Pittsworth 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

Pittsworth State School was established in 1882. Catering for 300-310 students from Prep to Year 6, the school has a vision of striving for excellence and succeeding through persistence. The core learnings from the Australian Curriculum are complemented by extra curricular programs such as instrumental music, choral groups, school musical productions and organised lunchtime activities. Data is used to inform explicit teaching and guided practice to promote an ethos of continual improvement. The Pittsworth State School Kitchen Garden Program is a complementary program engaging children's curiosity, energy and their taste buds, whilst encouraging positive lifelong healthy eating habits. Support and extension programs augment these educational experiences. Sporting opportunities are available at the school, interschool and representative levels; participation opportunities are offered to all students. 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 SU Chaplain and school 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 whilst 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.

School progress towards its goals in 2018

In 2018, Pittsworth State School planned to improve student outcomes in the area of Reading. The school:
- implemented uninterrupted literacy blocks,
- stated clear and explicit parameters around literacy blocks and their core-components using the principles of Konza's Big 6,
- utilised the gradual release model to teach reading skills and strategies,
- developed and implemented a whole school overview to target specific comprehension strategies on a data driven basis,
- built and enhanced staff capability through both external and internal professional development.

The priorities of 'learning to read' and 'reading to learn' will continue in 2019.

Key targets for the 2018 reading agenda included:

Target	Anticipated	Actual 2018 NAPLAN
Year three students in upper two bands for NAPLAN reading.	Greater than 53%	70.8%. 100% of Year 3 students achieved at or above the National Minimum Standard.
Year five students in the upper two bands for NAPLAN reading.	Greater than 37%	24.4%. 95.6% of Year 5 students achieved at or above the National Minimum Standard.
PSS students at/above their relevant end of year reading benchmark	Greater than 82%	75%.

Future outlook

We deliver a great start to learning and achieve growth in students learning by focusing on the learning needs of each student and by engaging parents and students.

- School attains target of 95% Attendance,
- 100% of students have individual reading goals,
- All students reach (or exceed) end-of-year benchmarks for PM,
- 100% Year 3 & Year 5 students achieve at or above the National Minimum Standard for Reading,
- Increase percentage of students in the upper two bands for Year 3 & Year 5 Reading,
- 80% of Years 1-6 students achieve C or better in English and Maths.

The school undertakes an inquiry cycle into Learning and Wellbeing with the goal to implement the Learning and Wellbeing Framework by 2021.

We will transform our delivery by implementing digital technologies to improve our teaching and learning and provide opportunities for all students to connect and engage in STEaM.

- 100% teachers implement Australian Curriculum – ICT General Capabilities.

We support all staff to make a difference by supporting staff health, safety and wellbeing.

- SMART goals, based on the wellbeing dimensions within the "Staff Wellbeing Framework, are set and achieved.

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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	303	314	299
Girls	155	153	150
Boys	148	161	149
Indigenous	27	31	30
Enrolment continuity (Feb. – Nov.)	90%	97%	88%

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

Pittsworth State School is situated in the township of Pittsworth in a semi-rural area of the Darling Downs. Pittsworth State School is not enrolment managed and therefore draws from a wide geographical locale including Felton, Ironside and Rossvale areas. An Index of Community Socio-Educational Advantage (ICSEA) places Pittsworth at 976, in the 36th percentile. (Further details on this index can be found at http://www.myschool.edu.au/). The socio-economic characteristics of the community are mixed. 10% of students identify as Indigenous; <5% have an EAL/D background and <5% of students have a verified disability. Pittsworth State School has a culture of inclusion and valuing diversity within the school.

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	24	22	22
Year 4 – Year 6	26	27	27

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.

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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:

- Student Leadership Programs: active Student Council working for the student body – organising school based and charitable events
- 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 Emu Gully
- Vast Cultural Pursuits - Choir, Instrumental Music, Concert Band, Biannual school musical, Creative Generation
- 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
- 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 with the Stars Club' for Students with Disabilities - sporting opportunities for all students of varying abilities 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
- Participation in ANZAC Day school and community based events.
- Harmony Day, Day for Daniel, and NAIDOC Day celebrations, "Read with me".

How information and communication technologies are used to assist learning

Pittsworth State School acknowledges the technological age in which students live and learn. Information and Communication Technologies (ICT) is an integral part of the curriculum at Pittsworth State School. The school has a main computer lab which has 28 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 one day a week to maintain hardware and assist teachers with operational queries, whilst particular staff members are 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. Pittsworth State School Years 3 and 5 students undertook NAPLAN Online Practice tests in 2018 in preparation for 2019 NAPLAN Online.

Social climate

Overview

Pittsworth State School is a relatively small but very well established, traditional school, that offers 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 or their actions through the P&C. The school encourages positive solution focused language among all stakeholders and a willing recognition and acknowledgement of behaviours that build strong relationships among school community members. The Positive Behaviour for Learning program is the cornerstone for promoting respectful, responsible and safe 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. The school and P&C support the Scripture Union Chaplaincy program and a school Chaplain provides wellbeing support one day per week. The wider school community is provided many opportunities throughout the year to engage with the 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)	97%	89%	90%
• this is a good school (S2035)	100%	94%	97%
• their child likes being at this school* (S2001)	94%	97%	94%
• their child feels safe at this school* (S2002)	97%	97%	88%
• their child's learning needs are being met at this school* (S2003)	90%	86%	88%
• their child is making good progress at this school* (S2004)	90%	86%	91%
• teachers at this school expect their child to do his or her best* (S2005)	97%	94%	97%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	84%	91%	91%
• teachers at this school motivate their child to learn* (S2007)	90%	92%	91%
• teachers at this school treat students fairly* (S2008)	90%	91%	84%
• they can talk to their child's teachers about their concerns* (S2009)	100%	94%	91%
• this school works with them to support their child's learning* (S2010)	90%	94%	87%
• this school takes parents' opinions seriously* (S2011)	90%	97%	84%
• student behaviour is well managed at this school* (S2012)	73%	94%	88%
• this school looks for ways to improve* (S2013)	97%	97%	94%
• this school is well maintained* (S2014)	97%	97%	97%

* 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)	89%	99%	96%
• they like being at their school* (S2036)	86%	99%	91%
• they feel safe at their school* (S2037)	89%	99%	89%
• their teachers motivate them to learn* (S2038)	93%	98%	96%
• their teachers expect them to do their best* (S2039)	100%	100%	97%
• their teachers provide them with useful feedback about their school work* (S2040)	95%	99%	98%
• teachers treat students fairly at their school* (S2041)	80%	91%	95%
• they can talk to their teachers about their concerns* (S2042)	84%	98%	90%
• their school takes students' opinions seriously* (S2043)	79%	96%	93%
• student behaviour is well managed at their school* (S2044)	76%	94%	86%
• their school looks for ways to improve* (S2045)	95%	99%	95%
• their school is well maintained* (S2046)	91%	98%	96%
• their school gives them opportunities to do interesting things* (S2047)	91%	100%	98%

* 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)	97%	97%	97%
• they feel that their school is a safe place in which to work (S2070)	97%	100%	100%
• they receive useful feedback about their work at their school (S2071)	87%	94%	94%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	83%	100%	100%
• students are encouraged to do their best at their school (S2072)	100%	100%	100%
• students are treated fairly at their school (S2073)	97%	100%	97%
• student behaviour is well managed at their school (S2074)	83%	100%	97%
• staff are well supported at their school (S2075)	84%	100%	94%
• their school takes staff opinions seriously (S2076)	82%	100%	94%
• their school looks for ways to improve (S2077)	93%	100%	97%
• their school is well maintained (S2078)	84%	97%	100%
• their school gives them opportunities to do interesting things (S2079)	84%	97%	97%

* 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

A weekly parade is held and parents are invited to attend, to share in the celebrations of success. The school also holds a "coffee with the principal" each week after parade to engage with parents and maintain effective relationships.
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 2018, led to 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. Open days are held including Information Days for Kindy to Prep families, and Year 6 to Year 7 families, to ensure optimal transitions.

Respectful relationships education programs

The school has developed and implemented programs that focus on appropriate, respectful and healthy relationships. Complementing this is our school's 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, are external providers who are available to support students within our school on an as needs basis
The school teaches the Daniel Morcombe curriculum with a focus on teaching the "Recognise, React, Report" strategy.

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	26	31	24
Long suspensions – 11 to 20 days	0	0	1
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

Pittsworth State School is committed to reducing its carbon footprint. We have a range of environmental programs including growing vegetables in our School Garden, used in Cooking programs. 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. Ongoing drought has impacted significantly on water usage in 2018. With the installation of reverse cycle air conditioners in all learning spaces, electricity usage is monitored. Measures have been implemented schoolwide to reduce photocopying.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	96,148	101,822	100,183
Water (kL)		2,911	4,173

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	26	17	<5
Full-time equivalents	21	11	<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	0
Masters	1
Graduate Diploma etc.*	1
Bachelor degree	20
Diploma	4
Certificate	0

*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 2018 were $8 747.59.
The major professional development initiatives were as follows:
- "Putting Faces on the Data", Lyn Sharratt, DDSW Leading Learning Collaboratively Project
- "The Big 6" Reading PD, Deslea Konza
- PBL
- LEM Phonics

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.	96%	95%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 92% of staff were retained by the school for the entire 2018.

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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	93%	94%	93%
Attendance rate for Indigenous** students at this school	92%	94%	93%

* 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.

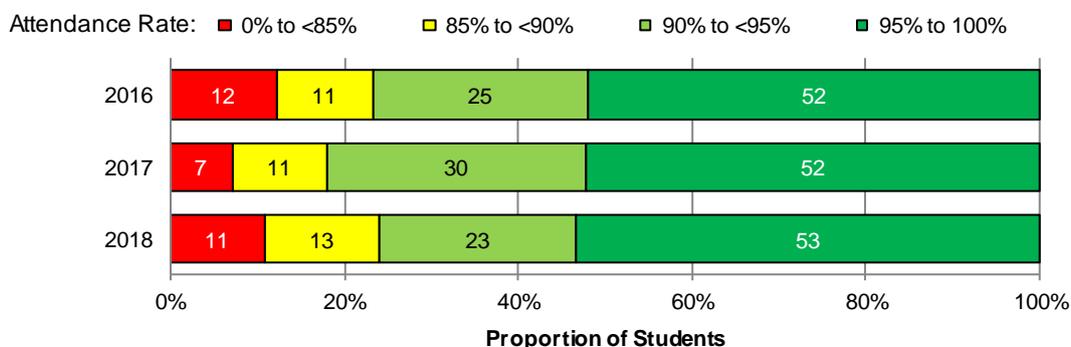Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep	93%	92%	94%
Year 1	94%	94%	92%
Year 2	93%	96%	92%
Year 3	92%	94%	95%
Year 4	94%	93%	94%
Year 5	94%	94%	93%
Year 6	92%	95%	92%

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. 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).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate

Attendance Rate: ■ 0% to <85% ■ 85% to <90% ■ 90% to <95% ■ 95% to 100%

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2016	12	11	25	52
2017	7	11	30	52
2018	11	13	23	53

Proportion of Students

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.

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 communicated in newsletters, with parents and on parades. A school wide attendance goal for the year is set at 95% and progress monitored. Term awards and prizes are given for 100% attendance. Students are made aware of the effect non-attendance has on their learning progress. Each term, individuals are rewarded for achieving the exceptional target of 100%.
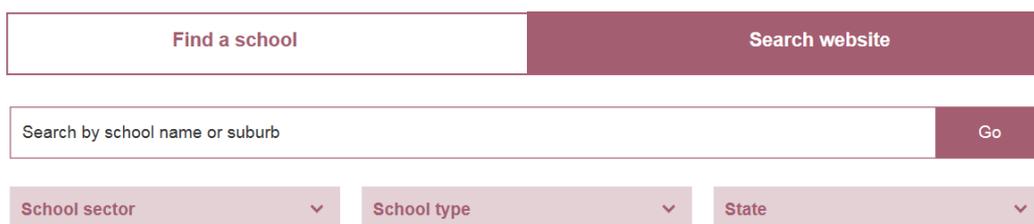
Parents are expected to notify the school of all absences, late arrivals and early departures. Daily text messaging occurs to parents where the child is absent without notification. Frequent unexplained absences (i.e. 3 days in a row or in a week) are monitored by the Principal, with contact made (phone, 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 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.