

Ramsay State School

School review executive summary

Every Queensland state school and centre has a review at least once every 4 years to guide continuous improvement and inform strategic priorities. Community feedback is an essential part of the review, with staff, parents, students and the community encouraged to have their say. This executive summary provides an insight into the findings from the school review process.







Acknowledgement of Country

Ramsay State School acknowledges the shared lands of the Giabal and Jarowair people.

About the school

Education region	Darling Downs South West Region
Year levels	Prep to Year 6
Enrolment	42
Indigenous enrolments	17%
Students with disability	26%
Index of Community Socio-Educational Advantage (ICSEA) value	1018

About the review

 2 reviewers from 8 to 9 August 2024	 67 participants	 12 school staff
 38 students	 13 parents and carers	 5 community members and stakeholders

Key improvement strategies

- Domain 6: Leading systematic curriculum implementation**
Refine curriculum documents, planning opportunities and implementation processes, to support teachers to deliver the Australian Curriculum.
- Domain 8: Implementing effective pedagogical practices**
Build the capability of staff in the use of a range of evidence-informed teaching practices to maximise students' engagement in learning.
- Domain 6: Leading systematic curriculum implementation**
Refine moderation processes using student work at multiple junctures to inform teaching and assessment judgements.
- Domain 1: Driving an explicit improvement agenda**
Monitor the implementation of all focus areas of the Annual Implementation Plan to determine their impact on student learning, engagement and wellbeing outcomes.

Key affirmations



Students explain that their teachers have high expectations for their learning and strive for them to do their best.

Students describe how staff work with them to solve problems and overcome challenges in the classroom and playground. Staff reference the school's purpose of helping students 'reach their full potential through respect, resilience and responsibility'. Parents and staff praise the culture where 'everyone is valued'.



Staff speak of a collective responsibility for student progress.

The principal outlines the priority given to using data to inform teaching and learning. They describe the use of digital data walls with a 'traffic light' approach to track Levels of Achievement in English and Mathematics, attendance and reading data, and other significant information about each student. Teachers and teacher aides access and update this information to help monitor students' progress and inform teaching and learning.



Parents convey they feel informed of their child's progress.

Parents appreciate how well staff know their child and that they are kept up-to-date with all elements of their child's progress. Parents comment that semester overviews are shared, providing them with information about what their child is learning. They explain that this helps to lead conversations with their child about their school day.



Parents highlight positive, caring relationships throughout the school community.

Parents describe a strong sense of mutual trust between families and staff, and comment that 'the care at the school is unmatched'. Students refer to staff as kind and always ready to help them. Parents appreciate the personal outreach from the school, saying that they know 'the door is always open'.