

Pinnacle State School (1141)
Queensland State School Reporting
2012 School Annual Report



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 Queensland Government data website.
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 2012. 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 2013. 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.

Queensland State School Reporting

2012 School Annual Report



School progress towards its goals in 2012

The School's Priorities in 2012 were to:

(a) improve student outcomes in Reading by developing school internal monitoring processes and implementing individual targets and goal setting practices in reading and to

(b) Implement the Australian Curriculum in English, Mathematics and Science by using the Queensland C2C (Australian Curriculum) materials and to work with the Science 'Spark' to ensure quality learning experiences

The school's priorities are to continue to improve student outcomes in Reading by revising and implementing a reading framework, using student data to frame teaching and to continue to implement effective Teaching and Learning Practices.

Over the past year, student outcomes were monitored through the Internal monitoring process to track individual performances to continually update individual targets and goals in reading.

The implementation of the Australian Curriculum was undertaken across the school and discussions in cluster meetings with the other Pioneer Valley schools assisted us in deciding which units were implemented. PD days with the Science 'Spark' aided us in implementing the Science units.

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 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 2013 are to continue to implement the Australian Curriculum in English, Maths and Science and to introduce History in all Year levels from Prep – Year 7 through the implementation and adaptation of the C2C English and Maths multi-age units for current class groups and the small school Science units.

Another priority is to continue improving student outcomes in Reading. Developing a pedagogical framework and implementing Explicit Instruction across the school in line with CQ guidelines is planned for 2013.

In Reading our goals are to revise and implement a school Reading Framework in line with CQ Strategy and Australian Curriculum / C2C materials to address focus work in reading and comprehension.

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 29 students from Prep to year 7; 13 in Prep to Year 2, and 16 in Years 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 core outcomes from the National Curriculum in English, Maths and Science. 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 in 2012: Prep - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	45	25	20	84%
2011	39	24	15	95%
2012	29	14	15	100%

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

Characteristics of the student body:

In 2012 the student numbers were 29 students from Prep to Yr 7. There were a couple of additional enrolments during the year but they left after a term due to parents obtaining positions outside the Mackay area. 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.

Average Class sizes

Phase	Average Class Size		
	2010	2011	2012
Prep – Year 3	25	20	14
Year 4 – Year 7	24	17	16

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2010	2011	2012
Short Suspensions - 1 to 5 days	0	<5	0
Long Suspensions - 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Our school at a glance

Curriculum offerings

Our distinctive curriculum offerings:

Teachers at Pinnacle State School, continue to plan their classroom activities from the Australian Curriculum and the C2C units. 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.

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 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 years 4 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.

Interactive whiteboards and interactive data projectors are used in the classroom to assist in the teaching and learning and involve both staff and students accessing programs on line.

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 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. The school has instigated a

Our school at a glance

Chaplaincy program in conjunction with the other Pioneer Valley cluster schools. The parents and students and staff have embraced this program whole heartedly.

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 staff satisfaction with the school

In 2012 student and parent satisfaction levels are higher than state responses across the overall performance areas. Action will continue to be taken in 2013 to maintain communication with regards to explicit information relating to teaching strategies, student outcomes and other aspects of the performance areas.

Staff satisfaction levels have been maintained in 2012 including satisfaction in access to PD. Action will continue to be taken in response to this information.

The school had a good response to the surveys with all the students in Years 3-7 responding, 13 of the 17 families and all the staff responding.

Our school at a glance

Performance measure (Nationally agreed items shown*)	
Percentage of parents/caregivers who agree that:	2012 [#]
their child is getting a good education at school	100.0%
this is a good school	100.0%
their child likes being at this school*	100.0%
their child feels safe at this school*	100.0%
their child's learning needs are being met at this school*	100.0%
their child is making good progress at this school*	100.0%
teachers at this school expect their child to do his or her best*	100.0%
teachers at this school provide their child with useful feedback about his or her school work*	100.0%
teachers at this school motivate their child to learn*	100.0%
teachers at this school treat students fairly*	100.0%
they can talk to their child's teachers about their concerns*	100.0%
this school works with them to support their child's learning*	100.0%
this school takes parents' opinions seriously*	90.9%
student behaviour is well managed at this school*	100.0%
this school looks for ways to improve*	100.0%
this school is well maintained*	100.0%

Performance measure (Nationally agreed items shown*)	
Percentage of students who agree that:	2012 [#]
they are getting a good education at school	100.0%
they like being at their school*	100.0%
they feel safe at their school*	100.0%
their teachers motivate them to learn*	100.0%
their teachers expect them to do their best*	100.0%
their teachers provide them with useful feedback about their school work*	100.0%
teachers treat students fairly at their school*	100.0%
they can talk to their teachers about their concerns*	100.0%
their school takes students' opinions seriously*	100.0%

Our school at a glance

student behaviour is well managed at their school*	100.0%
their school looks for ways to improve*	100.0%
their school is well maintained*	100.0%
their school gives them opportunities to do interesting things*	100.0%

Performance measure (Nationally agreed items shown*)

Percentage of school staff who agree:	2012 [#]
that they have good access to quality professional development	71.4%
with the individual staff morale items	84.4%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

[#] Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Our school at a glance

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 and Reading 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 continues to recycle food scraps that students take home to feed their 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 is used as mulch when necessary on some school gardens.

Solar panels have been installed and planned to be upgraded in 2012 to assist in the reduction of the cost of electricity usage. In 2013 should see the school supplying some electricity back to the grid and reducing our cost.

Action will be taken to monitor excessive usage of air conditioners and other appliances.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2009-2010	25,360	548
2010-2011	14,331	586
2011-2012	30,711	334

Our staff profile

Staff composition, including Indigenous staff

There has been no indigenous staff working at the school in recent years.

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	4	5	0
Full-time equivalents	2.8	2.4	0

Qualifications of all teachers

Bachelor degree	3
Diploma	1
Certificate	0



Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were \$9384.

The major professional development initiatives are as follows:

- First Aid
- Australian Curriculum and C2C Units as part of the Pioneer Valley cluster
- Indigenous Studies
- Completion of First Steps in Reading
- Code of Conduct and Student Protection
- Principal's Business Days
- Principal's Cluster days
- Administration Officer's Professional Development Days

The proportion of the teaching staff involved in professional development activities during 2012 was 100%.

Our staff profile

Average staff attendance

	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	96.6%	97.4%	96.7%

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 2012 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

Search by suburb, town or postcode

Sector Government
 Non-government

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

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

Performance of our students

Key student outcomes

Student attendance	2010	2011	2012
The overall attendance rate for the students at this school (shown as a percentage).	91%	90%	88%

The overall attendance rate in 2012 for all Queensland state Primary schools was 93%.

Although our attendance rates are adversely affected by a small number of children not attending at times, we will continue to focus on improving our attendance rates in line with the Queensland State Schools average.

Student attendance rate for each year level (shown as a percentage)

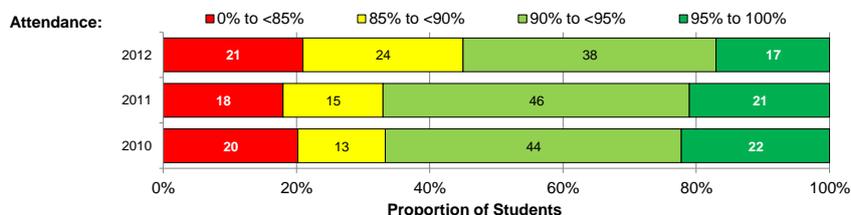
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2010	91%	96%	92%	93%	85%	89%	93%	N/A	N/A	N/A	N/A	N/A
2011	89%	87%	93%	93%	94%	85%	86%	N/A	N/A	N/A	N/A	N/A
2012	93%	DW	DW	90%	DW	DW	DW	N/A	N/A	N/A	N/A	N/A

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.

Our attendance rates indicate that the students not attending school regularly are either in Year 2 or Year 7. We will focus on improving the attendance rates in all year levels.



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 1:45 pm) Rolls are collected fortnightly by the admin offices and attendances and absences are recorded in OneSchool. 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. Informal face to face conversations are also conducted with parents with regards to non-attendance.

Performance of our students

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 2012 the NAPLAN results are withheld.

Collectively for the period 2010 to 2012

- Numeracy is strength with the Year 3 and Year 5 cohort means being similar to or above the nation's mean over this time.
- Year 7 mean in Writing, Grammar and Punctuation continues to be similar or above the nation's mean in this area.
- Writing across the year levels continued to be similar or above the nation's mean in 2010-2011 but declined in 2012.
- Year 5 and Year 7 means in Reading have been declining since 2010 and on several occasions the school mean is below the nation's mean.

Reading has been identified as a priority area and staff are developing a new reading framework that addresses the core priorities and the reading skills that can be taught especially through explicit instruction.

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

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, there are no Indigenous students across the school, so no further comments can be made. However, Indigenous perspectives are taught in all year levels, across all learning areas.