



Pittsworth 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

Pittsworth State School was established in 1882. Catering for around 310 students from Prep to Year 6, the school has a vision of “we strive for excellence and succeed through persistence.”

The core learnings from the Australian Curriculum are complemented by extra curricular and optional programs such as instrumental music, choral groups, school musical productions and organised lunchtime activities. A focus on the use of data to inform explicit teaching and guided practice through co-operative learning promote an ethos of continual improvement. The Pittsworth State School Kitchen Garden Program is a complimentary program engaging children’s curiosity, energy and their taste buds, while encouraging positive lifelong healthy eating habits. Support and extension programs augment these educational experiences.

Sporting opportunities are also available at school, interschool and representative levels; participation opportunities are offered to both able-bodied and students with disabilities.

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 provide 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.

## Principal’s Foreword

### Introduction

#### School Progress towards its goals in 2016

In 2016, Pittsworth State School’s priorities, as outlined in the 2016 Annual Implementation Plan were:

- Implementation of the Australian Curriculum
- Whole School pedagogical practices
- Instructional leadership
- Productive partnerships between school and community
- Positive behaviour for learning
- Improving school performance and
- Developing data literacy of staff

All key areas were actioned and addressed, with noteworthy progress being made across all areas. Of particular mention, were the school’s behaviour management practices where a continued focus on consistency and refining embedded practices existed. The outcome was a tight and rigorously actioned Responsible Behaviour Plan and a higher level of clarity and consistency. Additionally, partnerships between the school and the wider community were prioritised with significant headway being made as the year progressed. Such was the improvement in this area that our school and staff received numerous awards and recognition for our community based early childhood programs and pre-prep programs.

Additionally our school continued with our already strong and existing extra –curricular programs, with our music and sporting programs achieving recognition and success.

#### Future Outlook

In 2017, Pittsworth State School will be focussing on improving student outcomes in the area of **Numeracy**. The school budget, the Investing For Schools (IFS) Plan and AIP are all structured around this sharp and narrow focus for 2017. In order to achieve this, Pittsworth State School will consciously audit already existing data and then refine and construct practice accordingly in order to improve our school numeracy outcomes. Teacher practice will be fore fronted with a focus on the Inquiry Model, explicit instruction and the regular use and collection of data. Key targets for our numeracy agenda include:

- Improving from 81% students achieving a C in Mathematics to 90%
- Improving from 35% of students on an Evidence Based Plan to 10%
- Attaining greater than 95% students above the NMS in NAPLAN (numeracy)
- Attaining greater than 30% student in the Upper Two Bands for NAPLAN (numeracy)

# Our School at a Glance

## School Profile

<b>Coeducational or single sex:</b>	Coeducational
<b>Independent Public School:</b>	No
<b>Year levels offered in 2016:</b>	Early Childhood - Year 6

### Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2014</b>	328	153	175	31	90%
<b>2015*</b>	322	149	173	28	95%
<b>2016</b>	303	155	148	27	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 no 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

Pittsworth State School is situated in the township of Pittsworth in a semi-rural area of the Darling Downs and has no enrolment boundary. Pittsworth State School is therefore able to draw from a wide geographical locale reaching as far as Cecil Plains, Felton, Ironside and Rossvale areas. 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/>). Approximately 9% of students identify as Indigenous; a very low number of students have an EAL/D background and we have a minor number of students with a verified disability. Pittsworth State School has a culture of inclusion and valuing diversity within the school.

### 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	19	22	24
Year 4 – Year 7	24	25	26
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

Students engage in learning within the subject areas of English, Mathematics, Science, History, Geography, The Arts and Health and Physical Education in the Australian Curriculum; as well as Languages – Indonesian (Years 5-6) and Digital Technologies. Students are also engaged in programs to support their social and emotional development which instil skills for life and quality citizenship. The school has continued to develop its Science, Technology, Engineering and Mathematics (STEM) programs through the continued focus on improving school infrastructure and updating to modern and relevant



technology. Work has continued to ensure the provision of learning environments that maximise outcomes for all students. Human resources, teacher aides and specialist teachers are deployed to maximise in-class support for all classrooms. This mechanism allows support for students with disabilities, learning difficulties and Indigenous students to be provided in the classroom. To support this strategy, on-going professional dialogues occur with staff focusing on differentiating the curriculum in diverse classrooms.

## Co-curricular Activities

Pittsworth State School has a very strong musical and sporting culture. Our co-curricular opportunities are abundant. These include:

- Vast Cultural Pursuits - Choir, Instrumental Music, Concert Band, Biannual school musical.
- Student Leadership Programs
- Excursions
- Pittsworth Kitchen Garden program
- Lunchtime activities including sport, games and talent quests
- School Camps - Year 6 School Camp to Canberra; Year 5 School Camp to Murphy's Creek Escape
- Swimming Program
- Active After School Sports Program
- Intra-school Sport Program including inter-house competition and Inter-school Sport including representative sporting opportunities for students
- An active Student Council working for the student body – organising school based and charitable events
- Students participating in a range of competitions including the Toowoomba Maths Competition and International Competitions and Assessments for Schools (ICAS), musical festivals and eisteddfods.
- The 'Shooting Stars Club' for Students with Disabilities - sporting opportunities for all students of varying disabilities across the district.
- Access to the Denise Kable Centre in Toowoomba for specific programs
- Personal Development programs for Year 5 and 6 boys and girls
- A non-denominational Christian Religious Instruction program
- Targeted presentations and performances from external providers featuring anti-bullying, positive attitudes, relationships and indigenous perspectives.
- Participation in ANZAC Day school and community based events.
- Harmony Day, Day for Daniel and NAIDOC Day celebrations

## How Information and Communication Technologies are used to Assist Learning

Pittsworth State School values the modern and technological age in which students live and will work in. Hence, efficient and functioning Information and Communication Technologies (ICT) are an integral part of the curriculum at Pittsworth State School. The school has a main computer lab which has 25 desktop computers, allowing for one-on-one access to working technologies for our students. With an interactive whiteboard in every classroom and learning space, various mobile devices such as laptops and iPads and a number of other technology aides, the school has the capacity for daily interaction and learning with an integrated ICT focus. Professional support for teachers is provided in a number of ways. Peer support at school based sharing sessions is the most common form of professional support. Staff also engage with online courses through 'The Learning Place' which support teachers and para-professionals in development of e-learning capability. The school engages a technician with an orange card for half a day a week to maintain hardware and assist teachers with operational queries, whilst a particular staff member is assigned the day to day management of technology and acts as a central point for all IT issues. Network and connectivity is in place throughout the school and a wireless network supports the use of mobile learning devices.

## Social Climate

Pittsworth State School is a relatively small but very well established school that can offer families a friendly and supportive atmosphere. The close knit nature of the school ensures that a personalised approach to education and social skills is evident. Parents are supportive of the school, whether it is in their willingness to transport students to and from numerous events through to their attendance at school activities and their actions through the P&C. The school encourages positive solution focused language among all stakeholders and a willing recognition and acknowledgement of behaviours which build strong relationships among school community members. The Positive Behaviour for Learning program has become the cornerstone for promoting **Safe, Respectful and Responsible** learners. At Pittsworth, bullying in all its forms is not accepted. A clear set of expectations focus strongly upon prevention through positive behaviour choices, role modelling and the encouragement of shared responsible behaviour. Reports of bullying will be investigated and acted upon. Responses to bullying might include targeted support for victims and perpetrators and/or sanctions or consequences consistent with the Responsible Behaviour Plan for Students. Pittsworth State School has a focus on the teaching of values and social and emotional development; connectedness within the school community; and linking to the community at large. Parents, carers and relatives form a supportive network of volunteers including an active P & C team who organise school events, provide services and raise funds to augment school resources. 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

### 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)	97%	87%	97%
this is a good school (S2035)	97%	93%	100%
their child likes being at this school* (S2001)	97%	87%	94%
their child feels safe at this school* (S2002)	100%	93%	97%
their child's learning needs are being met at this school* (S2003)	87%	87%	90%
their child is making good progress at this school* (S2004)	90%	87%	90%
teachers at this school expect their child to do his or her best* (S2005)	97%	93%	97%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	97%	90%	84%
teachers at this school motivate their child to learn* (S2007)	97%	87%	90%
teachers at this school treat students fairly* (S2008)	97%	86%	90%
they can talk to their child's teachers about their concerns* (S2009)	97%	97%	100%
this school works with them to support their child's learning* (S2010)	93%	90%	90%
this school takes parents' opinions seriously* (S2011)	86%	82%	90%
student behaviour is well managed at this school* (S2012)	87%	80%	73%
this school looks for ways to improve* (S2013)	100%	93%	97%
this school is well maintained* (S2014)	97%	93%	97%

### Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	97%	93%	89%
they like being at their school* (S2036)	93%	92%	86%
they feel safe at their school* (S2037)	95%	92%	89%
their teachers motivate them to learn* (S2038)	97%	97%	93%
their teachers expect them to do their best* (S2039)	99%	99%	100%
their teachers provide them with useful feedback about their school work* (S2040)	99%	97%	95%
teachers treat students fairly at their school* (S2041)	97%	89%	80%
they can talk to their teachers about their concerns* (S2042)	98%	86%	84%
their school takes students' opinions seriously* (S2043)	92%	89%	79%
student behaviour is well managed at their school* (S2044)	85%	75%	76%
their school looks for ways to improve* (S2045)	100%	97%	95%
their school is well maintained* (S2046)	97%	92%	91%
their school gives them opportunities to do interesting things* (S2047)	95%	95%	91%

## Staff opinion survey

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2014	2015	2016
they enjoy working at their school (S2069)	100%	88%	97%
they feel that their school is a safe place in which to work (S2070)	96%	100%	97%
they receive useful feedback about their work at their school (S2071)	89%	88%	87%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	87%	94%	83%
students are encouraged to do their best at their school (S2072)	96%	97%	100%
students are treated fairly at their school (S2073)	96%	97%	97%
student behaviour is well managed at their school (S2074)	96%	88%	83%
staff are well supported at their school (S2075)	89%	81%	84%
their school takes staff opinions seriously (S2076)	79%	85%	82%
their school looks for ways to improve (S2077)	100%	91%	93%
their school is well maintained (S2078)	82%	88%	84%
their school gives them opportunities to do interesting things (S2079)	93%	88%	84%

\* 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 school's vision of "we strive for excellence and succeed through persistence" was established through a community wide approach to ascertain the key values and beliefs of the Pittsworth State School community. As such, it encapsulates the school's key values and expectations.

A fortnightly school newsletter is published and provided to parents and the wider community as one of our key drivers for information sharing. Similarly, the school has a Facebook page which has been a pivotal element in our relationships and information sharing.

Our school participates in a myriad of musical and cultural community based events, linking us with key groups within our community.

The Parents and Citizens' Association at Pittsworth State School, is very active and dedicated and is a fundamental component of our school. The support and initiative shown from our P&C in 2016, led us to some excellent outcomes and progress across the school.

Consultation processes regarding the adjustments made to assist students with diverse needs to access and participate fully at school are also well embedded practices within our school. The Special Education Teacher (SET) and Support Teacher Literacy and Numeracy (STLaN) work with staff and students to ensure individual goals are achieved. Our school Guidance Officer provides a high level of support when testing and diagnosing various student needs. Parents are engaged regularly throughout the process and work alongside the school to ensure that the student's best interests are met.

## Respectful relationships programs

The school has developed and implemented programs that focus on appropriate, respectful and healthy relationships. Complimenting this is our schools Positive Behaviour for Learning approach whereby specific behaviours are taught and encouraged. Pittsworth State School students are taught the "High Five" strategy to equip them with a conflict resolution strategy. Signage exists around the school in a number of locations to reiterate this and give the students a reference point. The "High Five" is firmly embedded into school practice and the language has been and is regularly, explicitly taught to students. Pittsworth State School has extensive support from a wide range of resources including a school chaplain for two days per week, a guidance officer for one day per week as well as a student services staff member. Our Guidance Officer provides formal support to students and families in relation to counselling, and educational assessments. Our school 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. Additional to this, is external providers who are available to support students within our school on an as needs basis.

## 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	17	4	26
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

Pittsworth State School is committed to reducing its carbon footprint. We have a range of environmental programs including growing vegetables in our School Garden which are used in our Cooking program. The by-products are then used as part of our sustainability education in the kitchen garden. A range of recycling programs are in place and rainwater tanks are used for watering grounds.

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns. With the ongoing use of two additional facilities – the Function 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.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	94,327	0
2014-2015	97,600	2,088
2015-2016	96,148	

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.

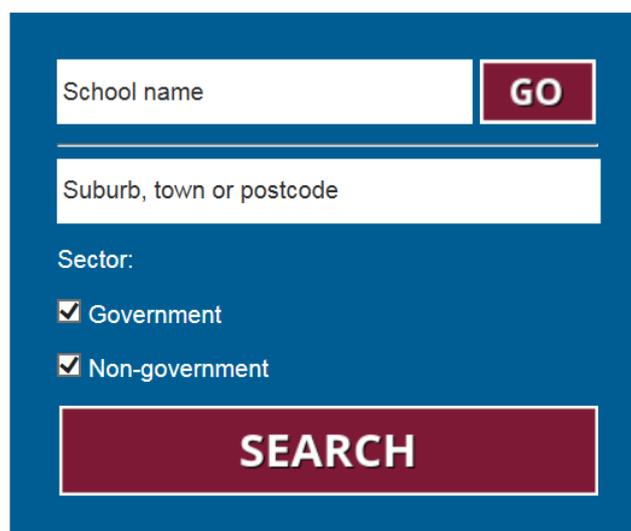
## School Funding

### 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



The image shows a search form titled "Find a school" with a blue background. It contains the following elements:

- A text input field labeled "School name" with a red "GO" button to its right.
- A text input field labeled "Suburb, town or postcode".
- A "Sector:" label followed by two checked radio buttons:
  - Government
  - Non-government
- A large red button with the word "SEARCH" in white capital letters.

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	24	14	0
Full-time Equivalent	19	10	0

#### Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	3
Graduate Diploma etc.**	0
Bachelor degree	18
Diploma	3
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 \$19142.14

The major professional development initiatives are as follows:

Australian Professional Standards for Teachers through 'Pedagogy @ Pittsworth'  
 First Steps Teaching of Reading and Sheena Cameron Comprehension Strategies  
 Spotlight on Spelling – coaching and mentoring  
 Back To Front Maths – with a focus on Problem Solving  
 Effective use of ICTs to enhance student learning  
 Assessment strategies to inform personalised learning needs  
 Essential Skills in Classroom Behaviour Management  
 Consistent Curriculum Delivery and Explicit Teaching  
 Early Childhood Education  
 Data Literacy

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.	95%	96%	96%

### Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 86% 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).	92%	95%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	90%	95%	92%

\*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%.

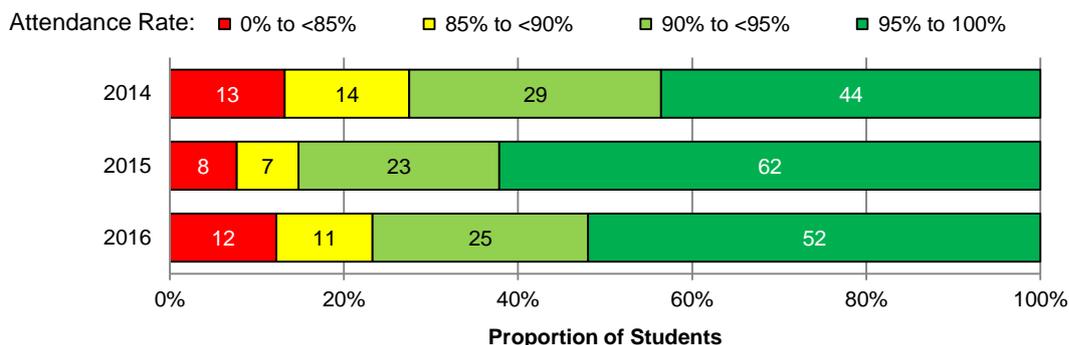
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	91%	92%	91%	93%	93%	93%	92%	92%					
2015	95%	95%	93%	95%	96%	94%	95%						
2016	93%	94%	93%	92%	94%	94%	92%						

\*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.

The Principal delegates roll marking to classroom teachers and this is done electronically each day at 9:05am and 2.00pm. Office staff complete daily checks to ensure this process is followed. At Pittsworth State School attendance and a proactive focus on "Every Day Counts" Initiative is highly prioritised and frequently discussed in newsletters, with parents and on parades. A school wide attendance goal for the year is set and progress monitored. Monthly and termly awards and prizes are given for 100% attendance. Lunch time clubs and other strategies for engaging students with special interest areas and ensuring they want to come to school are provided. Students are made aware of the effect non-attendance is having on their learning progress. Each term, individuals are rewarded for achieving the school target of 95% or better.

Attendance is carefully monitored. Parents are expected to notify the school of all absences, late arrivals and early departures. Daily text messaging occurs to parents where the child is absent without notification. Frequent unexplained absences (i.e. 3 days in a row or in a week) are monitored by the Principal, with contact made (phone, letter or home visit) with parents to develop a solution. Formal written communication is begun where absences continue. Comprehensive support networks (including liaison with community support agencies) are put in place for persistent or longer term attendance issues.

## 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

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

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.

## Conclusion

Pittsworth State School continues to develop and actively encourage a shared sense of community and holistic values. In 2016, significant progress was made in developing effective teaching practice, student ownership and accountability in the learning process and engaging our parents and wider community as key partners in education. At Pittsworth State School, "we strive for excellence and succeed through persistence."