Queensland State School Reporting – 2011

Ravenswood State School (0141)

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Principal's foreword

Introduction

This report provides a review of the school's progress in 2011 and gives an insight into planning for the perceived future. Within this report, you will find specific reportable information about our school, specifically student achievement, strategies used to develop staff capacity and perception of the school by our community.

School progress towards its goals in 2011

In 2011, Ravenswood State School maintained a focus on maximising student learning outcomes. This was done through review of achievement of goals in the 2009-11 School Strategic Plan (This process was called a Quadrennial School Review, and is part of the School Planning, Reviewing and Reporting Framework). At the end of the review period, the school developed the 2012-15 School Strategic Plan, where four key areas for improvement are targeted:

1. Promoting quality schooling through curriculum programs that cater for individuals, educational initiatives and societal expectations
2. Development and sharing of high expectations for individual student learning.
3. Build the capacity of our staff.
4. Provide appropriate resourcing.

Future outlook

Ravenswood State School continues to work towards achievement of goals in the 2012 Annual Implementation Plan. In 2012, we are:

- Providing quality schooling through curriculum programs that cater for individuals, educational initiatives and societal expectations
  - Implementation of the Australian Curriculum through the use of Curriculum into the Classroom resources, which are being adopted and adapted for use in a single teacher, multi-age environment.
  - Development of individual student performance profiles to monitor and track achievement of student developed targets and achievement
- Provide the opportunity for every student to reach his/her full potential in all areas of the curriculum
- Improve literacy and numeracy outcomes
  - Implementation of CARS/STARS and CAMS/STAMS reading and mathematics intervention programs
- Build the capacity of our staff across a range of professional competencies
  - Provide targeted professional developments; for teacher aides this has been in the areas of reading and mathematics. For administration staff this has been targeted towards fiscal management of the school.
- Provide a safe and supportive learning environment
  - Continue to model and directly teach attributes of a safe, respectful learner at Ravenswood State School as part of our Responsible Behaviour Plan for Students.
- Strengthen partnerships between the school and wider community to promote the school as a quality education facility
  - Working with Carpentaria Gold community relations officer
  - Increased involvement of P&C representative group
  - Development of Dalrymple Alliance Principal's network

Our school at a glance

School Profile

Coeducational or single sex: **Coeducational**
Year levels offered: **Prep - Year 7**
Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2011 – Nov 2011)
20	9	9	94%

Characteristics of the student body:

Students at Ravenswood State School are drawn from within the township of Ravenswood and surrounding rural cattle stations. The parents of our students place a high level of importance on education and provide positive support for their childen's learning. Because of this, most students are motivated to learn and are capable of high levels of achievement. Parents have high expectations of students academically, socially and culturally. Most students come from a traditional 'Nuclear' family. Due to the small size of the community, extended family has a signfificant presence in the school ,with a majority of students having familial relationships (brothers, sisters, cousings, 2nd cousins) in the same classroom.

Class sizes – Proportion of school classes achieving class size targets in 2011

Phase	Average Class Size
Prep – Year 3	17
Year 4 – Year 10	
Year 11 – Year 12	
All Classes	17

School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	0
Long Suspensions - 6 to 20 days	0
Exclusions	0
Cancellations of Enrolment	0

Our school at a glance

Curriculum offerings

Our distinctive curriculum offerings

Interschool Sporting / Participation Events: Cluster Athletics / Cross Country / Soccer / Swimming
Dance (Supported by Rural and Remote Education Assistance Program)
Sustainability and environment education through Reef Guardian Schools Program
1:1 Laptop program from Yrs 3-7.

Extra curricula activities

How Information and Communication Technologies are used to assist learning

Ravenswood State School is continuing to progress towards the integration of an e-curriculum to enhance student learning and break down the 'isolation' that in-situ learning crates. To facilitate this, the school provides a better than 1:1 ICT device to student ratio-, with students having access to large screen touch enabled desktops, tablet PC laptops, digital cameras, audio recording equipment, video recording equipment and iPods and iPads.

In all curriculum units, the integration of ICT is considered as how to best enhance the learning which occurs. This may mean students have the opportunity to communicate and collaborate online, access digital learning resources or create digital works.

Social climate

At Ravenswood State School, we emphasise the partnership between home and school, and the role of each in preparing our students for life. We recognise the importance of parents as partners in their children's education. Because of this, keeping our parents informed through all stages of academic achievement and engagement, behaviour reporting (both negative and positive) is paramount to the role of all staff at the school.

To engage students in positive social engagement, our school has implemented a Positive Behaviour Program. Within this program, students receive support and guidance to demonstrated behaviours under three domains: Being Safe, Being Respectful and Being a Leaner.

The reflection of this is the positive parent opinions reported in our 2011 School Opinion Survey, where XX% of parents are satisfied with school safety, XX% of parents are satisfied that students are treated fairly and XX% students are satisfied with behaviour and discipline and XX% of parents are happy for their child to go to this school.
Briefly describe the social climate of the school, including pastoral care programs**, other support programs (if applicable),** and strategies to respond to bullying**. (Questions from the School Opinion Survey where students and parents express their satisfaction with "safe at school', 'treated fairly', 'behaviour and discipline' and "happy to go to this school" could also inform this aspect of the report).**

Parent, student and teacher satisfaction with the school

Parents at Ravenswood State School reported a majority of satisfaction in all areas, with 100% of parents/caregivers surveyed reporting that they were, on average, satisfied with the conditions at the school, including curriculum, school behaviour, physical resourcing and environment, staffing and leadership.

Additionally, an average of 83% of students surveyed reported satisfaction across similar domains in 2011. This is an improvement of 55% from 2010, where an average of 28% of students reported their satisfaction.

On average, 98% of staff members were satisfied with the conditions of the school across the areas of communication, student respect, staff morale, professional development and opportunities and recognition of efforts.

Performance measure	Result 2011
Percentage of parents/caregivers satisfied that their child is getting a good education at school	100%
Percentage of students satisfied that they are getting a good education at school	83%
Percentage of parents/caregivers satisfied with their child's school	100%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	88%
Percentage of staff members satisfied with morale in the school	98%

DW – Data withheld

Our school at a glance

Involving parents in their child's education

Ravenswood State School enjoys a strong and positive reputation within the community as a caring school with a positive approach to managing student behaviour. Parents are actively encouraged to be involved in activities and roles at the school. A number of staff members are also parents of students, further enhancing the engagement of parents.

Our school P&C Association allowed for maximum parental involvement in the traditional forms of school fundraising – which is then directed towards supporting students in the classroom. P&C Association members also participate in school policy decision making authority, whereby no policy, report or school plan is implemented without the support and sharing through P&C.

Our classroom and school operates under an open door policy whereby parents are welcome to access classrooms to participate in their child's education or (at appropriate times) discuss their child with the teacher or principal.
Examples of parent involvement at Ravenswood include:
Reading and responding to the weekly newsletter
Attending school parades, which are held every fortnight on a Thursday.
Attending formal parent/teacher interviews, held twice a year.
Attending Sports Days, Swimming Lessons, and other school activities or community events.

Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

In 2011, Ravenswood State School implemented strategies to reduce the environmental footprint of the school. Basic measures were put in place to reduce electricity usage, such as not using air conditioners during winter months, or before 8:30am in summer months. Computers and non-essential electronic devices are switched off at the wall when not in use.

Students are encouraged to minimise water use and the school currently has 100 000L capacity in water tanks on site.

Environmental footprint indicators, 2010-2011

	Electricity KwH	Water KL
2011	16,891	977
2010	17,393	N/A
% change 10 - 11	-502	N/A

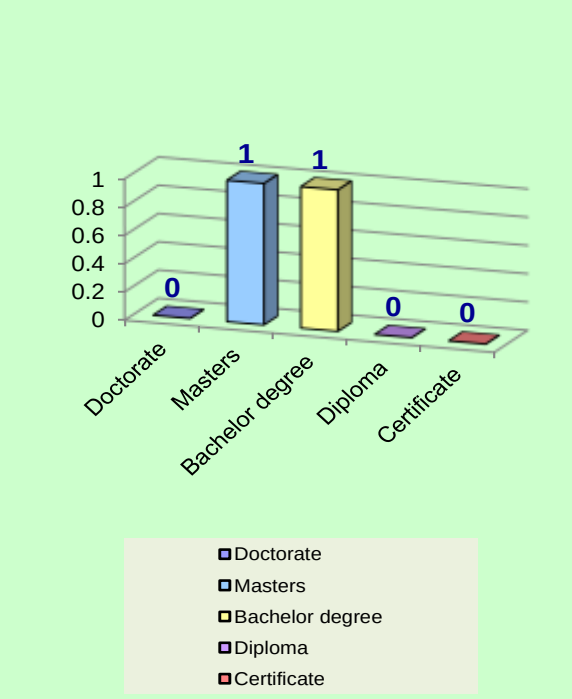
Our staff profile

Staff composition, including Indigenous staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	2	5	0
Full-time equivalents	1	2	0

Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	1
Bachelor degree	1
Diploma	0
Certificate	0



As a small school, a high value is given to the professional capacity of our teacher aide workforce. In 2011, 2 out of 5 teacher aides employed at the school had relevant certificate III or higher qualifications. One other teacher aide held a Bachelor degree from another discipline than education.

Our staff profile

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 were $6500.
The major professional development initiatives are as follows:
Personalised Learning
Reading
Spelling
ICT in Education

The proportion of the teaching staff involved in professional development activities during 2011 was 100%.

Average staff attendance

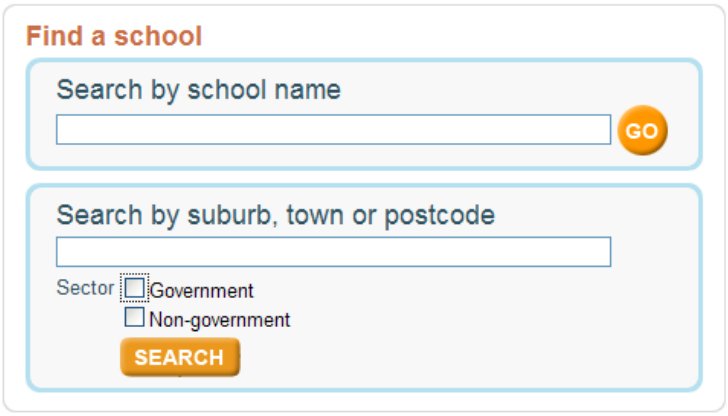
For permanent and temporary staff and school leaders, the staff attendance rate was 100% in 2011.

Proportion of staff retained from the previous school year

From the end of the previous school year, 0% of staff was retained by the school for the entire 2011 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.



Where it says 'Search by school name', type in the name of the school you wish to view, and select <GO>'. Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being given access to the school's My School entry web page.
School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school's entry web page. 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 - 2011

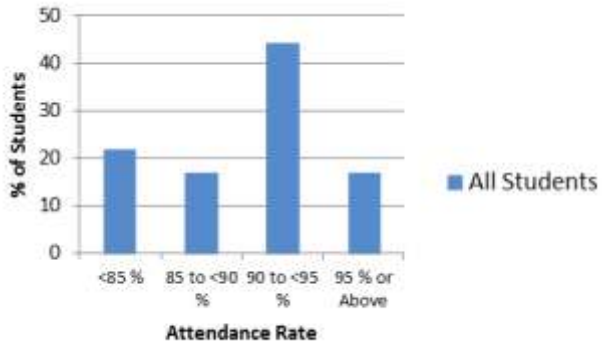
The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 90%.
The overall attendance rate for all Queensland state Primary schools over the same period was 92%.

Student attendance rate for each year level

Not reported due to cohort sizes insufficient to retain privacy of students

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 policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

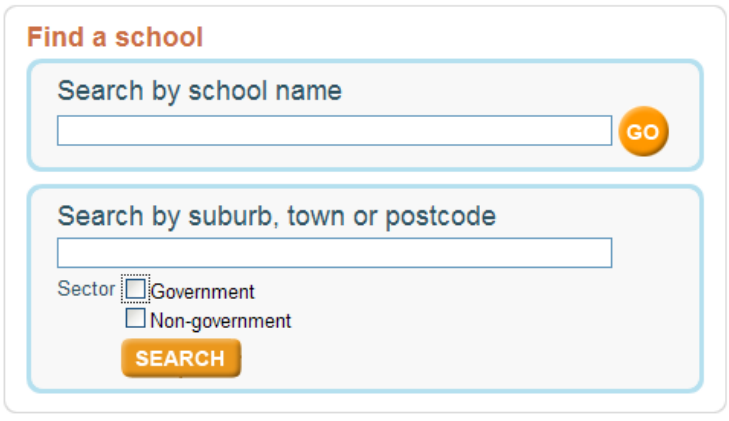
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Student rolls are marked twice daily in line with SMS-PR-036. The Principal reviews the roll weekly to analyse patterns of absence and follows up by phone call or face-to-face discussion with parents to determine causes of absence and/or to notify of patterning in absence. All unexplained student absences are recorded and reported to parents twice yearly.

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/.

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