



**Catholic  
Education**  
Diocese of Cairns

*Learning with Faith and Vision*

## St Teresa's School, Ravenshoe

<b>Motto</b>	Knowledge, Love, Truth
<b>Address</b>	6 Moffatt Street, RAVENSHOE QLD 4888
<b>Postal Address</b>	PO Box 249, RAVENSHOE QLD 4888
<b>Phone Number</b>	(07) 4097 6173
<b>Fax Number</b>	(07) 4097 6665
<b>Email Address</b>	<a href="mailto:principal.ravenshoe@cns.catholic.edu.au">principal.ravenshoe@cns.catholic.edu.au</a>
<b>Web Site</b>	<a href="http://www.stteresas.qld.edu.au">http://www.stteresas.qld.edu.au</a>
<b>Total Enrolments</b>	79
<b>Year Levels Offered</b>	P-6
<b>Student Population</b>	Co-Educational
<b>Principal</b>	Ms Catherine McKechnie
<b>Parish Priest</b>	Fr Michael Szymanski PP
<b>Parish Number</b>	(07) 4097 6180





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### About our School

St Teresa's School was opened in 1950, originally staffed by the Sisters of Mercy until 1978. In 2020 we have a student population of 79 students from Prep to Year 6 with a staff of 14; all current teaching staff reside in townships other than Ravenshoe while all non-teaching staff are established residents of Ravenshoe. The school consists of 6 classrooms, an office area, library, a tuckshop, a playing field, an adventure playground and a sports court.

Ravenshoe is a rural town located 123 kilometres southwest of Cairns on the Atherton Tableland. At 930 metres above sea level, it is the highest town in Queensland. Traditionally a timber town, this industry was lost after very large areas around the town were listed as World Heritage in 1987. Today Ravenshoe is a farming community producing beef, dairy, corn, peanuts, avocados and vegetables. It still has a functioning timber mill which now only produces plywood. Because of these changes in the timber industry and other factors, local employment opportunities have become more limited and residents often travel out of town for permanent employment. Recent real estate sales have significantly impacted on the local rental market with property sales being made by buyers who are looking to retire in Ravenshoe; Covid 19 maybe of influence. In the past twelve months, this has significantly impacted our enrolment numbers. The traditional owners of the land in the Ravenshoe district are the Jirrbal people who speak a dialect of the Dyrbal language.

### Characteristics of Student Body

- Student Enrolment - 79 (46 boys and 33 girls)
- Class Structure - Prep, Year 1 /2, Year 3/4 and Year 5/6
- Verified students - 3
- Indigenous – 19%
- NCCD - 5. 4 Supplementary, 1 QDTP.
- Catholicity - 30%
- Attendance - 61.6%
- ICSEA – 928

#### Cultural diversity

- Indigenous - Aboriginal, Torres Strait Islander and/or both

### School Annual Improvement

#### Priority 1: Enhancing Catholic Identity

Smart Goals: By the end of 2020, the St Teresa's community will devise strategies that will nurture a Post Critical Belief to assist in developing a Recontextualised Catholic Dialogue School. This will be evidenced by:

1. The creation of a two-year sequence and scope cycle for Year Level Religious Education overviews that integrates the Religious Life of the school, First Nation spiritualities and other learning and have a minimum of one trialled and reviewed learning cycle for each year level.
2. Drawing on the Catholic Tradition and nurturing the prayer life of the school by providing a variety of experiences evidenced by the Christian Prayer RLOS and pre and post data achieving a minimum of 1 point growth for PWP 1.3, 2.3, 2.5, 2.9, 3.1 3.2



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### Priority 2: Data Literacy

Smart Goal: By the end of 2020, the staff at St Teresa's will achieve competency in the relevant analysis and interpretation of data to inform decision making in Literacy and Numeracy. This will be evidenced by

1. The attainment of the system targets for NAPLAN Writing and Reading; 85% of students NMS +1 or above (year 5) and 90% (year 3)
2. Growth in unaided writing samples measured against the Writing tool
3. Growth in Reading and Numeracy as measured by the PAT assessment in Term 4.
4. Growth in Spelling as measured by the SWS Test in Term 4.

### Distinctive Curriculum Offerings

The school offers students a sound academic education in all key learning areas including Religious Education. Social and Emotional Learning is an important part of daily class lessons and teachers are trained in delivering the Second Steps programme. All students have classroom music lessons from a specialist music teacher and PE and other specialist areas are the responsibility of the classroom teacher.

### Extra Curricular Activities

These include:

- Sporting; Auskick clinics
- Billy Slater League tag competition
- Athletics and Cross Country teams
- Reader's Cup Competitions
- Instrumental Music Program
- Choir
- Choir tours to Atherton and Malanda
- Chess
- Brainiac, STEAM and Media clubs during lunch times.
- Social Justice Group
- Performing Arts Concerts once a semester.
- Under 8s day with the local state primary schools.

### Social Climate

The social climate of our school reflects the values that our community has identified as basic to our vision and mission. These values; love, respect, justice and compassion underpin the relationships between staff, students and families and ensure we have a place to plant our feet in all aspects of our work. The well-being of all in our school is paramount and a priority for the Leadership team. Care and concern for all is promoted and monitored. We are well supported by our school counsellor; our diverse learner's team and we value the assistance of CES staff in this. In all our encounters, we offer "hospitality", as espoused by Catherine McAuley. We enjoy a positive profile in our community and respond to requests for support whenever possible.



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### Parent Engagement

At St Teresa's, there is a small but, very active P and F Committee who meet once a term. There is a move to shift the emphasis of P and F as merely a fundraising body to address how parent engagement in the learning lives of their students can be facilitated. The committee is very keen to progress this. The P and F support the annual school/ parish fete, conduct dances and assist at school initiated activities. Monies raised supplement technology, literacy and sporting resources in the school.

Most of our students travel to and from school by bus and so we do not see their parents on a regular basis. We have to be intentional in our efforts to engage them in school life. Our Prep Transition programme has been very successful, as we are able to let the parents know just how much they matter.

### Parent Satisfaction

The Annual Survey for Parents was based on the school's response to home-based learning during Term 2 due to the COVID-19 pandemic and its restrictions. Feedback was sought regarding:

- Engagement and navigation of learning in remote learning
- The supporting role in their child's education
- Communication
- Wellbeing
- Timely and relevant information
- Skill development through home-based learning

The school used this feedback to enhance student learning throughout Term 2.



## Staff Reporting Data

Qualification Highest level of attainment	Doctoral / Post- doctoral	Masters	Bachelor degree	Diploma	Certificate
Number of staff with this qualification	0	1	9	4	1

Workforce composition	Headcount	FTE (Full-time equivalent)
Teaching Staff	11	7.30
Non-Teaching Staff	9	5.26
Indigenous	1	0.32

Professional development	
Funds expended	\$4,302.00
Staff Involved	100%

## Major Professional Development Initiatives

The teachers and the Leadership Team have been involved in professional learning in the following areas:

- Professional Learning Teams with a focus on improved reading and writing outcomes
- School improvement and school effectiveness
- Religious education
- Social emotional learning and wellbeing
- Special needs
- Collaborative teaching and coaching in literacy
- 360 feedback process (Principal)
- Neuroscience of Leadership; Principal and CST
- Enhancing Catholic School Identity
- Future Schools Conference

Attendance & Retention	
Average staff attendance rate for the school year, based on unplanned absences of sick and emergency leave for periods up to 5 days	97%
Percentage of teaching staff retained from the previous school year	72%

## Staff Satisfaction

The Annual Satisfaction Survey for Staff did not occur in its usual format in 2020 due to the COVID-19 pandemic and its restrictions. Feedback was sought during Term 2 from Parents and used to enhance remote learning.



## Student Reporting Data

### Average student attendance rates:

Prep	YR 1	YR 2	YR 3	YR 4	YR 5	YR 6
87.92	88.66	93.9	88.55	89.54	91.66	93.47

### How non-attendance is managed by the school

Teachers alert the school office to student non-attendance promptly every morning through their marking of the electronic school roll. The office staff then contact the parents unless the school has already been notified with a reason for the absence. This contact may be either through 'Blink' or a phone call.

### Student Satisfaction

The Annual Satisfaction Survey for Students did not occur in its usual format in 2020 due to the COVID-19 pandemic and its restrictions. Student input was sought through the remote learning feedback process.



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## **NAPLAN**

### **Reading, Writing & Numeracy Results - Year 3, 2020**

On 20 March 2020, Education Council agreed that NAPLAN would not proceed in 2020 due to the COVID-19 pandemic.

### **Reading, Writing & Numeracy Results - Year 5, 2020**

On 20 March 2020, Education Council agreed that NAPLAN would not proceed in 2020 due to the COVID-19 pandemic.



## Funding Reporting Data

### Income 2020

Australian Government recurrent funding	\$1,313,213
State/Territory Government recurrent funding	\$235,642
Fees, charges and parent contributions	\$109,469
Other private sources	\$57,205
<b>Total gross income (excluding income from government capital grants)</b>	<b>\$1,715,529</b>

### Deductions 2020

Income allocated to current capital projects	\$12,024
Income allocated to future capital projects and diocesan capital funds	\$0
Income allocated to debt servicing (including principal repayments and interest on loans)	\$3,968
<b>Subtotal</b>	<b>\$15,992</b>
<b>Total net recurrent income</b>	<b>\$1,699,537</b>