

Prairie State School

ANNUAL REPORT 2017

Queensland State School Reporting

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

Every student succeeding. State Schools Strategy 2017-2021
Department of Education



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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 'The Dalrymple Alliance' 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 opened on the 14th 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 people.

Prairie State School provides a learning environment that is fun, safe and reflective of contemporary ideologies of primary education and the uniqueness of our local context. Our students come from surrounding properties and from within the town and include families that have attended the school for three generations.

Our school provides teaching and learning for students from Prep to Year 6.

The staff at Prairie State School understand that a close, positive working relationship with parents and the community is essential in supporting student learning.

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 that work together to improve educational outcomes for small, rural, multi-age schools. At Prairie State School, we believe that every child has the ability to succeed and staff work closely with students to produce positive outcomes for learning.

The school collaborates with the local community to create and maintain sustainable relationships thereby; fostering 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 2017

Our 2017 School Priorities as outlined in the 2017 AIP were the following;

2017 School Priority	Progress Made
Built staff capacity in data literacy to inform student learning	Achieved and fully implemented
Track progress and measure growth of students using literacy materials – including early start, LOA and PM	Fully implemented
Improve literacy in the curriculum at all stages of schooling by implementing Literacy Continuum	Working towards
Continue to understand the P-12 curriculum, assessment and reporting framework and develop and embed whole school curriculum overview and data plan	Progress made
Continue to implement the Australian Curriculum and adopt and adapt the Curriculum into the Classroom (C2C) materials	Progress made
Review and adapt high impact strategies in order to ensure school performance continues to improve	Progress made
Build Partnerships with nearby schools to provide opportunities for curriculum planning and classroom observation and feedback	Achieved

Future Outlook

Our School Improvement agenda for 2018 is to improve A-E Data through explicit teaching of reading and writing in the curriculum.

2018 School Priority
<p><u>Individualised learning – Differentiation</u></p> <p>Use and analyse relevant data to identify individual learning/teaching strategies for every student. Target included 90% of student improvement in reading and writing. As a school, data walls have been developed and are used on a regular basis to analyse data to identify the teaching and learning strategies required for each student.</p> <p>Collaboratively develop student learning goals for reading and writing in each learning area. Reading and writing goals are developed and revised every 5 weeks using the Literacy continuum with students.</p>
<p><u>Systematic Curriculum Delivery</u></p> <p>Implementing and reviewing the Dalrymple P-6 Multi-level curriculum plan based on C2C for all learning areas. Make adaptations for Prairie State School. Have trialled the Dalrymple plan in all learning areas and this is ongoing.</p> <p>Collaborate with teaching staff, to network for teacher shared timetables, co-planning, co-teaching and moderation. Co-planning, co-teaching and moderation are in place and the school is continuing to refine methods.</p>
<p><u>Expert Teaching Teams</u></p> <p>Provide professional development on the explicit teaching of reading and writing. Staff professional development has begun with staff working through reading and writing modules on One Portal with Principal acting as a coach.</p> <p>Plan for regular data conversation meetings for school and cluster staff. Use the cluster developed approach to data conversations. Time has been set aside in staff meetings to have regular data conversations using the cluster developed approach to data conversations.</p>

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2017:	Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	8	4	4		100%
2016	8	4	4		100%
2017	10	5	5		91%

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

In 2017, 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 (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

Characteristics of the Student Body

Overview

Prairie State School student population consists of 1 girl in Prep, 1 girl in Year 1, 2 boys in Year 2, 1 girl in Year 3, one boy in Year 4, 1 girl and 3 boys in Year 5 and two girls 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 just outside of town. Most students' families own businesses or stations.

Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3	6	8	12
Year 4 – Year 6			
Year 7 – Year 10			
Year 11 – Year 12			

Curriculum Delivery

Our Approach to Curriculum Delivery

Our distinctive curriculum offerings

- Prairie Strategy for Learning: Individualised learning (differentiation) in all areas across the curriculum.
- Dalrymple P-6 Multi-level curriculum plan as a whole school curriculum plan.
- Based on Version 7.5 of C2C Curriculum Plans for all learning areas.

We teach the following subjects: English, Maths, Science, HASS, 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

Co-curricular Activities

- Sporting Schools Activities Cricket, Swimming, Athletics and Tennis
- Specialised Visitors: Chaplain (weekly visits) and travelling religion teacher (once a term)
- Specialist Staff: Guidance Officer, Speech Pathologist
- 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-Vocabulary City, and Reading Eggs are also utilised by students and staff on a regular basis and are used to consolidate 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, '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 once a week and assists in the classroom with the welfare and wellbeing of the students. He runs a session once a week called Chappie Time which works in conjunction with the 'PBL' Program. We also have a fly-in Religious Instructor who visits the school, once a term

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure	2015	2016	2017
Percentage of parents/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	100%	DW	100%
this is a good school (S2035)	100%	DW	100%
their child likes being at this school* (S2001)	100%	DW	100%
their child feels safe at this school* (S2002)	100%	DW	100%
their child's learning needs are being met at this school* (S2003)	100%	DW	80%
their child is making good progress at this school* (S2004)	100%	DW	80%
teachers at this school expect their child to do his or her best* (S2005)	100%	DW	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	DW	100%
teachers at this school motivate their child to learn* (S2007)	100%	DW	75%
teachers at this school treat students fairly* (S2008)	100%	DW	80%
they can talk to their child's teachers about their concerns* (S2009)	100%	DW	100%
this school works with them to support their child's learning* (S2010)	100%	DW	100%
this school takes parents' opinions seriously* (S2011)	100%	DW	100%
student behaviour is well managed at this school* (S2012)	100%	DW	80%
this school looks for ways to improve* (S2013)	100%	DW	100%
this school is well maintained* (S2014)	100%	DW	100%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
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%	88%
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:	2015	2016	2017
they enjoy working at their school (S2069)	100%	80%	100%
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%	80%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	DW	DW
students are encouraged to do their best at their school (S2072)	75%	100%	100%
students are treated fairly at their school (S2073)	75%	100%	100%
student behaviour is well managed at their school (S2074)	100%	100%	100%
staff are well supported at their school (S2075)	75%	80%	100%
their school takes staff opinions seriously (S2076)	75%	80%	100%
their school looks for ways to improve (S2077)	75%	100%	100%
their school is well maintained (S2078)	100%	80%	75%
their school gives them opportunities to do interesting things (S2079)	75%	100%	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 achieve positive and improved learning outcomes for students. Some of the following are examples of how parents are involved with their children's education:

- Parents are encouraged to become 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.
- The school consults with parents with regard to adjustments required to assist students with diverse needs to access and participate fully at school.

Prairie State School values a strong connection to parents and the community of Prairie.

Respectful relationships programs

The school has developed and implemented a program that focus on appropriate, respectful, equitable and healthy relationships.

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	2015	2016	2017
Short Suspensions – 1 to 10 days	0	0	5
Long Suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Environmental Footprint

Reducing the school's environmental footprint

Due to the schools geographic location 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 have built a compost bin for recycling food scraps. With the installation of solar panels at the school, we have started we have started receiving refunds on power output instead of receiving bills.

ENVIRONMENTAL FOOTPRINT INDICATORS

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	11,027	1,910
2015-2016	18,745	128
2016-2017	18,520	572

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

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	2	2	<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.**	
Bachelor degree	2
Diploma	
Certificate	

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school

*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 2017 were \$ 5607.44

The major professional development initiatives are as follows:

Band 5/6 Regional Principal Conference, Learning Fair and roadshow, Cluster Planning and Meetings, PLC Meetings, Weaving magic in the teaching of English, Lego Mind storms and PBL training.

The proportion of the teaching staff involved in professional development activities during 2017 was 100%

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	99%	99%	98%

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 2017.

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 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	95%	97%	89%
The attendance rate for Indigenous students at this school (shown as a percentage).			62%

*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 2017 for all Queensland Primary schools was 93%.

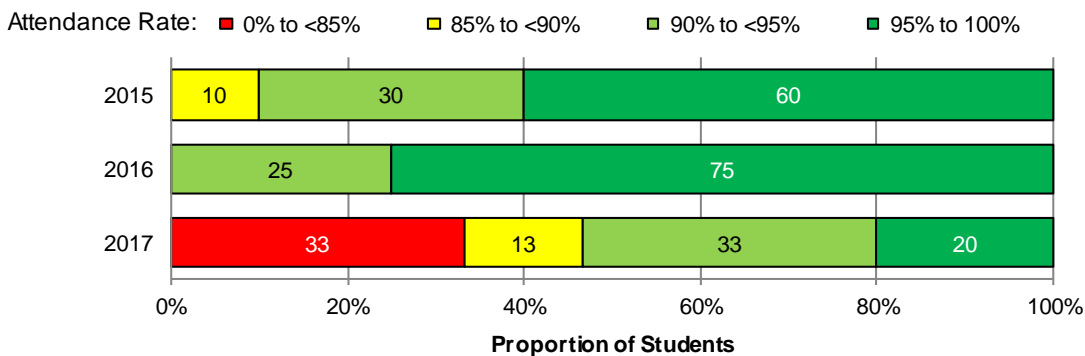
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	DW			96%	DW	DW	DW	100%					
2016	DW	DW			96%	DW	DW						
2017	93%	DW	92%	DW	DW	95%	89%						

*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 Department of Education 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.

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Non-government

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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.