



Pentland State School

ANNUAL REPORT 2016

Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future.

Every student succeeding. State Schools Strategy 2016-2020
Department of Education and Training



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School Overview

Pentland State School is located in 105 km west of Charters Towers. The school was established in 1885 and serves a diverse rural community with social security, Government and grazing the main income sources. At present there are 21 students from Kindy to Year 6 enrolled in the school. At the completion of Year 6, students commute to Charters Towers State High School or board at one of the three private boarding schools in Charters Towers.

Currently the school has one multi-age teaching area and a computer lab, offering quality curriculum programs fully integrated using Smart Classroom Technology across the key learning areas. The school aims for a constant working ratio of 1:1 with our computer lab. Community members have access to computers in our community library with internet availability. Literacy and Numeracy is the core of our curriculum and is embedded and integrated across all Key Learning Areas. Pentland State School's focus is to develop in our students the attributes of life-long learners. We would like them to: participate as active and informed citizens in society, effectively communicate, productively use information and information systems, and be adequately equipped with skills for life.

Visiting specialist teachers service the school for learning support, guidance, speech therapy and hearing advice. Curriculum coordination and non-contact teaching time are provided through the appointment of a teacher three days a week. The school has implemented a number of intervention strategies to assist students with learning difficulties. These programs are administered by a trained teacher aide and designed by the visiting learning support teacher and classroom teachers.

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 State School 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 2016

Pentland State School has continued to work towards achieving goals set in the 2015-2018 Strategic Plan and the 2016 Annual Implementation Plan.

The school has continued to work towards improving student outcomes, particularly in English and Maths. All students had individual achievement goals and learning programs. Quality professional development for all school staff has helped students work towards and 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 development of the community newsletter 'The Pentland Post'.

In 2016 Investing for our Schools (I4S) funds were used to fund extra teacher support to ensure quality teaching and learning in our multi-age classroom.

Future Outlook

Every Student Succeeding State Schools Strategy 2017-2021

- Collaborative Empowerment
- Successful Learners
- Teaching Quality
- Principal Leadership and Performance
- School Performance •Regional Support
- Local Decision Making

NQR Priorities 2017

- Build Principal and other Leaders' instructional leadership
- Build the capability of every teacher and leader to be an expert in the teaching and assessing the curriculum
- Developing strong collaboration between schools/regional teams and other agencies to develop effective practice and drive improvement.

Key Priorities 2017

- **The Pentland 3** – 100% improvement in English (Spelling, Reading and Writing)
- **Build Staff Capacity** – By the end of 2017, 100% of students will be receiving a C or above in English. This will supported by building the capacity of the teaching team in teaching with a literacy focus utilising the framework of a collaborative inquiry cycle.

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2016:	Early Childhood - Year 6
Student enrolments for this school:	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	10	7	3	2	86%
2015*	16	9	7	4	90%
2016	9	4	5	1	90%

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

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2016, there were 1 students enrolled in a pre-Prep** program.

** pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

Characteristics of the Student Body

Overview

Pentland State School student body generally consists of students who live in the township of Pentland. Some students come from surrounding cattle stations. We have students in every year level across Kindy-Year 6.

Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	5	11	11
Year 4 – Year 7			
Year 8 – Year 10			
Year 11 – Year 12			

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

Curriculum Delivery

Our Approach to Curriculum Delivery

Sporting Schools program run one session a week
Daily 2-hour focused Mathematics block
Daily 2-hour focused English block including English, Reading and Spelling
Health 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
Participation in community events
RREAP projects based on Sports and The Arts
Remote Kindergarten Pilot

Co-curricular Activities

Interschool sporting carnivals
Sporting Schools
Musica Viva
Arts Councils
ANZAC Day Commemorative Services
Education excursions and camps
Community events eg: Anzac Day
Pentland Community Sports Day
Under 8's Day
State Education Week Celebrations
Chappy Challenges
Chappy Computer Club
Gardening 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

Overview

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, two days a week, 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

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree [#] that:	2014	2015	2016
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%
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)	100%	100%	100%
student behaviour is well managed at this school* (S2012)	100%	100%	100%
this school looks for ways to improve* (S2013)	100%	100%	100%
this school is well maintained* (S2014)	100%	100%	100%

Student opinion survey

Performance measure			
Percentage of students who agree [#] that:	2014	2015	2016
they are getting a good education at school (S2048)	89%	100%	100%
they like being at their school* (S2036)	89%	100%	100%

Performance measure			
Percentage of students who agree [#] that:	2014	2015	2016
they feel safe at their school* (S2037)	78%	100%	100%
their teachers motivate them to learn* (S2038)	89%	100%	100%
their teachers expect them to do their best* (S2039)	89%	89%	100%
their teachers provide them with useful feedback about their school work* (S2040)	78%	100%	100%
teachers treat students fairly at their school* (S2041)	67%	100%	100%
they can talk to their teachers about their concerns* (S2042)	78%	89%	88%
their school takes students' opinions seriously* (S2043)	78%	89%	88%
student behaviour is well managed at their school* (S2044)	78%	100%	88%
their school looks for ways to improve* (S2045)	89%	100%	100%
their school is well maintained* (S2046)	89%	100%	100%
their school gives them opportunities to do interesting things* (S2047)	89%	89%	100%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2014	2015	2016
they enjoy working at their school (S2069)	100%	100%	100%
they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
they receive useful feedback about their work at their school (S2071)	100%	83%	88%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	DW	DW	DW
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	100%	88%
student behaviour is well managed at their school (S2074)	100%	100%	100%
staff are well supported at their school (S2075)	100%	100%	100%
their school takes staff opinions seriously (S2076)	100%	100%	100%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	100%	100%	100%
their school gives them opportunities to do interesting things (S2079)	100%	100%	100%

* Nationally agreed student and parent/caregiver items

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Parent and community engagement

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 2016 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.

Respectful relationships programs

Our school has implemented the 'Stop Think Do Social Skills Program' with targeted focus lessons linked to the school behaviour expectations and by identifying patterns of student behaviour in the classroom and playground.

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships.

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
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

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Environmental Footprint

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		
Years	Electricity kWh	Water kL
2013-2014	25,854	3,258
2014-2015	18,225	6,315
2015-2016	19,513	2,764

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.

School Funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and 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

Sector:

Government

Non-government

Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

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

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	2	7	0
Full-time Equivalents	1	3	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	0
Graduate Diploma etc.**	0
Bachelor degree	2
Diploma	0
Certificate	0

*Teaching staff includes School Leaders

**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were \$5648

The major professional development initiatives were as follows:

- Speech Sound Pics
- Remote Kindy Conference
- Principals Conferences
- Beginning Teacher Conference
- Curriculum Planning Days
- TRS days to release staff for Professional development
- Dalrymple cluster Principals meetings
- First Aid/Bronze Medallion training

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	98%	98%	99%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 31% of staff was retained by the school for the entire 2016.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	89%	93%	91%
The attendance rate for Indigenous students at this school (shown as a percentage).	86%	89%	77%

*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2016 for all Queensland Primary schools was 93%.

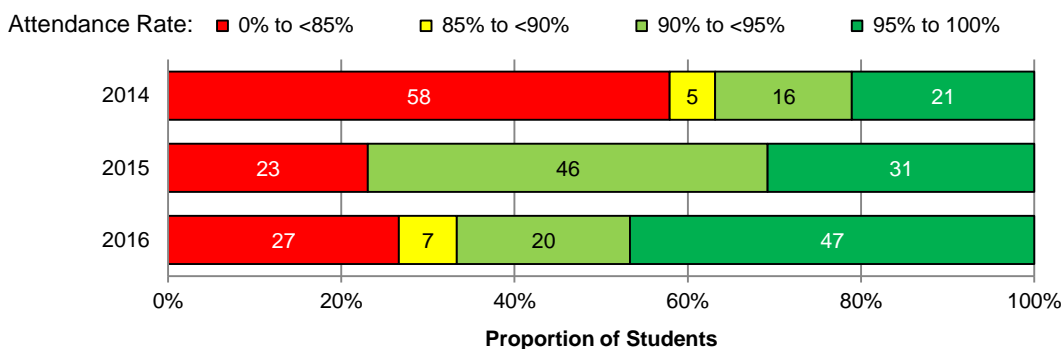
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	DW	81%	95%	DW	77%	DW	DW	81%					
2015	92%	DW	97%	91%	DW	DW	95%						
2016	97%	88%	97%	DW	94%	77%	47%						

*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range:



Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *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. Students are rewarded with high attendance through positive reinforcement in the classroom with raffles and prizes. 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.

NAPLAN

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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Government

Non-government

Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting '**NAPLAN**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

As at 3rd February 2017. The above values exclude VISA students.

Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.

* The Years 10 to 12 Apparent Retention Rate is defined as the number of full-time students in Year 12 in any given year expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).