


Our school at a glance

	Postal address	PO Box 40 Ravenshoe QLD 4888
	Phone	(07) 4097 5333
	Fax	(07) 4097 5300
	Email	the.principal@ravenshoss.eq.edu.au
	Webpages	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Department's Right to Information site .
	Contact Person	Henry Condon Principal

Principal's foreword

Introduction

The School Annual Report is a reporting document, which is developed by the principal in collaboration with the school and community. Its purpose is to report on school performance and to communicate systemic and school priorities for the next 12 months.

Through 2010 Ravenshoe State School P-12 maintained its commitment to providing a safe, inclusive learning environment for all students. A focus on literacy, numeracy, explicit teaching, student engagement, and parent involvement in student learning has enhanced our school as a learning place. Our School Wide Positive Behaviour Support philosophy ensures acknowledgement of good citizenship, and our partnership with the BEACON Foundation has provided opportunities for our Secondary students to develop leadership skills, and has strengthened pathways towards employment.

School progress towards its goals in 2010

During 2010 we embedded the School Wide Positive Support philosophy which is realising our goal as a school where students can effectively engage in learning and teachers effectively provide instruction. A values lesson is held each week in all classes to maintain Universal Expectations. An improved learning place has been conducive to improving results in National Testing, and gains in students attaining an OP between 1-15, and or a QCE. Regular attendance of students has improved and parent and community involvement through the Parents and Citizens Association and school presentations and information evenings has also improved. We continue to progress towards National standards in Literacy and Numeracy, and to improve student and community engagement in education.

Future outlook

Improving results in Literacy and Numeracy across all year levels is a major priority for 2011. We have committed to reaching better attendance targets through parent and community awareness and involvement in school activities and through an awareness of the importance of students attending and engaging in lessons, every day. Teaching staff are being well-informed of explicit teaching expectations, and direct instruction is being utilised.

Instructional leadership partnerships have ensured that high yield teaching strategies and individual Classroom Management Plans are being implemented, and we look forward to engaging in our National

Our school at a glance

Curriculum.

School Profile

Coeducational or single sex: Coeducational

Year levels offered: Prep-12

Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2010 – Nov 2010)
401	180	221	81%

Characteristics of the student body:

One third of our students on the Primary Campus, and on the Secondary Campus, are indigenous. We have a significant percentage of students in care, and 51% of our students arrive to school by bus.

Class sizes – Proportion of school classes achieving class size targets in 2010

Phase	Average Class Size	Percentage of classes in the school			
		On or under target	Under Target	On Target	Over Target
Prep – Year 3	24	100%	50%	50%	0%
Year 4 – Year 10	20	100%	98%	2%	0%
Year 11 – Year 12	8	100%	100%	0%	0%
All Classes	15	100%	97%	3%	0%

School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	120
Long Suspensions - 6 to 20 days	4
Exclusions	0
Cancellations of Enrolment	0

Curriculum offerings

Our distinctive curriculum offerings

Agriculture and Horticultural studies are offered within the school's commercial dairy – over 50 cows are milked daily and secondary students experience this activity under the supervision of the agricultural

Our school at a glance

assistant and farmhand. Students grow vegetables and some are involved in poultry breeding. We have business partnerships with JCU and the dairy industry through our tropical legume trials. The school's smaller citrus orchard is to be upgraded. Primary classes engage in an "Options" afternoon which includes robotics.

Extra curricula activities

Beef Cattle Leading and show preparation handling engage a number of students on the local show circuit.

Primary students experience Active After School Program two afternoons each week.

We are developing 'sister School' ties with Isogo High School in Yokohama, Japan; over the past 3 years alternate visits have been made by students and teachers.

How Information and Communication Technologies are used to assist learning

Computers provide vital learning opportunities at Ravenshoe State School P-12. All students access computers and the internet in their classrooms and computer rooms to enhance information and communication skills, and have numerous opportunities to utilise these skills in presentation and assessment activities. Digital photography plays an important part in our art program and film and television lessons make use of computer learnings.

Social climate

Staff, students, and parents have worked together to improve the supportive school environment. 59.7% of students reported satisfaction with their well-being in the school.

Staff reported a significant increase in morale in the school - from 43.6% in 2009, to 65.4% in 2010.

Parents reported a significant increase in their satisfaction with their child's well-being in the school - from 41.2% in 2009 to 58.6% in 2010.

The school has further embedded its School Wide Positive Behaviour Support philosophy across its campuses, where Universal Expectations of Safe, Respectful, Learners are emphasised daily, and it has a very active and successful Local Chaplaincy Committee which operates a Breakfast Club on the Secondary campus.

Our P&C Association's financial standing has enhanced school resources, and classes are encouraged to apply for P&C funding to support student learning.

Parent, student and teacher satisfaction with the school

Parent and community involvement and support for the school is reflected in the increased school enrolment and parent participation in class and subject selection presentations. We have yet to show an improving trend in student satisfaction with the education they are getting at the school; parent satisfaction in this area is still not at high levels but percentage satisfaction has more than doubled over the past 12 months. Parent satisfaction with the school in general has also improved significantly. Teacher satisfaction with school morale has improved markedly over the past 12 months, as has teacher satisfaction with access to professional development activities.

Performance measure	Result 2010
Percentage of parents/caregivers satisfied that their child is getting a good education at school	55%
Percentage of students satisfied that they are getting a good education at school	55%
Percentage of parents/caregivers satisfied with their child's school	61%

Our school at a glance

Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	69%
Percentage of staff members satisfied with morale in the school	65%

Involving parents in their child's education.

Strategies to encourage parent involvement in their child's education at Ravenshoe State School P-12 include our BEACON project, Aboriginal dance group, Multi-cultural/NAIDOC celebrations, Sports carnivals, Induction of School Leaders, Presentation Night, TORIMBA Festival activities, P&C Association, Classroom helpers, afternoon and evening information sessions, Australia Day Cricket Match. Our continuing focus on high expectations of student outcomes has encouraged greater participation of parents in reporting sessions.

Reducing the school's environmental footprint

We have installed a bank of 24 solar panels, have made greater efforts to improve on water usage, have improved gardens, and have instilled an increased awareness in our students, towards caring for the environment.

Year	Total	Electricity	Sewerage	Waste	Water	Gas	Other	Electricity KwH	WaterKL	GasMJ
2010	\$60,750	\$43,691	\$4,909	\$3,680	\$8,470	\$0	\$0	228,506	0	0
2009	\$61,143	\$39,080	\$0	\$0	\$12,601	\$0	\$9,462	7,679	5,917	0
% change 2009 - 2010	-1%	12%	N/A	N/A	-33%	N/A	-100%	2876%	-100%	N/A

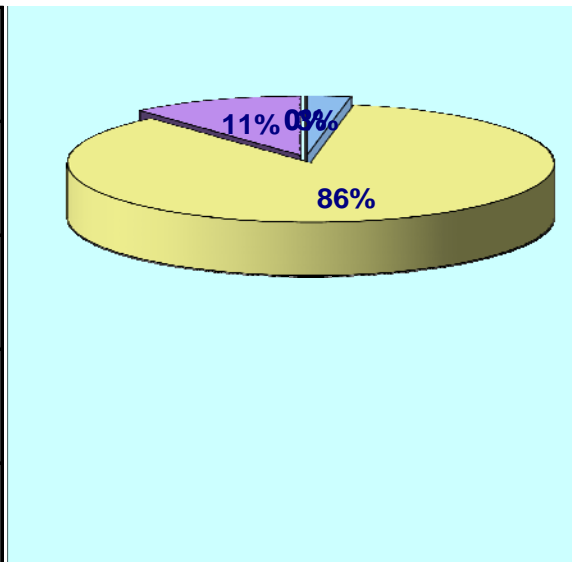
Performance of our students

Staff composition, including Indigenous Staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	35	25	<5
Full-time equivalents	32	18	<5

Qualifications of all teachers.

Doctorate	0
Masters	1
Bachelor degree	30
Diploma	4
Certificate	0



Expenditure on and teacher participation in professional development.

The total funds expended on teacher professional development in 2010 was \$40,217.58.

The major professional development initiatives are as follows: Major professional development expenditure in 2010 is as follows: - Literacy and Numeracy, Farm Chemical Safety Course.

The involvement of the teaching staff in professional development activities during 2010 was 81 %.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 97% in 2010.

Proportion of staff retained from the previous school year.

Performance of our students

From the end of the previous school year, 81% of staff were retained by the school for the entire 2010 school year.

Key student outcomes

Attendance

Student attendance - 2010

The average attendance rate for the whole school as a percentage in 2010 was 86%.

Student attendance for each year level

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
86%	88%	86%	88%	89%	85%	85%	89%	89%	82%	83%	86%

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.

Parents and caregivers are contacted within 3 days of absence. Students meet with administration and Student Welfare Team is informed, to consider re-engagement of truant students.

Performance of our students

Achievement – Years 3, 5, 7, and 9

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 MySchool website at <http://www.myschool.edu.au/>

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



The image shows a search interface titled "Find a school". It contains two main search sections. The first section is "Search by school name", which includes a text input field and a yellow "GO" button. The second section is "Search by suburb, town or postcode", which includes a text input field, two radio button options for "Sector" (Government and Non-government), and a yellow "SEARCH" button.

Where it says '**Search by school name**', type in the name of the school whose NAPLAN results 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 able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Performance of our students

Achievement – Closing the Gap

The Gap between Indigenous and Non-Indigenous attendance rates showed significant improvement and exceeded the 2010 system target. The Gap between Indigenous and Non-Indigenous apparent retention in Years 10 to 12 significantly exceeded the system target in 2010. Whilst Reading attainments improved in lower years in 2010, the Gap in Literacy and Numeracy generally, has not improved.

Attainment and Achievement – Year 12

Apparent retention rates Year 10 to Year 12.

Year 12 student enrolment as a percentage of the Year 10 student cohort.	52%
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Outcomes for our Year 12 cohort of 2010

Number of students receiving a Senior Statement.	19
Number of students awarded a Queensland Certificate of Individual Achievement (QCIA).	0
Number of students receiving an Overall Position (OP).	4
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	1
Number of students awarded one or more Vocational Educational Training (VET) qualifications.	13
Number of students awarded an Australian Qualification Framework (AQF) Certificate II or above.	8
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	12
Number of students awarded an International Baccalaureate Diploma (IBD).	0
Percentage of OP/ IBD eligible students with OP 1-15 or an IBD.	50%
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.	84%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	86%

Overall Position Bands (OP)

Number of students in each Band for OP 1 to 25.

OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
0	1	1	2	0

Performance of our students

Vocational Educational Training qualification (VET)

Number of students awarded certificates under the Australian Qualification Framework (AQF).

Certificate I	Certificate II	Certificate III or above
8	8	0

Please write a brief description just of the types of Certificate 1 courses your students undertook. Leave this blank if there were no Certificate 1 students in your school.

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2010 Year 12 post-school destinations survey, *Next Step – Student Destination Report* for the school were not available. Information about these post-school destinations of our students will be incorporated into this Report in September.

Early leavers information

Early leavers in 2010 were engaged in numerous discussions between parents and administration staff, reviewing of SET Plans, and seeking of VET course options. They moved to a bigger population area in the region, or remained in the local area, seeking work.