



Runcorn State High School

ANNUAL REPORT 2016

Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future.

Every student succeeding. State Schools Strategy 2016-2020
Department of Education and Training



Contact Information

Postal address:	PO Box 2034 Runcorn 4113
Phone:	(07) 3323 1609
Fax:	(07) 3323 1600
Email:	principal@runcornshs.eq.edu.au
Webpages:	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
Contact Person:	Jo Soothill

School Overview

Established in 1986, Runcorn State High School is located in the southern suburbs of Brisbane. Although the school's primary school catchment is from the local communities of Runcorn, Sunnybank Hills, Kuraby, Eight Mile Plains and Algester, students are attracted from all over Brisbane. The tone of the school is calm and purposeful and students have a friendly and co-operative manner. Runcorn State High School has a fine tradition of producing conscientious and aspirational students and has an absolute commitment to ensuring our students have access to multiple learning pathways. Achievement and purpose is underpinned by the school motto of "Pride, Success, Excellence". Students are encouraged to enter competitions in areas of interest and expertise and when they excel, their achievements are celebrated by the whole school community. High standards of dress are expected with students required to purchase formal and sports uniforms. Behaviour is another area where high standards are expected. The school values co-operation, common sense, courtesy and consideration in the school's code of behaviour. The learning and teaching philosophies are guided by current research and the school uses Marzano as a platform for pedagogical reform. We believe that students learn at different rates and students should be challenged with tasks at levels appropriate to their skill development. Teachers are committed to using technology as an integral part of classroom learning and are committed to upgrading their skills in using technology and online environments in the classroom. The school is well equipped with a newly refurbished hi-tech learning centre with a variety of purpose built areas catering for different learning styles. As a Gateway School, there is a keen focus on engineering, manufacturing and industry partnerships in this area. The purpose built Design Centre ensures students are taught in line with industry standards. The creative arts flourish with an Art Gallery and purpose built dance and recording studios. There is a strong sense of Community and purposeful partnerships have been established with parents, industry and tertiary partners to promote opportunity for our students. The School Council provides a link between the school and the real world and is pivotal in assisting with the school's strategic priorities. Student opinion is valued and sought through the equitable student leadership model. The "Blues" sporting program has a widespread reputation with an astounding record in team sports with a history of metropolitan championships. Touch football and basketball are offered as sports subjects at the school and are very popular with the students.

Principal's Foreword

Introduction

School Progress towards its goals in 2016

In 2016, the school improvement agenda is focused on two areas: Knowing students and how they learn and High expectations. The overall strategies were to build teacher capacity and to identify opportunities to work more closely with the broader community. 29 teachers undertook "Reading to Learn" training to explicitly teach reading and writing. 52 teachers undertook training to be peer coaches through classroom profiling and the GROWTH Coaching model was provided to all school leaders. The Trade Skills Centre construction was completed in late 2016 and successful negotiations with an RTO means the centre will commence training courses in 2017. The school provided numerous opportunities for students to accelerate their learning, including the IMPACT programs to assist students to excel in literacy and numeracy.

The school was successful in obtaining \$15000 with Kuraby SS to implement a Makerspace project across Years 5-8. In the senior school, the school achieved 100% QCE attainment for the first time and again a student received an OP1.

Future Outlook

The school has been successful in becoming an Independent Public School from 2017. This means the school will have the freedom to be responsive and open to the broader range of possibilities their communities can offer. It also expands the opportunities for the school to collaborate and innovate in order to achieve the best possible outcomes for our students and local community.

The 2017 improvement priorities will be two areas reflecting the school's vision: High Expectations and Personalised Learning.

High Expectations will focus on assisting every student to improve more than one year in a year, through teacher interventions and student personalised learning plans that encourage student self-reflection. Increasing community engagement will focus on working more closely with neighbouring primary schools, and increasing our social media presence through Facebook and YouTube to better engage with parents and the broader community.

Personalised Learning will continue to focus on using data to track individual student achievement and building teacher's capacity to teach reading and writing through employing coaches to work alongside teachers and for teachers to share their skill through peer observations. The school's pedagogy focus will be engaging students with new content.

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2016:	Year 7 - Year 12
Student enrolments for this school:	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	800	371	429	44	90%
2015*	821	373	448	44	94%
2016	781	346	435	50	91%

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

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2016, there were no students enrolled in a pre-Prep** program.

** pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

Characteristics of the Student Body

Overview

Students at Runcorn SHS come from a wide range of ethnic and cultural backgrounds. While the majority of students are born in Australia, there are 43 countries of birth and 48% of the student body have a language background other than English. As a result, many of these students access additional support with their English language acquisition. 10% of the students identify as having a disability and access specialized support through the Special Education Program. As a result, diversity and acceptance of difference are celebrated.

While students enrol with us from over 100 different locations most students enrol with us from Kuraby State School, Runcorn State School, Runcorn Heights State School, Warrigal Road State School, Sunnybank Hills State School, Algester State School, Harris Fields State School and Coopers Plains State School.

Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3			
Year 4 – Year 7			
Year 8 – Year 10	23	24	22
Year 11 – Year 12	18	18	18

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

Curriculum Delivery

Our Approach to Curriculum Delivery

The school has nearly completed the transition to National Curriculum in Years 7-10 and QCAA curriculum as the core curriculum. In Years 10-12 students also can access Vocational Education and Training options delivered at school, through the Trade Skills Centre or through external providers. The school uses Mazano's "Art and Science of Teaching" as it's pedagogical approach. Students with disabilities are supported in regular classroom settings



Co-curricular Activities

The school encourages students to participate in competitions and special events. Some of these events in 2016 included: Imagination, Pi Day, Debating, Rostrum Voice of Youth, English Speaking Union Competition, Australian Geography Competition, Australian Mathematics Competition, Fun with Maths Day, Science and Engineering Challenge, STEM Camp (Science, Technology, Engineering, Mathematics), Power of Engineering Day (QUT), LOTE Speaking Competition, UNSW English Competition, Poetry Slam, Pink Stumps Day, Wishbone Day, CBSQ Basketball, Vicky Wilson Cup, All Schools Touch Football, Futsal, Schools Cup Volleyball, SEQ Rugby League, Cross Country and PSE Day, School Swimming Carnival.

How Information and Communication Technologies are used to Assist Learning

Using ICTs (Information and Communications Technologies) to enhance teaching and learning is a key school priority. Many classrooms have interactive whiteboards to assist teaching. Students use ICTs for a variety of learning experiences including: doing virtual experiments in microbiology; modelling compound interest in Maths; using notation and recording software in Music; enhancing and creating images in Art; developing computer games in ICT; designing products in ITD; creating videos in Media; using and creating multi-modal texts in English; using Virtual Classrooms through the Learning Place or other eLearning activities across the curriculum. Students in Year 7 develop their foundation Digital Literacy skills through the Digital Passport Program. This program provides students with foundation digital and information skills for successful participation in eLearning across the curriculum.

Social Climate

Overview

Visitors to Runcorn State High School regularly comment on the welcoming atmosphere. Comments on the sociability of the community and the harmonious relationships are always favourable. There is a respectful and purposeful tone as we embrace "The Runcorn Way" in our relationships and operations. The multicultural diversity is celebrated and respected. Pre-service teachers and contract teachers comment on the strong spirit of collaboration in the school compared with other schools they have worked in.

All students are welcomed into the school with an enrolment interview which clearly outlines information about school expectations, curriculum offerings and the welfare system within the school. The result is that students are well-informed about high expectations for uniform, homework and behavior and understand who to go to if they need help within the school.

A very high majority of parents report that their child feels safe at school, they are getting a good education and they can talk to their child's teachers about any concerns. Students also rate the school very highly for its focus on school improvement, being well maintained and providing access to interesting opportunities while at school..

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure	2014	2015	2016
Percentage of parents/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	95%	92%	92%
this is a good school (S2035)	94%	94%	92%
their child likes being at this school* (S2001)	88%	87%	94%
their child feels safe at this school* (S2002)	95%	92%	91%
their child's learning needs are being met at this school* (S2003)	92%	88%	93%
their child is making good progress at this school* (S2004)	92%	92%	93%
teachers at this school expect their child to do his or her best* (S2005)	97%	94%	94%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	88%	88%	90%
teachers at this school motivate their child to learn* (S2007)	90%	90%	90%
teachers at this school treat students fairly* (S2008)	89%	88%	92%
they can talk to their child's teachers about their concerns* (S2009)	93%	94%	97%
this school works with them to support their child's learning* (S2010)	91%	86%	91%
this school takes parents' opinions seriously* (S2011)	90%	88%	92%
student behaviour is well managed at this school* (S2012)	87%	92%	81%
this school looks for ways to improve* (S2013)	91%	96%	91%
this school is well maintained* (S2014)	91%	94%	92%

Student opinion survey

Performance measure			
Percentage of students who agree [#] that:	2014	2015	2016
they are getting a good education at school (S2048)	94%	95%	93%
they like being at their school* (S2036)	94%	90%	90%
they feel safe at their school* (S2037)	92%	92%	91%
their teachers motivate them to learn* (S2038)	93%	87%	88%
their teachers expect them to do their best* (S2039)	100%	96%	97%
their teachers provide them with useful feedback about their school work* (S2040)	91%	88%	85%
teachers treat students fairly at their school* (S2041)	85%	85%	81%
they can talk to their teachers about their concerns* (S2042)	81%	79%	69%
their school takes students' opinions seriously* (S2043)	85%	85%	76%
student behaviour is well managed at their school* (S2044)	75%	79%	70%
their school looks for ways to improve* (S2045)	94%	94%	87%
their school is well maintained* (S2046)	94%	87%	85%
their school gives them opportunities to do interesting things* (S2047)	94%	97%	89%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2014	2015	2016
they enjoy working at their school (S2069)	96%	92%	89%
they feel that their school is a safe place in which to work (S2070)	99%	96%	92%
they receive useful feedback about their work at their school (S2071)	89%	89%	86%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	83%	81%	81%
students are encouraged to do their best at their school (S2072)	97%	97%	96%
students are treated fairly at their school (S2073)	94%	95%	92%
student behaviour is well managed at their school (S2074)	87%	84%	82%
staff are well supported at their school (S2075)	88%	86%	86%
their school takes staff opinions seriously (S2076)	86%	88%	84%
their school looks for ways to improve (S2077)	98%	97%	96%
their school is well maintained (S2078)	94%	96%	93%
their school gives them opportunities to do interesting things (S2079)	91%	94%	88%

* 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

A concerted effort is made to encourage parent involvement. Parents have access to all staff. The message system of the phone network ensures communication takes place smoothly. Parents begin their "Runcorn experience" by attending a tour prior to the enrolment and then are interviewed with their student to ensure everyone knows and understands the school policies. In 2016, the school piloted emailing report cards home. Parent –teacher interviews are held in April and August. The school has continued with publishing an electronic newsletter to parents fortnightly. Parents are invited to Principal's Morning Teas conducted twice a year to celebrate students who best embody the school motto of "Pride, Success and Excellence." Students are presented with certificates to recognise academic success, community involvement and regular attendance.



There is a high level of expectation from the school's administration for all staff to contact parents regularly or in a timely fashion. The increasing use of email has made this even more effective. Parents attend Leadership, sub-school Graduation and Duke of Edinburgh Award ceremonies and other whole school events such as Awards Night and Arts Showcase evenings are always celebrated with the broader school community. Where students have an impairment or specific learning needs, parents are encouraged to provide input into their child's program and regular communication between home and school occurs. The school staff work towards full access and participation for students with impairment.

Respectful relationships programs

The school uses the Positive Behaviour for Learning framework to monitor student behavior trends and proactively responds to issues that emerge. Explicit teaching of expected behaviours at school and in the wider community occur regularly. The school's Responsible Behaviour Plan for Students clearly outlines the expected student behaviours and the range of support programs for students.

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

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	121	103	152
Long Suspensions – 6 to 20 days	0	2	9
Exclusions	10	6	14
Cancellations of Enrolment	9	1	4

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Environmental Footprint

Reducing the school's environmental footprint

In the last few years the school has had a considerable increase in the number of air conditioners placed throughout the school. This is a result of the number of laptop/computer rooms that are used by students and also for staff and student welfare. There has been an effort to bring to staff attention the correct process for running air conditioners i.e. correct temperature, fan settings etc. and this is evident in the reduction of electricity used. Water usage has also decreased due to wetter climatic conditions.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	448,439	3,342
2014-2015	445,067	4,045
2015-2016	433,366	2,190

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

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 <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.

Find a school

GO

Sector:

Government

Non-government

SEARCH

Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	78	51	<5
Full-time Equivalent	75	34	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	5
Graduate Diploma etc.**	22
Bachelor degree	47
Diploma	4
Certificate	0

*Teaching staff includes School Leaders

**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 2016 were \$67 000.

The major professional development initiatives are as follows:

Classroom Profiling, Reading to Learn for classroom teachers and GROWTH coaching for school leaders were significant professional learning programs. The school also commenced a peer observation program for teachers to share best practice. The school also has mentors who provide ongoing support to our graduate teachers.

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	96%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 92% of staff was retained by the school for the entire 2016.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	91%	91%	90%
The attendance rate for Indigenous students at this school (shown as a percentage).	88%	85%	84%

*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2016 for all Queensland Secondary schools was 90%.

AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014									93%	90%	92%	88%	90%
2015								94%	93%	91%	90%	90%	89%
2016								91%	91%	89%	89%	88%	92%

*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is

AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12

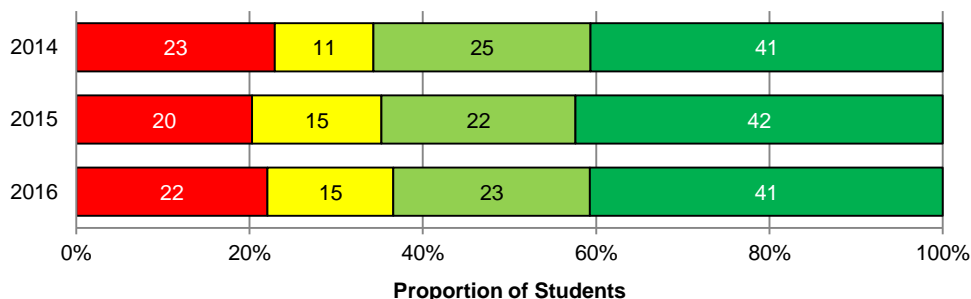
generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range:

Attendance Rate: ■ 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 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.

At Runcorn State High School, we align with the DET policies for the management of non-attendance. We commit to Every Student, Every Day. Our in-school student absence processes include:

- The Development Officer and Officers for Welfare and Learning (OWLs) closely monitor student attendance and work with the Deputy Principals regarding issues.
- The Roll Clerk takes an active role in phoning parents about absence patterns and anomalies
- Students who are away for three consecutive days have their parents phoned.
- Twice per term all unexplained absences for students are sent home for validating.
- Where a student's absences reach a serious concern, Departmental Policy is enacted through Truancy letters and interviews.
- Since 2011 the school has used ID Attend, a computerised attendance system which enables monitoring much more efficient.
- Parents are sent letters at key junctures (e.g. end of Semester or term) if attendance falls below 85% reminding them of their legal obligation and outlining the effect that absence can have on their child's education.

NAPLAN

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/>.

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

Sector:

Government

Non-government

Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting '**NAPLAN**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Year 12 Outcomes

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2014	2015	2016
Number of students receiving a Senior Statement	165	154	144
Number of students awarded a Queensland Certificate of Individual Achievement.	4	2	0
Number of students receiving an Overall Position (OP)	78	66	61
Percentage of Indigenous students receiving an Overall Position (OP)	17%	10%	33%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	40	41	18
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	154	92	76
Number of students awarded an Australian Qualification Framework Certificate II or above.	75	71	55
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	158	149	144
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	100%	100%	100%
Number of students awarded an International Baccalaureate Diploma (IBD).	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	56%	65%	64%
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification.	99%	99%	100%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	99%	97%	99%

As at 3rd February 2017. The above values exclude VISA students.

OVERALL POSITION BANDS (OP)					
Number of students in each band for OP 1 - 25					
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2014	10	14	20	25	9
2015	6	17	20	20	3
2016	10	6	23	17	5

As at 3rd February 2017. The above values exclude VISA students.

VOCATIONAL EDUCATIONAL TRAINING QUALIFICATION (VET)			
Number of students awarded certificates under the Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2014	138	38	47
2015	40	48	35
2016	37	46	14

As at 3rd February 2017. The above values exclude VISA students.

In 2016, Runcorn SHS offered Certificate II in Business and Certificate I in Furnishing as a RTO. Certificate II in Hospitality Students who achieved a VET qualification at a Certificate III level participated in a "VET in Schools" program with TAFE QLD Brisbane or completed a school-based traineeship/apprenticeship. A wide range of Certificate III qualifications were achieved in areas such as Hospitality, Business, Child Care, Hairdresser, Auto Mechanic, Retail, Media, Engineering, Performing Arts, Health Services, Beauty, Events and Health Services.

Apparent Retention Rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12				
Description	2014	2015	2016	
Year 12 student enrolment as a percentage of the Year 10 student cohort.	81%	85%	90%	
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	80%	100%	100%	

* The Years 10 to 12 Apparent Retention Rate is defined as the number of full-time students in Year 12 in any given year expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).

Student Destinations

Post-school destination information

The results of the 2016 post-school destinations survey, Next Step – Student Destination Report (2016 Year 12 cohort), will be uploaded to the school's website in September.

The report will be available at:

http://runcornshs.eq.edu.au/assets/files/pdfs/2016/NextStep2016_Summary.pdf

Early leavers information

The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12 are described below. Most students left to attend another high school or training opportunity. A small proportion of students entered the workforce.