Runcorn Heights State School

Executive summary

Queensland Government

1. Introduction

This report is a product of a school review carried out by the School and Region Reviews (SRR) branch at **Runcorn Heights State School** from **6 June** to **8 June 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.
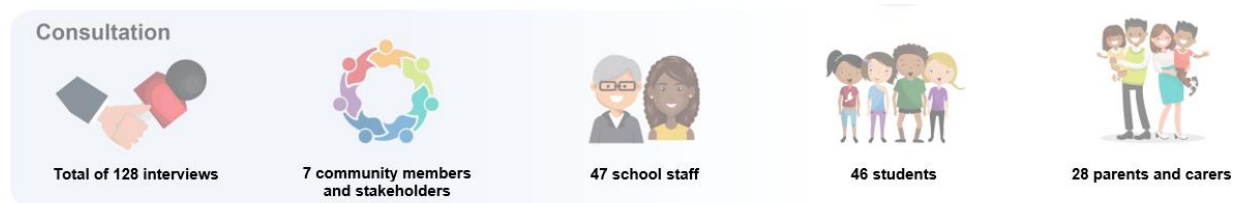
Schools will publish the executive summary on the school website within 2 weeks of the school receiving the report.

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

Noel Baggs	Internal Reviewer, SRR (review chair)
John Wessel	External Reviewer
Laurelle Allen	External Reviewer

1.3 Contributing stakeholders

Consultation

| Total of 128 interviews | 7 community members and stakeholders | 47 school staff | 46 students | 28 parents and carers |

1.4 School context

Indigenous land name:	We acknowledge the shared lands of the Jagera nation and the Jagera people of the Yuggera language region.
Education region:	Metropolitan Region
Year levels:	Prep to Year 6
Enrolment:	690
Indigenous enrolment percentage:	2.5%
Students with disability percentage:	13.7%
Index of Community Socio-Educational Advantage (ICSEA) value:	1037

1.5 Snapshot of previous school review

The last review carried out at the school was conducted from **11** to **13 February 2019**. The school's Index of Community Socio-Educational Advantage (ICSEA) at the time of the 2019 review was identified as 1032 and the school enrolment was 751 with an Indigenous enrolment of 2.5% and a student with disability enrolment of 3.6%.

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

- Collaboratively identify, implement and monitor, with all staff, strategies to enhance staff wellbeing that will re-establish high levels of staff morale. (Domain 3)

- 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. (Domain 1)

- Create regular opportunities for teaching staff to engage in intentional, skilled observation and feedback processes linked to the EIA. (Domain 5)

- 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. (Domain 6)

- 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. (Domain 2)

- 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. (Domain 7)

2. Executive summary

2.1 Key affirmations

A learning environment is fostered where cultural diversity is celebrated, and every individual feels a sense of belonging.

Families express a belief that by embracing the unique backgrounds and experiences of each student, the school is enriching their child's educational journey and promoting a deep appreciation for different cultures and perspectives. Staff acknowledge the right of parents and students to engage equitably within the school and implement strategies to remove language barriers. Staff members, students and parents are excited to learn from each other and actively cultivate positive and respectful relationships.

Close collegial relationships are highly valued throughout the school.

Staff actively seek opportunities to informally collaborate, share knowledge, and support their colleagues' growth. They express an understanding that everyone brings unique skills and knowledge to the school, and they are eager to learn from one another. Teachers and support staff indicate that they readily offer their assistance, share resources, and check on each other's wellbeing.

A range of productive partnerships are established, with a strategic intent to improve the outcomes for students and their families.

In fostering these partnerships, the school has successfully developed a series of events, celebrations and programs to support student learning and wellbeing. Leaders describe that participation in events such as Sorry Day and Harmony Day has positive impacts on both students and staff. Staff describe other activities where the school partners with local families to support students. Some of these activities include Runchie Playgroup, KindyLinQ, homework club, breakfast club, the chaplaincy program, Jabiru Outside School Hours Care (OSHC), and student leadership programs.

Staff are highly regarded for their commitment to every student experiencing success.

The school is dedicated to supporting the diverse emotional, wellbeing, behavioural, and learning needs of all students. A clear expectation is apparent for staff to have knowledge and understanding of the interests, motivations, and support requirements of each student. Staff express the belief that every student is able to make progress in their learning when provided with appropriate support and challenge. Parents express gratitude towards staff who tirelessly work to address barriers to learning for their child.

2.2 Key improvement strategies

Domain 1: An explicit improvement agenda

Strengthen the instructional leadership capability of the leadership team to leverage expertise in driving the EIA and monitor and measure the impact of the strategic agenda on student outcomes.

Domain 8: Effective pedagogical practices

Collaboratively develop an agreed set of pedagogical approaches to provide clarity and consistency of classroom teaching practice amongst teachers, and improve the learning outcomes for students.

Domain 6: Systematic curriculum delivery

Refine processes for collaborative planning to build teacher expertise in unit planning, developing marking guides, differentiating teaching and learning, and consistently implementing the full range of learning areas of the Australian Curriculum (AC).

Domain 3: A culture that promotes learning

Establish evidence-informed Tier 2 and Tier 3 behaviour supports while offering capability-building opportunities for staff to promote a safe and supportive learning environment for all students.

Domain 5: An expert teaching team

Collaboratively develop a collegial engagement framework to support ongoing growth in staff capability through a range of professional learning processes including observation and feedback.