



Ravenshoe State School

ANNUAL REPORT 2016

Queensland State School Reporting

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Principal's Foreword

An Overview of Ravenshoe State School P-12

Apart from our students, who represent the school with pride in the Ravenshoe community, what is so special about *Ravenshoe State School P-12*? As a school that enrolls students from Prep to Year 12, we have the privilege of sharing in the growth of each child as he or she moves from the early childhood classrooms through to the time of leaving school as a responsible citizen of the 21st century. As they traverse the 13 years of their learning journey with us, students have access to diverse programs designed to provide a rich curriculum with a student-centred focus. In 2017, we will continue to engage our students in the very best learning opportunities possible by introducing the 'digital technologies' curriculum, supporting our commitment to providing students with quality education in a digital world. From Prep to Year 12, this program will provide opportunities for engagement with the fascinating realm of coding, robotics and computer programming.

International research indicates that the most effective means of improving students' results is through effective and quality teaching. This is then enhanced through real-life and life-like experiences as well as strong community partnerships. At *Ravenshoe State School P-12*, we are proud of our dedicated staff and of the quality teaching which occurs in our classrooms. To be **safe**, to be **respectful**, to be a **learner**, underpins our commitment to maintaining a positive learning environment for all students, enabling teaching staff to deliver effective teaching.

The BEACON program encourages students from Year 10 onwards to take positive control of their lives and to commit to future employment when they complete their education. The strengthening of school and community partnerships through our Platinum status as a BEACON school, the positive connect between parents, students, and teachers, and the realisation that we can and do contribute towards a better future, makes *Ravenshoe State School P-12* a place of which we can be proud.

As an Agribusiness school, we utilise our rural setting and 37 hectares of farmland to maintain a commercial dairy with a milking herd of 50 cows; students produce vegetables, breed poultry, and conduct tropical legume trials with James Cook University. Cattle judging and cattle leading teams attend the Far Northern Show circuit annually; in the recent past, individual students have even experienced success at the Brisbane Ekka.

As a school that is welcoming, fair, fun and sincere, we realise that achievement comes in many forms. We are committed to ensuring that every child has the opportunity to flourish, grow in confidence and make the most of their individual gifts and talents. Accordingly, we offer a diverse range of academic and cultural subjects and, as a Registered Training Organisation and through our links with TAFE and other organisations, vocational pathways and early tertiary studies (Certificates II and III) in a variety of fields such as hospitality, agriculture, personal training and fire-safety. Extra-curricular activities on-offer range from football and other sports to chess club, book clubs and musical performance. Whether it is university entrance, further studies, a trade or vocational pursuit that a student desires when they finish school, *Ravenshoe SS P-12* has the program to suit.

The needs of individual students are an important consideration at *Ravenshoe SS P-12*. Learning Support programs are offered on both our Primary and our Secondary campuses; our Pastoral Care Team provides support for students' social, emotional and health needs, and our Special Education Program ensures students with disabilities are able to access learning alongside of their peers. At the Primary Campus, in 2016 an Alternate Learning Centre was established to provide a classroom environment tailored to the special needs of some of our at-risk young learners.

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

Andrea Manley (Principal of Ravenshoe State School P-12)

Introduction

School Progress towards its goals in 2016

In 2016, across the school our improvement agenda was focussed on three priorities:

- **Raising Reading** (lifting the reading ability of every student)
- **Awesome Attendance** (aiming to have all children meet the benchmark of 90% attendance)
- **Ds and Es to As, Bs and Cs** (aiming to have every child passing or making gains in their core subjects of English, Maths and Science)

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

Focus Area	Target	Result Achieved in 2016		
		Little or no progress towards target	Good progress towards target	Target achieved/ exceeded
A-C STUDENT RESULTS in all classes P-10:	85% by 2018	63.8%		
Eligible Yr 12 students achieving an OP of 1-15	80% by 2018	80%		
QCE Completion of Yr 12 students	100% by 2018	89.3 - this figure represents only 3 students of the 2016 Yr 12 cohort failing to achieve a QCE		
Yr 12 students achieving a QCE, VET certificate or QCIA	100% by 2018	92.9%		
READING:				
	Minimum of 75% of our Prep students reaching Regional PM Reading Benchmarks in 2016	29% at or above benchmark 58% within 3 levels of the benchmark 7% achieved Year 1 benchmarks		
<i>NAPLAN Reading</i>	90% of Yr 3,5,7 & 9 students reading above National Minimum Standard by 2018			
	Increase NMS in Reading of Year 3 students from 56.5% in 2015 to 75% in 2016	90.9%		
	Increase NMS in Reading of Year 5 students from 69.6% (in Yr 3 in 2014) to 80% in 2016	72.7%		
	Increase NMS in Reading of Year 7 students from 68.6% (in Yr 5 in 2014) to 80% in 2016	78%		
	Increase NMS in Reading of Year 9 students from 83.3% (in Yr 7 in 2014) to 90% in 2016	78.3%		
<i>NAPLAN U2B in Reading</i>	20% in the Upper 2 Bands of achievement for Reading by 2018			
	Increase U2B in Reading in Year 3 students from 0.0% in 2015 to 10% in 2016	22.7%		
	Increase U2B in Reading of Year 5 students from 19.6% (in Yr 3 in 2014) to 25% in 2016	11.4% - This is similar to the % achieved by similar Qld State Schools		
	Increase U2B in Reading of Year 7 students from 11.4% (in Yr 5 in 2014) to 15% in 2016	12% - This is similar to the % achieved by similar Qld State Schools		
	Increase U2B in Reading of Year 9 students from 16.7% (in Yr 5 in 2014) to 20% in 2016	13% - This is above the % achieved by similar Qld State Schools		
ATTENDANCE:				
<i>School attendance rate</i>	90% by 2018	86.9% in 2016		

Future Outlook

In 2017, in response to the progress made this year in each of the three priority areas, we will refine our strategy. Collaboratively, our school community has identified the following priorities and strategies as we continue our journey of improvement.

EXPLICIT IMPROVEMENT AGENDA 2017	
Es and Ds to As, Bs and Cs	<ul style="list-style-type: none"> Improve systematic curriculum delivery (whole school curriculum plan; improved planning practices focussed on the Australian Curriculum ; moderation of student work in all classes; introduce Digital Technologies as a mandatory subject P-10 Enhance teacher capability
DATA (Daily Attenders - Target Achievers)	<ul style="list-style-type: none"> Link attendance and performance Continue development of our Response to Intervention plan for students requiring extra support with their learning Introduce Level of Achievement tracking and target setting for all students Make the Head of Department roles at secondary as non-teaching as possible to allow a focus on collegial coaching and feedback aimed at improving teaching and learning practices of all teachers Create a Primary Head of Student Services role to support enhanced student engagement
Raising Reading	<ul style="list-style-type: none"> A-C attainment will be improved by the explicit teaching of reading across all subjects (identifying the reading 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 school's Raising Reading strategy Professional learning for teachers and aides on the teaching of reading (to develop common/meta language and consistent strategies)

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2016:	Prep Year - Year 12
Student enrolments for this school:	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	409	187	222	125	87%
2015*	434	208	226	136	85%
2016	428	208	220	134	84%

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 2016, 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

Overview

Ravenshoe is a picturesque town situated on the southern edge of the Atherton Tablelands, approximately 930 metres above sea level, giving it the distinction of being the highest town in Queensland. This tiny rural community has seen economic and social decline due to the demise of the timber trade and waning dairy industry. Many families struggle under the pressures of low income, unemployment and distance from the nearest large city, Cairns, which is two hours' drive away. A significant number of children come to school either on buses that service the surrounding district, from as far away as Battle Creek and Mount Garnet, or by car. Those children living close to the school walk or ride bicycles when weather permits. Approximately one third of children are of Aboriginal or Torres Strait Islander background. Very few children speak another language at home. Though the school continued to face the challenge in 2016 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

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

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	22	26	23
Year 4 – Year 7	27	28	23
Year 8 – Year 10	20	20	22
Year 11 – Year 12	13	17	16

*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.

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.

Co-curricular 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 celebrations
- 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 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 Special Education Centre 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. This year our school made the decision to engage as a pilot school with the transition to NAPLAN-Online in 2017. Consequently, students from all year levels from Prep-Year 9 have been actively engaged 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 2016, students studying digital technologies in secondary classes engaged in coding projects such as game development using the program *Scratch*. From the beginning of 2017, dedicated ICT lessons will be occurring from Prep and the school will implement Digital Technologies as a mandatory subject from Prep to Year 10 and, beyond that, to Year 12 as an elective study.

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 2016 School Opinion Survey (see below) indicate that 100% of surveyed parents believe their child likes being at the school and 100% 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 this is a good school – up from 75% in 2015 to 100% in 2016. Also pleasing is the increase in the number of parents who believe their child's learning needs are being met at Ravenshoe State School, increased from 63% in 2015 to 91% this year. Parent confidence that student behaviour is well-managed across the school also increased in 2016 to 82% from a low of only 50% in 2015.

Continuing to work with the P&C to build parental engagement with the school will be a priority in 2017.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure	2014	2015	2016
Percentage of parents/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	75%	75%	100%
this is a good school (S2035)	88%	75%	100%
their child likes being at this school* (S2001)	88%	100%	100%
their child feels safe at this school* (S2002)	88%	88%	100%
their child's learning needs are being met at this school* (S2003)	63%	63%	91%
their child is making good progress at this school* (S2004)	75%	63%	100%
teachers at this school expect their child to do his or her best* (S2005)	100%	88%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	88%	88%	100%
teachers at this school motivate their child to learn* (S2007)	63%	88%	100%

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
teachers at this school treat students fairly* (S2008)	88%	75%	91%
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)	75%	75%	91%
this school takes parents' opinions seriously* (S2011)	75%	100%	91%
student behaviour is well managed at this school* (S2012)	75%	50%	82%
this school looks for ways to improve* (S2013)	88%	100%	100%
this school is well maintained* (S2014)	100%	75%	91%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	87%	86%	88%
they like being at their school* (S2036)	83%	85%	87%
they feel safe at their school* (S2037)	80%	79%	89%
their teachers motivate them to learn* (S2038)	90%	93%	83%
their teachers expect them to do their best* (S2039)	95%	94%	95%
their teachers provide them with useful feedback about their school work* (S2040)	84%	86%	82%
teachers treat students fairly at their school* (S2041)	77%	80%	77%
they can talk to their teachers about their concerns* (S2042)	73%	77%	71%
their school takes students' opinions seriously* (S2043)	76%	79%	70%
student behaviour is well managed at their school* (S2044)	59%	66%	61%
their school looks for ways to improve* (S2045)	94%	88%	90%
their school is well maintained* (S2046)	82%	73%	75%
their school gives them opportunities to do interesting things* (S2047)	82%	80%	83%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	98%	94%	93%
they feel that their school is a safe place in which to work (S2070)	96%	89%	100%
they receive useful feedback about their work at their school (S2071)	91%	78%	91%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	91%	93%	97%
students are encouraged to do their best at their school (S2072)	100%	97%	93%
students are treated fairly at their school (S2073)	95%	94%	96%
student behaviour is well managed at their school (S2074)	91%	81%	71%
staff are well supported at their school (S2075)	91%	74%	76%
their school takes staff opinions seriously (S2076)	85%	69%	82%

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
their school looks for ways to improve (S2077)	98%	89%	98%
their school is well maintained (S2078)	80%	53%	62%
their school gives them opportunities to do interesting things (S2079)	84%	75%	93%

* 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.

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

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

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

Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful 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 *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 2016 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 wellbeing and safety and that of their friends.

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

School Disciplinary Absences

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

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	156	141	115
Long Suspensions – 6 to 20 days	0	1	0
Exclusions	0	0	0
Cancellations of Enrolment	0	11	0

* 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.

Environmental Footprint

Reducing the school's environmental footprint

The school has made a concerted effort over recent years to be mindful of electricity and water consumption. Replacement of leaking and faulty water mains at the secondary campus and on the school's farm has brought about a decline in water usage. The majority of rooms in the school are not air-conditioned and that, along with restricted use of the air-conditioners that are installed, means we have seen a steady decline in electricity usage in the classrooms. An overall increase in electricity use in 2015-2016 can be, at least partially, attributed to issues with the thermostat and condenser in the milk refrigeration vat at the dairy as well as an increase in pump usage for irrigation at the farm during the drought declared period. Hopefully, with upgrades to the farm and the construction of a new dairy facility in 2017, these figures will again decline.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	205,138	8,440
2014-2015	201,309	4,599
2015-2016	228,789	3,977

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

School Funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box

Find a school

Sector:

Government

Non-government

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

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

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

The data contained in this table is based on the establishment cube used for workforce turnover which takes a number of snapshots of the workforce on The Solution Series (TSS) per year and averages these for the year. In order for staff to be counted as 'Indigenous staff,' employees will have filled in an Employment and Equal Opportunities (EEO) form and self-nominated. In accordance with the EEO privacy provisions and to ensure confidentiality, the 'less than 5' rule has been applied as our Indigenous staff numbers number fewer than five.

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	44	31	<5
Full-time Equivalent	39	22	<5

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	6
Graduate Diploma etc.**	5
Bachelor degree	29
Diploma	4
Certificate	0

*Teaching staff includes School Leaders

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

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were \$ \$20,498.99

The major professional development initiatives were as follows:

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

Beginning teachers were engaged with mentors and accessed development sessions specifically designed to support their transition into the teaching workforce. All teaching staff participated in coaching and feedback sessions with their supervisors. 100% of the teaching staff were involved in professional development activities during the 2016 school year.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
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, 90% of staff was retained by the school for the entire 2016.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

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

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	87%	85%	87%
The attendance rate for Indigenous students at this school (shown as a percentage).	82%	81%	82%

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

The overall student attendance rate in 2016 for all Queensland P-10/P-12 schools was 90%.

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

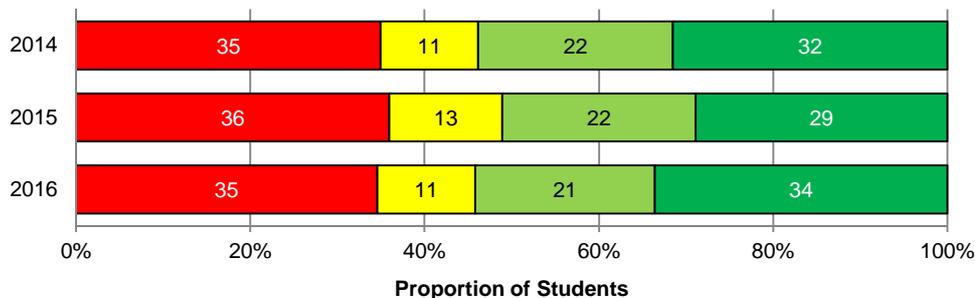
*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed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

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range:

Attendance Rate: ■ 0% to <85% ■ 85% to <90% ■ 90% to <95% ■ 95% to 100%



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. 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 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. In 2016, positive incentives were distributed at the end of every school term (certificates for students and postcards to their families) to each student meeting the school's 90% attendance target.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

To access our NAPLAN results, click on the My School link above. You will then be taken to the My School website with the following '**Find a school**' text box.

Find a school

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

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

Year 12 Outcomes

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2014	2015	2016
Number of students receiving a Senior Statement	27	28	28
Number of students awarded a Queensland Certificate of Individual Achievement.	0	0	0
Number of students receiving an Overall Position (OP)	5	6	5

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2014	2015	2016
Percentage of Indigenous students receiving an Overall Position (OP)	0%	0%	40%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	2	2	0
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	21	24	20
Number of students awarded an Australian Qualification Framework Certificate II or above.	20	23	20
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	26	25	25
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	83%	100%	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.	60%	67%	80%
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.	96%	93%	93%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	88%	100%	67%

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

OVERALL POSITION BANDS (OP)					
Number of students in each band for OP 1 - 25					
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2014	0	0	3	2	0
2015	0	4	0	2	0
2016	0	1	3	1	0

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

VOCATIONAL EDUCATIONAL TRAINING QUALIFICATION (VET)			
Number of students awarded certificates under the Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2014	10	16	10
2015	9	21	7
2016	7	14	16

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

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

Apparent Retention Rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12			
Description	2014	2015	2016
Year 12 student enrolment as a percentage of the Year 10 student cohort.	59%	74%	63%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	45%	33%	36%

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

Student Destinations

Post-school destination information

The results of the 2016 post-school destinations survey, Next Step – Student Destination Report (2016 Year 12 cohort), will be uploaded to the school's website in September.

The report will be available at:

<https://ravenshoss.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Formsanddocuments.aspx>

Early leavers' information

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

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

Conclusion

As you will see from this report, 2016 was a year where progress was made on Ravenshoe State School's improvement journey. We look forward to consolidating these gains and continuing to move ever closer to our targets in 2017.