# Runcorn State School

# ANNUAL REPORT
# 2016

## Queensland State School Reporting

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*Every student succeeding. State Schools Strategy 2016-2020*
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# School Overview

Runcorn State School is committed to providing the capacity for "lifelong learning" through quality planning, pedagogy and assessment for **every child, every lesson, every day.**

Runcorn State School is small, friendly and highly respected. Students have opportunities to achieve their maximum potential in a happy, caring and secure environment. A modern education in a traditional setting is provided for all students Prep to Year 6. We equip our young people for the future to enable them to contribute to a socially, economically and culturally vibrant society. The staff, parents, students and community of Runcorn State School work together to achieve excellence. Our high quality education assists our students to love learning, develop judgement and a sense of responsibility, understand the past and prepare to embrace the future. Runcorn has an engaging and challenging curriculum, catering for all students. The school has a highly recognised music program which includes a number of choirs, bands and instrumental ensembles. We provide targeted literacy and numeracy support, Japanese LOTE and have an active Student Council as well as an effective Responsible Behaviour Plan which includes principles from the You Can Do It program. There are two air conditioned computer labs as well as computers in every classroom. The school has a recently completed a Resource Centre and Science and Technology Centre. There is a strong sporting program that includes swimming and tennis, as well as a camp and excursion program. We have adventure playgrounds, a rainforest garden setting and numerous environmental sustainability programs. Runcorn has an active P&C and a supportive parent body who are engaged in student learning activities in a variety of ways. In 2016 we initiated a pre-Prep program once a week on a Thursday morning for any children in the community that would begin Prep the following year. At Runcorn we firmly believe that the partnership between students, school and parents is the key to ensuring student success.

## Beliefs and Values

Runcorn State School believes that all students are being prepared to be engaged, informed and active Australian citizens. Underpinning this belief are the values of:

- Excellence – the development of literacy and numeracy skills, and facilitating lifelong learning.
- Inclusiveness – the inclusiveness of diverse cultures, backgrounds and individual differences.
- Participation – the facilitation of the three way learning partnership between students, parents and staff within a small school community setting. There is a focus on supporting all students with extra curricula opportunities, a focus on music and the arts and personally knowing all families within the school.
- Safety – providing a safe supportive environment which addresses the academic, social and emotional needs of students.
- Accountability – developing and delivering a high quality learning framework for staff and students. Being accountable for student outcomes by ensuring high quality teaching and learning opportunities and the ongoing development of staff expertise.

The school promotes every day the following Values:
- Be Respectful
- Be Responsible
- Be Safe

# Principal's Forward

## Introduction

Welcome to Runcorn State School. The 2016 Annual Report outlines the achievements of the past year and the future directions that Runcorn State School is moving towards.

**School Progress towards its goals in 2016**

Our priority was to improve student learning in the areas of reading comprehension (using the Runcorn Reading Framework), writing (using the Runcorn Writing Framework), and You Can Do It – Keys to successful learning

Our focus areas were data driven and the school set learning targets and individual goals for students to ensure high expectations and high quality teaching and learning in every classroom.

Key strategies used were:
- Implement The Runcorn State School Writing Program
- Provide students with explicit strategies / tools for sustained and 'on demand' writing
- Embed school wide consistent writing practices with the support of the Master Teacher coaching model
- Data driven individual Student Goals, strategies and targets for student improvement
- Explicitly focusing on Reading through the embedding of the Runcorn State School Reading Framework
- Data driven ability groups for Reading
- Individual student goals, strategies and targets for student improvement

Our 2016 data indicated growth and positioning us as having made commendable achievement and improvement in all areas.

**Future Outlook**

1. Our main priority was writing. Strategies used:

- Increased Master Teacher allocation from 0.3 to 0.9.
- Modelled good teaching of writing practices and developed vignettes
- Used NAPLAN criteria sheet for moderation purposes
- PD for staff on using learning intentions and success criteria
- Targeted teaching for specific groups of students
- Developed a SMART goal for writing using the language of success criteria

2. Our second priority was reading. Strategies employed were:

- Ensured Literacy and Numeracy block time for explicit teaching in the first two sessions of the day
- Embedded the Runcorn Reading program as a consistent way of implementing reading in all classrooms
- Used I4S funds to employ TAs to support the reading block in the early years.

**At Runcorn State School, we know literacy and numeracy are keys to improving student outcomes. We will:**
- Continue our clear focus on literacy and numeracy by embedding them within all teaching units.
- Respond to a range of student achievement data and select strategies that meet individual learning needs.
- Build teacher capacity and pedagogical practice using the Metro Region Instructional Coaching model.
- Ensure that the teaching of literacy and numeracy is consistent throughout the school as identified in the Runcorn State School Pedagogical Framework.
- Clearly articulate sequences of learning for each year level.
- Embed ICTs across the curriculum to enhance student learning and
- Develop student's ability to think laterally and problem solve.

# Our School at a Glance

## School Profile

**Coeducational or single sex:**      Coeducational

**Independent Public School:**      Yes

**Year levels offered in 2016:**      Prep Year - Year 6

**Student enrolments for this school:**

|  | Total | Girls | Boys | Indigenous | Enrolment Continuity (Feb – Nov) |
|---|---|---|---|---|---|
| **2014** | 412 | 208 | 204 | 19 | 96% |
| **2015\*** | 420 | 205 | 215 | 20 | 92% |
| **2016** | 418 | 214 | 204 | 27 | 94% |

Student counts are based on the Census (August) enrolment collection.

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2016, there were no students enrolled in a pre-Prep** program.

** pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html).

## Characteristics of the Student Body

**Overview**

Student enrolments are drawn from local and surrounding suburbs. Some families travel past many schools to be part of the Runcorn community. Parents are attracted to Runcorn's emphasis on small school family interactions and purposeful learning engagement for all students.

Families feel welcome and parents are encouraged to be part of student learning with many volunteers registered in various roles throughout the school.

Runcorn has a diverse, multicultural population with over 35 language groups being represented in the student cohort. This includes students from Indigenous, Non English Speaking and Refugee sectors of the community. This provides all students at Runcorn with the opportunity to participate in a wide range of cultural experiences and exchanges as part of their schooling experience.

The school runs a highly active student council which works across the school to enable "student voice" and implement student based projects for school improvement. The school also operates a peer mentoring program "Buddies" which allows students of all ages to interact successfully with peers in both academic and social situations.

A high proportion of the students are involved in extra curricula activities provided by the school including: bands, strings ensembles, choirs, Runcorn Road Runners and sporting teams.
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## Average Class Sizes

The following table shows the average class size information for each phase of schooling.

| AVERAGE CLASS SIZES | | | |
|---|---|---|---|
| Phase | 2014 | 2015* | 2016 |
| Prep – Year 3 | 22 | 24 | 23 |
| Year 4 – Year 7 | 24 | 27 | 28 |
| Year 8 – Year 10 | | | |
| Year 11 – Year 12 | | | |

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

# Curriculum Delivery

## Our Approach to Curriculum Delivery

The Learning Areas of the Australian Curriculum are delivered to students. These include Mathematics, English, Science, History, Geography, The Arts, Technology, Physical Education and Language other than English (Japanese).

To complement and enhance the teaching of the learning areas, the school provides distinctive curriculum to cater for the learning needs of all of our students. These include:

- Individual Support Plans
- Information of Information Communication Technologies (ICTs) in the classroom
- Developing high order thinking skills
- Classroom music program
- Instrumental music program
- Swimming program

## Co-curricular Activities

Runcorn State School offers a range of extra curricula activities including access to:
- Junior and Senior Choirs
- Instrumental Strings and Band
- Karrawatha marching band
- Sports ( AFL clinics, Tennis, Swimming Club for both children and adults)
- Runcorn Road Runners
- Gardening club

## How Information and Communication Technologies are used to Assist Learning

ICT's are integrated quite naturally into a resource based learning process.

Access to Resource Centre Lab, Computer labs 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 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, interactive whiteboards in all learning areas, two computer labs and a science/technology lab, ipads and laptops. STEAM is embedded in curriculum and planning processes.

# Social Climate

## Overview

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

We embrace the motto of our Region: "Every Child Every Lesson Everyday". The provision of pastoral care and the development of student's social growth is the core of our Student Services wellbeing work.

To this end, we foster a culture that promotes learning for all members of the school community and work together to provide a safe learning environment where staff, parents and students feel challenged, supported and welcomed.

In addition to its academic programs, the curriculum offers a range of social skills programs including Buddies (Preps and Year 6), explicit teaching of expected learning and social behaviours through "You Can Do It", anti-bullying processes and the "Daniel Morcombe" programs.

Runcorn students are encouraged to participate in extra curricula activities and the school offers a range of after school activities to engage the creative interests of students in the areas of the arts and sport.

Runcorn delivers a relevant and responsive responsible behaviour plan with numerous proactive behaviour support programs embedded. The fostering of a small school community feel through activities involving students, families and the wider community enables the provision of a safe, supportive and academically enriching social climate for students to operate in.

## Parent, Student and Staff Satisfaction

### Parent opinion survey

| Performance measure | | | |
| --- | --- | --- | --- |
| Percentage of parents/caregivers who agree# that: | 2014 | 2015 | 2016 |
| their child is getting a good education at school (S2016) | 86% | 92% | 93% |
| this is a good school (S2035) | 90% | 92% | 92% |
| their child likes being at this school* (S2001) | 96% | 98% | 95% |
| their child feels safe at this school* (S2002) | 98% | 98% | 98% |
| their child's learning needs are being met at this school* (S2003) | 84% | 89% | 95% |
| their child is making good progress at this school* (S2004) | 86% | 91% | 95% |
| teachers at this school expect their child to do his or her best* (S2005) | 94% | 96% | 95% |
| teachers at this school provide their child with useful feedback about his or her school work* (S2006) | 84% | 94% | 92% |
| teachers at this school motivate their child to learn* (S2007) | 88% | 94% | 90% |
| teachers at this school treat students fairly* (S2008) | 92% | 96% | 87% |
| they can talk to their child's teachers about their concerns* (S2009) | 96% | 98% | 95% |
| this school works with them to support their child's learning* (S2010) | 88% | 92% | 90% |
| this school takes parents' opinions seriously* (S2011) | 85% | 96% | 82% |
| student behaviour is well managed at this school* (S2012) | 92% | 98% | 85% |
| this school looks for ways to improve* (S2013) | 85% | 92% | 90% |
| this school is well maintained* (S2014) | 100% | 94% | 85% |

### Student opinion survey

| Performance measure | | | |
| --- | --- | --- | --- |
| Percentage of students who agree# that: | 2014 | 2015 | 2016 |
| they are getting a good education at school (S2048) | 99% | 94% | 96% |

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| Performance measure | | | |
|---|---|---|---|
| Percentage of students who agree# that: | 2014 | 2015 | 2016 |
| they like being at their school* (S2036) | 99% | 94% | 95% |
| they feel safe at their school* (S2037) | 97% | 94% | 95% |
| their teachers motivate them to learn* (S2038) | 98% | 97% | 100% |
| their teachers expect them to do their best* (S2039) | 99% | 97% | 99% |
| their teachers provide them with useful feedback about their school work* (S2040) | 98% | 94% | 96% |
| teachers treat students fairly at their school* (S2041) | 96% | 90% | 97% |
| they can talk to their teachers about their concerns* (S2042) | 95% | 90% | 94% |
| their school takes students' opinions seriously* (S2043) | 95% | 87% | 95% |
| student behaviour is well managed at their school* (S2044) | 93% | 90% | 94% |
| their school looks for ways to improve* (S2045) | 98% | 94% | 96% |
| their school is well maintained* (S2046) | 98% | 92% | 93% |
| their school gives them opportunities to do interesting things* (S2047) | 98% | 94% | 95% |

## Staff opinion survey

| Performance measure | | | |
|---|---|---|---|
| Percentage of school staff who agree# that: | 2014 | 2015 | 2016 |
| they enjoy working at their school (S2069) | 100% | 96% | 100% |
| they feel that their school is a safe place in which to work (S2070) | 100% | 96% | 97% |
| they receive useful feedback about their work at their school (S2071) | 96% | 85% | 86% |
| they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114) | 96% | 83% | 81% |
| students are encouraged to do their best at their school (S2072) | 100% | 100% | 100% |
| students are treated fairly at their school (S2073) | 96% | 96% | 100% |
| student behaviour is well managed at their school (S2074) | 96% | 100% | 95% |
| staff are well supported at their school (S2075) | 85% | 89% | 86% |
| their school takes staff opinions seriously (S2076) | 88% | 89% | 86% |
| their school looks for ways to improve (S2077) | 96% | 96% | 97% |
| their school is well maintained (S2078) | 100% | 100% | 100% |
| their school gives them opportunities to do interesting things (S2079) | 89% | 93% | 83% |

* Nationally agreed student and parent/caregiver items
# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
DW = Data withheld to ensure confidentiality.

## Parent and community engagement

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 are participants in the school renewal process in the areas of learning, supportive school environment and facilities development.

Parents and volunteers are offered training in ICTs, Literacy and Numeracy, You Can Do It and Student Protection at regular times through the year. These programs provide opportunities for parents to assist with learning across a range of year levels and curriculum areas. Each year we recognise our parent and community volunteers for their contribution to supporting Runcorn State School.

Our school also conducts open days, a science expo, parent teacher evenings as well as hosting

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fetes, working bees and social events.

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

The school has developed partnerships with local businesses and the school also works in conjunction with a number of child care facilities who provide prep enrolment information and child care services for students and families.

The school facilities such as the Outside Hours School Care, 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.

### Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships.

The school's Wellbeing program supporting the social and behavioural needs of the students, incorporates the principles of the Daniel Morcombe, You Can Do It and Hi-Five programs. This provides the students with the support and affirmation in relation to the development of resilience, persistence, getting along, organization and confidence with conflict resolution skills and the development of self-esteem. This is underpinned by the school rules of Respect to self and others in a safe environment.

### School Disciplinary Absences
The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

| SCHOOL DISCIPLINARY ABSENCES | | | |
|---|---|---|---|
| Type | 2014* | 2015** | 2016 |
| Short Suspensions – 1 to 5 days | 5 | 16 | 9 |
| Long Suspensions – 6 to 20 days | 0 | 0 | 0 |
| Exclusions | 0 | 0 | 0 |
| Cancellations of Enrolment | 0 | 0 | 0 |

\* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

\*\*From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

# Environmental Footprint

### Reducing the school's environmental footprint
Runcorn State School engages in a number of programs which help it reduce its environmental footprint and minimise its impact on the environment. These include:

- The Earth Smart Science Program which directly teachers students about sustainability and reducing emissions.
- The installation of 20 solar panels which help reduce our schools electricity costs and provides the school with a program to monitor and manage electricity usage.
- The installation of water tanks which capture and recycle rainwater to feed low flush toilets to reduce our amount of domestic water usage.
- The student council run a recycling program aimed at reducing waste at school and reducing the amount of landfill.  This includes recycling bins and compost bins.
- Recognition and promotion of Earth Hour.

| ENVIRONMENTAL FOOTPRINT INDICATORS |
|---|

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| Years | Electricity kWh | Water kL |
|---|---|---|
| 2013-2014 | 169,616 | 2,505 |
| 2014-2015 | 172,566 | 2,402 |
| 2015-2016 | 191,819 | 12,129 |

The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

## School Funding

### School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at http://www.myschool.edu.au/.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following **'Find a school' text box.**

**Find a school**

| School name | **GO** |

| Suburb, town or postcode |

Sector:

☑ Government

☑ Non-government

**SEARCH**

Where it states **'School name'**, type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting **'School finances'** in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

## Our Staff Profile

## Workforce Composition

### Staff composition, including Indigenous staff

| 2016 WORKFORCE COMPOSITION | | | |
|---|---|---|---|
| Description | Teaching Staff | Non-Teaching Staff | Indigenous Staff |
| Headcounts | 31 | 17 | <5 |
| Full-time Equivalents | 27 | 12 | <5 |

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## Qualification of all teachers

| TEACHER* QUALIFICATIONS | |
|---|---|
| **Highest level of qualification** | **Number of classroom teachers and school leaders at the school** |
| Doctorate | 0 |
| Masters | 5 |
| Graduate Diploma etc.** | 5 |
| Bachelor degree | 19 |
| Diploma | 2 |
| Certificate | 0 |

*Teaching staff includes School Leaders
**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

# Professional Development

## Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were $20 559.37.

The major professional development initiatives are as follows:

- Reading:  Explicit teaching model
- Writing: Explicit teaching model, writing on demand
- Coaching in writing
- Data analysis of student achievement to inform future planning using One School
- Strategies for differentiation in the classroom
- Ways for teachers to facilitate goal setting for students
- You Can Do It and Positive Habits of the Mind

The proportion of the teaching staff involved in professional development activities during 2016 was 100 %.

# Staff Attendance and Retention

## Staff attendance

| AVERAGE STAFF ATTENDANCE (%) | | | |
|---|---|---|---|
| **Description** | **2014** | **2015** | **2016** |
| Staff attendance for permanent and temporary staff and school leaders. | 96% | 95% | 95% |

## Proportion of Staff Retained from the Previous School Year
From the end of the previous school year, 96% of staff was retained by the school for the entire 2016.

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# Performance of Our Students

## Key Student Outcomes

## Student Attendance

### Student attendance

The table below shows the attendance information for all students at this school:

| STUDENT ATTENDANCE 2016 | | | |
|---|---|---|---|
| **Description** | **2014** | **2015** | **2016** |
| The overall attendance rate* for the students at this school (shown as a percentage). | 94% | 93% | 94% |
| The attendance rate for Indigenous students at this school (shown as a percentage). | 93% | 94% | 93% |

*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2016 for all Queensland Primary schools was 93%.

| AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Year Level | Prep | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 |
| 2014 | 94% | 95% | 93% | 94% | 95% | 95% | 93% | 95% | | | | | |
| 2015 | 91% | 93% | 93% | 93% | 95% | 95% | 93% | | | | | | |
| 2016 | 94% | 94% | 94% | 93% | 94% | 95% | 95% | | | | | | |

*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

### Student Attendance Distribution

The proportions of students by attendance range:
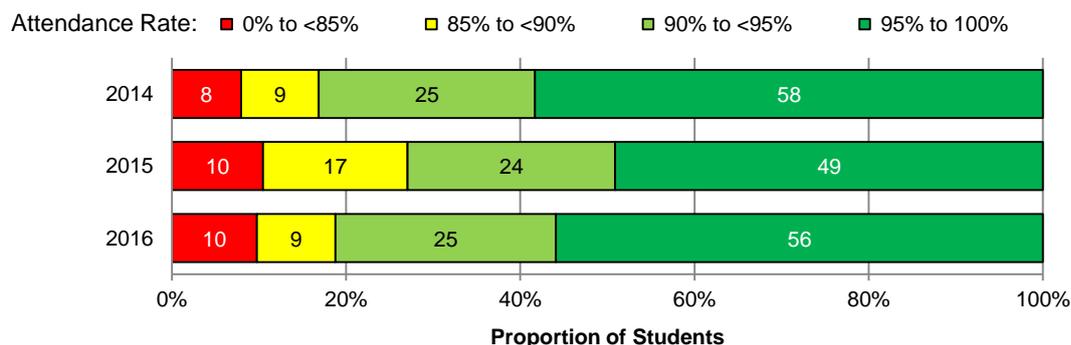


### Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

Runcorn State School endeavours to support and work with all its families by providing access to student and family guidance services, support from school administration as well as referrals to appropriate agencies to

support issues with non-attendance and related activities.

The school provides regular advice and strategies to support families in ensuring regular attendance is a focus, and students arrive at school ready to participate in learning. Student attendance is tracked and parents are informed of absence patterns and irregularities. The school uses the Everyday Counts guidelines to assist with ensuring the importance of student attendance is regularly communicated to the school community. Daily SMS message services is used to follow up on unexplained absences and termly letters to all students reporting their attendance is implemented.

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## NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at http://www.myschool.edu.au/.

To access our NAPLAN results, click on the My School link above. You will then be taken to the My School website with the following **'Find a school' text box.**



Where it states **'School name'**, type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting **'NAPLAN'** in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

## Conclusion

At Runcorn State School, we believe that every student can learn, every day in every classroom. We hope that this report provides a snapshot of our endeavours to meet the needs of all our students and to celebrate their successes and their diversity.