Principal’s foreword

Introduction

At Proserpine State School, we value the uniqueness of each individual. Children are encouraged to achieve to his/her potential, and participate to the fullness of their capacity. Our teaching and learning approaches, organisational procedures and structures respond to children's learning needs and phase of development. We strive to create a caring and accepting environment for all learners. Together, with parent/carer involvement in the learning process and our community’s support with providing knowledge, skills and resources, we strive to make a difference.

School progress towards its goals in 2011

Key performance indicators identified through PSS Operational Plan: Advancing Learning Outcomes – Literacy, Numeracy and Science; Meeting Individual Learner Needs and Enhancing Individual and Collective Capabilities.

School Based Achievement data – Semester 2, 2012. 15% of the student population achieved an A standard of achievement; 86% of students achieving a C or better standard of achievement in English, Maths and Science.

Standardised Assessment Pat-R- Reading Comprehension and Early Years Literacy Screeners. 90% of students demonstrated improvement in achievement over 2011.

National Assessment Plan: Literacy and Numeracy. Percentage of PSS students performing above the National Minimum Standards similar to the National Cohort in all areas of Literacy and Numeracy in Year 3, 5 and 7 for 2011. Above the National Cohort for Year 5 Spelling. Percentage of PSS students performing in the Top 2 bands similar to the National Cohort in Years 5 and 7 Reading, Years 3 and 5 Writing, Year 7 Spelling, Years 3, 5 and 7 Grammar and Punctuation and Year 5 Numeracy. Above the National Cohort in Writing.

Education Queensland School Survey (2011). Percentage of parents/caregivers satisfied that this school is developing their child’s literacy (PSS 78%) and numeracy skills (PSS 78%); percentage of parents/caregivers satisfied with the science, technology and maths programmes at school (PSS 78%). Percentage of students satisfied with: curriculum – classroom activities (PSS 96.5%), school activities (PSS 99.1%) and with what they are learning (PSS 92%); learning climate – teacher explains clearly what to do in your school work (PSS 96.5%), teacher helps you to do your best (PSS 96.5%), interest teacher takes in your learning (PSS 93.8%), and what your teacher tells you helps you to improve your school work (PSS 97.3%). Percentage of teachers satisfied with their own knowledge and skills in: inclusive education (PSS 91.1%), developing intellectually challenging and connected curriculum (95.3%), delivering a balanced literacy curriculum (PSS 97.6%).

Professional acknowledgement. PSS Reading Approach showcased at National Literacy & Numeracy Conference – Brisbane and at ALEA National Conference -Melbourne.

Future outlook

As a community of learners, we continue to strive to improve the learning outcomes for all students, our priorities for 2012 are:

- enact the Australian Curriculum in English, Mathematics and Science and the QCAR Framework
- maintain explicit focus on reading improvement
- embed quality evidence based teaching practices across the school
- educate and support all students to achieve their potential
- build individual and collective capability
- strengthen student and parent engagement and community partnerships
- embed sustainable practices within the curriculum and school.
**School Profile**

**Record:**
- Coeducational or single sex: Coeducational
- Year levels offered: Prep - Year 7
- Total student enrolments for this school:
  - Total Enrolment: 628
  - Girls: 299
  - Boys: 329
  - Enrolment Continuity (Feb 2011 – Nov 2011): 95%

**Characteristics of the student body:**
Proserpine State School is in a rural location in the Whitsunday area of North Qld. At least half of our student population travels to school on School Transport Services. 12.3% 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 growing 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.

**Class sizes – Proportion of school classes achieving class size targets in 2011**

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep – Year 3</td>
<td>23.4</td>
</tr>
<tr>
<td>Year 4 – Year 10</td>
<td>25.8</td>
</tr>
<tr>
<td>Year 11 – Year 12</td>
<td>n/a</td>
</tr>
<tr>
<td>All Classes</td>
<td>24.6</td>
</tr>
</tbody>
</table>

**School Disciplinary Absences**

<table>
<thead>
<tr>
<th>Disciplinary Absences</th>
<th>Count of Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Suspensions - 1 to 5 days</td>
<td>16</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td>2</td>
</tr>
<tr>
<td>Exclusions</td>
<td>0</td>
</tr>
<tr>
<td>Cancellations of Enrolment</td>
<td>0</td>
</tr>
</tbody>
</table>
Our school at a glance

Curriculum offerings

Literacy and Numeracy are core components of all learning implemented through KLA units of work, in blocks of time. WOS Reading, Writing, Spelling and Numeracy Programs incorporate explicit teaching strategies.

Early Intervention is critical to make the most significant difference to a child’s learning progress, programs implemented include: Dr Carol Christensen Early Years Literacy Program; Targeted Teaching; Speech Language Specialist Support and an Early Intervention Special Education program.

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 School Wide Positive Behaviour Support.

Extra curricula activities

The following activities enrich children’s learning experiences at Proserpine SS: Learn to Swim Program; School Choir; Instrumental Music Program; Proserpine Concert Band; Individual and team sporting representation at District, Regional and State level; Whitsunday Festival of Fashion; Virtual Classrooms; Gitz (Girls Computer) Club; Science Club; Knitting Club; Learning Competitions; Excursions and Camps; Arts Council Production; NAIDOC Celebrations; and Community Based Ceremonies. As well, most children participate in a weekly Religious Education Program.

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 (2011) reported:

Percentage of students satisfied/very satisfied ‘with the way they use information and communication technology for learning at school’ (PSS 95.6% compared to State 77.3%) and with how the school is using information and communication technology to meet your personal learning needs’(PSS 95.6% compared to State 73.2%). Percentage of students satisfied with how often they use computers for learning in class. (PSS 86.7% compared to State 58.3%)

23% of teaching staff have obtained their Pedagogical Licence and 94% of staff have their ICT Certificate.

Social climate

All members of our school community aspire to Be Safe; Be Friendly; Be Respectful and Be a Learner. These behaviours are modeled 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 (the victim and bystanders) to deal with incidences of unwanted behaviour. An intensive social skills program is accessed by children who need further skilling to be ‘Safe, Friendly, Respectful Learners’.

Education Queensland School Survey (2011) reported:

Percentage of parent/carers satisfaction with ‘your child is treated fairly at this school (87%), your child is happy to go to this school (96%) with the encouragement that school gives to your child (78.3%), and that school staff are responsive to your enquiries (95.7%).

Percentage of Proserpine students’ satisfaction with all School Climate indicators on EQ School Survey (2011) is significantly higher than State satisfaction levels – they are safe (PSS 95.6%, State 79.3%), treated fairly (PSS 92%, State 69.5%), about the behaviour of students (PSS 82.3%, State 45.9%) and they are happy to go to this school (PSS 93.7%, State 86.1%).

2011 School Annual Report
Parent, student and teacher satisfaction with the school

The following table summarizes the overall satisfaction of the Proserpine School Community against the five performance measures of the School, Planning, Reporting and Reviewing Framework. In all measures, PSS parent and student general satisfaction is higher than State and Like Schools percentages. (Education Queensland School Survey, 2011)

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>Result 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of parents/caregivers satisfied that their child is getting a good education at school</td>
<td>83%</td>
</tr>
<tr>
<td>Percentage of students satisfied that they are getting a good education at school</td>
<td>96%</td>
</tr>
<tr>
<td>Percentage of parents/caregivers satisfied with their child’s school</td>
<td>96%</td>
</tr>
<tr>
<td>Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives</td>
<td>73%</td>
</tr>
<tr>
<td>Percentage of staff members satisfied with morale in the school</td>
<td>82%</td>
</tr>
</tbody>
</table>

DW – Data withheld

Involving parents in their child’s education

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 is updated regularly; fortnightly parent newsletters are distributed; class letters are sent home regularly; our school bulletin board is updated weekly; and, interest articles are 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 fulfills an important social and welfare role within the community, providing family support and initiating access to many community and/or family services.

Education Queensland School Survey (2011) reported - 100% of parents were satisfied/very satisfied ‘that school staff are approachable when you want to talk about your child’. 90.9% of parents were satisfied/very satisfied ‘that the school provides good learning opportunities for their child’. The percentage of Proserpine Parent responses were higher than Like School percentages for ‘opportunities to participate in the life of the school and school decision making; school makes you feel welcome; and school communicates well with you’.
Reducing the school’s environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

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 – replacing fluorescent light bulbs with energy efficient bulbs, air conditioner use minimum temperature; switching off lights, fans and computers when not in use; installation of solar panels to offset school electricity use; installation of window tinting to reduce heat and glare in lower C Block classroom; 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, the establishment of vegetable gardens, a chicken coup and composting area.

Environmental footprint indicators, 2010-2011

<table>
<thead>
<tr>
<th></th>
<th>Electricity KwH</th>
<th>Water KL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>230,832</td>
<td>3,540</td>
</tr>
<tr>
<td>2010</td>
<td>248,800</td>
<td>5,362</td>
</tr>
<tr>
<td>% change 10 - 11</td>
<td>-7%</td>
<td>-34%</td>
</tr>
</tbody>
</table>
Our staff profile

**Staff composition, including Indigenous staff**

The staff figures below are based on Equal Employment Opportunity (EEO) 2011 census.

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>48</td>
<td>25</td>
<td>&lt;5</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>42</td>
<td>18</td>
<td>&lt;5</td>
</tr>
</tbody>
</table>

**Qualifications of all teachers**

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Number of classroom teachers and school leaders at the school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>0</td>
</tr>
<tr>
<td>Masters</td>
<td>1</td>
</tr>
<tr>
<td>Bachelor degree</td>
<td>30</td>
</tr>
<tr>
<td>Diploma</td>
<td>17</td>
</tr>
<tr>
<td>Certificate</td>
<td>0</td>
</tr>
</tbody>
</table>

**Expenditure on and teacher participation in professional development**

The total funds expended on teacher professional development in 2011 was $16,936.

The major professional development initiatives are as follows:

- Information Communication Technology
- Instructional Leadership
- ASD Behaviour and Communication
- Beginning Teachers
- Literacy - National Partnership
- Behaviour Management
- Differentiation – Supporting Students with Diverse Learning Needs
- First Aid, other medical conditions
- Coaching
- John Hattie – Using Data, Evidence into Action

The proportion of the teaching staff involved in professional development activities during 2011 was 100%. 

2011 School Annual Report
**Average staff attendance**

For permanent and temporary staff and school leaders, the staff attendance rate was 97% in 2011.

**Proportion of staff retained from the previous school year**

From the end of the previous school year, 97% of staff was retained by the school for the entire 2011 school year.

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**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/](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 form](image)

Where it says ‘Search by school name’, type in the name of the school you wish to view, and select <GO>: Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being given access to the school’s My School entry web page.

School financial information is available by selecting ‘School finances’ in the menu box in the top left corner of the school’s entry web page. 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 - 2011
The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 91%.
The overall attendance rate for all Queensland state Primary schools over the same period was 92%.

Student attendance rate for each year level

<table>
<thead>
<tr>
<th>Year</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
<th>Year 7</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>90%</td>
<td>92%</td>
<td>92%</td>
<td>90%</td>
<td>92%</td>
<td>89%</td>
<td>91%</td>
</tr>
</tbody>
</table>

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 policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

Every Day Counts at Proserpine State School. A school wide attendance reward system encourages and acknowledges class/classes with the highest fortnight attendance. Semester attendance goals are set with recognition given to students achieving personal attendance goals.

Rolls are marked twice daily, in the morning by 9.30 am and the afternoon by 1.45 pm. Daily attendance is monitored by class teachers, with explanations for non attendance required. A member of the school leadership team monitors daily attendance and is responsible for overseeing targeted intervention strategies to support daily attendance. Interventions range from – parent contact after 3 days absent; supporting children’s daily attendance through morning home contact; working with parents to support children on arrival to school; provision of resources – uniform, meal, learning resources in times of crises; and, linking with community services when additional support is required by families.
National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, and 7.

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/](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.

Where it says ‘Search by school name’, type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school’s NAPLAN results.

Achievement – Closing the Gap

The gap between average attendance rates for Indigenous and Non-Indigenous students is 1%, with average Indigenous student attendance for 2011 at 90%.

Indigenous students’ average mean performance on NAPLAN, similar to National Indigenous students’ average mean performance in all areas Year 3; in Reading, Writing, Spelling, Numeracy Year 5 and above in Grammar and Punctuation; and in Reading, Grammar and Punctuation, Numeracy Year 7 and above in Writing and Spelling.

PSS Non-Indigenous students’ average mean performance on NAPLAN, higher than PSS Indigenous students’ average mean performance in all areas Years 3, 5 and 7.