report any behaviours they deem unsafe.

The school has developed and implemented programs which focus on appropriate, respectful and healthy relationships.

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	32	52	45
Long Suspensions – 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

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

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

Environmental Footprint

Reducing the school's environmental footprint

The school is always looking for ways to reduce its environmental footprint. Staff are actively encourged to switch off fans and air conditioners and use them wisely and efficiently. There are many electricity saving devices installed including sensor lights.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	137,161	226
2014-2015	155,937	1,227
2015-2016	171,537	571

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.
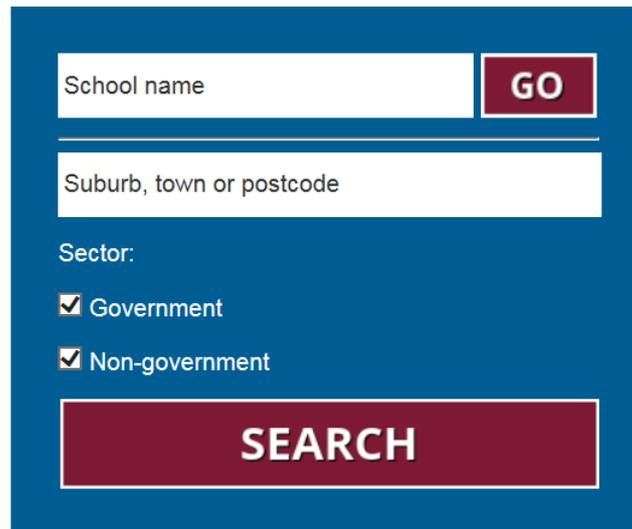
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School Funding

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 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.**

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.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	**Teaching Staff**	**Non-Teaching Staff**	**Indigenous Staff**
Headcounts	36	36	6
Full-time Equivalents	32	20	<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	32
Diploma	3
Certificate	0

*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 $28 546.

The major professional development initiatives are as follows:

Curriculum:
Collaborative Planning Days
Curriculum Leaders' Learning Days
Lyn Sharratt Case Management Days

Student Wellbeing:
The Effects of Trauma on Human Behaviour
Pathways to Resilience

Other:
Mandatory EQ PD

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

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Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	95%	95%	94%

Proportion of Staff Retained from the Previous School Year
From the end of the previous school year, 94% of staff was retained by the school for the entire 2016.

Performance of Our Students

Key Student Outcomes

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).	92%	92%	92%
The attendance rate for Indigenous students at this school (shown as a percentage).	91%	87%	84%

*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 Primary schools was 93%.
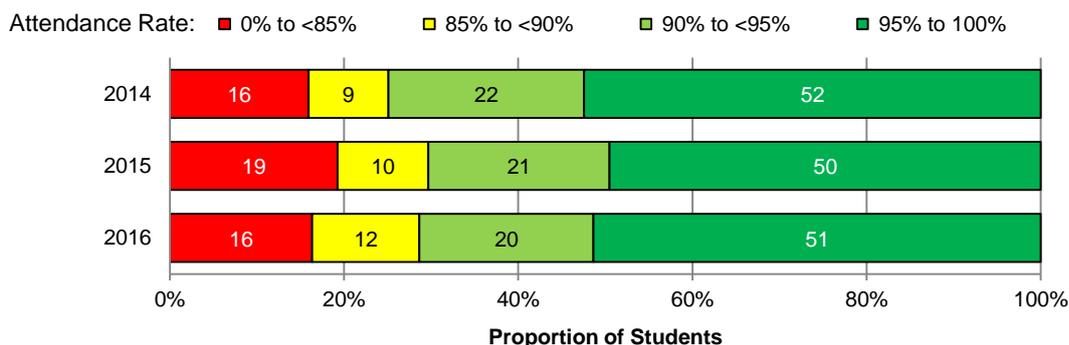
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	91%	92%	94%	93%	93%	93%	92%	92%					
2015	92%	90%	91%	94%	92%	93%	93%						
2016	93%	89%	93%	92%	93%	90%	94%						

*Attendance rates effectively count 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.

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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	16	9	22	52
2015	19	10	21	50
2016	16	12	20	51

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 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.

Richlands East State School has a comprehensive program for promoting positive attendance at school. This includes proactive approaches to education as well as intrinsic incentives.

The school currently has a fully automative attendance SMS system.

High absenteeism is followed up on an individual basis.

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.**

Find a school

| School name | GO |

| Suburb, town or postcode |

Sector:

☑ Government

☑ Non-government

SEARCH

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.

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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.

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