Pittsworth State School
Queensland State School Reporting
2014 School Annual Report

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Principal's foreword

Introduction

Pittsworth State School was established in 1882. Located 42 km west of Toowoomba, it serves the community centred in and around the township of Pittsworth. Pittsworth State School is a co-educational school catering for 330-350 students from Prep to Year 7, and a teaching staff of 13 classroom teachers and five specialist teachers. The school has a vision of striving for excellence and succeeding through persistence.

The essential learnings from the Key Learning Areas are complemented by extra curricula and optional programs such as instrumental music, choral groups, school musical productions and organized lunchtime activities. The Stephanie Alexander Kitchen Garden Program, engages children's curiosity, energy and their taste buds, while providing positive lifelong eating habits.

Sporting opportunities are also available at school, interschool and representative levels for able-bodied and students with disabilities. Support and extension programs augment the educational experiences.

Successful learning is framed by high expectations relating to responsible, respectful and safe behaviours. A positive behaviour for learning approach fosters a culture of positive relationships, success in school and well-being. A chaplain and guidance officer provides a further dimension of welfare support for students.

The Pittsworth Parents and Citizens Association is an active body providing additional resources and advice to the school while building a culture of 'community'. Pittsworth State School has a close link with the community involving itself with community functions and including local businesses in aspects of student learning and school relationships.

This report outlines the school's progress in 2014 and its outlook for 2015. The school profile with its curriculum and extra curricula offerings are identified including student performances and a staff profile. Pittsworth State School's response to the parent, students and staff opinion surveys help to portray the commitment to the ongoing school improvement agenda that is in place.

School progress towards its goals in 2014

The following goals were established through the Annual Implementation Plan. Significant progress was made on each of these goals through 2014.

GOALS AND STRATEGIES	PROGRESS
Implementation of Australian Curriculum • Implement the Australian Curriculum • Develop whole school curriculum, assessment and reporting plan • Focus on "the how" of teaching, as well as "the what"	Implemented

• Moderate with schools in the cluster • Provide PD for teachers in embedding use of technology in their teaching • Access regional strategies and resources to meet school needs • Map revised Curriculum Framework including Australian Curriculum KLAs	
Implement Whole School Pedagogical Practices • Adopt / adapt / develop a research driven, evidence based pedagogical approach in the school which promotes school-wide high expectations and consistency of practice • Implement a whole school pedagogical assessment and data collection programme • Use the Developing Performance Framework as a tool to align teacher capability development with school priorities • Provide PD on the skills of coaching, feedback , and mentoring • Embed Classroom Profiling and Functional Behaviour Analysis in school practices • Build a culture of sharing and learning together • Establish / maintain moderation processes to ensure that standards are consistent internally and externally • Establish / maintain moderation processes to ensure that standards are consistent internally and externally	Majority implemented Coaching PD – ongoing Ongoing development of this practice
Using Data to inform Teaching Practice • Use of data – develop evidence based decision making practice • Build internal processes of 5-weekly data collection and analysis to inform teaching • Establish processes to regularly monitor Individual Education Plans • Encourage / facilitate collaborative planning based on student achievement data	Implemented – with ongoing development
Develop instructional leadership with a focus on workforce performance • Monitor teaching practice with a focus on student improvement • Develop instruction leadership skills (Australian Curriculum) • Develop the professional capability of staff • Embed processes, such as Principal Walkthroughs, which build a learning and feedback culture in the school.	Implemented Ongoing development
Develop productive partnerships with students, staff, parents, and the community • Plan for the retention, attainment and transition of students • Implement "Flying Start" reforms • Revise responsible behaviour plan • Build communication networks with students, parents and the community • Maintain a supportive school environment and social and emotional education	Implemented
Improve school performance • Implement actions to improve reading • Implement actions to improve numeracy • Implement actions to improve writing • Implement actions to improve science • Implement and manage actions to 'Close the Gap' • Implement twice yearly target setting for all students	Established practices. Ongoing review and improvements
Plan to transition Year 7 to high school • Plan to transition Year 7 to high school	Implemented

• Transition to Year 6 leadership opportunities by 2014 • Provide comprehensive communication and information for parents	

Future outlook

2015 Priorities

Priority 1. Implement the Australian Curriculum

Priority 2. Implement whole school pedagogical practices

Priority 3. Develop instructional leadership with a focus on workforce performance

Priority 4. Develop productive partnerships with students, staff, parents, and the community

Priority 5. Improve school performance

Priority 6. Continue to build teaching staff members' data literacy skills to collect, analyse, interpret and act on student data using the class dashboard in order to frequently and independently support students in terms of their attendance, behaviour and learning.

Priority 7. Ensure consistent school wide Positive Behaviour for Learning (PBL) standards, expectations and processes.

Priority 8. Continue to develop processes to closely monitor attendance and routinely engage with families to increase student attendance and engagement in learning.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2014:   Early Childhood - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	335	149	186	91%
2013	339	156	183	90%
2014	328	153	175	90%

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

Characteristics of the student body:

Pittsworth State School is set in a semi-rural area of the Darling Downs. Our school includes students from both the rural sector and the township of Pittsworth. The socio-economic characteristics of the community are mixed. An Index of Community Socio-Educational Advantage (ICSEA) places Pittsworth at 971, below the average of 1000. (Further details on this index can be found at http://www.myschool.edu.au/).

Less than 1% of students have English as an Additional Language or Dialect. 11% of students identify as indigenous at Pittsworth State School. Eleven students were identified with disabilities.

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Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3	21	21	19
Year 4 – Year 7 Primary	27	26	24

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	12	5	17
Long Suspensions - 6 to 20 days	0	0	0
Exclusions#	0	0	0
Cancellations of Enrolment	0	0	0

Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

Curriculum offerings

- Inclusive practices in the school include gifted and talented programs and integration of students with special needs into mainstream classrooms.
- Special Education Teacher and Support Teacher Literacy and Numeracy work with staff and students to ensure individual goals are achieved.
- Recognition of the needs of the physically impaired. The 'Shooting Stars Club' for Students with Disabilities provides sporting opportunities for all students of varying disabilities across the district.
- Access to the Denise Kable Centre in Toowoomba for specific programs is available.
- Indigenous student support programs
- Gifted Education program through classroom and school based extension
- Instrumental Music Program featuring string, concert and stage bands
- Choral Music programs for students from year 1-7
- Specialist programs for Language Other Than English - Indonesian, Health and Physical Education and Music.
- A non-denominational Christian Religious Instruction program
- Dramatic performances are held bi-annually with a school musical.
- A year 6 School Camp is held in annually to Canberra
- A Year 5 School Camp to Murphy's Creek Escape (Outdoor Education) is held annually.
- School based, interschool and representative sporting opportunities for students.
- Targeted presentations and performances from external providers such as anti-bullying, positive attitudes, relationships and curriculum related.

Extra curricula activities

- An active Student Council working for the student body – organising school based and charitable events
- In-school lunchtime activities including sport, games and talent quests.
- Students participating in a range of competitions including the Toowoomba Maths Competition and International **Competitions** and Assessments for **Schools** (ICAS), musical festivals and eisteddfods.
- Participation in Creative Generation – State Schools on Stage is offered
- Personal Development program for Year 7 girls

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- Sexuality Education program for all Year 7 students
- Teachers training sporting teams which participate in external competitions
- Participation in ANZAC Day school and community based events.
- Harmony Day and NAIDOC Day celebrations

How Information and Communication Technologies are used to assist learning

Information and Communication Technologies are used as tools to assist students in gathering up to date information from the Internet for learning purposes; integration into assessment tasks, acting as tools across all Key Learning Areas; focused lessons (students and staff) in the computer lab and classroom; tutorial lessons using Webquests and Learning Objects.

Students have access to a range of multimedia programs. The computer lab allows staff to offer one-on-one access to hardware and improve teaching and learning experiences. A bank of laptops is available for classes to borrow. Interactive Whiteboards are in each classroom through the school and has opened further opportunities to engage and assist learning. The school is rolling out a wireless network across the school. The school is investigating iPads as an additional tool.

Social Climate

The building of positive relationships between staff, students and parents is a vital part of the Pittsworth State School climate. The Positive Behaviour for Learning program has become the cornerstone for promoting safe, respectful and responsible learners.

The Responsible Behaviour Plan in operation firmly denounces bullying behaviour. Skills and responses to dealing with bullying behaviour are regularly revised and reinforced at school through student assemblies, newsletters, performances and presentations from external providers and classroom discussions.

A Guidance Officer provides formal support to students and families in relation to counselling, and educational assessments.

A Chaplaincy service affords the opportunity for students to confide with a trusted adult in a neutral and safe manner. Specific programs are run by the Chaplain to promote self-awareness and responses to difficult situations.

Harmony Day and NAIDOC Day celebrations explore the cultural and relational aspects of our school.

In the annual school opinion survey, parents and students expressed high levels of satisfaction about being safe at school, being treated fairly at school and being happy to attend this school.

Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree[#] that:	2012	2013	2014
their child is getting a good education at school (S2016)	94%	96%	97%
this is a good school (S2035)	92%	100%	97%
their child likes being at this school* (S2001)	89%	100%	97%
their child feels safe at this school* (S2002)	97%	100%	100%
their child's learning needs are being met at this school* (S2003)	92%	92%	87%
their child is making good progress at this school* (S2004)	94%	100%	90%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	97%

Performance measure			
Percentage of parent/caregivers who agree# that:	2012	2013	2014
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	86%	96%	97%
teachers at this school motivate their child to learn* (S2007)	88%	96%	97%
teachers at this school treat students fairly* (S2008)	85%	96%	97%
they can talk to their child's teachers about their concerns* (S2009)	94%	96%	97%
this school works with them to support their child's learning* (S2010)	83%	88%	93%
this school takes parents' opinions seriously* (S2011)	83%	96%	86%
student behaviour is well managed at this school* (S2012)	86%	92%	87%
this school looks for ways to improve* (S2013)	97%	100%	100%
this school is well maintained* (S2014)	100%	100%	97%

Performance measure			
Percentage of students who agree# that:	2012	2013	2014
they are getting a good education at school (S2048)	91%	93%	97%
they like being at their school* (S2036)	89%	97%	93%
they feel safe at their school* (S2037)	96%	95%	95%
their teachers motivate them to learn* (S2038)	86%	98%	97%
their teachers expect them to do their best* (S2039)	100%	97%	99%
their teachers provide them with useful feedback about their school work* (S2040)	86%	95%	99%
teachers treat students fairly at their school* (S2041)	82%	95%	97%
they can talk to their teachers about their concerns* (S2042)	73%	89%	98%
their school takes students' opinions seriously* (S2043)	84%	90%	92%
student behaviour is well managed at their school* (S2044)	84%	78%	85%
their school looks for ways to improve* (S2045)	96%	98%	100%
their school is well maintained* (S2046)	89%	98%	97%
their school gives them opportunities to do interesting things* (S2047)	93%	98%	95%

Performance measure			
Percentage of school staff who agree# that:	2012	2013	2014
they enjoy working at their school (S2069)		96%	100%
they feel that their school is a safe place in which to work (S2070)		96%	96%
they receive useful feedback about their work at their school (S2071)		88%	89%
students are encouraged to do their best at their school (S2072)		96%	96%
students are treated fairly at their school (S2073)		96%	96%
student behaviour is well managed at their school (S2074)		92%	96%

Performance measure			
Percentage of school staff who agree# that:	2012	2013	2014
staff are well supported at their school (S2075)		76%	89%
their school takes staff opinions seriously (S2076)		80%	79%
their school looks for ways to improve (S2077)		96%	100%
their school is well maintained (S2078)		80%	82%
their school gives them opportunities to do interesting things (S2079)		84%	93%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

'Agree' represents the 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

Parents and community volunteers are encouraged to participate in school activities and in decision making in whatever capacity they feel they can. This includes:

- being involved in the P&C Association
- assisting with Tuckshop
- assisting in classrooms with various activities
- assisting with fundraising events, on sports days and at concerts
- sharing their skills, hobbies and interests with students
- being involved in class culminating events as part of units of study
- contributing to consultations, surveys and decisions involving feedback, change and improvement
- assisting with supervision on school camps
- attending introductory sessions at the start of the year to explain and introduce the teacher and classroom practices
- face-to-face parent teacher interviews are conducted in terms 1 and 3 while formal reports are sent out in terms 2 and 4

The school has also recruited community volunteers to assist with programs within the school.

The newsletter (The Pittsworth Post), the school website, Facebook, text messaging, QSchool smartphone app, general notices, notes relating to the unit of study are sent out at the start of each unit and school parades are used to ensure that parents are informed of the ongoing events within the school.

Volunteers are acknowledged each year through a 'Thank-You' and feedback session and a Tuckshop Thank-You event.

Reducing the school's environmental footprint

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

With the ongoing use of two new facilities – Resource Centre and Sports Hall with Kitchen, the school is monitoring its use and developing strategies to reduce its environmental footprint.

The school is involved in the Qld Government's solar program.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	108,440	2,555
2012-2013	51,805	6,173
2013-2014	94,327	0

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.
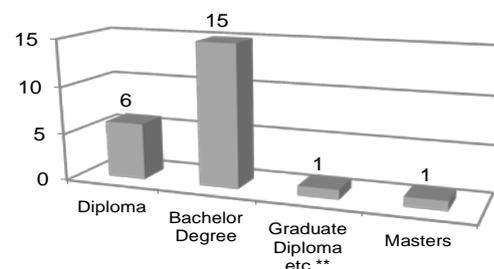
Our staff profile

Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	23	14	0
Full-time equivalents	19	9	0

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Diploma	6
Bachelor Degree	15
Graduate Diploma etc.**	1
Masters	1
Total	**23**

*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 2014 were $6930.05. The majority of professional development in 2014 was delivered internally.

The major professional development initiatives are as follows:

- School Wide Positive Behaviour
- Active Supervision
- Vocabulary
- Explicit Teaching
- Spelling – Soundwaves
- Disability Standards
- Australian Professional Standards for Teachers
- Australian Curriculum

- Early Childhood Education
- Coaching
- Data Literacy
- ICT
- Finance

The proportion of the teaching staff involved in professional development activities during 2014 was 100%.

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	96%	97%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 93% of staff was retained by the school for the entire 2014 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

[   ] GO

Search by suburb, town or postcode

[   ]

Sector ☑ Government
☑ Non-government

SEARCH

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 webpage.

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

Performance of our students

Key student outcomes

Student attendance	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	93%	92%	92%

The overall attendance rate in 2014 for all Queensland Primary schools was 92%.
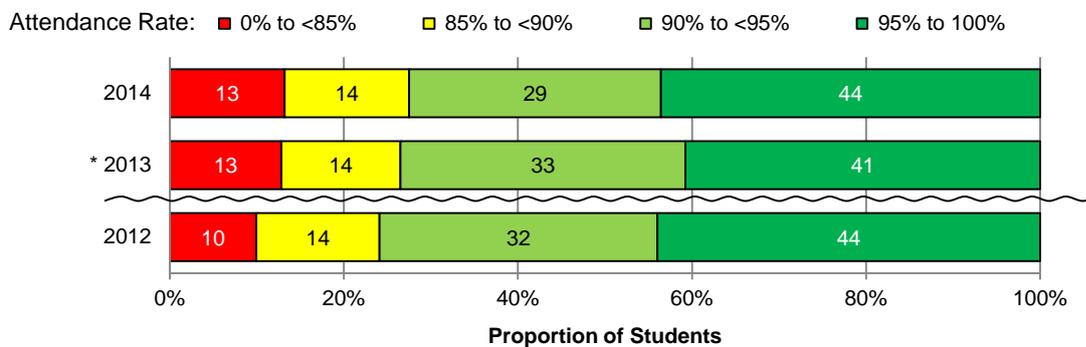
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2012	94%	92%	94%	91%	90%	93%	94%					
2013	92%	92%	93%	93%	92%	90%	93%					
2014	92%	91%	93%	93%	93%	92%	92%					

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%

	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2014	13	14	29	44
* 2013	13	14	33	41
2012	10	14	32	44

Proportion of Students

*The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 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 DETE 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.

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At Pittsworth State School the class roll is marked twice daily in the morning and after lunch. Parents and guardians are required to inform the school of reasons and length of absence. This can be done via a phone call, a note or an email. The school follows up unexplained absences each day with a text message and of three or more consecutive days or a pattern of absence with a phone call.

Classroom teachers raise concerns with administration regarding regular student absences and these concerns are followed up with formal communication with parents and guardians.

The school actively promotes the importance of regular attendance and punctuality. This information is displayed on noticeboards, conveyed through the newsletter and promoted through assemblies and in classrooms. Students are rewarded for 100% attendance weekly with Gotcha awards. Each month, classes are rewarded for achieving highest attendance above the school target. Each term, individuals are rewarded for achieving the school target of 95% or better.

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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.**

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

Indigenous students' average attendance was below non-indigenous students by 2% at 90.2% for the year.

NAPLAN results:

'The Gap' refers to the difference in scale score between indigenous and non-indigenous students.

In comparison with the state, Year 3 students had a smaller gap in their results in reading, spelling and numeracy. They were below state in writing and grammar and punctuation.

In comparison with the state, Year 5 students had a similar gap in writing and spelling, but a smaller gap in reading and grammar and punctuation. There was no gap in numeracy.

In comparison with the state, Year 7 students had slightly smaller gap in reading, and were above the non-indigenous students in all other areas.