

Prairie State School

Queensland State School Reporting

2014 School Annual Report



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Principal's foreword

Introduction

Prairie State School was opened 14 April 1894. Prairie is situated on the Flinders Highway about 340kms west of Townsville and 45kms east of Hughenden with a population of approximately 50. Prairie State School provides a learning environment that is fun, safe and reflective of contemporary ideologies of primary education and the uniqueness of the local context. Our students come from the surrounding properties and from within the town and include third generations from our early enrolments.

Our school provides for students from Prep till Year 7.

The staff at Prairie SS understand that a close, positive working relationship with parents and the community is essential to the quality of education our school can provide.

Our school is the heart of our local area – our school buildings and grounds are home to many community events and organisations. We have a wonderfully supportive community.

Prairie State School is committed to the Dalrymple Alliance. The Dalrymple Alliance is a cluster of small schools which believes that there are many advantages to being educated in a small rural multi-age schools, we believe in working to produce the best outcomes for the students.

The school works together with its local communities to create and maintain sustainable structures which foster lifelong learners who have developed appropriate academic and social skills.

This report contains an overview of the school's profile and curriculum offerings. Data relating to teacher qualifications and retention of staff are also included.

School progress towards its goals in 2014

The 2013-2016 Strategic Plan continues many of the key goals.

Prairie State School shares and moderates a common curriculum across the Dalrymple Alliance. We moderate both C2C units and other student work.

The school has continued to work towards improving literacy and numeracy standards with all students having individual achievement goals and learning programs. Intervention for students requiring extra support or extension continues to be a priority. Quality professional development for all school staff has helped students work towards and achieve their goals.

Prairie State School has continued to introduce the Australian Curriculum as it rolls out, this year introducing Geography to the curriculum.

Community involvement in the school has continued to improve, with higher numbers of community members attending school open days and school events. Prairie State School has continued to work with the other schools within the Flinders Shire and the Dalrymple Alliance to provide quality educational opportunities for students.

Future outlook

We will be continuing to engage in reflective processes which influence our teaching and learning practices. This allows the school and its community to generate a sustainable environment which allows its students to maximise their approach to their present business in life, i.e. the acquisition of

knowledge, as well as intellectual and social skills which form the basis of future progress. Priority will continue to be given to the areas of literacy and numeracy, learning and development, school-community relationships and the ongoing development of resources to support the students in their endeavours.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2014: Prep Year - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	17	10	7	100%
2013	10	5	5	67%
2014	7	5	2	100%

Student counts are based on the Census (August) enrolment collection.

Characteristics of the student body:

Prairie State School student population consists of 2 girls in Prep – 3, 1 boy in Prep-3, 3 girls in Years 4-7 and 1 boy in Years 4-7.

The Prairie State School student body consists generally of students who live in town throughout the week and travel to family properties on weekends. Most students' families own businesses. Some students are the third generation of students in their families to attend Prairie State School.

Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3	8	6	3
Year 4 – Year 7 Primary	9	7	4
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	0	0	0
Long Suspensions - 6 to 20 days	0	0	0
Exclusions [#]	0	0	0
Cancellations of Enrolment	0	0	0

[#] Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

Curriculum offerings

Our distinctive curriculum offerings

Daily 2-hour focused literacy block

Daily 1¼ hour focused numeracy block

Science, Geography, History, SOSE, Health, and the Arts are delivered as part of an Integrated Curriculum and as stand-alone units of work, depending on which method provides the best learning experiences for students.

Curriculum camps with other schools in the Flinders Small Schools Cluster

Quality Athletics and Swimming coaching by qualified coaches

Specialist music lessons are provided by a visiting teacher. Students are taught to read and write music, play the keyboard and guitar, singing and dancing.

Extra curricula activities

Instrumental Music program

MidWest Athletics Carnival

MidWest Swimming Carnival

Flinders Small Schools swimming carnival

Flinders Small Schools athletic carnival

Flinders Small Schools sleep overs

Dalrymple Alliance School sports days

Flinders Small Schools Camp – History - Longreach

Tour de Prairie bike ride

Prairie Cemetery Clean up Day

Individual and collective participation in local shows

How Information and Communication Technologies are used to assist learning

With the increased use of technology in daily life, teachers are faced with the challenge of understanding the influence of significant technological trends on teaching, learning and the classroom culture with the aim of using the computer's potential to improve the students understanding and learning. In supporting this approach, Prairie State School is able to provide one computer and 1 iPad for every 1.5 students in the development of student computer-based skills and literacy. This is further complemented by a range of IT equipment such as a digital camera, teleconferencing facility, iPads and data projector. This equipment is utilised across all key learning areas and its value is enhanced by the delivery of focused technology learning episodes.

Social Climate

Prairie State School has a proud 121 year history of providing education to the Prairie community. As a result, it has become the cornerstone of the local community throughout changing times. Consequently, it receives positive support from the community and community organisations.

School Opinion survey data has continued to improve. Prairie SS parents have expressed that they are all very satisfied with the school in areas of Pedagogy, School Climate, School Community Relations, Resources and Additional Items. Majority of parents have stated they are very satisfied with Curriculum and the Learning Climate. In all areas of Parent Satisfaction Prairie State School as recorded results above both State mean and Like School mean.

Student opinion survey data has also shown that overall students are very satisfied with the school. The school recorded results above both State mean and Like School mean.

Staff opinion survey data has shown sustained high staff morale in 2011. Again the school results were above both State mean and Like School mean in all areas where data was available.

Prairie State School has a school chaplain who regularly visits and works with students on the "Virtues".

Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree# that:	2012	2013	2014
their child is getting a good education at school (S2016)	88%	100%	100%
this is a good school (S2035)	100%	100%	100%
their child likes being at this school* (S2001)	100%	100%	100%
their child feels safe at this school* (S2002)	100%	100%	100%
their child's learning needs are being met at this school* (S2003)	88%	100%	100%
their child is making good progress at this school* (S2004)	88%	100%	100%
teachers at this school expect their child to do his or her best* (S2005)	88%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	100%	100%
teachers at this school motivate their child to learn* (S2007)	100%	100%	100%
teachers at this school treat students fairly* (S2008)	88%	100%	100%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	100%
this school works with them to support their child's learning* (S2010)	100%	100%	100%
this school takes parents' opinions seriously* (S2011)	88%	100%	100%
student behaviour is well managed at this school* (S2012)	88%	100%	100%
this school looks for ways to improve* (S2013)	100%	100%	100%
this school is well maintained* (S2014)	100%	100%	100%

Performance measure			
Percentage of students who agree# that:	2012	2013	2014
they are getting a good education at school (S2048)	100%	83%	100%
they like being at their school* (S2036)	100%	100%	100%
they feel safe at their school* (S2037)	100%	100%	100%
their teachers motivate them to learn* (S2038)	100%	100%	100%
their teachers expect them to do their best* (S2039)	100%	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	100%	100%	100%
teachers treat students fairly at their school* (S2041)	100%	100%	100%
they can talk to their teachers about their concerns* (S2042)	100%	100%	100%
their school takes students' opinions seriously* (S2043)	100%	100%	100%
student behaviour is well managed at their school* (S2044)	100%	67%	100%
their school looks for ways to improve* (S2045)	100%	100%	100%
their school is well maintained* (S2046)	100%	100%	100%
their school gives them opportunities to do interesting things* (S2047)	100%	83%	100%

Performance measure			
Percentage of school staff who agree# that:	2012	2013	2014
they enjoy working at their school (S2069)		100%	100%
they feel that their school is a safe place in which to work (S2070)		100%	100%
they receive useful feedback about their work at their school (S2071)		100%	100%
students are encouraged to do their best at their school (S2072)		100%	100%
students are treated fairly at their school (S2073)		100%	100%
student behaviour is well managed at their school (S2074)		100%	100%
staff are well supported at their school (S2075)		100%	100%
their school takes staff opinions seriously (S2076)		100%	100%
their school looks for ways to improve (S2077)		100%	100%
their school is well maintained (S2078)		100%	100%
their school gives them opportunities to do interesting things (S2079)		100%	100%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

The Prairie State School P&C is an active group of stakeholders who meet monthly to discuss their children's education and ways they can better support it. To this end, they regularly engage in activities to support the initiatives of the school. Such activities include catering for local events, supporting the local ANZAC Day ceremony and running a stall at the annual Prairie Races.

Parents are encouraged to attend school community open days and parent-teacher interviews to widen their perspective on their child's progress and activities undertaken by the school. Fortnightly newsletters are distributed to over 50 members of the extended community to keep them informed of school news and events.

An annual Community Christmas concert celebrates student achievements during the year and allows parents and community members to share in these successes.

Prairie State School employs an open door policy for all parents and sees this as an important strategy in maintaining its positive school environment.

Reducing the school's environmental footprint

Prairie State School has continued to work to minimize the school's environmental footprint. During the current drought areas of the school lawn have been allowed to die to minimize water usage. The school continues to work with students to reduce electricity useage.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	12,542	22
2012-2013	14,847	0
2013-2014	8,845	0

The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

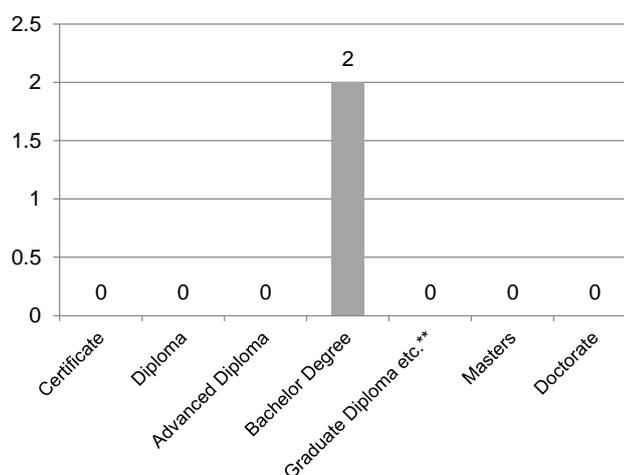
Our staff profile

Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	1	3	0
Full-time equivalents	1	1	0

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	2
Graduate Diploma etc.**	0
Masters	0
Doctorate	0
Total	2



*Teaching staff includes School Leaders

**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Expenditure on and teacher participation in professional development

The major professional development initiatives are as follows:

Principals Business Meetings
 Quality Schools, Inclusive Leaders Program
 Unpacking of Units training
 Principals State Education Conference
 First Aide
 Dalrymple Alliance Meetings and Moderation

The proportion of the teaching staff involved in professional development activities during 2014 was 100%.

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	99%	100%	100%

Proportion of staff retained from the previous school year

From the end of the previous school year, 100% of staff was retained by the school for the entire 2014 school year.

School income broken down by funding source

School income broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

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

Find a school

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

Where it says 'Search by school name', type in the name of the school 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 given access to the school's *My School* entry webpage.

School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school's entry webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Performance of our students

Key student outcomes

Student attendance	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	93%	93%	96%

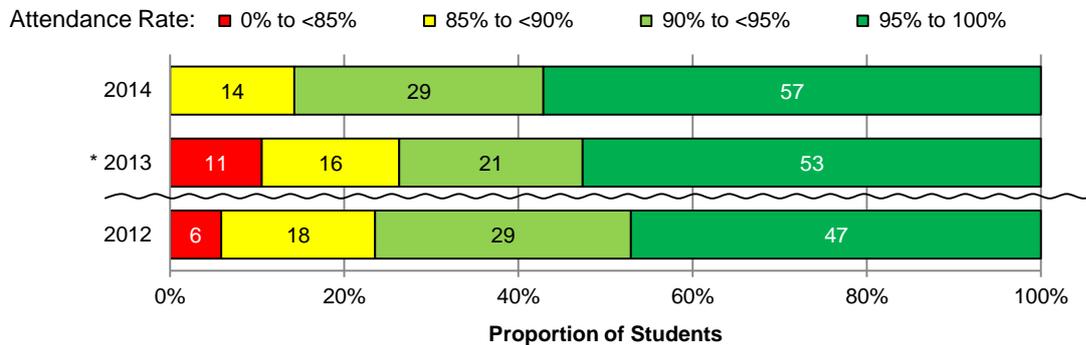
The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

Student attendance rate for each year level (shown as a percentage)												
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2012	91%	DW	DW	94%		96%	94%					
2013	92%	93%	DW	DW	94%		92%					
2014		94%	DW	DW	DW	96%						

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.



*The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 to that of previous years.

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.

Rolls are marked twice a day, in the morning and at the beginning of the afternoon session. Absences are followed up by a phone call to parents. Repeated absences are followed-up by home visits to discuss the impact of the absences with parents. Students who continue to be absent from school for prolonged periods are dealt with according to DET policies and guidelines.

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

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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.

Achievement – Closing the Gap

Prairie State School had no indigenous students attending in 2014.