



Ravenshoe State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

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From the 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 2018, we continued to engage our students in the very best learning opportunities possible by embedding the 'digital technologies' curriculum, supporting our commitment to providing students with quality education in a digital world. From Prep to Year 10, this program provides opportunities for engagement with the fascinating realm of coding, robotics and computer programming. In the senior schooling years, students can then elect to study in subject areas that allow them to build on and apply their foundation skills in digital technology, be that in the areas of Maths, Science, Business, Industrial Skills/Technologies, Photography or even, unique to our school, in analysing the live-stream data from our computerised commercial dairy in real-life Agricultural Studies.

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 pasture 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. On both campuses, Alternate Learning Centre have been established to provide classroom environments tailored to the special needs of some of our most disengaged and at-risk young learners.

At Ravenshoe SS P-12, it is at the forefront of our practice to do "whatever it takes" each and every school day to make a positive difference in the lives of the young people in our care.

School progress towards its goals in 2018

In 2018, across the school our improvement agenda was focussed on two priorities:

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

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 2018		
		Little or no progress towards target	Good progress towards target	Target achieved/exceeded
A-C STUDENT RESULTS in all classes P-10:	Have a minimum of 75% of students achieve an A,B or C standard in their core English subject.	61.4% Primary		
	Have a minimum of 75% of students achieve an A,B or C standard in their core English subject.	80.9% Secondary		
	<i>Year 1</i>	68.2%		
	<i>Year 2</i>	75%		
	<i>Year 3</i>	62.5%		
	<i>Year 4</i>	70.3%		
	<i>Year 5</i>	64%		
	<i>Year 6</i>	51.8%		
	<i>Year 7</i>	81.9%		
	<i>Year 8</i>	86.7%		
	<i>Year 9</i>	50%		
	<i>Year 9 Enrichment</i>	76.9%		
	<i>Year 10</i>	100%		
	<i>Year10 Enrichment</i>	77.8%		
Eligible Yr 12 students achieving an OP of 1-15	<i>80% in 2018</i>	60% (Of 5 eligible students, 3 received OP scores between 1 and 15. All 3 of those were successful in being offered university placements).		
QCE Completion of Yr 12 students	<i>95% in 2018</i>	93% Only 2 students from the entire Yr 12 cohort did not achieve QCE/QCIA		
Yr 12 students achieving a QCE, VET certificate or QCIA	<i>95% in 2018</i>	93%		
READING:				
<i>NAPLAN Reading</i>	<i>90% of Yr 3,5,7 & 9 students reading above National Minimum Standard by 2018</i>	85.5%		

	Increase NMS in Reading of Year 5 students from 90.9% (in Yr 3 in 2016) to 95% in 2018	81.8%
	Increase NMS in Reading of Year 7 students from 72.7% (in Yr 5 in 2016) to 80% in 2018;	85.4%
	Increase NMS in Reading of Year 9 students from 78% (in Yr 7 in 2016) to 90% in 2018;	75%
<i>NAPLAN U2B in Reading</i>	<i>20% of Yr 3,5,7 & 9 students in the Upper 2 Bands of achievement for Reading by 2018</i>	11.9%
	Increase U2B in Reading of Year 5 students from 22.7% (in Yr 3 in 2016) to 30% in 2018	13.6%
	Increase U2B in Reading of Year 7 students from 11.4% (in Yr 5 in 2016) to 20% in 2018	17.1%
	Increase U2B in Reading of Year 9 students from 12% (in Yr 7 in 2016) to 20% in 2018	7.5%
ATTENDANCE: <i>School attendance rate</i>	<i>90% by 2018</i>	83% The tragic deaths of 2 of our students seriously impacted the well-being of other students and staff, obviously leading to a downturn in attendance and engagement with learning, particularly at the secondary campus.

Future Outlook

In 2019, in response to the progress made this year in each of the 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>In class and learning every school day</p> <p>Es and Ds to As, Bs and Cs</p> <p>Planning for Success</p> <p>Drilling into Data</p>	<ul style="list-style-type: none"> Continue to link attendance/engagement and performance – implement engagement project focusing on chronic absenteeism <85% (in collaboration with Fair Education Qld) - improve learning culture of classrooms through PBL and introduction of trauma informed practice Improve systematic curriculum delivery; continue work on whole school curriculum plans Roll out new QCE / SATE subjects and processes in 2019 Continue to improve planning practices focussed on Australian Curriculum - enhance teacher capability Continue development of Sharepoint as a resource bank for curriculum planning Moderation in core subjects Prep to Yr 10 Continue roll out of AC V8- focus in 2019 on HPE & Mathematics Continue development and implementation of Response to Intervention (RTI) model for Students Educationally At Risk (SEARs) LOA tracking and target setting for all students Years 7-10 Individual goals for Reading and Writing for all students Years P-6 Data reviews of class/subject achievement profiles - shared with leaders of T&L at least once per term Reduced teaching load on secondary HODs to allow focus on improved T&L practices
<p>Be a Reader – Become a Writer</p>	<ul style="list-style-type: none"> Improving A-C attainment by the explicit teaching of Reading & Writing across all subjects P-10 (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 Junior Secondary & Primary) Continue development and implementation of “<i>Lifting Literacy</i>” PD for teachers and aides on the teaching of reading and writing (common/meta language and strategies) Focus on the early years (including pre-Prep) to improve students’ readiness to engage with literacy learning when they enter school

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Prep Year - Year 12

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	428	419	383
Girls	208	200	182
Boys	220	219	201
Indigenous	134	125	130
Enrolment continuity (Feb. – Nov.)	84%	87%	83%

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

Overview

Ravenshoe is a picturesque town situated on the southern edge of the Atherton Tablelands, approximately 980 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. On each campus, between 33% and 40% of our students are children 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 5th percentile nationally and Mt Garnet, where many of our secondary students travel from daily, is in the 4th 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. In 2018, our school community was faced with the ultimate hardship - the death of two of our students. This tragedy seriously impacted the well-being of other students and staff, obviously leading to a downturn in attendance and engagement with learning, particularly at the secondary campus.

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
- 28.3% of households have no internet access at home
- 7.3% of households have no car
- 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 27% were identified as having a disability on the 2018 Nationally Consistent Collection of Data (regarding disability). 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 79% of students are retained from Year 10 to Year 12 at Ravenshoe. 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 and where the impact of trauma on the ability of children to learn is understood and ameliorated for. This work will be a major focus of our improvement agenda in 2019.

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	23	22	21
Year 4 – Year 6	23	22	23
Year 7 – Year 10	22	19	17
Year 11 – Year 12	16	14	12

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

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 2020, our school will engage with the transition to NAPLAN-Online. Students from all year levels from Prep-Year 9 will subsequently actively engage in learning the skills of computer based test-taking and writing.

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 2018, students studying digital technologies in secondary classes engaged in coding projects such as game development using the program *Scratch*. From the beginning of 2017, and with increasing rigour throughout 2018, 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, judging 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 2018 School Opinion Survey (see below) indicate that 84% of surveyed students believe that they are getting a good education at the school and 86% feel safe at school. This is despite the significant adversity faced by the school in 2018 and the subsequent impact on student well-being. There is an active Pastoral Care Team on each campus (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 was offered to students in 2018:

Across our Whole School Prep to Year 12	At our Secondary Campus	At our Primary Campus
<ul style="list-style-type: none"> • PBL – including a PBL coach • Support for students under a SEARS (Students Educationally at Risk) banner – students receive the program and support they require to 	<ul style="list-style-type: none"> • Inclusive curriculum – to engage full range of interests and needs – academic, cultural, creative and VET. • Flexible timetables for SEARS, including cross grade and interest based. 	<ul style="list-style-type: none"> • Early Intervention – Family as First Teachers and Step Up In The Park, weekly. • Prep Transition • Second Steps (SEL learning) for all students

<p>succeed, regardless of whether or not they 'tick a box'</p> <ul style="list-style-type: none"> • 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) • Breakfast programs (open to all students) on both campuses • Lunch support for 'identified' students • Uniform and resource provision for students in need • "Whatever it takes" pastoral care for students in need • Extra-Curricular lunchtime and after school programs. 	<ul style="list-style-type: none"> • Secondary Learning Gateway providing; <ul style="list-style-type: none"> ◦ Junior Secondary Learning Support Tier 2 ◦ Junior Secondary Engagement Class (6 – 8 students English, Maths and Science) from Yr 6,7 and 8. ◦ SWD Tier 3 Classes for Junior and Secondary • SWAT Team fortnightly to identify academic needs • YLC Team weekly to discuss at risk students Yrs 7 – 12. • Pastoral Care Team fortnightly to identify welfare and wellbeing needs for students at risk • Intensive support from external agencies for students with mental health/wellbeing concerns • Rock and Water program for Yrs 7 and 8 for all. • ART – Aggression Replacement Therapy weekly sessions for identified at risk students • Youth Justice weekly sessions for targeted students. 	<ul style="list-style-type: none"> • Primary Learning Gateway providing - Prep – 3 Inclusion Class • Learning Support Tier 2 and 3 Prep – Yr 6. • Alternate Learning Centre – Yrs 4 – 6. • School purchased Head of Student Services. • Case Management Team weekly to identify and support SEARS. • Rock and Water program Yrs 5 and 6. • Drumbeat Program for identified students • Pastoral Care Team fortnightly to identify welfare and wellbeing needs for students at risk
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This extensive range of wrap around support for students is bringing about improved engagement, attendance rates and learning outcomes – Every Student Succeeding. Consequently, in 2019 the school will see an improved focus on universal best-practice for working with students with trauma backgrounds.

In 2018, the enrolment of 3 students was cancelled due to their lack of engagement in a senior schooling program, but no students were excluded.

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)	100%	80%	80%
• this is a good school (S2035)	100%	85%	60%
• their child likes being at this school* (S2001)	100%	87%	70%
• their child feels safe at this school* (S2002)	100%	87%	70%
• their child's learning needs are being met at this school* (S2003)	91%	80%	70%
• their child is making good progress at this school* (S2004)	100%	80%	70%
• teachers at this school expect their child to do his or her best* (S2005)	100%	93%	90%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	73%	70%
• teachers at this school motivate their child to learn* (S2007)	100%	73%	80%
• teachers at this school treat students fairly* (S2008)	91%	80%	70%
• they can talk to their child's teachers about their concerns* (S2009)	100%	93%	89%
• this school works with them to support their child's learning* (S2010)	91%	73%	75%
• this school takes parents' opinions seriously* (S2011)	91%	67%	60%
• student behaviour is well managed at this school* (S2012)	82%	71%	70%
• this school looks for ways to improve* (S2013)	100%	87%	60%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• this school is well maintained* (S2014)	91%	100%	78%

* 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)	88%	90%	84%
• they like being at their school* (S2036)	87%	90%	77%
• they feel safe at their school* (S2037)	89%	87%	86%
• their teachers motivate them to learn* (S2038)	83%	95%	84%
• their teachers expect them to do their best* (S2039)	95%	97%	95%
• their teachers provide them with useful feedback about their school work* (S2040)	82%	89%	83%
• teachers treat students fairly at their school* (S2041)	77%	82%	70%
• they can talk to their teachers about their concerns* (S2042)	71%	77%	71%
• their school takes students' opinions seriously* (S2043)	70%	87%	72%
• student behaviour is well managed at their school* (S2044)	61%	71%	60%
• their school looks for ways to improve* (S2045)	90%	96%	93%
• their school is well maintained* (S2046)	75%	88%	77%
• their school gives them opportunities to do interesting things* (S2047)	83%	88%	76%

* 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)	93%	98%	90%
• they feel that their school is a safe place in which to work (S2070)	100%	93%	88%
• they receive useful feedback about their work at their school (S2071)	91%	87%	78%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	97%	100%	100%
• students are encouraged to do their best at their school (S2072)	93%	96%	83%
• students are treated fairly at their school (S2073)	96%	87%	78%
• student behaviour is well managed at their school (S2074)	71%	78%	70%
• staff are well supported at their school (S2075)	76%	80%	56%
• their school takes staff opinions seriously (S2076)	82%	84%	58%
• their school looks for ways to improve (S2077)	98%	93%	88%
• their school is well maintained (S2078)	62%	83%	67%
• their school gives them opportunities to do interesting things (S2079)	93%	86%	78%

Percentage of school staff who agree# that:	2016	2017	2018
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* 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 also 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. The school also hosted Step Up playgroups throughout 2018.

We were notified in September 2018 that we have been successful in securing support from the Fair Education For All / Schools Plus organization to initiate a student and community engagement project in 2019. We look forward to seeing more positive engagement between school-home-community as a result of this initiative.

Respectful relationships education 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 2018, 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. The implementation of this program was extended to Junior Secondary in 2018.

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	115	164	270
Long suspensions – 11 to 20 days	0	1	2
Exclusions	0	3	0
Cancellations of enrolment	0	4	3

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

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 although this is not reflected in the data.

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 complex; 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.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	228,789 \$65,447.91	1,319,970 \$77,585.11	219,225 \$79,925.58
Water (kL)	3,977 \$9,914.35	2,563 \$14,012.40	10,345 \$6,847.80

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.

Electricity:

2016-2017 data appears to be an anomaly/error. The school's transaction report of electricity charges for the 2016-2017 financial year does not reflect this data financially (See expenditure figures in red above). The increase in \$\$ can be explained by the commissioning of the new dairy and science lab, with a lot more electrical equipment in the new facility in 2018.

Water:

Again, there appear to be data anomalies. (\$\$ figures appear in red in the above table). Drought conditions during 2018 could account for the increased water consumption (our milking herd eating less grass, more hay, would increase their water consumption dramatically due to the huge difference in moisture content between hay and grass). Additionally, during the ongoing construction of the new dairy facility, completed Dec 2017, there were multiple occasions when water mains were ruptured.

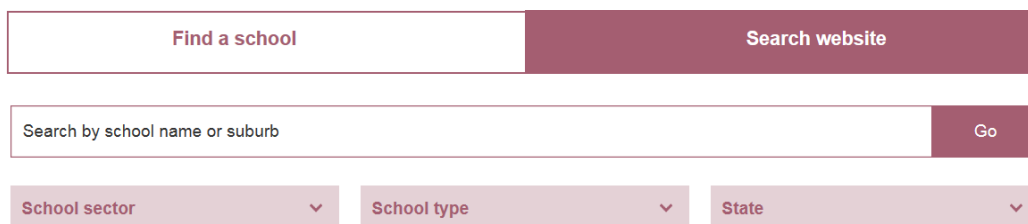
School funding

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.



3. Click on 'View School Profile' of the appropriate school to access the school's profile.



4. Click on 'Finances' and select the appropriate year to view the school financial information.



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

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	47	36	5
Full-time equivalents	44	23	<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	4
Graduate Diploma etc.*	9
Bachelor degree	33
Diploma	1
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 \$ 33,435.41

The major professional development initiatives are as follows:

- Reading to Learn
- Positive Behaviour for Learning
- Trauma Informed Practice

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.	96%	96%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 80% 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 P-10/P-12 schools was 89%.

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	87%	87%	83%
Attendance rate for Indigenous** students at this school	82%	84%	78%

* 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

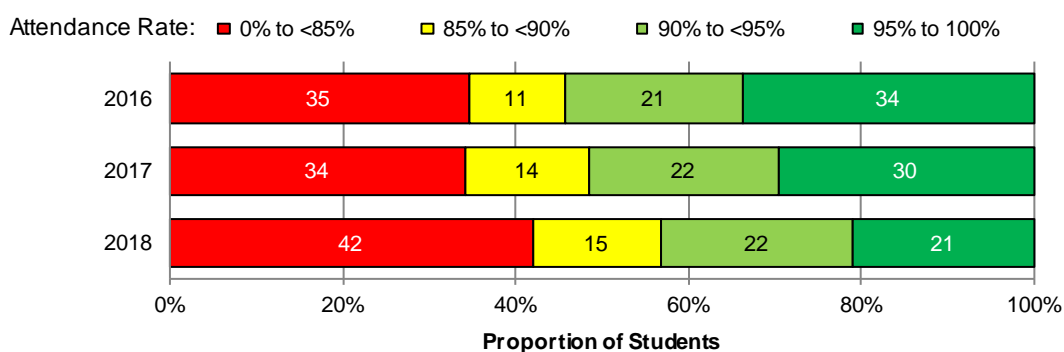
Year level	2016	2017	2018	Year level	2016	2017	2018
Prep	86%	93%	81%	Year 7	91%	87%	83%
Year 1	89%	85%	85%	Year 8	87%	88%	83%
Year 2	87%	92%	85%	Year 9	85%	86%	85%
Year 3	89%	89%	87%	Year 10	84%	84%	78%
Year 4	87%	87%	88%	Year 11	82%	82%	83%
Year 5	86%	88%	81%	Year 12	87%	84%	82%
Year 6	91%	85%	84%				

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



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.

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. Routinely, '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 2018, 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.

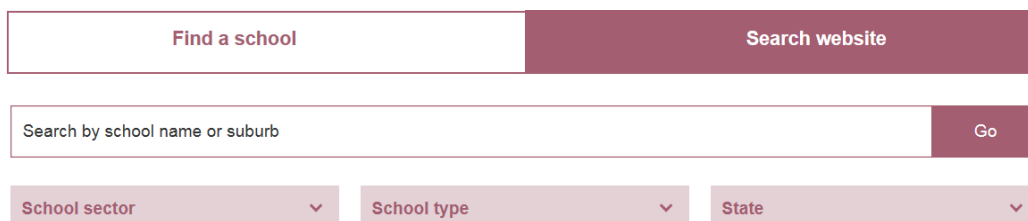
The school focusses on ensuring each student's individual learning needs are being met, through alternate classroom settings, Individual Curriculum Plans, and flexible enrolment/attendance arrangements, to encourage attendance and engagement.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 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.



3. Click on 'View School Profile' of the appropriate school to access the school's profile.



4. Click on 'NAPLAN' to access the school NAPLAN information.



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.

Year 12 Outcomes

Tables 13–15 show for this school:

- a summary of Year 12 outcomes
- the number of Year 12 students in each OP band
- the number of Year 12 students awarded a VET qualification.

Details about the types of outcomes for students who finish Year 12 are available in the annual [Year 12 outcomes report](#).

Additional information about the AQF and the IBD program are available at www.aqf.edu.au and www.ibo.org.

Table 13: Outcomes for our Year 12 cohorts

Description	2016	2017	2018
Number of students who received a Senior Statement	28	39	29
Number of students awarded a QCIA	0	3	1
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	25	35	26
Percentage of Indigenous students awarded a QCE at the end of Year 12	100%	89%	83%
Number of students who received an OP	5	5	5
Percentage of Indigenous students who received an OP	40%	0%	0%
Number of students awarded one or more VET qualifications (including SAT)	20	29	25

Description	2016	2017	2018
Number of students awarded a VET Certificate II or above	20	27	24
Number of students who were completing/continuing a SAT	0	2	0
Number of students awarded an IBD	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD	80%	40%	60%
Percentage of Year 12 students who were completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification	93%	90%	93%
Percentage of QTAC applicants who received a tertiary offer.	67%	50%	100%

Notes:

- The values above:
 - are as at 11 February 2019
 - exclude VISA students (students who are not Australian citizens or permanent residents of Australia).
- Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 14: Overall Position (OP)

OP band	2016	2017	2018
1-5	0	0	0
6-10	1	1	1
11-15	3	1	2
16-20	1	3	2
21-25	0	0	0

Note:

The values in table 14:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Table 15: Vocational Education and Training (VET)

VET qualification	2016	2017	2018
Certificate I	7	2	7
Certificate II	14	24	24
Certificate III or above	16	6	5

Note:

The values in table 15:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

In addition to school based vocational subjects such as Agriculture, Hospitality, Media Arts, Information Technologies and a wide range of Industrial Technology subjects, Ravenshoe State School in 2018 delivered, either under its own RTO banner or in partnership with other providers:

- Certificate II in Agriculture (using their brand new 'state-of-the-art' computerised dairy)
- Certificate I and II in Information, Digital Media and Technology
- Certificate II in Sport and Recreation
- Certificate III in Fitness (qualifying students as a gym instructor and with further training they can become personal trainers)
- Certificate II in Public Safety, Fire Awareness (to work as fire fighters with the local volunteer rural brigades)
- Certificate II in Skills for Work and Vocational Pathways

In conjunction with TAFE North students are able to undertake:

- Certificate II and III in Hospitality
- Certificate II in Engineering

Apparent retention rate – Year 10 to Year 12

Table 16: Apparent retention rates for Year 10 to Year 12 for this school

Description	2016	2017	2018
Year 12 student enrolment as a percentage of the Year 10 student cohort	63%	98%	79%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort	36%	69%	73%

Notes:

1. The apparent retention rate for Year 10 to Year 12 = the number of full time students in Year 12 expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).
2. *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Student destinations

The Queensland Department of Education conducts [annual surveys](#) that capture information about the journey of early school leavers and Year 12 leavers from school to further study and employment.

Early school leavers

The destinations of young people who left this school in Year 10, 11 or before 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.

Next Step – Post-school destinations

The results of the 2019 Next Step post-school destinations survey, *Next Step – Post-School Destinations* report (information about students who completed Year 12 in 2018), will be uploaded to this school's website in September 2019.

To maintain privacy and confidentiality of individuals, schools with fewer than five responses will not have a report available.

This school's report will be available at

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

From the end of the previous school year, 80% of staff were retained by the school for the entire 2018.

Conclusion

It is evident through a perusal of this report that 2018 was a year where progress was made on Ravenshoe State School P-12's improvement journey. In some areas, the school faced significant adversity and, of necessity, for a period of time the welfare of our students took precedence over academic outcomes.

We look forward to consolidating the gains made and continuing to move ever closer to our targets in 2019 – staff are optimistic that the school's focus on embedding Trauma Informed Practice and the planned School-Community Engagement Project will be the drivers for the next big steps forward.