Runcorn Heights State School

Executive Summary

School Improvement Unit

Queensland Government

Contents

1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Runcorn Heights State School** from **11** to **13 February 2019**.

The report presents an evaluation of the school's performance against the nine domains of the *National School Improvement Tool*. It also recommends improvement strategies for the school to implement in consultation with its regional office and school community.

The report's executive summary outlines key findings from the review and key improvement strategies that prioritise future directions for improvement.
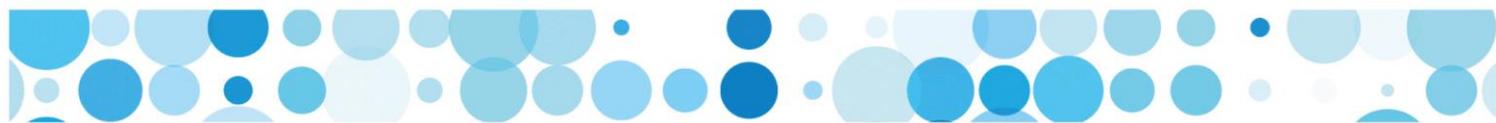
Schools will publish the executive summary on the school website within two weeks of receiving the report.

The principal will meet with their Assistant Regional Director (ARD) to discuss the review findings and improvement strategies.

For more information regarding the SIU and reviews for Queensland state schools please visit the SIU website.

1.1 Review team

Stephen Bobby   Internal reviewer, SIU (review chair)

Sandra Perrett   Internal reviewer

Anthony McGruther   External reviewer

1.2 School context

Location:	Nemies Road, Runcorn
Education region:	Metropolitan Region
Year opened:	1975
Year levels:	Prep to Year 6
Enrolment:	751
Indigenous enrolment percentage:	2.5 per cent
Students with disability enrolment percentage:	3.6 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1032
Year principal appointed:	Term 2, 2018
Day 8 Staffing Teacher Full-time equivalent numbers:	38.7
Significant partner schools:	Runcorn State School, Sunnybank State School, Kuraby State School, Runcorn State High School, Sunnybank State High School, Stretton State College
Significant community partnerships:	Stretton State College, Karawatha High Achievers' Program, Local Councillor for Runcorn Ward, State Member for Stretton, preservice teacher hosting
Significant school programs:	Special Education Program (SEP), learning support program, English as an Additional Language or Dialect (EAL/D), parent mornings – English lessons, iLearn program, chaplaincy program, instrumental music program, Japanese and Korean school visits, pre-Prep program 2019, Years 4 to 6 personal growth program and development camps, before school reading program, specialist science program including Science Fair

1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, two deputy principals, Head of Special Education Services (HOSES), Head of Curriculum (HOC), digital technology pedagogy coach, Support Teacher Literacy and Numeracy (STLaN), EAL/D teacher, 28 classroom and specialist teachers, 15 teacher aides, Business Manager (BM), two administration officers, tuckshop convenor, 23 parents and 28 primary students.

Community and business groups:

- Parents and Citizens' Association (P&C) representatives and school council representatives.

Partner schools and other educational providers:

- Manager of Avenues Early Learning Centre, principal of Runcorn State High School, principal of Sunnybank State High School and principal of Runcorn State School.

Government and departmental representatives:

- Local Councillor for Runcorn Ward, State Member for Stretton, Federal Member for Moreton and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2018	Strategic Plan 2016-2019
Investing for Success 2019 (draft)	School Data Profile (October 2018 release)
School Data Wall	School budget overview
OneSchool	Curriculum planning documents
Professional learning plan 2019	School differentiation plan or flowchart
School improvement targets	School data plan
School pedagogical framework	School newsletters and website
School Opinion Survey	Responsible Behaviour Plan for Students
School based curriculum, assessment and reporting framework	Headline Indicators (Semester 2 2018 release)

2. Executive summary

2.1 Key findings

The school has gained a strong reputation for valuing the diversity of its community.

This is reflected in the comments from parents regarding the warmth of the school's welcome to new families and in its celebrations of cultural identity. Staff members articulate an understanding of the importance of positive and caring relationships as essential to successful learning and work to build mutually respectful relationships across the school community. Staff members speak passionately of the multicultural nature of the students as one of the school's strongest assets.

A strong supportive culture is established across the school.

Staff members speak highly of the professional support and efforts made by their colleagues to 'look out for each other'. Staff members report they value the professional culture of mutual trust and support that is continually enhanced through working with colleagues across the school.

Staff members are united in the belief that students receive a good education at this school as reflected in the 2018 School Opinion Survey (SOS).

The 2018 SOS does indicate that the overall rating for all survey items for staff is below the Like Schools Group (LSG) rate. Staff members articulate a range of issues that effects this satisfaction level. The leadership team articulates their awareness of the issues impacting the satisfaction rating and express an ongoing commitment to work collaboratively with staff to explore strategies to improve morale, address workload issues and promote timely communication.

The leadership team and staff members are implementing an improvement agenda, with a focus on implementing consistent practices in reading and Positive Behaviour for Learning (PBL).

All teachers engage their students in daily activities to improve learning in reading and articulate that reading has been a focus at the school for a number of years. They express optimism toward the current approach and identify that time and fidelity to this approach are required to achieve embeddedness. The school adopted the PBL framework in 2016 and has recently refocused on implementing consistent school-wide practices.

The leadership team views staff development as an important component of school improvement.

The school's 'Building Capacity through Observation and Feedback' document unpacks a range of professional learning activities, including what, why, when and how activities are to occur. The leadership team is yet to commence lesson observation and feedback processes. Many teachers indicate that they are ready to engage with the classroom observation and feedback process.
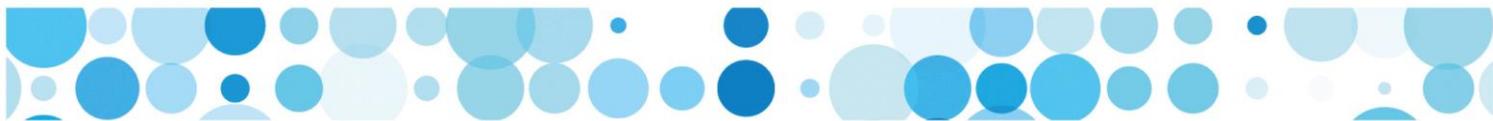
The school has developed a 2019 curriculum overview that identifies which Curriculum into the Classroom (C2C) units are to be taught and when.

The leadership team has recently introduced planning meetings, providing time for teachers to plan for the teaching of reading in English. Teaching staff members value these year level planning meetings that focus on understanding the achievement standards of the Australian Curriculum (AC) and front-ending the assessment tasks. This is articulated by most teachers who view C2C as a resource for the teaching of English. This work is yet to be extended across other learning areas within the AC.

The school has a schedule for the collection and discussion of key data sets.

The whole-school data wall is becoming a focus for Professional Learning Team (PLT) meetings for the purpose of monitoring the relative progress of individual students and cohorts. Teachers indicate that their data literacy is variable and comment on the value of further skilling in the analysis of key data sets.

Staff members articulate their belief that every student is able to be a successful learner and experience positive outcomes on a daily basis.

The inclusion team has begun utilising elements from the literacy continuum to identify specific learning needs of students in the upper school who are not yet achieving year level targets. Staff members involved in this work express enthusiasm for the resources available and for the opportunities to further personalise student learning.

The school has acted to review its core pedagogies in 2018.

The collaborative process applied to the development of these pedagogies is identified by school leaders and teachers as providing clear, consistent and agreed practices for teaching. The school has developed a framework for the pedagogical model presented on the 'Runchie Rocket' mascot. The description of Purpose, Autonomy and Mastery (PAM) as the key values underpinning the school's pedagogical model is endorsed by staff as delivering a set of non-negotiable expectations that accompany professional discretion and self-expression.

The school has participated in the regional initiative of 'Maximising Student Performance'.

This initiative equipped the school with a number of evidence-based processes for using data to inform differentiated teaching. Teachers are applying these processes to inform targeted teaching. The reading data collected informs PLT meetings that are facilitated by the school leadership in a fortnightly cycle. Staff report positively on the growing impact of PLT meetings on their evidence-based practices.

2.2 Key improvement strategies

Collaboratively identify, implement and monitor, with all staff, strategies to enhance staff wellbeing that will re-establish high levels of staff morale.

Provide further time for teachers to embed collaboratively agreed strategies relating to the Explicit Improvement Agenda (EIA) and monitor implementation to ensure consistency of practice across the school.

Create regular opportunities for teaching staff to engage in intentional, skilled observation and feedback processes linked to the EIA.

Continue to build teacher knowledge and skills to unpack the achievement standards in all AC learning areas to develop agreed and explicit understanding of what students need to know and be able to do.

Further enhance the skills of staff in the analysis of key EIA data sets to support deeper and sharper understandings of individual needs, shared gaps in learning and to identify cohort and school-wide trends.

Further develop the skills in differentiation processes, initially focusing on EIA priorities, using available data sets and classroom observations to provide targeted teaching of the explicit skills and knowledge required for progress.