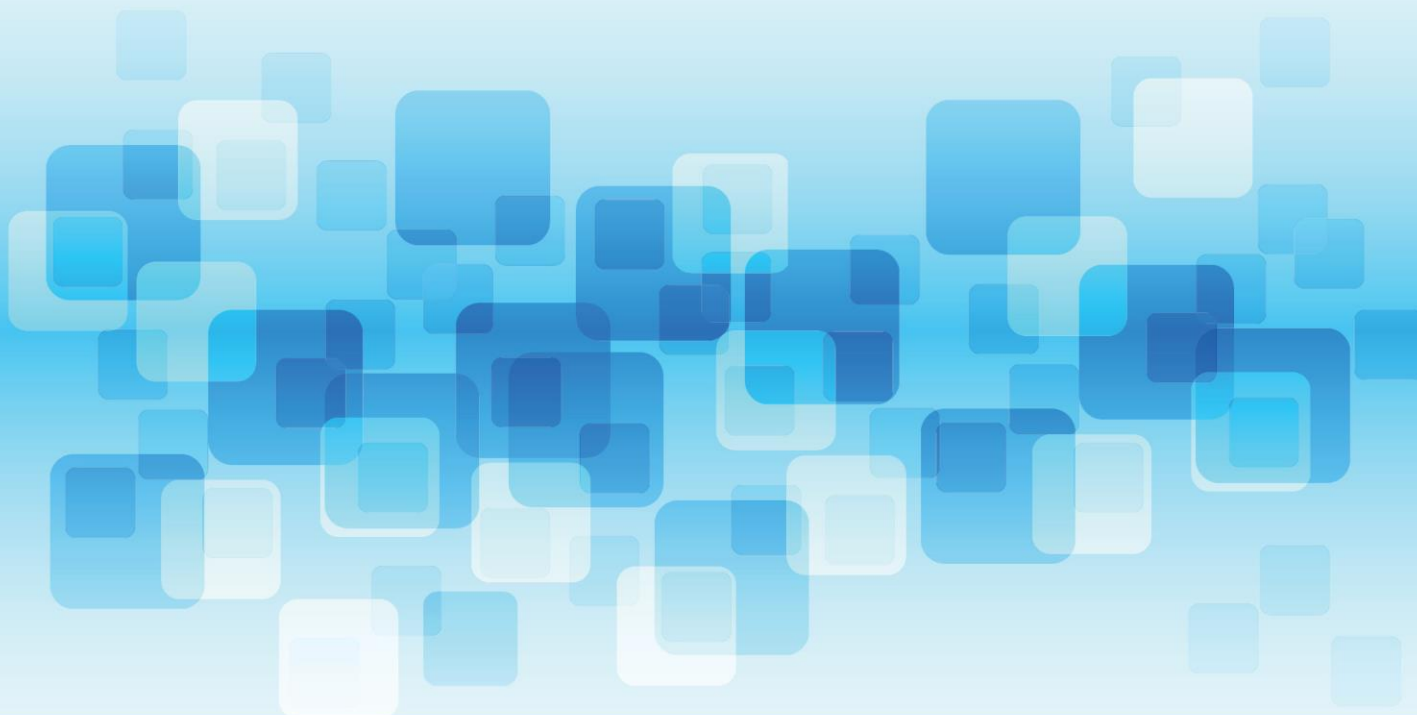




School Improvement Unit Report

Richmond Hill State School Executive Summary



1. Introduction

1.1 Background

This report is a product of a review carried out at Richmond Hill State School from 17 to 19 August 2015. It provides 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 consider in consultation with its regional office and school community.

The review and report were completed by a review team from the School Improvement Unit (SIU). For more information about the SIU and the new reviews for Queensland state schools please visit the Department of Education and Training (DET) [website](#).

1.2 School context

Location:	Baker Street, Richmond Hill
Education region:	North Queensland
The school opened in:	1895
Year levels:	Prep to Year 6
Current school enrolment:	381
Indigenous enrolments:	23 per cent
Students with disability enrolments:	2 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	931
Year principal appointed:	2013
Number of teachers:	17 classes
Nearby schools:	Charters Towers State High School, Charters Towers Central State School, Millchester State School
Significant community partnerships:	Charters Towers Neighbourhood Centre
Unique school programs:	Richmond Hill State School Early Childhood Successful Start 2 Prep Transition Program (SS2P), Mathematics Cyclic Data Testing, Mathematics School Overview



1.3 Review methodology

The review was conducted by a team of three reviewers.

The review consisted of:

- a pre-review audit of the school's performance data and other school information
- consultation with the school's Assistant Regional Director
- a school visit of three days
- interviews with staff, students, parents and community representatives, including:
 - Principal and Deputy Principal
 - Head of Curriculum (HOC)
 - 12 classroom teachers
 - Business Services Manager (BSM)
 - Two administration officers
 - Four student leaders and 17 students
 - Parents and Citizens' Association (P&C) president and 20 other parents
 - Police Liaison Officer
 - Principals from two local state schools and a Deputy Principal from the local state high school
 - Leaders from two early childhood providers
 - Mayor of Charters Towers

1.4 Review team

Peter Doyle	Internal reviewer, SIU (Review chair)
Julie Raitelli	Peer reviewer
Suzanne Henden	External reviewer



2. Executive summary

2.1 Key findings

- The school has established procedures for tracking and improving overall attendance.

Attendance data is being monitored closely and the leadership team have prioritised building awareness within the community about the importance of regular attendance. A suite of strategies has been implemented across the school to drive this initiative.

- The school has established a school-wide five week cyclical data review process.

The school operates on a five-weekly teaching cycle to promote automaticity in number. This program is administered from Prep to Year 6 and analysed every five weeks at a staff meeting. It encompasses a professional discussion regarding strategies to assist those students who are not progressing as expected.

- The provision of targeted teacher aide resourcing to support focused reading instruction across the school has led to significant gains.

Teacher aides are highly valued and perform a supportive role across all year levels, with a particular emphasis supporting the teaching of reading. Targeted intervention in reading is enhanced by specific training provided by members of the leadership team.

- A comprehensive pedagogical framework has been developed and implemented.

The school has a comprehensive pedagogical framework that draws together a range of strategies based on Dimensions of Teaching and Learning (DoTL) and the Gradual Release of Responsibility model.

- An emphasis has been placed on improving learning outcomes for all students.

Improved National Assessment Program - Literacy and Numeracy (NAPLAN) results for 2015 indicates that the school's improvement agenda is targeted, focused and contributing to changes in teaching practices.

- The tone of the school is one of positivity, care and inclusivity.

Students, staff and parents hold the view that the school has an important place at the centre of the community. Students articulated considerable pride in the range of opportunities and experiences offered by the school.



2.2 Key improvement strategies

- Further develop and embed the whole-school approach to the effective use of data.
- Provide the opportunity for teachers to engage in professional development activities to increase their data literacy.
- Prioritise the ongoing implementation of the school's pedagogical framework incorporating coaching and feedback for staff to sustain quality curriculum delivery.
- Continue to monitor student attendance and engage with the community to build awareness of the importance of regular attendance at school.