Principal’s foreword

Introduction

Runcorn Heights State School is a primary school catering to students from Prep to Year 7. The school is situated on 5.591 hectares in the suburban area of Runcorn.

The school was established in 1975. The school campus includes 5 permanent teaching blocks, a double prep school unit, three modular teaching blocks, special education program, EAL/D & SEP blocks, administration block, an activities hall and a new Learning Resource Centre and Multipurpose Hall. The School also has three adventure playgrounds for students to investigate and play on. The Special Education Program (SEP) opened in 2003. Our school also features EAL/D (English as Additional Language/Dialect) classes, which caters for newly immigrated students with limited English skills.

In 2012 our school continued on its journey of improving curriculum resources and facilities.

The school logo offers an overview of the school: Leaves drawn from the school ground represent the bushland environment. Each leaf is different and this reflects the multi-cultural diversity of the school enrolment. The hand is the hand of a primary school student. It is reaching up for guidance while it strives for achievement. The enclosing frame contains a structured system with obvious guidelines yet it is flexible-not rigid. Together, the hands and leaves form a tree, the tree of knowledge.

Our school motto of “Aim High” and our five keys to success (Persistence, Resilience, Organisation, Getting Along and Confidence) assisted in guiding the community to some very successful outcomes in 2012.

School progress towards its goals in 2013

Through the following 2012 priorities the school has achieved significant gains and highlights include:

- Professional development in the teaching of Mathematics, English, Science, History and Technology
- Development and implementation of “Maximising Achievement Plan” that contributed to the significant improvement in national testing and providing differentiation in Literacy and Numeracy, Special Education and English as a Second Language students
- Reporting using state wide data base ‘One School’
- Rewriting Integrated Curriculum Units
- Embedding the social skills programs of ‘You Can Do It’, High Five strategy, and Chaplaincy Program.
- EATSIKS Plan and Closing the Gap Plan
- Implementation of the Gifted Education and Thinking Skills Program for all teachers
- Collection of Science data for comparison and improvement of Science teaching

Future outlook

Runcorn Heights State School continues to improve and will continue to implement the many successful strategies. These strategies include:
- Maximise achievement of students through full utilisation of school’s human and financial resources
- Implementation of the Australian Curriculum in Literacy, Numeracy, Science and History
- Continued focus on improvement in Reading and Numeracy
- Regular interrogation and analysis of data and student goal setting to improve student performance
- Monitoring students individually in SEP, ESL/ESD, Learning Support and Aboriginal & Torres Strait Islander groups
- Embedding the social skills programs
- Supporting staff with P.D. through mentoring and coaching
School Profile

Coeducational or single sex: Coeducational
Year levels offered in 2012: Prep - Year 7
Total student enrolments for this school:

<table>
<thead>
<tr>
<th>Year</th>
<th>Total</th>
<th>Girls</th>
<th>Boys</th>
<th>Enrolment Continuity (Feb – Nov)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>578</td>
<td>262</td>
<td>316</td>
<td>95%</td>
</tr>
<tr>
<td>2011</td>
<td>586</td>
<td>270</td>
<td>316</td>
<td>95%</td>
</tr>
<tr>
<td>2012</td>
<td>629</td>
<td>286</td>
<td>343</td>
<td>94%</td>
</tr>
</tbody>
</table>

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

Characteristics of the student body:
The community reflects a diverse demographic with a majority of families having all adult family members in full or part time employment. There is a strong diversity within the community with approximately 56% of our student population having a language background other than English with more than forty-two languages represented. Recent arrivals are supported by our ESL program. Around 3% of our students are Indigenous. Cultural sensitivity, tolerance and celebration of diversity are features of the school community.

Average Class sizes

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep – Year 3</td>
<td></td>
<td>23</td>
<td>23</td>
<td>25</td>
</tr>
<tr>
<td>Year 4 – Year 10</td>
<td></td>
<td>26</td>
<td>26</td>
<td>24</td>
</tr>
<tr>
<td>Year 11 – Year 12</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

School Disciplinary Absences

<table>
<thead>
<tr>
<th>Disciplinary Absences</th>
<th>Count of Incidents</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Suspensions - 1 to 5 days</td>
<td></td>
<td>8</td>
<td>7</td>
<td>10</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Exclusions</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Cancellations of Enrolment</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
Our school at a glance

Curriculum offerings

Our distinctive curriculum offerings

The Australian Curriculum which was created by ACARA (The Australian Curriculum, Assessment and Reporting Authority) was taught at Runcorn Heights in 2012 from Prep to Year 7. Three Australian Curriculum subjects, **English, Maths and Science**, were introduced in 2012, with History to follow in 2013 and Geography in 2014. The Australian Curriculum will gradually replace the Queensland Curriculum.

**ENGLISH** - In 2012 the new English curriculum was introduced via the C2C units written for schools and based on the Australian Curriculum. All C2C assessment tasks were completed and moderated across year levels. Results were recorded in the OneSchool markbook. Diagnostic assessment additional to the C2C assessment were also undertaken and recorded in OneSchool.

In 2012 at Runcorn Heights our main focus area in English was **Reading**, and our whole school strategy to improve reading comprehension continued to be the QAR strategy (Question Answer Relationships). This strategy has been explicitly taught and modelled to all students from P-7 for a number of years. Students are explicitly taught the comprehension skills and the metalanguage of QAR, and are expected to use this metalanguage to explain and justify their thinking.

The C2C units were supplemented with both small group and whole class reading lessons as needed, depending on the focus of the unit. QAR continued to be one of the focuses of our Maximising Achievement program.

At Runcorn Heights SS it is recognised that whilst **Literacy** is a strand in subject English, **curriculum literacies in all Key Learning Areas** must also be taught. The genres covered in the other Key Learning Areas include information texts, instructional texts, and scientific explanations. KLA specific vocabulary will be acknowledged and taught.

Daily writing continued to be an expectation in 2012. Daily writing is undertaken in English lessons or as part of curriculum literacies. Students receive feedback about their writing periodically.

The Runcorn Heights **Spelling** program in 2012 followed the C2C weekly scope and sequence to determine the spelling focus, and C2C suggested activities were then undertaken. The C2C word lists were used as the base lists for Spelling in each year level, with teachers expected to then differentiate for all learners, depending upon their spelling abilities. Sight word and handwriting programs were consistently implemented across year levels.

**MATHS** - The Australian Curriculum for Mathematics in 2012 was implemented through the C2C units written from the Australian Curriculum. Mathematical proficiencies were expected to be explicitly taught along with the content. We believe that Maths should be connected to the students’ real life and incorporate the use of materials in all years to allow the development of maths concepts. It is the expectation at Runcorn Heights that Maths Warm-ups will be undertaken each day to allow for consolidation and practice of number concepts. The Maths priority area at Runcorn Heights in 2012 continued to be Number.

All C2C Maths units were resourced with the required hands-on material. All C2C assessment tasks were completed and moderated across year levels. Results were recorded in the OneSchool markbook. Diagnostic assessment additional to the C2C assessment were also undertaken and recorded in OneSchool. Number was also the focus of the Maximising Achievement program.

**SCIENCE** - The Australian Curriculum for Science in 2012 was implemented through the C2C units written from the Australian Curriculum. All C2C assessment tasks were completed and moderated across year levels. Results were recorded in the OneSchool markbook. In addition, all Year 4 and Year 6 students undertook the UNSW Science test in Term 2.

**General Capabilities** - As part of all Australian Curriculum subjects, there is a continuing focus on developing within the students, seven General Capabilities.

The capabilities are:

- Literacy
- Numeracy
- Information and communication technology (ICT) competence
- Critical and creative thinking
- Ethical behaviour
- Personal and social competence
- Intercultural understanding

Throughout their schooling at Runcorn Heights State School, students will develop and use these capabilities in their learning across the curriculum, in co-curricular programs, and in their lives outside school.
Embedded within each of the Australian Curriculum subjects, are three cross-curriculum priorities. Students will learn about Aboriginal and Torres Strait Islander Histories and Cultures, Asia and Australia's engagement with Asia, and Sustainability.

**OTHER KEY LEARNING AREAS** – In 2012, Runcorn Heights State School also offered students a variety of learning experiences in other Key Learning Areas: SOSE, The Arts, HPE (Health and Physical Education) and Technology. These learning areas derive their content and ways of working from the QCAR (Queensland Curriculum, Assessment and Reporting) Framework.

At Runcorn Heights State School we have specialist teachers employed to teach LOTE, Music and Physical Education.

**LANGUAGES OTHER THAN ENGLISH (LOTE):** At Runcorn Heights, students in Years 3, 4, 5, 6 and 7 learned Japanese in 2012. Students learned to communicate and comprehend the language and developed an understanding of the culture and Japanese people.

**MUSIC** was taught as a subject from Prep – Year 7 in 2012. Instruction is developmental, based on the Kodaly Program and the Queensland Curriculum. The essential skills of the Music Program are aurally and visually identifying and responding to, singing and playing, reading and composing music.

The **Physical Education** component of the HPE KLA consisted of at least one half-hour lesson a week for Years Prep to 7. Children in Years 5, 6 and 7 participated in both winter and summer inter-school sport. Years 4, 5, 6 and 7 participated in an annual cross country and athletics carnival while Years 1, 2 and 3 had their annual athletics carnival.

The Physical Education program was developed to include activities such as La Crosse, Badminton, Volleyball, Leisure and Recreation Studies, Hockey, Touch, AFL, Tennis and Dance. This allowed the children to be exposed to a wide range of activities.

**Maximising Achievement** - Maximising Achievement was one of our whole school programs in 2012 to help ensure we maximised achievement for all students. In addition to the normal support/programs available, students also participated in the Maximising Achievement focus block once a year. (Term 1 & 2 - Years 3, 5 & 7, Term 3 - Year 1 and Term 4 - Years 2, 4 & 6)

Classroom teachers kept their middle achieving 10 - 12 students (according to the data) and the other students were streamed into readiness level groups. Specialist teachers (STLaN, ESL, SEP, HOC, TL + 2 Employed Teachers) were responsible for the advanced learners and students requiring support. (in groups of approximately 10). **Number, Reading and/or Writing** were the focus of the Maximising Achievement groups and lessons were chosen from the C2C units for the Maximising Achievement teachers to teach. Each small group had these units delivered to them according to their readiness level (from learning support to extension) This enabled each Maximising Achievement group to set and work towards goals that were specific to them. The post-test measured the overall progress of each student which was then discussed with them.
Our school at a glance

Extra curricula activities
Instrumental strings program for Years 3-7
Instrumental Band program for Years 5-7
Inter school and intra school sport for students in Years 5-7
Senior & Junior Choirs
School Farm Project including chickens and farm produce
Smart Moves Program and Active-a-thon
Swimming program for Years 1-7: a two week intensive daily program in Term 3
Harmony Day [Everyone Belongs] and NAIDOC Week
Student Leadership Program and support for charities
After School sports’ activities including Tennis & Soccer
Sport including Soccer, AFL and Tae Kwon Do - after school program
Years 4, 5, 6 & 7 Camps
University of NSW Competitions- Maths, Spelling, Writing, Science & Computer Skills
Readers Cup
Lunch time Science Club
Lunch time Games Club
Lunch time Dance Club
After School Chess Club
Lunch time Computer Club
Lunch time Craft Club

How Information and Communication Technologies are used to assist learning

ICTs (Information and Communication Technologies) continued to be a major focus for the school in 2012. ICTs were integrated throughout our curriculum programs giving students the opportunity to create, communicate and inquire.

Developments and progress during 2012:
All staff were provided professional development in the use and creation of EdStudios, EdTubes and OneChannel.
The computer lab in E-Block was upgraded. All classes were timetabled to use this lab on a weekly basis to enhance the integration of ICT in the curriculum.
The Prep classrooms were all outfitted with iPads that utilised the wireless technology upgraded in 2011.
All classrooms from Years 1-7 had a data-projector and screen to enable students to engage more with web-based applications and multimedia as a tool to support and enhance learning.
The Year 7s utilised the mobile computer laptop labs to enable them to create, communicate and inquire.
Classes consistently booked out the mobile lab housed in the LRC which consists of 16 laptops.
Students were accessing learning tasks via virtual classroom and projects rooms.
Students were blogging, chatting and using learning objects to enhance learning.

Social climate

Runcorn Heights State School has a reputation as a school that takes great interest and care in all aspects of student life. More than 46% of the school population has English as a second language with more than forty two countries represented. The school is harmonious, celebrating its diversity with an annual Harmony Day Festival.
Our school at a glance

Runcorn Heights introduced the ‘You Can Do It’ program that highlights keys for success of Confidence, Persistence, Organisation, Resilience and Getting Along. This program, our High Five strategy and school motto “Aim High” are used to as a foundation to skill students to solve problems.

Our Chaplaincy program has had a positive effect on many students in the school. The chaplain provides group programs and pastoral care to the community. A chaplaincy committee provides guidance and support to the chaplain. This program is supported by the Parents and Citizens’ Association and the general school and staff community. The Runcorn Heights School chaplaincy program is part of the larger Karawatha Schools’ cluster program.

Parent, student and staff satisfaction with the school

In 2012 School Opinion Surveys the overall satisfaction of parents, students and staff has improved significantly from previous years. All items in the Student Report have improved significantly from the previous years. In the Staff Items, most items in the Support, Resources and Training were similar to previous years. There was a significant gain on the Staff Items for Physical Work Environment, Staff Morale and Work Roles.

Runcorn Heights School also continues to improve its Year 3, 5 & 7 NAPLAN results each year:
- In Year 7 Writing above the nation results
- In Year 5 & 7 Spelling above the nation results
- In Year 7 Grammar & Punctuation above the nation results
- In Year 7 Numeracy substantially above the nation results
- All other areas our school rates close to the nation results

There has been a steady improvement in Year 3, 5 & 7 NAPLAN results from 2008 when the school had twelve areas below the Nation results to now not having any areas below the nation. Significantly Year 7 Spelling, Grammar & Punctuation and Numeracy were above the nation results.

In School Opinion Surveys conducted in 2012 the results have improved for staff for each of the below questions:
- Staff morale improved by 13%
- Access to PD by staff improved by 28%
- Overall the workplace dimension improved by 17%

For Parents the School Opinion results improved in each question from 2011:
- That this is a Good School by 13%
- That children get a Good Education by 22%
- English Skills by 30%
- Numeracy Skills by 24%
- Overall Rating for all school items by 30%

For students in Year 5 & 7 the percentage has improved in all questions:
- All student results in the School opinion Surveys were above Like Schools and State Schools throughout Queensland
- That this is a Good School by 6%
- That children get a Good Education by 9%
- Overall rating for students improved by 11%

Performance measure (Nationally agreed items shown* )
### Our school at a glance

<table>
<thead>
<tr>
<th>Percentage of parents/caregivers who agree that:</th>
<th>2012*</th>
</tr>
</thead>
<tbody>
<tr>
<td>their child is getting a good education at school</td>
<td>92.3%</td>
</tr>
<tr>
<td>this is a good school</td>
<td>95.0%</td>
</tr>
<tr>
<td>their child likes being at this school*</td>
<td>97.5%</td>
</tr>
<tr>
<td>their child feels safe at this school*</td>
<td>97.5%</td>
</tr>
<tr>
<td>their child's learning needs are being met at this school*</td>
<td>90.0%</td>
</tr>
<tr>
<td>their child is making good progress at this school*</td>
<td>87.2%</td>
</tr>
<tr>
<td>teachers at this school expect their child to do his or her best*</td>
<td>92.3%</td>
</tr>
<tr>
<td>teachers at this school provide their child with useful feedback about his or her school work*</td>
<td>87.2%</td>
</tr>
<tr>
<td>teachers at this school motivate their child to learn*</td>
<td>94.9%</td>
</tr>
<tr>
<td>teachers at this school treat students fairly*</td>
<td>92.1%</td>
</tr>
<tr>
<td>they can talk to their child's teachers about their concerns*</td>
<td>97.3%</td>
</tr>
<tr>
<td>this school works with them to support their child's learning*</td>
<td>100.0%</td>
</tr>
<tr>
<td>this school takes parents' opinions seriously*</td>
<td>97.2%</td>
</tr>
<tr>
<td>student behaviour is well managed at this school*</td>
<td>89.7%</td>
</tr>
<tr>
<td>this school looks for ways to improve*</td>
<td>97.4%</td>
</tr>
<tr>
<td>this school is well maintained*</td>
<td>97.5%</td>
</tr>
</tbody>
</table>

### Performance measure (Nationally agreed items shown*)

<table>
<thead>
<tr>
<th>Percentage of students who agree that:</th>
<th>2012*</th>
</tr>
</thead>
<tbody>
<tr>
<td>they are getting a good education at school</td>
<td>99.1%</td>
</tr>
<tr>
<td>they like being at their school*</td>
<td>99.1%</td>
</tr>
<tr>
<td>they feel safe at their school*</td>
<td>99.2%</td>
</tr>
<tr>
<td>their teachers motivate them to learn*</td>
<td>100.0%</td>
</tr>
<tr>
<td>their teachers expect them to do their best*</td>
<td>100.0%</td>
</tr>
<tr>
<td>their teachers provide them with useful feedback about their school work*</td>
<td>95.8%</td>
</tr>
<tr>
<td>teachers treat students fairly at their school*</td>
<td>94.0%</td>
</tr>
<tr>
<td>they can talk to their teachers about their concerns*</td>
<td>95.8%</td>
</tr>
<tr>
<td>their school takes students' opinions seriously*</td>
<td>97.5%</td>
</tr>
<tr>
<td>student behaviour is well managed at their school*</td>
<td>94.1%</td>
</tr>
</tbody>
</table>
Our school at a glance

their school looks for ways to improve* 99.2%
their school is well maintained* 98.3%
their school gives them opportunities to do interesting things* 99.2%

Performance measure (Nationally agreed items shown*)

<table>
<thead>
<tr>
<th>Percentage of school staff who agree:</th>
<th>2012*</th>
</tr>
</thead>
<tbody>
<tr>
<td>that they have good access to quality professional development</td>
<td>95.5%</td>
</tr>
<tr>
<td>with the individual staff morale items</td>
<td>94.0%</td>
</tr>
</tbody>
</table>

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.
† Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW = Data withheld to ensure confidentiality.
Involving parents in their child’s education

Parents are welcome at the school to assist in the students’ education. Parent assistance includes coaching sporting teams, library assistants, classroom reading, writing, the Arts, the environment, student banking and excursions. The school offers parent courses and curriculum information nights to assist parents in their knowledge of their child’s school life. Curriculum Unit plans are published on our school website to inform parents of the learning tasks that take place each term.

A dynamic and enthusiastic Parents & Citizens’ group meets on the second Wednesday night of each month. These meetings are always well attended and are a great way for parents to understand and find out more about the school. The P&C runs a very successful Out of School Hours Care Program, Uniform Shop and Tuckshop. A weekly newsletter is sent home each Thursday both paper based & via email to some families and is also available on the school website. The school website has been updated and provides an excellent method for accessing information about our school. Many classroom teachers send home news items and/or a term letter, and place classroom activities on the school website so parents are aware of the work to be studied.

Reducing the school’s environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

In 2011 we implemented the development of our School Environment Management Plan (SEMP) to help establish our sustainable practices.

Our current sustainable practices include:

* Waste minimisation – through curriculum units students have been given opportunities to explore a variety of ways to reduce general waste.
* Recycling – by successfully participating in recycling programs
* Solar Schools Program – following the installation of solar panels and connection of these to supplement our electrical usage we look forward to reducing the schools electricity usage in future years.
* Energy efficiency- low capacity florescent lights were also installed. The new buildings have insulation that reduces both heat in summer and cold in winter months. They have also been designed with cross ventilation using windows and doors.
* Education for and communication with staff on energy efficiency practices.
* Water efficiency- new toilet blocks and hall are serviced by water tanks
* On going replacement of inefficient or leaking taps and fittings
* Food production- through curriculum units linked to our school farm students have been given opportunities to explore a variety of ways to produce food and uptake studies of food sustainability. The farm also produces vegetables and eggs that are utilised in the school tuckshop.

Future practices have been identified in our SEMP that will be implemented in future years to help supplement those practices already in place and thus help to reduce Runcorn Heights environmental footprint.

<table>
<thead>
<tr>
<th>Environmental footprint indicators</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Electricity kWh</td>
<td>Water kL</td>
</tr>
<tr>
<td>2009-2010</td>
<td>130,900</td>
</tr>
<tr>
<td>2010-2011</td>
<td>118,384</td>
</tr>
<tr>
<td>2011-2012</td>
<td>137,422</td>
</tr>
</tbody>
</table>
Our staff profile

Staff composition, including Indigenous staff

<table>
<thead>
<tr>
<th>2012 Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>40</td>
<td>21</td>
<td>&lt;5</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>36.7</td>
<td>14.7</td>
<td>&lt;5</td>
</tr>
</tbody>
</table>

Qualifications of all teachers

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Number of classroom teachers and school leaders at the school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>0</td>
</tr>
<tr>
<td>Masters</td>
<td>3</td>
</tr>
<tr>
<td>Bachelor degree</td>
<td>31</td>
</tr>
<tr>
<td>Diploma</td>
<td>6</td>
</tr>
<tr>
<td>Certificate</td>
<td>0</td>
</tr>
</tbody>
</table>

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were $13,333.
The major professional development initiatives were as follows:
- National Curriculum Implementation
- Mentoring and Coaching of Staff
- Differentiation including Minds & Hearts and understanding Autistic Spectrum Disorder
- Thinking Skills and Gifted Education (GEMS)
The proportion of the teaching staff involved in professional development activities during 2012 was 100%.
Our staff profile

### Average staff attendance

<table>
<thead>
<tr>
<th>Year</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff attendance for permanent and temporary staff and school leaders.</td>
<td>95.8%</td>
<td>95.6%</td>
<td>96.3%</td>
</tr>
</tbody>
</table>

### Proportion of staff retained from the previous school year

From the end of the previous school year, 97.3% of staff was retained by the school for the entire 2012 school year.

### School income broken down by funding source

School income broken down by funding source is available via the My School website at [http://www.myschool.edu.au/](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.

Where it says 'Search by school name', type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being given access to the school’s My School entry web page.

School financial information is available by selecting ‘School finances’ in the menu box in the top left corner of the school’s entry web page. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.
Performance of our students

Key student outcomes

Student attendance

<table>
<thead>
<tr>
<th>Year</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>93%</td>
<td>94%</td>
<td>94%</td>
</tr>
</tbody>
</table>

The overall attendance rate in 2012 for all Queensland state Primary schools was 93%.

Student attendance rate for each year level (shown as a percentage)

<table>
<thead>
<tr>
<th>Year</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
<th>Year 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>93%</td>
<td>93%</td>
<td>94%</td>
<td>93%</td>
<td>93%</td>
<td>93%</td>
<td>94%</td>
</tr>
<tr>
<td>2011</td>
<td>93%</td>
<td>94%</td>
<td>94%</td>
<td>95%</td>
<td>94%</td>
<td>94%</td>
<td>94%</td>
</tr>
<tr>
<td>2012</td>
<td>92%</td>
<td>95%</td>
<td>95%</td>
<td>94%</td>
<td>95%</td>
<td>95%</td>
<td>93%</td>
</tr>
</tbody>
</table>

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.

![Attendance Distribution Chart]

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

The following Procedures are used to monitor non attendance by students:

- Rolls are marked twice a day and sent to the office after the second marking to be entered into SMS
- Absent students’ names are kept on file and copies given to teachers
- Parents contact office or writes notes explaining absences of students
- Parents are contacted by phone after three days absence of a student if the school has not had a notification
- School Letters are also sent home to parents if a response cannot be achieved
- Where student attendance patterns are of concern, the process for Persistent Truancy or Absenteeism for Children of Compulsory School Age is followed. This begins with a phone call from the Deputy Principal to discuss the concern. If the pattern continues ‘failure to attend letters’ are sent to parents.
- Reported to Department of Child Safety if unexplained absences continue
Performance of our students

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9.

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.

Where it says ‘Search by school name’, type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school’s NAPLAN results.

Achievement – Closing the Gap

Although there is a small percentage (2.9%) of Aboriginal & Torres Strait Islander children at Runcorn Heights there has been some improvement from 2011 in “Closing the Gap” for Year 3 (5 Students). There were no Aboriginal & Torres Strait Islander students in Year 5 and 7. Strategies put into place to improve the Gap in Numeracy results will become evident from these targeted strategies. Writing and Reading has shown some improvement in “Closing the Gap”.