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.
Enveloping a shared commitment to core priorities, within economies of scale.
Broadening the delivery of quality curriculum and planning to improve learning.
Deprivatising teacher practice by enhancing a teacher’s capacity to reflect upon their teaching focus on the achievement of every student.

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

School Progress towards its goals in 2012
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 2012

Curriculum and Student Outcomes
Goal: Quality learning programs which maximise the learning outcomes for each student.

- Consolidated and further implemented Early Years Curriculum and Early Learning @ Richie (EL@R) programs.
- Implemented Australian curriculum and Curriculum 2 the Classroom (C2C).
- Further developed and implemented Science curriculum initiatives.
- Maintained school timetable to enhance uninterrupted learning time.
- Enhanced support for students with needs through ‘seamless’ Special Needs structures.
- Developed and implemented Gifted and Talented Education program (including GEM) in delivery of differentiation.
- Continued to support strategies to enhance the Closing The Gap actions and PALLIC program.
- Commenced a culture of goal setting for students and staff, based on reflective loops.

Staff Development
Goal: Promote a learning community, through responsive and appropriate staff training and development.

- Implemented a ‘Developing Performance Framework’ for all staff.
- Implemented PALLIC to selected classes school wide.
- Bridging the Language Gap implemented in the lower school
- School Curriculum teams were developed.
- Professional Development, including One Channel opportunities, forward planning through Calendar maintenance, professional reading circle and maintain partnerships for efficiencies in Professional Development were developed.
- Further work in ‘FISH’ Philosophy was facilitated.
- Coaching Model to key staff was implemented
- Head of Curriculum was maintained to deliver support in curriculum, planning, coaching and pedagogy.
- Clear staff role descriptions and protocols were established and implemented.

Partnerships and Community Relations
Goal: Supportive relationships between, school staff, parent/guardians and the broader community.

- Responsive and efficient consultative and committee structures were maintained.
- Pathways to Alternative Learning PAL program was implemented.
- Student leaders program, with goal to hold leadership election and subsequent school camp at the end of each year was reviewed.
- Implementation of the Scripture Union Chaplaincy Program continued.
- Community Library Support Team established and implemented.
- Engaged support agencies to broaden curriculum offerings in school including: Play Group; Fire Education; Adopt-a-Cop; Road Safety; Neighbourhood Centre.
- Engaged community to advance delivery of Flying Start initiative: Kindy and year 7 to high school ‘middle schooling’ concept.
- Participated in community events and occasions
- Community Partnerships were established with Indigenous community

Technology and Digital Learning
Goal: 21st Century technology actively promoted and utilised by staff to engage students in digital education options.

- Supported Smart Classrooms initiatives including: C4T and digital resources.
- Embedded school-wide use of digital One School ‘markbook’ technology and student profiles.
- Further reduced student to digital devices ratio through purchasing.
- Provided further staff training in attainment of ICT Certificates and Pedagogical Licences.
- Improved provision of digital tools and training in their use – data projectors, IWB, digital cameras, etc
Promoted actions for the attainment of AAA verification

Environment and Celebrations

Goal: A safe, supportive, caring and nurturing environment which meets the needs, interests and challenges of students and staff.

- Continued strategies to address student absenteeism, including establishing an attendance award process.
- Refined rewards and recognition processes for staff.
- Reviewed implementation of social/emotional education including You Can Do It program.
- Implemented skilling program for peers as lunchtime mentors and referees.
- Embedded Responsible Behaviour Plan, including positive reward systems – Gotchas, Tidy Teddy.
- Promoted healthy eating program (HEART - Healthy Eating At Richie Time).
- Developed a Safe and Supportive School Environment

Future outlook

- Improved Literacy (Reading and Writing) and Numeracy across all grades
- Closing the Gap - Attendance & Reading Improvements
- Attendance and retention strategies developed and implemented
- Focus on reading and comprehension school wide
- Focus School Project – Successfully implement action Plan
- Implementation of school wide Pedagogical Framework
- Successful implementation of History Curriculum
- Embed EATSIPS perspectives in school.
- Short Term Data Cycles developed and implemented throughout the year
- Effective Feedback Strategies developed to assist communication to all stakeholders
- Continue to develop effective assessment and reporting strategies
Our school at a glance

School Profile

Coeducational or single sex: Coeducational
Year levels offered in 2012: Prep - Year 7
Total student enrolments for this school:

<table>
<thead>
<tr>
<th></th>
<th>Total</th>
<th>Girls</th>
<th>Boys</th>
<th>Enrolment Continuity</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>364</td>
<td>167</td>
<td>197</td>
<td>94%</td>
</tr>
<tr>
<td>2011</td>
<td>376</td>
<td>188</td>
<td>188</td>
<td>91%</td>
</tr>
<tr>
<td>2012</td>
<td>378</td>
<td>169</td>
<td>209</td>
<td>91%</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 13 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 2012 Richmond Hill had straight grade levels in 15 out of the 16 classes.

Average Class sizes

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep – Year 3</td>
<td></td>
<td>24</td>
<td>24</td>
<td>23</td>
</tr>
<tr>
<td>Year 4 – Year 10</td>
<td></td>
<td>24</td>
<td>23</td>
<td>22</td>
</tr>
<tr>
<td>Year 11 – Year 12</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

School Disciplinary Absences

<table>
<thead>
<tr>
<th>Disciplinary Absences</th>
<th>Count of Incidents</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Suspensions - 1 to 5 days</td>
<td></td>
<td>29</td>
<td>38</td>
<td>30</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td></td>
<td>1</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Exclusions</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
Our school at a glance

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 rigour and teaching practices.
- Comprehensive School Wide Tracking system to monitor student progress in the areas of English and Mathematics.
- Focus on National Curriculum and C2C in 2013
- Compliance with systemic assessment
- Development of Strong Reading and Writing Culture within the school
- 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 7 students attend an excursion to Brisbane each year.
- Students in P-7 access a specialist music teacher as part of The Arts curriculum but in addition, students in Years 5, 6 and 7 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.
- 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.
Our school at a glance

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

- Student leadership (Including Camps)
- Camps – Year 4-7 including a Brisbane Excursion
- 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
- Other competition opportunities include: Readers Cup, Milly, Eisteddfod, 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 or a Mimio 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 including Sunshine Reading.

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, alternative education / behaviour management program, a range of advisory visiting teachers for students with special needs, cluster arrangement for special needs support including a Head of Special Education Services,
- 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.
Our school at a glance

Parent, student and staff satisfaction with the school

Overall the parents, students and staff groups surveyed are satisfied with the school in all areas averaging well 90% for each group. Staff would like to have more access to quality professional development and staff morale is an area which while high can be improved.

### Performance measure (Nationally agreed items shown*)

<table>
<thead>
<tr>
<th>Percentage of parents/caregivers who agree that:</th>
<th>2012*</th>
</tr>
</thead>
<tbody>
<tr>
<td>their child is getting a good education at school</td>
<td>88.2%</td>
</tr>
<tr>
<td>this is a good school</td>
<td>91.2%</td>
</tr>
<tr>
<td>their child likes being at this school*</td>
<td>97.1%</td>
</tr>
<tr>
<td>their child feels safe at this school*</td>
<td>100.0%</td>
</tr>
<tr>
<td>their child's learning needs are being met at this school*</td>
<td>88.2%</td>
</tr>
<tr>
<td>their child is making good progress at this school*</td>
<td>88.2%</td>
</tr>
<tr>
<td>teachers at this school expect their child to do his or her best*</td>
<td>97.1%</td>
</tr>
<tr>
<td>teachers at this school provide their child with useful feedback about his or her school work*</td>
<td>90.9%</td>
</tr>
<tr>
<td>teachers at this school motivate their child to learn*</td>
<td>91.2%</td>
</tr>
<tr>
<td>teachers at this school treat students fairly*</td>
<td>91.2%</td>
</tr>
<tr>
<td>they can talk to their child's teachers about their concerns*</td>
<td>93.9%</td>
</tr>
<tr>
<td>this school works with them to support their child's learning*</td>
<td>88.2%</td>
</tr>
<tr>
<td>this school takes parents' opinions seriously*</td>
<td>91.2%</td>
</tr>
<tr>
<td>student behaviour is well managed at this school*</td>
<td>84.8%</td>
</tr>
<tr>
<td>this school looks for ways to improve*</td>
<td>94.1%</td>
</tr>
<tr>
<td>this school is well maintained*</td>
<td>94.1%</td>
</tr>
</tbody>
</table>

### Performance measure (Nationally agreed items shown*)

<table>
<thead>
<tr>
<th>Percentage of students who agree that:</th>
<th>2012*</th>
</tr>
</thead>
<tbody>
<tr>
<td>they are getting a good education at school</td>
<td>98.2%</td>
</tr>
<tr>
<td>they like being at their school*</td>
<td>95.0%</td>
</tr>
</tbody>
</table>
Our school at a glance

<table>
<thead>
<tr>
<th>Feature</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>they feel safe at their school*</td>
<td>95.0%</td>
</tr>
<tr>
<td>their teachers motivate them to learn*</td>
<td>100.0%</td>
</tr>
<tr>
<td>their teachers expect them to do their best*</td>
<td>100.0%</td>
</tr>
<tr>
<td>their teachers provide them with useful feedback about their school work*</td>
<td>98.4%</td>
</tr>
<tr>
<td>teachers treat students fairly at their school*</td>
<td>100.0%</td>
</tr>
<tr>
<td>they can talk to their teachers about their concerns*</td>
<td>93.3%</td>
</tr>
<tr>
<td>their school takes students' opinions seriously*</td>
<td>100.0%</td>
</tr>
<tr>
<td>student behaviour is well managed at their school*</td>
<td>93.4%</td>
</tr>
<tr>
<td>their school looks for ways to improve*</td>
<td>100.0%</td>
</tr>
<tr>
<td>their school is well maintained*</td>
<td>100.0%</td>
</tr>
<tr>
<td>their school gives them opportunities to do interesting things*</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Performance measure *(Nationally agreed items shown*)

<table>
<thead>
<tr>
<th>Feature</th>
<th>2012*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of school staff who agree:</td>
<td></td>
</tr>
<tr>
<td>that they have good access to quality professional development</td>
<td>79.1%</td>
</tr>
<tr>
<td>with the individual staff morale items</td>
<td>84.7%</td>
</tr>
</tbody>
</table>

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

* Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW = Data withheld to ensure confidentiality.
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.

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: Our weekly newsletter serves as our communication channel for operational matters in the school.

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.

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).


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 3 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 Gold Certificate by the end of the year (150 books)

Information Nights: Educational leaders 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.
Reducing the school’s environmental footprint

In 2012, Richmond Hill’s environmental footprint was reduced in significantly in water usage. Electricity usage has increased. Measures are in place to reduce this in 2013. An electricity usage policy and the reduction of sprinkler usage will be the keys to any reductions. In 2013 we hope to reduce our footprint even further through proactive activities in recycling and paperless communication strategies in the school.

<table>
<thead>
<tr>
<th>Environmental footprint indicators</th>
<th>Electricity kWh</th>
<th>Water kL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-2010</td>
<td>108,910</td>
<td>30,695</td>
</tr>
<tr>
<td>2010-2011</td>
<td>113,226</td>
<td>27,785</td>
</tr>
<tr>
<td>2011-2012</td>
<td>133,646</td>
<td>13,056</td>
</tr>
</tbody>
</table>
Our staff profile

Staff composition, including Indigenous staff

<table>
<thead>
<tr>
<th>2012 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>17</td>
<td>&lt;5</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>23.9</td>
<td>10.9</td>
<td>&lt;5</td>
</tr>
</tbody>
</table>

Qualifications of all teachers

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Number of classroom teachers and school leaders at the school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>0</td>
</tr>
<tr>
<td>Masters</td>
<td>1</td>
</tr>
<tr>
<td>Bachelor degree</td>
<td>23</td>
</tr>
<tr>
<td>Diploma</td>
<td>2</td>
</tr>
<tr>
<td>Certificate</td>
<td>0</td>
</tr>
</tbody>
</table>

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were $38,656.65.

The major professional development initiatives are as follows:

- First Steps In Reading (Teachers)
- Bridging the Language GAP (Raeline, Kerry, Norma, Terri-lea, Lisa)
- Crossing Cultures
Our staff profile

- Ralph Pirozzo PD (Kerry, Judy, Kelly Casey, Terri-lea)
- BSM Workshop
- One School Finance Workshop
- Handheld Devices ICT
- QTU Training
- QTU Behaviour Training
- Sports Coaching Training
- Jolly Phonics
- Behaviour Ideas
- Science Curriculum
- C2C Curriculum unpacked
- Developing Guide To Making Judgements (GTMJs)
- First Aid
- Science Curriculum Unpacked
- Principals Conference Brisbane
- Charters Towers Professional Learning Community Workshops
- e-Learn Deputy Principal Training
- PALLIC
- Early Childhood Red Flags
- Language Leaders Bandscaling
- Dr Morrice –Improving Writing sessions
- Abestos Training
- Autism Workshop
- Code of Conduct
- Child Protection
- Indigenous Education Workshops
- ICT Placemats unpacked
- Year level Planning Days each Term
- QCAT Moderation
- History unpacked by HOC
- Naplan Data unpacked HOC/Principal
Our staff profile

The proportion of the teaching staff involved in professional development activities during 2012 was 100%.

<table>
<thead>
<tr>
<th>Average staff attendance</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff attendance for permanent and temporary staff and school leaders.</td>
<td>96.7%</td>
<td>94.3%</td>
<td>95%</td>
</tr>
</tbody>
</table>

Proportion of staff retained from the previous school year

From the end of the previous school year, 81.6% of staff was retained by the school for the entire 2012 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/](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 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 web page.

School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school’s entry web page. 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

<table>
<thead>
<tr>
<th>Year</th>
<th>2010</th>
<th>2011</th>
<th>2012</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>88%</td>
<td>92%</td>
</tr>
</tbody>
</table>

The overall attendance rate in 2012 for all Queensland state Primary schools was 93%.

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

<table>
<thead>
<tr>
<th>Year</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>92%</td>
<td>90%</td>
<td>92%</td>
<td>93%</td>
<td>93%</td>
<td>95%</td>
<td>90%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2011</td>
<td>87%</td>
<td>89%</td>
<td>88%</td>
<td>89%</td>
<td>90%</td>
<td>89%</td>
<td>89%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2012</td>
<td>91%</td>
<td>93%</td>
<td>92%</td>
<td>91%</td>
<td>92%</td>
<td>93%</td>
<td>92%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.

<table>
<thead>
<tr>
<th>Attendance:</th>
<th>0% to &lt;85%</th>
<th>85% to &lt;90%</th>
<th>90% to &lt;95%</th>
<th>95% to 100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 2012</td>
<td>16</td>
<td>12</td>
<td>28</td>
<td>44</td>
</tr>
<tr>
<td>Year 2011</td>
<td>27</td>
<td>13</td>
<td>23</td>
<td>36</td>
</tr>
<tr>
<td>Year 2010</td>
<td>14</td>
<td>15</td>
<td>28</td>
<td>42</td>
</tr>
</tbody>
</table>

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET 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.

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.

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 2012 the difference between Indigenous and Non indigenous student’s attendance at Richmond Hill State School was 8%.

**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.