



Proserpine State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

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School overview

Proserpine State School (PSS) is a co-educational school with children from Prep to Year 6. Our student population is drawn from the rural township of Proserpine and surrounding sugar farming and tourist areas of the Whitsundays. We recognise that each child comes to us with a range of experiences and knowledges, and these are acknowledged and built upon when planning and implementing teaching and learning activities. Our students engage with a mandated curriculum that teachers have collaboratively planned around units of work. Literacy and Numeracy form the core of each school day. We have a dedicated professional teaching team, support staff and supportive community members who work collaboratively to ensure that each child receives the best educational programs, opportunities and learning experiences that we can provide. We are committed to Excellence, Inclusiveness, Participation, Safety and Accountability. More information can be found at the school's website.

School progress towards its goals in 2018

School Level of Achievement data for 2018 is shown below as the percentage (%) of the student population who achieved a 'C' or better Level of Achievement.

Explicit focus on whole of school Reading improvement through implementation of the Reading Action Plan and Investing for Success:

Prep – Year 2 Reading PM Benchmark Data

English	C or Better		Mathematics	C or Better	
	Semester 1 2016	Semester 2 2016		Semester 1 2016	Semester 2 2016
Prep	91%	91%	Prep	93%	96%
Year 1	86%	89%	Year 1	85%	91%
Year 2	92%	95%	Year 2	92%	88%
Year 3	89%	91%	Year 3	93%	98%
Year 4	86%	86%	Year 4	90%	92%
Year 5	87%	94%	Year 5	96%	100%
Year 6	93%	94%	Year 6	93%	90%
	Term 1	Term 2	Term 3	Term 4	
Prep 64 Students Target – PM 8	-	63% PM 4	79% PM 6	84% PM 8	
Year 1 67 Students Target – PM 16	74% PM 10	72% PM 12	79% PM14	78% PM16	
Year 2 86 Students Target – PM 20	73% PM 17	79% PM 18	85% PM 19	82% PM 20	

Future outlook

As a community of learners, we continue to strive to improve the learning outcomes for all students, PSS priorities for 2018 are:

- Embed quality evidence based effective teaching and assessment practices school wide through the Explicit Teaching Improvement Agenda in all Key Learning Areas as reflected in the PSS Strategic Plan 2016 - 2019
- Supported Explicit Teaching Improvement Agenda by developing staff capacity through Investing for Success
- Explicit focus on whole of school writing improvement through implementation of the Writing Action Plan (Reading Hierarchy Consolidations / Genre Writing / Daily Writing Consolidations)
- Reduce inequities through access and opportunities for all students

Our school at a glance

School profile

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

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	575	552	565
Girls	278	265	277
Boys	297	287	288
Indigenous	70	57	63
Enrolment continuity (Feb. – Nov.)	94%	94%	94%

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

Proserpine State School is in a rural location in the Whitsunday area of North Queensland. At least half of our student population travels to school on School Bus Transport Services. 12% of our students identify as indigenous. The school has a Special Education Program catering for 7.6% of students who are identified as Students with Disabilities. There are a number of students' families whose parent/s work away in the Central Qld mining industry. The other major industries are sugar growing and associated by-products; cattle and tourism.

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	23	22	23
Year 4 – Year 6	27	27	25
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

Literacy and Numeracy are core components of all learning implemented through units of work, in blocks of time.

Explicit Instruction -

Consolidations (warm ups) are taught to in all year levels using recite, recall and apply to ensure knowledge and skills are transferred to long-term memory. Whole of school Reading, Writing, Spelling Mastery and Numeracy Programs incorporate explicit instruction strategies (I do / We do / You do Together / You Do On Your Own).

Student Support Services -

Early Intervention is critical to make the most significant difference to a child's learning progress, programs implemented include: SSP (Speech Sound Pictures); Dr Carol Christensen Early Years Literacy Program; Speech Language Specialist Support and Early Intervention.

Specialist Support Staff work with classroom teachers to modify instruction, resources or the environment, as well as working individually or with small groups of children identified with a disability, learning difficulty and/or children with gifts or talents.

An annual Whole of School "Think, Listen, Communicate Day" is held to explicitly teach and highlight to children the importance of these lifelong learning skills. Social skills are explicitly taught within the school setting through Positive Behaviour for Learning (PBL).

Co-curricular activities

The following activities enrich children's learning experiences at Proserpine State School:

- Arts and Technology culminating days - TLC Day (Think, Listen, Communicate)
- Learn to Swim Program;
- Rugby League Development Program;
- Excellence Program - School Choir;
- Instrumental Music Program;
- Proserpine Concert Band;
- Individual and team sporting representation at District, Regional;
- Big Morning Out (Celebrating being Under 8);
- Coding, Science, Math, Fossil Club;
- STEM Makerspace;
- Optiminds
- McDonalds Math Challenge
- Excursions and Camps (Year 4 – Conway Beach / Year 5 – Paluma / Year 6 – Kinchant);
- Arts Council Performances;
- NAIDOC Celebrations; and Community Based Ceremonies.

How information and communication technologies are used to assist learning

Students access a broad range of digital resources to access, create and communicate information and ideas, solve problems and work collaboratively in all learning areas.

Education Queensland School Survey (2018) reported:

Percentage of students satisfied with: access to computers and other technologies at school for learning **93%**; and encouragement to use computers and other technologies for learning **86%**. Percentage of parents who understand how computers and other technologies are used at this school to enhance student learning **92%**. Staff satisfaction I can access necessary information and communication technologies to do my job at Proserpine SS **96%**.

Social climate

Overview

All members of our school community aspire to Be Safe; Be Friendly; Be Respectful and Be a Learner. These behaviours are modelled by staff and expected of all within our school community. Social skills are explicitly taught within the curriculum. "Tell, Show, Practise" is the strategy we use with children to reinforce positive behaviours. The strategy of "Stop, Walk, Talk and Report" is taught to empower children to deal with incidences of unwanted behaviour. An intensive social skills program is accessed by children who need further skilling to be 'Safe, Friendly, and Respectful Learners'.

Education Queensland School Survey (2018) reported:

Percentage of students satisfied that: Student behaviour is well managed at this school **96%**; Feeling safe at this school **98%**.

Percentage of parents who are satisfied that: My child feels safe at this school **97%**. Percentage of staff who are satisfied that: Student behaviour is well managed at this school **94%**.

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)	90%	98%	95%
• this is a good school (S2035)	100%	100%	100%
• their child likes being at this school* (S2001)	100%	95%	95%
• their child feels safe at this school* (S2002)	100%	100%	97%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child's learning needs are being met at this school* (S2003)	95%	88%	92%
• their child is making good progress at this school* (S2004)	90%	95%	86%
• 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)	95%	98%	94%
• teachers at this school motivate their child to learn* (S2007)	90%	95%	95%
• teachers at this school treat students fairly* (S2008)	95%	93%	92%
• they can talk to their child's teachers about their concerns* (S2009)	95%	98%	97%
• this school works with them to support their child's learning* (S2010)	100%	95%	95%
• this school takes parents' opinions seriously* (S2011)	100%	98%	97%
• student behaviour is well managed at this school* (S2012)	100%	91%	97%
• this school looks for ways to improve* (S2013)	95%	100%	100%
• this school is well maintained* (S2014)	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 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	100%	97%	100%
• they like being at their school* (S2036)	96%	93%	91%
• they feel safe at their school* (S2037)	99%	95%	98%
• their teachers motivate them to learn* (S2038)	100%	97%	100%
• their teachers expect them to do their best* (S2039)	100%	97%	99%
• their teachers provide them with useful feedback about their school work* (S2040)	100%	97%	96%
• teachers treat students fairly at their school* (S2041)	100%	86%	90%
• they can talk to their teachers about their concerns* (S2042)	97%	85%	87%
• their school takes students' opinions seriously* (S2043)	100%	90%	94%
• student behaviour is well managed at their school* (S2044)	95%	89%	96%
• their school looks for ways to improve* (S2045)	100%	97%	98%
• their school is well maintained* (S2046)	100%	91%	96%
• their school gives them opportunities to do interesting things* (S2047)	99%	91%	95%

* 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)	93%	96%	98%
• they feel that their school is a safe place in which to work (S2070)	93%	98%	98%

Percentage of school staff who agree# that:	2016	2017	2018
• they receive useful feedback about their work at their school (S2071)	88%	89%	88%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	96%	97%	94%
• students are encouraged to do their best at their school (S2072)	100%	100%	98%
• students are treated fairly at their school (S2073)	100%	100%	98%
• student behaviour is well managed at their school (S2074)	100%	100%	94%
• staff are well supported at their school (S2075)	93%	98%	88%
• their school takes staff opinions seriously (S2076)	90%	92%	91%
• their school looks for ways to improve (S2077)	93%	98%	98%
• their school is well maintained (S2078)	93%	98%	96%
• their school gives them opportunities to do interesting things (S2079)	90%	92%	84%

* 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

Our school fosters and values close cooperation between the home and school. This is achieved through parents/caregivers' participation in the classroom, with reading groups, with co-curricular activities, and through informal and formal contact with teachers and administration.

Our school website and Facebook page are updated regularly; fortnightly parent newsletters are distributed via email; class newsletters are sent home twice a term; our school bulletin board is updated weekly; and, articles are regularly published in our local community newspaper to keep parents and community members informed of school activities, expectations and achievements.

Parents are invited to attend school functions, meetings, workshops and assemblies. Parents are encouraged to be members of our active Parents and Citizens Association, and involved in committees.

The school fulfils an important social and welfare role within the community, providing family support and initiating access to many community and/or family services.

Respectful relationships education programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. As part of Positive Behaviour for Learning (PBL) weekly focus expectations are used to promote respectful and healthy relationships. Identified students are referred to Student Support Services and provided counselling through specialized external support.

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	24	14	8
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

As PSS facilities expand, our school community is committed to understanding the ways in which we can meet our current needs without diminishing the quality of the environment or reducing the capacity of future generations to meet their own needs. Individual and collective actions adopted include: energy/resource saving strategies – solar panels, scheduled air conditioner use and minimum temperature; switching off lights, fans and computers when not in use; scheduled grounds watering program; tanks used to capture

water to maintain gardens; replace old/leaking bubblers; installed urinal sensors to regulate flushing; attend to plumbing repairs quickly; and established vegetable gardens, a chicken coup, composting area and recycling programs.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	123,686	139,911	293,704
Water (kL)	6,615	15,774	2,287

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.

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

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

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

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	46	25	<5
Full-time equivalents	42	19	<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	0
Masters	3
Graduate Diploma etc.*	0
Bachelor degree	32
Diploma	10
Certificate	1

*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 \$106 216.00.

The major professional development initiatives are as follows:

- Fleming Model of Explicit Instruction
- Haileybury College Study Tour
- Allan Parker – Sensitive & Considered Conversations
- Leading Quality Teaching & Learning
- Curriculum Planning
- System Leadership
- First Aid – All Teacher Aides

The proportion of the teaching staff involved in professional development activities during 2017 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.	97%	97%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 90% of staff were retained by the school for the entire 2018.

Performance of our students

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	93%	94%	93%
Attendance rate for Indigenous** students at this school	89%	90%	91%

* 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

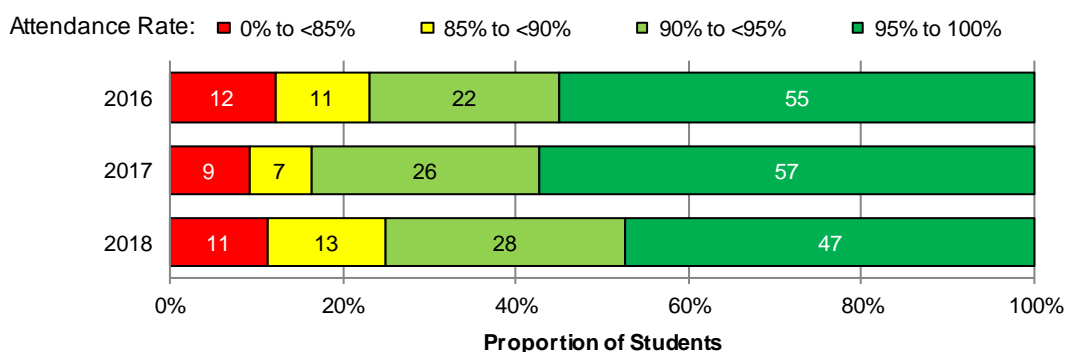
Year level	2016	2017	2018
Prep	92%	94%	94%
Year 1	93%	93%	93%
Year 2	93%	94%	93%
Year 3	94%	94%	93%
Year 4	94%	95%	93%
Year 5	93%	94%	93%
Year 6	93%	95%	92%

Notes:

- Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
- 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).
- DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate



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.

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.

The Department of Education Attendance Policy states that every student is required to attend school on every school day of their education program unless they have a reasonable excuse, such as illness. Attendance is primarily a parental responsibility however schools have the responsibility to follow up on student absences. Early attendance patterns tend to be maintained over time, therefore efforts are made to rectify poor attendance as soon as it becomes apparent as there is a definite correlation between attendance and academic performance.

Explained Absences

To comply with the legislation parents/carers are expected to provide a note of explanation regarding a child's absence from school OR phone the school and leave a message on the school's absence line clearly stating the child's name, class and reason for absence. The legislation requires the Principal of a State School or his/her representative record student attendance and request an explanation for the continued absence of any student where no contact with the school has been made.

Unexplained Absences

When a student has been absent from the school, without a valid reason, for a period of three days, the school will contact the student's parents/carers in writing and request reasons regarding the student's absence and likely return to school. A record is kept of which students receive letters.

Within our Positive Behaviour for Learning (PBL) Framework we have an Attendance Scheme based on the Education Queensland policy "Everyday Counts" which is used to encourage and positively reinforce 100% attendance of all students. This scheme is based on allocating points for students who are absent. Classes awarded the least points receive a tuckshop voucher to celebrate the highest percentage of students being present.

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.