Pinnacle State School
Queensland State School Reporting
2014 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 from 2014.

It provides the reader with information from the school's academic, student and staff data in 2014. 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, 2015. 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 2014

In 2014 there were three key priorities for school improvement. They included

- reading
- implementing an internal monitoring schedule
- implementing new subjects of the Australian Curriculum.

The progress towards these goals is outlined below.

Key Priorities	Strategies	Completion Status
Reading	Develop a whole school reading framework.	Partially completed
	Staff PD/ training around reading strategies	Completed
	Use of student data to inform teaching practices	Implemented
Internal Monitoring	Use assessment in reading to diagnose student capabilities and frame teaching – including use of previous NAPLAN tests in reading	Implemented
	Introduction of an internal monitoring schedule	Implemented
	Track student learning and use to set individual goals	Partially completed
Australian Curriculum	Introduction of the Australian Curriculum subject - History	Implemented
	Introduction of the Australian Curriculum subject - Geography	Implemented

Future outlook

The key areas for improvement, as outlined in the Explicit Improvement Agenda for 2015 include:

- Reading
- Writing
- Explicit Instruction

Reading	Capture and analyse term data collections to ensure differentiated planning and teaching.
	Guided reading will occur in both cohorts (P-2, 3-6) three times a week.
	Explicitly teaching reading comprehension strategies during reading sessions
	Implement CARS and STARS reading program from Prep – Year 6.
Writing	Daily writing (7 Steps to Writing), spelling (Words their Way) and grammar to focus on improvement area.
	Use resit NAPLAN Writing and GTMJ to provide data for differentiated planning
	Individualised spelling lists based on students' individual needs
	Develop a whole school writing policy. – Seven Steps to successful Writing.
Explicit Instruction	Narrow and focussed use of Explicit Instruction across the school
	Familiarise students with the concept of E.I
	Differentiated planning used to cater to individual needs within the class

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2014:   Prep Year - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	29	14	15	100%
2013	28	14	14	93%
2014	22	10	12	83%

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

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 22 students from Prep to year 7. There were 13 students in Prep to Year 3 and 9 students in Years 4-7. 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		
	2012	2013	2014
Prep – Year 3	14	15	13
Year 4 – Year 7 Primary		13	9

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
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

Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

Curriculum offerings

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 spit into groups. Every lessons 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 the 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
- Project 600
- 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

How Information and Communication Technologies are used to assist learning

Pinnacle State School offers a wide range of information and communication technologies to assist learning.

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

Social Climate

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 behavior process. At the beginning of each term we review our behavior 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.

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.

Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree# that:	2012	2013	2014
their child is getting a good education at school (S2016)	100%	100%	100%
this is a good school (S2035)	100%	100%	100%
their child likes being at this school* (S2001)	100%	100%	100%
their child feels safe at this school* (S2002)	100%	100%	100%
their child's learning needs are being met at this school* (S2003)	100%	100%	100%
their child is making good progress at this school* (S2004)	100%	100%	100%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	100%	100%

Performance measure			
Percentage of parent/caregivers who agree# that:	2012	2013	2014
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)	91%	92%	100%
student behaviour is well managed at this school* (S2012)	100%	85%	100%
this school looks for ways to improve* (S2013)	100%	85%	100%
this school is well maintained* (S2014)	100%	100%	100%

Performance measure			
Percentage of students who agree# that:	2012	2013	2014
they are getting a good education at school (S2048)	100%	100%	100%
they like being at their school* (S2036)	100%	89%	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%	100%	88%
their teachers provide them with useful feedback about their school work* (S2040)	100%	100%	100%
teachers treat students fairly at their school* (S2041)	100%	100%	63%
they can talk to their teachers about their concerns* (S2042)	100%	100%	75%
their school takes students' opinions seriously* (S2043)	100%	100%	88%
student behaviour is well managed at their school* (S2044)	100%	89%	88%
their school looks for ways to improve* (S2045)	100%	100%	63%
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# that:	2012	2013	2014
they enjoy working at their school (S2069)		89%	100%
they feel that their school is a safe place in which to work (S2070)		100%	100%
they receive useful feedback about their work at their school (S2071)		89%	100%
students are encouraged to do their best at their school (S2072)		100%	100%
students are treated fairly at their school (S2073)		100%	100%
student behaviour is well managed at their school (S2074)		100%	100%
staff are well supported at their school (S2075)		67%	100%
their school takes staff opinions seriously (S2076)		67%	100%
their school looks for ways to improve (S2077)		100%	100%

Performance measure			
Percentage of school staff who agree# that:	2012	2013	2014
their school is well maintained (S2078)		100%	100%
their school gives them opportunities to do interesting things (S2079)		100%	100%

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

'Agree' represents the 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.

Involving parents in their child's education

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' 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 places 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.

	Environmental footprint indicators	
Years	Electricity kWh	Water kL
2011-2012	30,711	334
2012-2013	24,590	146
2013-2014	17,002	196

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) 2014 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.

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	3	4	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
Total	**3**
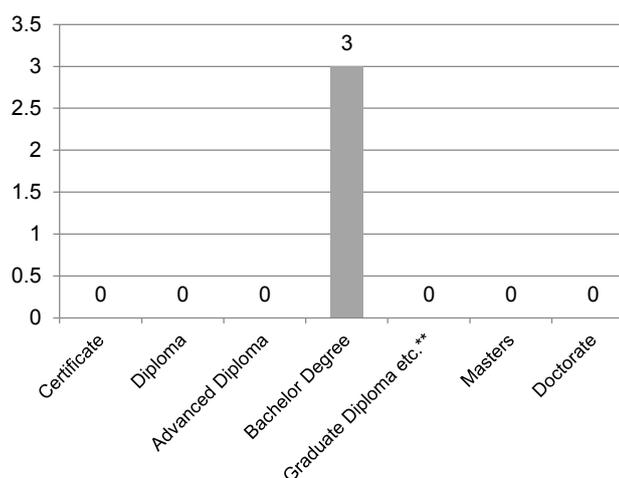
*Teaching staff includes School Leaders

**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 2014 were $1,977.26

The major professional development initiatives are as follows:

- Explicit Instruction
- SSP (Phonological Awareness)
- Kay Rankin (Reading)
- Cleaner's Workshop
- Essential Literacy
- Essential Numeracy
- First Aid

The proportion of the teaching staff involved in professional development activities during 2014 was 100%.

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	97%	99%	98%

Proportion of staff retained from the previous school year

From the end of the previous school year, 51% of staff was retained by the school for the entire 2014 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 webpage.

School financial information is available by selecting **'School finances'** in the menu box in the top left corner of the school's entry 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

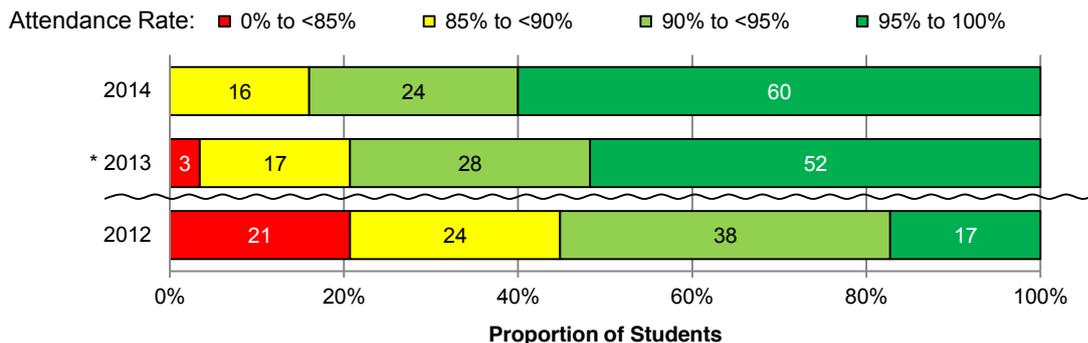| Student attendance	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	88%	94%	95%

The overall attendance rate in 2014 for all Queensland 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	Year 8	Year 9	Year 10	Year 11	Year 12
2012	93%	82%	91%	90%	DW	92%	73%					
2013	94%	95%	95%	92%	93%	DW	94%					
2014	94%	96%	96%	97%	93%	94%	DW					

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.

Attendance Rate: ■ 0% to <85% ■ 85% to <90% ■ 90% to <95% ■ 95% to 100%

Year				
2014		16	24	60
* 2013	3	17	28	52
2012	21	24	38	17

0%   20%   40%   60%   80%   100%

Proportion of Students

*The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 to that of previous years.

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DETE 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 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, and 7.

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 and 7 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.**

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

Pinnacle State School does not currently have any Indigenous Australian students in attendance. However, Indigenous perspectives are embedded into our everyday practice at Pinnacle.