



Pilton State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

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From the Principal

School overview

Pilton State School, situated 50 km south of Toowoomba, is a small rural school that serves a warm and friendly community. The school is well supported by a committed group of parents passionately supportive of their children and the school. This connection has been passed on to their children who are well behaved, sports minded and proud of their school. Students have a positive attitude and enjoy pursuing and achieving in academic, sporting and artistic arenas. The school caters for Prep-Year 6, divided between our Prep to Year 2 and Years 3 to 6 classes. There is a strong emphasis on the development of interpersonal relationships within the learning community and a strong sense of belonging. A school chaplain provides pastoral and ethical support for the students. Pilton State School has a strong commitment to student achievement in literacy and numeracy. Committed staff cater for the wide range of abilities exhibited by children through the provision of innovative and flexible teaching and learning practices. Learning technology has a high priority and is being integrated across curriculum areas. Apart from focussing on academic excellence, Pilton State School strives to excel in science, physical activities, music and environmental sustainability. In 2017, Pilton State School commenced operating as an Independent Public School allowing the school to undertake initiatives that respond to the specific context of the school through increased resources and local, community-based strategic autonomy. Our vision is to provide the families of the Pilton community with an innovative and supportive school, offering excellent educational outcomes for all students that lay the foundation for life-long learning. Through united purpose the connected community supports the explicit work of the school in preparing students to be successful learners, confident and creative individuals and active and informed citizens of the future.

School progress towards its goals in 2018

School Targets	Strategies from Annual Improvement Plan	From Investing for Success Plan	Progress
Priority 1 - Reading Ensure 100% of students achieve regional Reading benchmarks, using PAT-R and PM diagnostic tools.	Improve student outcomes in Reading through implementing data driven programmes including: Write to Read to Spell, reading intervention programs, and pre-Prep literacy programmes. Daily Reading focussed on Shared, Guided, Modelled and Independent Reading.	Increase student achievement in Year 5 NAPLAN reading to include at least 50% achievement in the Upper 2 Bands compared to the 0% in 2016 (Year 3 NAPLAN reading).	Strategies 100% implemented Developing towards targets End of 2018 - 89% of students achieve regional Reading benchmarks, using PAT-R and PM diagnostic tools.
Priority 2 - Writing Ensure 100% of Year 3 and 5 students achieve above NMS or U2B in NAPLAN Writing.	Implement writing instruction based on C2C resources, online projects and timely feedback to students.	Increase student achievement in Year 5 NAPLAN writing to include 100% achievement in the Upper 2 Bands.	Strategies 100% implemented Achieved targets
Priority 3 - Spelling Ensure 100% of students achieve regional Spelling benchmarks, using PAT Spelling diagnostic tools.	Continue both Words Their Way and Spelling Mastery programmes based on data analysis of student progression.	Increase student achievement in Year 3 NAPLAN Spelling such that all students not with an EBP achieve above NMS.	Strategies 100% implemented Achieved targets

Future outlook

This year our sharp and narrow focus is on Reading and STEAM engagement. We will ensure student progress is matched against a year's growth in diagnostic assessment standards for reading and will be supporting the acquisition of individualised targets for students. We will be implementing instrumental music lessons for all students in Year 3-Year 6 and some students in the Prep-Year 2 class will also be able to access piano lessons.

Consistent Targets	Strategies from Annual Implementation Plan	From Investing for Success plan
<p>Reading</p> <ul style="list-style-type: none"> All students achieving a minimum of one year's growth against appropriate diagnostic standards 100% of students above the National Minimum Standard in NAPLAN Reading Students achieving the Upper Two Bands in NAPLAN Reading 	<ol style="list-style-type: none"> Individualised reading groups with instructional level texts Specific instruction in comprehension strategies Community reading programs engaging parents, staff and volunteers 	<p>Increase student achievement in Year 3 and 5 NAPLAN reading to include at least 50% achievement in the Upper 2 Bands</p>
<p>STEAM Engagement</p> <ul style="list-style-type: none"> All students achieving a minimum of one year's growth against appropriate diagnostic standards Successful completion of Hermitage Science Competition entry for P-2 and 3-6 classes Students in 3-6 voluntarily engaged in instrumental lessons at least once per week 	<ol style="list-style-type: none"> Engage with Clifton State High School STEAM activities Creation of STEAM Maker Space 	<p>Ensure student engagement with STEAM initiatives through provision of contextualised science projects and access to instrumental music</p>

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	Yes
Year levels offered in 2018	Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	28	29	18
Girls	14	14	8
Boys	14	15	10
Indigenous			
Enrolment continuity (Feb. – Nov.)	90%	58%	79%

Notes:

- Student counts are based on the Census (August) enrolment collection.
- Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
- [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

The Pilton State School students come from diverse cultural and religious backgrounds. They are from a mix of rural families that include a diverse range of family occupation and background. We cater for all students. Our school students are united by the following school values:

- Be a Learner - Commit to life-long learning.
- Be Respectful - Demonstrate respect to yourself, your community and your environment.
- Be Responsible - Take care to be safe, look after your belongings and own your choices.
- Be Strong - Stand up for what is right and make the right choice no matter how difficult.
- Be Willing - Take opportunities and commit to being the best you can be.

Average class sizes

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

Phase of schooling	2016	2017	2018	Note:
Composite Prep – Year 2 and Year 3 –Year 6 classes	14	14	10	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

- Firm prioritisation on providing quality curriculum in English, Mathematics and Science
- Individualised learning support for all students
- The extensive use of technology to resource and compliment traditional learning
- Daily programming of physical activity lessons
- Art and craft activities
- Annual whole school musical or other production
- A commitment to sustainability

Co-curricular activities

- Range of Sporting Activities – interschool sport, school representative teams
- School based Coding and Robotics Program
- Free Piano lessons for students who wish to participate
- Instrumental music program for Year 3-Year 6 students
- Free Weekly Swimming Lessons (Term 1 & 4)
- Gardening
- Cooking
- Cross Country
- Jump Rope for Heart
- Sing Out
- Musica Viva
- Arts Council performances
- School camp (whole of school)
- Young Leaders' Day
- Fundraising each term for charity directed by our student leaders
- Before / After School Sporting Program including Running Club and Tennis Coaching
- Daily Physical Activity Program

How information and communication technologies are used to assist learning

Pilton State School has a wide variety of ICT used to assist learning, and focusses on the incorporation of ICT into all applicable areas of the curriculum. The use of ipads, interactive screens and document cameras has allowed the implementation of many and varied teaching and learning practices. This has allowed all staff to deliver the curriculum in varied and interesting ways. Online projects, web-based programs and interactive learning objects have been utilized. Pilton State School currently issues each student with their own ipad for learning at school.

Social climate

Overview

As a school with very strong connections to our local community, we foster and are proud of our very supportive and inclusive social climate. We use the 'Bucket Fillers' philosophy as a way to discuss the social interaction between students. Students are explicitly taught that we solve problems by using appropriate words to respond to someone who offend us and to tell school staff immediately if they cannot resolve a problem. The ability of students, staff and community to work well together at Pilton State School is one of its great strengths. We also have excellent support through our school chaplaincy program.

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%	80%	100%
• this is a good school (S2035)	100%	60%	100%
• their child likes being at this school* (S2001)	100%	100%	100%
• their child feels safe at this school* (S2002)	100%	60%	100%
• their child's learning needs are being met at this school* (S2003)	100%	60%	100%
• their child is making good progress at this school* (S2004)	100%	80%	100%
• teachers at this school expect their child to do his or her best* (S2005)	100%	80%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	60%	100%
• teachers at this school motivate their child to learn* (S2007)	100%	80%	100%
• teachers at this school treat students fairly* (S2008)	100%	80%	100%
• they can talk to their child's teachers about their concerns* (S2009)	100%	60%	100%
• this school works with them to support their child's learning* (S2010)	100%	60%	100%
• this school takes parents' opinions seriously* (S2011)	100%	60%	100%
• student behaviour is well managed at this school* (S2012)	100%	60%	100%
• this school looks for ways to improve* (S2013)	100%	60%	100%
• this school is well maintained* (S2014)	100%	80%	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%	89%	100%

Percentage of students who agree# that:	2016	2017	2018
• 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%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	100%	100%	100%
• teachers treat students fairly at their school* (S2041)	100%	89%	100%
• they can talk to their teachers about their concerns* (S2042)	100%	89%	100%
• their school takes students' opinions seriously* (S2043)	71%	78%	100%
• student behaviour is well managed at their school* (S2044)	100%	89%	100%
• their school looks for ways to improve* (S2045)	100%	89%	100%
• their school is well maintained* (S2046)	100%	100%	100%
• their school gives them opportunities to do interesting things* (S2047)	100%	89%	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 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)	100%	100%	100%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	DW	100%	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%	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

We encourage all parents to become involved in their child's education and ensure parents know they have numerous opportunities to be involved in the teaching and learning at school. The school is always working to ensure that:

- Parents are aware the school is open to them at all times.
- Parents are regularly invited into the classroom and to school events.

- Parents receive regular reporting of what students are doing and how they are progressing through fortnightly newsletters and notes. Interviews are freely available, and informal discussions with parents happen on a daily basis.
- Parents are part of the process where teachers and students work together to set personal goals for each student.
- Parents participate in excursions through attendance and providing transport.
- Parents of pre-Prep children are supported through a weekly playgroup held at school.
- Parents' ideas and opinions are valued and encouraged.
- School decisions, future directions and activities are regularly discussed at meetings such as P&C meetings and information nights.

The school has a very supportive Parents and Citizens Association that has had great success with fundraising. Parents appreciate the endeavours of the P&C in using those funds each year to support teaching and learning. This allows parents some ownership and say in their children's education.

Respectful relationships education programs

The school has developed and implemented programs that focus on appropriate, respectful, equitable and healthy relationships. This includes explicitly teaching students how to interact and holding them accountable for resolving any conflicts at the lowest level with plenty of individual support from staff. We model conflict resolution and students are given opportunity to participate in helping to teach 'How we solve problems at the Pilton State School' to each other in order to have them practice the skills that they require. The school also implements the Daniel Morecombe Child Safety Curriculum.

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	0
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

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	13,789	7,161	12,925
Water (kL)			

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.

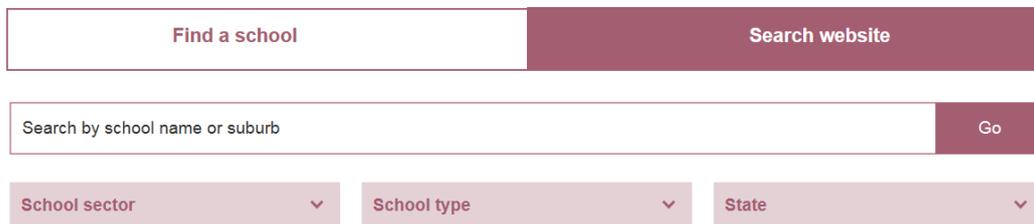
School funding

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.



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



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

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	2	4	<5
Full-time equivalents	2	2	<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	
Doctorate		*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.
Masters	1	
Graduate Diploma etc.*		
Bachelor degree	2	
Diploma		
Certificate		

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$2895

The major professional development initiatives are as follows:

- Support of Reading / General Education
- Cluster collaboration and moderation
- Peer feedback
- Formal Teacher Mentoring Program involving mentors from outside the school

The proportion of the teaching staff involved in professional development activities during 2018 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.	98%	96%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 60% 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	94%	94%	96%
Attendance rate for Indigenous** students at this school			

* 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	94%	98%	96%
Year 1	92%	96%	90%
Year 2	95%	91%	99%
Year 3	96%	93%	95%
Year 4		95%	96%
Year 5	99%	DW	97%
Year 6	95%	99%	

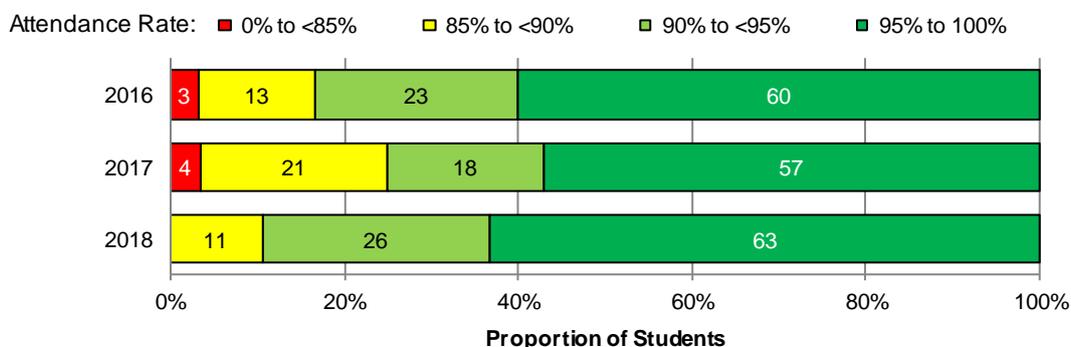
Year level	2016	2017	2018
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

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

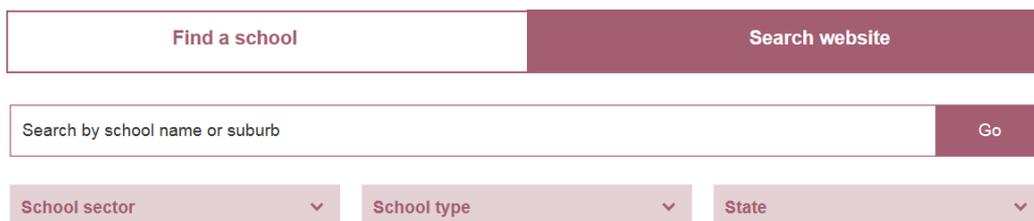
absenteeism. Rolls are marked twice daily, with parent communication with school ensuring that there are no unexplained absences.

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.



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



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



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.