

Ravenshoe State School

Queensland State School Reporting

2015 School Annual Report



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Principal's foreword

Introduction

Ravenshoe State School P-12 is a school where the children are taught to be *Safe, Respectful Learners* and where the underlying ethos of staff is to have every student making progress in every subject, every day. At Ravenshoe State School P-12 we have a firmly held belief, articulated in our school's core planning documents and demonstrated by the dedication of our staff, that *Every Child Can Succeed*.

Although there were some disappointments where we failed to meet proposed targets, overall 2015 was a successful year in which the gains of the past few years were maintained and enhanced and foundations were laid for further progress in a range of areas.

The *School Annual Report* is our opportunity to publish a review of our achievements and future challenges. It provides an overview of the school community that contextualises an analysis of key performance data covering the school workforce, the curriculum, school's finance and student results. Annual opinion survey data is included to provide a balance of opinion and the report also identifies a future outlook for the 2016 academic year in terms of key improvement work.

The *School Annual Report* complements other school planning documents, like the school's *4 Year Strategic Plan* and *Annual Implementation Plan*. Ideally, the report provides an analysis of progress towards the goals of the plans and backs up statements with facts and figures. In some instances the data is held in other websites or databases and you have been provided with an electronic link to access the information. If you are reading this report in hard copy, collected from the school, please don't hesitate to ask for a printed copy of this data.

If you would like more detail, please contact us either by phone or email via the addresses above, or visit the pages of our website.

Andrea Manley (Principal)

School progress towards its goals in 2015

The *Ravenshoe State School P-12 Annual Implementation Plan for 2015*, identified 6 major priorities for improvement. The priorities, and key actions to achieve them, are outlined in the table below. A colour coded measure of progress in regard to the level of completion is shown for each set of actions.

Ravenshoe State School Annual Implementation Plan 2015	Target achieved	Progress made towards the target	Little to no progress made
Priority	Level of Completion		
Quantitative Measures - A-C student results in all classes: - OP 1-15 results: - QCE Completion - NAPLAN Reading: - NAPLAN U2B in Reading: - School attendance rate: Non-Quantitative Measures - Strategic 4 Year Plan - Aligned AIPs, AAPs and ISR - Published Targets - Systematic data plan - Leaders observe & provide feedback to teachers - Individual Development Plans. - Systematic professional learning - School Curriculum Delivery Plan - School Pedagogical Framework - Explicit teaching of skills & content SOP - Clarity of learning and assessment - Systematic feedback to students - Feed Forward and goal setting - Parents & community involvement - Workplace, Health Safety and Wellbeing Plan.	Target 85% 80% 100% 90% ^ NMS 20% 90% Completed Annually Annually Routine Routine Twice a year Each term Completed SOPs Routine Routine Each term Twice a year Regularly Completed		

Future outlook

The following priorities have been identified on the 2016 *Explicit Improvement Agenda* because they are critical to our success in improving learning outcomes for students:

- **Raising Reading**
- **Awesome Attendance**
- **Improving Ds and Es to achieve As, Bs and Cs**

These areas will be targeted through the school's 2016 *Annual Improvement Plan* (AIP) under the broad categories of:

Successful learners
 Teaching quality
 School performance
 Principal leadership and performance
 Local decision making

These categories directly align with the *State Schools Strategy 2016-2018*. Our strategy for improvement through addressing these priorities is one of *Collaborative Empowerment*.

The *Ravenshoe State School P-12 2016 Annual Implementation Plan* provides more detail and is available for viewing on our school website.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015: Prep Year - Year 12

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	422	199	223	133	86%
2014	409	187	222	125	87%
2015	434	208	226	136	85%

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

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2015, 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 (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

Characteristics of the student body:

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. Though the school continued to face the challenge in 2015 of managing the behaviour of a small number of disengaged 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.

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	26	22	26
Year 4 – Year 7 Primary	24	27	28
Year 7 Secondary – Year 10	21	20	21
Year 11 – Year 12	16	13	17

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	204	156	141
Long Suspensions - 6 to 20 days	5	0	1
Exclusions	0	0	0
Cancellations of Enrolment	0	0	11

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

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.

Extra curricula activities

- Sport - interschool, district and regional
- Instrumental Music
- 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
- Camps and excursions
- Year 7 trip to Canberra
- 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
- Cattle showing and leading

How Information and Communication Technologies are used to improve 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 2 IWBs in the campus libraries to facilitate lessons. 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.

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. Students studying digital technologies in secondary classes engage in coding projects such as game development using the program *Scratch*. In 2016, dedicated ICT lessons will occur from Prep and, by 2017, it is planned that the school will implement Digital Technologies from Prep to Year 8 as core learning and, beyond that, to Year 12 as elective studies.

Social Climate

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 2015 School Opinion Survey indicate that 100% of surveyed parents believe their child likes being at the school and 88% believe their child 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.

There has been a marked increase in the percentage of parents who believe their opinions are treated seriously by school staff and in those who consider that staff motivate their children to learn. Disappointingly, there has been a decline in parental belief that this is a good school and that children are making good progress; building community confidence and engagement with the school will be a priority in 2016.

Parent, student and staff satisfaction with the school

Performance measure	2013	2014	2015
Percentage of parent/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	100%	75%	75%
this is a good school (S2035)	100%	88%	75%
their child likes being at this school (S2001)	82%	88%	100%
their child feels safe at this school (S2002)	91%	88%	88%

Performance measure			
Percentage of parent/caregivers who agree# that:	2013	2014	2015
their child's learning needs are being met at this school (S2003)	100%	63%	63%
their child is making good progress at this school (S2004)	82%	75%	63%
teachers at this school expect their child to do his or her best (S2005)	100%	100%	88%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	91%	88%	88%
teachers at this school motivate their child to learn (S2007)	100%	63%	88%
teachers at this school treat students fairly (S2008)	91%	88%	75%
they can talk to their child's teachers about their concerns (S2009)	100%	100%	100%
this school works with them to support their child's learning (S2010)	100%	75%	75%
this school takes parents' opinions seriously (S2011)	91%	75%	100%
student behaviour is well managed at this school (S2012)	73%	75%	50%
this school looks for ways to improve (S2013)	91%	88%	100%
this school is well maintained (S2014)	91%	100%	75%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	90%	87%	86%
they like being at their school (S2036)	85%	83%	85%
they feel safe at their school (S2037)	89%	80%	79%
their teachers motivate them to learn (S2038)	86%	90%	93%
their teachers expect them to do their best (S2039)	98%	95%	94%
their teachers provide them with useful feedback about their school work (S2040)	90%	84%	86%
teachers treat students fairly at their school (S2041)	76%	77%	80%
they can talk to their teachers about their concerns (S2042)	80%	73%	77%
their school takes students' opinions seriously (S2043)	83%	76%	79%
student behaviour is well managed at their school (S2044)	55%	59%	66%
their school looks for ways to improve (S2045)	96%	94%	88%
their school is well maintained (S2046)	79%	82%	73%
their school gives them opportunities to do interesting things (S2047)	88%	82%	80%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	96%	98%	94%
they feel that their school is a safe place in which to work (S2070)	93%	96%	89%
they receive useful feedback about their work at their school (S2071)	91%	91%	78%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	82%	91%	93%
students are encouraged to do their best at their school (S2072)	100%	100%	97%

Performance measure			
Percentage of school staff who agree [#] that:	2013	2014	2015
students are treated fairly at their school (S2073)	93%	95%	94%
student behaviour is well managed at their school (S2074)	88%	91%	81%
staff are well supported at their school (S2075)	84%	91%	74%
their school takes staff opinions seriously (S2076)	86%	85%	69%
their school looks for ways to improve (S2077)	96%	98%	89%
their school is well maintained (S2078)	70%	80%	53%
their school gives them opportunities to do interesting things (S2079)	89%	84%	75%

[#] '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.

The school's newsletter is published weekly and distributed in hard copy for each family as well as being uploaded on the school's website.

Parents engage in their children's education by monitoring homework and encouraging quality work on projects. They also play a critical role in setting expectations for their children when they read and discuss bi-annual report cards with their sons and daughters 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.

Reducing the school's environmental footprint

The school has made a concerted effort over recent years to be mindful of electricity and water consumption. 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.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	210,310	13,359
2013-2014	205,138	8,440
2014-2015	201,309	4,599

*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.

Our staff profile

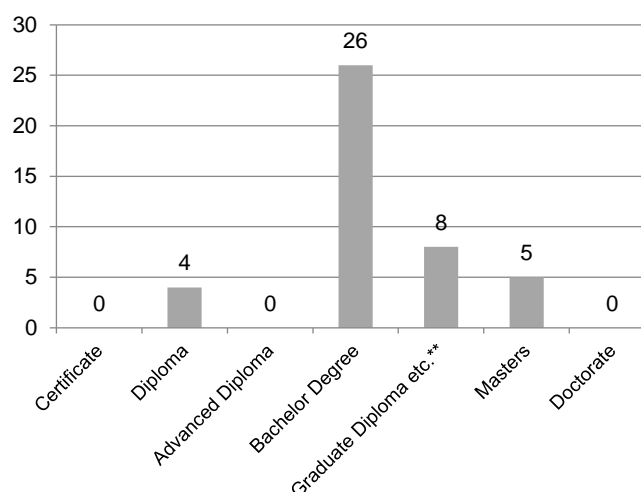
Staff composition, including Indigenous staff

The staff figures below are based on Equal Employment Opportunity (EEO) 2015 census. 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.

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	43	27	<5
Full-time equivalents	37	19	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	4
Advanced Diploma	0
Bachelor Degree	26
Graduate Diploma etc.**	8
Masters	5
Doctorate	0
Total	43



*Teaching staff includes School Leaders

**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2015 were \$24 754

The major professional development initiatives are as follows:

- Explicit teaching
- School Wide Positive Behaviour for Learning (SWPBL)
- Reading and Spelling
- Qld Curriculum and Assessment Authority (QCAA) procedures

Beginning teachers were engaged with mentors and all teaching staff participated in coaching and feedback sessions with their supervisors.

The proportion of the teaching staff involved in professional development activities during 2015 was 100 % for mandatory training and 42% for participation in elective professional development activities.

Average staff attendance	2013	2014	2015
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, 88% of staff was retained by the school for the entire 2015 school year.

School income broken down by funding source

School income 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

Where it says '**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.

Performance of our students

Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	86%	87%	85%
The attendance rate for Indigenous students at this school (shown as a percentage).	81%	82%	81%

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 attendance rate in 2015 for all Queensland P-10/P-12 schools was 90%.

Student attendance rate for each year level (shown as a percentage)

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
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Student attendance rate for each year level (shown as a percentage)

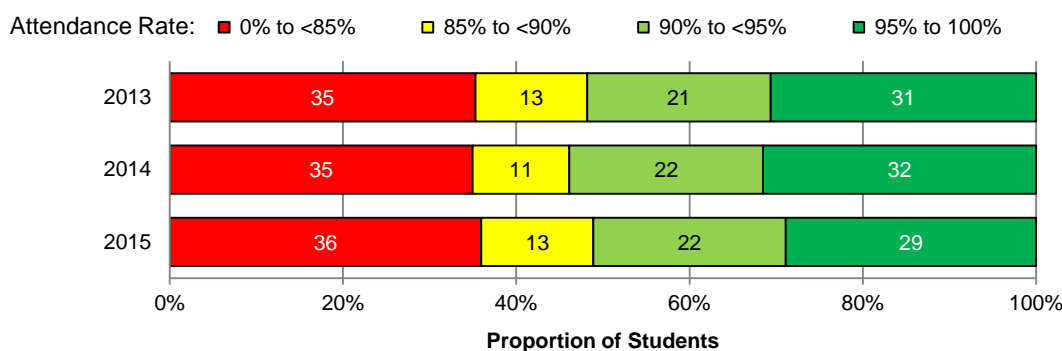
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	85%	86%	89%	87%	88%	88%	89%	89%	90%	84%	79%	81%	86%
2014	86%	84%	86%	89%	91%	89%	91%	88%	86%	83%	83%	84%	89%
2015	87%	85%	89%	82%	87%	89%	86%	86%	89%	85%	79%	81%	86%

*From 2013, the methodology used for calculating attendance rates effectively counts 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 DET 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.

Unexplained non-attendance is routinely followed up by the classroom teacher, Year Level Co-Ordinator or administration staff, 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.

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7, and 9.

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

Where it says '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.

Apparent retention rates Year 10 to Year 12	2013	2014	2015
Year 12 student enrolment as a percentage of the Year 10 student cohort.	72%	59%	74%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	65%	45%	33%

Outcomes for our Year 12 cohorts	2013	2014	2015
Number of students receiving a Senior Statement	29	27	28
Number of students awarded a Queensland Certificate of Individual Achievement.	0	0	0
Number of students receiving an Overall Position (OP)	7	5	6
Percentage of Indigenous students receiving an Overall Position (OP)	22%	0%	0%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	2	2	2
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	26	21	24
Number of students awarded an Australian Qualification Framework Certificate II or	12	20	23

Outcomes for our Year 12 cohorts	2013	2014	2015
above.			
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	23	26	25
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	78%	83%	100%
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.	71%	60%	67%
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.	97%	96%	93%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	100%	88%	100%

As at 16 February 2016. The above values exclude VISA students.

Overall Position Bands (OP)

Number of students in each Band for OP 1 to 25					
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2013	0	1	4	2	0
2014	0	0	3	2	0
2015	0	4	0	2	0

As at 16 February 2016. The above values exclude VISA students.

Vocational Educational Training qualification (VET)

Number of students completing qualifications under Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2013	25	12	4
2014	10	16	10
2015	9	21	7

As at 16 February 2016. The above values exclude VISA students.

As a Registered Training Organisation (RTO) and through liaison with other providers, in 2015 the school offered the following VET qualifications:

Certificate II in Agriculture

Certificate I and II in ICT

Certificate II and III in Hospitality

Certificate II in Public Safety (fire fighter operations)

Certificate III in Fitness

Through TAFE, individual students also accessed certificate courses in domains such as Health Care, Beauty, Automotive Care, Early Child Care, Business, Animal Studies and Hairdressing.

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2016 post-school destinations survey, Next Step – Student Destination Report (2015 Year 12 cohort) for the school were not available. Information about these post-school destinations of our students will be uploaded to the school's website in September.

Early school leavers information

Although some of the school's early leavers can be accounted for in relocating from the district or moving from school to employment, unfortunately, many 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. Students who are at risk of cancellation of enrolment are supported in gaining access to alternate educational programs with a focus on preparation for the workplace.