



Pentland State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

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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 two multi-age teaching areas (K-2 and Years 3-6) 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.

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 2018

Pentland State School has continued to work towards achieving goals set in the 2015-2018 Strategic Plan and the 2018 Annual Implementation Plan. In 2018, a new School plan was created for the next four years.

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.

In 2018 Investing for our Schools (I4S) funds were used to build and foster teacher capability and improve student outcomes.

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 2018

- 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 2018

	Reading	Writing	Math
Strategy	<p>Maintain $\frac{1}{2}$ hour daily reading block and explicitly teach comprehension and decoding strategies.</p> <p>Students are introduced to the Pentland Comprehension and decoding strategies in Term 1.</p> <p>In terms 2, 3 and 4 the best fit strategies will be selected for students and used in longer teaching sequences to better develop how the strategy is used when reading.</p>	<p>Maintain $\frac{1}{2}$ hour daily writing block and explicitly teach students the persuasive and narrative structures.</p> <p>Students will receive explicit feedback against the Pentland Writing Targets.</p> <p>Students will be slowly released into self-checking their own and others writing against the Pentland Writing Targets.</p>	<p>Introduce Math warm up prior to math lessons to build students fluency in basic math operations.</p> <p>Grade 1 and 2 will focus on addition and subtraction</p> <p>Grade 3, 4, 5 and 6 will focus on addition, subtraction, multiplication and Division.</p>
Target	<p>100% improvement in termly PM testing</p> <p>Prep students reading at PM 9 by the end of the year.</p> <p>Grade 1 students reading at PM 24 by the end of the year.</p> <p>Grade 2 students reading at PM 30 by the end of the year.</p> <p>All upper class students at PM 30</p>	<p>Maintain the 100% of students achieving a 'C' or higher in English</p> <p>100% of students using the Pentland Writing Targets to self-check their own and others writing against the Pentland Writing Targets.</p>	<p>80% of students achieving at grade appropriate level in their termly basic math facts</p>

- Increase the percentage of year 5 students achieving in the U2B in reading and writing from 0% (2017) to 50% (2018)
- Increase the amount of students achieving PM reading levels above NQR reading regression levels
Prep – 9 Year 1 – 24 Year 2 - 30

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Early Childhood - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	9	15	23
Girls	4	6	8
Boys	5	9	15
Indigenous	1	4	7
Enrolment continuity (Feb. – Nov.)	90%	93%	95%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

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

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	11	15	11
Year 4 – Year 6			
Year 7 – Year 10			
Year 11 – Year 12			

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

Curriculum delivery

Our approach to curriculum delivery

Sporting Schools program run one session a week

Daily 1.5-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

Music 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

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

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. .

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

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree [#] that:	2016	2017	2018
• their child is getting a good education at school (S2016)	100%	100%	83%
• 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%	83%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	100%	83%
• 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%	83%
• this school takes parents' opinions seriously* (S2011)	100%	100%	100%
• student behaviour is well managed at this school* (S2012)	100%	100%	83%
• this school looks for ways to improve* (S2013)	100%	100%	100%
• this school is well maintained* (S2014)	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.

Table 4: Student opinion survey

Percentage of students who agree [#] that:	2016	2017	2018
• they are getting a good education at school (S2048)	100%	100%	100%
• they like being at their school* (S2036)	100%	100%	75%
• they feel safe at their school* (S2037)	100%	100%	100%
• their teachers motivate them to learn* (S2038)	100%	100%	75%

Percentage of students who agree [#] that:	2016	2017	2018
• their teachers expect them to do their best* (S2039)	100%	100%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	100%	100%	75%
• teachers treat students fairly at their school* (S2041)	100%	100%	75%
• they can talk to their teachers about their concerns* (S2042)	88%	100%	100%
• their school takes students' opinions seriously* (S2043)	88%	100%	100%
• student behaviour is well managed at their school* (S2044)	88%	100%	75%
• their school looks for ways to improve* (S2045)	100%	100%	100%
• their school is well maintained* (S2046)	100%	100%	75%
• their school gives them opportunities to do interesting things* (S2047)	100%	100%	75%

* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree [#] that:	2016	2017	2018
• 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)	88%	100%	100%
• 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)	88%	100%	100%
• 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 2018 the P&C purchased a new drink cooler and enhanced the tuckshop wall with a new mural. 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.

Respectful relationships education programs

Pentland State School implements Bullying No Way and encourages respectful relationships. Through teaching and learning in the curriculum we focus on personal safety and awareness, and developing students' knowledge and skills to be able to resolve conflict with violence and to recognise, react and report when, they or others are unsafe. Staff model respectful relationships continuously to each other and students.

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	0	0	4
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this 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

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	19,513	20,632	18,240
Water (kL)	2,764	397	2,251

Note:

Consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this school's environmental footprint.

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

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.

How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

4. Click on 'Finances' and select the appropriate year to view the school financial information.

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	3	5	<5
Full-time equivalents	2	3	<5

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications	*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.
Doctorate		
Masters		
Graduate Diploma etc.*		
Bachelor degree	3	
Diploma		
Certificate	2	

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$7149.37

The major professional development initiatives are as follows:

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

The proportion of the teaching staff involved in professional development activities during 2018 was 100%.

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	99%	97%	98%

Proportion of staff retained from the previous school year

From the end of the previous school year, 100% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	91%	93%	93%
Attendance rate for Indigenous** students at this school	77%	91%	91%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep	97%	DW	95%
Year 1	88%	97%	93%
Year 2	97%	96%	97%
Year 3	DW	97%	94%
Year 4	94%	94%	97%
Year 5	77%	85%	94%
Year 6	47%	DW	80%

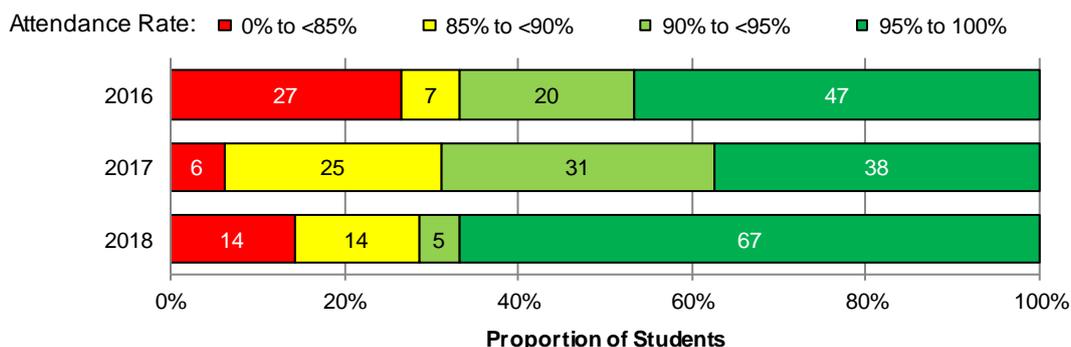
Year level	2016	2017	2018
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

Notes:

- Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
- Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
- DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education 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.

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 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school Search website

Search by school name or suburb Go

School sector School type State

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

School profile NAPLAN Attendance Finances VET in schools Senior secondary Schools map

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.