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Principal's foreword

Introduction

Welcome to Runcorn State School. The 2008 Annual Report outlines the achievements of the past year and the future directions that Runcorn State School is moving towards.

Established in 1901, Runcorn State School provides modern education in a traditional setting and instils the values of community and learning as a partnership amongst its families.

Cohesive community, shared responsibility for learning, understanding individual needs, commitment to partnerships and strong student - teacher relationships are the corner stones in the schools vision for providing a successful educational experience for students.

With a strong School Council and Parents and Citizens Association, Runcorn State School continually strives to improve student outcomes and make learning a valuable and life long experience.

At Runcorn State School we are committed to providing all students with inclusive curriculum programming that is responsive and flexible. We believe all students have the right to learning experiences that are consistent with their potential, to achieve learning outcomes and behaviours that maximise their knowledge and skills for active citizenship.

This is being achieved through the implementation of the Queensland Curriculum Assessment and Reporting Framework.

I trust you find the information in this report informative. Please contact the school should you require further information about Runcorn State School.

Greg Gosling

Principal

Future outlook

The staff, parents, students and community of Runcorn State School work together, to

achieve excellence in modern education within a traditional setting. We provide high quality education that assists our students to love learning, develop judgement and a sense of responsibility, understand the past and prepare to embrace the future. We equip our young people for the future to enable them to contribute to a socially, economically and culturally vibrant society.

The Key priorities for Runcorn State School 2009 and beyond include the implementation of Queensland Curriculum, Assessment and Reporting Framework (QCAR), continued focus on improved student learning outcomes, continued focus on high quality pedagogical experiences for staff and students, high quality professional development for staff, building school community partnerships and continuing to upgrade and improve school facilities.

This is being achieved through a review of whole school curriculum programs to align with QCAR. Supporting all students in their learning, identification of best practice Professional Development to support teaching and learning practices and the ability to capture and use student data to inform pedagogy are key initiatives in maximising the achievement of all students.

Performance of our students

School Profile

Runcorn State School currently has 426 students enrolled, 24 of these students attend the Special Education Unit for varying periods of time. The school offers years coeducational Preparatory to 7, with the following year level enrolments:

Prep	46
Year 1	25
Year 2	37
Year 3	54
Year 4	62
Year 5	76
Year 6	61
Year 7	65

Curriculum offerings

The 8 Key Learning Areas (KLA's) of Mathematics, English, Science, Studies of Society & the Environment, Visual Arts and Performing Arts (Music), Technology, Physical Education and Language other than English are taught at Runcorn State School.

To complement and enhance the teaching of the KLA's, the school provides distinctive curriculum to cater for the learning needs of all our students.

These include:

Individual Education Programs

Identification Program for Gifted students

Information Literacy for Lifelong Learning

Integration of Information Communication Technologies (ICT's) in the classroom

Classroom Music Program

Instrumental Music Program

Smart Moves

Swimming Program

Runcorn State School has an outstanding Music Program that caters for students who wish to perform in choirs, ensembles and bands. Our students regularly excel in choral and instrumental competitions including eisteddfods, and perform at a range of non-school events

Extra curricula activities

Runcorn State School offers a range of extra curricula activities including access to:

Chess Club

Drama and Department classes

Performance of our students

Sports (Basketball and AFL clinics, Tennis, Swimming Club for both children and adults)
Martial Arts classes

ICT's for Learning at Runcorn State School

Resource Centre programs are Information Literacy Programs and are developed through cooperative planning with classroom teachers. ICT's are integrated quite naturally into this resource based learning process. The program is then delivered and assessed by Class Teacher & Teacher Librarian together using various grouping strategies depending on the task. The focus is a team teaching approach. The program is an integral part of the classroom program as students in years 1 to 7 use print & computer based resources to learn through an inquiry process.

Access to the Teacher Librarian, Resource Centre Lab and print resources is timetabled on a regular weekly basis. This timeslot is additional to any other times the class teacher may book for class borrowing or extra access to the labs. The class teacher works independently with their students during these additional sessions.

The inquiry process which is modelled and taught throughout the school is the Information Process Model. All learning activities can be placed somewhere along the cycle. Teaching using this model in context with students is important in developing student metacognition of their learning process.

Runcorn provides students with a computer ratio of 1:5 students, provision of networked classroom computers and two computer labs adjacent to the resource centre.

Ongoing Professional Development for staff including ICT Pedagogical License and Certificate Training is a priority in 2008 – 2009

Social climate

Our aim is to create the environment for each student to progress towards responsible self management and life long learning.

To this end, all members of the school community work together to provide a safe learning environment where staff, parents and students feel supported and welcomed.

The curriculum offers a range of social skills programs including buddies, explicit teaching of anti bullying processes and the alternatives to aggression program

Through a highly affective and effective responsible behaviour plan, numerous proactive behaviour support programs, fostering a small school community feel through activities involving students, families and the wider community, Runcorn provides a safe, supportive and academically enriching social climate for students to operate in.

Involving parents in their child's education.

Our parents have numerous opportunities to be involved in school programs through our

Performance of our students

Volunteers support program. This program provides opportunities for parents to assist with learning across a range of year levels and curriculum areas.

Our school also conducts open days, a science and toy expo, parent teacher evenings as well as hosting fetes, working bees and social events.

Our school community is enthusiastically supported by both its P&C and School Council. Both these groups meet regularly and are active in school decision making and fundraising. Both groups have identified curriculum review and implementation as a priority for Runcorn State School and are actively supporting this process.

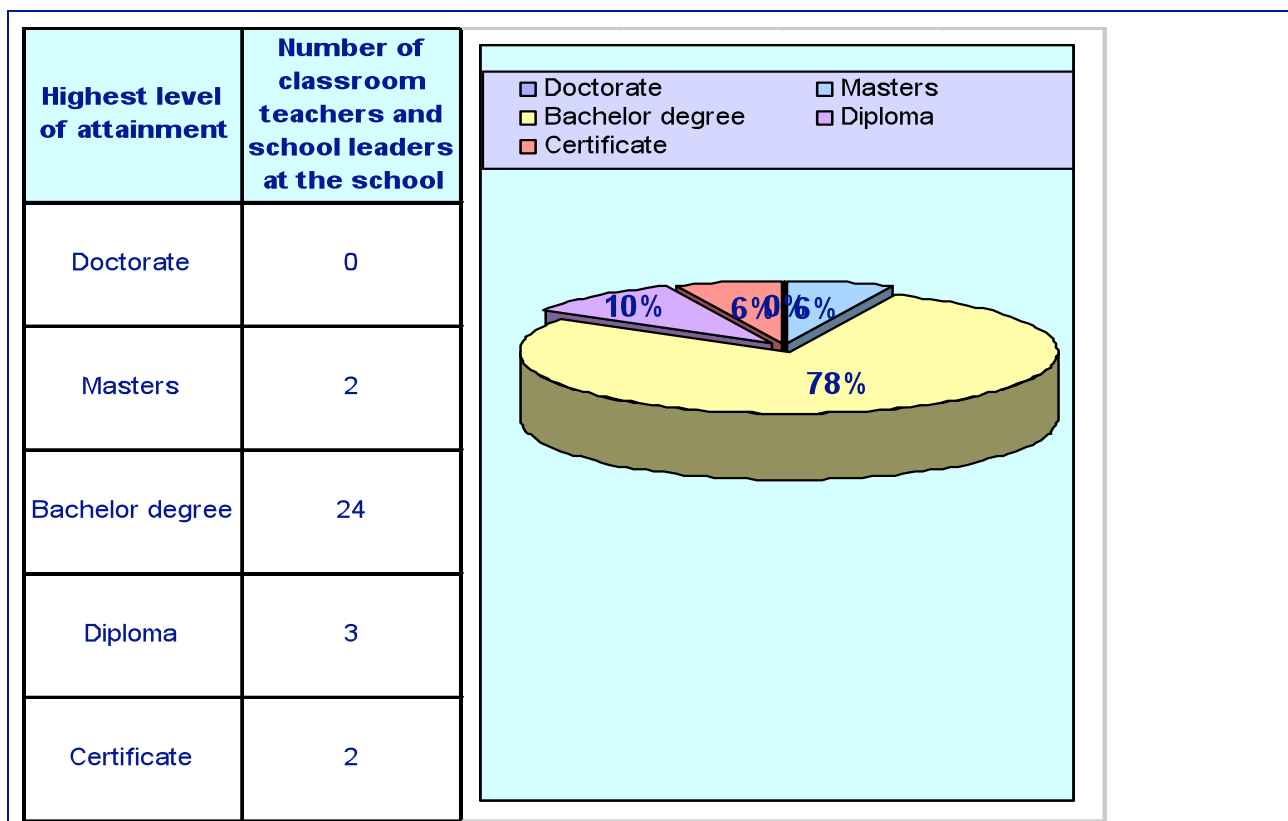
Parent support for student learning, volunteer parents and attendance at school functions and parent teacher interviews is high.

The school has developed partnerships with Centro Pinelands and Sunnybank RSL and the school also works in conjunction with a number of child care facilities who provide prep enrolment information and before and after school care services for students and families.

The school facilities such as the pool, tennis courts and under cover area are used extensively by the community outside of school hours and in doing so, provide a valuable community facility and raise revenue for the school.

Qualifications of all teachers.

Performance of our students



Expenditure on and teacher participation in professional development.

The total funds expended on teacher professional development in 2008 was \$13364. The major professional development initiatives are as follows: Queensland Assessment and Reporting Framework Implementation, Literacy, Numeracy and ICT Integration. The involvement of the teaching staff in professional development activities during 2008 was 84 %.

Average staff attendance

For permanent and temporary staff and school leaders the staff attendance rate was 94% in 2008.

Proportion of staff retained from the previous school year.

From the end of the 2007 school year, 91 % of staff were retained by the school for the entire 2008 school year.

Student attendance

The average attendance rate as a percentage in 2008 was 95 %.

Key outcomes

Performance of our students

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.

Domain	Measures		Yr 3	Yr 5	Yr 7
Reading	Average score for the school		392	486	534
	Average score for Queensland		371.1	466.1	528.1
	For the school the percentage of students at or above the national minimum standard.	2008	91 %	81 %	88 %
Writing	Average score for the school		404	477	547
	Average score for Queensland		391.8	468.9	522.7
	For the school the percentage of students at or above the national minimum standard.	2008	94 %	81 %	88 %
Spelling	Average score for the school		397	477	552
	Average score for Queensland		366.7	462.0	528.0
	For the school the percentage of students at or above the national minimum standard.	2008	92 %	79 %	90 %
Grammar and Punctuation	Average score for the school		392	490	548
	Average score for Queensland		370.4	476.6	518.0
	For the school the percentage of students at or above the national minimum standard.	2008	92 %	78 %	91 %
Numeracy	Average score for the school		388	472	559
	Average score for Queensland		367.9	458.2	539.0
	For the school the percentage of students at or above the national minimum standard.	2008	94 %	77 %	93 %

Results in the Year 2 Diagnostic Net

Percentage of students not requiring additional

Performance of our students

	support
Reading	83%
Writing	100%
Number	75%

Value added

Data gathered over 2007-2008 indicates a reduction in numbers of students identified as requiring support in all areas of the Year 2 Diagnostic Net.

Over the past four years there has been a continued improvement in the results of the Year 3, 5 and 7 state wide testing for both literacy and numeracy overall.

Parent, student and teacher satisfaction with the school

Runcorn State School maintains a good relationship with its parents and families. In the Parent Opinion Survey our parents' satisfaction is at or above the state mean in the areas of Student Outcomes, School Climate, Curriculum, School Community Relations and Resources.

Our students enjoy the many and varied activities at Runcorn State School. They rate Student Outcomes, Curriculum, Pedagogy, Learning Climate, School Climate, Resources, Learning Environment and Student Achievement above the state mean in Student Opinion Surveys.

Runcorn staff rate their Work Environment, Relationships, School Operations, Staff Morale, Support, Resources and Training, Work Roles and Work Value and Recognition at or above the state mean in Staff Opinion Survey data

School Disciplinary Absences

July 2009

Many strategies are used by our school to provide appropriate consequences for unacceptable student behaviour. The use of School Disciplinary Absences - suspensions, exclusions and cancellations of enrolment - are consequences used after consideration has been given to all other responses.

The Principal must be reasonably satisfied that grounds exist under the [Education \(General Provisions\) Act 2006](#) outlined in sections 284, 289 and 316 prior to making the decision to suspend, recommend exclusion or cancel the enrolment of a student.

For further information on suspensions, exclusions and cancellations of enrolment, refer to the policy [SMS-PR-021: Safe, Supportive and Disciplined School Environment](#).

The data are provided in terms of aggregate counts of incidents recorded by the school. The data do not represent the outcomes of any related appeal decisions.

Student Counts	2006	2007	2008	2009
Full-time Enrolment*	461	460	426	409

	Reporting Period			
	2006 Full Year	2007 Full Year	2008 Full Year	2009 Semester 1
Disciplinary Absences				
Short Suspensions - 1 to 5 days	<5	7	<5	<5
Long Suspensions - 6 to 20 days	<5	<5	0	0
Exclusions	0	0	0	0
Cancellations of Enrolment	0	0	0	0

* The enrolment figures are counts of full-time students. 2006 - 2008 enrolment data are sourced from August (Census) Corporate Data Downloads, and 2009 enrolment data are sourced from the February Corporate Data Download.