Richmond Hill State School

Executive Summary

School Improvement Unit

Queensland Government

Contents

1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Richmond Hill State School** from **26** to **28 June 2019**.

The report presents an evaluation of the school's performance against the nine domains of the _National School Improvement Tool_. It also recommends improvement strategies for the school to implement in consultation with its regional office and school community.

The report's executive summary outlines key findings from the review and key improvement strategies that prioritise future directions for improvement.

Schools will publish the executive summary on the school website within two weeks of receiving the report.

The principal will meet with their Assistant Regional Director (ARD) to discuss the review findings and improvement strategies.

For more information regarding the SIU and reviews for Queensland state schools please visit the SIU website.

1.1 Review team

Lesley Vogan	Internal reviewer, SIU (review chair)
Garry Drummond	Peer reviewer
Trevor Gordon	External reviewer

1.2 School context

Location:	Corner of Baker and Burdekin Streets, Charters Towers
Education region:	North Queensland Region
Year opened:	1895
Year levels:	Prep to Year 6
Enrolment:	338
Indigenous enrolment percentage:	25.8 per cent
Students with disability enrolment percentage:	3.4 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	913
Year principal appointed:	2013
Day 8 staffing teacher full-time equivalent (FTE):	22.26
Significant partner schools:	Charters Towers Central State School, Millchester State School, Charters Towers State High School
Significant community partnerships:	Early Childhood Education (ECE) Providers – Step Up Into Education Community of Practice (CoP), State Primary Cluster Schools, Yarning Circle Groups – Indigenous parents and community, Global Tropics Future Young Scholars program at Thuringowa State High School, Sports Associations, Sporting Schools, Religious Institutions/Chaplaincy, Rotary Club – Bursaries, R&R Personal Training, Allied Health Services – Indigenous hearing, hospital nurse, Autism Queensland, TalkHQ, Queensland Police Service (QPS), State Emergency Service (SES), Parents and Citizens' Association (P&C), Key into Pre Prep at Richie (KIPPAR)
Significant school programs:	Daily reading program, school-developed spelling program, Step Up into Education, CoP, nightly reading program, writing program, Go Mental First, Humanities and Social Sciences (HASS) Inquisitive, Learning Connections, Heggerty Phonemic Awareness, Individual Learning plans/Individual Curriculum Plans (ICP)/Student with disability processes, learning walls, data walls, Positive Behaviour Incentive Programs, lunchtime programs, before school and after school active programs, breakfast club, Reading Awards, attendance program, Levelled Literacy Intervention (LLI) program, PAT testing, coaching and mentoring, student wellbeing, KIPPAR

1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, deputy principal, Head of Curriculum (HOC), Business Manager (BM), Support Teacher Literacy and Numeracy (STLaN), student with disability teacher, guidance officer, Indigenous Liaison Officer (ILO),16 teachers, 22 students, 11 teacher aides, 24 parents, P&C president, two cleaners and Speech Language Pathologist (SLP).

Community and business groups:

- Director of Childcare and Kindergarten (C&K) Charters Towers Community Kindergarten and director of C&K Kutjala Community Kindergarten.

Partner schools and other educational providers:

- Principal of Charters Towers Central State School and principal of Millchester State School.

Government and departmental representatives:

- Mayor of Charters Towers Regional Council and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2019	Explicit Improvement Agenda 2019
Investing for Success 2019	Strategic Plan 2016-2019
Headline Indicators (April 2019 release)	School Data Profile (Semester 1, 2019)
OneSchool	School budget overview
Professional learning plan 2019	Curriculum planning documents
Staff Handbook	Responsible Behaviour Plan for Students
School pedagogical framework	Professional development plans
School data plan	School newsletters and website
School Response to 9 Domains of National School Improvement Tool	School-based curriculum, assessment and reporting framework
School Opinion Survey	

2. Executive summary

2.1 Key findings

The principal and staff are united in their focus of improving the learning and wellbeing outcomes for all students in the school.

All staff are committed to improving the quality of teaching and learning across the school and describe the successful pedagogical practices they use in classrooms and their ongoing involvement in professional learning and curriculum discussions.

The school has a strong focus on the collection and analysis of student outcomes data including academic, attendance and behavioural outcomes, and student wellbeing.

The leadership team articulates a belief that reliable and timely data regarding student outcomes is crucial to the school's improvement agenda and to classroom planning for effective learning. All teachers interviewed are able to articulate knowledge of the data profiles of their students. They speak knowledgably in relation to the data they collect relative to the Australian standards and are able to describe how they use this data to identify the learning needs of students and in most cases, are able to describe how they develop differentiated learning experiences to meet student needs.

The school motto of '*Everyone Successful, Every Day'* is reflected in the priority the school places on supporting teachers to address the learning needs of individual students.

Staff believe that all students are capable of learning successfully if provided with appropriate learning opportunities and necessary interventions. School leaders give a high priority to understanding and addressing the learning needs of all students. The school applies its human and financial resources in a targeted manner to meet these needs.

An improvement agenda is established for the school that outlines three broad areas for improvement.

The school improvement agenda describes broad umbrella statements for improvement and members of the leadership team are able to articulate the strategies and actions that underpin each agenda. Staff are aware and supportive of school priority agendas. An Explicit Improvement Agenda (EIA) that is expressed in terms of improvement in measurable student outcomes with associated targets and timelines for actions is yet to be apparent.

The school leadership team acknowledges the importance of staff wellbeing.

They are committed to developing a school culture whereby all staff members feel valued for their contributions. School Opinion Survey (SOS) data for 2018 indicates staff morale as an area for development. Work has commenced on research into strategies for a staff wellbeing framework.

The school strives to equip teachers with the necessary teaching practices to cater for the full range of students within their classrooms.

Teachers readily describe the strategies they use to support students not achieving the required standard. There is less discussion regarding the provision of support for high achieving students within classrooms. Members of the leadership team acknowledge teacher capacity to differentiate the learning opportunities for all students varies and are developing strategies to support teachers to understand the current knowledge, skills and misunderstandings of students and identify starting points for learning.

Teachers moderate with local cluster schools each semester.

Assessment tasks for moderation are determined at the beginning of each semester in preparation for moderation. Teachers articulate ongoing informal moderation across their cohort throughout the year. The percentage of students attaining an A-C Level of Achievement (LOA) rating on semester report cards is currently variable. Formal in-school opportunity for teachers to participate in moderation activities prior, during and after a unit of work is yet to be developed.

Formal observation occurs each semester and teachers receive feedback regarding their pedagogical practice.

Members of the leadership team are regular visitors to classrooms working with students and informally observing classroom routines. A school process for teachers to work with peers and to learn from each other is yet to be implemented. Teachers indicate that they are open to improving their practice through a Watching Others Work (WOW) process with their colleagues.

There is a positive, caring relationship apparent between staff and students.

This is demonstrated by the manner in which staff, students and parents interrelate across the school. Parents indicate an appreciation for the open communication and the readiness of the school to support families and students. The school presents as calm and positive and classes are orderly and purposeful. Students, staff and parents speak highly of the school staff and the commitment of the school principal.

The school has close community links.

The school has developed a strong reputation within the community, reinforced by comments regarding the positive tone, the community feel, high standards and learning opportunities provided to students. Students proudly represent the school at all community functions.

2.2 Key improvement strategies

Narrow and sharpen the school EIA to include specific strategies and actions, timelines for implementation, and targets expressed in measurable student outcomes.

Collaboratively develop and implement a school wellbeing framework to explore sustainable strategies that will further assist the wellbeing of staff.

Continue to develop and implement processes that build teacher capacity to differentiate the curriculum and learning experiences for high performing students.

Review school moderation practices to include opportunity for teachers to moderate at the beginning, middle and end of a unit of work, within and outside the school.

Develop a school process that enables teachers to work with peers and learn from each other.