



PRINCIPAL'S REPORT

RUNCORN STATE HIGH SCHOOL

PRIDE | SUCCESS | EXCELLENCE

November 2019

Human Resources

We are still a growing school and with the graduation of the smaller Yr 12 cohort, we are putting more staff on permanently for 2020. Steve Harvey and Kirsty Keay have both transferred to other schools and Ben Collier, Leolene Baul (Baseball) and Nichola Aitcheson (Mathematics) have transferred in. Other appointments to the school are: Kurt Spargo (Japanese), Suzette Nichols (English), Jessica La Torre (Basketball), Rebecca Cameron (EALD), and Jay Myers (JS/Baseball).

With the impending retirement of Steve Wilding and relocation of Nathan Smith to Rochedale SHS, there were two DP vacancies and Fiona Harris and Tony Egan have successfully won these permanent roles. Both come with a wealth of school leadership experience and they bring further stability to the school executive. Mel Harth is still acting Principal at Tamborine Mountain SS for the foreseeable future. Stacey Warwick is stepping up behind Steve for the remainder of Term 4, Bronwyn Darben is filling in as HOD (English/LOTE) and Deb Jones as JS OWL.

Finance

Budget The school financial snapshot and budget overview report is presented for P&C member's information. Overall the school's expenditure is on track for this year.

The indicative IFS funding for 2020 is \$664 000, an increase of approximately \$110 000. This shows that as the student population is growing so is an increasing level of need. The funding currently supports the Reading to Learn Coach, the Inclusion team, in-class teacher and teacher aide support and Duke of Edinburgh and VET qualification attainment. These strategies are planned to continue in 2019.

School Opinion Survey

The 2018 data has been released and the summary results are over the page. The parent results show that celebrating student achievements, understanding how their child is being assessed and teachers expect my child to do his or her best are the most positive items. The least positive items are the asking for parental input, student behaviour and parent encouragement to participate in school activities. These areas for improvement are the same as 2019 and interestingly the biggest positive change has been in the asking for parental input.

Across all areas student behaviour continues to be a least positive item. The school is a Positive Behaviour for Learning School, meaning we take a data-driven, proactive approach to identifying behavioural issues and teaching the expected behaviours. The school's Responsible Behaviour Plan for Students has been recently revised. Ongoing parental input is an important part of PBL to ensure that parental expectations align with school and broader Runcorn SHS community so I am again requesting a P&C representative for this role.

SATE Update

After nearly a year into rolling out the new senior schooling system, our Yr 11 students have recently started Unit 3. In 2020, the external exams will begin on October 26 and continue until the last Tuesday for Yr 12s. Yr 13 Day, Awards Night and Graduation will occur on the last 3 days of that week with the final day for Yr 12 being 20 November.

The Yr 12 subject prizes will be based on the Yr 12 confirmed results before block exams however, the Dux will be announced at the senior induction ceremony in early February 2021. This is because in the Maths and Sciences, the external exam contributes 50% of the final result and historically our top student has studied advanced Maths and Science subjects.



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2020 School Year

From the start of 2020, the school is adjusting the school day to include a Home Class (wellbeing lesson) at the start of every day. The break times inside the school day will also be adjusted so that the first recess happens later in the morning to maximise student learning earlier in the day. On Wednesday the first break will remain a short break so that students can access interschool sport venues without impacting on classroom learning time. In summary the 2020 times are:

Monday, Tuesday, Thursday, Friday

8:45 – 8:55am Home Class

11:15am – 12pm Morning Tea

1:10 – 1:40pm Lunch

Wednesday

8:45–8:55am Home Class

11:15–11:45am Morning Tea

12:55–1:40pm Lunch

School staff are also preparing for 2020 when transition to the new uniform has finished and will be reminding parents make sure they have the most up-to-date uniform for next year.

Chaplaincy

The school's Chaplaincy service is being reviewed and in order to continue the service, the P&C are requested to continue to support the Chaplaincy service.

Thank You

Thanks to members for supporting the World Teacher's Day morning tea and for the ongoing P&C support throughout 2019. I look forward continuing to work with you in 2020.

Sponsorship

Welcome and thank you to two new Bronze Awards Night Sponsors who have recently come on board to support the school.

Brookland **reside**
RETIREMENT VILLAGE COMMUNITIES



Facilities

The school has been fortunate to receive ~\$595 000 additional funding to update the school's fencing.

The school has also been successful in obtaining a grant to install tiered seating on the oval. The plan for the medium term is to correct some drainage issues on the oval, re-dress the oval, to progressively install more tiered seating and to eventually cover the seating providing additional shade for spectators and athletes.

Over the holidays, the administration block will be receiving a facelift through internal painting and updating the bathroom facilities.

School Financial Snapshot

Runcorn State High School (2167)

Period 201911 (Nov 2019)
as at 11-Nov-2019 01:42 PM



What we own		\$1,485,900.85
What others owe us		
Parents	\$176,146.00	
Others	\$68,609.66	\$244,755.66
Sub total of what we own		<u>\$1,730,656.51</u>
LESS		
What we owe others		\$34,981.13
What we are committed to spend		\$272,635.22
What funds we hold for other bodies		\$52,387.81
(E.g. Student Council, Regional Office and Sports Boards)		
Sub total of what we owe		<u>\$360,004.16</u>
We own more than we owe		<u>\$1,370,652.35</u>
Cost price of school assets		\$2,805,343.30
Amounts held by the school in the current year for asset replacement and future projects		\$76,164.00



Snapshot report

Under the Investing for Success Agreement for 2019

Runcorn State High School received

\$566,693

Our full 2019 agreement can be found on the school's website. Click: [here](#)

Our school initiatives are on track to meet or exceed our targets


During 2019, we focused on maximising the benefits of this funding for our students. After reviewing our 2019 *Investing for Success* agreement, it is clear that we are on track to meet or exceed our targeted student outcomes. We continue to implement our initiatives to ensure that every student succeeds.

Initiatives implemented:

- Promotion of "The Runcorn Way; High Expectations and Personalised Learning."
- Continuation of robust intra-school and inter-school moderation processes to ensure student achievement is assessed against the standards set by the Australian Curriculum and the new Senior curriculum.
- Continuing professional development regarding the leadership and implementation of the Year 11 and 12 Senior Assessment and Tertiary Entrance curriculum and assessment framework.
- Developing school leaders' and teachers' capability to embed feedback in the teaching and learning cycle.
- Building teacher capability in the implementation of an inclusive education whole school support model - "Response to Intervention" with a focus on differentiation practices (Tier1 level support) and specialist support practices (Tier 2 and 3 level support).
- Continuing to provide professional development and coaching to school leaders and teachers in the areas of pedagogy, reading, writing and classroom management.
- Continue to develop student well-being and engagement programs (including Duke of Edinburgh, Wheel of Wellbeing and Reboot Whole Brain Learning).


SCHOOL OPINION SURVEY 2019 – Highlights report for (2167) Runcorn State High School

Agreement presents the aggregation of positive responses, that is, somewhat agree, agree and strongly agree. Survey respondents may not respond to all survey items. The survey items displayed below are selected according to strength of agreement. In some circumstances, there may be more survey items of equal agreement to those shown below. Please refer to the relevant section of this report for further detail on the information presented below.



40 parents
participated in the
Parent/Caregiver Survey

Most positive items		Least positive items		Greatest positive and negative change from 2018			
Survey Item	Agreement (%)	Survey Item	Agreement (%)	Survey Item	Agreement 2018 (%)	Agreement 2019 (%)	Change
This school celebrates student achievements.	97.3	This school asks for my input.	73.0	This school asks for my input.	65.9	73.0	+7.1
I understand how my child is assessed at this school.	97.3	Student behaviour is well managed at this school.	73.7	This school provides me with useful feedback about my child's progress.	91.1	82.1	-9.1
Teachers at this school expect my child to do his or her best.	94.9	This school encourages me to participate in school activities.	76.4				




129 students
participated in the
Student Survey

Most positive items		Least positive items		Greatest positive and negative change from 2018			
Survey Item	Agreement (%)	Survey Item	Agreement (%)	Survey Item	Agreement 2018 (%)	Agreement 2019 (%)	Change
My teachers expect me to do my best.	96.8	Student behaviour is well managed at my school.	58.1	I can talk to my teachers about my concerns.	62.2	73.8	+11.6
My school celebrates student achievements.	92.0	My school takes students' opinions seriously.	62.1	My school takes students' opinions seriously.	74.0	62.1	-11.9
My teachers encourage me to do my best.	90.6	Teachers at my school treat students fairly.	68.0				



94 staff
(including teaching staff)
participated in the
Staff Survey

Most positive items		Least positive items		Greatest positive and negative change from 2018			
Survey Item	Agreement (%)	Survey Item	Agreement (%)	Survey Item	Agreement 2018 (%)	Agreement 2019 (%)	Change
Students with a disability are well supported at my school.	97.8	Student behaviour is well managed at this school.	52.2	I am confident that poor performance will be appropriately addressed in my school.	69.0	76.1	+7.1
My school encourages me to take responsibility for my work.	96.8	I feel that staff morale is positive at my school.	62.4	Student behaviour is well managed at this school.	69.3	52.2	-17.1
My school has an inclusive culture where diversity is valued and respected.	95.6	My workplace offers flexible work arrangements.	66.7				



60 teaching staff
participated in the
Staff Survey

Most positive teaching items		Least positive teaching items		Greatest differences between staff types			
Survey Item	Agreement (%)	Survey Item	Agreement (%)	Survey Item	Teaching Agreement (%)	Non-Teaching Agreement (%)	Gap
I feel that students with disability receive the same educational opportunities as all other students at my school.	98.3	I feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas.	75.0	Staff at my school are actively involved in Developing Performance discussions.	93.0	83.3	+9.6
I feel confident applying evidence-based teaching and learning practices.	98.3	I am able to speak up and share a different view to my colleagues and the school leadership team.	76.7	This is a good school.	63.3	93.8	-30.4
I feel confident using curriculum support materials to enhance student learning at my school.	96.7	I feel confident managing the behaviour of all of my students at my school.	78.3				