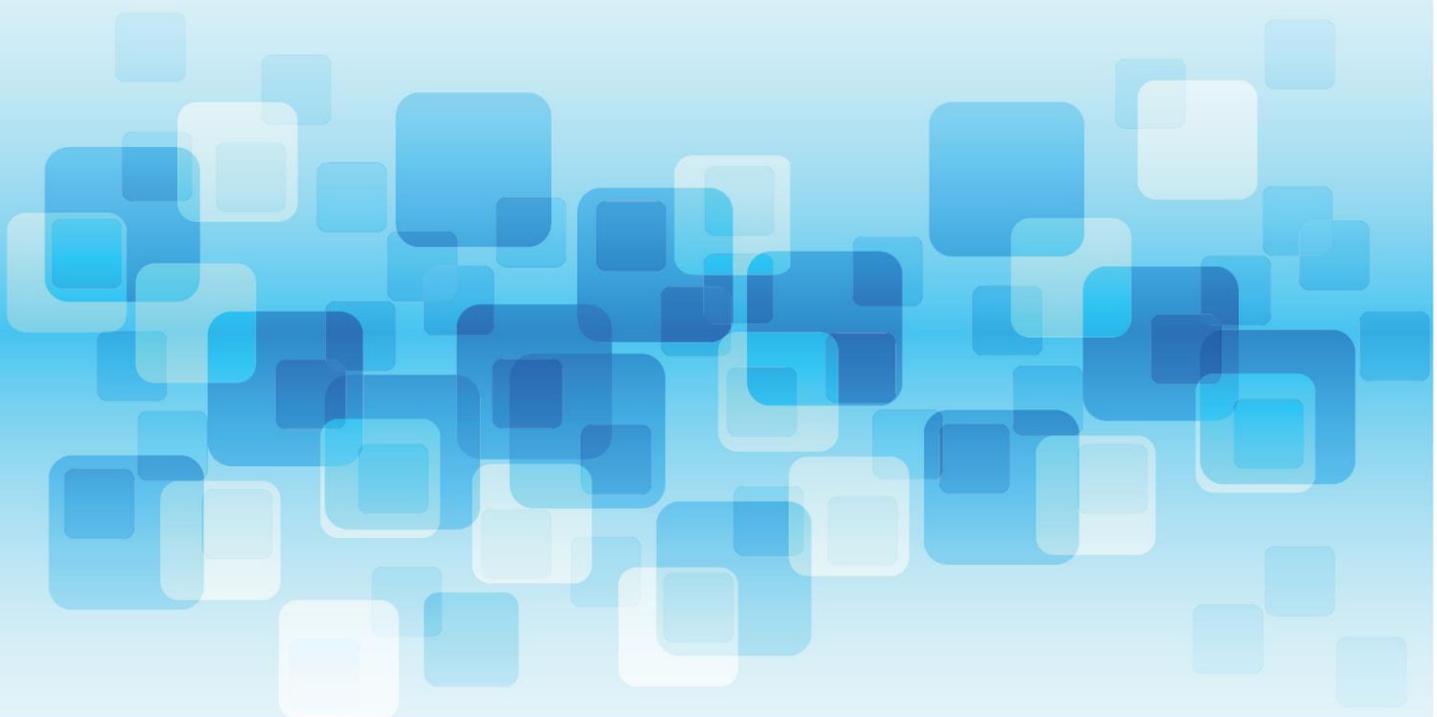




School Improvement Unit Report

Runcorn State School Executive Summary



1. Introduction

1.1 Background

This report is a product of a review carried out at Runcorn State School from 7 to 11 May, 2015. It provides an evaluation of the school's performance against the nine domains of the [National School Improvement Tool](#). It also recommends improvement strategies for the school to consider in consultation with its regional office and school community.

The review and report were completed by a review team from the School Improvement Unit (SIU). For more information about the SIU and the new reviews for Queensland state schools please visit the Department of Education and Training (DET) [website](#).

1.2 School context

Location:	646 Beenleigh Road, Sunnybank
Education region:	Metropolitan
The school opened in:	1901
Year levels:	Prep to Year 6
Current school enrolment:	428
Indigenous enrolments:	4.2 per cent
Students with disability enrolments:	5.6 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1031
Year principal appointed:	2008
Number of teachers:	24
Nearby schools:	Runcorn Heights State School, Sunnybank State School, Sunnybank Hills State School, Warrigal Rd State School, Our Lady of Lourdes, Sunnybank State High School, Runcorn State High School
Significant community partnerships:	School Council, Karawatha Cluster, Runcorn High School, PCYC, Jacaranda Child Care Centre
Unique school programs:	Buddies, You Can Do It!, Student led peer recognition of You Can Do It! keys to success,



1.3 Review methodology

The review was conducted by a team of three reviewers.

The review consisted of:

- a pre-review audit of the school's performance data and other school information
- consultation with the school's Assistant Regional Director
- a school visit of three days
- interviews with staff, students, parents and community representatives, including:
 - Principal and leadership team
 - 23 classroom and specialist teachers
 - 15 teacher-aides and three non-teaching staff
 - Guidance Officer
 - Seven parents
 - 22 students and leaders
 - Two crossing supervisors and tuckshop convenor
 - School council representative
 - Local member and three community representatives
 - Local high school representative

1.4 Review team

Michelle D'Netto	Internal reviewer, SIU (review chair)
Fred Hardman	External reviewer
Randall Pointing	Principal peer reviewer



2. Executive summary

2.1 Key findings

- The school has a clear and sharp improvement agenda.

The leadership team have established, articulated and documented clear priorities for improvement. The priorities are reading, writing, problem solving and *You Can Do It!* (YCDI). All staff are aware of the improvement agenda and school priorities are well communicated to the whole school community.

- There is a strong culture of trust, respect, learning and community.

The school promotes inclusive practices. High levels of trust throughout the school community are evident and communication between parents, staff and students is clear. There are high levels of co-operation and collaboration between all staff.

Parents are welcomed as partners in their children's learning. Parent and community support for the school is very high.

- *You Can Do It!* is embedded across the school.

Student behaviour is positive and student leaders play an important part in the successful implementation of the YCDI program. This pro-active program provides consistency of practice and language for managing student behaviour and learning. The learning environment is calm and inclusive. There is a culture of high expectations of student behaviour and learning.

- Clear curriculum expectations are guided by the Curriculum into the Classroom resource

Curriculum into the Classroom (C2C) is adopted and adapted at the school. The curriculum leaders and teachers plan and evaluate the curriculum in year levels to ensure consistency across the classes. There is an overview of C2C unit delivery but limited cross-referencing to the Australian Curriculum has been undertaken.

There is a literacy focus with consistent implementation across the school. A consistent approach to the teaching of reading is delivered to all Prep to Year 3 classrooms.

- School operational structures and resources support the improvement agenda.

Significant human resources have been committed to supporting school priorities, strategic intervention and developing teacher capability. The school has well developed and support programs to meet the learning needs for all students.

Key structures such as the year level meetings and the curriculum leadership group develop staff capability to enact and influence the improvement agenda in classrooms.



2.2 Key improvement strategies

- Continue the clear and sharp focus of the improvement agenda.
- Continue to embed instructional coaching and feedback as a regular school practice to build staff capability. Ensure that the focus of this process aligns to the school improvement agenda and the needs of staff.
- Embed processes to ensure that the enacted curriculum is aligned to the Australian Curriculum.