



Pinnacle State School

ANNUAL REPORT 2017

Queensland State School Reporting

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Department of Education



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School Overview

Pinnacle State School is located in a rural setting in the Pioneer Valley, west of Mackay. The school is an integral part of the network of small rural primary schools in areas surrounding the townships of Mirani and Marian. The school staff is led by a teaching principal who is supported by a classroom teacher and a team of support staff. The curriculum offers students comprehensive teaching and learning in all 8 Key Learning Areas, with a focus on Literacy and Numeracy. Specialists visit the school to assist in the delivery of Music, Languages Other Than English and Physical Education. Parent participation is a strong feature of the school in both the classroom and wider activities. Our school believes in supporting all students to improve.

Principal's Foreword

Introduction

School Progress towards its goals in 2017

The School's Annual Report shares with the parents and wider community a comprehensive snapshot of Pinnacle State School from 2017. It provides the reader with contextual information about the school's strengths and academic, student and staff data from 2017. To ensure that this report will be seen by the parents of the school and the wider community it will be presented at a P&C Meeting early Semester 2, 2018. The report will also be placed on the school's web site. A printed copy will also be available for parents and the community to access.

In 2017 Pinnacle State School implemented three key priorities for school improvement. They included:

- Writing within the Australian Curriculum
- Australian Curriculum Implementation
- Critical and Creative Thinking

The strategies to achieve the key priorities were effective. The School Improvement Unit review identified that the school has a clear and focused Explicit Improvement Agenda (EIA), with a strong emphasis on implementing the Australian Curriculum (AC).

Future Outlook

The three key priorities for school improvement for 2018 include:

- Australian Curriculum Implementation
- Literacy
- Community Engagement as partners in learning

The explicit improvement agenda was developed using recommendations from the School Improvement Unit and in consultation with key stakeholders. Many of the actions designed to meet the identified targets for 2018 are ongoing over the year. Term 1 actions to build community partnerships have been successfully enacted. A Playgroup has been functioning at Pinnacle School

since early Term 1. Pinnacle has been involved with other Pioneer Valley Cluster Schools in a variety of activities including a disco hosted by Pinnacle School, a combined camp with Eungella State School and a number of excursions.

Our School at a Glance

School Profile

Coeducational or single sex: Coeducational
Independent Public School: No
Year levels offered in 2017: Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	20	10	10		100%
2016	18	10	8		100%
2017	12	8	4		71%

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

In 2017, there were no students enrolled in a pre-Prep** program.

** pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

Characteristics of the Student Body

Overview

Pinnacle State School is a coeducational, one teacher, rural school, situated 53km NW of Mackay in the Pioneer Valley. In 2017 there were 12 students. The school has a rural background with families working in farming and mining fields of work. Many of the students currently enrolled have family connections to Pinnacle School with previous generations also attending the school.

Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3	18	18	11
Year 4 – Year 6			
Year 7 – Year 10			
Year 11 – Year 12			

Curriculum Delivery

Our Approach to Curriculum Delivery

At Pinnacle State School we focus on teaching explicitly through our multi-age classes. Each subject area is taught in a different way, as students are often split into groups. Every lesson is differentiated to cater to the needs of the multiple year levels within the classroom. While students will be focusing on the same concept, the expectations, workload, content, and assessment differs across the year levels.

All students' individual needs are outlined through the data collected in certain subject areas, which may include a range of diagnostic tests. Students are then given individual goals to work on throughout the term, and all lessons implemented are

differentiated according to the students' individual goals. Students at Pinnacle learn through our key pedagogy of explicit instruction.

Students engage in these practices through a range of subjects. Some distinctive features of our curriculum offerings include:

- Embedded use of ICT throughout the classroom
- Individual goals
- Differentiated learning
- Rapid recall routines
- Focused English and Mathematics blocks
- Explicit teaching for all new content
- Embedded use of formative assessment
- Catering to individual students' needs

Co-curricular Activities

- Swimming
- Year 6 Leadership Program
- School camps
- ANZAC day ceremony
- District Sport
- Athletics Carnivals
- After school sport
- Fun Run
- Life Education Van
- Visits from local professionals
- Under 8's Day
- School Discos
- Community social events
- Science Day
- Social & emotional skill lessons

How Information and Communication Technologies are used to Assist Learning

Pinnacle State School offers a wide range of information and communication technologies to assist learning. At Pinnacle State School we own a class set of iPads. They are used to support students in their everyday Maths and English practice. We also have a computer for every student at the school. Due to these available technologies, students are able to research and present information in a variety of ways. Furthermore, the school has a range of display technologies, including interactive whiteboards and a touchscreen interactive television. These technologies help to engage students in their learning while having the ability to manipulate concepts via the screen. Students use information communication technologies in each of their lessons to enhance their learning.

Social Climate

Overview

At Pinnacle State School we believe that every student has the right to be happy and succeeding. Ensuring this at our school is part of our vision. We believe in quality purposeful learning, for every student, every minute, of every day, the Pinnacle way. We have high expectations of learning for each and every student. This means that we expect every child, every term to be improving on their abilities and understandings and in turn that we are doing our best to help every child learn and improve. As part of the school's responsible behaviour plan, we have clear expectations for behaviour at the school. There are signs around the school that provide a visual reminder to students of our school rules.

At Pinnacle State School we have a no tolerance policy on bullying. As part of the responsible behaviour plan students learn about bullying. This includes explicit lessons on what does and does not constitute bullying and how it should be dealt with at our school. Students are also explicitly taught about cyberbullying and what to do if they see it occurring both at school and at home.

While we have high expectations for work effort, we also make sure students are enjoying school. At the end of each term we hold a special social event. Students who have maintained appropriate behaviour all term, without a detention, are invited to the social events. These events are planned by the student leadership team and can include discos, movie nights, game days etc.

At Pinnacle State School we follow four school rules:

- Be Safe
- Be Responsible
- Be Respectful
- Be a Learner

These rules are unpacked in our school's behaviour matrix.

A chaplain visits weekly and also provides support to three other local Pioneer Valley schools. The role of the Chaplain at Pinnacle is to work with and support students. The chaplain helps to build positivity and strengthen the social emotional skills of students.

To keep parents informed and involved with our social emotional programs, we use a range of communication methods such as letters home and newsletters. We also have strong community values at Pinnacle, with parents and community being involved with a number of events throughout the school year.



The effectiveness of these programs are shown within our school opinion survey: Parents in our school opinion survey reported a 100% satisfaction in regards to 'student behaviour is managed well at this school'.

- Parents in our school opinion survey reported a 100% satisfaction in regards to 'their child likes being at this school'.
- Parents in our school opinion survey reported a 100% satisfaction in regards to 'this is a good school'.
- Students in our school opinion survey reported a 100% agreement that 'they are getting a good education at school'.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
their child is getting a good education at school (S2016)	100%	100%	100%
this is a good school (S2035)	100%	100%	100%
their child likes being at this school* (S2001)	100%	100%	100%
their child feels safe at this school* (S2002)	100%	100%	100%
their child's learning needs are being met at this school* (S2003)	100%	100%	100%
their child is making good progress at this school* (S2004)	100%	100%	100%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	100%	100%
teachers at this school motivate their child to learn* (S2007)	100%	100%	100%
teachers at this school treat students fairly* (S2008)	100%	100%	100%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	100%
this school works with them to support their child's learning* (S2010)	100%	100%	100%
this school takes parents' opinions seriously* (S2011)	100%	100%	100%
student behaviour is well managed at this school* (S2012)	100%	100%	100%
this school looks for ways to improve* (S2013)	100%	100%	100%
this school is well maintained* (S2014)	100%	80%	100%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	100%	100%	100%
they like being at their school* (S2036)	100%	90%	100%
they feel safe at their school* (S2037)	100%	90%	100%
their teachers motivate them to learn* (S2038)	100%	90%	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%	90%	100%
teachers treat students fairly at their school* (S2041)	100%	90%	100%
they can talk to their teachers about their concerns* (S2042)	100%	100%	100%
their school takes students' opinions seriously* (S2043)	100%	100%	100%
student behaviour is well managed at their school* (S2044)	93%	90%	100%
their school looks for ways to improve* (S2045)	93%	100%	100%

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
their school is well maintained* (S2046)	100%	100%	100%
their school gives them opportunities to do interesting things* (S2047)	100%	100%	100%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
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)	83%	DW	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%	86%	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

At Pinnacle, parents are involved in their children's education in many ways. Parents are invited to assist in the classroom at various times throughout the year. Parents help their children complete their homework in English, Mathematics and Spelling. Invitations are extended for school events such as sports days, the Year 6 leadership ceremony, ANZAC ceremony, Easter activities, end of term fun days, excursions etc. Parents are involved in camps and other excursions. Parents help with the upkeep of the school, joining in working bees and helping to maintain the grounds. The parents are all invited to join the P&C so their opinions can be shared with the whole school community. Formal communication of student progress is provided in the form of report cards and parent teacher interviews. However, parents are frequently provided with informal updates on their child's progress. They are also welcome at any time to make an interview with the teacher/principal to discuss their child's progress at school.

Individual learning goals and strategies are developed in consultation with students and parents. Adjustments are made to teaching pedagogy and individual learning plans implemented when necessary. Parents are consulted and intervention plans designed to meet individual student needs.

Respectful relationships programs

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

At Pinnacle, we believe in a positive supportive environment. Pinnacle School is committed to supporting children to have healthy and respectful relationships. Students are provided with opportunities for social and emotional learning in self-awareness, self-management, social awareness, relationships, ethics, values, social norms, stereotypes, human rights, risk and responsible decision-making. The students participate in lessons on social and emotional skills, such as tone of voice, personal space, being resilient, being confident and interacting well with others. At Pinnacle School we support the Queensland Government's policy of "Not Now, Not Ever" in regard to domestic and family violence. Students are taught about where to seek help when required. They are encouraged to have 5 trusted adults they know they can speak to in times of need. Students also participate in extra programs, including the Life Education 'Talk about it' program and the Safety Circus. At Pinnacle School we support the needs of the students to ensure every student has the opportunity to learn and succeed in a safe, supportive, inclusive and disciplined learning environment.

School Disciplinary Absences



The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2015	2016	2017
Short Suspensions – 1 to 10 days	0	0	0
Long Suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Environmental Footprint

Reducing the school's environmental footprint

At Pinnacle School we are committed to reducing our environmental footprint. Waste is sorted appropriately and where possible items are reused or recycled. Appropriate materials are composted for use on the gardens. Solar panels are installed which helps to power the community with clean energy. By doing this, Pinnacle School is seeking to combat climate change. At Pinnacle, we are conscious about turning off lights and equipment when not in use as well as using air-conditioning in a responsible and conscientious manner. Printer cartridges are recycled. The gardens and trees at Pinnacle School help to reduce our carbon footprint. They release oxygen, prevent runoff, absorb potent greenhouse gas and provide shade and windbreaks. Together these multiple strategies helps to reduce the school's environmental footprint.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	19,117	88
2015-2016	21,952	174
2016-2017	22,725	73

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

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 <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

Sector:

Government

Non-government

Where it states 'School name', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then



clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	2	5	0
Full-time Equivalent	1	2	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	1
Graduate Diploma etc.**	
Bachelor degree	1
Diploma	
Certificate	

*Teaching staff includes School Leaders

**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 2017 were \$8938.

The major professional development initiatives are as follows:

- Explicit Instruction
- Observation & Feedback Cycles
- Curriculum Planning Days
- Developing Teacher Feedback
- CQ Principal's Conference
- First Aid
- Asbestos, WH&S, Emergency Procedures
- Early Start
- Online training and webinars for Principals
- Pioneer Valley Cluster workshops
- School based coaching and mentoring
- Budget training
- Cluster planning and moderation

The proportion of the teaching staff involved in professional development activities during 2017 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	98%	99%	98%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 17% of staff was retained by the school for the entire 2017.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	95%	94%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).			

*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2017 for all Queensland Primary schools was 93%.

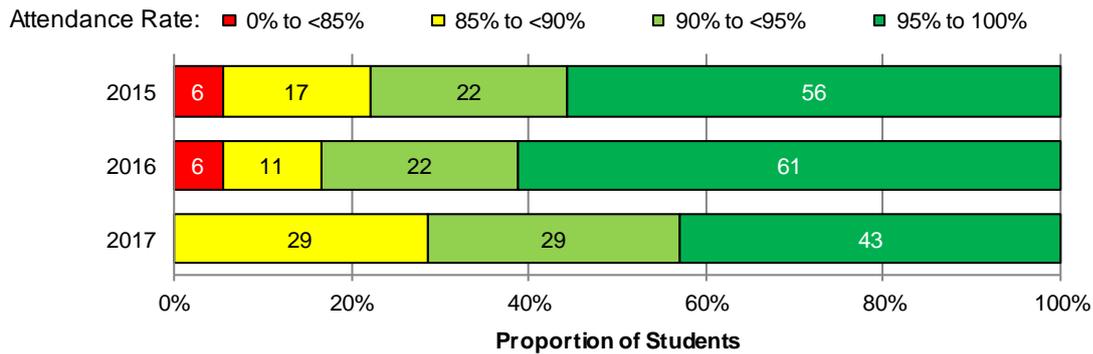
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	96%	97%	96%	93%	94%	98%	90%						
2016	97%	DW	DW	95%	93%	86%	96%						
2017	98%	99%	DW		91%	90%	93%						

*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range:



Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the 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.

As part of Pinnacle State School's process for managing student absences, the roll is marked twice daily and absences are recorded electronically through One School. As a reminder to parents, regular notices are posted in the school newsletter, which every family receives fortnightly on a Thursday. Through the newsletter, parents are reminded of their responsibilities in regards to this issue. Attendance percentages are shared, along with target attendance rates for the whole school. If a student is away and no contact is made with the school by 9:30am, the school will contact the family by phone before 10am. Informal conversations are conducted with parents regarding non-attendance. This contact is noted on OneSchool.

NAPLAN

Some data was withheld from the Pinnacle State School profile due to low numbers.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

To access our NAPLAN results, click on the My School link above. You will then be taken to the My School website with the following **'Find a school' text box**.