

Runcorn State School

Executive summary

1. Introduction

This report is a product of a school review carried out by the School and Region Reviews (SRR) branch at **Runcorn State School** from **16 to 18 May 2023**.

The report presents an evaluation of the school's performance against the 9 domains of the [National School Improvement Tool](#). From this, the school identified affirmations – the achievements, successes and celebrations over the previous 4 years; and improvement strategies – the next steps for the improvement, to inform the school's next 4-year strategic planning cycle. For more information regarding the SRR and reviews for Queensland state schools please visit the SRR [website](#).

1.1 Timelines and next steps

School reviews play an important role in each school's planning and improvement cycle. They inform and complement the work of the school in leading continuous improvement and ensuring quality learning outcomes for children and young people in Queensland.

Findings from the school review can be used to inform school planning processes. The [School Performance](#) policy and resources provide further information regarding the development of strategic and annual implementation plans.

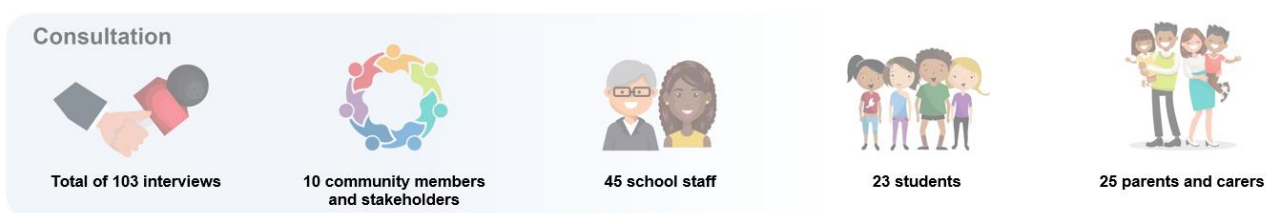
Schools will publish the executive summary on the school website within 2 weeks of the school receiving the report.

The principal will meet with their Assistant Regional Director (ARD) to discuss the review findings and improvement strategies, and discuss next steps in planning for continuous improvement.

1.2 Review team

Noel Baggs	Internal Reviewer, SRR (review chair)
Jo Diessel	External Reviewer
Jenny Hart	External Reviewer

1.3 Contributing stakeholders



1.4 School context

Indigenous land name:	Jagera (Yug-er-a) We acknowledge the shared lands of the Jagera nation and the Jagera people of the Jagera language region.
Education region:	Metropolitan Region
Year levels:	Prep to Year 6
Enrolment:	443 students
Indigenous enrolment percentage:	3.4%
Students with disability percentage:	12.3%
Index of Community Socio-Educational Advantage (ICSEA) value:	1042

1.5 Snapshot of previous school review

The last review carried out at the school was conducted from **21 to 25 June 2019**. The school's Index of Community Socio-Educational Advantage (ICSEA) at the time of the 2019 review was identified as 1040 and the school enrolment was 436 with an Indigenous enrolment of 4.7% and a student with disability enrolment of 2.8%.

The key improvement strategies recommended in the review are listed below.

- 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. (Domain 7)
- 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. (Domain 8)
- Continue to engage in the school's planning processes to develop deep understanding for implementation of the Australian Curriculum (AC) in all learning areas, including the general capabilities and cross-curriculum priorities. (Domain 6)
- Sustain the focus on embedded elements of the Explicit Improvement Agenda (EIA) and collaboratively identify potential next steps and current areas for greater precision. (Domain 1)
- Ensure the highly valued school culture is preserved and sustained by maintaining actions and processes. (Domain 3)

2. Executive summary

2.1 Key affirmations

The school is held in high regard by staff, students and community.

Teachers express a desire and willingness to support all students to realise their potential. They are appreciative of the multicultural nature of the school and the richness the diversity brings to the school. High expectations of student learning and teaching practice have been deliberately built and shared. A genuine pride in the school is expressed by staff, students and parents. Parents speak fondly of the school and describe it as a 'school of choice' for many families with successive generations of students enrolling.

A culture of inquiry for staff and students is well embedded.

The work of leaders and teachers in Inquiry Learning¹ is well recognised in the community and the education sector. The 5 learning assets permeate learning in the school. They are known and actively used by students to inform their learning and are valued by teachers and parents. Aspects of Inquiry Learning are integrated in curriculum planning and collaborative structures. Students take pride in being acknowledged through student awards for demonstrating application of the learning assets.

Staff are strongly committed to meeting the individual learning needs of all students.

Case management processes have evolved as a mechanism to identify individual student needs and required levels of support. School-wide student data collection, impact conversations and case management processes inform targeted and intensive teaching, and human resource allocations to support identified student needs. Leaders have initiated data processes to measure impact of interventions and support, and student growth. Student support and intervention programs are responsive and flexible to meet student needs.

There is a collegial culture of mutual trust and support among teaching staff.

Teachers speak of pride in their profession and a commitment to continual professional improvement. They describe their colleagues as caring and welcoming with the interest of all students central to the teaching and learning. Teachers value the culture of collaboration, support and sharing of practice and resources. They speak highly of the opportunities to observe each other's practice, engage in coaching and learning walks in building a culture of professional learning. Supportive collegial relationships have developed over time.

¹ Murdoch K. (2019). *Kath Murdoch - Education Consultant*. Seastar Education Consulting.
<https://www.kathmurdoch.com.au/>

2.2 Key improvement strategies

Domain 1: An explicit improvement agenda

Build a deep focus on the EIA with ongoing cycles of review to quality assure that key strategies and approaches are implemented with consistency, and are measured through defined, incremental, achievable and measurable targets.

Domain 3: A culture that promotes learning

Enact a model where all leaders actively promote positive relationships amongst all staff that value input and feedback, to rebuild a collaborative and trusting culture.

Domain 6: Systematic curriculum delivery

Build teacher capabilities in creating locally relevant and challenging learning experiences, assessment tasks and marking guides to deepen their understanding and skill in providing the full breadth of the AC to students.

Domain 5: An expert teaching team

Implement a systematic observation and feedback process, to provide a line of sight that the intended curriculum and agreed practices are enacted in every classroom.

Domain 6: Systematic curriculum delivery

Collaboratively refine the 3 levels of planning, to quality assure the CARP and provide all 8 learning areas of the AC to students with precision and clarity.