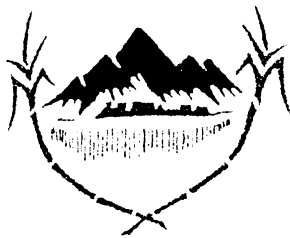


Pinnacle State School

Queensland State School Reporting

2013 School Annual Report



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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 2013. 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 2013

Key priorities for 2013

1. Improve student outcomes in Reading

- Developing a reading framework
- Using student data to frame teaching
- Implementing effective Teaching and Learning practice.

* Developed an "Improvement Plan" from data collected from individual students. Data from NAPLAN, Handy Resources assessment tool and individual reading sessions were used to develop and implement the Reading Improvement Plan.

* Teaching practices continue to be monitored as the needs of the students change,

2. Develop a school pedagogical framework

- * Implement Explicit Instruction
- * Pedagogical Framework developed in consultation with staff and in place.
- * As part of the frameworks main thrust, "Explicit Instruction" is used by staff to provide students with a clear understanding of lesson goals, expectations and performance (feedback.)

3. Implement the Australian History Curriculum

- * As part of the planning, staff will implement the History curriculum on a Semester basis.

Future outlook

Key areas for improvement as defined in the School Implementation Plan for 2014.

- * Full implementation of Multi-age Units in Geography, Semester 2, 2014.
- * Continue to implement History and monitor to assist the improvement agenda.
- * Review and align Curriculum Assessment and Reporting Plan to accommodate new learning areas.
- * Embed Explicit Instruction across the school as a signature pedagogy.
- * 100% of students gaining a "C" or greater in Numeracy, English, Science and History.
- * Analyse NAPLAN data to inform improvement agenda.
- * Target Writing and staff to use consistent teaching practices and explicit instruction strategies to gain improvement.
- * Analyse school data to identify school priorities.



Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2013: Prep Year - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	39	24	15	95%
2012	29	14	15	100%
2013	28	14	14	93%

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

Characteristics of the student body

Pinnacle State School is a co-educational 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 and 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, Science and History. Assessment- A students progress is monitored and assessed using assessment items from C2C and teacher assessment items. Individual student achievement and progress is provided regularly through lesson feedback. Parents are encouraged to meet and discuss their childs progress throughout each Term and a student Report Card is provided twice yearly. (End of Terms 2, 4.)

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.

Average Class sizes

Phase	Average Class Size		
	2011	2012	2013
Prep – Year 3	20	14	15
Year 4 – Year 7 Primary			13



Our school at a glance

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	3	0	0
Long Suspensions - 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Curriculum offerings

Our distinctive curriculum offerings

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, leadership days 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 weekly “Kids Kitchens” that provides all students and staff at Pinnacle with a healthy lunch. The school also has an active Camp Program that is run on a 3 year rotational basis.



Our school at a glance

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 Responsible 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 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 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 2013 student and parent satisfaction levels are higher than state responses across the overall performance areas. Action will continue to be taken in 2014 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 2013 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	2013
their child is getting a good education at school (S2016)	100%	100%
this is a good school (S2035)	100%	100%
their child likes being at this school* (S2001)	100%	100%
their child feels safe at this school* (S2002)	100%	100%
their child's learning needs are being met at this school* (S2003)	100%	100%
their child is making good progress at this school* (S2004)	100%	100%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	100%
teachers at this school motivate their child to learn* (S2007)	100%	100%
teachers at this school treat students fairly* (S2008)	100%	100%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%
this school works with them to support their child's learning* (S2010)	100%	100%
this school takes parents' opinions seriously* (S2011)	91%	92%
student behaviour is well managed at this school* (S2012)	100%	85%
this school looks for ways to improve* (S2013)	100%	85%
this school is well maintained* (S2014)	100%	100%

Performance measure (Nationally agreed items shown*)		
Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	100%	100%
they like being at their school* (S2036)	100%	89%
they feel safe at their school* (S2037)	100%	100%
their teachers motivate them to learn* (S2038)	100%	100%
their teachers expect them to do their best* (S2039)	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	100%	100%
teachers treat students fairly at their school* (S2041)	100%	100%
they can talk to their teachers about their concerns* (S2042)	100%	100%
their school takes students' opinions seriously* (S2043)	100%	100%
student behaviour is well managed at their school* (S2044)	100%	89%
their school looks for ways to improve* (S2045)	100%	100%
their school is well maintained* (S2046)	100%	100%
their school gives them opportunities to do interesting things* (S2047)	100%	100%



Our school at a glance

Performance measure	
Percentage of school staff who agree that:	2013
they enjoy working at their school (S2069)	89%
they feel that their school is a safe place in which to work (S2070)	100%
they receive useful feedback about their work at their school (S2071)	89%
students are encouraged to do their best at their school (S2072)	100%
students are treated fairly at their school (S2073)	100%
student behaviour is well managed at their school (S2074)	100%
staff are well supported at their school (S2075)	67%
their school takes staff opinions seriously (S2076)	67%
their school looks for ways to improve (S2077)	100%
their school is well maintained (S2078)	100%
their school gives them opportunities to do interesting things (S2079)	100%

* 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 a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from 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. Parent support continues to be at a high during special occasions, ANZAC Day, NAIDOC activities, Remembrance Day, Easter activities etc. 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

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 assist in the reduction of the cost of electricity usage. In 2013 we saw a decline in both the amount of electricity and water used. It is also hoped that the school should be able to supply some electricity back to the grid and reducing our cost further.

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

	Environmental footprint indicators	
	Electricity kWh	Water kL
2010-2011	14,331	586
2011-2012	30,711	334
2012-2013	24,590	146

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.



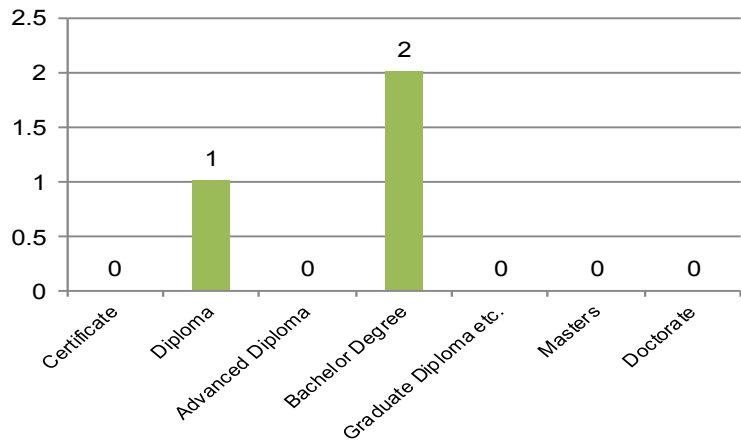
Our staff profile

Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	4	4	0
Full-time equivalents	3	2	0

Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	1
Advanced Diploma	0
Bachelor Degree	2
Graduate Diploma etc.	0
Masters	0
Doctorate	0
Total	3



* 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 2013 were \$12095.83.

The major professional development initiatives are as follows:

- * Explicit Instruction
- * Principal Business Days and conference
- * Dyslexia PD
- * Numeracy PD
- * NAPLAN PD
- * PE Education Day
- * Literacy PD "SPELD"
- * Administration Officer Excel, Facilities, Finance PD
- * First Aid Certificate update



Our staff profile

The proportion of the teaching staff involved in professional development activities during 2013 was 100%.

Average staff attendance	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.	97%	97%	99%

Proportion of staff retained from the previous school year

From the end of the previous school year, 64% of staff was retained by the school for the entire 2013 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 w741b 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	2011	2012	2013
The overall attendance rate for the students at this school (shown as a	90%	88%	94%
The overall attendance rate in 2013 for all Queensland state Primary schools was 92%.			

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
2011	89%	87%	93%	93%	94%	85%	86%
2012	93%	82%	91%	90%	DW	92%	73%
2013	94%	95%	95%	92%	93%	DW	94%

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.

Data withheld due to low numbers, however based on historical information, attendance had increased significantly in 2013 for students attending over 95%.

* The method for calculating attendance changed in 2013 – care should be taken when comparing data from 2013 to that of previous.

Student attendance	2011	2012	2013
The overall attendance rate for the students at this school (shown as a	90%	88%	94%
The overall attendance rate in 2013 for all Queensland state Primary schools was 92%.			

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
2011	89%	87%	93%	93%	94%	85%	86%
2012	93%	82%	91%	90%	DW	92%	73%
2013	94%	95%	95%	92%	93%	DW	94%

DW = Data withheld to ensure confidentiality.



Performance of our students

Student Attendance Distribution

The proportions of students by attendance range.

2013 data withheld due to low numbers, however historically data compared in 2013 to the previous 2 years shows a significant increase in attendance over 95%.

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 officer 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.

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.

Years 3 and 7 data was withheld due to low numbers. Historically students in these grades are achieving well above the National Minimum Standards.

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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If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.



Performance of our students

Achievement – Closing the Gap

Data withheld, as there are no indigenous students at this school. However indigenous perspectives are taught in our KLA's on a daily basis.

