

External School Review

Richmond Primary School

Across our education system, we seek growth for every student, in every class, and in every school. The external school review value-adds and supports schools to raise student achievement and sustain high performance by providing an expert external perspective on school performance by verifying or challenging:

- a school's improvement planning and processes and its impact on student learning
- the impact of previous external school directions
- the rigour of a school's improvement practices
- the school's capacity to achieve or sustain learning improvement over time.

The external school review lines of inquiry focus on:

- quality school improvement planning
- expert teaching
- quality leadership
- conditions for optimal learning.

The overarching question in every external school review is: How well does the school improve achievement, growth, challenge, engagement, and equity?

Reported impact of directions from the previous External School Review in March 2019.

The school has developed an assessment reporting schedule which includes a timeline for assessments and reporting in literacy and numeracy. A range of assessments in areas such as phonics, reading and oral language are implemented to track and monitor student progress. Students requiring extra support, access intervention programs to support their learning. These programs are monitored to ensure progress. Teachers with the support of the EALD teacher moderate two pieces of writing for every student to determine their writing level and identify future teaching points. Teachers use pre and post-tests to plan units in mathematics and measure student progress.

A primary mathematics consultant has facilitated professional learning and modelled lessons for teachers, supporting the development of a common language and understanding of expert teaching in numeracy. Most teachers have programmed a unit of work with the Partnership Curriculum Lead. This involved implementing a pre-test, analysing the results and then working collaboratively to plan a unit of work. Six staff members have been trained in numeracy intervention which supports the development of the early concepts related to number. Participants from this training have incorporated some of the concepts into their classroom practice. The school intends to implement the intervention program to support identified year 2 students in 2024. The 2023 Year 5 numeracy and reading NAPLAN results show that students' relative progress is above the state average.

The school individually tracks and monitors Aboriginal student achievement. All Aboriginal students have a One Plan document which is developed in consultation with parents and reviewed to ensure they are progressing towards achieving their identified goals.

Outcomes from the External School Review held in November 2023.

The principal will work with the education director to implement the following directions:

- Direction 1** Strengthen learner agency through implementing whole school processes to ensure students routinely use learning achievement data and evidence to set and monitor their own explicit learning goals.
- Direction 2** Strengthen processes which support leaders to build capability by providing explicit feedback from formal and informal observations and discussions with students about their learning.
- Direction 3** Strengthen and implement structures and processes which enable teachers to collaboratively develop a collective understanding of expert teaching practice.

These directions are published on the school improvement plan and will support the school's ongoing improvement work. **Based on the school's current performance, Richmond Primary School will be externally reviewed again in 2026.**



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