Runcorn State High 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

Established in 1986, Runcorn State High School is located in the southern suburbs of Brisbane and has a fine tradition of producing conscientious and aspirational students. The Runcorn Way: Personalised Learning and High Expectations is founded on our motto of "Pride, Success, Excellence" and our approach to supporting students "the Ethic of Care", meaning our teachers seek to understand the learning needs of each student first and then tailor the learning to meet and challenge these needs. Runcorn State High School and has an absolute commitment to ensuring our students have access to multiple learning pathways and 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 and behaviour are expected with students required to wear both formal and sports uniforms and model the values of 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's Art and Science of Teaching as a platform for pedagogical reform. 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 variety of purpose-built, industry standard facilities.

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 local community 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, basketball and baseball are offered as sports subjects at the school and are very popular with the students.

School progress towards its goals in 2018

In 2018 the improvement focus continues to focus on the Runcorn Way of High Expectations and Personalised Learning building on the foundation of our motto Pride, Success, Excellence and the Ethic of Care. The strategies were to build teacher capacity to explicitly teach writing and to work more closely with the broader community. The school continued to employ a literacy coach to assist teachers with "Reading to Learn" strategies. Peer observation of teaching to further build capacity and share exemplary teaching practice also began. The school also restructured the model of student support (response to intervention) to better cater to the learning needs of students.

The school's NAPLAN results showed positive effect sizes compared to the nation in spelling and grammar and punctuation in Year 9. In Year 7 there was improvement in all 5 domains, an indication that the school's strategies are assisting students to accelerate their learning.

At the top end in Year 12, 59% OP eligible students received an OP1-15 and 100% of students received a QCE or QCIA.

This year students have had some fantastic opportunities from the Karawatha Marching Band playing at the Commonwealth Games to hearing from former Runcornian Nick Vujicic about his life since graduating and Year 10 students speaking to a Senate committee about lowering the voting age to 16.

The school facilities have improved with the gym and sensory room opening. The Hill Road traffic management was also improved making it safer for everyone.

Future outlook

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 48 countries of birth and 40% 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. 7% of the students identify as having a disability and access specialised 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, and Coopers Plains State School.

Average class sizes

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

Phase of schooling	2016	2017	2018
Year 7 – Year 10	22	22	24
Year 11 – Year 12	18	17	17

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 school has aligned to Australian 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 its 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 2017 included:

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, SPL Basketball, Vicky Wilson Cup, All Schools Touch Football, Futsal, Schools Cup Volleyball, SEQ Rugby League, Cross Country and PSE Day, School Swimming Carnival, Fright Night

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. This year the school commenced the Live Captioning Project, an innovation that converts voice to text in real time to support students with hearing loss.

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 behaviour 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

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)	92%	96%	89%
• this is a good school (S2035)	92%	93%	87%
• their child likes being at this school* (S2001)	94%	89%	94%
• their child feels safe at this school* (S2002)	91%	89%	91%
• their child's learning needs are being met at this school* (S2003)	93%	93%	89%
• their child is making good progress at this school* (S2004)	93%	91%	94%
• teachers at this school expect their child to do his or her best* (S2005)	94%	96%	91%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	90%	91%	91%
• teachers at this school motivate their child to learn* (S2007)	90%	91%	91%
• teachers at this school treat students fairly* (S2008)	92%	90%	82%
• they can talk to their child's teachers about their concerns* (S2009)	97%	91%	89%
• this school works with them to support their child's learning* (S2010)	91%	88%	82%
• this school takes parents' opinions seriously* (S2011)	92%	88%	87%
• student behaviour is well managed at this school* (S2012)	81%	88%	74%
• this school looks for ways to improve* (S2013)	91%	93%	91%
• this school is well maintained* (S2014)	92%	98%	85%

* 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)	93%	95%	89%
• they like being at their school* (S2036)	90%	88%	83%
• they feel safe at their school* (S2037)	91%	92%	80%
• their teachers motivate them to learn* (S2038)	88%	86%	87%
• their teachers expect them to do their best* (S2039)	97%	96%	94%
• their teachers provide them with useful feedback about their school work* (S2040)	85%	86%	90%
• teachers treat students fairly at their school* (S2041)	81%	80%	69%
• they can talk to their teachers about their concerns* (S2042)	69%	74%	62%
• their school takes students' opinions seriously* (S2043)	76%	73%	74%
• student behaviour is well managed at their school* (S2044)	70%	71%	58%
• their school looks for ways to improve* (S2045)	87%	91%	83%
• their school is well maintained* (S2046)	85%	84%	82%

Percentage of students who agree# that:	2016	2017	2018
• their school gives them opportunities to do interesting things* (S2047)	89%	92%	90%

* 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)	89%	95%	91%
• they feel that their school is a safe place in which to work (S2070)	92%	96%	84%
• they receive useful feedback about their work at their school (S2071)	86%	90%	90%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	81%	92%	85%
• students are encouraged to do their best at their school (S2072)	96%	99%	91%
• students are treated fairly at their school (S2073)	92%	93%	91%
• student behaviour is well managed at their school (S2074)	82%	84%	69%
• staff are well supported at their school (S2075)	86%	88%	80%
• their school takes staff opinions seriously (S2076)	84%	91%	79%
• their school looks for ways to improve (S2077)	96%	95%	91%
• their school is well maintained (S2078)	93%	93%	94%
• their school gives them opportunities to do interesting things (S2079)	88%	94%	91%

* 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. The school has an active Facebook presence and in 2018 over 1500 people access the page to keep informed about the school. Parents are invited to Principal's Morning Teas conducted each term 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 education programs

The school uses the Positive Behaviour for Learning framework to monitor student behaviour 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, equitable and healthy relationships.

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	152	165	229
Long suspensions – 11 to 20 days	9	14	12
Exclusions	14	12	11
Cancellations of enrolment	4	5	6

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

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 decreased due to wetter climatic conditions.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	433,366	424,321	433,620
Water (kL)	2,190	3,609	2,897

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.

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 '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	83	51	<5
Full-time equivalents	79	35	<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	
Masters	7
Graduate Diploma etc.*	24
Bachelor degree	49
Diploma	3
Certificate	

*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 was $120,000

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 school also joined an alliance of 7 other high schools and networked to prepare teachers for the new Senior Assessment and Tertiary Entrance System.

The proportion of the teaching staff involved in professional development activities during 2018 was 100%

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.	96%	96%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 96% 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 Secondary schools was 89%.

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	90%	89%	88%
Attendance rate for Indigenous** students at this school	84%	79%	83%

* 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).

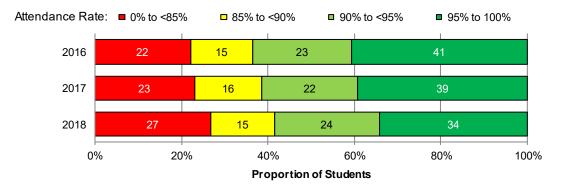** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

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

Year level	2016	2017	2018
Year 7	91%	92%	91%
Year 8	91%	89%	87%
Year 9	89%	88%	85%
Year 10	89%	91%	88%
Year 11	88%	87%	87%
Year 12	92%	91%	89%

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	22	15	23	41
2017	23	16	22	39
2018	27	15	24	34

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.

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 a line 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 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.

Year 12 Outcomes

Tables 13–15 show for this school:

- a summary of Year 12 outcomes

- the number of Year 12 students in each OP band

- the number of Year 12 students awarded a VET qualification.

Details about the types of outcomes for students who finish Year 12 are available in the annual Year 12 outcomes report.

Additional information about the AQF and the IBD program are available at www.aqf.edu.au and www.ibo.org.

Table 13: Outcomes for our Year 12 cohorts

Description	2016	2017	2018
Number of students who received a Senior Statement	144	121	131
Number of students awarded a QCIA	0	0	1
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	144	116	130
Percentage of Indigenous students awarded a QCE at the end of Year 12	100%	100%	100%
Number of students who received an OP	61	55	49
Percentage of Indigenous students who received an OP	33%	0%	11%
Number of students awarded one or more VET qualifications (including SAT)	76	56	89
Number of students awarded a VET Certificate II or above	55	51	71
Number of students who were completing/continuing a SAT	18	18	32
Number of students awarded an IBD	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD	64%	71%	59%
Percentage of Year 12 students who were completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification	100%	98%	100%
Percentage of QTAC applicants who received a tertiary offer.	99%	96%	98%

Notes:

- The values above:
  - are as at 11 February 2019
  - exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

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

Table 14: Overall Position (OP)

OP band	2016	2017	2018
1-5	10	11	2
6-10	6	16	12
11-15	23	12	15
16-20	17	15	19
21-25	5	1	1

Note:

The values in table 14:

• are as at 11 February 2019

• exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Table 15: Vocational Education and Training (VET)

VET qualification	2016	2017	2018
Certificate I	37	5	39
Certificate II	46	43	63
Certificate III or above	14	17	30

Note:

The values in table 15:

• are as at 11 February 2019

• exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

In 2018, 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. Certificate II in Engineering was also offered through the Trade Skills Centre. 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

Table 16: Apparent retention rates for Year 10 to Year 12 for this school

Description	2016	2017	2018
Year 12 student enrolment as a percentage of the Year 10 student cohort	90%	80%	94%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort	100%	43%	82%

Notes:

1. The apparent retention rate for Year 10 to Year 12 = the number of full time students in Year 12 expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).

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

Student destinations

The Queensland Department of Education conducts annual surveys that capture information about the journey of early school leavers and Year 12 leavers from school to further study and employment.

Early school leavers

The destinations of young people who left this school in Year 10, 11 or before completing Year 12 are described below.

The school works closely with a range of external agencies to support students who left school early. Our Principal, Deputy Principal, Regional Transitions Officer or Guidance Officer liaises with early school leavers and their parents, providing a service 'beyond the school gate' to assist early leavers make a successful transition to other educational pursuits or employment.

A small number of students in Years 11 and 12 had their enrolment cancelled due to continued non-participation in their program of study. Our support staff assisted these students into alternative training pathways, several through the newly established Queensland Pathways College.

Next Step – Post-school destinations

The results of the 2019 Next Step post-school destinations survey, Next Step – Post-School Destinations report (information about students who completed Year 12 in 2018), will be uploaded to this school's website in September 2019.

To maintain privacy and confidentiality of individuals, schools with fewer than five responses will not have a report available.

This school's report will be available at
https://runcornshs.eq.edu.au/Supportandresources/Formsanddocuments/Documents/next-step-summary-report.pdf