Runcorn Heights State School

ANNUAL REPORT
2018
Queensland State School Reporting

Every student succeeding
State Schools Strategy
Department of Education

Contact information

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From the Principal

School overview

Runcorn Heights State School is a primary school catering for students from Prep to year 6. The school is situated on 5.591 hectares in the suburban area of Runcorn. The school was established in 1975 and has had a steady growth since that time. The school campus includes five permanent teaching blocks, double prep school unit, three modular teaching blocks, special education program, resource centre, administration block, multipurpose court, three ovals and a hall. Our school features English As a Second Language classes which cater for newly immigrated students with limited English skills. Professional development for staff in assessment and reporting, teaching pedagogy,literacy, ICT and general curriculum knowledge has been a feature that has contributed to the school's success in 2018. The school has achieved successful results in a number of programs particularly in ICT programs, music, sport, school camping and Japanese language studies. A range of interest clubs including chess, dance,and robotics have been introduced to support the children's needs in extra curricular activities and these have been well supported by the students.

School progress towards its goals in 2018

- In 2018, the school has introduced an iPad programme for students in one class in each cohort across the school from years 1-6. As part of this commitment, the school using the expertise of a Digital Pedagogy Coach to model and coach staff on the use of iPads in Reading.

- Reading is the other focus for our school. In 2018, we started a reading review that culminated in professional learning for staff as well as a new format for reading following a 4-stage model. By the end of 2018 all classrooms teachers had acquired the skills and knowledge to implement this reading format into each classroom for the beginning of 2019.

Future outlook

Core Priorities for 2019

Participate in activities that recognise the contribution of the aboriginal and Torres Strait Islander and other cultural groups within the school community.

Regular acknowledgement and celebration of achievements and cultural identity.

Collaboratively review the progress of the improvement agenda

Every Day Counts – tracking attendance rates and early and late departures

Build partnerships for prep with local community and kindergartens to develop seamless transition processes

Develop roles and responsibilities for the positive behaviour team and accountabilities for each role

Review the school wide behaviour support system

Our school at a glance

School profile

Coeducational or single sex   Coeducational

Independent public school   Yes

Year levels offered in 2018   Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	686	704	725
Girls	349	378	380
Boys	337	326	345
Indigenous	20	17	18
Enrolment continuity (Feb. – Nov.)	94%	93%	93%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

Characteristics of the student body

Overview

The RHSS community reflects a diverse demographic with a majority of families having at least one adult family member in full or part time employment. There is a strong cultural diversity within the community with approximately 64% of our student population having a language background other than English with more than forty-two languages represented. Recent arrivals are supported by our EAL/D program. Around 3% of our students are Indigenous. Cultural sensitivity, tolerance and celebration of diversity are features of the school community. We value and take pride in the cultural diversity of our school. We celebrate and embrace the traditions of our students.

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	23	23	22
Year 4 – Year 6	26	27	27

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

Provide an outline of your school's approach to curriculum delivery including a dot point list of the main The Australian Curriculum which was created by ACARA (The Australian Curriculum, Assessment and Reporting Authority) was taught at Runcorn Heights in 2018 from Prep to Year 6. The Learning Areas of the Australian Curriculum are delivered to students. These include Mathematics, English, Science, Humanities and Social Sciences, The Arts, Technology, Physical Education and Language other than English (Japanese).

To complement and enhance the teaching of the learning areas, the school provides distinctive curriculum to cater for the learning needs of all of our students. These include:
- Individual Curriculum Plans
- Individual Support Plans
- Information of Information Communication Technologies (ICTs) in the classroom
- Developing high order thinking skills
- Classroom music program
- Instrumental music program

The curriculum is delivered within our school Pedagogical Framework, which was created collaboratively with our HOC and teachers and is based upon John Hattie's Visible Learning and the Gradual Release of Responsibility Model (Fisher & Frey 2008).

Our teachers worked collaboratively in year level teams, with support from our school leaders i.e. Principal, Deputy Principal, HOSES, HOC, Master Teacher, Digital Pedagogy Coach, STLaNs and SEP teachers, to make informed decisions about quality curriculum delivery. Year level teams engage in focused, ongoing professional dialogue to obtain a clear understanding of what is to be learned and how that learning will be assessed in each learning area.

2018 saw the initial phase of the iLearn @ RHSS program. This involved 1 class on each year level from year 1 to year 6 were a Bring Your Own Device ipad class. Teachers were provided with in class support from a Digital Pedagogy Coach, and ongoing professional development to build their capacity in this area. The school subscribes to online learning in mathematics, with Mathletics and Reading Eggs to support reading development. A trial was undertaken of the Education Library Services eBook library in the BYOD classes, where students were able to loan high interest digital texts and audio books. Teachers of the BYOD iPad classes were provided with a school owned iPad. Non BYOD classes had access to class sets of iPads and laptops, with wireless access throughout the school.

The purchase of a range of resources to promote digital learning innovation such as robotics, drones, multimedia devices, also occurred throughout the year. These resources encourage creativity, innovation and imagination. Each classroom from 1-6 was also fitted with an interactive whiteboard.

Co-curricular activities

- Instrumental strings program for Years 3-6

- Instrumental Band program for Years 4-6

- Inter school and intra school sport for students in Years 5-6 through Regional Gala Days

- Senior & Junior Choirs

- Swimming program for Years 1-6: a two-week intensive daily program in Term 3 and a swimming carnival for Yrs 4 - 6

- Cross Country

- School Sports Days

- Student Leadership Program and support for charities

- Years 4, 5 & 6 Camps

- Readers Cup challenge

- Maths Teams challenge

- Lunch time Games Club

- Lunch time Dance Club

- After School Chess Club

- Lunch time Art Club

- Lunch time Coding Club

- Stem Challenges

- Karawatha Music Camps

How information and communication technologies are used to assist learning

All teachers have access to a department funded laptop and BYOD teachers a school funded iPad which are used to enhance the delivery of the National Curriculum. Teachers receive regular professional development to help them use their devices to support pedagogy. Each classroom also has an interactive whiteboard and the capability of projecting iPad content onto them using Apple TV devices. Additional plasma screens in teaching and learning spaces throughout the school including the library, were also provided.

In 2018 the school piloted a BYO iPad program with one class from each year level, in years 1-6. Students in these classes were selected via parent application and provided a family owned iPad to bring to school in stalled with school identified open ended learning Apps.

The learning advantages of using the iPad include:

•Access knowledge and information through the vast range of content and creation apps to support student learning

•Access to a wealth of information on the Internet when they need it through wireless connectivity

•Access to rich media including digital stories, image and video

•Increased productivity through quick loading of apps and quick response of the iPad

•The iPads operating system is very reliable, ensuring maximum up-time

•Provides simple yet sophisticated text, audio and video-based communication facilities

for collaboration with peers, teachers and experts in a local, national or global context;

•Ability to personalise learning and provide work targeted at differing levels for students

•High student engagement both independently and collaboratively

• iPads allow for immediate and at a distance, teacher/student interaction and feedback

• Allows for shared access to files.

Non BYOD classes had access to class sets of iPads and laptops, with wireless access throughout the school.

The Digital Pedagogy Coach alongside running professional development sessions for large groups of staff at staff meetings and student free days, is available for digital and design curriculum mentoring and 'point in time' professional development of teachers on a one-on-one and year level basis. The Head of Curriculum demonstrates effective use of digital tools with instructional teaching, and choice of learning apps in classrooms to improve student learning. Teachers are being instructed in using the SAMR Model which supports and enables teachers to design, develop and infuse digital learning experiences that utilise technology with the aim to improve student outcomes.

The school network is supported by a paid technician two days a week, a full time Digital Pedagogy Coach and access to the Regional System Technician.

Social climate

Overview

Runcorn Heights State School has a reputation as a school that takes great interest and care in all aspects of student life. More than 47% of the school population has English as a second language with more than fifty countries represented. The school is proud of its harmonious culture and celebrates its diversity through flag presentations and Harmony Day.

Runcorn Heights embraces the school motto "Aim High" and uses this throughout all aspects of the school. Students aim high in their learning, interactions with others and their behaviour.

The school has embedded our mascot "Runchie" who supports our students to aim high in everything that they do. In line with this we have created our new school rules, our STAR rules, our "Rocket" which is the universal behaviour management system and our STAR BUYS shop to reward and reinforce positive behaviour in the school. We have established universal school routines to maintain the culture, support expectations and support the efficient running of the school. Our Responsible Behaviour for Learning Plan is reviewed regularly to reflect the culture and context of the school. As a whole school we support and celebrate students who "Aim High" through school parades and various award systems.

Our inclusive education programs ensure that all students can access the curriculum at the various entry points they require to achieve success.

Parents are invited to parent teacher nights and award ceremonies.

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

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%	95%	98%
• this is a good school (S2035)	90%	93%	96%
• their child likes being at this school* (S2001)	100%	98%	97%
• their child feels safe at this school* (S2002)	96%	96%	99%
• their child's learning needs are being met at this school* (S2003)	94%	91%	98%
• their child is making good progress at this school* (S2004)	90%	93%	98%
• teachers at this school expect their child to do his or her best* (S2005)	94%	96%	99%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	82%	95%	95%
• teachers at this school motivate their child to learn* (S2007)	92%	89%	98%
• teachers at this school treat students fairly* (S2008)	87%	87%	96%
• they can talk to their child's teachers about their concerns* (S2009)	96%	96%	97%
• this school works with them to support their child's learning* (S2010)	88%	93%	95%
• this school takes parents' opinions seriously* (S2011)	85%	89%	93%
• student behaviour is well managed at this school* (S2012)	90%	87%	92%
• this school looks for ways to improve* (S2013)	96%	93%	96%
• this school is well maintained* (S2014)	92%	93%	96%

* 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)	99%	99%	96%
• they like being at their school* (S2036)	98%	96%	90%
• they feel safe at their school* (S2037)	100%	98%	96%
• their teachers motivate them to learn* (S2038)	99%	98%	98%
• their teachers expect them to do their best* (S2039)	98%	99%	99%
• their teachers provide them with useful feedback about their school work* (S2040)	98%	99%	96%
• teachers treat students fairly at their school* (S2041)	98%	95%	84%
• they can talk to their teachers about their concerns* (S2042)	96%	95%	87%
• their school takes students' opinions seriously* (S2043)	99%	94%	89%
• student behaviour is well managed at their school* (S2044)	98%	89%	74%
• their school looks for ways to improve* (S2045)	100%	100%	99%
• their school is well maintained* (S2046)	98%	98%	95%
• their school gives them opportunities to do interesting things* (S2047)	100%	98%	92%

Percentage of students who agree# that:	2016	2017	2018

* 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)	95%	98%	80%
• they feel that their school is a safe place in which to work (S2070)	98%	100%	88%
• they receive useful feedback about their work at their school (S2071)	87%	91%	58%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	85%	85%	82%
• students are encouraged to do their best at their school (S2072)	98%	100%	97%
• students are treated fairly at their school (S2073)	97%	98%	81%
• student behaviour is well managed at their school (S2074)	97%	93%	67%
• staff are well supported at their school (S2075)	92%	95%	56%
• their school takes staff opinions seriously (S2076)	90%	89%	59%
• their school looks for ways to improve (S2077)	97%	98%	89%
• their school is well maintained (S2078)	94%	89%	84%
• their school gives them opportunities to do interesting things (S2079)	90%	91%	71%

* 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

Parents are encouraged and welcomed to assist in their students' education. Parent assistance includes coaching sporting teams, 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. Class newsletters 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 each month. These meetings are always well attended and are a great way for parents to understand and find out more about the school. These meetings are often attended by members of the wider community, including local politicians. The P&C runs the Tuckshop.

As part of the school process of becoming IPS in 2017 the School Council was formed to ensure that the strategic direction of the school is informed by a balanced staff view. Our parents participate in online surveys that the staff use to reflect on current processes and programs in the school.

A fortnightly Friday newsletter is emailed home and is available on the school website. A weekly update of events is emailed to families each Monday. Our school newsletter contains sections dedicated to the programs and curriculum areas in the school as well as sections acknowledging student rewards and participation in extra curricula programs.

The school website provides an excellent method for accessing information about our school. The QSchools app is also used to communicate in real time with parents. Parents also have access to QParents with online access to their student information such as attendance details, behaviour, report cards, timetables, invoices and payment.

Parents of students with diverse needs (academic, social and/or behavioural) meet with the school to collaboratively create Individual support plans, which outline the adjustments, and supports needed to help all students fully participate at school.

Respectful relationships education programs

The school has developed and implemented the following programs that focus on appropriate, respectful and healthy relationships.

• Cyber Safety Program

• Whole School's Personal Safety Program incorporating the Daniel Morcombe Health and Safety Units

• Brave Hearts incursion

• Acara General Capabilities are taught across the curriculum

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	57	30	50
Long suspensions – 11 to 20 days	0	0	0
Exclusions	1	0	0
Cancellations of enrolment	0	0	0

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

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

Our sustainable practices include:

Waste minimisation – through curriculum units students have been given opportunities to

explore a variety of ways to reduce general waste

Student council initiatives- eg. Nude Food Days

Recycling – by successfully participating in recycling programs

Solar Schools Program –solar panels on I Block & E Block that feed into the grid.

Water efficiency – toilet blocks and hall serviced by water tanks, continuing replacement of inefficient or

leaking taps and fittings

School monitors electricity and water charges by reviewing accounts and reminding staff and community members to apply sustainability practices.

Education and communication with staff on energy efficiency practices.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	142,097	159,851	169,701
Water (kL)	3,954	6,846	4,875

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	52	32	<5
Full-time equivalents	48	21	<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	0
Masters	2
Graduate Diploma etc.*	8
Bachelor degree	35
Diploma	4
Certificate	0

*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 were $54863

The major professional development initiatives are as follows:

- iLearn
- P-2 & 3-6 CLC and Pillar Days
- Literacy and Curriculum Data
- Read 2 Learn
- Leadership/Coaching/QELI courses
- Principals' Conference & Symposium
- Business Manager meetings
- PBL PD
- Science Teachers PD
- Anita Archer
- Mentoring Beginning Teachers
- PBL PD
- First Aid Training

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.	97%	96%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 98% 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 Primary schools was 92%.

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	94%	94%	94%
Attendance rate for Indigenous** students at this school	89%	88%	90%

* 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.

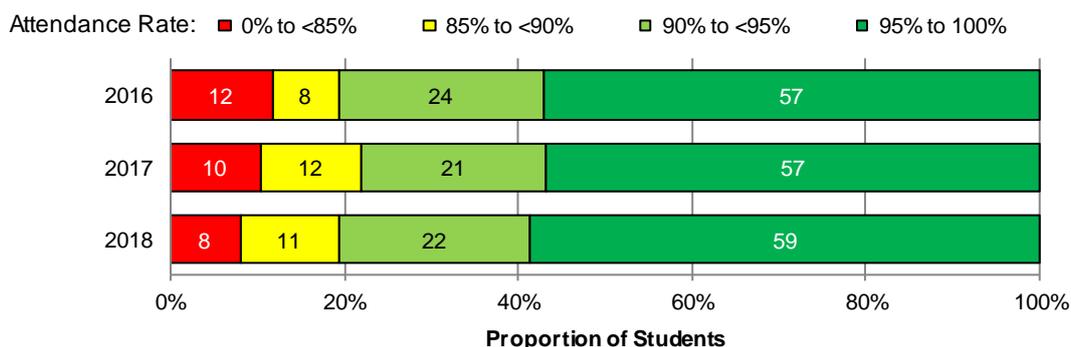Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep	93%	94%	93%
Year 1	94%	93%	95%
Year 2	93%	95%	93%
Year 3	94%	94%	95%
Year 4	94%	94%	94%
Year 5	95%	93%	94%
Year 6	93%	96%	94%

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	12	8	24	57
2017	10	12	21	57
2018	8	11	22	59

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.

Description of how non-attendance is managed by the school –

Non-attendance is managed in state schools in line with the 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.

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

•Rolls are marked twice a day in OneSchool

•Parents contact office, absence line, QParents and email explaining absences of students

•Reports are run for all unexplained absences and an SMS via SMS4SCHOOLS is sent to parents requesting a reason for the absence.

•If no response to SMS is received a phone call to parents is made, message left or email sent if uncontactable

•Parents are expected to respond and the reason for absence is entered.

•Parents are contacted by phone after three days absence of a student if the school has not had a notification

•School Letters or email 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 Principal or Deputy Principal to discuss the concern. If the pattern continues 'failure to attend letters' are sent to parents.

•Guidance Counsellor and Community agencies are sought for family support with school attendance as appropriate

•Reports are made to the Department of Child Safety if unexplained absences continue.
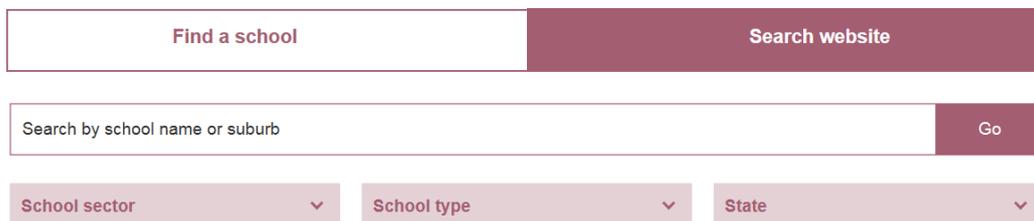
Where attendance patterns have been identified students are placed in the KEYS (Keep Engaged Young) program, they are case managed through data collection, parent conferences and follow up visits where necessary.

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.

Conclusion

At Runcorn Heights State School our moral purpose is centred around ensuring all students engage in schooling to reach their academic, social and cultural potential. By working together collegially in a professional learning community our staff expertly deliver precise teaching which is evidence based and adapted to suit the learning requirements of diverse learners. This report is a snapshot of our school achievements in 2018.