Prairie State School

ANNUAL REPORT
2018
Queensland State School Reporting

Every student succeeding
State Schools Strategy
Department of Education

Queensland
Government

Contact information

Postal address	Savage Street Prairie 4816
Phone	(07) 4741 5145
Email	principal@prairiess.eq.edu.au
Webpages	Additional information about Queensland state schools is located on: • the *My School* website • the Queensland Government data website • the Queensland Government schools directory website.
Contact person	Linda Blakoe: Principal

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 improve 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 is a continued emphasis on student behaviour and wellbeing implimented through the Responsible Behaviour Plan reinforced 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 close, positive working relationships with parents and the local community, 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.

Prairie State School is situated two hours west of Charters and a half an hour east of Hughenden in the heart of dinosaur country. Our school opened in 1894 and since has benefited many generations of community members. Our students range from Prep to Year Six and come from surrounding properties and from within the town. Our school community consists of families associated with grazing and service industries. The school is well supported by parents and community members with many involved in fundraising for our P&C. Like many small rural schools, Prairie State School is the heart of our community and our school buildings and grounds are home to many community events.

School progress towards its goals in 2018

Our 2018 School Priorities as outlined in the 2017 AIP were the following:

2018 School Priority	Progress Made
Individualised learning – Differentiation 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. 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.	Achieved
Systematic Curriculum Delivery Implementing and reviewing the Dalrymple P-6 Multi-level curriculum plan based on C2C for all learning areas. Make adaptions for Prairie State School. Have trialled the Dalrymple plan in all learning areas and this is ongoing. 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.	Achieved
Expert Teaching Teams 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	Progress made Continuing to work towards with the expectation of completed in 2019.

| Principal acting as a coach. | |
| 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. | |

Future outlook

Our school Improvement agenda for 2019 is:

2019 School Priority
Individualised learning – Differentiation Using the inquiry cycle model to develop personalised teaching and learning plans for every student. • Scan and Access – Student data, Literacy Continuum, Australian Curriculum. • Prioritise and set targets for each student for the next ten weeks of learning. • Develop and plan the next ten weeks of teaching and learning for teachers, teacher aides and students. Set student goals and align to student needs and curriculum. • Act - Teach, monitor and assess students, Co-teach, observe, model, feedback and moderate. • Review during and at the end the ten week term, against student targets and priorities. Begin next cycle.
Systematic Curriculum Delivery Implement a co-developed teaching and learning handbook for Cameron Downs State School and Prairie State School, to include Curriculum Planning, Assessment and Moderation, Whole School Support for all students and Reporting to parents. Collaborate to identify the targeted writing and reading demands of each learning area unit/assessment item through the Prairie moderation planning process.
Expert Teaching Teams Build staff capabilities to use the inquiry cycle model to personalise learning at school and cluster level. Provide professional development on use of OneSchool, Australian Curriculum, P – 12 CARF, Reading, Writing, Literacy Continuum, Learning and Wellbeing and Early Start. Utilise expertise at the school, cluster and regional level in response to the School Inquiry Cycle model.

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	8	10	7
Girls	4	5	3
Boys	4	5	4
Indigenous			
Enrolment continuity (Feb. – Nov.)	100%	91%	75%

Notes:

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

2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.

3. pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

Characteristics of the student body

Overview

Prairie State School student population consists of 1 girl in Year 1, 1 girl in Year 2, 1 boy in Year 3, 1 girl in Year 4, 1 boy in year 5 and 1 girl and 3 boys 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

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	8	12	7
Year 4 – Year 6			
Year 7 – Year 10			
Year 11 – Year 12			

Note:

The class size targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

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 8 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
- Year 4 Students participate in Digital Technology lessons via the web once a week.
- Daily Literacy and Numeracy blocks.
- Annual Athletics and Swimming Carnival with Small Schools and St. Francis Catholic School
- 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
- Music Count Us in Program

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. 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* 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.

Our year 4 students are involved in Digital Technology lessons through the Impact Centre once per week. Our school has also participated in NAPLAN Online this year.

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. Our school aims to create an atmosphere that is welcoming and safe for all students, their families, staff and visitors. We have a PBL Program (Positive Behaviour for Learning) which actively promotes positive behaviour based on our three school rules: Be a Proud Learner, Be Responsible and Be Respectful. These rules enable 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 each 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

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree[#] that:	2016	2017	2018
• their child is getting a good education at school (S2016)	DW	100%	100%
• this is a good school (S2035)	DW	100%	100%
• their child likes being at this school* (S2001)	DW	100%	100%
• their child feels safe at this school* (S2002)	DW	100%	100%
• their child's learning needs are being met at this school* (S2003)	DW	80%	100%
• their child is making good progress at this school* (S2004)	DW	80%	100%
• teachers at this school expect their child to do his or her best* (S2005)	DW	100%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	DW	100%	100%
• teachers at this school motivate their child to learn* (S2007)	DW	75%	100%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• teachers at this school treat students fairly* (S2008)	DW	80%	100%
• they can talk to their child's teachers about their concerns* (S2009)	DW	100%	100%
• this school works with them to support their child's learning* (S2010)	DW	100%	100%
• this school takes parents' opinions seriously* (S2011)	DW	100%	100%
• student behaviour is well managed at this school* (S2012)	DW	80%	100%
• this school looks for ways to improve* (S2013)	DW	100%	100%
• this school is well maintained* (S2014)	DW	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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• 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%	88%	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%

* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	80%	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)	80%	100%	100%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	DW	DW	DW
• students are encouraged to do their best at their school (S2072)	100%	100%	100%
• students are treated fairly at their school (S2073)	100%	100%	100%
• student behaviour is well managed at their school (S2074)	100%	100%	100%

Percentage of school staff who agree# that:	2016	2017	2018
• staff are well supported at their school (S2075)	80%	100%	100%
• their school takes staff opinions seriously (S2076)	80%	100%	100%
• their school looks for ways to improve (S2077)	100%	100%	100%
• their school is well maintained (S2078)	80%	75%	100%
• their school gives them opportunities to do interesting things (S2079)	100%	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 (Parents and Citizens) 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.
- A school facebook site is maintained and updated to reflect school events, activities and achievements.
- 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 between the parents and the school and the wider community.

Respectful relationships education programs

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

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	0	5	1
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this 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 are receiving refunds on power output rather than receiving concentrated electricity bills.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	18,745	18,520	12,477
Water (kL)	128	572	

Note:

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

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

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.

How to access our income details

1. Click on the *My School* link http://www.myschool.edu.au/.
2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website

Search by school name or suburb	Go

School sector ⌄	School type ⌄	State ⌄

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.

School profile	NAPLAN	Attendance	Finances	VET in schools	Senior secondary	Schools map

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Teaching Principal, Second Teacher, Teacher Aide, BSM, Cleaner

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	1	2	<5
Full-time equivalents	1	1	<5

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	
Masters	
Graduate Diploma etc.*	
Bachelor degree	2
Diploma	
Certificate	

*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 2018 were $1 993.09

The major professional development initiatives are as follows:

- Regional Principal Conferences, Principal Symposium one and two, Learning Fair and Roadshow, Budget Preparation Workshop, Cluster Planning and Meetings, PLC Meetings, Learning Connections, auxiliary staff training.

- The proportion of the teaching staff involved in professional development activities during 2018 was 100% The proportion of the teaching staff involved in professional development activities during 2018 was 100%

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	99%	98%	99%

Proportion of staff retained from the previous school year

From the end of the previous school year, 100% of staff were retained by the school for the entire 2018.

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	97%	89%	96%
Attendance rate for Indigenous** students at this school		62%	

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

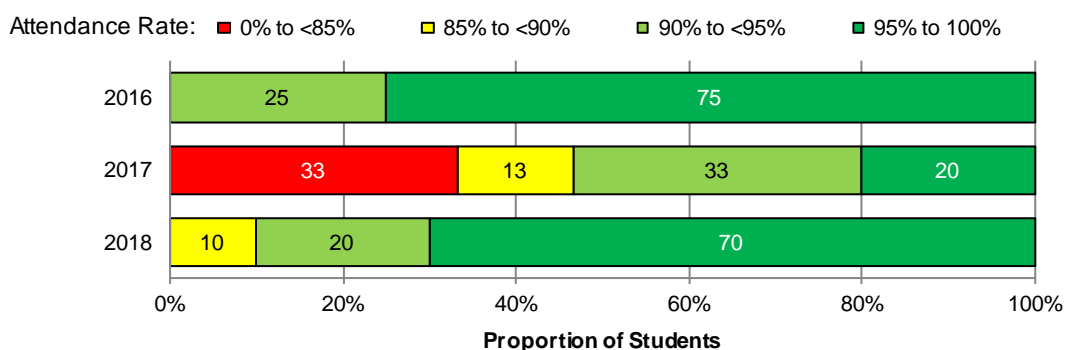Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep	DW	93%	
Year 1	DW	DW	DW
Year 2		92%	DW
Year 3		DW	93%
Year 4	96%	DW	DW
Year 5	DW	95%	DW
Year 6	DW	89%	98%

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate

Attendance Rate: ■ 0% to <85% ■ 85% to <90% ■ 90% to <95% ■ 95% to 100%

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2016			25	75
2017	33	13	33	20
2018		10	20	70

Proportion of Students

Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland 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.
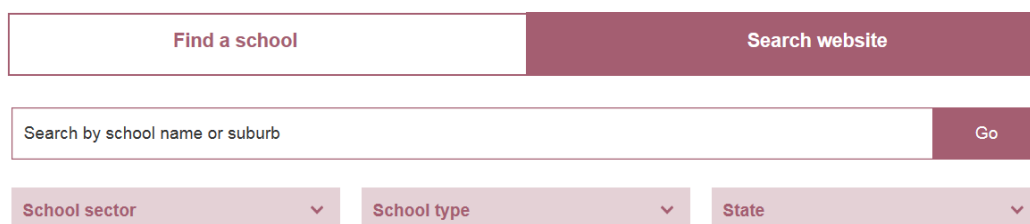
Illness is reported to the teacher on a daily basis via a phone call and work is sent home, if the child is away from the school for a long period. Any unexplained absences are followed up with a phone call to the families enquiring about the reason for absence. The school mobile phone is utilised so 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 and attendance rates are published fortnightly in the school news letter.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the *My School* website.

How to access our NAPLAN results

1. Click on the *My School* link http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website
Search by school name or suburb	Go
School sector ⌄	School type ⌄	State ⌄

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

School profile	NAPLAN	Attendance	Finances	VET in schools	Senior secondary	Schools map

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.

2. The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.