



Richlands East 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

Richlands East State 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 7 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
4. Develop students' social and emotional intelligence

Our overarching value is learning. We stress the importance of focussed learning in every classroom, in every lesson, every day. Every day is important. We strive to create a safe, tolerate and disciplined learning environment for our students and stress the importance of respect, responsibility and resilience.

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.

## School progress towards its goals in 2018

### CURRICULUM, TEACHING and LEARNING

<b>Data Literacy</b>  Analysis of school and systemic data each term to:	Identify next step learning specifically in reading and writing Identify support strategies for student wellbeing Identify strategies to increase individual student attendance Celebrate student and school achievement	This improvement agenda is well embedded within school processes. Each year additional aspects of data literacy is triangulated with a focus on utilising this additional data to further support and extend student learning and wellbeing.
<b>Curriculum Frameworks</b>  Development of a <i>Teaching of Writing</i>	During 2018 the Writing Committee drafted a <i>Teaching of Writing Framework</i> for implementation into every classroom commencing 2019.	The draft framework completed in 2018 ready for implementation commencing 2019. A review of the framework will happen end of semester 1 and end of school

<i>Framework</i>	The frameworks sets out what teachers will teach, how they will teach writing and what and how we assess student achievement.	year ready for any changes to commence 2020.
<b>Collaborative Planning Days and Coaching</b>	Teaching cohorts and Curriculum Leaders continue to work together to implement quality curriculum and assessment, and effective pedagogical practices in every classroom.	In 2019 the focus of Collaborative Planning Days will be Teaching of Writing.

## STUDENT WELLBEING

<p><b>PBL Tier 1</b></p> <p>'Universal' or School-Wide Processes</p>	<p>2018 saw teaching and non-teaching staff involved in reflection of current processes and measuring there success against school data.</p> <p>Several Problems of Practice were identified:</p> <ul style="list-style-type: none"> <li>-Effectiveness of Rewards Days in decreasing number of major behaviour incidents.</li> <li>-Effectiveness of current Eagles' Nest process.</li> <li>-Recording of major incidents using One School.</li> </ul> <p>All staff participated in the Pathways to Resilience training, a neuro-science based program explicitly teaching self-awareness, self-regulation and de-escalation strategies.</p>	<p>As a result of this in depth reflection and review:</p> <p>Rewards Days were changed to Celebration Days and therefore not linked to Behaviour Management.</p> <p>Eagles' Nest processes were streamlined with student attendance rates increasing.</p> <p>The Pathways to Resilience Program was implemented into weekly PBL lessons and school-wide systems of practice.</p>
<p><b>PBL Tier 2</b></p> <p>Targeted Processes</p>	<p>During 2018, RESS employed a full-time Social Worker to support students, families and complexity within the school.</p> <p>Other tier 2 processes continued to be implemented with staff aligning the best strategies/processes to support the needs of students and families.</p>	<p>Students and their families continued to receive timely and appropriate support.</p>
<p><b>PBL Tier 3</b></p> <p>Intensive Processes</p>	<p>RESS staff continued to investigate outside agency support structures for students and families on a needs basis.</p>	

## Future outlook

### CURRICULUM, TEACHING and LEARNING

<p><b>Data Literacy</b></p> <p>Analysis of school and systemic data each term to:</p>	<p>Identify next step learning specifically in reading and writing.</p>	<p>Triangulate all data and cohort professional learning teams use data to plan next step learning in specifically modelled and guided reading.</p> <p>Use pre-assessment (formative) to identify next step learning in English - teaching of writing.</p>
<p><b>Curriculum Frameworks</b></p> <p>Development of a <i>Teaching of Writing Framework</i></p>	<p>Implementing Teaching of Writing Framework into every classroom.</p>	<p>Class and support teachers will commence the implementation of this framework into every classroom commencing 2019.</p>
<p><b>Collaborative Planning Days</b></p> <p><b>and</b></p> <p><b>Coaching</b></p>	<p>Teaching cohorts and Curriculum Leaders continue to work together to implement quality curriculum and assessment, and effective pedagogical practices in every classroom.</p> <p>Focus area will be the teaching of writing in 2019.</p>	<p><i>A Teaching of Writing - Consistency of Practice</i> has been developed to support the school wide consistent approach to planning and teaching of English, and specifically writing at RESS.</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>-pre-assessment</li> <li>-alignment of achievement standards</li> <li>-purpose, warm ups and success criteria</li> <li>-lesson sequences meeting the specific needs of students (as determined in data analysis)</li> <li>-meeting the needs of students through differentiated practices</li> <li>-student goals and feedback to students (making learning visible)</li> </ul>

### STUDENT WELLBEING

<p><b>PBL Tier 1</b></p> <p>'Universal' or School-Wide Processes</p>	<p>Problem of Practice:</p> <ul style="list-style-type: none"> <li>-Eagle Star Tickets Rewards</li> </ul> <p>Working Parties:</p> <ul style="list-style-type: none"> <li>-Traffic Light System</li> <li>-Behaviour Matrix</li> <li>-School-wide Expected Behaviours</li> </ul>	<p>In 2019 staff will work on an additional Tier 1 practice of identifying appropriate behaviours. This will see the implementation and review of the Eagle Start Ticket Reward system.</p> <p>Working Parties will measure the success of three tier 1 processes and plan for draft reviews for staff consultation, feedback and implementation.</p>
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# Our school at a glance

## School profile

<b>Coeducational or single sex</b>	Coeducational
<b>Independent public school</b>	No
<b>Year levels offered in 2018</b>	Prep Year - Year 6

### Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	484	520	555
Girls	257	267	269
Boys	227	253	286
Indigenous	67	69	81
Enrolment continuity (Feb. – Nov.)	91%	93%	89%

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

Richlands East State School has a current enrolment of 538 students. Our school is multi-cultural with over 30 cultural backgrounds represented. Many of our students speak English as their second language which contributes to our rich and diverse environment. Our teachers are committed and work hard every-day to ensure each of our students receives the best education we can offer. Our young students are role models for inclusivity, unity and harmony.

### Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	23	25	24
Year 4 – Year 6	26	28	25
Year 7 – Year 10			
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

- Staff triangulate a range of school and systemic student achievement and wellbeing data. This analysis leads us to measure the effectiveness of learning and wellbeing programs and processes within the school. Celebrations of achievement and next step learning for students are identified.
- The school adopts and adapts the C2C (Curriculum into the Classroom) units aligned to the Australian Curriculum.
- The pedagogical framework is based on Explicit Instruction from Anita Archer which includes the elements of I do, we do and you do
- Collaborative Planning Days ensure each team backward maps assessment to the teaching and learning required for student success. Teachers and Curriculum Leaders utilise the Alignment Planner to ensure a comprehensive knowledge of the Australian Curriculum year level achievement standards.
- The whole school frameworks of Robust Vocabulary and Reading are embedded across the school
- Students participate in Specialist Lessons of Music, PE and HASS.

We also provide the following:

- Intervention to support student learning
- Pathways to Resilience Program
- Extension programs to extend the U2B and gifted students
- A comprehensive EAL/D (English as a Second Language/Dialect) program
- Positive Behaviour for Learning
- Foundation Q, SRA, Spelling Mastery, Phonological Awareness

### 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, Handball, Games Room, Team sports
- Dance groups: Indigenous, Pacific Island, Vietnamese, African
- Year 3-6 Hip Hop program
- Representative sport at all levels
- Chaplaincy
- STEM Club for junior and senior students
- Breakfast Club
- Aquilla Room - Indigenous support room
- Culture Room - EAL/D support room

### How information and communication technologies are used to assist learning

ICT is integrated within the curriculum at RESS. Teachers use computers and iPADS on a daily basis to support, extend and compliment student learning. Whole classes can access ICTs from either our computer lab or class set of laptops.

## Social climate

### Overview

Richlands East State School is a Positive Behaviour for Learning school (PBL). Our school expectations are **Respectful, Responsible and Resilient**. The Eagle theme is evident throughout the school. Students earn Eagle Eyes and there is a student centred reward system in place.

PBL is divided into three tiers. Tier 1 focuses on all students all of the time and ensures we focus on the positive behaviours of the majority of students every day.

Tier 2 focuses on the students who require intervention behaviour programs or additional support. This support is also extended to their families who may benefit from outside agency supports.

Tier 3 is for the very small number of students who need support from outside agencies. This support is also extended to their families.

RESS employs a full-time Social Worker who works alongside the Leadership Team in creating a safe, supportive and inclusive environment. The Social Worker also supports students and families to access additional support programs dependent on their needs.

Parents are integral stakeholders in the support of their children. Parents are involved in all aspects of their children's wellbeing whilst identified as tier 2 or tier 3.

### 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 <sup>#</sup> that:	2016	2017	2018
• their child is getting a good education at school (S2016)	81%	100%	91%
• this is a good school (S2035)	87%	100%	91%
• their child likes being at this school* (S2001)	94%	100%	88%
• their child feels safe at this school* (S2002)	94%	100%	92%
• their child's learning needs are being met at this school* (S2003)	75%	100%	88%
• their child is making good progress at this school* (S2004)	94%	100%	79%
• teachers at this school expect their child to do his or her best* (S2005)	88%	100%	92%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	94%	100%	88%
• teachers at this school motivate their child to learn* (S2007)	88%	100%	92%
• teachers at this school treat students fairly* (S2008)	81%	100%	91%
• they can talk to their child's teachers about their concerns* (S2009)	88%	100%	83%
• this school works with them to support their child's learning* (S2010)	94%	100%	88%
• this school takes parents' opinions seriously* (S2011)	88%	92%	91%
• student behaviour is well managed at this school* (S2012)	81%	100%	79%
• this school looks for ways to improve* (S2013)	94%	100%	91%
• this school is well maintained* (S2014)	100%	100%	91%

Percentage of parents/caregivers who agree <sup>#</sup> that:	2016	2017	2018
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\* 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 <sup>#</sup> that:	2016	2017	2018
• they are getting a good education at school (S2048)	88%	95%	92%
• they like being at their school* (S2036)	93%	92%	90%
• they feel safe at their school* (S2037)	93%	92%	92%
• their teachers motivate them to learn* (S2038)	98%	98%	96%
• their teachers expect them to do their best* (S2039)	97%	98%	96%
• their teachers provide them with useful feedback about their school work* (S2040)	90%	93%	91%
• teachers treat students fairly at their school* (S2041)	87%	88%	85%
• they can talk to their teachers about their concerns* (S2042)	87%	88%	84%
• their school takes students' opinions seriously* (S2043)	89%	88%	76%
• student behaviour is well managed at their school* (S2044)	76%	74%	78%
• their school looks for ways to improve* (S2045)	95%	96%	90%
• their school is well maintained* (S2046)	88%	93%	91%
• their school gives them opportunities to do interesting things* (S2047)	91%	96%	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.

Table 5: Staff opinion survey

Percentage of school staff who agree <sup>#</sup> that:	2016	2017	2018
• they enjoy working at their school (S2069)	100%	100%	100%
• they feel that their school is a safe place in which to work (S2070)	90%	98%	93%
• they receive useful feedback about their work at their school (S2071)	93%	91%	90%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	92%	96%
• students are encouraged to do their best at their school (S2072)	100%	98%	100%
• students are treated fairly at their school (S2073)	95%	100%	100%
• student behaviour is well managed at their school (S2074)	86%	96%	85%
• staff are well supported at their school (S2075)	93%	96%	95%
• their school takes staff opinions seriously (S2076)	93%	94%	95%
• their school looks for ways to improve (S2077)	98%	100%	100%
• their school is well maintained (S2078)	95%	96%	98%
• their school gives them opportunities to do interesting things (S2079)	88%	98%	97%

Percentage of school staff who agree <sup>#</sup> that:	2016	2017	2018
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\* 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

At Richlands East 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 school.

Our school has a small but hardworking 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 education programs

Students at our school are actively taught the process they should use to respectfully respond to any situation in which they may find themselves. This is embedded within our PBL framework.

Students follow the High 5 - Talk friendly, talk firmly, ignore, walk away, report. They are also encouraged to report any behaviours that they deem unsafe.

The school has developed and implemented a program/or programs focusing on appropriate, respectful, equitable and healthy relationships. This includes the newly implemented *Pathways to Resilience* program which takes the form of weekly explicit teaching episodes focused on self-regulation, self-awareness and des-escalation strategies.

## 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	45	51	84
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

The school is always looking for ways to reduce its environmental footprint.

Staff are actively encouraged to switch off fans and air conditioners and use them wisely and efficiently.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	171,537	156,849	149,943
Water (kL)	571	2,101	1,584

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.

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

4. Click on 'Finances' and select the appropriate year to view the school financial information.

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	43	34	7
Full-time equivalents	37	21	<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	0
Masters	4
Graduate Diploma etc.*	2
Bachelor degree	37
Diploma	0
Certificate	0

\*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 \$28 307.00.

The major professional development initiatives are as follows:

- LLF
- LLD
- QELi - Experienced Principals' Program
- Lyn Sharratt - Regional Workshop
- Autism Queensland - proven strategies for teacher aides
- Autism Queensland - developing inclusive strategies
- Principal Symposium
- School Business Manager Symposium
- Regional Pillar Days and Collaborative Days
- Occupational Therapy
- Reading Hub - Supporting students with a reading disorder
- Aspect Autism in Education Conference
- Early Career Teachers' Symposium
- Beginning Teachers' Regional Symposium

- Supporting pre-writers
- Regional EAL/D conference
- Cluster Meetings
- CPR and Senior First Aid Courses
- School Based Collaborative Planning Days - curriculum and assessment
- School Based Collaborative Planning Days - PBL
- Data Literacy
- Cluster Moderation - English and Maths

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.	94%	94%	94%

### Proportion of staff retained from the previous school year

From the end of the previous school year, 92% 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 Primary schools was 92%.

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	92%	92%	90%
Attendance rate for Indigenous** students at this school	84%	84%	81%

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

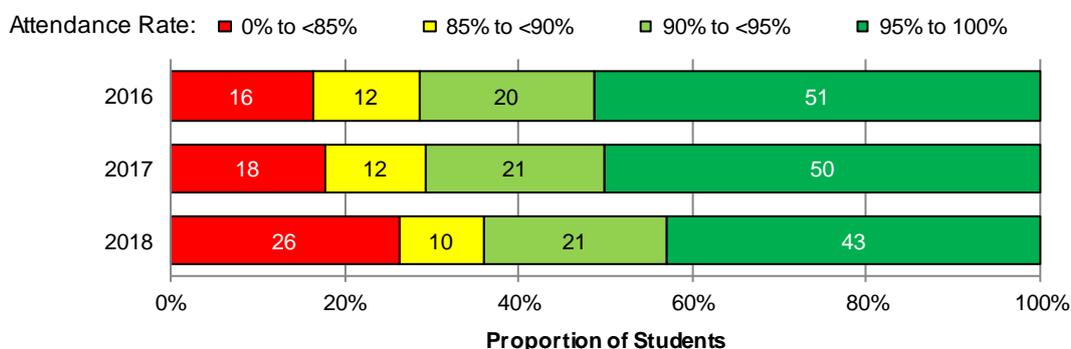
Year level	2016	2017	2018
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

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.

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. Eagles are given out each Friday to the most improved class for attendance. These classes receive the Eagles in Assembly and are celebrated. The classes keep the Eagle for a week and write about the experience and take photos. There are three Eagles: Eldon, Edward and Erica.

The school has a fully automated attendance SMS system. SMS messages are sent daily and unexplained absences are followed up.

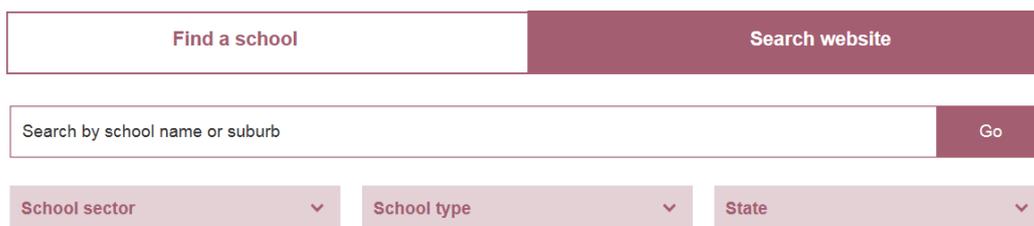
High absenteeism is followed up and case managed on an individual basis.

## 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.



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



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



#### 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.