

Investing for Success

Under this agreement for 2019

Ravenshoe P-12 State School will receive

\$321,209

How this funding will be used

Context of the improvement initiative:

Through an analysis of our school's student performance data, we have identified that although our overall school attendance is fair (generally between 85% and 90% each semester), there is a core group of students who do not attend school regularly and/or who do not readily engage with learning when they are at school. In Semester 2 2018, 42% of all students from Prep to Year 12 attended school less than 85% of the time. For indigenous students, this figure was 54.7%.

From our initiative, we aim to have students in class and learning every school day. That is, we aim to improve learning outcomes for students at-risk of totally disengaging from their education by developing tailored, flexible learning pathways that capture their interest and meet their needs.

Specifically, we desire that all students will reach the 85% attendance target. Further, that:

- the students will enjoy coming to school and, while at school, will engage with their learning programs
- parents will understand the value of education for their children and will support the school in delivering appropriate, quality learning programs for them
- staff will have increased capacity to differentiate curriculum programs for students with trauma backgrounds and diverse learning needs

As a result of this engagement initiative, and through our ongoing focus on literacy enhancement, we aim to have a minimum of 75% of students from Year 1 to Year 10 achieve an A,B or C standard in their core English subject.

This will constitute an increase from 61.4% (primary) and 71.4% (secondary) in Semester 2 2018.

Our initiatives include

- Development of an interdisciplinary case management approach involving parents, school and community to support identified students in engaging with their education
- Implementation of an engagement project focusing on chronic absenteeism <85% (in collaboration with *Fair Education Qld*)
- Improving the learning culture of classrooms through ongoing implementation of *Positive Behaviour for Learning* and introduction of trauma informed practice across the school (*Berry Street Education Model*).

****Adapted from Australian Childhood Foundation, 2010** *When children experience multiple stressful or traumatic situations, their brains and bodies continue to function as though the threat remains. Traumatized children spend a lot of energy scanning their environments, looking for the threat. Their bodies stay in a constant state of alarm, and their brains are endlessly vigilant. There is little brain capacity left for learning. Routine demands such as paying attention and retaining and recalling new information present difficulties for these children. Such children require sensitive and specialised educational approaches.*

* Funding amount estimated on 2018 data. Actual funding will be determined after 2019 enrolment data are finalised. Actual expenditure may be varied due to changes in finalised 2019 enrolment data and student learning needs.



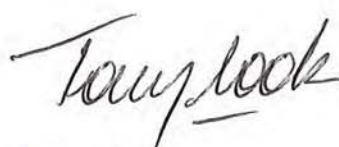
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Our school will improve student outcomes by

Action	Cost (from I4S funding)
Employing a Head of Engagement (0.5 FTE) to case-manage high needs students; implement a student/community engagement project; implement classrooms with alternate learning environments on both campuses; and work with the Deputy Principal (DP) Secondary to introduce Trauma Informed Practice across the school.	\$ 56 161
Employing a Head of Student Services for Years P-6 (to improve student engagement; manage the alternate learning classroom and free up DP as a leader of Teaching and Learning)	\$ 61 433
Employing an extra 1.3 teacher fractions to enable the delivery of alternative learning classrooms on both campuses	\$113 301
Developing and embedding a whole school approach to teaching children with trauma backgrounds (<i>Berry Street Education Model</i> and <i>TeachFlix</i> PD access for all staff)	\$ 50 000
Employing extra teacher aide support for the alternative learning classrooms on both campuses	\$ 40 314



Andrea Manley
Principal
Ravenshoe P-12 State School



Tony Cook
Director-General
Department of Education

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