Prairie State School
Queensland State School Reporting
2015 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 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 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 2015

 The 2013-2016 Strategic Plan continues with many of its key goals being covered.

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 implement and embed the Australian Curriculum.

Community involvement in the school has continued, community members attend 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.

Key Priorities for 2015 included -

- *Implement the Australian Curriculum*
- *Improve Reading, Writing and Numeracy outcomes.*
- *Embed the whole school pedagogical framework.*

- *Maintain high student attendance rates, focusing on student arrival times.*
- *Actively engage in professional development opportunities that are driven by school and systemic priorities.*

Future outlook

We will be continuing to engage in 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.

Key Priorities for 2016 include –

- **Continue to embed the Australian Curriculum and implement Digital Technologies and Health and Physical Education**
- **Build Staff Capacity –** Quality Teaching and Learning Practices
- **Improve Reading, Writing and Spelling outcomes**
- **Improve Early Years Transitions to school**

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015:   Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	10	5	5	1	67%
2014	7	5	2		100%
2015	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 2015, 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:

Prairie State School student population consists of 1 girl in Prep – 3, 4 boys in Prep-3 and 3 girls 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. 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

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	12	7	8
Year 4 – Year 7 Primary			
Year 7 Secondary – Year 10			
Year 11 – Year 12			

*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.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
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.

Curriculum delivery

Our approach to curriculum delivery

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. Students also receive instrumental lessons in violin via teleconference.

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
Prairie State School Camp - Canberra
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 improve 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 122 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 remained steady. Prairie SS parents have expressed that they are all satisfied with the school in areas of student behaviour, student well being, English and Mathematics skills, feedback and would recommend Prairie State School to others. 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 mixed results, with the majority of staff satisfied in all areas, though staff morale has dropped.

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:	2013	2014	2015
their child is getting a good education at school (S2016)	100%	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)	100%	100%	100%
their child is making good progress at this school (S2004)	100%	100%	100%
teachers at this school expect their child to do his or her best (S2005)	100%	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)	100%	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)	100%	100%	100%
student behaviour is well managed at this school (S2012)	100%	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:	2013	2014	2015
they are getting a good education at school (S2048)	83%	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%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
student behaviour is well managed at their school (S2044)	67%	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)	83%	100%	100%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	100%	100%	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%	100%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	DW	100%
students are encouraged to do their best at their school (S2072)	100%	100%	75%
students are treated fairly at their school (S2073)	100%	100%	75%
student behaviour is well managed at their school (S2074)	100%	100%	100%
staff are well supported at their school (S2075)	100%	100%	75%
their school takes staff opinions seriously (S2076)	100%	100%	75%
their school looks for ways to improve (S2077)	100%	100%	75%
their school is well maintained (S2078)	100%	100%	100%
their school gives them opportunities to do interesting things (S2079)	100%	100%	75%

# '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 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. Term 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.

	Environmental footprint indicators	
Years	Electricity kWh	Water kL

2012-2013	14,847	0
2013-2014	8,845	0
2014-2015	11,027	1,910

*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

2015 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**
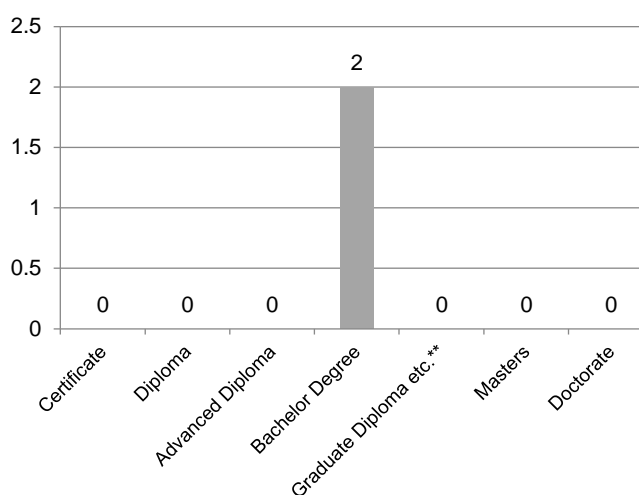
*Teaching staff includes School Leaders

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

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2015 were $8,380

The major professional development initiatives are as follows:

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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 2015 was 100%.

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	100%	100%	99%

Proportion of staff retained from the previous school year

From the end of the previous school year, 80% of staff was retained by the school for the entire 2015 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

School name	**GO**

Suburb, town or postcode

Sector:

☑ Government

☑ Non-government

SEARCH

Where it says **'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.

Performance of our students

Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	93%	96%	95%
The attendance rate for Indigenous students at this school (shown as a percentage).	DW		

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 attendance rate in 2015 for all Queensland Primary schools was 93%.

Student attendance rate for each year level (shown as a percentage)

	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

Student attendance rate for each year level (shown as a percentage)

	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
2013	DW	92%	93%	DW	DW	94%		92%					
2014			94%	DW	DW	DW	96%						
2015	DW			96%	DW	DW	DW	100%					

*From 2013, the methodology used for calculating attendance rates effectively counts 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.
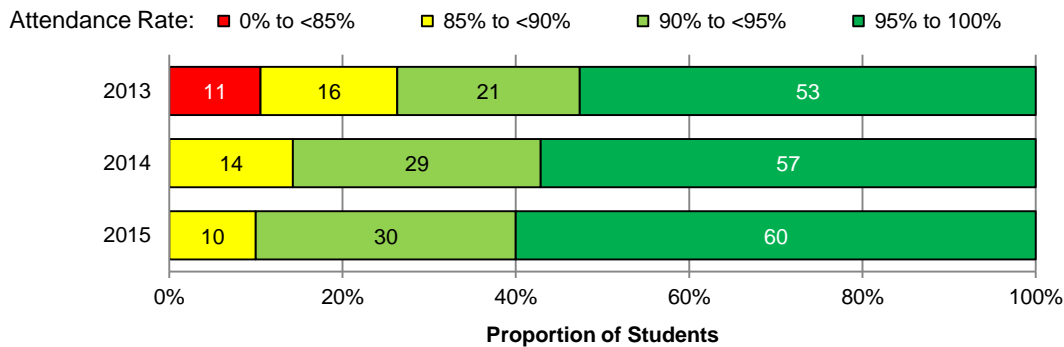
Description of how non-attendance is managed by the school

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.

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/.

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

School name   **GO**

Suburb, town or postcode

Sector:

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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.