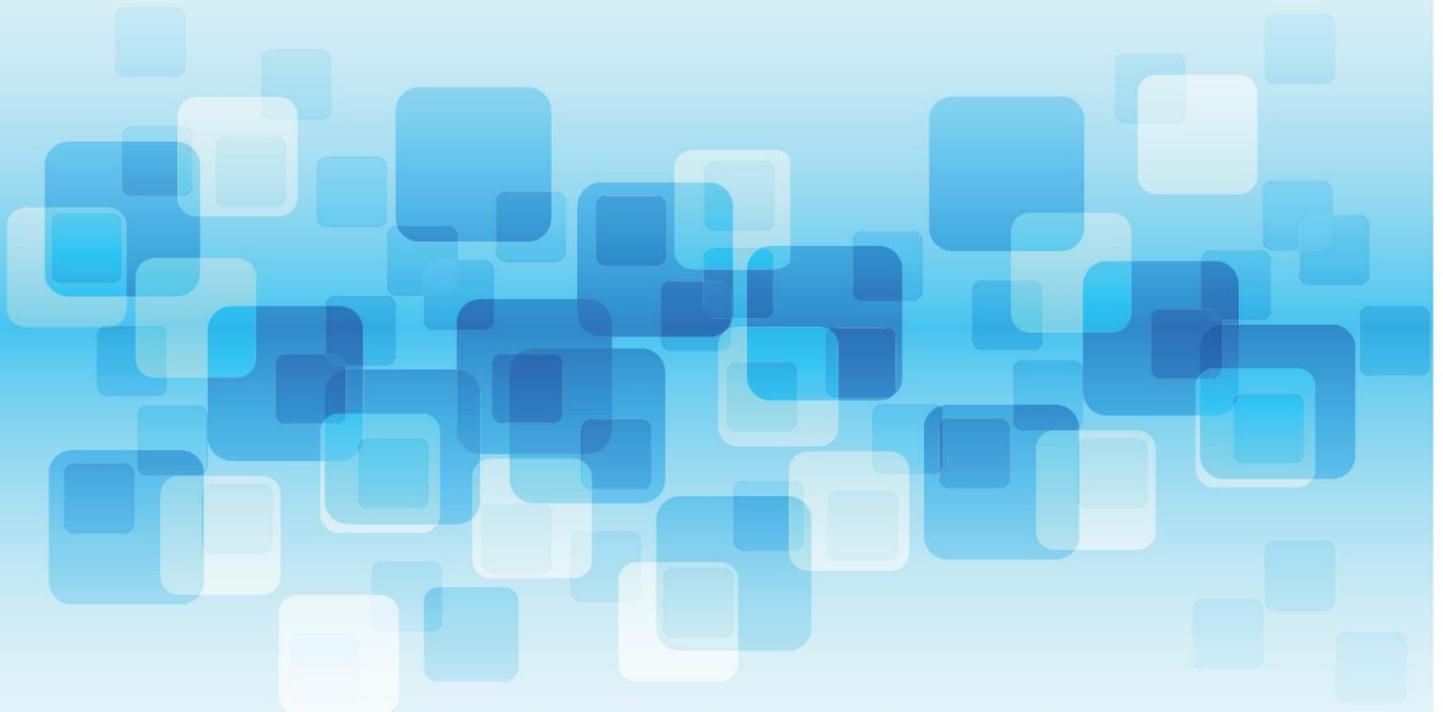




School Improvement Unit Report

Ravenswood State School Executive Summary



1. Introduction

1.1 Background

This report is a product of a review carried out at Ravenswood from 28 to 29 May 2015. It provides an evaluation of the school's performance against the nine domains of the [National School Improvement Tool](#). It also recommends improvement strategies for the school to consider in consultation with its regional office and school community.

The review and report were completed by a review team from the School Improvement Unit (SIU). For more information about the SIU and the new reviews for Queensland state schools please visit the Department of Education and Training (DET) [website](#).

1.2 School context

| | |
|--|---|
| Location: | School Street, Ravenswood |
| Education region: | North Queensland |
| The school opened in: | 1873 |
| Year levels: | Prep to Year 6 |
| Current school enrolment: | 14 |
| Indigenous enrolments: | 7 per cent |
| Students with disability enrolments: | 0 per cent |
| Index of Community Socio-Educational Advantage (ICSEA) value: | 966 |
| Year principal appointed: | Semester 2, 2014 (acting) |
| Number of teachers: | 1 |
| Nearby schools: | Nearest schools are located in Charters Towers: Charters Towers Central State School, Millchester State School, Richmond Hill State School, Charters Towers State High School |
| Significant community partnerships: | Dalrymple Alliance of Schools Carpentaria Gold Pty Ltd |
| Unique school programs: | |



1.3 Review methodology

The review was conducted by a team of two reviewers.

The review consisted of:

- a pre-review audit of the school's performance data and other school information
- consultation with the school's Principal Supervisor
- a school visit of two days
- interviews with staff, students, parents and community representatives, including:
 - Principal - teaching
 - Teacher – district relieving
 - Two teacher-aides and grounds person
 - School Chaplain
 - Parents and Citizens' (P&C) association president and seven parents
 - Nine students
 - Local police officer
 - Community Relations Officer, Carpentaria Gold Pty Ltd

1.4 Review team

| | |
|-------------|---------------------------------------|
| Judy Dale | Internal reviewer, SIU (review chair) |
| Peter James | Peer reviewer |



2. Executive summary

2.1 Key findings

- The school provides a welcoming and positive learning environment characterised by the clear expectation that all students will be successful in their learning.

The tone of the school is a friendly, calm, organised and happy one. Relationships between staff, students and parents are respectful, positive and productive. Parents and families are encouraged to take a genuine and close interest in the work of the school and are welcomed as partners in their children's learning. There are high levels of parent and student satisfaction with the school and quality of education offered.

- The principal and school team are united and committed to improving learning outcomes for all students in the school.

The school's student achievement target of 100 per cent of students achieving at a 'C' or above in all key learning areas has provided a focus for explicit teaching and student engagement in learning. There is a shared understanding by staff, parents and students that reading is a priority area. Writing has been identified as a future priority area.

- Reliable and timely data is being used by the teaching principal.

There is clear evidence of ongoing monitoring and systemic assessment of student achievement to identify learning gaps, starting points for teaching and personalise learning. In the classroom data and learning walls are used by students, staff and parents to understand curriculum demands and monitor and celebrate student progress. Students are guided in maintaining individual data profiles which are used in reading to effectively monitor and record progress, to establish individual student goals and guide future learning. Tracking of student achievement levels in mathematics is yet to achieve the same levels of sophistication as tracking of reading.

- The principal has fostered a school-wide, shared responsibility for student learning and success, supported by a culture of self-reflection focused on improved teaching and learning practices.

Staff demonstrate a commitment to improvement in teaching and are open to sharing their teaching practices. Developing performance plans have been developed for all staff. Roles of all school staff are documented and understood by all team members. Teacher-aides and volunteers are timetabled effectively to best support student learning. Staff are provided with professional development opportunities. There are no formal, regular feedback strategies currently in place for teacher-aides.



- The school has a comprehensive, well-documented curriculum plan which provides a solid foundation for the consistent, sequenced delivery of the Australian Curriculum in the small school multi-age setting.

The curriculum plan includes the school's pedagogical framework for the delivery of explicit teaching practice and clarifies what should be taught and what students should learn. Curriculum intent and achievement standards are explicitly deconstructed with students and shared with parents. Students and their parents indicated that the teaching and learning experiences provided are matched to the students' learning levels, are engaging and challenging and progress the students' learning.

- Differentiated teaching and personalised learning for students is central to day-to-day teaching and learning.

The school team is committed to assessing, identifying and catering to the needs of all students including high-achieving students. Students are encouraged to take ownership of their own learning. A diverse range of strategies and programs including the use of digital resources, is used to ensure that every student is engaged and learning successfully.



2.2 Key improvement strategies

- Embed the school's reading improvement strategy with a plan to extend this strategy to other identified priority areas.
- Develop a greater level of sophistication in the tracking of achievement in mathematics.
- Expand the use of explicit student learning goals to other priority areas to further promote student ownership of and engagement in learning.
- Investigate models of reflective practice and feedback for staff.