

Richmond Hill State School

Executive summary



1. Introduction

This report is a product of a school review carried out by the School and Region Reviews (SRR) branch at **Richmond Hill State School** from **13 to 15 March 2023**.

The report presents an evaluation of the school's performance against the nine domains of the [National School Improvement Tool](#). The report also provides improvement strategies for the school to implement in consultation with its school community and regional office. Key improvement strategies are identified that prioritise future directions for improvement. For more information regarding the SRR and reviews for Queensland state schools please visit the SRR [website](#).

1.1 Timelines and next steps

School reviews play an important role in each school's planning and improvement cycle. They inform and complement the work of the school in leading continuous improvement and ensuring quality learning outcomes for children and young people in Queensland.

Findings from the school review can be used to inform school planning processes. The [School Performance](#) policy and resources provide further information regarding the development of strategic and annual implementation plans.

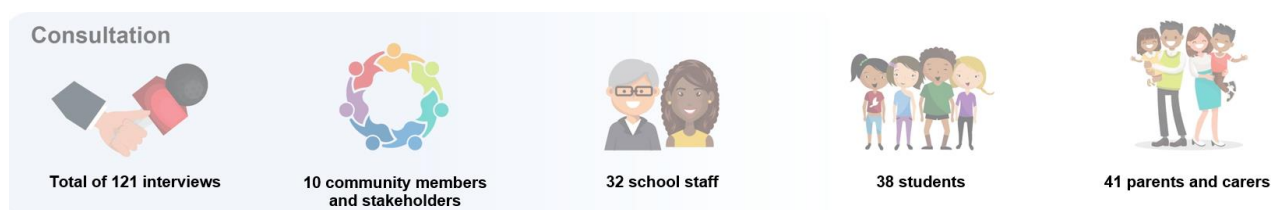
Schools will publish the executive summary on the school website within two weeks of the school receiving the report.

The principal will meet with their Assistant Regional Director (ARD) to discuss the review findings and improvement strategies, and discuss next steps in planning for continuous improvement.

1.2 Review team

Kim Kelly	Internal reviewer, SRR (review chair)
Noel Baggs	Peer reviewer
Andrew Helton	External reviewer

1.3 Contributing stakeholders



1.4 School context

Indigenous land name:	We acknowledge the lands of the Gudjal people and country of the Gudjal language region.
Education region:	North Queensland Region
Year levels:	Prep to Year 6
Enrolment:	207
Indigenous enrolment percentage:	27.8%
Students with disability percentage:	9.7%
Index of Community Socio-Educational Advantage (ICSEA) value:	921

1.5 Snapshot of previous school review

The last review carried out at the school was conducted from **26 to 28 June 2019**. The school's Index of Community Socio-Educational Advantage (ICSEA) at the time of the 2019 review was identified as 913 and the school enrolment was 338 with an Indigenous enrolment of 25.8% and a student with disability enrolment of 3.4%.

The key improvement strategies recommended in the review are listed below.

- Narrow and sharpen the school Explicit Improvement Agenda (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.

2. Executive summary

2.1 Key affirmations

The motto of ‘*Play the Game*’, which has been used since the school was established in 1895, has proudly been reinvigorated.

Leaders, teachers and students clearly articulate that the motto encapsulates the ‘Richie’ traditions. Students remark that teachers care for them and want them to improve, and they describe how teachers try to get them to think. They describe the intent of the school motto as putting all the school expectations together and looking after each other.

Staff acknowledge there is a strong collegial culture of mutual trust and support amongst teachers and leaders.

Many teachers indicate they are proud of the culture of positivity that is developing amongst staff. Teachers consistently express appreciation for the strong collegial culture that exists amongst their peers. They share a common desire to do better and be better and provide the absolute best for students.

Many parents indicate they feel welcome and are encouraged to participate in their child’s learning and school-wide celebrations.

Parents speak positively of the support and care provided by teachers, support staff and leaders. Many families proudly claim an intergenerational connection with the school and positively describe the school as being in a rebuilding phase following staffing changes over the past 12 months.

Numerous partnerships are intentionally used to improve learning and wellbeing outcomes for students.

Many long-term partnerships have become an accepted part of the fabric of the school. A key example of one such partnership, which is highly valued by all stakeholders, is Kick into Pre-Prep at Richie (KIPPAR). This school-based playgroup provides a program of play and learning and is welcomed by parents and staff as a strong connection for transition into the Prep year of schooling.

2.2 Key improvement strategies

Domain 1: Explicit improvement agenda

Collaboratively strengthen shared knowledge and ownership of the Annual Implementation Plan (AIP) and EIA, with a focus on ensuring all staff understand the key components and explicit role they play, to successfully implement school improvement agendas.

Domain 6: Systematic curriculum delivery

Develop processes for collaborative planning to build teacher expertise in unit planning, differentiating teaching and learning, and consistently implementing the Australian Curriculum (AC).

Domain 3: A culture that promotes learning

Strengthen the consistent implementation of Positive Culture for Learning (PCL) expectations, and deepen staff understanding of, and capability in, PCL to ensure agreed practices are applied consistently and with rigour.

Domain 6: Systematic curriculum delivery

Establish consistent instructional leadership practices, including engagement in classroom observations, planning and moderation, to quality assure the intended curriculum is enacted across all year levels.

Domain 5: An expert teaching team

Collaboratively develop a Collegial Engagement Framework to deliver opportunities for all staff to work with and learn from each other, aligned to the EIA.