

Prairie State School

# ANNUAL REPORT 2016

Queensland State School Reporting

*Inspiring minds. Creating opportunities. Shaping Queensland's future.*

Every student succeeding. State Schools Strategy 2016-2020  
Department of Education and Training



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## School Overview

Prairie State School aims to provide an environment focused on the learning of students so that each student develops a desire and an ability to continue learning, and continuously improves personal achievement levels to reach academic and social milestones beyond minimum acceptable standards. The School ensures that the learning environment is happy, enjoyable, safe and focused on teaching/learning practices that are reflective of contemporary and approved ideologies of primary education. Integral to this environment will be a continued emphasis on student behaviour and wellbeing implemented through the Responsible Behaviour Plan backed up by the Positive Behaviour for Learning framework. Integral to achieving quality educational outcomes, the staff of Prairie State School is committed to developing and maintaining a close, positive working relationship with parents and the local community, a relationship which is simultaneously both positive and respectful which is outlined in the Parent and Community Engagement Framework. Prairie State School is committed to our Professional Learning Communities and a commitment of interschool networking, community partnerships working as part of the Flinders Small Schools Cluster to maximise opportunities for all students.

## 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 6.

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 working with all schools within our cluster. 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 2016

Our 2016 School Priorities as outlined in the 2016 AIP were the following;

2016 School Priority	Progress made
Continue to embed the Australian Curriculum and implement Digital Technologies and Health and Physical Education	Fully implemented and embedded as evident in school Curriculum and Assessment Plan and Reporting
Build Staff Capacity in Quality Teaching and Learning	Implemented and will continue in 2017
Improve Reading, Writing and Spelling Outcomes	85% of students received a C or better in English in 2016 70% achieved Reading Benchmarks in 2016 This will continue to be a priority in 2017
Improve Early Years Transitions to school	Playgroup was carried out fortnightly and Prep Transition Days carried out in Term 4

## Future Outlook

Our School Improvement Agenda for 2017 is that 100% of students will receive a C or better in English through the implementation of 'Teaching with a Literacy Focus'. In Term 1 we had 90% of students receive a C and believe this is due to teachers having clarity of the curriculum and assessment and explicitly teaching the literacy demands of the unit.

## Our School at a Glance

### School Profile

<b>Coeducational or single sex:</b>	Coeducational
<b>Independent Public School:</b>	No
<b>Year levels offered in 2016:</b>	Prep Year - Year 6

#### Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2014</b>	7	5	2		100%
<b>2015*</b>	8	4	4		100%
<b>2016</b>	8	4	4		100%

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

\*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2016, there were no students enrolled in a pre-Prep\*\* program.

\*\* pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

## Characteristics of the Student Body

### Overview

Prairie State School student population consists of 1 girl in Prep, 1 boy in Year 1, 3 boys and 1 girl in Year 4 and 1 girl in Year 5 and 1 girl in Year 6.

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

### Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 6	7	6	8

\*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

## Curriculum Delivery

### Our Approach to Curriculum Delivery

#### Our distinctive curriculum offerings

- Individualized Curriculum into the Classroom (C2C) curriculum plans

- Mrs Carroll (3days) teaches English, Maths and Science and Mrs Townley (2 days) teaches History, Geography, The Arts Health and Physical Education and Technology
- LOTE (German) is offered to Year 5 and 6 students via web once a week
- Annual Athletics and Swimming Carnival with Small Schools and St. Francis Catholic School
- Daily Literacy and Numeracy blocks.
- Learn to swim program in Term 4.

### Extra curricula activities

- Sporting Schools Activities including Archery, Touch Football, Swimming, Athletics and Tennis
- Specialised Visitors: Chaplain (weekly visits) and travelling religion teacher (once a term)
- Specialist Staff: Guidance Officer.
- RAFS (Remote Area Family Services) playgroups, school based playgroup
- Participation in the Hughenden Show and sporting events

### How Information and Communication Technologies are used to Assist Learning

Prairie State School provides access to computers for each student. Furthermore, we have 5 iPads which are used in conjunction with the desktops/laptops. These support the cohort in developing their computer based competencies and assists in their ability to gain computer skills. An interactive whiteboard is used in the classroom on a daily basis. Students are also provided with a range of other digital media equipment including digital cameras, colour printers, scanners, data projector and digital microscope. All these are provided to develop and improve the student's skills through the continual use of information and communication equipment.

Internet programs such as *Mathletics*, IXL, Spelling-VocabularyCity, and Reading Eggs are also utilised by students and staff on a regular basis and are used to evaluate and record everyday learning experiences.

Programs such as PowerPoint, Excel, Publisher, Photo Story, Book Creator, Movie Maker and Word are utilised regularly to enhance and consolidate student learning outcomes. Students work with technology on a daily basis and are familiar with the operation of all media within the classroom context.

## Social Climate

### Overview

The local and wider community views the school as a supportive environment where all students feel safe and valued. Positive /appropriate behaviour is constant and there are few issues with bullying. The main goal of the school is to create an atmosphere that is welcoming and safe for all students, their families, staff and visitors. This year we implemented the Learning Positive Behaviour for Learning (PBL) is a whole school program that actively promotes positive behaviour. It enables students to develop a clear understanding of required expectations, become responsible for their own behaviour and work together to create a positive, productive and harmonious learning community.

At present, we have a school Chaplain who visits the school and assists in the welfare and wellbeing of not only the students but also the local community. Once a term, a fly-in Religious Instructor visits the school.

### Parent, Student and Staff Satisfaction

#### Parent opinion survey

Performance measure	2014	2015	2016
Percentage of parents/caregivers who agree# that:			
their child is getting a good education at school (S2016)	100%	100%	DW
this is a good school (S2035)	100%	100%	DW
their child likes being at this school* (S2001)	100%	100%	DW
their child feels safe at this school* (S2002)	100%	100%	DW
their child's learning needs are being met at this school* (S2003)	100%	100%	DW
their child is making good progress at this school* (S2004)	100%	100%	DW
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	DW
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	100%	DW
teachers at this school motivate their child to learn* (S2007)	100%	100%	DW
teachers at this school treat students fairly* (S2008)	100%	100%	DW

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	DW
this school works with them to support their child's learning* (S2010)	100%	100%	DW
this school takes parents' opinions seriously* (S2011)	100%	100%	DW
student behaviour is well managed at this school* (S2012)	100%	100%	DW
this school looks for ways to improve* (S2013)	100%	100%	DW
this school is well maintained* (S2014)	100%	100%	DW

### Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	100%	100%	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%	100%	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%	100%	100%

### Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	100%	100%	80%
they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
they receive useful feedback about their work at their school (S2071)	100%	100%	80%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	DW	100%	DW
students are encouraged to do their best at their school (S2072)	100%	75%	100%
students are treated fairly at their school (S2073)	100%	75%	100%
student behaviour is well managed at their school (S2074)	100%	100%	100%
staff are well supported at their school (S2075)	100%	75%	80%
their school takes staff opinions seriously (S2076)	100%	75%	80%
their school looks for ways to improve (S2077)	100%	75%	100%

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
their school is well maintained (S2078)	100%	100%	80%
their school gives them opportunities to do interesting things (S2079)	100%	75%	100%

\* Nationally agreed student and parent/caregiver items

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

### Parent and community engagement

The involvement of parents in their child's learning at Prairie State School is imperative to the positive and improved learning outcomes of the students. Some of the following are example of how the parents are involved with their child's education:

- Parents are actively involved in the school on a daily basis. The P & C holds regular meetings and attendance is always high.
- The P & C supports the school consistently and on a variety of levels, and successfully fundraises at different times of the year to promote our school.
- Report cards are issued each semester and they are followed up with parent and teacher interview where each student's progress is discussed.
- School newsletters are distributed to students, parents and the local/wider community on a fortnightly basis to inform them of the events and achievements of the whole school and individual students.
- Parades are held fortnightly following a community Breakfast and include celebrations of student's success.

### Respectful relationships program

The school has developed and implemented a program that focus on appropriate, respectful and healthy relationships. Each fortnight we have a new focus in which we explicitly teach appropriate and positive behaviours to the students.

### School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
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

\* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

\*\*From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

## Environmental Footprint

### Reducing the school's environmental footprint

Due to the geographically located we are unable to recycle waste material such as cardboard, glass and cans. To reduce our environmental footprint, we ensure that the air conditioners are only turned on at a particular time and are kept at a constant temperature to ensure their effectiveness. Lights are switched off before exiting the building at break times and all computers are left off when not in use.

Students at the school have a great understanding of the importance of reducing their imprint and we are looking at other ways to continue this at the school. With the installation of solar panels at the school, we have started receiving refunds on power output instead of receiving bills.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	8,845	0
2014-2015	11,027	1,910
2015-2016	18,745	128

## ENVIRONMENTAL FOOTPRINT INDICATORS

Years	Electricity kWh	Water kL
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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.

## School Funding

### School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and 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

GO

Sector:

Government

Non-government

SEARCH

Where it states 'School name', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

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

## Our Staff Profile

## Workforce Composition

### Staff composition, including Indigenous staff

Teaching Principal, Second Teacher, Teacher Aide, BSM, Grounds Officer

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	1	3	<5
Full-time Equivalent	1	1	<5

### Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	
Graduate Diploma etc.**	1
Bachelor degree	1
Diploma	
Certificate	1

\*Teaching staff includes School Leaders

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

## Professional Development

### Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were \$ 10,068.17.

The major professional development initiatives are as follows:

As we are a remote rural school staff have considerable travel and accommodation costs in addition to registration fees for professional development. This figure represents training for all members of staff.

The major professional development initiatives are as follows:

- Principals Business meetings and conferences
- Quality Teaching and Learning workshop
- Dalrymple Alliance Meetings
- First Aid training

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

## Staff Attendance and Retention

### Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	100%	99%	99%

### 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 2016.

## Performance of Our Students

### Key Student Outcomes

#### Student Attendance

##### Student attendance

The table below shows the attendance information for all students at this school:

## STUDENT ATTENDANCE 2016

Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	96%	95%	97%

The attendance rate for Indigenous students at this school (shown as a percentage).

\*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2016 for all Queensland Primary schools was 93%.

### AVERAGE STUDENT ATTENDANCE RATE\* (%) FOR EACH YEAR LEVEL

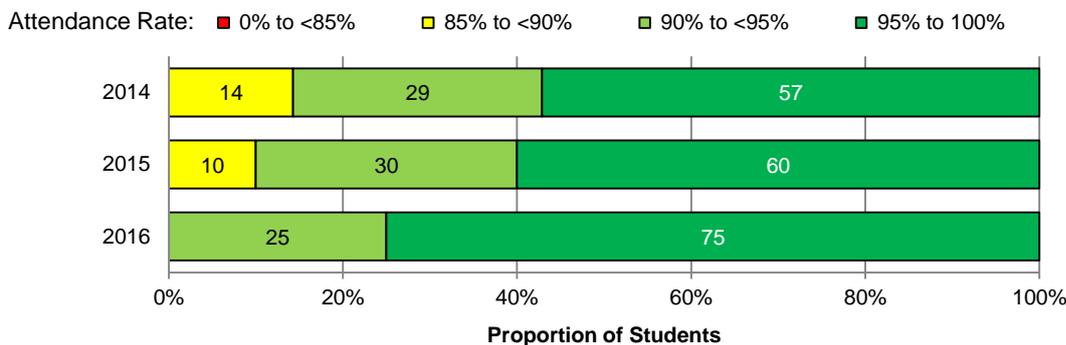
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014			94%	DW	DW	DW	96%						
2015	DW			96%	DW	DW	DW	100%					
2016	DW	DW			96%	DW	DW						

\*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

### Student Attendance Distribution

The proportions of students by attendance range:



### Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

Illness is reported to the teacher on a daily basis via a phone call and work is sent home if the child is away from the school for a long period. Any unexplained absences are followed up with a phone call to the families enquiring about the reason for absence. A school mobile phone was purchased so that any staff is able to message/call parents/caregivers when students are absent. Our policy clearly states that parents/caregivers will be contacted by 9:30am. Students are also rewarded for high attendance rates.

## NAPLAN

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/>.

To access our NAPLAN results, 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

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Sector:

Government

Non-government

Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting '**NAPLAN**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.