



Ravenshoe State School P-12

# ANNUAL REPORT 2017

Queensland State School Reporting

*Inspiring minds. Creating opportunities. Shaping Queensland's future.*

Every student succeeding. State Schools Strategy 2017-2021  
Department of Education

## Contact Information

Postal address:	PO Box 40 Ravenshoe 4888
Phone:	(07) 4097 5333
Fax:	(07) 4097 5300
Email:	principal@ravenshoss.eq.edu.au
Webpages:	Additional reporting information pertaining to Queensland state schools is located on the <a href="#">My School</a> website and the <a href="#">Queensland Government data</a> website.
Contact Person:	Andrea Manley - Principal

## School Overview

Apart from our students, who represent the school with pride in the Ravenshoe community, what is so special about Ravenshoe State School P-12? As a school that enrolls students from Prep to Year 12, we have the privilege of sharing in the growth of each child as he or she moves from the early childhood classrooms through to the time of leaving school as a responsible citizen of the 21st century. As they traverse the 13 years of their learning journey with us, students have access to diverse programs designed to provide a rich curriculum with a student-centred focus.

In 2017, we continued to engage our students in the very best learning opportunities possible by introducing the 'digital technologies' curriculum, supporting our commitment to providing students with quality education in a digital world. From Prep to Year 12, this program provides opportunities for engagement with the fascinating realm of coding, robotics and computer programming.

International research indicates that the most effective means of improving students' results is through effective and quality teaching. This is then enhanced through real-life and life-like experiences as well as strong community partnerships. At Ravenshoe State School P-12, we are proud of our dedicated staff and of the quality teaching which occurs in our classrooms. To be safe, to be respectful, to be a learner, underpins our commitment to maintaining a positive learning environment for all students, enabling teaching staff to deliver effective teaching. The BEACON program encourages students from Year 10 onwards to take positive control of their lives and to commit to future employment when they complete their education. The strengthening of school and community partnerships through our Platinum status as a BEACON school, the positive connect between parents, students, and teachers, and the realisation that we can and do contribute towards a better future, makes Ravenshoe State School P-12 a place of which we can be proud. As an Agribusiness school, we utilise our rural setting and 37 hectares of farmland to maintain a commercial dairy with a milking herd of 50 cows; students produce vegetables, breed poultry, and conduct tropical legume trials with James Cook University. Cattle judging and cattle leading teams attend the Far Northern Show circuit annually; in the recent past, individual students have even experienced success at the Brisbane Ekka.

As a school that is welcoming, fair, fun and sincere, we realise that achievement comes in many forms. We are committed to ensuring that every child has the opportunity to flourish, grow in confidence and make the most of their individual gifts and talents. Accordingly, we offer a diverse range of academic and cultural subjects and, as a Registered Training Organisation and through our links with TAFE and other organisations, vocational pathways and early tertiary studies (Certificates II and III) in a variety of fields such as hospitality, agriculture, personal training and fire-safety. Extra-curricular activities on-offer range from football and other sports to chess club, art club, book clubs and musical performance.

Whether it is university entrance, further studies, a trade or vocational pursuit that a student desires when they finish school, Ravenshoe SS P-12 has the program to suit. The needs of individual students are an important consideration at Ravenshoe SS P-12. Learning Support programs are offered on both our Primary and our Secondary campuses; our Pastoral Care Team provides support for students' social, emotional and health needs, and our Special Education Program ensures students with disabilities are able to access learning alongside of their peers. At the Primary Campus, an Alternate Learning Centre has been established to provide a classroom environment tailored to the special needs of some of our at-risk young learners.

Ravenshoe SS P-12 is a school where making a difference in the lives of young people is at the forefront of everything we do.

## Principal's Foreword

### Introduction

This report contains a summary of the work undertaken and achievements made at Ravenshoe State School P-12 throughout the 2017 school year.

#### School Progress towards its goals in 2017

In 2017, across the school our improvement agenda was focussed on three priorities:

- **Raising Reading** (lifting the reading ability of every student)
- **DATA – Daily Attenders are Target Achievers** (tracking the progress of every child; aiming to have all children meet the benchmark of 90% attendance)
- **Es and Ds to As, Bs and Cs** (aiming to have every child passing or making gains in their core subjects of English, Maths and Science)

We had specific targets we were aiming to meet, and this section of the report outlines the progress made towards achievement of those targets.

Focus Area	Target	Result Achieved in 2017		
		Little or no progress towards target	Good progress towards target	Target achieved/exceeded
<b>A-C STUDENT RESULTS</b> in all classes P-10:	<i>75% by 2017; 85% by 2018</i>			
	<i>Year 1</i>	61.5% English; 69.2% Maths; 77.8% Science		
	<i>Year 2</i>	61.5% English; 73.1% Maths; 69.2% Science		
	<i>Year 3</i>	54.2% English; 70.8% Maths; 58.3% Science		
	<i>Year 4</i>	63.6% English; 40.9% Maths; 50% Science		
	<i>Year 5</i>	40% English; 48% Maths; 50% Science		
	<i>Year 6</i>	60% English; 65% Maths; 66.7% Science		
	<i>Year 7</i>	60% English; 48.6% Maths; 54.1% Science		
	<i>Year 8</i>	85.1% English; 62.2% Maths; 68.9% Science		
	<i>Year 9</i>	68.4% English; 86.1% Maths; 42.9% Science		
	<i>Year 10</i>	71.4% English; 85% Maths; 90.3% Science		
Eligible Yr 12 students achieving an OP of 1-15	<i>80% by 2018</i>	40%		
QCE Completion of Yr 12 students	<i>95% by 2017; 100% by 2018</i>	97.4% - this figure represents only 1 student of the 2017 Yr 12 cohort failing to achieve a QCE		
Yr 12 students achieving a QCE, VET certificate or QCIA	<i>95% by 2017; 100% by 2018</i>	97.4%		
<b>READING:</b>				
	Minimum of 75% of our Prep students reaching Regional PM Reading Benchmarks in 2017	17% at or above benchmark 9% within 2 levels of the benchmark		
<i>NAPLAN Reading</i>	<i>90% of Yr 3,5,7 &amp; 9 students reading above National Minimum Standard by 2018</i>			
	Increase NMS in Reading of Year 3 students from 91.7% in 2016 to 100% in 2017	91.7% to 81.5%		
	Increase NMS in Reading of Year 5 students from 56.8% (in Yr 3 in 2015) to 75% in 2017	56.8% to 81.5%		
	Increase NMS in Reading of Year 7 students from 74.3% (in Yr 5 in 2015) to 90% in 2017	74.3% to 66.7%		
	Increase NMS in Reading of Year 9 students	92% to 84.8%		

	from 92% ( in Yr 7 in 2015) to 95% in 2017	
<i>NAPLAN U2B in Reading</i>	<i>20% in the Upper 2 Bands of achievement for Reading by 2018</i>	
	Increase U2B in Reading in Year 3 students from 24.2% in 2016 to 40% in 2017	24.2% to 25.9%
	Increase U2B in Reading of Year 5 students from 0% (in Yr 3 in 2015) to 15% in 2017	0% to 7.4%
	Increase U2B in Reading of Year 7 students from 8.5% ( in Yr 5 in 2015) to 20% in 2017	8.5% to 3%
	Increase U2B in Reading of Year 9 students from 2.8% ( in Yr 7 in 2015) to 15% in 2017	2.8% to 6.1%
<b>ATTENDANCE:</b> <i>School attendance rate</i>	<i>90% by 2018</i>	86.7%

### Future Outlook

In 2018, in response to the progress made this year in each of the three priority areas, we will refine our strategy. Collaboratively, our school community has identified the following priorities and strategies as we continue our journey of improvement.

<p><b>Es and Ds to As, Bs and Cs</b></p> <p>Planning for Success</p> <p>Drilling into Data</p>	<ul style="list-style-type: none"> <li>• Improve systematic curriculum delivery; continue work on whole school curriculum plans</li> <li>• Continue to improve planning practices focussed on Australian Curriculum - enhance teacher capability</li> <li>• Continue development of G Drive as a resource bank for curriculum planning</li> <li>• Moderation in core subjects Prep to Yr 10</li> <li>• Continue roll out of AC V8- focus in 2018 on HASS</li> <li>• Continue preparation for new QCE / SATE subjects and processes in 2019</li> <li>• Continue to link attendance and performance – focus on chronic absenteeism &lt;85%</li> <li>• Continue development and implementation of Response to Intervention (RTI) model for Students Educationally At Risk (SEARs)</li> <li>• LOA tracking and target setting all students</li> <li>• Data reviews of class achievement profiles - shared with leaders of T&amp;L at least once per term</li> <li>• Reduced teaching load on secondary HODs to allow focus on improved T&amp;L practices</li> </ul>
<p><b>Be a Reader – Become a Writer</b></p>	<ul style="list-style-type: none"> <li>• Improving A-C attainment by the explicit teaching of Reading &amp; Writing across all subjects (identifying the literacy challenges of tasks by use of Literacy Continuum at time of unit planning; use of reading scripts; mandated structure to daily literacy in Primary)</li> <li>• Continue development and implementation of <i>Raising Reading</i> – expand to include Writing ... “<i>Lifting Literacy</i>”</li> <li>• PD for teachers and aides on the teaching of reading (common/meta language and strategies)</li> <li>• PD for all teachers in the teaching of reading and writing (<i>Reading to Learn</i>)</li> <li>• Focus on the early years (including pre-Prep) to improve students’ readiness to engage with literacy learning when they enter school</li> </ul>

## Our School at a Glance

### School Profile

<b>Coeducational or single sex:</b>	Coeducational
<b>Independent Public School:</b>	No
<b>Year levels offered in 2017:</b>	Prep Year - Year 12

#### Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2015</b>	434	208	226	136	85%
<b>2016</b>	428	208	220	134	84%
<b>2017</b>	419	200	219	125	87%

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

In 2017, there were no students enrolled in a pre-Prep\*\* program.

\*\* pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

### Characteristics of the Student Body

#### Overview

Ravenshoe is a picturesque town situated on the southern edge of the Atherton Tablelands, approximately 930 metres above sea level, giving it the distinction of being the highest town in Queensland. This tiny rural community has seen economic and social decline due to the demise of the timber trade and waning dairy industry. Many families struggle under the pressures of low income, unemployment and distance from the nearest large city, Cairns, which is two hours' drive away. A significant number of children come to school either on buses that service the surrounding district, from as far away as Battle Creek and Mount Garnet, or by car. Those children living close to the school walk or ride bicycles when weather permits. Approximately one third of children are of Aboriginal or Torres Strait Islander background. Very few children speak another language at home.

The Ravenshoe State School P-12 has an Index of Community Socio-Educational Advantage (ICSEA) rating of 856, placing it in the first decile nationally and when compared with other state schools. The town's SEIFA (index of relative social disadvantage) (ABS 2016) identifies that 77.9% of the population are in the most disadvantaged group nationally, 22.1% fall into the second lowest group, and 0% are represented in the least disadvantaged group. This places Ravenshoe in the 5<sup>th</sup> percentile nationally and Mt Garnet, where many of our secondary students travel from daily, is in the 4<sup>th</sup> percentile. The two communities are ranked lowest in the Tablelands geographic area.

It is no secret that the young people in Ravenshoe face many challenges that their affluent peers in other centres do not.

Australian Bureau of Statistics (ABS) and Australian Early Developmental Census (AEDC) data identifies the following challenges for the Ravenshoe community:

- 13.6% unemployment (March 2017)
- High rates of transience - 18.3% of families had a different address 12 months ago (AEDC 2015) and 11.2% have moved to Ravenshoe from another community within the past 5 years (ABS 2011)
- 28.3% of households have no internet access at home (ABS 2011)
- 7.3% of households have no car (ABS 2011)
- Only 45.8% of students entering school in the preparatory year have accessed any form of early childhood education program (kindy, structured daycare and the like). (AEDC 2015)

These challenges mean that many of our families are both geographically isolated and socially marginalised. Our own observations of students' circumstances coupled with interagency liaison with QPS, DoCS, local community support agencies and other organisations confirms that domestic violence, often fuelled by alcohol and other illicit substance abuse, is common.

Amongst many students there is a feeling of hopelessness that they will not be able to break the poverty cycle that binds their parents. Teen pregnancy is an all too common outcome for disengaged and disenfranchised students; we celebrate when we are able to support them to continue their schooling despite the burden of parenting. Around 5% of our students are 'Kids in Care' and 22% were identified as having a disability on the 2017 NCCD.

Despite the barriers and challenges, the school continues to work at influencing positive outcomes for all students. In the main, our students are well-behaved and they strive towards the school's universal expectations of Being Safe, Being Respectful and Being a Learner. Many Ravenshoe students involve themselves in the sporting and extra-curricular activities available through the school and the wider community. In addition to learning support systems, at the school we have an extensive Pastoral Care Team who work hand-in-hand with existing support mechanisms in the town. Sadly, however, only 81.6% of students are retained from Year 8 to Year 12 at Ravenshoe, compared with an average of 91.4% state wide. Additionally, a small group of students who do remain at school disengage from their education and are subsequently overrepresented in Student Disciplinary Absence data.

In an attempt to turn around these somewhat disheartening statistics, our school implements a **Student First Philosophy** and Staff are coached in adopting a solutions based approach where relationships must come first before learning can take place.

### Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3	26	23	22
Year 4 – Year 6	28	23	22
Year 7 – Year 10	20	22	19
Year 11 – Year 12	17	16	14

## Curriculum Delivery

### Our Approach to Curriculum Delivery

At Ravenshoe SS P-12, our primary students concentrate on the acquisition of literacy and numeracy skill development by engaging with a variety of foundational learning programs. They also enjoy the full range of core curriculum offerings designated by the Australian Curriculum. At the secondary campus, students are offered a broad range of learning pathways that cater for the academically and culturally inclined as well as those students seeking practical or vocational pathways. Annually, our wood working students take great pride in displaying their creative projects at the town's famous Torimba Festival. The school also boasts the largest working dairy of any school in Queensland. With a milking herd of around 50 cows, our farm, Raschoda Stud, is awarded annually for its high quality milk.

### How Information and Communication Technologies are used to Assist Learning

All teachers use computers to assist planning, preparation and delivery of lessons. Teachers also use computers for assessment and reporting processes.

Interactive white boards (IWB) or ceiling-mounted data projectors in all classrooms enhance the teaching and learning processes. There are a further 3 IWBs in the campus libraries and the Learning Gateway on the secondary campus to facilitate engaging lesson delivery. Students utilise computer technologies within the libraries, computer labs and their classrooms to research topics, practise concepts and skills and to communicate with their teachers. In 2016 our school made the decision to engage as a pilot school with the transition to NAPLAN-Online in 2017. Students from all year levels from Prep-Year 9 were subsequently actively engaged in learning the skills of computer based test-taking and writing, but, unfortunately, the online format for Naplan has been put on hold and tests were taken via traditional methods with only 2 weeks' notice. It is our belief that this sudden change adversely affected our Naplan results for 2017.

Students complete assignments and projects using the Microsoft Office suite of resources to present their work. The library catalogue is browsed on-line by all users. In 2017, students studying digital technologies in secondary classes engaged in coding projects such as game development using the program *Scratch*. From the beginning of 2017, dedicated ICT lessons have occurred from Prep upwards and the school implemented Digital Technologies as a mandatory subject from Prep to Year 10 and, beyond that, to Year 12 as an elective study.

### Co-curricular Activities

- Sport - interschool, district and regional

- Clubs & Groups – art club, chess club, singing group, i-pad club, robotics,
- Instrumental Music program
- Japanese sister school exchanges
- Year 6 leadership program
- Student Council and associated activities: school discos, free dress day fundraisers, participation in charity events
- ANZAC Day celebrations
- Camps and excursions from Year 6 to Year 10
- Year 7 trip to Brisbane
- Student gardening group/ kitchen garden project
- Gym and fitness training
- Participation in academic competitions eg: Readers Cup, ICAS competitions
- BEACON leadership project for Year 10 students (including BEACON development camps for boys and girls)
- Cattle showing and leading

## Social Climate

### Overview

The executive summaries of our most recent external audits recognise that the school has an embedded climate that supports learning. Staff continue to focus on the development of positive relationships with the learners and their families, exemplifying the belief that relationships must come first before positive learning outcomes can be achieved. There is active and consistent application of *School Wide Positive Behaviour* with children being explicitly taught desired behaviours and being rewarded for demonstrating them. Children demonstrating desired behaviours are rewarded with *Awesomes* that give them entry into prize draws weekly.

Results on the 2017 School Opinion Survey (see below) indicate that almost 90% of surveyed parents believe their child likes being at the school and feels safe at school. There is an active Pastoral Care Team (Guidance Officer, Chaplain, School Based Youth Health Nurse, Youth Support Coordinator and Community Education Counsellor) that meets weekly with school administrators to ensure students' social and emotional needs are being supported. The team also liaises, when necessary, with counsellors from community support services.

**An extensive range of support is offered to students in need:**

Across our Whole School Prep to Year 12	At our Secondary Campus	At our Primary Campus
<ul style="list-style-type: none"> <li>• PBL – including a PBL coach at primary</li> <li>• Support for students under a SEARS (Students Educationally at Risk) banner – students receive the program and support they require to succeed, regardless of whether or not they 'tick a box'</li> <li>• Conversion of our HOSES position to Head of Inclusive Education Services – this position oversees support needs for ALL students across both campuses (See evidence attached: Organisation Chart and Inclusion Support Services Structure Chart)</li> <li>• Breakfast programs (open to all students) on both campuses</li> </ul>	<ul style="list-style-type: none"> <li>• Inclusive curriculum – to engage full range of interests and needs – academic, cultural, creative and VET.</li> <li>• Flexible timetables for SEARS, including cross grade and interest based.</li> <li>• Secondary Learning Gateway providing;                             <ul style="list-style-type: none"> <li>○ Junior Secondary Learning Support Tier 2</li> <li>○ Junior Secondary Engagement Class (6 – 8 students English, Maths and Science) from Yr 6,7 and 8.</li> <li>○ SWD Tier 3 Classes for Junior and Secondary</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Early Intervention – Family as First Teachers and Step Up In The Park, weekly.</li> <li>• Prep Transition</li> <li>• Second Steps (SEL learning ) for all studnets</li> <li>• Primary Learning Gateway providing - Prep – 3 Inclusion Class</li> <li>• Learning Support Tier 2 and 3 Prep – Yr 6.</li> <li>• Alternate Learning Centre – Yrs 4 – 6.</li> <li>• School purchased Head of Student Services.</li> <li>• Case Management Team weekly to identify and support SEARS.</li> </ul>



<ul style="list-style-type: none"> <li>Lunch support for 'identified' students</li> <li>Uniform and resource provision for students in need</li> <li>"Whatever it takes" pastoral care for students in need – as an example, this month, this has included, transporting students to/from school so they can access extra curricular activities (up to 50km each way); providing students with a safe room to sleep in when they have been on the street all night; taking students to medical centre and/or hospital when care has not been facilitated at home; showers and laundry facilities for 'homeless' students;</li> <li>Extra-Curricular lunchtime and after school programs.</li> </ul>	<ul style="list-style-type: none"> <li>SWAT Team fortnightly to identify academic needs</li> <li>YLC Team weekly to discuss at risk students Yrs 7 – 12.</li> <li>Pastoral Care Team fortnightly to identify welfare and wellbeing needs for students at risk – CEC, GO, YSC, DP, Prin, 2X Chaplains, HOIES and SBYHN.</li> <li>Rock and Water program for Yrs 7 and 8 for all.</li> <li>ART – Aggression Replacement Therapy weekly sessions for identified at risk students</li> <li>Youth Justice weekly sessions for targeted students.</li> </ul>	<ul style="list-style-type: none"> <li>Rock and Water program Yrs 5 and 6.</li> <li>Drumbeat Program for identified students</li> <li>Pastoral Care Team fortnightly to identify welfare and wellbeing needs for students at risk – CEC, GO, HOSS, DP, Prin, 2X Chaplains, HOIES.</li> </ul>
---	--	--

This extensive range of wrap around support for students is bringing about improved engagement, attendance rates and learning outcomes – Every Student Succeeding. Last year, the enrolment of 4 students was cancelled and 3 students were excluded. 4 of those students are being supported to re-engage with schooling in a variety of flexible programs and an additional 2 have joined the work force. The 7th student was targeted to re-enter school in 2018 but has left the district.

## Parent, Student and Staff Satisfaction

### Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
their child is getting a good education at school (S2016)	75%	100%	80%
this is a good school (S2035)	75%	100%	85%
their child likes being at this school* (S2001)	100%	100%	87%
their child feels safe at this school* (S2002)	88%	100%	87%
their child's learning needs are being met at this school* (S2003)	63%	91%	80%
their child is making good progress at this school* (S2004)	63%	100%	80%
teachers at this school expect their child to do his or her best* (S2005)	88%	100%	93%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	88%	100%	73%
teachers at this school motivate their child to learn* (S2007)	88%	100%	73%
teachers at this school treat students fairly* (S2008)	75%	91%	80%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	93%
this school works with them to support their child's learning* (S2010)	75%	91%	73%
this school takes parents' opinions seriously* (S2011)	100%	91%	67%
student behaviour is well managed at this school* (S2012)	50%	82%	71%
this school looks for ways to improve* (S2013)	100%	100%	87%
this school is well maintained* (S2014)	75%	91%	100%

### Student opinion survey

Performance measure
---------------------

Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	86%	88%	90%
they like being at their school* (S2036)	85%	87%	90%
they feel safe at their school* (S2037)	79%	89%	87%
their teachers motivate them to learn* (S2038)	93%	83%	95%
their teachers expect them to do their best* (S2039)	94%	95%	97%
their teachers provide them with useful feedback about their school work* (S2040)	86%	82%	89%
teachers treat students fairly at their school* (S2041)	80%	77%	82%
they can talk to their teachers about their concerns* (S2042)	77%	71%	77%
their school takes students' opinions seriously* (S2043)	79%	70%	87%
student behaviour is well managed at their school* (S2044)	66%	61%	71%
their school looks for ways to improve* (S2045)	88%	90%	96%
their school is well maintained* (S2046)	73%	75%	88%
their school gives them opportunities to do interesting things* (S2047)	80%	83%	88%

### Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
they enjoy working at their school (S2069)	94%	93%	98%
they feel that their school is a safe place in which to work (S2070)	89%	100%	93%
they receive useful feedback about their work at their school (S2071)	78%	91%	87%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	93%	97%	100%
students are encouraged to do their best at their school (S2072)	97%	93%	96%
students are treated fairly at their school (S2073)	94%	96%	87%
student behaviour is well managed at their school (S2074)	81%	71%	78%
staff are well supported at their school (S2075)	74%	76%	80%
their school takes staff opinions seriously (S2076)	69%	82%	84%
their school looks for ways to improve (S2077)	89%	98%	93%
their school is well maintained (S2078)	53%	62%	83%
their school gives them opportunities to do interesting things (S2079)	75%	93%	86%

\* 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 to participate in their child's education by participating in various activities or groups, however, in general, parents are underrepresented at school events.

Formally, the Parents and Citizens' Association offers a forum for interested parents to learn directly about each month's activities in the school as well as participate in consultation and working parties. Parents can also participate as volunteers in our school: tuckshop helpers, reading helpers and volunteer teacher's aides are all valued. A Parent/Community plan (developed according to the Parent and Community Engagement Framework guidelines) was drafted in 2016 and updated in 2017.

The school's newsletter is published fortnightly and distributed in hard copy for each family as well as being uploaded on the school's website and emailed to those families who have requested this.

Parents are encouraged to engage in their children's education by monitoring homework and encouraging quality work on assessment tasks. Work is being undertaken to help parents understand the critical role they play in setting expectations for their children when they read and discuss bi-annual report cards with them and when they attend parent-teacher interviews. Special events are another opportunity for parents to show their support of their children. Our sports carnivals attract a consistent group of spectating parents and family as do the end of year celebrations and annual Cent Sales.

Parents of students with special needs are encouraged to take an active role, along with teaching staff and other stake-holders, in planning modified or individual learning plans for their children. Recent *Australian Early Developmental Census* data indicates that many of our students enter school as Prep students under-prepared to engage with schooling. In an attempt to address this issue, a program called *Families as First Teachers* was introduced in 2017, specifically aimed at (but not limited to) engaging indigenous parents and their young children in the acquisition of foundation learning skills prior to school entry.

### Respectful relationships programs

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

In conjunction with other local agencies, Ravenshoe State School P-12 actively supports the development and implementation of a community plan aimed at the reduction of domestic violence. We have strong bonds with Qld Police Services - our local Police Liaison Officer is a regular visitor to the school to raise students' awareness of vital issues such as cyber safety and respectful relationships. Annually, the school hosts programs such as *Respectful Relationships* (as part of the HPE program); *Love Bites*; *Walk Away, Chill Out – One Punch Can Kill* and road safety awareness programs for young drivers. The school's Youth Based Health Nurse and Chaplain run a variety of proactive programs aimed at increasing student knowledge of protective behaviours; in 2017 our younger students enjoyed a visit from Ditto the Lion (of *Bravehearts*) to learn important messages about keeping themselves safe. The members of our Pastoral Care Team actively build relationships with students, on both campuses, and make themselves readily available to listen to and support students with personal concerns including their own well-being and safety and that of their friends.

In 2017, as an adjunct to *Positive Behaviour for Learning*, the *Second Steps* program was rolled out at the primary campus to explicitly teach students from Prep to Year 6 ways to increase their social-emotional resilience and to resolve conflict without violence.

### School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2015	2016	2017
Short Suspensions – 1 to 10 days	141	115	164
Long Suspensions – 11 to 20 days	1	0	1
Exclusions	0	0	3
Cancellations of Enrolment	11	0	4

## Environmental Footprint

### Reducing the school's environmental footprint

The school has made a concerted effort over recent years to be mindful of electricity and water consumption. Replacement of leaking and faulty water mains at the secondary campus and on the school's farm has brought about a decline in water usage. The majority of rooms in the school are not air-conditioned and that, along with restricted use of the air-conditioners that are installed, means we have seen a steady decline in electricity usage in the classrooms.

The huge increase in electricity use in 2016-2017 can be, at least partially, attributed to construction of a new dairy/agricultural science science comolex; issues with water pumps during construction; issues with the thermostat and condenser in the milk refrigeration vat at the dairy; and an increase in pump usage for irrigation at the farm during the drought declared period. Additionally, electricity for irrigation pumps that was previously billed separately to the school's farm is now being charged to the school's general account. Hopefully, with upgrades to the farm and the completion of the new dairy facility, in 2018 these figures will again decline.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	201,309	4,599
2015-2016	228,789	3,977
2016-2017	1,319,970	2,563

## ENVIRONMENTAL FOOTPRINT INDICATORS

Years	Electricity kWh	Water kL
-------	--------------------	-------------

The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

## 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 <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.

### Find a school

Sector:

Government

Non-government

Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

## Our Staff Profile

### Workforce Composition

#### Staff composition, including Indigenous staff

The data contained in this table is based on the establishment cube used for workforce turnover which takes a number of snapshots of the workforce on The Solution Series (TSS) per year and averages these for the year.

In order for staff to be counted as 'Indigenous staff,' employees will have filled in an Employment and Equal Opportunities (EEO) form and self-nominated.

In accordance with the EEO privacy provisions and to ensure confidentiality, the 'less than 5' rule has been applied in schools whose Indigenous staff numbers are less than five.

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	46	33	<5
Full-time Equivalents	41	23	<5

### Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	4
Graduate Diploma etc.**	9
Bachelor degree	31
Diploma	2
Certificate	0

\*Teaching staff includes School Leaders

\*\*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 2017 were \$ 28 716.41

The major professional development initiatives were as follows:

- Mentoring beginning teachers
- Behaviour management and engagement
- Explicit Instruction
- Leading curriculum development
- Teaching Reading
- Robotics / Digital Technology

The proportion of the teaching staff involved in professional development activities during 2017 was 100%.

## Staff Attendance and Retention

### Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	96%

### Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 85% of staff was retained by the school for the entire 2017.

# Performance of Our Students

## Key Student Outcomes

### Student Attendance

#### Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	85%	87%	87%
The attendance rate for Indigenous students at this school (shown as a percentage).	81%	82%	84%

\*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2017 for all Queensland P-10/P-12 schools was 90%.

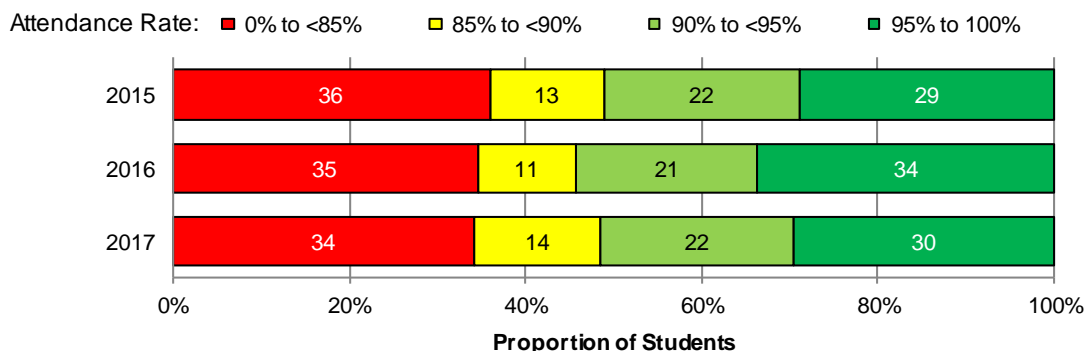
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	87%	85%	89%	82%	87%	89%	86%	86%	89%	85%	79%	81%	86%
2016	86%	89%	87%	89%	87%	86%	91%	91%	87%	85%	84%	82%	87%
2017	93%	85%	92%	89%	87%	88%	85%	87%	88%	86%	84%	82%	84%

\*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

#### Student Attendance Distribution

The proportions of students by attendance range:



#### 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 school has an Attendance Strategy that is embedded in daily protocols. Attendance rolls are marked by class teachers three times daily at the primary campus (at the commencement of each session) and 5 times at the secondary campus (form class and at the beginning of each of the four lesson periods). Information is entered directly onto an electronic program called *IDAttend* and transfers automatically to the departmental database, *OneSchool*. Students who are late to school are required to attend the office on arrival and collect a late slip - the electronic roll is amended to reflect the late arrival. If the child arrives later than 10:00am, they are considered late for half a day and the roll amended accordingly. The school operates a same day notification system whereby parents are notified by SMS text message if their student is not in attendance at school and there has been no advice given by the family.

Unexplained non-attendance is also routinely followed up by the classroom teacher, Year Level Co-Ordinator, Head of Student Services (primary) or Youth Support Co-Ordinator (secondary), with a phone call to the parent. Poor attendance patterns are followed up by the Principal using letters provided with the policy, SMS-PR-029, and with phone calls to parents. Each week, 'unexplained absence' letters are generated from *OneSchool* and sent to parents. Where the child is below compulsory school age, the benefits of regular attendance and the consequences of poor attendance are discussed with parents. Beyond the compulsory phase of learning, a case management approach is taken to encourage students and their families to understand the necessity of regular school attendance in attainment of a Queensland Certificate of Education (QCE), Queensland Certificate of Individual Achievement (QCIA) or in gaining university entrance. In 2017, positive incentives were distributed at the end of every school term (certificates and 'gifts' for students and postcards to their families) to each student meeting the school's 90% attendance target.

The school focusses on ensuring each student's individual learning needs are being met, through alternate classroom settings, Individual Curriculum Plans, and flexible enrolment/attendance arrangements, to encourage attendance and engagement.

## NAPLAN

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.

### Find a school

Sector:

Government

Non-government

Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting '**NAPLAN**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

## Year 12 Outcomes

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2015	2016	2017
Number of students receiving a Senior Statement	28	28	39
Number of students awarded a Queensland Certificate of Individual Achievement.	0	0	3
Number of students receiving an Overall Position (OP)	6	5	5
Percentage of Indigenous students receiving an Overall Position (OP)	0%	40%	0%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	2	0	2
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	24	20	29
Number of students awarded an Australian Qualification Framework Certificate II or above.	23	20	27
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	25	25	35
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	100%	100%	89%
Number of students awarded an International Baccalaureate Diploma (IBD).	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	67%	80%	40%
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification.	93%	93%	97.4%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	100%	67%	50%

As at 3rd February 2017. The above values exclude VISA students.

OVERALL POSITION BANDS (OP)					
Number of students in each band for OP 1 - 25					
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2015	0	4	0	2	0
2016	0	1	3	1	0
2017	0	1	1	3	0

As at 14th February 2018. The above values exclude VISA students.

VOCATIONAL EDUCATIONAL TRAINING QUALIFICATION (VET)			
Number of students awarded certificates under the Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2015	9	21	7
2016	7	14	16
2017	2	24	6

As at 14th February 2018. The above values exclude VISA students.

Ravenshoe State School P-12 is registered to deliver *Certificate I and II in Information, Digital Media and Technology* and a *Certificate II in Agriculture* to our students. The school also has partnerships with TAFE to deliver *Certificate II and III in Hospitality* and with Brinicle Training to deliver *Certificate III in Fitness*. The students are also able to study other certificate courses delivered by external providers like TAFE for Certificate II courses in *Automotive Pathways, Engineering Pathways and Health Support Services*; and the Queensland Fire and Emergency Services for a *Certificate II in Public Safety, Fire Awareness*.



## Apparent Retention Rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12			
Description	2015	2016	2017
Year 12 student enrolment as a percentage of the Year 10 student cohort.	74%	63%	98%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	33%	36%	69%

\* The Years 10 to 12 Apparent Retention Rate is defined as the number of full-time students in Year 12 in any given year expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).

## Student Destinations

### Post-school destination information

The results of the 2017 post-school destinations survey, Next Step – Student Destination Report (2017 Year 12 cohort), will be uploaded to the school's website in September.

Schools with fewer than 5 responses will not have a report available on the post-school destinations of Year 12 completers for reasons of confidentiality.

The report will be available at:

<http://www.ravenshoss.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx>

### Early leavers' information

The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12 are described below.

Although some of the school's early leavers can be accounted for in relocating from the district or moving from school to employment, unfortunately, some of our students who do not complete the senior phase of schooling leave because of disengagement rather than because they are heading to better prospects. The school takes an individual case management approach, regularly monitoring the attendance, engagement and achievement of all students in the senior phase of schooling. Students who are at risk of non-completion of Year 12, failing to gain a QCE or a cancellation of their enrolment are supported to re-engage and achieve better outcomes. Where this is not successful, they are assisted in gaining access to alternate educational programs with a focus on preparation for the workplace.

## Conclusion

It is evident through a perusal of this report that 2017 was a year where progress was made on Ravenshoe State School P-12's improvement journey. We look forward to consolidating these gains and continuing to move ever closer to our targets in 2018.