Principal’s foreword

Introduction

Welcome to Runcorn State School. The 2011 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.

Our Vision

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.

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/rules:

- Be Respectful
- Be Responsible
- Be Safe

At present our priority is to improve student learning in the areas of reading comprehension (using QAR), writing (developing writing exemplars and standards across the school) and problem solving in mathematics. Our focus areas are data driven and the school sets learning targets and individual goals for students to ensure high expectations and high quality teaching and learning in every classroom.

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.
Our School Motto: “Honest Endeavour” typifies the ethos of all members of our school community. To parents looking for a vibrant and progressive learning community or parents who have children at Runcorn for the first time, we extend a warm welcome.

Regards,
Mark Johnstone
Principal

School progress towards its goals in 2012

At Runcorn State School the staff has been very focussed in providing students with the best opportunities to achieve. We are successfully working towards achieving the following goals:

- Continuing to embed Every Child, Every Lesson, Every Day as the focus for learning.
- Continued focus on literacy, numeracy, curriculum and pedagogy.
- Monitoring and refining standards, goals and targets for student improvement in all areas.
- Developing Expert Teaching Teams who cater for students through, explicit teaching for the whole class, targeted teaching for particular needs and intensive and collaborative support for students.
- Providing teachers with effective coaching mentoring and feedback opportunities.
- Responding to student achievement and selecting strategies that meet identified learning needs on teacher team data analysis and planning days.
- Implementing the Australian Curriculum.
- Enhancing differentiation and gifted education support.
- Gifted Education Mentoring still occurring for staff.
- Developing Targeted Teaching groups in the areas of Writing and reading for all students with focused adult support to reduce student to adult ratios.

Future outlook

In 2013 the emphasis will be on providing the best opportunities to achieve the intended curriculum. We will achieve this through:

- Improving reading stamina, fluency and comprehension
- Explicitly focussing on Reading with full QAR comprehension pedagogical strategy implementation
- Developing Writing Exemplars which enable moderation and identification of standards in English
- Targeting our approach to the teaching of reading and writing
- Improving student and teacher understanding and performance in numeracy
- Improving student attendance
- Establishing and tracking academic goals for individual student improvement
- Explicitly teaching for the whole class, targeted teaching for particular needs, intensive and collaborative support for students with learning difficulties, particular gifts and talents or other educational needs
- Monitoring the success of student achievement by regularly analysing student work samples, class and systemic data through our Pedagogical Planning Process
- Responding to student achievement and selecting strategies that meet identified learning needs on teacher team data analysis and planning days

At Runcorn State School, we believe literacy and numeracy are keys to improving student outcomes. Therefore we will:

- Continue our clear focus on literacy and numeracy by embedding them within all teaching Units.
- Dedicate time for explicit English and Mathematics blocks in all classrooms.
- Clearly articulate sequences of learning for each year level.
- Provide quality resources to enhance the teaching of literacy and numeracy.
Embed ICTS across the curriculum. We believe children’s learning is enhanced when digital technologies are integrated across the curriculum.
Our school at a glance

School Profile

Coeducational or single sex: Coeducational
Year levels offered in 2012: Prep - Year 7
Total student enrolments for this school:

<table>
<thead>
<tr>
<th></th>
<th>Total</th>
<th>Girls</th>
<th>Boys</th>
<th>Enrolment Continuity (Feb – Nov)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>383</td>
<td>171</td>
<td>212</td>
<td>95%</td>
</tr>
<tr>
<td>2011</td>
<td>368</td>
<td>153</td>
<td>215</td>
<td>95%</td>
</tr>
<tr>
<td>2012</td>
<td>368</td>
<td>162</td>
<td>206</td>
<td>92%</td>
</tr>
</tbody>
</table>

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

Characteristics of the student body:

Student enrolments are drawn from local suburbs and those further afield. 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 20 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 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, drama groups, skipping and cheer sports teams.

Average Class sizes

<table>
<thead>
<tr>
<th>Phase</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep – Year 3</td>
<td>24</td>
<td>23</td>
<td>24</td>
</tr>
<tr>
<td>Year 4 – Year 10</td>
<td>24</td>
<td>25</td>
<td>24</td>
</tr>
<tr>
<td>Year 11 – Year 12</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

School Disciplinary Absences

<table>
<thead>
<tr>
<th>Disciplinary Absences</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Suspensions - 1 to 5 days</td>
<td>2</td>
<td>6</td>
<td>2</td>
</tr>
</tbody>
</table>
Our school at a glance

<table>
<thead>
<tr>
<th></th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exclusions</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Cancellations of Enrolment</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Curriculum offerings

Our distinctive 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 (Japanese) 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 of our students. These include:

- Individual Education Programs
- Programs for Gifted students
- Information Literacy for Lifelong Learning
- Integration of Information Communication Technologies (ICT’s) in the classroom
- Developing Higher Order Thinking Skills
- 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:

- Junior and Senior Choirs
- Instrumental Strings and Band
- Drama and Gardening Clubs
- Runcorn Pacemakers Skipping Team
- Runcorn Cheer Sports Team
- Sports (AFL clinics, Tennis, Swimming Club for both children and adults)

How Information and Communication Technologies are used to assist learning

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 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 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, interactive whiteboards in all learning areas, three computer labs and a new science/technology lab.
Our school at a glance

Social climate

Our aim is to create the environment for each student to progress towards responsible self-management and lifelong learning. 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, explicit teaching of anti-bullying processes, “Friends for Life” and the “Alternatives to Aggression” 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 highly affective and effective 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 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.

Performance measure (Nationally agreed items shown*)

<table>
<thead>
<tr>
<th>Percentage of parents/caregivers who agree that:</th>
<th>2012*</th>
</tr>
</thead>
<tbody>
<tr>
<td>their child is getting a good education at school</td>
<td>91.7%</td>
</tr>
<tr>
<td>this is a good school</td>
<td>100.0%</td>
</tr>
<tr>
<td>their child likes being at this school*</td>
<td>91.7%</td>
</tr>
<tr>
<td>their child feels safe at this school*</td>
<td>100.0%</td>
</tr>
<tr>
<td>their child's learning needs are being met at this school*</td>
<td>80.0%</td>
</tr>
<tr>
<td>their child is making good progress at this school*</td>
<td>88.6%</td>
</tr>
<tr>
<td>teachers at this school expect their child to do his or her best*</td>
<td>94.3%</td>
</tr>
<tr>
<td>teachers at this school provide their child with useful feedback about his or her school work*</td>
<td>85.7%</td>
</tr>
<tr>
<td>teachers at this school motivate their child to learn*</td>
<td>94.4%</td>
</tr>
<tr>
<td>teachers at this school treat students fairly*</td>
<td>88.2%</td>
</tr>
<tr>
<td>they can talk to their child's teachers about their concerns*</td>
<td>94.4%</td>
</tr>
<tr>
<td>this school works with them to support their child's learning*</td>
<td>86.1%</td>
</tr>
</tbody>
</table>
### Our school at a glance

- this school takes parents' opinions seriously* 81.8%
- student behaviour is well managed at this school* 91.4%
- this school looks for ways to improve* 100.0%
- this school is well maintained* 94.1%

### Performance measure *(Nationally agreed items shown*)

<table>
<thead>
<tr>
<th>Percentage of students who agree that:</th>
<th>2012*</th>
</tr>
</thead>
<tbody>
<tr>
<td>they are getting a good education at school</td>
<td>97.1%</td>
</tr>
<tr>
<td>they like being at their school*</td>
<td>94.3%</td>
</tr>
<tr>
<td>they feel safe at their school*</td>
<td>97.1%</td>
</tr>
<tr>
<td>their teachers motivate them to learn*</td>
<td>97.1%</td>
</tr>
<tr>
<td>their teachers expect them to do their best*</td>
<td>97.1%</td>
</tr>
<tr>
<td>their teachers provide them with useful feedback about their school work*</td>
<td>97.1%</td>
</tr>
<tr>
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<td>91.4%</td>
</tr>
<tr>
<td>they can talk to their teachers about their concerns*</td>
<td>90.0%</td>
</tr>
<tr>
<td>their school takes students' opinions seriously*</td>
<td>88.4%</td>
</tr>
<tr>
<td>student behaviour is well managed at their school*</td>
<td>88.2%</td>
</tr>
<tr>
<td>their school looks for ways to improve*</td>
<td>97.1%</td>
</tr>
<tr>
<td>their school is well maintained*</td>
<td>95.7%</td>
</tr>
<tr>
<td>their school gives them opportunities to do interesting things*</td>
<td>95.7%</td>
</tr>
</tbody>
</table>

### Performance measure *(Nationally agreed items shown*)

<table>
<thead>
<tr>
<th>Percentage of school staff who agree:</th>
<th>2012*</th>
</tr>
</thead>
<tbody>
<tr>
<td>that they have good access to quality professional development</td>
<td>80.0%</td>
</tr>
<tr>
<td>with the individual staff morale items</td>
<td>98.0%</td>
</tr>
</tbody>
</table>

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

* Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW = Data withheld to ensure confidentiality.
Involving parents in their child’s education

Our parents have numerous opportunities to be involved in school programs through our Volunteers support program. This program provides opportunities for parents to assist with learning across a range of year levels and curriculum areas. It also provides parents the opportunity to access training in a number of areas including Ready Readers, Support a Reader and Support a Writer. Each year we recognised our parent and community volunteers for their contribution to supporting Runcorn State School and these events are quite large considering that most of our parents are acknowledged.

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

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 Centro Pinelands and Pinelands Lions Club 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.

Reducing the school’s environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns. 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 school has its own vegetable gardens used as part of the school science program to learn about living things and how to develop sustainable food sources.

The student council run a recycling program aimed at reducing waste at school and reducing the amount of landfill. This includes operating recycling bins, worm farms and compost bins.

<table>
<thead>
<tr>
<th>Environmental footprint indicators</th>
<th>Electricity kWh</th>
<th>Water kL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-2010</td>
<td>130,213</td>
<td>2,643</td>
</tr>
<tr>
<td>Year</td>
<td>Students</td>
<td>Teachers</td>
</tr>
<tr>
<td>------------</td>
<td>----------</td>
<td>----------</td>
</tr>
<tr>
<td>2010-2011</td>
<td>138,575</td>
<td>2,599</td>
</tr>
<tr>
<td>2011-2012</td>
<td>144,194</td>
<td>2,376</td>
</tr>
</tbody>
</table>
Our staff profile

Staff composition, including Indigenous staff

<table>
<thead>
<tr>
<th>2012 Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>30</td>
<td>17</td>
<td>0</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>25.3</td>
<td>10.3</td>
<td>0</td>
</tr>
</tbody>
</table>

Qualifications of all teachers

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Number of classroom teachers and school leaders at the school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>0</td>
</tr>
<tr>
<td>Masters</td>
<td>2</td>
</tr>
<tr>
<td>Bachelor degree</td>
<td>20</td>
</tr>
<tr>
<td>Diploma</td>
<td>8</td>
</tr>
<tr>
<td>Certificate</td>
<td>0</td>
</tr>
</tbody>
</table>

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were $15,432.20.

The major professional development initiatives are as follows:

- QAR Comprehension
- GEM mentoring for staff
- Data analysis of student achievement to inform future planning using One School
- Strategies for differentiation in the classroom
Our staff profile

- Behaviour management strategies training
- Ways for teachers to facilitate goal setting for students

The proportion of the teaching staff involved in professional development activities during 2012 was 100%.

### Average staff attendance

<table>
<thead>
<tr>
<th></th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff attendance for permanent and temporary staff and school leaders.</td>
<td>94.9%</td>
<td>95.6%</td>
<td>95.2%</td>
</tr>
</tbody>
</table>

### Proportion of staff retained from the previous school year

From the end of the previous school year, 96.1% of staff was retained by the school for the entire 2012 school year.

### School income broken down by funding source

School income broken down by funding source is available via the My School website at [http://www.myschool.edu.au/](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.

Where it says ‘Search by school name’, type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being given access to the school’s My School entry web page.

School financial information is available by selecting ‘School finances’ in the menu box in the top left corner of the school’s entry web page. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.
Performance of our students

Key student outcomes

Student attendance

<table>
<thead>
<tr>
<th>Year</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>93%</td>
<td>94%</td>
<td>94%</td>
</tr>
</tbody>
</table>

The overall attendance rate for the students at this school (shown as a percentage). The overall attendance rate in 2012 for all Queensland state Primary schools was 93%.

Student attendance rate for each year level (shown as a percentage)

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>93%</td>
<td>92%</td>
<td>96%</td>
<td>93%</td>
<td>95%</td>
<td>94%</td>
<td>92%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2011</td>
<td>93%</td>
<td>95%</td>
<td>90%</td>
<td>95%</td>
<td>95%</td>
<td>95%</td>
<td>94%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2012</td>
<td>93%</td>
<td>94%</td>
<td>94%</td>
<td>91%</td>
<td>95%</td>
<td>92%</td>
<td>96%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.

- 0% to <85%
- 85% to <90%
- 90% to <95%
- 95% to 100%

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: 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.

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.

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/](http://www.myschool.edu.au/).
Performance of our students

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.

Find a school

Search by school name

Search by suburb, town or postcode

Where it says ‘Search by school name’, type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school’s NAPLAN results.

Achievement – Closing the Gap

Runcorn State School has implemented a number of strategies to engage and support indigenous students. In 2012, the following programs were successfully implemented:

✓ The development of Individual Education Plans and learning goals for indigenous students.
✓ 1 to 1 and small group teacher aide support for literacy and numeracy.
✓ Increased literacy and numeracy support for all indigenous.
✓ Support with assignments, project work and homework.
Performance of our students

The programs and strategies implemented to support closing the gap have resulted in the following outcomes:

- Decrease in the number of students receiving D or E results in Semester 2 reporting.
- The increase of learning outcomes across key Learning Areas.
- Positive increase in indigenous student literacy and numeracy results.
- 86.6% attendance rate for indigenous students.
- 50% increase in Indigenous student enrolments from 2011-2012.