

Pinnacle State School

Executive Summary





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1. Introduction

This report is a product of a review carried out by a review team from the Education Improvement Branch (EIB) at **Pinnacle State School** from **2 to 3 November 2021**.

The report presents an evaluation of the school's performance against the nine domains of the [National School Improvement Tool](#). It also recommends improvement strategies for the school to implement in consultation with its regional office and school community.

The report's executive summary outlines key findings from the review and key improvement strategies that prioritise future directions for improvement.

Schools will publish the executive summary on the school website within two weeks of receiving the report.

The principal will meet with their Assistant Regional Director (ARD) to discuss the review findings and improvement strategies.

For more information regarding the EIB and reviews for Queensland state schools please visit the EIB [website](#).

1.1 Review team

Sandra Perrett

Internal reviewer, EIB (review chair)

Darren Cameron

Peer reviewer



1.2 School context

Location:	Pinnacle Street, Pinnacle	
Education region:	Central Queensland Region	
Year levels:	Prep to Year 6	
Enrolment:	10	
Indigenous enrolment percentage:	20 per cent	
Students with disability:	Education Adjustment Program (EAP) percentage:	nil
	Nationally Consistent Collection of Data (NCCD) percentage:	20 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	949	
Year principal appointed:	2018	

1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, Head of Curriculum (HOC), cluster Head of Special Education Services (HOSES), four teachers, three teacher aides, Business Manager (BM), cleaner, 10 students and three parents.

Community and business groups:

- Treasurer of the Parents and Citizens' Association (P&C).

Partner schools and other educational providers:

- Principals of Eungella State School and Eton State School, Head of Department (HOD) of Mirani State High School and coordinator of the Lady Gowrie Pioneer Valley Community Kindergarten.

Government and departmental representatives:

- ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2021	Strategic Plan 2019-2022
Investing for Success 2021	School Data Profile (Semester 1 2021)
Headline Indicators (April 2021 release)	School budget overview
OneSchool	Curriculum planning documents
Professional learning plan 2021	Regional differentiation flowchart
School pedagogical framework	School website
School data plan	Student Code of Conduct
School Opinion Survey	School Online Reporting Dashboard
School based curriculum, assessment and reporting framework	



2. Executive summary

2.1 Key findings

The principal and staff are united and committed to improving the learning and wellbeing of all students at the school.

The school team works collaboratively to ensure every student achieves success and this is reflected in their 'whatever it takes' attitude. The school's focus on learners is reflected in the efforts of the team to know and understand each student and their unique needs, strengths and challenges. Students identify that the best thing about the school is the teachers and teacher aides and their focus on student learning. Parents and family express appreciation of the dedication and commitment of all staff members to teach, encourage and support their child.

The principal and Head of Curriculum (HOC) demonstrate clarity regarding what students are expected to know and be able to do.

The principal and teachers are focused on building the assessment literacy of students and this is enacted through the development of classroom learning walls and ensuring students are engaged in this process. Students express appreciation of teachers in developing their knowledge of what they need to know and do to be successful in their learning. They indicate an appreciation of the feedback provided by teachers, with most students indicating that they use feedback to enhance their work.

The leadership team is working together, and with other small schools in the cluster, to develop their curriculum planning documents.

The school is gradually developing the three levels of planning documents for a three-year curriculum cycle. The principal and HOC articulate the importance of developing year and band plans and unit planning documents that support teachers to plan, teach and assess the Australian Curriculum (AC). The year level and band plans, and unit plans are yet to be developed for all learning areas across the three-year cycle.

School leaders accept personal responsibility for driving improvements in teaching and learning throughout the school.

They recognise that improved teaching is the key to improved student learning. The principal articulates the importance of utilising research-based practices to ensure the most effective teaching strategies are identified. Teachers and leaders are committed to enhancing their understanding and use of the range of pedagogical approaches and high impact teaching strategies. School leaders articulate the importance of selecting the most appropriate pedagogical approaches to support the teaching of the AC.



School leaders are focused on developing a coherent, sequenced plan for curriculum delivery that makes clear what teachers should teach and students should learn.

The whole-school Curriculum, Assessment and Reporting Plan (CARP) includes a range of curriculum documents that align with aspects from the P-12 curriculum, assessment and reporting framework (P-12 CARF). The Quality Assurance (QA) table that enables the monitoring of the intended AC achievement standards to be taught in each unit, ensuring that all aspects of the achievement standards are taught and assessed, is yet to be included in the unit and band plans. Quality assuring the full implementation of the AC achievement standards for all learning areas and for all students is yet to occur.

Staff members and the school community consistently speak of an environment where the focus is on teaching and learning.

The principal is working collaboratively to introduce the Positive Behaviour for Learning (PBL) structure articulated in the Student Code of Conduct. The Resilience Project and the Zones of Regulation have been introduced in recent times. The principal, teachers and support staff are beginning to implement elements of PBL. Alignment between PBL, Zones of Regulation and The Resilience Project is yet to be established and documented in the Student Code of Conduct.

The principal prioritises building and maintaining positive and trusting relationships amongst staff members, students and parents.

Staff express appreciation of the collegial and collaborative nature of the school. A range of actions occurs daily to support this positive culture. Staff wellbeing is recognised as an important element to maintaining a positive school culture. All staff are committed to supporting each other and working and learning together. Staff identify that the school is their 'second family', due to the close and positive working relationships that are developed.

School leaders, staff and community members consistently speak positively of the exemplary collaboration that occurs between the Pioneer Small Schools' Cluster.

Principal colleagues express appreciation of the principal in leading the work between the schools at a student, teacher and principal level. A range of groups within the larger Pioneer Valley Cluster is established, in response to specific needs of focus areas. This includes curriculum development, unit planning and moderation, instructional leadership development through learning walks, shared curriculum days and other activities for students and a range of camps and excursions. This work is adding significant value to the small schools in the cluster.



2.2 Key improvement strategies

Finalise the development of the CARP, including the three levels of planning, aligned to the P-12 CARF and reflecting all learning areas across the three-year cycle.

Strengthen teacher knowledge and use of the range of pedagogical approaches and high impact teaching strategies to enhance the delivery of the AC.

Quality assure the full implementation of the AC, ensuring that the intended curriculum is enacted for all year levels and covers all learning area achievement standards and general capabilities.

Collaboratively unpack, align and teach the key aspects from PBL, Zones of Regulation and The Resilience Project, ensuring it is documented in the Student Code of Conduct.