Runcorn State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding
State Schools Strategy
Department of Education

Queensland
Government

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School overview

Runcorn State School is a small, friendly and highly respected Independent Public School. We ensure that students have opportunities to achieve their maximum potential in a happy, caring and secure environment. 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. We are proud of our outstanding student outcomes. 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. Our curriculum vision is to ensure 'Every Child, Every Lesson, Every Day' is at the centre of our core business. Runcorn has an engaging and challenging curriculum, catering for all students. Our priorities in 2018 were to promote learning to read and reading to learn and to give students the skills and the language to think critically through Visible Thinking strategies. 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 Anti Bullying and You Can Do It programs. There are two air conditioned computer labs as well as computers in every classroom. The school has a modern and fully equipped 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 a comprehensive EAL/D program for students learning English. Support is also offered to parents of our non-English speaking students. We have adventure playgrounds, a yarning circle, memorial garden, a rainforest garden setting and environmental sustainability programs. We encourage our students to engage in self-directed play as well as intentional learning through play. Runcorn has an active P&C and School Council and a supportive parent body who are engaged in student learning activities in a variety of ways. At Runcorn we firmly believe that the partnership between students, school and parents is the key to ensuring student success. We are all learners.

School progress towards its goals in 2018

Priority	Target	Goals met
Enhance the reading capability and phonemic awareness in the lowers years through Speech Sound Pics (SSP)	Full implementation from P-2 Student meeting regional benchmarks	SSP implemented in all P-2 classrooms with all teachers and teacher aides trained. End of year regional targets met.
Develop a consistent and embedded reading structure across the school	Year 3 Reading U2B 65% Year 5 45% 100% of students in Year 3 and 5 meeting NMS. 35-55% of each cohort receiving A-B	U2B for Year 3 60% in Reading and 48.9% in Year 5. 100% of students in Years 3 and 5 reached NMS, including all indigenous students. A-B targets met.
Implement thinking routines in every classroom	100% staff implementation	100% staff implemented thinking routines at least once a week.
Run a series of workshops on the school priorities each term.	4/term Minimum attendance of 15 parents per session.	4/term. Average participation 12.
Engage non-English speaking families through the EALD program and cultural events.	Minimum attendance of 6 per session	Parent English classes attended by at least 6 parents each week.

Runcorn students in Years 3 and 5 continue to perform similar or above state, like schools and national mean in Naplan testing.

Future outlook

Enhance the reciprocity between reading and writing through a focus on vocabulary and cohesion	Tiered vocabulary developed in classrooms based on words in reading text, technical and interest based.	80% of students using 100% of Tier 2 words PM/Probe benchmarks
	Feedback in writing. Transference of words into writing.	100% of students moving one level up on writing marking guide.
Strategy: Embed a consistent reading structure across the school.	Focus on balancing the gradual release reading components	Every classroom Year 3 U2B 60% Year 5 50%
Continue to embed thinking routines in every classroom	List relevant routines during unit planning	Every classroom
Increased communication with the community	Work with the P&C and School Council to gather data for the QSR.	95% satisfaction
Community engagement	Run a series of workshops on the school priorities each term.	95% satisfaction

Our school at a glance

School profile

Coeducational or single sex   Coeducational

Independent public school   Yes

Year levels offered in 2018   Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	418	436	428
Girls	214	216	211
Boys	204	220	217
Indigenous	27	30	20
Enrolment continuity (Feb. – Nov.)	94%	95%	96%

Notes:

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

2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.

3. pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

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, garden club, sports clubs at lunch and sporting teams.

Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	23	21	23
Year 4 – Year 6	28	27	25
Year 7 – Year 10			
Year 11 – Year 12			

Note:

The class size targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

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). Literacy and high order thinking are embedded throughout the curriculum.

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 Communication Technologies (ICTs) in the classroom
- Developing high order thinking skills through visible thinking routines
- Classroom music program
- Instrumental music program
- Swimming program
- Outdoor learning

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)
- Chess Club
- Gardening club
- Fine and Gross motor programs

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. STEM is embedded in curriculum and planning processes and high achieving students have the opportunity to participate in cluster STEM initiatives.

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. The *yarning circle* is a space where students can talk about problems and possible solutions.

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

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	93%	96%	92%
• this is a good school (S2035)	92%	96%	92%
• their child likes being at this school* (S2001)	95%	96%	96%
• their child feels safe at this school* (S2002)	98%	96%	96%
• their child's learning needs are being met at this school* (S2003)	95%	96%	92%
• their child is making good progress at this school* (S2004)	95%	94%	96%
• teachers at this school expect their child to do his or her best* (S2005)	95%	100%	96%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	92%	96%	93%
• teachers at this school motivate their child to learn* (S2007)	90%	94%	90%
• teachers at this school treat students fairly* (S2008)	87%	89%	92%
• they can talk to their child's teachers about their concerns* (S2009)	95%	96%	94%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• this school works with them to support their child's learning* (S2010)	90%	94%	88%
• this school takes parents' opinions seriously* (S2011)	82%	91%	82%
• student behaviour is well managed at this school* (S2012)	85%	93%	82%
• this school looks for ways to improve* (S2013)	90%	91%	94%
• this school is well maintained* (S2014)	85%	94%	92%

* 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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	96%	96%	97%
• they like being at their school* (S2036)	95%	91%	88%
• they feel safe at their school* (S2037)	95%	94%	93%
• their teachers motivate them to learn* (S2038)	100%	99%	97%
• their teachers expect them to do their best* (S2039)	99%	100%	98%
• their teachers provide them with useful feedback about their school work* (S2040)	96%	96%	95%
• teachers treat students fairly at their school* (S2041)	97%	92%	85%
• they can talk to their teachers about their concerns* (S2042)	94%	94%	85%
• their school takes students' opinions seriously* (S2043)	95%	85%	88%
• student behaviour is well managed at their school* (S2044)	94%	84%	89%
• their school looks for ways to improve* (S2045)	96%	96%	93%
• their school is well maintained* (S2046)	93%	97%	89%
• their school gives them opportunities to do interesting things* (S2047)	95%	95%	93%

* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	100%	100%	100%
• they feel that their school is a safe place in which to work (S2070)	97%	100%	100%
• they receive useful feedback about their work at their school (S2071)	86%	91%	94%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	81%	89%	95%
• students are encouraged to do their best at their school (S2072)	100%	100%	100%
• students are treated fairly at their school (S2073)	100%	100%	97%
• student behaviour is well managed at their school (S2074)	95%	100%	97%
• staff are well supported at their school (S2075)	86%	93%	94%
• their school takes staff opinions seriously (S2076)	86%	100%	97%

Percentage of school staff who agree# that:	2016	2017	2018
• their school looks for ways to improve (S2077)	97%	100%	100%
• their school is well maintained (S2078)	100%	98%	94%
• their school gives them opportunities to do interesting things (S2079)	83%	93%	94%

* 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 workshops 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.

Parent support for student learning, volunteering to support student learning and attendance at school functions and parent teacher interviews is high. The school holds open days, Science day of excellence and parent workshops on curriculum and procedural matters.

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 education 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.

The school is inclusive of diversity and its programs reflect this across all areas. The uniforms have a gender-neutral option and there are unisex toilets at the school. The national anthem has an indigenous flavour with the playing of the digeridoo and the indigenous perspective is monitored through the EATSIPs committee. All students are welcome at our school.

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

School disciplinary absences

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	9	7	4
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this 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 teaches 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.
- A gardening club and a worm farm.
- Participating in *outdoor learning day*.

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	191,819	199,809	213,631
Water (kL)	12,129	7,526	8,533

Note:

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

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

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.

How to access our income details

1. Click on the *My School* link http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.

School profile	NAPLAN	Attendance	Finances	VET in schools	Senior secondary	Schools map

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	34	18	<5
Full-time equivalents	28	12	<5

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	nil
Masters	5
Graduate Diploma etc.*	8
Bachelor degree	18
Diploma	1
Certificate	nil

*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 2018 were $19,636.81, 30.56% of the budget.

The major professional development initiatives are as follows:

- Reading: Explicit teaching model
- Writing: Explicit teaching model, writing on demand
- Coaching in reading and writing
- Data analysis of student achievement to inform future planning using One School
- Strategies for differentiation in the classroom
- Trauma informed schools
- Speech Sound Pictures for early years
- School leadership.
- Essential skills in behaviour management

The proportion of the teaching staff involved in professional development activities during 2018 was 100% with 10 staff attending professional development delivered externally.

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	95%	97%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 87% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland State Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	94%	94%	94%
Attendance rate for Indigenous** students at this school	93%	90%	91%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

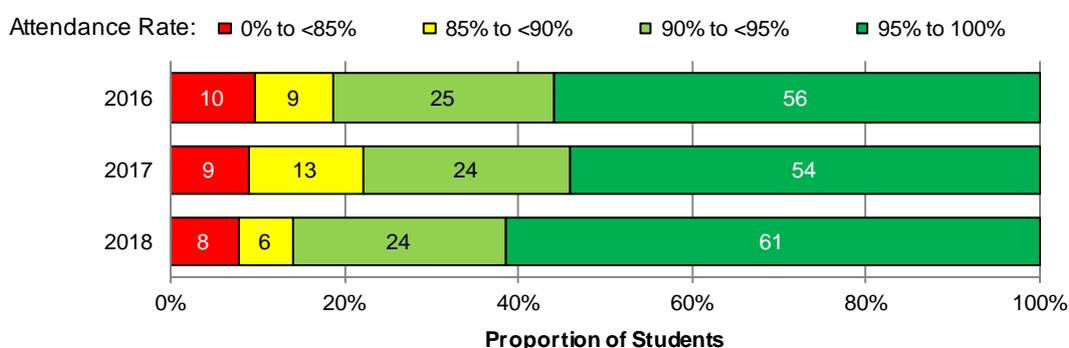Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018	Year level	2016	2017	2018
Prep	94%	94%	96%	Year 7			
Year 1	94%	95%	94%	Year 8			
Year 2	94%	92%	94%	Year 9			
Year 3	93%	94%	93%	Year 10			
Year 4	94%	93%	95%	Year 11			
Year 5	95%	95%	95%	Year 12			
Year 6	95%	94%	94%				

Notes:
1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate

Attendance Rate: ■ 0% to <85% ■ 85% to <90% ■ 90% to <95% ■ 95% to 100%

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2016	10	9	25	56
2017	9	13	24	54
2018	8	6	24	61

Proportion of Students

Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education 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 *and learning days lost* 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.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the *My School* website.

How to access our NAPLAN results

1. Click on the *My School* link http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website

Search by school name or suburb	Go

School sector ⌄	School type ⌄	State ⌄

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

School profile	NAPLAN	Attendance	Finances	VET in schools	Senior secondary	Schools map

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.

2. The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.