



Runcorn State High School

School annual report

Queensland state school reporting

2020



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School context

Coeducational or single sex Coeducational

Independent Public School Yes

Year levels offered in 2020 Year 7 – Year 12

Webpages Additional information about Queensland state schools is located on the:

- [My School](#) website
- [Queensland Government data](#) website
- Queensland Government [schools directory](#) website.

School Overview

Established in 1986, Runcorn State High School has developed a fine tradition of producing conscientious and aspirational students. Our 'Runcorn Way' of building a culture of responsibility for learning through High Expectations and Personalised Learning is founded on the school motto of 'Pride, Success, Excellence'. Our academic staff work first to know our students and then target their teaching to support each student's learning needs. This is the Ethic of Care and the tone of the school is calm and purposeful. Community is important to us and purposeful partnerships have been developed with parents, industry, community and tertiary partners to secure seamless transitions for students when they graduate school. We offer a broad, inclusive curriculum encompassing both academic and vocational pathways. Most students access career pathways in either Health Sciences or Business and the school offers a wide range of opportunities in these areas. There is an active Arts program which offers students experiences in instrumental music, music and theatrical productions and Visual Arts and Film and Television programs. In the sporting arena the 'Runcorn Blues' continues to be known for the specialist academies in touch football, basketball and baseball. Our expert teaching and contemporary educational facilities combine to ensure that every child has the opportunity to succeed and graduate with a clear career pathway in place.

Priorities for 2020

2020 was the first year of the 2020-2023 strategic plan and the focus was on planning and developing strategies and initiatives for the future with programs that could be progressively introduces over a number of years to prepare students for the modern world:

- ATAR – From 2020, Queensland Year 12 students were certified for tertiary entrance with the Australian Tertiary Admission Rank (ATAR).
- Horizons Excellence Program – Sporting excellence programs have existed at Runcorn for a number of years, however 2020 saw the development of an over arching Excellence Program called Horizons to be introduced for 2021. This program is designed to support and foster the development of high achieving students shaping them to be leaders of tomorrow. Through innovative programs and engaging curriculum design, the aim of the Horizons Program will be to extend and support students to develop skills and qualifications needed for success beyond the classroom. The Horizons Program will offer excellence academies in Academics, Music and Sport in Year 7 and will then carry on into other year levels progressively each year and by 2026 will be across all year levels.
- Scholarship Program – The existing Scholarship program was redesigned during 2020 and offered for students starting in Year 7 in 2021. The new scholarships allowed for eight students to be awarded either full (four) or partial (four) scholarships in the areas of Academics, Sport and Music.
- Bring Your Own 'x' (BYOx) - Runcorn SHS believes that a strong BYOx program allows for students to create a deeper understanding in learning and develops skills that they will take with them for the rest of their lives. 2020 saw planning and preparations for devices to be required for all Year 7 and 11 students for 2021 and will then progressively rolled out to all year levels over a number of years until all students are bringing a device every day to every class.



- Personalised Learning Day – Personalised Learning is key component of the Runcorn Way and for the first time a Personalised Learning Day was introduced in 2020. In lieu of Parent Teacher interviews which are limited to 10 min, classes were cancelled for the day and parents and students were given the opportunity to meet with their child's home class teacher to discuss their overall performance during a 20min or 30min interview. The extended time allowed for more in depth conversations about the student's results and to discuss ways to improve their results. Students also picked their subjects for the following year.
- Health Academy – The school formed a partnership with Axiom College to establish the Health Academy which offered Cert II Health Services as a response to the growing number of students interested in the Health Industry. A remote ICU container was also donated (by Canstruct) to the school which expanded the existing facilities in the Trade Skills Centre and provided more space for students to get more hands-on experience.
- Wellbeing (PERMA+H) – Staff were introduced to the PERMA+H model in 2020 with a focus particularly on developing a Growth MindSet. In future years this methodology will also be integrated into student wellbeing programs.



Extra-curricular activities

The school encourages students to participate in competitions and special events. Some of these events in 2020 included: Pi Day, 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), UNSW English Competition, Poetry Slam, SPL Basketball, All Schools Touch Football, Futsal, Schools Cup Volleyball, Cross Country and School Swimming Carnival.

Characteristics of the student body

Student enrolments

Table 1: Student enrolments by year level

Year Level	February			August		
	2018	2019	2020	2018	2019	2020
Year 7	179	152	149	180	153	150
Year 8	140	180	159	138	182	157
Year 9	143	133	172	146	140	173
Year 10	140	154	135	136	153	135
Year 11	92	137	144	90	136	139
Year 12	141	83	126	133	82	124
Total	835	839	885	823	846	878

Notes

1. Student counts include headcount of all full- and part-time students at the school.

Average class sizes

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

Year Levels	2018	2019	2020
Year 7 – Year 10	24	24	22
Year 11 – Year 12	17	17	17

Notes

1. Classes are measured against the target of 25 students per teacher in Prep to Year 3 and Years 11 to 12, and target of 28 students per teacher in Years 4 to 10. Where composite classes exist across cohorts (e.g. Year 3/4) the class size targets would be the lower cohort target.

Social climate

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys. In response to the COVID-19 pandemic, the annual school opinion surveys of students, teachers and staff were not administered in 2020.

For state level information go to the [School Opinion Survey webpage](#).

Table 3: Parent/Caregiver Survey

Percentage of parents/caregivers who agree ¹ that:	2018	2019	2020
My child is getting a good education at this school.	89.4%	87.2%	
This is a good school.	87.0%	87.2%	
My child likes being at this school. ²	93.6%	92.5%	
My child feels safe at this school. ²	91.1%	90.0%	
My child's learning needs are being met at this school. ²	89.4%	87.2%	
My child is making good progress at this school. ²	93.6%	94.9%	
Teachers at this school expect my child to do his or her best. ²	91.5%	94.9%	
Teachers at this school provide my child with useful feedback about his or her school work. ²	91.1%	89.7%	
Teachers at this school motivate my child to learn. ²	91.3%	94.9%	
Teachers at this school treat students fairly. ²	82.2%	82.1%	
I can talk to my child's teachers about my concerns. ²	88.9%	94.9%	
This school works with me to support my child's learning. ²	81.8%	84.6%	
This school takes parents' opinions seriously. ²	87.2%	86.8%	
Student behaviour is well managed at this school. ²	73.9%	73.7%	
This school looks for ways to improve. ²	90.9%	94.9%	
This school is well maintained. ²	85.1%	89.7%	

Notes

1. Agree represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
2. Nationally agreed parents/caregiver items.
3. DW = Data withheld to ensure confidentiality.

Table 4: Student Survey

Percentage of students who agree ¹ that:	2018	2019	2020
I am getting a good education at my school.	89.2%	90.6%	
I like being at my school. ²	82.5%	85.8%	
I feel safe at my school. ²	79.8%	89.1%	
My teachers motivate me to learn. ²	86.9%	87.3%	
My teachers expect me to do my best. ²	93.8%	96.8%	
My teachers provide me with useful feedback about my school work. ²	90.0%	80.5%	
Teachers at my school treat students fairly. ²	68.8%	68.0%	
I can talk to my teachers about my concerns. ²	62.2%	73.8%	
My school takes students' opinions seriously. ²	74.0%	62.1%	
Student behaviour is well managed at my school. ²	57.7%	58.1%	
My school looks for ways to improve. ²	82.7%	84.4%	
My school is well maintained. ²	82.3%	74.8%	
My school gives me opportunities to do interesting things. ²	89.7%	83.2%	

Notes

1. Agree represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
2. Nationally agreed student items.
3. DW = Data withheld to ensure confidentiality.

Table 5: Staff Survey

Percentage of staff who agree ¹ that:	2018	2019	2020
I enjoy working at this school.	91.0%	86.0%	
I feel this school is a safe place in which to work.	84.3%	84.0%	
I receive useful feedback about my work at this school.	89.8%	78.5%	
I feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas.	84.9%	75.0%	
Students are treated fairly at this school.	90.8%	91.1%	
Student behaviour is well managed at this school.	69.3%	52.2%	
Staff are well supported at this school.	79.8%	71.3%	
This school takes staff opinions seriously.	79.1%	74.2%	
This school looks for ways to improve.	90.9%	81.5%	
This school is well maintained.	94.3%	93.6%	
This school gives me opportunities to do interesting things.	90.9%	89.1%	

Notes

1. *Agree* represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
2. DW = Data withheld to ensure confidentiality.

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.

School disciplinary absences**Table 6: Count of school disciplinary absences at this school**

Type of school disciplinary absence	2018	2019	2020
Short Suspension	229	186	115
Long Suspension	12	23	11
Exclusion	11	9	6
Cancellation	6	6	5
Total	258	224	137

Notes

1. School disciplinary absence (SDA) data is a total of short suspensions (1–10 days), long suspensions (11–20 days), exclusions and cancellations.
2. The number of SDAs is not the number of students who received an SDA as one student may be suspended several times in a school year. Each time a student is suspended it is recorded as an additional SDA. The data does not reflect the outcomes of appeal decisions.
3. 2020 data was impacted by the COVID-19 health emergency. There were significantly fewer SDAs during the home-based learning period (the first five weeks of Term 2) compared to previous years.

School funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardised national methodologies and broken down by funding source is available via the [My School](#) website.

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.



The screenshot shows a search interface with a search bar containing the text "Search by school name or suburb". To the right of the search bar are three dropdown menus labeled "School sector", "School type", and "State". A magnifying glass icon is positioned to the right of the "State" dropdown.

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



A rectangular button with a thin border and the text "View School Profile" centered inside.

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



The screenshot shows a horizontal navigation menu with several items: "School profile", "NAPLAN", "Attendance", "Finances", "VET in schools", "Senior secondary", and "Schools map". The "Finances" item is highlighted with a dark background.

Staff profile

Teacher standards and qualifications

The *Teacher registration eligibility requirements: Policy* (p.1) states:

To be eligible for registration, a person must satisfy the Queensland College of Teachers (QCT) that they meet requirements regarding qualification and experience, or have otherwise met the requirements of the *Australian Professional Standards for Teachers* (APST). A person must also satisfy the QCT that they are suitable to teach and meet English language proficiency requirements. All these requirements are specified in the Act and the *Education (Queensland College of Teachers) Regulation 2005* (the Regulation).

The qualifications required for teacher registration are successful completion of either -

- (a) a four-year initial teacher education program including teacher education studies of at least one year (e.g. a Bachelor of Education, or a double Bachelor degree in Science and Teaching) or
- (b) a one-year graduate initial teacher education program following a degree (e.g. a one-year Graduate Diploma of Education (Secondary) after a three-year Bachelor degree) or
- (c) another course of teacher education that the QCT is reasonably satisfied is the equivalent of (a) or (b). These are considered on a case-by-case basis.

For more information, please refer to the following link:

- <https://www.qct.edu.au/registration/qualifications>

Workforce composition

Staff composition, including Indigenous staff

Table 7: Workforce composition for this school

Description	Teaching staff			Non-teaching staff			Indigenous staff		
	2018	2019	2020	2018	2019	2020	2018	2019	2020
Headcount	83	87	93	51	54	60	<5	<5	<5
FTE	79	82	87	35	37	41	<5	<5	<5

Notes

1. Teaching staff includes school leaders.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. FTE = full-time equivalent

Student performance

Key student outcomes

Student attendance

Tables 8–9 show attendance rates at this school as percentages. In 2020, the COVID-19 health emergency affected student attendance in Queensland Government schools. Comparisons between 2020 and previous years' attendance data should not be made.

Table 8: Overall student attendance at this school

Description	2018	2019	2020
Overall attendance rate for students at this school	88%	88%	86%

Notes

1. The student attendance rate is based on Semester 1 each year and 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.
2. Full-time students only.

Table 9: Student attendance rates for each year level at this school

Year Level	2018	2019	2020
Year 7	91%	90%	89%
Year 8	87%	88%	84%
Year 9	85%	86%	87%
Year 10	88%	85%	83%
Year 11	87%	89%	86%
Year 12	89%	89%	87%

Notes

1. The student attendance rate is based on Semester 1 each year and 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.
2. Full-time students only.
3. DW = Data withheld to ensure confidentiality

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.



The screenshot shows a search interface with a search bar containing the text "Search by school name or suburb". To the right of the search bar are three dropdown menus labeled "School sector", "School type", and "State". A magnifying glass icon is located to the right of the "State" dropdown.

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

[View School Profile](#)

4. Click on *NAPLAN* and select a year to view school NAPLAN information.



The screenshot shows a navigation menu with several options: "School profile", "NAPLAN", "Attendance", "Finances", "VET in schools", "Senior secondary", and "Schools map". The "NAPLAN" option is highlighted with a dark background.

- 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

Details about the types of outcomes for students who finish Year 12 are available in the annual Queensland Curriculum and Assessment Authority (QCAA) [Year 12 Certification Summary](#).

Year 12 outcomes information are also available via the [My School](#) website.

Additional information about the Australian Qualifications Framework (AQF) and the International Baccalaureate Diploma (IBD) program is available at www.aqf.edu.au and www.ibo.org.

Table 10: Year 12 Outcomes

Outcome	2018	2019	2020
Number of students who received a Senior Statement at the end of Year 12	131	79	122
Number of students awarded a Qld Certificate of Individual Achievement (QCIA)	1	2	0
Percentage of students awarded a Queensland Certificate of Education (QCE) or QCIA at the end of Year 12	100%	100%	99%
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%	100%	100%
Number of students awarded one or more VET qualifications (including SAT)	89	59	96
Number of students who were completing/continuing a SAT	32	17	31
Number of students awarded a VET Certificate I	39	17	32
Number of students awarded a VET Certificate II	63	49	85
Number of students awarded a VET Certificate II+	71	53	91
Number of students awarded a VET Certificate III+	30	15	51

- Notes
1. The 2020 cohort was the first to complete Year 12 under the new senior assessment and tertiary entrance system. The new system has redeveloped senior syllabuses, strengthened school-based assessment, introduced a common external assessment in each senior General subject area and General (extension) and replaced the OP rank with the Australian Tertiary Admission Rank (ATAR). This represents a break in time-series for the Queensland Certificate of Education.
 2. ATARs are calculated by Queensland Tertiary Admissions Centre (QTAC). ATAR data is not held by the department.
 3. Prior to 2020, visa students (students who are not Australian citizens or permanent residents of Australia) were excluded. From 2020 visa students are included.



Congratulations Class of 2020



77% of students
got their 1st or 2nd
uni preference



Top Atar
98.95
(OP 1 equivalent)



99% awarded
QCE



34% of ATARS
greater than 90



177 VET
certificates awarded
& 10 Diplomas



31 completed
school based
trainee/apprenticeships

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

Schools work 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.

Next Step – Post-school destinations

The results of the 2021 *Next Step* post-school destinations survey, *Next Step – Post-School Destinations* report (information about students who completed Year 12 in 2020), will be uploaded to this school's website in September 2021.

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>.

Post-school destinations information is also available via the [My School](#) website.