Principal’s foreword

Introduction

Richmond Hill State School is a state co-educational prep to year seven school. For over 100 years the school has provided a comprehensive and quality education through a close working partnership with the community. Together we seek to prepare our students for further education and citizenship by the planned use of available resources. This is achieved by meeting our goals which are reviewed each year and strategically every three or four years.

Charters Towers is a unique rural community. While a small centre the population is serviced by eight educational sites. This provides a very competitive educational market place.

Richmond Hill State School is able to achieve its own goals by:
- Maintaining a strong and supported level of leadership, with an unrelenting focus on improvement.
- Developing a shared commitment to core priorities, within economies of scale.
- Broadening the delivery of quality curriculum and planning to improve learning.
- Enhancing every teacher’s capacity to reflect upon their teaching focus on the achievement of every student.

This report seeks to provide a snapshot of our school in the areas of:

- School Progress towards its goals in 2014
- Future Outlook
- School Profile
- Curriculum Offerings
- Social Climate
- Parent, student and teacher satisfaction with the school
- Parent Involvement
- Staff composition
- Teacher Qualifications
- Expenditure on Professional Development
- Staff Attendance
- Staff Retention
- Key Student Outcomes
- Student Attendance
- Student Achievement on NAPLAN Testing
School progress towards its goals in 2014

School Curriculum

- Continued to review and align Whole School Curriculum, Assessment and Reporting with QCARF and the Australian Curriculum with the introduction of History.
- Learning Support Plans developed for all students receiving grades below a ‘C’ in Literacy and Numeracy.
- ILP’s (Individual Learning Plans) developed for all students with disabilities using One School Support Provision Tool.
- Teachers’ focused on improving the number of A-E gradings with accurate data collection and accountable moderation processes across the school and cluster.
- Purchased further resources to establish a school reading/comprehension program. Alignment to Whole School Reading Plan and expectations. Home Reading Program continued.
- Implemented Reading and Numeracy programs that met the needs that fostered strong students, strong results and strong futures for Indigenous children, designed to close the gap in educational outcomes. Each indigenous student had an Individual Support Plan.
- Delivered an intensive reading program and daily reading block. Upskilled teachers through PD meeting Reading and Writing needs. School wide focus continued to be improvement in reading and writing.

Teaching Practice

- Collaboratively developed a Pedagogical Framework which articulated the school’s approach to teaching and implemented framework.
- Collaboratively developed ‘Short Cycle’ learning each term guided by data indicating areas of need for improvement. Five Week Cyclic Data processes focusing on Spelling and Number Facts across the school were successfully completed.
- Data analysis became the culture of the school and drove future teaching. Teachers worked collaboratively across all grade level and schools through moderation meetings to quality assure assessment.
- The 2014 Pedagogical Framework was implemented with a broad into narrow focus in all 5 dimensions of teaching.
- Leaders and peers gave relevant feedback aligned to school priorities regarding pedagogical practice and student understanding. Teachers produced Personal Performance Plans to identify professional needs working with admin to develop these needs.
- Explicit Instruction, front end assessment and regular student feedback was the pedagogical culture across the school.

Principal Leadership and School capability

- Staff culture of data interrogation twice a term to improve performance was developed and will be ongoing.
- Planning overviews and assessment tracking discussions were conducted once/term to build teacher capacity.
- Effective teaching practices were developed, monitored, evident and effectively used across all classrooms.
- Formal classroom observations and planning meetings were undertaken at least once per term. Feedback coaching model was completed by all staff.
- School Leadership Team engaged in ‘Instructional Walk Thrus’ in all classes P-7 and engaged in dialogue with students about their learning using the Sharrat & Fullan 5 Questions of Teaching and Learning regularly during each term.
- Staff engaged with professional presenters both internally and externally to be upskilled on Reading, Writing, Pedagogical Practice and Yumi Deadly Maths.
- Support teachers and teacher aides improved pedagogical practice and student learning outcomes through upskilling.
- Supervision of planning practices was undertaken to quality assure planning was data driven.

School and Community Partnerships

- High School Transition plan developed and implementation between both campuses. Year 6/7 students and parents were comfortable with transition procedures that addressed identified student needs.
- Additional transition days provided support for students with disabilities with guidance from RHSS Deputy and Highschool staff with positive successes shared from students and parents.
- Designed and implemented the Successful Start to Prep Transition Program that enabled pre-preppies to engage in an extensive Transition Program to support readiness for take up for Prep in 2015. Resulting in increased enrolments for 2016.
- Introduced reciprocal visits to Pre-prep Providers in the Charters Towers to develop partnerships and a shared understanding about early childhood settings to support student transitioning.
- Continued to build a positive learning culture in the school through nurturing positive relationships with the school community. This was done through the curriculum, Positive Behaviour Support, You Can Do It Program, good
pedagogical practices, positive partnerships with parents and community communication expectations.

- Community forums established meeting with school and indigenous communities members regularly. These are to be held a minimum of once / term. Encouraged more parent involvement in the school.
- Regularly used local newspaper and newsletter to promote the good things happening at Richmond Hill State School.
- Indigenous Liaison Officer employed to assist with focus on attendance of all students, especially indigenous.
- Parent/teacher workshops provided targeting areas of need or interest such as student resilience, literacy and numeracy.
- Training and skill development opportunities offered to parents and teachers throughout the year.

**Future outlook**

- Improved Literacy (Reading and Writing) and Numeracy focus across all grades.
- Five week data Cycles to continue.
- Emphasis on improving reading levels targeting students below NQR benchmarks.
- Increased parent participation in school and child’s learning (especially indigenous parents).
- Consolidate Pre prep communication with Kindergartens and Day Care centres to build stronger links to support Transition to School with greater awareness about school expectations of students starting prep to help them become more successful as learners.
- Effective data analysis to continue to drive planning.
- Closing the Gap - Attendance & Reading continue to improve as the benchmarks are raised again.
- Attendance and retention strategies revised and new ideas implemented.
- Continued focus on reading, writing and comprehension school wide.
- Successful implementation of a refined school wide Pedagogical Framework.
- Successful implementation of Geography Curriculum.
- Continue to embed EATSIPS perspectives in school.
- Effective Feedback Strategies developed to assist communication to all stakeholders to continue.
- Explicit Instruction Model (Integrated into Gradual Release Model) of pedagogical practise the culture across the school.
- Greater emphasis on peer coaching, walk throughs and mentoring.
- Continue to develop effective planning, assessment and reporting strategies that meet needs of students. Differentiation.
- Full implementation of Whole School Student Support at Richie Hill with a consultative Tier Approach involving teachers, specialists staff and Admin to manage intervention and strong focus on every child receiving high quality differentiated teaching documented through: Unit planning, ICP’s, ILP’s, Numeracy and Literacy Support Plans.
- Implementation of Speech, Sounds and Pics in Prep to support the reading improvement agenda.
- Develop and implement an effective Four Year School Strategic Plan.
Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2014: Prep Year - Year 6

Total student enrolments for this school:

<table>
<thead>
<tr>
<th>Year</th>
<th>Total</th>
<th>Girls</th>
<th>Boys</th>
<th>Enrolment Continuity (Feb – Nov)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>378</td>
<td>169</td>
<td>209</td>
<td>91%</td>
</tr>
<tr>
<td>2013</td>
<td>389</td>
<td>186</td>
<td>203</td>
<td>91%</td>
</tr>
<tr>
<td>2014</td>
<td>407</td>
<td>197</td>
<td>210</td>
<td>94%</td>
</tr>
</tbody>
</table>

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

Characteristics of the student body:

Richmond Hill State School caters for 5 to 12 years olds in the rural/provincial environment of Charters Towers. Predominant industries are grazing and mining. Charters Towers community is the service hub of a community of approximately 9,500 people, located 138 kilometres west of Townsville in North Queensland.

Richmond Hill State School students come from wide variety of backgrounds. Approximately 24% of the population is indigenous and all students come from a rural background. Students from across the whole Charters Towers area attend Richmond Hill State School and our enrolments have been steady over the past 3 years.

Our school community values cultural difference and ensure that all students participate actively in school life.

In 2014 Richmond Hill had straight grade levels in 16 out of the 17 classes.

Average class sizes

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2012</td>
</tr>
<tr>
<td>Prep – Year 3</td>
<td>23</td>
</tr>
<tr>
<td>Year 4 – Year 7 Primary</td>
<td>22</td>
</tr>
<tr>
<td>Year 7 Secondary – Year 10</td>
<td></td>
</tr>
<tr>
<td>Year 11 – Year 12</td>
<td></td>
</tr>
</tbody>
</table>

School Disciplinary Absences

<table>
<thead>
<tr>
<th>Disciplinary Absences</th>
<th>Count of Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2012</td>
</tr>
<tr>
<td>Short Suspensions - 1 to 5 days</td>
<td>30</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td>0</td>
</tr>
<tr>
<td>Exclusions*</td>
<td>0</td>
</tr>
<tr>
<td>Cancellations of Enrolment</td>
<td>0</td>
</tr>
</tbody>
</table>
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

- Strong School Focus on Literacy and Numeracy with a school wide Reading program and Maths program that caters for individual needs.
- While we deliver focused, explicit teaching in Literacy and Numeracy we also use integrated units of work which are multidisciplinary and raise the bar on intellectual rigor and teaching practices.
- Comprehensive School Wide Tracking system to monitor student progress in the areas of English and Mathematics.
- Focus on Australian Curriculum and C2C in 2015
- Compliance with systemic planning, assessment and feedback
- Development of Strong Reading, Writing, Maths and differentiation culture within the school
- A clear focus on Reading Targets with student goal setting across P-7 to build on their skills to improve as readers.
- ICTs – Computer Lab, Interactive White Boards, Digital software, Computers and data Projectors in every classroom, Technology based resources
- Religious Education is offered to all students. It is non-denominational and is non-compulsory unless parents/carers provide a note requesting that their child/ren do attend. Students who do not attend fortnightly RE classes are supervised by teachers.
- Year 6 students attend an excursion to Brisbane each year.
- Students in P-6 access a specialist music teacher as part of The Arts curriculum but in addition, students in Years 4, 5 and 6 who perform to a prescribed standard on a musical aptitude test are invited to join the Instrumental Music Program, which is held in school time. This includes Woodwind, Brass and Percussion. This leads to being a member of the Richmond Hill Concert Band
- Our upper students have regular Sport practice and interschool competition. The students practice their skills in preparation for Carnival Days and weekly events, where the students travel to different venues to compete, in their chosen field, against teams from other schools. Sports include: Netball; Soccer; Touch Football; Cricket; League; Softball and AFL.
- Other sport options include Interhouse and Interschool Cross Country and Track and Field.
- The school has a clear and explicit assessment and reporting process. School-based assessment practices allow the school to gather data on students which drives curriculum planning and pedagogy.
- Specialist teachers and support staff provide educational programs in: Swimming, Physical Education, Instrumental Music, Music, Choir, Art, Artistic Endeavours – Combined Music Events and Special Needs.
- Our LOTE – Languages Other than English is Japanese is provided via on-line learning provided by CTSDE LOTE Teacher and supported by a supervising teacher at Richmond Hill State School.
- Currently the school maintains a Head of Curriculum and Support Teacher Literacy and Numeracy who guides the development, adaptation, review and constant modification of programs. Teachers involved in the teaching process reflect on and utilise contemporary practices and are guided by feedback from parents, students and specialists. Teachers engage in Collaborative Planning Days each Term with Head of Curriculum with guided dialogue about data to inform teaching practice and personalise instruction to improve performance and student outcomes.
Extra curricula activities

Our school has a range of additional curricula services in a range of areas including:

- Student leadership is a strong student team who lead weekly parades, school events and ceremonies, our Volunteer thank you Celebrations each Term and various fundraisers such as Boardies Day, Discos, Beanie Day.
- Our Lunchtime Alternative Activities to support social engagement and inclusion such as Lego Club, Chess Club, Supervised Touch Football and the Art Room.
- Year 6 Brisbane Excursion
- High School Transition Days
- School Excursions
- Adventure Based Learning – (High Ropes Course and instructors based at the school.)
- Choir, Arts, Theatre, Drama, Verse Speaking, Eisteddfod, Discos, Themed Days, Country Music Festival, School Concerts, Arts Council, ANZAC Day Ceremonies and Marches, Gotcha Days,
- Interschool Sport, Athletics, Cross Country and Swimming
- NAIDOC Activities
- Art and Craft Classes
- Instrumental Music Program
- Archery Program
- After School Active Sports Program that allows students to access coaching for specific sports free of charge.
- Other competition opportunities include: Readers Cup, Eisteddfod, Charters Towers Show Competitions, Charters Towers Japanese Speaking Competition, various competitions and school organised sporting and cultural competitions during the year.
- Gifted and Talented Education
- Specialist sport lessons from a variety of visiting sporting areas.

How Information and Communication Technologies are used to assist learning

At Richmond Hill, in accordance with Education Queensland’s initiatives in ICT (Information and Communication Technology) - Smart Classrooms, has a strong commitment to the use of technology based resources and is advancing the delivery of pedagogy (teaching practices) and school operations in the digital form. All classes have network computers with wireless access to the World Wide Web. All class teachers utilise a laptop, a data projector, digital camera and an interactive blackboard to assist instruction as part of Computers for Teachers (C4T) initiative. All classes have access to on-line learning resources through the learning place. Work through the BER – Building Education Revolution has provided for a computer laboratory. Various teachers utilise a virtual classroom model. Each class has access to a range of software to provide broad and creative responses to curriculum initiatives.
Social Climate

Pastoral Care of Richmond Hill State School:

Our school has a strong focus on the development of the whole person and as such pastoral care forms an integral element of our school's culture and way of working. All teachers have strong engagement with the daily lives of our students and their families. The staff has also established a high standard for acceptable behaviour with admin support should it be required.

Richmond Hill State School also offers a more formal pastoral care program to students through guidance officer services, weekly religious education, a Chaplain that attends the school twice a week, an Adopt-a-Cop, Indigenous Liaison Officer and through liaison with local health, church and community agencies.

Bullying is not tolerated at Richmond Hill State School. There are processes in place within the responsible behaviour plan to minimise bullying and act accordingly should it occur.

In a small community like Charters Towers, all staff at the school have strong involvement with the daily lives of their students and their extended families. Richmond Hill State School offers pastoral care programs to students through our:

- Guidance officer services,
- Student with Disability Support Teacher,
- alternative education / behaviour management program,
- advisory visiting teachers (Physical Impairment, Occupational Therapist and Speech Language Pathologist) for students with special needs.

The learning and wellbeing needs of students is monitored carefully through a consultative process of the Student Support Team which includes: Deputy Principal, Guidance Officer, Support Teachers (Literacy and Numeracy) SWD Teacher and Teachers using a comprehensive Referral Process to allow case management of support and services to be provided to students and classes.

Aboriginal and Islander Health liaison, weekly religious education, adopt-a-cop relationships, liaison with local health and community agencies, whole of school parade celebrations each Fridays from 9:00am, the school hosts a parent / teacher night in the first three weeks of the school year. Also at the end of each semester parent / teacher report interviews are scheduled.

Parent, student and staff satisfaction with the school

| Performance measure | Percentage of parent/caregivers who agree
d that: | 2012 | 2013 | 2014 |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>their child is getting a good education at school (S2016)</td>
<td>88%</td>
<td>94%</td>
<td>94%</td>
<td></td>
</tr>
<tr>
<td>this is a good school (S2035)</td>
<td>91%</td>
<td>100%</td>
<td>94%</td>
<td></td>
</tr>
<tr>
<td>their child likes being at this school* (S2001)</td>
<td>97%</td>
<td>100%</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>their child feels safe at this school* (S2002)</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>their child's learning needs are being met at this school* (S2003)</td>
<td>88%</td>
<td>93%</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>their child is making good progress at this school* (S2004)</td>
<td>88%</td>
<td>94%</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>teachers at this school expect their child to do his or her best* (S2005)</td>
<td>97%</td>
<td>97%</td>
<td>94%</td>
<td></td>
</tr>
<tr>
<td>teachers at this school provide their child with useful feedback about his or her school work* (S2006)</td>
<td>91%</td>
<td>87%</td>
<td>94%</td>
<td></td>
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<tr>
<td>teachers at this school motivate their child to learn* (S2007)</td>
<td>91%</td>
<td>87%</td>
<td>94%</td>
<td></td>
</tr>
<tr>
<td>teachers at this school treat students fairly* (S2008)</td>
<td>91%</td>
<td>90%</td>
<td>94%</td>
<td></td>
</tr>
<tr>
<td>they can talk to their child's teachers about their concerns* (S2009)</td>
<td>94%</td>
<td>97%</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>this school works with them to support their child's learning* (S2010)</td>
<td>88%</td>
<td>94%</td>
<td>94%</td>
<td></td>
</tr>
<tr>
<td>this school takes parents' opinions seriously* (S2011)</td>
<td>91%</td>
<td>97%</td>
<td>88%</td>
<td></td>
</tr>
<tr>
<td>student behaviour is well managed at this school* (S2012)</td>
<td>85%</td>
<td>86%</td>
<td>94%</td>
<td></td>
</tr>
<tr>
<td>this school looks for ways to improve* (S2013)</td>
<td>94%</td>
<td>97%</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>this school is well maintained* (S2014)</td>
<td>94%</td>
<td>100%</td>
<td>88%</td>
<td></td>
</tr>
<tr>
<td>Performance measure</td>
<td>Percentage of students who agree with:</td>
<td>2012</td>
<td>2013</td>
<td>2014</td>
</tr>
<tr>
<td>---------------------</td>
<td>--------------------------------------</td>
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<td>------</td>
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</tr>
<tr>
<td>they are getting a good education at school (S2048)</td>
<td>98%</td>
<td>95%</td>
<td>89%</td>
<td></td>
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<tr>
<td>they like being at their school* (S2036)</td>
<td>95%</td>
<td>94%</td>
<td>93%</td>
<td></td>
</tr>
<tr>
<td>they feel safe at their school* (S2037)</td>
<td>95%</td>
<td>97%</td>
<td>96%</td>
<td></td>
</tr>
<tr>
<td>their teachers motivate them to learn* (S2038)</td>
<td>100%</td>
<td>95%</td>
<td>95%</td>
<td></td>
</tr>
<tr>
<td>their teachers expect them to do their best* (S2039)</td>
<td>100%</td>
<td>97%</td>
<td>98%</td>
<td></td>
</tr>
<tr>
<td>they like being at their school* (S2040)</td>
<td>98%</td>
<td>92%</td>
<td>96%</td>
<td></td>
</tr>
<tr>
<td>teachers treat students fairly at their school* (S2041)</td>
<td>100%</td>
<td>90%</td>
<td>91%</td>
<td></td>
</tr>
<tr>
<td>they can talk to their teachers about their concerns* (S2042)</td>
<td>93%</td>
<td>94%</td>
<td>92%</td>
<td></td>
</tr>
<tr>
<td>their school takes students’ opinions seriously* (S2043)</td>
<td>100%</td>
<td>86%</td>
<td>90%</td>
<td></td>
</tr>
<tr>
<td>student behaviour is well managed at their school* (S2044)</td>
<td>93%</td>
<td>84%</td>
<td>85%</td>
<td></td>
</tr>
<tr>
<td>their school looks for ways to improve* (S2045)</td>
<td>100%</td>
<td>97%</td>
<td>96%</td>
<td></td>
</tr>
<tr>
<td>their school is well maintained* (S2046)</td>
<td>100%</td>
<td>92%</td>
<td>94%</td>
<td></td>
</tr>
<tr>
<td>their school gives them opportunities to do interesting things* (S2047)</td>
<td>100%</td>
<td>91%</td>
<td>91%</td>
<td></td>
</tr>
</tbody>
</table>

* 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

Involving parents in their child’s education

**Education Week:** Each year, in education week, the school hosts a special morning tea to thank parent volunteers and hold a Parent/Student Footy Match, Reading Morning Tea Parents and Students and Book Character Dress Up Day.

**P&C:** The School Parents and Citizens Association meets each month on the third Thursday. Issues and plans for the school are discussed and actioned. A Parents and Citizens Association representative is a member of both the Workplace Health and Safety and Local Consultative Committees.

**Newsletters/Alerts:** Our weekly newsletter serves as our communication channel for operational matters in the school. This is conducted electronically with alerts also going home to parents on our Skool Bag App and access via school website. Our school website also provides News Feeds about school learning and celebrations.

**Volunteers:** Parents are welcome members of our classrooms as volunteers, attend special events and regularly support our tuckshop.

**Indigenous liaison Officer:** A community support officer (indigenous) continues to support students, parents and staff. We also have a yarning circle several times a term to strengthen communication links beyond the school into the community.

**Special days:** Special events always provide opportunities for parent engagement at various levels.

**Interschool Sport:** Parents are encouraged to support their children (Netball, League, Touch, Soccer, Basketball, Swimming, Athletics).

**Ceremonies:** Special Ceremonies (School Leaders Parade, ANZAC Day, Easter Parade, Country Music, Parade, Eisteddfod, Awards Parade, School Fete and Graduation Ceremony).

**EL@R (Early Learning at Richie-Playgroup):** Registered with QLD Playgroup, this service provides parents the opportunity to get together to nurture child development in the years before Preparatory school and to network and build lifetime friendships with others.

**School Parade:** School Parades are held weekly on Friday from 9:00-9:30am. At each parade parents are encouraged to attend and watch their students receive awards and perform an item each term.

**Educational celebrations:** Such as Education Week, Under 8’s Day, ANZAC Day Service, QLD Day, Leadership Ceremony and other special events.

**Tuckshop:** Parents are encouraged to give their time to assist in the school tuckshop which has a varied menu and is open 5 days a week.

**Home Reading:** All parents are involved in our home reading program where students have books signed off at home and they try to achieve a Platinum Certificate by the end of the year (125 books)

**Information Nights:** Members of the School leadership Team provide presentations on how parents can assist their child in literacy and numeracy.

**Daily Reading:** Parents assist teachers volunteering every day in the classroom for our Daily Reading Blocks.

**Successful Start to Prep Transition Program:** communicated to parents school life at Richmond Hill State School and what Prep (Looks-Feels-Sounds) like for prep learners over a series of sessions coupled with Prep Open Days.
Reducing the school’s environmental footprint

In 2014, Richmond Hill’s environmental footprint was reduced in significantly in water usage. Electricity usage was also reduced compared to the previous financial year. An electricity usage policy and the reduction of sprinkler usage continue to be the keys to any reductions. In 2015 we hope to reduce our footprint even further through proactive activities in recycling and paperless communication strategies in the school.

<table>
<thead>
<tr>
<th>Years</th>
<th>Electricity kWh</th>
<th>Water kL</th>
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<tbody>
<tr>
<td>2011-2012</td>
<td>133,646</td>
<td>13,056</td>
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<tr>
<td>2012-2013</td>
<td>151,176</td>
<td>240</td>
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<tr>
<td>2013-2014</td>
<td>129,172</td>
<td>0</td>
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</tbody>
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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

<table>
<thead>
<tr>
<th>2014 Workforce Composition</th>
<th>Teaching Staff*</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>26</td>
<td>20</td>
<td>&lt;5</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>25</td>
<td>12</td>
<td>&lt;5</td>
</tr>
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Qualification of all teachers

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Number of Teaching Staff *</th>
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<tbody>
<tr>
<td>Certificate</td>
<td>10</td>
</tr>
<tr>
<td>Diploma</td>
<td>10</td>
</tr>
<tr>
<td>Advanced Diploma</td>
<td>10</td>
</tr>
<tr>
<td>Bachelor Degree</td>
<td>10</td>
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<tr>
<td>Graduate Diploma etc.**</td>
<td>10</td>
</tr>
<tr>
<td>Masters</td>
<td>10</td>
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<tr>
<td>Doctorate</td>
<td>10</td>
</tr>
<tr>
<td>**Total</td>
<td>70</td>
</tr>
</tbody>
</table>

*Teaching staff includes School Leaders
**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.
The total funds expended on teacher professional development in 2014 were $44,433.

The major professional development initiatives are as follows:

- One School Finance Workshop
- EATSIP- Indigenous education
- Maree Henessey Workshop
- Music Teacher Workshop
- Providing effective Feedback to students
- YUMI Deadly Maths
- Developing Literacy cycles
- 5 Week Cyclic Data development and analysis.
- Developing LS Plans and goal setting for students
- Data Analysis/ Unpacking the Australian and C2C Curriculum
- Handheld Devices ICT/ IPAD PD
- QTU Training
- Dr Ann Morrice Writing Improvement training
- WPHS Bridging Training
- Sports Coaching Training
- Responsible Behaviour Plan
- Autism Training- Sue Larkey
- Kindergarten Transition Forums
- Eric Frangenheim – Formal observations, walkthroughs and professional feedback
- History Curriculum Unpacked
- C2C Curriculum unpacked
- Developing Guide To Making Judgements (GTMJs)
- First Aid
- Principals Conference Brisbane/Townsville Forums
- Charters Towers Professional Learning Community Workshops
- Dr Morrice –Improving Writing sessions
- Asbestos/ Health and Well Being
- Code of Conduct
- Child Protection
- Year level Planning Days each Term
- NAPLAN Data unpacked HOC/Admin team
- QSIL Training
- Wellbeing Conference

The proportion of the teaching staff involved in professional development activities during 2014 was 100%.

<table>
<thead>
<tr>
<th>Average staff attendance</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff attendance for permanent and temporary staff and school leaders.</td>
<td>95%</td>
<td>95%</td>
<td>96%</td>
</tr>
</tbody>
</table>
Proportion of staff retained from the previous school year

From the end of the previous school year, 90% 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

SEARCH

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

<table>
<thead>
<tr>
<th>Student attendance</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>The overall attendance rate for the students at this school (shown as a percentage).</td>
<td>92%</td>
<td>91%</td>
<td>91%</td>
</tr>
</tbody>
</table>

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%    | 93%    | 92%    | 91%    | 92%    | 93%    | 92%    |        |        |        |        |        |
| 2013                   | 92%    | 91%    | 92%    | 93%    | 91%    | 91%    |        | 88%   |        |        |        |        |
| 2014                   | 92%    | 92%    | 90%    | 92%    | 92%    | 90%    | 92%    |        |        |        |        |        |

DW = Data withheld to ensure confidentiality.
Student attendance distribution

The proportions of students by attendance range.

<table>
<thead>
<tr>
<th>Attendance Rate</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>0% to &lt;85%</td>
<td>16</td>
<td>20</td>
<td>22</td>
</tr>
<tr>
<td>85% to &lt;90%</td>
<td>13</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>90% to &lt;95%</td>
<td>28</td>
<td>26</td>
<td>21</td>
</tr>
<tr>
<td>95% to 100%</td>
<td>44</td>
<td>42</td>
<td>45</td>
</tr>
</tbody>
</table>

*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.

Rolls are marked twice each day and entered into the school's One School system. Late arrivals must report to the school office for check in. The school Community Liaison Officer (CLO) enters, monitors and follows-up on all absences.

If a student was absent for 2 days and this absence had not been explained with either a note or a phone call to the office, the classroom teacher either sent a letter or phoned the parent to check on the student. The record this contact was recorded on OneSchool.

Attendance awards are given each week for the best % by grade level and a Pizza parties held each term for the top 3 classes regarding attendance.

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/](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

Where it says ‘Search by school name’, type in the name of the school whose NAPLAN results 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 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

Richmond Hill State School is committed to closing the gap between the performance of Indigenous and Non-Indigenous students. We are focusing on these three areas.

**Attendance** – In relation to attendance in 2014 the difference between Indigenous and Non indigenous student’s attendance at Richmond Hill State School was 6%.

**Attainment** – In the areas of Reading, Writing and Numeracy, Richmond Hill State School continues to be significantly smaller than state and North Queensland means in all 3/5/7 NAPLAN Tests. We are also reducing this gap further every year.

**Retention** – In relation to retention, Richmond Hill State School has made significant achievements in this area and there is virtually no Gap between Indigenous and Non-Indigenous students.

As at 19 February 2015. The above values exclude VISA students.