

Runcorn State High 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 High School** from **26 to 28 July 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.

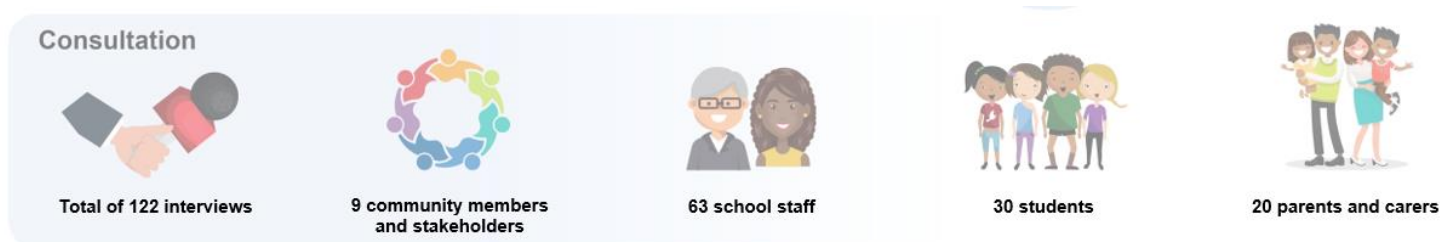
Schools will publish the executive summary on the school website within 2 weeks of the school receiving the report.

The principal will meet with their School Supervisor to discuss the review findings and improvement strategies, and discuss next steps in planning for continuous improvement.

1.2 Review team

Alan Smith	Internal Reviewer, SRR (review chair)
Julie Pozzoli	Internal Reviewer, SRR
Heather Blessington	Peer Reviewer
Valerie Hadgelias	External Reviewer

1.3 Contributing stakeholders



1.4 School context

Indigenous land name:	We acknowledge the shared lands of the Yaggera and Turrbal nation and the Yaggera and Turrbal people of the Yaggera and Turrbal language region.
Education region:	Metropolitan South Region
Year levels:	Year 7 to Year 11
Enrolment:	859
Indigenous enrolment percentage:	4.5%
Students with disability percentage:	21%
Index of Community Socio-Educational Advantage (ICSEA) value:	967

1.5 Snapshot of previous school review

The last review carried out at the school was conducted from **27 to 29 May 2019**. The school's Index of Community Socio-Educational Advantage (ICSEA) at the time of the 2019 review was identified as 967 and the school enrolment was 846 with an Indigenous enrolment of 4.2% and a student with disability enrolment of 8%.

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

- Further refine the explicit improvement focus to enable a more precise agenda to enhance school-wide understanding of, commitment to, and communication of identified priorities and targets. (Domain 1)
- Establish clarity and school-wide commitment to systems and processes identified within the school's student management framework to ensure good order and management of the learning environment. (Domain 3)
- Develop, document, and embed a whole-school strategic approach to the implementation of the school's pedagogical framework to highlight high-yield strategies, key timelines, and accountabilities. (Domain 8)
- Develop a strategic, whole-school professional learning plan to inform staff development in alignment with the identified Explicit Improvement Agenda (EIA). (Domain 5)

2. Executive summary

2.1 Key affirmations

Staff members are committed to providing a quality education for all students.

Executive leaders describe the importance of a broad curriculum, targeted priorities and a focus on highly effectively pedagogical practices. The school's motto, '*Pride, Success, Excellence*', is conspicuously displayed across the campus and is known to many. Staff members readily identify the school-wide emphases of 'high expectations and personalised learning'. Partnerships are strategically established to provide access to experiences, support and resources not available within the school.

Staff are driven by a belief that every student is capable of successful learning.

Staff emphasise quality pedagogy and focus on engaging students in meaningful and challenging learning. Individual talents are valued, and supports are in place to promote positive student outcomes. A broad range of celebratory events recognise academic success, and positive effort, behaviour, and attendance. Staff members recognise the importance of positive and caring relationships as a foundation for successful learning. Many students indicate that they appreciate the work of school staff.

Leaders recognise that many staff have high levels of expertise in their curriculum areas and a wealth of knowledge to share with colleagues.

Leaders understand the importance of teachers' professional skills in guiding student learning. Leaders express an ongoing commitment to enhancing professional capability across the teaching team. Teachers regularly participate in individual and collegial professional learning programs and activities, both within and outside the school. Both teaching and non-teaching staff indicate that they enjoy working at the school. They speak positively of the students and the professionalism of their colleagues.

Leaders describe a strong focus on educational achievement across the school.

Leaders recognise the importance of quality teaching and learning, and are working to develop collective efficacy to drive a whole school approach to pedagogy and curriculum. Teachers describe how they seek to engage students and meet their learning needs. Staff are committed to supporting students to achieve meaningful post-school pathways. Students speak positively of the range of subjects on offer, and express a high level of appreciation for the range of co- and extra-curricular opportunities afforded them.

2.2 Key improvement strategies

Domain 1: An explicit improvement agenda

Strengthen the instructional leadership capabilities of all Leadership and Management Team (LMT) members to promote precise and consistent implementation of the school's improvement priorities.

Domain 6: Systematic curriculum delivery

Strengthen processes for moderating student work at early junctures, with teachers particularly discussing the alignment between the curriculum and the teaching that helps students progress.

Formalise processes to collaboratively endorse assessment before teaching begins, to support the review of systematic and aligned curriculum delivery across all faculties in junior secondary.

Domain 8: Effective pedagogical practices

Strengthen observation and feedback processes to provide in-depth feedback to teachers to support the ongoing improvement of teaching practices.

Domain 3: A culture that promotes learning

Further develop the cultural awareness and competence of staff to ensure all students are supported to form a deep sense of belonging and inclusion, and to enhance student engagement in learning.