

# Pinnacle State School

## Queensland State School Reporting

### 2015 School Annual Report



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## Principal's foreword

### Introduction

The School's Annual Report shares with the parents and wider community with a comprehensive snapshot of Pinnacle State School from 2015. It provides the reader with contextual information about the school's strengths and academic, student and staff data from 2015. 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, 2016. 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.

### School progress towards its goals in 2015

In 2015 there were three key priorities for school improvement. They included

- reading
- writing
- explicit instruction

The progress towards these goals is outlined below.

Key Priorities	Strategies	Completion Status	Achievements
<i>Reading</i>	Implement CARS & STARS reading comprehension strategies	Implemented	100% of students above NMS in reading
	Development of phonological and phonemic skills in P-2	Implemented	100% of students above NMS in spelling
	Guided reading sessions weekly	Implemented	100% of year 3 students in Upper 2 Bands in reading
	Use of data to inform differentiated teaching practices (PM, PROBE, NAPLAN re-sit)	Implemented	100% of students improved in PM levels
<i>Writing</i>	Daily writing to increase engagement	Implemented	100% of students above NMS in writing
	Use of on demand tasks to analyse areas for future development	Implemented	100% of year 3 students in Upper 2 Bands in writing

<i>Explicit Instruction</i>	Use of Words Their Way to develop spelling plans based on individual needs	Implemented	100% of year 3 students in Upper 2 Bands in spelling
	Cluster moderation to ensure continuity of Australian Curriculum implementation	Implemented	
	Use of data to inform teaching focus areas	Implemented	100% of students improved on math pre-post test
	Professional development on Explicit Instruction	Completed	
	Differentiated teaching practices to cater to individual needs of students	Implemented	

### Future outlook

The key areas for improvement, as outlined in the Annual Implementation Plan for 2016 include:

- Literate Learners
- Numerate Learners
- Positive Learning Culture

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#### **Literate Learners**

Use of Vocabulary A-Z resources to implement daily vocabulary lessons.

Embedded use of CARS and STARS strategies to develop reading comprehension.

Screening of students' phonological awareness skills using speech screener

Use of rapid recall routines to improve phonological awareness skills .

Weekly 1 on 1 reading with aides

Explicit teaching of decoding skills for P-2 students

Use of writing continuum to develop individual goals

Use of re-sits to unpack data and inform future teaching directions

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#### **Numerate Learners**

Use of pre & post tests to determine future areas of focus and develop individual numeracy plans

Focus on meta-language in Rapid Recall Routines

Explicit teaching of problem solving strategies

Use of observation and feedback cycles to inform teacher practice in numeracy

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#### **Positive Learning Culture**

Implementation of interests based clubs to engage and reward students

Provide students with opportunity to engage in classroom goal setting

Individual behaviour plans developed with students

Development of 2 year unit cycles

Development of whole school curriculum plan

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## Our school at a glance

### School Profile

**Coeducational or single sex:** Coeducational

**Independent Public School:** No

**Year levels offered in 2015:** Prep Year - Year 6

**Student enrolments for this school:**

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	28	14	14		93%
2014	22	10	12		83%
2015	23	11	12		100%

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

\*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2015, 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 (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

### Characteristics of the student body:

Pinnacle State School is a co-educational, 1 teacher, rural school, which is situated 53 km NW of Mackay in the Pioneer Valley. In 2014 there were 23 students from Prep to year 6. There were 12 students in Prep to Year 3 and 11 students in Years 4-6. The school has a rural background, with families working in farming and industrial field of work. Students are predominantly Australian with a wide range of family cultural and religious backgrounds.

### Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	15	13	12
Year 4 – Year 6 Primary	13	9	11
Year 7 Secondary – Year 10			
Year 11 – Year 12			

\*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

### School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	0	0	0

Long Suspensions - 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

\* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

\*\*From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

## Curriculum delivery

### Our approach to curriculum delivery

#### Our distinctive curriculum offerings

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. Each day they participate in rapid recalls to help build their automaticity in basic skills, which in turn help the speed in which they can apply new concepts.

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

#### Extra curricula activities

Pinnacle State School offers a range of extra-curricular activities including:

- Swimming
- Maths Team Challenge
- Year 6 Leadership Program
- School camps
- Guitar and Ukulele lessons
- Public Speaking Competitions
- ANZAC day ceremony
- District Sport
- Athletics and Swimming 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 improve 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

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 behavior plan, we have clear expectations for behavior at the school. We use the traffic lights system to ensure children are aware of their position in our behaviour process. At the beginning of each term we review our behaviour system. We also have signs around the school that remind students of our school rules and the process for following or breaking these rules.

At Pinnacle State School we have a no tolerance policy on bullying. As part of the responsible behavior 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 behavior 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 we believe in a positive supportive environment. We run a 'bucket fillers' program where children are encouraged to say nice things to one another. When we are nice to others it fills their bucket and it also fills our own bucket. If we are not nice it dips out of other people's buckets. We use this language to help students become aware of others' feelings and the ways their interactions with others can affect them. The students participate in weekly explicit lesson on social and emotional skills, such as tone of voice, personal space, being resilient, being confident and interacting well with others.

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 behavior matrix.

Pinnacle State School has a weekly chaplain visit who works with our students and supports them. When he visits, our chaplain plays with the students at lunch and chats with them about any issues that may be having at school. Our chaplain is here purely to support our students. He helps to build positivity and strengthen the social emotional skills of our students.

To keep parents informed and involved with our social emotional programs we use a range of communication methods such as letters home, newsletters and the school Facebook. 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 behavior 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'.

## Parent, student and staff satisfaction with the school

Performance measure	2013	2014	2015
Percentage of parent/caregivers who agree <sup>#</sup> that:			
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%

Performance measure			
Percentage of parent/caregivers who agree <sup>#</sup> that:	2013	2014	2015
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)	92%	100%	100%
student behaviour is well managed at this school (S2012)	85%	100%	100%
this school looks for ways to improve (S2013)	85%	100%	100%
this school is well maintained (S2014)	100%	100%	100%

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2013	2014	2015
they are getting a good education at school (S2048)	100%	100%	100%
they like being at their school (S2036)	89%	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%	88%	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%	63%	100%
they can talk to their teachers about their concerns (S2042)	100%	75%	100%
their school takes students' opinions seriously (S2043)	100%	88%	100%
student behaviour is well managed at their school (S2044)	89%	88%	93%
their school looks for ways to improve (S2045)	100%	63%	93%
their school is well maintained (S2046)	100%	100%	100%
their school gives them opportunities to do interesting things (S2047)	100%	100%	100%

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2013	2014	2015
they enjoy working at their school (S2069)	89%	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)	89%	100%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	83%
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)	67%	100%	100%

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2013	2014	2015
their school takes staff opinions seriously (S2076)	67%	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%

# '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 help out in the classroom at various times throughout the year. Parents help their children complete their homework in English, Mathematics and Spelling. Parents are invited to the school for various events such as sports day, leadership ceremony, ANZAC ceremony, Easter activities, End of term fun days, excursions etc. Parents are invited to assist at camp and supervising children on other excursions. Parents help with the upkeep of the school, joining in at working bees and helping maintain the grounds. Parents are invited to join the school Facebook to keep up to date with school events. The parents are all invited to join the P&C so their opinions can be shared with the whole school community. Parents are informed of their children's progress with report cards and parent teacher interviews. They are also welcome at any time to make an interview with the teacher/principal to discuss their child's progress at school.

### Reducing the school's environmental footprint

As part of the school's effort to reduce its environmental footprint the school continues to recycle food scraps that are given to the chickens. Any paper, plastic, cardboard or tins that could be recycled are placed in the appropriate bins for recycling. School scrap paper is shredded and used as mulch when necessary in school gardens. Staff take action to ensure that air conditioners and other appliances are not over used. Solar panels have been installed and assist in the reduction of the cost of electricity usage.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	24,590	146
2013-2014	17,002	196
2014-2015	19,117	88

\*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.

## Our staff profile

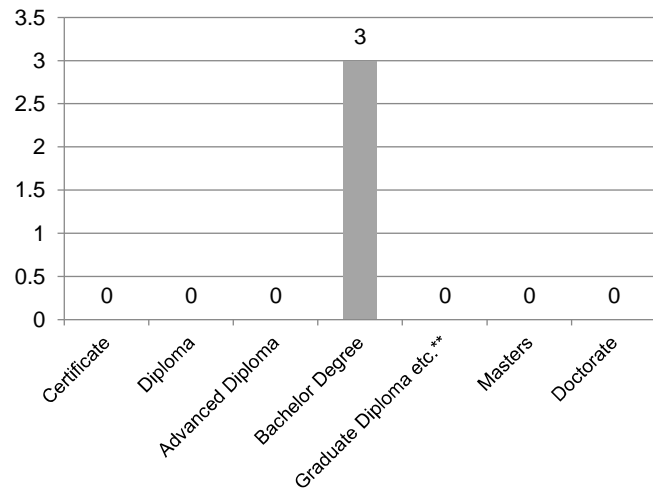
### Staff composition, including Indigenous staff

The staff figures below are based on Equal Employment Opportunity (EEO) 2015 census. In accordance with the EEO privacy provisions and to ensure confidentiality, the 'less than 5' rule has been applied in schools whose Indigenous staff numbers are less than five.

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	3	5	0
Full-time equivalents	2	2	0

### Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	3
Graduate Diploma etc.**	0
Masters	0
Doctorate	0
<b>Total</b>	<b>3</b>



\*Teaching staff includes School Leaders

\*\*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

### Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2015 were \$7525.

The major professional development initiatives are as follows:

- Explicit Instruction
- Observation & Feedback Cycles
- Developing Teacher Feedback
- 7 Steps to Writing Success
- State Principal's Conference
- Principal Connect Conference
- First Aid
- First Steps in Reading Success

The proportion of the teaching staff involved in professional development activities during 2015 was 100%.

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	99%	98%	98%

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

From the end of the previous school year, 75% of staff was retained by the school for the entire 2015 school year.

### 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/>.

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

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Sector:

Government

Non-government

Where it says '**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 by 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.

## Performance of our students

### Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	94%	95%	95%

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 attendance rate in 2015 for all Queensland Primary schools was 93%.

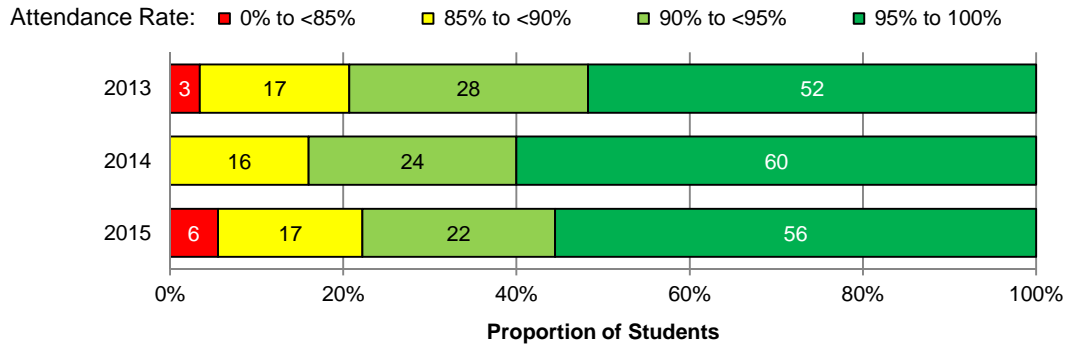
Student attendance rate for each year level (shown as a percentage)													
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	91%	94%	95%	95%	92%	93%	DW	94%					
2014	97%	94%	96%	96%	97%	93%	94%	DW					
2015	96%	97%	96%	93%	94%	98%	90%						

\*From 2013, the methodology used for calculating attendance rates effectively counts 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 DET 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, every class marks the roll twice daily. Rolls are marked 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 Tuesday. On the newsletter parents are reminded of their responsibilities in regard to this issue. Attendance percentages are shared, along with target attendance rates for the whole school. If a student is away for two days and no contact is made with the school, the school will contact the family. Informal conversations are conducted with parents regarding non-attendance.

## National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7, and 9.

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.

## Find a school

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Sector:

Government

Non-government

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School NAPLAN information is available by selecting '**NAPLAN**' 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 our school's NAPLAN results.