Ravenswood State School

ANNUAL REPORT
2017

Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future.

Every student succeeding. State Schools Strategy 2017-2021
Department of Education

Queensland Government

Contact Information

Postal address:	School Street Ravenswood 4816
Phone:	(07) 4770 2152
Fax:	
Email:	principal@ravenswoss.eq.edu.au
Webpages:	Additional reporting information pertaining to Queensland state schools is located on the *My School* website and the Queensland Government data website.
Contact Person:	Andrew Stallman Principal Ravenswood State School

School Overview

Established in 1873, Ravenswood State School is a P to 6 co-educational state school situated in Ravenswood, 135 kilometres South-west of Townsville. Ravenswood State School is the sole educational facility in the region and services mining and agricultural families in the surrounding area. It is a Band 5 school where students from Prep to Year 6 work in groupings of P to 2 and 3 to 6. The Ravenswood State School community encourages and supports learning in a caring and nurturing environment. The curriculum focuses on high levels of literacy and numeracy, integrated throughout units of work where learning activities ensure maximum engagement and supports students in their literacy and numeracy development. Staff work closely with students and individualise learning so that students work to their full potential and progress is mapped, recorded and reported on. The school Curriculum Framework works on a two-year rotation ensuring that all Essential Learnings are covered at the appropriate junctures from P to 6.

During 2017, Ravenswood State School participated in a North Queensland Kindergarten Pilot Program which caters for kindergarten children who are eligible to begin Prep the following year. This program has continued in 2018. The kindergarten operates for 30 hours per fortnight and is partly integrated within our P-2 class environment.

Principal's Foreword

Introduction

Ravenswood State School is located approximately 135km South West of Townsville. Ravenswood is well known as a historic gold mining town and continues to cater for gold mines, graziers and tourism.

Ravenswood State School is the hub of the community. It is a place for students to learn, grow and become safe, respectful and responsible learners. We foster values of respect, excellence, accountability and productive relationships.

Students from Prep to Year 6 receive instruction in two classrooms consisting of P-2 and 3-6. Ravenswood State School provides a differentiated, needs driven curriculum, to achieve maximum outcomes for every student and we are committed to fostering 'life long' learners. This is achieved through application of a variety of teaching methods, including explicit instruction, group-based instruction and 1:1 support.

The school works together with its local communities to create and maintain sustainable structures and programs and is well supported by a hard working Parents and Citizens Association (P&C) who pride themselves on creating ways to raise funds to support effective learning for all students.

This report is a summary of Ravenswood State School's progress towards its goals in its 2017 curriculum offerings. Key focus areas of the report include progress towards 2017 goals, key priorities, future outlook for 2018 and beyond, school profile, characteristics of the school body and links to other web sources of information about the school and its performance across a range of criteria.

School Progress towards its goals in 2017

Great Results Guarantee 2017

In 2017, Ravenswood State School received $7,850 Great Results Guarantee funding. This additional funding was directed at improving student outcomes. Strategies implemented by this school included:

- Purchasing additional teacher time to focus on Literacy and Numeracy within P-2

2017 Annual Implementation Plan

Key Priorities in 2017	Achievement in 2017	Completion Status
Implement the Australian Curriculum	• Implemented the Australian Curriculum for English, Mathematics, Science, Geography and History. • Implemented the Australian Curriculum for The Arts, Technology, Health and PE. • Embed P-12 Curriculum, Assessment and Reporting Framework	• Ongoing
Know your Learners	• Analysed student data regularly to monitor progress, guide teaching practices, differentiation and prompt early intervention • Embedded a whole school approach to teaching reading and numeracy • Tracked progress and measure growth of students • Targeted resources to differentiate to individual needs • Improved literacy in the curriculum at all stages of schooling by implementing Literacy continuum	• Embedded
Quality Teaching and Learning Framework for English, Maths, Science to enable Assessment Literate Learners	Built Ravenswood staff capacity to: • Engage in co-planning within school • Embed consistent practice of shared know/able to do Charts linked with Learning Walls • Implement 5 week goals for students in reading/writing/number • Provide consistent and timely feedback to students • Consistent use of the 5 questions	• Embedded
Collaborative inquiry	• Reviewed and adapted high impact strategies in order to ensure school performance continues to improve. • Targeted funds and resources on Literacy and Numeracy • Actively participated in collaborative planning and moderation with Dalrymple Alliance of Schools.	• Ongoing

Queensland Government

Create partnerships	• Strengthened school's engagement with students, teachers, parents and carers, support staff and community and business groups • Created a safe supportive and positive environment for the whole school community • Continued to promote School-Wide Positive Behaviour Support promoted through a weekly behaviour focus	• Ongoing • Embedded

Future Outlook

School Improvement Priorities 2018

Improving A-E results by explicitly teaching reading, writing and numeracy within the Australian curriculum.

Actions	Targets	Timelines
Principal and teacher analyse data sets: LOA, NAPLAN, School Data, PM, Pat, Class work to focus teaching for cohort and individualised learning.	Maths: 100% C or above	Term 1-4
Inform whole school teaching practices for reading and numeracy through: Deep analysis of reading and numeracy data. Deep analysis of reading and numeracy demands within the curriculum.	64% B or above English 100% C or above 54% B or above	Term 1-4
Formalise and timetable a focussed pre/mid/post unit planning and data conversations.	100% NMS in NAPLAN 100% reaching NQ PM reading Benchmarks Inquiry Cycles	Term 1-4

Queensland
Government

Collaboratively develop and document a whole school approach to analysing data and identify and implement teaching pedagogy in Reading, Writing and Numeracy.	100% Staff Involvement & Knowledge	Draft Ready for trial Term 2
Embed the use of Early Start and the Literacy Continuum for P-2.	100% students	Term 1-4
Record all data in OneSchool and utilise class dashboard.	100% all teaching staff	Term 1
Develop a whole school pedagogical approach to teaching numeracy and reading based on DET Whole School Approach to Teaching Reading.	100% student improvement & success	Term 3
Focus on P-2 pedagogy for learning while aligning the future complexities of year 3-6 requirements. (Ensuring suitable skills for a smooth transition between year levels)	Improvement LOA, PM data Early Start	Term 2

Queensland Government

Our School at a Glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2017:   Early Childhood - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	14	4	10	1	88%
2016	16	6	10	1	88%
2017	16	5	11	2	100%

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

In 2017, 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 (https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous).

Characteristics of the Student Body

Overview

The demographic/ socio—economic characteristics of our student body include mostly Anglo-Australian ethnicity with a small number of students from non-Anglo-Australian ethnicity, Anglo-Australian and Indigenous cultural backgrounds and non-religious and Christian backgrounds. Students live in rural locations, in small townships and on properties. Most families have a representative on the Parents and Citizens Association. Most parents are miners or work on properties (farms) or at the school or all three. A number of families have links to the school stretching back many generations. Generally, there is enrolment continuity. Family composition is mostly students living with both parents or married carers. There are no students with English as a Second Language or Dialect.

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

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 2	14	17	11
Year 3– Year 6			5
Year 7 – Year 10			
Year 11 – Year 12			

Queensland Government

Curriculum Delivery

Our Approach to Curriculum Delivery

- Ravenswood State School offers a curriculum that is based on the Australian Curriculum
- Targeted Resources fund for an extra teacher to deliver curriculum with a priority on P-2 Literacy and Numeracy.
- Students in Year 5 and Year 6 have the opportunity to learn LOTE (Languages Other Than English) which is Japanese.
- Science for Year 3 – 6 is taught with teacher led lessons and online lessons with other schools participating in the S4 project.

Co-curricular Activities
- Afterschool Homework Club
- Afterschool Sport program
- Dalrymple Alliance Sport – Cross country, soccer, athletics, swimming
- Swimming Lessons in Term 1 and Term 4
- Tennis Term 3
- Dance Term 2
- Whole School Excursions
- Carpentaria Gold events – tree planting, art and writing workshops, science presentations
- Various school projects and excursions funded through RREAP
- Music lessons – singing and guitar

How Information and Communication Technologies are used to Assist Learning

All students have been allocated an iPad for their use at school which is used regularly to assist learning in all areas of the Australian Curriculum. All students have access to laptops to assist learning in all areas of the curriculum. Currently 3-6 student also participate in LOTE and science via online learning classrooms. Students use ICT to participate in online education programs and activities such as Literacy Planet, Reading Eggs and Mathletics.

Social Climate

Overview

Ravenswood State School has a dedicated and enthusiastic staff who work hard to improve student learning and positive outcomes for all students. The school works in close collaboration with support specialists including the Guidance Officer, Speech Pathologist, and other key educational support staff to enable the best support for our students. Parent/teacher contact is regular through informal conversations at drop off/pickup, special events, parades and P&C functions. Formal parent/teacher interviews are scheduled each semester.

Ravenswood State School has a very supportive P&C and also works closely with Carpentaria Gold, the local Senior Constable, volunteers and the extended community to help support students and the broader community. Our school chaplaincy program continued in 2017 for two days a week to focus on support, guidance and extra instruction time for students. Ravenswood State School is a PB4L school (Positive Behaviour 4 Learning).

Queensland
Government

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
their child is getting a good education at school (S2016)	100%	100%	100%
this is a good school (S2035)	100%	100%	100%
their child likes being at this school* (S2001)	100%	100%	100%
their child feels safe at this school* (S2002)	100%	100%	100%
their child's learning needs are being met at this school* (S2003)	100%	100%	100%
their child is making good progress at this school* (S2004)	100%	100%	100%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	100%	100%
teachers at this school motivate their child to learn* (S2007)	100%	100%	100%
teachers at this school treat students fairly* (S2008)	100%	100%	100%
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%	100%	100%
this school takes parents' opinions seriously* (S2011)	100%	100%	100%
student behaviour is well managed at this school* (S2012)	100%	100%	100%
this school looks for ways to improve* (S2013)	100%	100%	100%
this school is well maintained* (S2014)	100%	100%	100%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	100%	100%	100%
they like being at their school* (S2036)	100%	100%	100%
they feel safe at their school* (S2037)	100%	100%	100%
their teachers motivate them to learn* (S2038)	100%	100%	100%
their teachers expect them to do their best* (S2039)	100%	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	100%	100%	100%
teachers treat students fairly at their school* (S2041)	100%	94%	100%
they can talk to their teachers about their concerns* (S2042)	100%	94%	80%
their school takes students' opinions seriously* (S2043)	100%	94%	100%
student behaviour is well managed at their school* (S2044)	100%	100%	100%
their school looks for ways to improve* (S2045)	100%	100%	100%
their school is well maintained* (S2046)	100%	100%	100%
their school gives them opportunities to do interesting things* (S2047)	100%	100%	100%

Queensland Government

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
they enjoy working at their school (S2069)	100%	100%	100%
they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
they receive useful feedback about their work at their school (S2071)	100%	100%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	DW	DW	DW
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	100%	100%
student behaviour is well managed at their school (S2074)	100%	100%	100%
staff are well supported at their school (S2075)	100%	100%	100%
their school takes staff opinions seriously (S2076)	100%	100%	100%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	100%	100%	100%
their school gives them opportunities to do interesting things (S2079)	100%	100%	100%

* 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

The parent group within our school is supportive and active. Twice yearly reporting is conducted with face to face interviews being offered on each non reporting occasion. Parents are kept up-to-date on issues surrounding their children's academic and social-emotional wellbeing through daily conversations, emails and text messages. The school newsletter, noticeboard and website also keeps the school's families informed of events. Afternoon Sport with the local constable is available every Tuesday and volunteers take after school sport on Monday, Wednesday and Thursday. Fortnightly parades are organised by student leaders and all parents and community are welcome. The Parents and Citizens Association meets regularly and is very active in fundraising to support programs within the school. Ravenswood State School also maintains a close working relationship with Carpentaria Gold and many events and programs are organised in partnership with them. Ravenswood State School acknowledges the importance from community and parental input and continues its long standing 'open door' relationship with the community and most importantly, parents and carers.

Respectful relationships programs

In partnership with our Senior Local Constable, the 'Daniel Morcombe Child Safety Curriculum' is delivered each year to P-2 and 3-6 Students. Our local Chaplain also delivers weekly programs to students which incorporates values of respect, diversity and strategies to cooperate, participate and support each other. Furthermore, as part of our PB4L program, fortnightly focus lessons incorporate strategies on safety, awareness and social strategies.

The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable and healthy relationships.

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	**2015**	**2016**	**2017**
Short Suspensions – 1 to 10 days	0	0	0
Long Suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

.

Environmental Footprint

Reducing the school's environmental footprint

The electricity consumption increased due to utilizing two classrooms as part of our split P-2 and year 3-6 classrooms. Water usage decreased due to having a well-established lawn area and the use of rain water tanks to supplement the watering program.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	**Electricity** **kWh**	**Water** **kL**
2014-2015	14,629	6
2015-2016	16,027	1,006
2016-2017	20,020	576

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.**

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

Queensland
Government

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

2017 WORKFORCE COMPOSITION			
Description	**Teaching Staff**	**Non-Teaching Staff**	**Indigenous Staff**
Headcounts	2	5	0
Full-time Equivalents	2	2	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	**Number of classroom teachers and school leaders at the school**
Doctorate	
Masters	
Graduate Diploma etc.**	
Bachelor degree	1
Diploma	2
Certificate	

*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 2017 was $ 11, 842.
The major professional development initiatives are as follows:
- Curriculum Planning Days
- Principal Conferences
- Age Appropriate Pedagogies
- Child Protection
- Finance
- Abecedarian Training
- Kindergarten
- Collaborative Inquiry
- Quality Teaching and Learning

The proportion of the teaching staff involved in professional development activities during 2017 was 99%.

Queensland
Government

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	**2015**	**2016**	**2017**
Staff attendance for permanent and temporary staff and school leaders.	95%	99%	99%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 100% of staff was retained by the school for the entire 2017.

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 2017			
Description	**2015**	**2016**	**2017**
The overall attendance rate* for the students at this school (shown as a percentage).	93%	94%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).	DW	97%	93%

*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.

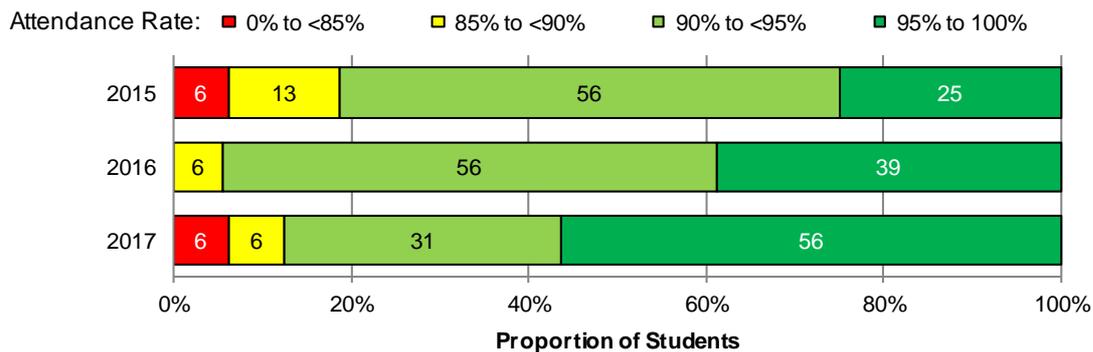The overall student attendance rate in 2017 for all Queensland Primary schools was 93%.

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**
2015	93%	DW	DW	DW	91%	94%	97%						
2016	95%	94%	DW	DW	DW	93%	94%						
2017	94%	92%	94%	DW	DW	DW	97%						

*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:

Queensland
Government

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

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2015	6	13	56	25
2016		6	56	39
2017	6	6	31	56

Proportion of Students

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the Department of Education 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.

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.

Parents are encouraged to call the school prior to the commencement of the school day to report an absence and reason for absence of their child. The school contacts absent parents if this does not occur by 9:15am via a text message or phone call.

Attendance is encouraged via
- Newsletters
- Parades
- P&C Functions
- Daily talks with students

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.**

Queensland
Government

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.

Queensland
Government