

Pentland State School

Queensland State School Reporting

2013 School Annual Report



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Webpages Additional reporting information pertaining to Queensland state schools is located on the [My School](#) website and the [Queensland Government data](#) website.

Contact Person Laura Peagham, Principal

Principal's foreword

Introduction

Pentland State School has developed an ambitious and creative school climate, which is focused on life long learning. We place strong emphasis on the individual student's progress. A key component of this vision is the emphasis on the explicit teaching of English, Maths and Science, focusing on exploring higher order thinking and critical awareness. We endeavour to promote social and emotional well-being throughout the school community. The school is strongly positioned to promote all facets of technology.

The staff at Pentland SS understand that a close, positive working relationship with parents and the community is essential to the quality of education our school can provide. Our school is the heart of our local area – our school buildings and grounds are home to many community events and organisations. We have a wonderfully supportive community.

Pentland State School is located 250km west of Townsville on the Flinders Highway, and forms part of the North Queensland Region. Pentland forms part of a cluster of small schools within the Dalrymple Cluster of Schools. Pentland State School is committed to the Dalrymple Alliance. The Dalrymple Alliance is a cluster of small schools which believes that there are many advantages to being educated in a small rural multi-age school. We believe in working to produce the best outcomes for the students.

The school works together with its local communities to create and maintain sustainable structures which foster lifelong learners who have developed appropriate academic and social skills.

This report contains an overview of the school's profile and curriculum offerings. Data relating to teacher qualifications and retention of staff are also included.

School progress towards its goals in 2013

Pentland State School has continued to work towards achieving goals set in the 2011-2014 Strategic Plan and the 2013 Annual Implementation Plan.

The school has continued to work towards improving student outcomes, particularly in English and Maths and aligning to the Australian Curriculum. All students had individual achievement goals and learning programs. Quality professional development for all school staff has helped students work towards and

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2012 School Annual Report



achieve their goals.

Community involvement in the school has continued to improve, with higher numbers of community members attending school open days and school events, the continuation of the community newsletter 'The Pentland Post' and regular contributions to the 'Pentland Prattler'.

Pentland State School has implemented the Sustainable Environmental Management Plan and established a vegetable garden.

Future outlook

Pentland State School continues to strive to improve in school curriculum, teaching practice, principal leadership and school capability, school and community partnerships and sustainable practices.

Some key actions and strategies for 2014 include:

Implement improvement agenda and set realistic goals

Ensure the alignment of Australia Curriculum in Maths, English, Science, History and Geography

Continue to develop high quality curriculum units to be taught and moderated across the Dalrymple Alliance Schools.

Provide intervention and extension to those students identified

Provide hands on early years curriculum

Continue to engage all staff in the Developing Performance Framework

Set up and follow processes and procedures for feedback on staff and student performance

Continue to build school and community partnerships through events and parent involvement

Develop sustainable practices with the vegetable garden, worm farm and native tree planting.

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	18	7	11	89%
2012	22	11	11	86%
2013	21	11	10	86%

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

Characteristics of the student body:

Pentland State School student body generally consists of students who live in the township of Pentland. Some students come from surrounding cattle stations. The majority of our students are in years P-3.

Average Class sizes

Phase	Average Class Size		
	2011	2012	2013
Prep – Year 3	19	7	11
Year 4 – Year 7 Primary			
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
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

Curriculum offerings

Our distinctive curriculum offerings

Active After School Sports program ran two days a week

Daily 2-hour focused Mathematics block

Daily 2 hour focused English block including English, Reading and Spelling

SOSE, Health, Technology and The Arts are delivered as part of an Integrated Curriculum and as stand-alone units of work, depending on which method provides the best learning experiences for students.

Curriculum camps and excursions with other schools in the Dalrymple Cluster

Quality athletics, soccer, swimming and cross country carnivals

Individual and collective participation in local shows

LOTE (Japanese) for students in years 6 and 7

Participation in community events

RREAP projects based on Sports and The Arts

Extra curricula activities

Interschool sporting carnivals

Active After School Sport

Education excursions and camps

Community events eg: Anzac Day

NQ Sports Day

Under 8's Day

State Education Week Celebrations

Garden Club

How Information and Communication Technologies are used to assist learning

At Pentland State School, all current classrooms have computers and laptops linked to the school intranet and internet. Every student has their own laptop and access to Ipads for educational purposes. Our school operates fully under the Managed Operating Environment, with all students having user names and passwords and being confident to access computers independently. Teachers plan units of work which make use of technology: computers, iPads, digital cameras and video. Students' skills are developed by using computers to assist with development of Literacy and Numeracy, along with other Key Learning Areas.

In the lab, students have unlimited access to a laptop each. Students use the lab to access learning activities, including activities developed at the Learning Place, and we have our own virtual classroom established.

Social climate

Pentland State School focuses on success through promoting social, emotional well-being and resilience. The social climate of the school benefits from its cultural diversity and the school community strives to attain high academic achievements. We have a school Chaplain who visits us one day a fortnight to assist the school and wider community to foster and enhance the values of the school.

Support is provided for students according to their needs, within available resources. The school has a learning support teacher aide to deliver proactive intervention programs to children across the curriculum, but with special emphasis on English and Maths. We also have the services of a guidance officer and speech language pathologist who make regular visits to our school and give constant feedback to the principal and teachers, to support the social, emotional and academic achievement of all our students. A highly talented and committed team of teacher aides, admin staff and teachers work together to help support and enhance student learning.

We support the development of pre-service teachers from James Cook University – Townsville. Each year practicum students from various years of study attend our school

Parent, student and staff satisfaction with the school

In 2013, as a school community, we worked hard to involve parents and community members within school life and become a part of the decision making process. We believe we succeeded in involving parents and this is evident in the parent opinion survey. Due to staff changes there was a small decrease in total satisfaction in some areas, however, most parents were satisfied or very satisfied with the school. External surveys of parents and students show a high degree of satisfaction with school performance, in all cases satisfaction was above like school mean

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%	83%
this is a good school (S2035)	100%	86%
their child likes being at this school* (S2001)	100%	83%
their child feels safe at this school* (S2002)	100%	86%
their child's learning needs are being met at this school* (S2003)	100%	86%
their child is making good progress at this school* (S2004)	100%	86%
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%	86%
teachers at this school treat students fairly* (S2008)	100%	86%

Our school at a glance

they can talk to their child's teachers about their concerns* (S2009)	100%	86%
this school works with them to support their child's learning* (S2010)	100%	86%
this school takes parents' opinions seriously* (S2011)	100%	83%
student behaviour is well managed at this school* (S2012)	100%	86%
this school looks for ways to improve* (S2013)	100%	86%
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%	75%
they like being at their school* (S2036)	100%	57%
they feel safe at their school* (S2037)	90%	88%
their teachers motivate them to learn* (S2038)	100%	88%
their teachers expect them to do their best* (S2039)	100%	88%
their teachers provide them with useful feedback about their school work* (S2040)	100%	71%
teachers treat students fairly at their school* (S2041)	100%	63%
they can talk to their teachers about their concerns* (S2042)	90%	75%
their school takes students' opinions seriously* (S2043)	100%	75%
student behaviour is well managed at their school* (S2044)	90%	75%
their school looks for ways to improve* (S2045)	100%	88%
their school is well maintained* (S2046)	100%	88%
their school gives them opportunities to do interesting things* (S2047)	100%	63%

Performance measure

Percentage of school staff who agree that:	2013
they enjoy working at their school (S2069)	100%
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)	100%
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)	86%
their school takes staff opinions seriously (S2076)	86%
their school looks for ways to improve (S2077)	100%
their school is well maintained (S2078)	100%

Our school at a glance

their school gives them opportunities to do interesting things (S2079)

86%

* 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.

Involving parents in their child's education

The parent group within our school is supportive and active. Twice yearly reporting is conducted with face to face interviews being offered on each occasion. Regular parent meetings are conducted to ensure parents understand their child's progress. These meetings are informal and are conducted through face to face, telephone or home visits.

The Parents and Citizens Association meets regularly and all parents are welcome to attend. The Parents and Citizens Association is very active in fundraising to support programs within the school. In 2013 the P&C purchased resources to support students' achievements. They also support school camps and excursions to make them more accessible for all students.

Many events are held within the school to which parents and community members are invited to participate. The range of ways parents and caregivers can participate is wide and varied, including regular classroom activities, attendance at class celebrations and school-wide functions, such as the school leaders induction, parades, ANZAC Day ceremony and Cultural Festivals. The school has established successful on-going partnerships with different groups in the local community who use school facilities. The school also enjoys a community presence through our engagement in community events. Families have access to our Chaplaincy Service. Our library is a Community Library which is open to community members after hours, to support a reading culture in the community.

Reducing the school's environmental footprint

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

In 2010 it was announced that Pentland State School had been successful in its application for a National Solar Schools Grant. These solar panels were installed in 2011 and our electricity usage has decreased. We were also successful in obtaining a grant for rain water tanks.

The school has adjusted its watering program to reduce the amount of water needed for the school grounds and all taps are installed with water timing devices.

Our school has developed a vegetable garden and the students are involved in planting, maintaining and harvesting their produce.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2010-2011	17,380	2,749
2011-2012	24,435	4,988
2012-2013	49,584	1,339

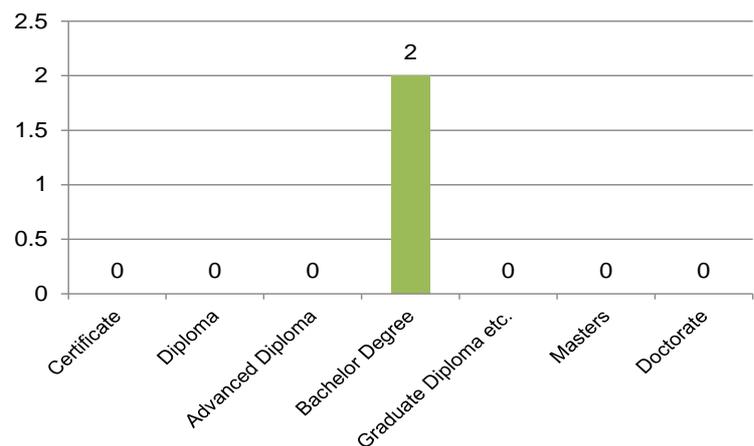
The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.

Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	2	6	0
Full-time equivalents	2	3	0

Qualifications of all teachers

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



* 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 \$7899.00

The major professional development initiatives are as follows:

- Principal development
- Behaviour management – Team Teach
- Jolly Phonics
- 7 Steps in Writing
- First Aide and Bronze Medallion

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%	98%	98%

Proportion of staff retained from the previous school year

From the end of the previous school year, 50% 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 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

2012

2013

The overall attendance rate for the students at this school (shown as a percentage).

88%

88%

90%

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)

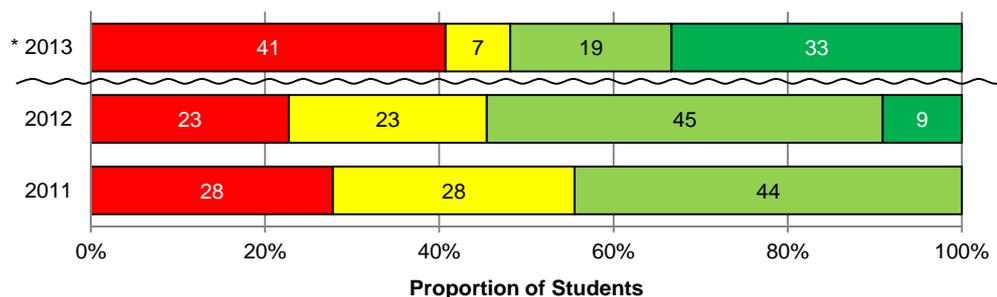
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2011	90%	84%	DW	85%		90%	DW					
2012	DW	94%	DW	92%	84%	DW	92%					
2013	92%	97%	96%	DW	91%	84%	95%					

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%



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

We monitor student attendance regularly. Teachers will discuss absenteeism with parents and carers, by phone calls, home visits and brief meetings. We promote attendance in newsletters and our community newsletter, through the Every Day Counts initiative. We mark rolls twice a day; in the morning and after second lunch. If parents take their child from school early they are to sign them out at the office before leaving the school grounds. If students are unavoidably away, appropriate home programs are provided

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.

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.

The image shows a search interface titled "Find a school". It contains two main search sections. The first section is "Search by school name", which has a text input field and a yellow "GO" button. The second section is "Search by suburb, town or postcode", which has a text input field, a "Sector" dropdown menu with "Government" and "Non-government" options, and a yellow "SEARCH" button.

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

In 2013 Pentland State School community supported parental involvement in the school. We involved our indigenous families to assist in the development of the EATSIPS policy.