Runcorn State School

Executive Summary

School Improvement Unit

Queensland Government
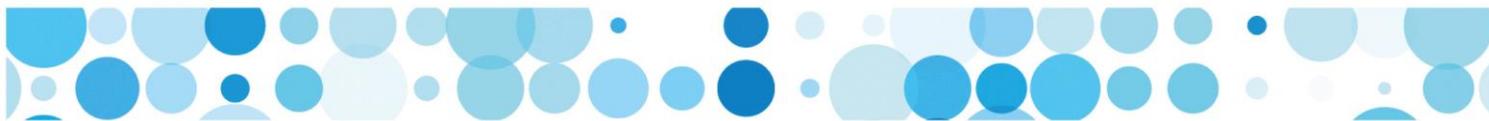
Contents

1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Runcorn State School** from **21** to **25 June 2019**.

The report presents 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 implement in consultation with its regional office and school community.

The report's executive summary outlines key findings from the review and key improvement strategies that prioritise future directions for improvement.

Schools will publish the executive summary on the school website within two weeks of receiving the report.

The principal will meet with their Assistant Regional Director (ARD) to discuss the review findings and improvement strategies.

For more information regarding the SIU and reviews for Queensland state schools please visit the SIU website.

1.1 Review team

Stephen Bobby	Internal reviewer, SIU (review chair)
Raylee Davies	Peer reviewer
Ken Swan	External reviewer

1.2 School context

Location:	Beenleigh Road, Sunnybank
Education region:	Metropolitan Region
Year opened:	1901
Year levels:	Prep to Year 6
Enrolment:	436
Indigenous enrolment percentage:	4.7 per cent
Students with disability enrolment percentage:	2.8 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1040
Year principal appointed:	2016
Day 8 staffing teacher full-time equivalent (FTE):	27.57 – teaching 8.44 – support
Significant partner schools:	Kuraby State School, Runcorn Heights State School, Sunnybank State School, Runcorn State High School
Significant community partnerships:	Bunnings Warehouse, Pinelands Shopping Centre, Jacaranda Early Learning Centre
Significant school programs:	You Can Do It! (YCDI!), Intentional Play Based Learning, Visible Thinking

1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, deputy principal, Head of Curriculum (HOC)/pedagogy coach, Support Teacher Literacy and Numeracy (STLaN), English as an Additional Language or Dialect (EAL/D) teacher, guidance officer, 26 classroom teachers and specialist teachers, 14 teacher aides, Business Manager (BM), four administration officers, grounds officer, two cleaners, tuckshop convenor, 38 parents and 68 students.

Community and business groups:

- Current school council president, former school council president, four Parents and Citizens' Association (P&C) representatives, Police-Citizens Youth Club (PCYC) Outside School Hours Care (OSHC) representative and Jacaranda Early Learning Centre representative.

Partner schools and other educational providers:

- Principal of Runcorn State High School, principal of Runcorn Heights State School and principal of Kuraby State School.

Government and departmental representatives:

- State Member for Toohey and ARD.
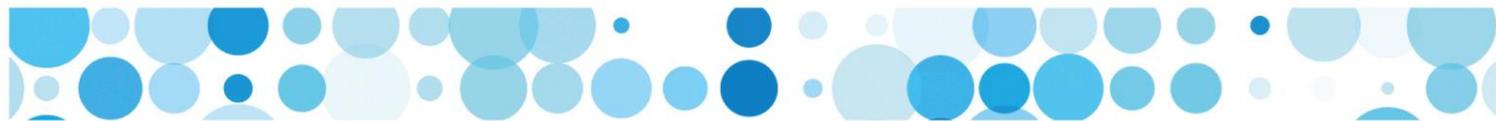
1.4 Supporting documentary evidence

Annual Implementation Plan 2019	Explicit Improvement Agenda 2019
School Improvement Hierarchy	Strategic Plan 2016-2019
Investing for Success 2019	School Data Profile (Semester 1, 2019)
Headline Indicators (April 2019 release)	School budget overview
OneSchool	Curriculum planning template
Professional learning plan 2019	School differentiation planning
School improvement targets	Cluster Leadership Program documentation
School pedagogical framework	Professional development plans
School data plan	School newsletters and website
School Opinion Survey	Responsible Behaviour Plan for Students
Pedagogical Framework (Vocabulary)	Collegial Engagement Plan
School based curriculum, assessment and reporting framework	School Vision, Mission, Values and Beliefs statement
Leadership roles and responsibilities statement	Pyramid of Support – Focused and Intensive Intervention
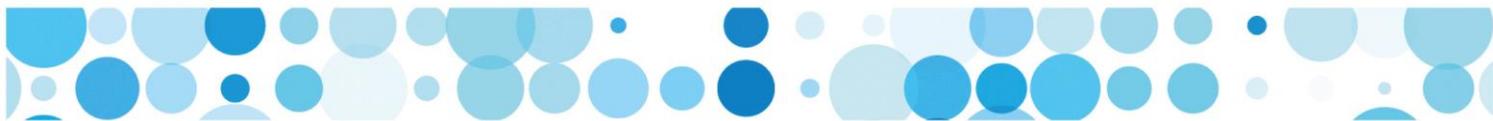
2. Executive summary

2.1 Key findings

Parents and community members view the school as a school of choice.

Parent and community members consistently offer praise for the school leaders and teaching staff. Local community leaders support and speak confidently of the school, recognising high levels of parent and community confidence. Parents are highly appreciative of the efforts of staff to keep them informed of student learning, progress and behaviour. School leaders actively and formally seek school-based feedback from parents/caregivers and students to inform their work.

The school's vision and strategic direction are regularly articulated to staff members and the community by the principal.

Staff members openly comment that the principal clearly models all aspects of the school vision and values and relays clear expectations for the collective engagement of all. There is a strong sense of confidence conveyed by all staff in realising the school's vision. The principal has established a model of shared leadership to implement school programs and operations. School leaders work to instil confidence and engender trust in all school and teacher leaders.

All staff members articulate their belief that all students are able to learn successfully.

The school has established a process for the recording of differentiation within the unit planning template. School leaders indicate that a need to utilise the school's differentiation planning process to assist teachers in developing their repertoire of practice is a priority. The importance of differentiation based on evidence has been reaffirmed across all year levels. Differentiation remains an ongoing focus for school leaders. Teachers articulate that differentiation is an important aspect of their teaching, with many acknowledging a need for further support to improve effectiveness and efficiency, and to ensure all students are appropriately engaged, including consideration for the learning needs of high achieving students.

School leaders recognise that highly effective teaching is the key to improving student learning outcomes.

School leaders provide strong leadership by encouraging the use of practices based on evidence and research in all classrooms. Leaders are committed to developing precision in teaching and learning across the school to ensure that all students are optimally engaged, supported and challenged. The school's pedagogical framework includes a range of research-based pedagogies that positively impact student learning. Many teachers speak of the need to continue learning their craft, appreciating opportunities to be provided with feedback on their teaching, to observe others with specialist skills, and to participate in coaching and mentoring processes.

Teachers express the desire to expand their understanding in delivering the full intent of the Australian Curriculum (AC).

School leaders recognise that Professional Development (PD) aligned to the full implementation of all aspects of the AC is required to ensure students achieve optimum learning outcomes. The AC general capabilities and cross-curriculum priorities are ongoing areas of focus. Teachers express the desire to expand their understanding in delivering the full intent of the AC. Teacher knowledge of the general capabilities within the AC is being developed. School leaders are supporting teachers to understand critical and creative thinking capability through inquiry and visible thinking routines. Most teachers articulate recognising the benefit to student learning through the use of thinking routines in the classroom.

School leaders and staff members articulate a shared commitment to providing a high quality education to all students.

The principal has established and is driving a strong improvement agenda for the school. The improvement agenda was developed through the collaborative review of school and systemic data sets. Staff members speak of engaging in deep analysis of systemic and school-based data to identify the areas of improvement that will provide the next lift in student improvement. The principal works collaboratively to engage all stakeholders within the school community in the improvement agenda, striving to ensure whole-staff awareness of the expectations and strategies utilised to advance the agenda.

**Staff members speak positively regarding all facets of the school.**

Staff express genuine appreciation for the school leaders, describing them as highly approachable, supportive and organised, and leaders who are always prompt in responding to requests for assistance. The school leadership team mirrors the staff's appreciation for them in frequently speaking of the pride they feel for the quality and professionalism of their work. All staff members identify positive collegial relationships across the school and work to develop high levels of mutual trust and respect with their colleagues. Teachers articulate that they particularly appreciate the support of their colleagues and the levels of personal support freely given. New staff members are welcomed into the school. Some staff members articulate that when new staff join the school it is imperative to communicate the highly valued aspects of the school's culture, to ensure those valued features are preserved.

School leaders are committed to decision making that always puts students first.

The leadership team gives a high priority to understanding and addressing the learning needs of all students in the school. The school applies available human and financial resources in a targeted manner to meet the learning needs of students. Student achievement data informs the strategic allocation of staff members and resources. Funds are utilised to enable school leaders to develop staff capability in understanding student data, differentiation and tracking students to inform their teaching and the next steps for learning for students.
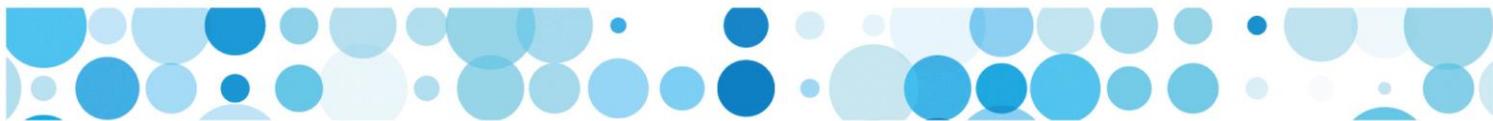
Students comment positively regarding the behaviour and learning at the school.

The school-wide framework for guiding student behaviour is based on the You Can Do It! (YCDI!) program's five keys of success. Students express the view that earning the gold certificate and participating in afternoon tea with the principal is a particularly engaging aspect of the school behaviour processes. Students articulate that they value the positive relationships they have with school staff members and the ongoing support and encouragement they receive during the learning process. Most students identify that they feel engaged with the curriculum being taught, and that it is pitched at a level that is challenging yet achievable.
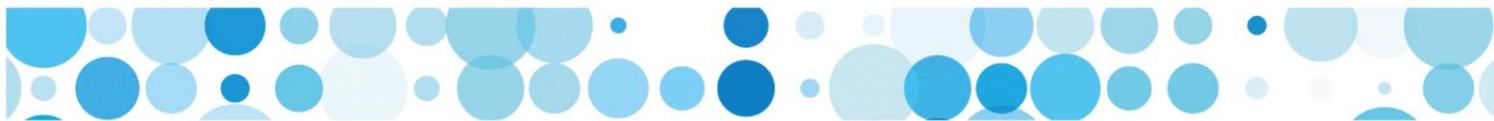
2.2 Key improvement strategies

Build teacher capability to implement effective and appropriate differentiation strategies and adjustments when collaboratively planning for the teaching, learning and assessment of the full range of students.

Strengthen processes to engage all staff members in regular opportunities for observation, feedback, coaching and mentoring that provide timely support and advice on classroom-based pedagogies in the school improvement hierarchy.

Continue to engage in the school's planning processes to develop deep understanding for implementation of the AC in all learning areas, including the general capabilities and cross-curriculum priorities.

Sustain the focus on embedded elements of the Explicit Improvement Agenda (EIA) and collaboratively identify potential next steps and current areas for greater precision.

Ensure the highly valued school culture is preserved and sustained by maintaining actions and processes.