

Ravenshoe State School P-12

Executive Summary





Acknowledgment of Country

The Department of Education acknowledges the Traditional Owners of the lands from across Queensland. We pay our respects to the Elders past, present and emerging, for they hold the memories, the traditions, the culture and hopes of Aboriginal and Torres Strait Islander peoples across the state.

A better understanding and respect for Aboriginal and Torres Strait Islander cultures develops an enriched appreciation of Australia's cultural heritage and can lead to reconciliation. This is essential to the maturity of Australia as a nation and fundamental to the development of an Australian identity.





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1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Ravenshoe State School P-12** from **27 to 29 August 2019**.

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

The report's executive summary outlines key findings from the review and key improvement strategies that prioritise future directions for improvement.

Schools will publish the executive summary on the school website within two weeks of receiving the report.

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

For more information regarding the SIU and reviews for Queensland state schools please visit the SIU [website](#)

1.1 Review team

Peter Grant	Internal reviewer, SIU (review chair)
Karen McKinnon	Peer reviewer
Rob Lee	External reviewer



1.2 School context

Location:	Prep to Year 6 campus: Ascham St, Ravenshoe Year 7 to Year 12 campus: Moore St, Ravenshoe
Education region:	Far North Qld Region
Year opened:	1912
Year levels:	Prep to Year 12
Enrolment:	364
Indigenous enrolment percentage:	40
Students with disability enrolment percentage:	10.2
Index of Community Socio-Educational Advantage (ICSEA) value:	868
Year principal appointed:	2016
Day 8 staffing teacher full-time equivalent (FTE):	38.47
Significant partner schools:	Mount Garnet State School, Malanda State School and Malanda State High School
Significant community partnerships:	Tablelands Regional Council, Atherton Centre for Learning and Wellbeing (CLAW), Community Services Tablelands, Ravenshoe Community Centre, Jamie's Ministry of Food, local chaplaincy committee, Lion foods, Dairy Farmers Co-operative, Atherton Youth Justice Centre, Australian Schools Plus and Yamaha Music Australia
Significant school programs:	Berry Street Education Model, Positive Behaviour for Learning (PBL), Second Step Social and Emotional Learning (SEL) program, breakfast club across both campuses, Bike Bus (being implemented), Shine & Strength programs, Rock and Water adventure-based learning, aggression replacement therapy, Solid Pathways, dairy farm, cattle showing club, Indigenous ambassadors (primary campus), BEACON program, Student Council



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, two deputy principals, two Heads of Department (HOD), Head of Student Services (HOSS), Head of Inclusive Education Services (HOIES), primary inclusion coordinator, Head of Engagement, Business Manager (BM), guidance officer, Community Education Counsellor (CEC), 29 teachers, 15 teacher aides, schools facility officer, eight cleaners, 20 parents and 28 students.

Community and business groups:

- Local chaplaincy committee and CST representative.

Partner schools and other educational providers:

- Principals of Mount Garnet State School and Malanda State School

Government and departmental representatives:

- Councillor for Tablelands Regional Council (TRC), State Member for Hill and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2019	Explicit Improvement Agenda 2019
Investing for Success 2019	Strategic Plan 2015-2018
Headline indicators (April 2019 release)	School data profile (Semester 1, 2019)
OneSchool	School budget overview
Professional learning plan 2019	Curriculum planning documents
School improvement targets	School standard of practice documents
School pedagogical framework	Professional development plans
School Opinion Survey	School newsletters, social media and website
Responsible Behaviour Plan for Students	School-based 2019 Organisational chart
Berry Street Education Model Action Plan 2019	School-based curriculum, assessment and reporting framework



2. Executive summary

2.1 Key findings

The school leadership team has established and documented an Explicit Improvement Agenda (EIA).

The leadership team is working together to implement the strategies identified in the EIA to achieve student learning and outcomes. The work undertaken by the leadership team supports their desire to improve learning and outcomes for all students. They work to instil a 'never give up' and 'whatever it takes' philosophy across the school.

Highly effective teaching is recognised by the principal and other school leaders as a key to improving student learning across the school.

There is a high level of commitment from staff to improving student learning outcomes by engaging in Professional Development (PD) to build pedagogical capability. The school has a professional learning plan that identifies yearly PD opportunities. It further supports teachers in building their capability in areas relevant to the school's identified priorities.

The school's EIA focuses on two areas articulated by the principal and school leaders as *'In Class and Learning, EVERY School Day!'* and *'Be a reader, Become a writer'*.

Teachers know the intent of the EIA. Targets relating to student achievement, outcomes and attendance are documented for 2019 as measures of the successful implementation of the EIA. Teachers' understanding of the link between the intent of the EIA and related strategies to support its enactment in their classrooms is emerging.

A standards of practice for curriculum planning and moderation document has been established by the school.

The school has a documented curriculum assessment and reporting framework for all learning areas for Prep to Year 6. This plan outlines what should be taught when, and how the school addresses the delivery of the Australian Curriculum (AC). School leaders acknowledge that the implementation of this standard of practice as a school-wide process is yet to emerge.

The Responsible Behaviour Plan for Students (RBPS) is informed by the Positive Behaviour for Learning (PBL) framework and the school community expectations of: *'Be safe, Be respectful, Be a learner'*.

The plan provides clear processes for staff to facilitate positive behaviour and for responding to unacceptable behaviour. The school leadership team and most teachers understand that the success of the plan relies on consistent implementation of the strategies and expectations by all staff members.



School leaders engage in professional learning and research to identify effective teaching strategies supporting Explicit Instruction (EI) as the school-wide pedagogical practice utilised in classrooms.

Teachers across the school incorporate EI into their practice and connect new material to past learning and prior knowledge to assist students to see the continuity in their learning over time. Teachers acknowledge that higher order thinking strategies need to be introduced into the 'You do' phase of the model in addition to incorporating differentiated activities for a range of student abilities.

The leadership team identify quality relationships between all staff, students and parents are fundamental to quality learning outcomes across the school.

Students and staff members express a sense of belonging to, and ownership of the school. Teachers articulate an expectation that students will do their best and students indicate that teachers provide them with care and concern and the academic support they require to learn successfully.



2.2 Key improvement strategies

Collaboratively review, refine, define and implement school-wide strategies to further develop teachers' understanding of the EIA and their capability to support its enactment in their classrooms.

Collaboratively develop strategies to support a school-wide standard of practice for the implementation of the AC.

Collaboratively review the school's RBPS and associated PBL framework to reinforce high expectations for student behaviour and enhance consistency in the implementation of agreed strategies and of responses to positive and inappropriate student behaviours.

Collaboratively review the school's pedagogical framework to incorporate further high-yield teaching strategies to enhance student opportunities to develop their critical and creative thinking and higher order thinking.