Background:
Ravenswood is a primary school catering for students from Prep - Year 7. The school is located 136 kilometres west of Townsville. The school has a current enrolment of 20 students arranged in multi-age settings. The school has an Index of Community Socio-Educational Advantage (ICSEA) value of 969.

Commendations:
- Since the previous audit, the school has undertaken extensive work across all eight domains of the audit instrument. Of particular note, is the work undertaken in developing the whole school curriculum delivery plan. Working with the cluster, the school has in place a clear and explicit curriculum framework covering all key learning areas (KLAs). The use of OneNote to plan and deliver this curriculum at a classroom level provides consistency in planning and clarity for all classes. All staff members are comfortable in the use of this planning to support teaching and learning. The planning is stored centrally on the school network and accessible on all school computers. Resourcing has been put in place to ensure effective and efficient access to, and use of, all planning documents and other school policies and procedures.
- Effective use is made of student performance data, both as a measure of progress and as a reference to determine future teaching and learning for individual students. This data is stored centrally and accessible to all staff members. Careful analysis of student data and ongoing monitoring enhance the effectiveness of this data.
- Staff members work together as a team with a clear focus on student wellbeing and the delivery of quality curriculum which results in improved student outcomes.

Affirmations:
- The students at the school are friendly and welcoming. They expressed high levels of pride in the work they were doing in class and were eager to share that work. They also openly expressed pride in their school and commented on the positive relationships that exist between staff members and students.
- The school has a strong family tone to it. Parents, present during the audit, expressed high levels of satisfaction with the work being done in the school by the staff members and the students.
- Morale at the school is high, with staff members commenting positively on the relationships that exist between all staff members and with the organisation of the school.
- High levels of trust are apparent across the school community. Interactions are focused on the learning and wellbeing of students and on continually improving the school’s ability to meet the needs of all students. Parents, school leaders and teachers work together in a mutually supportive way.

Recommendations:
- Continue the development of a whole school pedagogical framework which explicitly identifies what teaching and learning will look like in every classroom.
- Initiate and document formal coaching, mentoring and feedback processes aligned closely with the pedagogical framework and the areas identified by individual staff members during performance development conversations.
- Document and communicate explicit targets and timelines associated with improvements sought in student performance outcomes identified in the school improvement agenda.
- Extend the use of OneNote planning to provide individual students with alternative means of representation, engagement and expression in all areas of the curriculum.