



Prospect Creek State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

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From the Principal

School overview

Prospect Creek State School is situated ten kilometres west of Biloela on the Dawson Highway. It comprises of two multi-age classrooms consisting of Prep to Year 2 and Years 3 to 6. Our successful curriculum has a central focus on high levels of literacy and numeracy. The remaining subjects are delivered primarily as stand alone subjects in order to ensure all concepts and essentials are covered effectively. By providing innovative and intellectually challenging learning experiences connected to the real world, student engagement and learning outcomes are maximised for all students. Extra curricula and student support services further enhance student achievement along with cluster and community initiatives. A Chaplain also provides support to our school community. Our Parents and Citizens Association is an extremely active and productive organisation which provides value added resources and financial support for students to access learning experiences. An open door policy and effective communication channels ensure all parents, students and staff are informed and involved in many facets of the operations of the school.

School progress towards its goals in 2018

Key Priority	Actions	Progress towards goals.
Embed a culture that promotes learning across the school.	Write an action plan that states protocols around consistent expectations.	Implemented.
	Whole staff workshop to establish a vision and a set of values. This will be used to guide professional discussions and shared with the school community.	Implemented.
Embed effective pedagogical practices to build expert teaching teams.	Develop and maintain the three levels of curriculum planning (whole school, year or band and unit) for all learning areas and/or subjects.	Implemented.
	Develop and maintain a whole school curriculum, assessment and reporting plan identifying standardised, formative and summative assessments	Implemented.
	Use cycles of inquiry for moderation, planning and review. This will be prioritised during Student Free Days and then once per term	Implemented.
	Continue using Age Appropriate pedagogies across the school to teach the Australian Curriculum, that is aligned to the action plan.	Implemented
	Work collaboratively with neighbouring schools in the Age Appropriate Pedagogies Project to sustain practice	Implemented.
	Engage in frequent, ongoing formal and informal conversations about pedagogy and teaching practice	Implemented.
	Unpack pedagogies in staff meetings, to reflect Pedagogical Policy, to ensure a range and balance of approaches are occurring in every classroom.	Implementing.

	Provide professional development to staff on effective feedback practices.	Implementing.
	Develop a feedback and coaching framework model across the school which includes the use of the Swivl Camera and physical classroom observations.	Implementing.
	Prioritise time for teacher/teacher teacher/student, student/student, student/teacher feedback in English and Mathematics.	Implemented.
	Mark and set student goals from writing pre-tests.	Implementing.
	Demand Writing Tasks - mandated once a week - 45-60 minutes duration. Students to receive feedback based on student goals from the literacy continuum and the student friendly NAPLAN marking guide.	Implemented.
	Collaborative with staff to create a school wide writing program, which is aligned to the Literacy Continuum and the John Collins Writing Program, including targets and timelines.	Implemented.
	All staff attend John Collins Writing Program professional development.	Implemented.
	Implement professional development around data literacy in writing to monitor progress, guide teacher practices and prompt early intervention.	Implemented.
	All staff attend professional development around the literacy continuum focussing on writing.	Implemented.

Future outlook

Improvement Priority- Successful learners with a focus on teacher quality.

Strategy	Sharpen the explicit improvement agenda to strengthen alignment and systematically monitor progress and measure impact.	
Actions		Timelines
All staff attend John Collins Writing Program professional development to gain an understanding of how to gather data and set goals for students.		Term 1
Implement and embed a school wide writing framework.		Ongoing

Strategy	Build the capability of teaching staff to effectively utilise data to inform teaching and learning.	
Actions		Timelines
Implement professional development around data literacy in writing to monitor progress, guide teacher practices and prompt early intervention.		Ongoing

Use literacy continuum, writing aspect, to identify improvement strategies and set student goals.	Ongoing
Students to receive feedback based on student goals from the student friendly NAPLAN marking guide.	Ongoing

Strategy	Develop and implement rigorous processes to ensure effective pedagogical practices and expert teaching team.	
Actions		Timelines
Develop a feedback and coaching framework model across the school, which includes the use of the Swivl Camera and physical classroom observations.		Ongoing
Provide professional development to staff on effective feedback practices.		Term 2
Ensure consistency of teacher judgement and accurate reporting against the Australian Curriculum achievement standards through school and cluster moderation.		Ongoing
Through the pre-moderation, identify writing demands of the curriculum and explicitly teach these in the lesson sequence.		Ongoing

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	43	38	42
Girls	17	17	20
Boys	26	21	22
Indigenous			
Enrolment continuity (Feb. – Nov.)	100%	93%	100%

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

A wide range of students attend school at Prospect Creek State School, including Indigenous and non-Indigenous, rural and town families and students with disabilities. Approximately 30% of students travel to school from the town of Biloela while the remaining students reside on rural properties.

Average class sizes

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

Phase of schooling	2016	2017	2018	Note:
Prep – Year 3	22	20	21	
Year 4 – Year 6				

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

- Daily English and Mathematics Blocks including whole school spelling, reading and writing programs,
- Oral language intervention programs including intensive one on one speech programs and small group work,
- Embedded technology into daily learning,
- Teacher Aides to support small group instruction in all subject areas,
- Swimming Program during term four,
- Pre Preparatory transition programs,
- Age Appropriate Pedagogies.

Co-curricular activities

- Prep-6 camp to North Keppel Island Environmental Education Centre,
- Chaplaincy Program,
- Innovative intervention program to support individualised learning goals,
- Small School Cluster Projects – sporting, curriculum, social,
- School/Community Projects – Biloela Show, ANZAC Day, NAIDOC, RREAP projects and activities.

How information and communication technologies are used to assist learning

Both classrooms contain networked computers for everyday use by all students. A data projector is installed in the library. The school also has iPads for use in lessons as well as interactive whiteboards, which are utilised on a daily basis. The 'learning place' is often used by teachers, particularly in Japanese lessons. Students use ICT technology to publish work and communicate their learning. Teacher's regularly model concepts using websites and computer programs. Students have individual subscriptions to Reading Eggs and Mathletics. Students are taught design and technology, and digital technology subjects throughout the year.

Social climate

Overview

A positive and supportive environment is provided by all stakeholders to ensure student needs are catered for and enhanced. Celebration of student, staff and parent achievements are regularly shared through school community channels e.g. Newsletter, parades, local newspaper, webpage, Facebook etc. Positive behaviour management strategies are implemented such as stickers, behaviour certificates at the end of each term, student of the week and special privileges negotiated with the teacher.

School stakeholders are proud of school's achievements and its standing within the community. School provides numerous social activities for the whole community to participate in – Wusty's Run, BBQ's, and Sporting Events. Anti-bullying initiatives are specifically addressed on a regular basis and positive social relationships are actively

encouraged by staff. The 4 R's have been developed to allow for a systematic and accountable response to bullying. The 4 R's are: Respond, Report, Repeat, Refer. The 4 R's allow for a hierarchical response to bullying which also equips students with the skills to become self-sufficient and resilient. Our school also has access to a school chaplain who attends our school for a whole school day each week.

In 2018, 100% of parents, students and staff believed that teachers at this school expect my child to do his or her best, my child feels safe at this school and that this school is a good school. The greatest change from 2017 to 2018 in the student data was 'I like being at my school' from 81% (2017) to 100% (2018) in agreeance.

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)	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)	90%	DW	100%
• their child's learning needs are being met at this school* (S2003)	100%	DW	89%
• their child is making good progress at this school* (S2004)	100%	DW	100%
• 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	88%
• teachers at this school motivate their child to learn* (S2007)	100%	DW	100%
• teachers at this school treat students fairly* (S2008)	100%	DW	89%
• 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	89%
• this school takes parents' opinions seriously* (S2011)	100%	DW	78%
• student behaviour is well managed at this school* (S2012)	100%	DW	88%
• this school looks for ways to improve* (S2013)	100%	DW	89%
• this school is well maintained* (S2014)	100%	DW	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%	95%	100%
• they like being at their school* (S2036)	83%	81%	100%
• they feel safe at their school* (S2037)	100%	86%	100%
• their teachers motivate them to learn* (S2038)	100%	90%	100%
• their teachers expect them to do their best* (S2039)	92%	95%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	100%	90%	100%
• teachers treat students fairly at their school* (S2041)	92%	86%	100%

Percentage of students who agree# that:	2016	2017	2018
• they can talk to their teachers about their concerns* (S2042)	92%	90%	100%
• their school takes students' opinions seriously* (S2043)	92%	89%	100%
• student behaviour is well managed at their school* (S2044)	92%	90%	100%
• their school looks for ways to improve* (S2045)	92%	95%	100%
• their school is well maintained* (S2046)	92%	95%	100%
• their school gives them opportunities to do interesting things* (S2047)	100%	95%	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)	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)	75%	100%	100%
• 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%
• staff are well supported at their school (S2075)	100%	100%	100%
• their school takes staff opinions seriously (S2076)	100%	100%	100%
• their school looks for ways to improve (S2077)	100%	100%	100%
• their school is well maintained (S2078)	100%	100%	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

An extremely active and supportive Parents and Citizens Association exists within the school. Parents are regularly invited and involved in activities such as arts and craft, sporting activities, showcasing of student work, parent workshops and end of term celebrations. An open door policy ensures parents and caregivers are welcome all the time and communication is free flowing between all parties. Parents and caregivers are regularly informed through newsletters, personal letters, parent teacher meetings and interviews, text messaging, website, school meetings and P & C meetings.

Prospect Creek State School works closely with parents on individualised learning goals and curriculum plans to support learners diverse needs via interviews once a term, regular phone calls and weekly face to face meetings.

Respectful relationships education programs

The school has developed and implemented programs that focus on appropriate, respectful, equitable and healthy relationships. Heath is taught as a subject throughout the year and our Chaplain Program encourages healthy relationships, self-reflection, team building and cooperation. The Daniel Morcombe program is promoted within our school and students learn to 'Recognise, React and Report' when they, or others are unsafe.

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	0	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

Prospect Creek State School relies on rain water. The school has several large rainwater tanks and water is conserved as much as possible to ensure water does not need to be purchased. A bore has been installed to fill water tanks for the toilet block and to operate the sprinkler system on the school oval. Efforts are made to save electricity use by switching off resources which are not in use and reducing use of air conditioning facilities. Sensors have been installed on classroom lights. Many students travel to and from school by bus or by carpooling. Solar panels are installed to further reduce the school's environmental footprint.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	5,504		17,697
Water (kL)			

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

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	4	6	0
Full-time equivalents	3	3	0

*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	0
Graduate Diploma etc.*	0
Bachelor degree	4
Diploma	0
Certificate	0

*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 \$10566.99.

The major professional development initiatives are as follows:

- DiSC Training.
- Age Appropriate Pedagogies.

- John Collins Writing Program.
- Technology and STEM.
- African Drumming.
- Moderation.
- Building Capability of AAEP, Teacher Aides, Cleaners and Grounds Staff.

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%	96%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 80% 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	96%	95%	92%
Attendance rate for Indigenous** students at this school			

* 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	97%	DW	92%
Year 1	DW	94%	DW
Year 2	96%	DW	93%
Year 3	98%	95%	DW
Year 4	96%	94%	90%
Year 5	95%	95%	92%
Year 6	93%	95%	93%

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

There has been a trend towards absences in 2018, especially in attendances less than 90% but above 85%. This was due to an unusual contagious illness that required an exclusion period.

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.

All students who are absent from school for any period of time must inform the school through written notification, telephone or text message. If notification is not received, the school will ring or text message the family to seek confirmation of the absence.

Any students arriving or departing during the day need to be signed in and out at the front office. Classroom rolls are marked twice daily – in the morning and afternoon.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Year 5 NAPLAN tests are available via the [My School](#) website.

The Year 3 NAPLAN test results are withheld, due to the small cohort. There were good gains in numeracy, reading, spelling and grammar and punctuation, however in writing there was a slight drop. Writing is part of our improvement agenda in 2019.

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

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.