



| | |
|----------------|--|
| Postal address | c/- Post Office Gargett 4741 |
| Phone | (07) 4958 5223 |
| Fax | (07) 4958 5338 |
| Email | the.principal@pinnacless.eq.edu.au |
| Webpages | Additional reporting information pertaining to Queensland state schools is located on the My School website and the Department's Right to Information site . |
| Contact Person | Mrs Dianne Hinder (Acting Principal) |

Principal's foreword

Introduction

The School's Annual Report, will provide both the school and the wider community with a comprehensive snapshot of Pinnacle State School.

It provides the reader with information from the school's academic, student and staff data in 2011. To ensure that this report will be seen by the parents of the school and available to the wider community, it will be presented at the P&C Meeting at the beginning of Semester 2 2012. The Report will also be placed on the school's web site.

School progress towards its goals in 2011

All students at Pinnacle State School are exposed to a variety of differentiated learning experiences that support their academic and social needs. These learning experiences will be supported by the school budget that enables them to access appropriate resources (Physical and Human) and participate in extra-curricula activities such as excursions and camps etc.

Learning activities focus on student performance in Literacy, Numeracy and Science in response to the Curriculum Audit. Reading and Writing are areas specifically targeted. The teachers plan collaboratively with other teachers in the cluster and with other advisors such as the Science Spark and Science coordinator to ensure quality learning experiences.

Students in P – 2 have an aide 90% of the time. The aide works with the Prep students during morning and middle sessions and again during some afternoon activities. The P - 2 learning areas continue to be developed with the undercovered area being used extensively to conduct outdoor learning activities.

Professional development needs for the staff are discussed at the end of each year and focus on any Department initiatives and their own needs. First Aid is kept current for all staff. The school budget caters for professional development activities.

Future outlook

Our Key priorities for 2012 are to implement the Australian Curriculum in English, Maths and Science in all Year levels from Prep – Year 7 through the implementation and adaptation of the C2C English, Maths multi-age units for current class groups and the CQ Small Schools Science Program with the support of the Science 'Spark', and to improving student outcomes in Reading.



In Reading our goals are to develop a school Reading Framework in line with CQ Strategy and Australian Curriculum / C2C materials and to implement the use of First Steps in Reading program across P-7 to address focus work in reading.

Our staff will revise the existing Internal Monitoring tools, as well as timeframes and the way data is used to frame future explicit teaching. All staff will continue to progressively use the required functions of One School for Internal Monitoring as well as to meet their needs and the school's requirements.

Both staff and students will be encouraged to develop school, class and individual goals. Staff will be provided with Professional Development activities that meet their needs and the requirements of the Department.

The school budget is developed so that it supports student, staff, school and community needs.

Our school at a glance

School Profile

Pinnacle State School is a 2 teacher rural school, situated 53 km NW of Mackay, in the Pioneer Valley. There are 40 students from Prep to year 7; 21 in Prep to grade 2, and 19 in grades 3 to 7. The students/school are supported by teacher aides that work with individual and small groups of students, a HPE teacher, Music teacher and a LOTE (Japanese) teacher. Classroom programs are developed around a central theme that incorporates the Essential Learnings for all of the curriculum areas. Teachers are starting to use sections of the Draft National Curriculum in Literacy, Numeracy and Science in their planning. Assessment- Standards describe progress of student learning, that provide a common language for reporting on student achievement.

The school is well resourced to support all student academic and social development. Over the past few years, the school community has changed from rural farming to Central Queensland industrial.

The school has an active P&C which supports both the school and students with extra resources that assist programs and resourcing.

Coeducational or single sex: **Coeducational**

Year levels offered: **Prep - Year 7**

Total student enrolments for this school:

| Total Enrolment | Girls | Boys | Enrolment Continuity (Feb 2011 – Nov 2011) |
|-----------------|-------|------|--|
| 39 | 24 | 15 | 95% |

Characteristics of the student body:

At the beginning of 2011 the student numbers were 39 students from Prep to Yr 7, however by the end of the year, our numbers had decreased to 36. This drop in numbers was mainly due to parents obtaining positions outside the Mackay area. This is evident, as over the past few years there has been a shift in our school community from the cane farming industry to holding positions within the mining and mining support industries. This has had an effect on our student / school continuity with more families being transient. All of our students come from families where English is their first language. Learning support is provided for a number of learning areas by aides and volunteers to assist or extend some students.

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

| Phase | Average Class Size |
|-------------------|--------------------|
| Prep – Year 2 | 20 |
| Year 4 – Year 7 | 19 |
| Year 11 – Year 12 | N/A |
| All Classes | 20 |

School Disciplinary Absences

| | Count of Incidents |
|---------------------------------|--------------------|
| Short Suspensions - 1 to 5 days | 3 |
| Long Suspensions - 6 to 20 days | 0 |
| Exclusions | 0 |
| Cancellations of Enrolment | 0 |

Curriculum offerings

Our distinctive curriculum offering: Teachers at Pinnacle State School, continue to plan their classroom activities from the Essential Learnings and are familiarising themselves with the Australian Curriculum. They plan activities that are in context, relevant and captures their student's interests.

These contexts combine the key Learning Areas to ensure that there is a relevance, continuity and meaning across the learning activities.

When planning a context, staff look at the yearly planner and centre their context planning on a significant event that takes place, eg. Festival, school camp or excursion, sporting event or a special day. To support their planning and enhance their learning activity, staff may organise an excursion or invite a special speaker to visit their class. Whole school special day activities are also planned to support student learning and outcomes.

Essential Learnings are used to plan class contexts and Scope and Sequence aides this process. At Pinnacle the senior classes have an active Camp Program that provide the students with a range of experiences that build their knowledge of the past, present and future. These students actively participate in activities that are specifically designed to challenge their ability, build their self-esteem and encourage them to work cooperatively to achieve a specific goal.

Students in the middle phase are responsible for the keeping of chickens and raise funds to support this activity by holding "Kids Kitchen" once a fortnight. Kids Kitchen is an important part of the upper school program. Money raised from these activities help fund other student activities, such as excursions and school resources.

Students from grades 4 to 7 participate in the school Project Club and plan a variety of activities for all Pinnacle students.

As part of our push for a healthier lifestyle, all students participate in "Smart Moves" activities on a daily basis and are also encouraged to participate in sporting activities that build both physical health and team spirit. The emphasis for these activities is on participation and enjoyment, and all staff members fully support this program. Other activities that the school is engaging in are Harmony Day, Valley Lantern Parade, Arts Council performances, theme excursions, Art days and fun student/parent sport days. Many of these activities help to build community partnerships and relationships.

Extra curricula activities

Pinnacle students and staff take pride in participating in the ANZAC Day celebrations and Remembrance Day. These two days along with Australia Day and NAIDOC celebrations are an important part of the Pinnacle School's curriculum. As part of the school's extra curricula, students have a project club that raises money to support extra curricula activities i.e. senior camp, lower school excursions, and school resources. As part of the students' program, students in grades 3 to 7 hold a "Kids Kitchens" that provides all students and staff at Pinnacle with a healthy lunch on a fortnightly basis. The school also has an active Camp Program that is run on a 3 year rotational basis.

How Information and Communication Technologies are used to assist learning

Students at Pinnacle have a 1:1.5 student / computer ratio. By having such a ratio, students are able use technology to assist and support their learning in a classroom setting where all students can be actively engaged at the one time. Students are able to use technology to enhance their communication (World Wide Web, email), to research information and present their information in a variety of ways, i.e. brochures, pamphlets, power point etc. Technology is also used as a means of communication with parents where student newsletters and activities are related to parents through special notices. Students are able to present these notices using a variety of formats. Individual Student Reports are completed using technology and play a part of their individual folio

Our school at a glance

Social climate

At Pinnacle State School, staff believe that it is their duty to provide all school members and the wider community with an atmosphere that is warm and welcoming. Staff have an “open door” policy and encourage parent participation in school activities. At the beginning of each Semester, the school holds a fun “Back to School” BBQ, where parents and staff can discuss school and class expectations in a social atmosphere. As part of the school's Behaviour Management Policy, the school has zero tolerance for any student bullying another student.

At Pinnacle State School we also have Zero tolerance for any issues that relate to Bullying or Cyber Bullying. These issues are addressed in our school's Responsible Behaviour Plan. As part of our school's plan to address these issues, we hold a special parade at the beginning of each Semester to discuss these issues, what they look like and what actions we can take to stop these practices from continuing. As part of the process, Pinnacle and Gargett schools combine to have Sergeant Nigel Dalton from the Mackay Police Prevention Unit comes out to discuss these issues with the students and how to identify bullying and how they can address the situation. Students are also encouraged to report any forms of bullying to an adult person of trust.

To assist parents knowledge of what is taking place within their child's school, newsletters are sent home weekly and both grades provide extra information through a class information sheet. Parent volunteers play an important part in the presentation of class curriculum and are valued for their assistance. Parents assist with many activities, from within the classroom to the outdoors, where their assistance can be seen in activities such as swimming, cooking activities, school camps, excursions and working bees.

Parent, student and teacher satisfaction with the school

In 2011 student satisfaction levels are higher than state responses across most of the overall performance areas. The number of neutral or non-committed parent responses has implications on the satisfaction levels across the overall performance areas. Action will be taken in 2012 to communicate more explicitly information relating to teaching strategies, student outcomes and other aspects of the performance areas. Staff satisfaction levels are higher than state responses to questions in the Relationships and Staff Morale areas but lower in performance areas of Work Roles, and Support and Training. Action will be taken in response to this information.

| Performance measure | Result 2011 |
|---|-------------|
| Percentage of parents/caregivers satisfied that their child is getting a good education at school | 78% |
| Percentage of students satisfied that they are getting a good education at school | 91% |
| Percentage of parents/caregivers satisfied with their child's school | 89% |
| Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives | 57% |
| Percentage of staff members satisfied with morale in the school | 86% |

DW – Data withheld

Involving parents in their child's education

At Pinnacle, parents assist the students in a variety of ways that benefit all students. Parents assist teachers with small group and individual student work in English, Reading, Maths, Technology and play activities. Parents are required to assist students with homework and Home Reading, which they do continually. Parents are actively involved in many of the Theme Day activities where they assist both the staff and students to perform to the best of their ability in a happy and friendly environment. Parents assist on school camps supervising small group activities, looking after individual students and assisting instructional personnel when required. Parents assist with the maintenance of the school grounds on special working bees.

Reducing the school's environmental footprint

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

As part of the school's effort to reduce its environmental footprint, the school continued to recycle food scraps to feed the school chickens and any paper, plastic, cardboard or tins that could be recycled were placed in the appropriate bins for recycling. School scrap paper was shredded and used as mulch for some school gardens.

Environmental footprint indicators, 2010-2011

| | Electricity KwH | Water KL |
|------------------|--------------------|-------------|
| 2011 | 14,331 | 586 |
| 2010 | 25,360 | 548 |
| % change 10 - 11 | -43% | 7% |

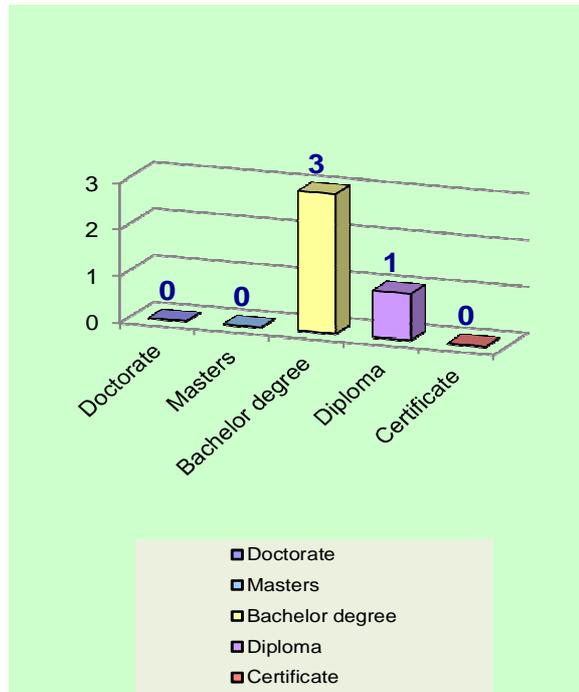
Our staff profile

Staff composition, including Indigenous staff

| Workforce Composition | Teaching Staff | Non-teaching Staff | Indigenous Staff |
|-----------------------|----------------|--------------------|------------------|
| Headcounts | 4 | 5 | <5 |
| Full-time equivalents | 3 | 2 | <5 |

Qualifications of all teachers

| Highest level of attainment | Number of classroom teachers and school leaders at the school |
|-----------------------------|---|
| Doctorate | 0 |
| Masters | 0 |
| Bachelor degree | 3 |
| Diploma | 1 |
| Certificate | 0 |



Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was \$9185.

The major professional development initiatives are as follows:

- First Aid
- National Curriculum
- Indigenous Studies
- First Steps in Reading
- Principal's Business Days
- Principal Cluster Days
- Administration Officer's Professional Development days

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

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, 100% of staff was retained by the school for the entire 2011 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

Search by school name

GO

Search by suburb, town or postcode

Sector Government Non-government

SEARCH

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

Key student outcomes

Student attendance - 2011

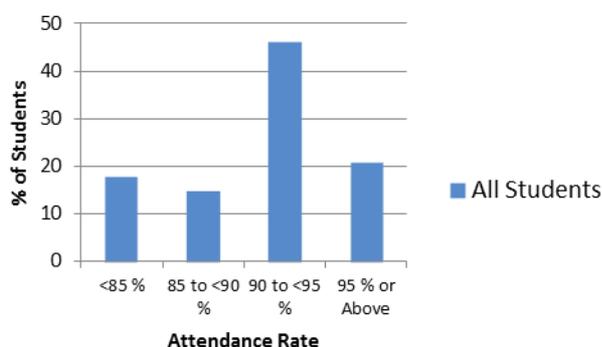
The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 90%. The overall attendance rate for all Queensland state Primary schools over the same period was 92%.

Student attendance rate for each year level

| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 |
|--------|--------|--------|--------|--------|--------|--------|--------|--------|---------|---------|---------|
| 89% | 87% | 93% | 93% | 94% | 85% | 86% | N/A | N/A | N/A | N/A | N/A |

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.

As part of Pinnacle's process for managing student absences, every class marks their roll twice daily (morning 9:00 am and after big lunch 1:30 pm). Rolls are collected fortnightly by the admin offices and attendances and absences are recorded in SMS. As a reminder to parents, regular notices are posted in the school newsletter, which every family gets on a Monday. In the newsletter, parents are reminded of their responsibilities in regard to this issue. If a student is away for two days and no contact with the school has been made, the school contacts the family.

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.

Due to the size of the student cohort in Year 3, Year 5 and Year 7 in 2011 the NAPLAN results are withheld.

Collectively for the period 2009 to 2011

- The Yr3 and Yr7 cohorts have had 100% of students at or above the Nation's National Minimum Standard across all strands.
- YR 5 means in 2010-2011 in Grammar and Punctuation are above the nation's mean in this strand.
- Yr7 results for the 3 year period are statistically similar to the nation across writing, Spelling, Grammar and Punctuation and Numeracy strands.
- Since 2009 the school's reading mean in Year 3, Year 5 and Year 7 has continued to decline, being below the nation's means, in reading in 2011.

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/>.

Performance of our students

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

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

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 'Closing the Gap Education Strategy' is the department's overarching strategy for the education of Aboriginal and Torres Strait Islander students in state schools. The strategy sets three state-wide targets for Queensland state schools - halve the gap in Year 3 reading, writing and numeracy by 2012; close the gap in student attendance by 2013; and close the gap in Year 12 retention by 2013.

Over the past four years, Pinnacle State School has had no Indigenous students in Year 3. Therefore, comments cannot be made on NAPLAN performance. In addition, due to the small number of Indigenous students across the school, comments regarding student attendance cannot be made. However, Indigenous perspectives are taught in all year levels, across all learning areas.