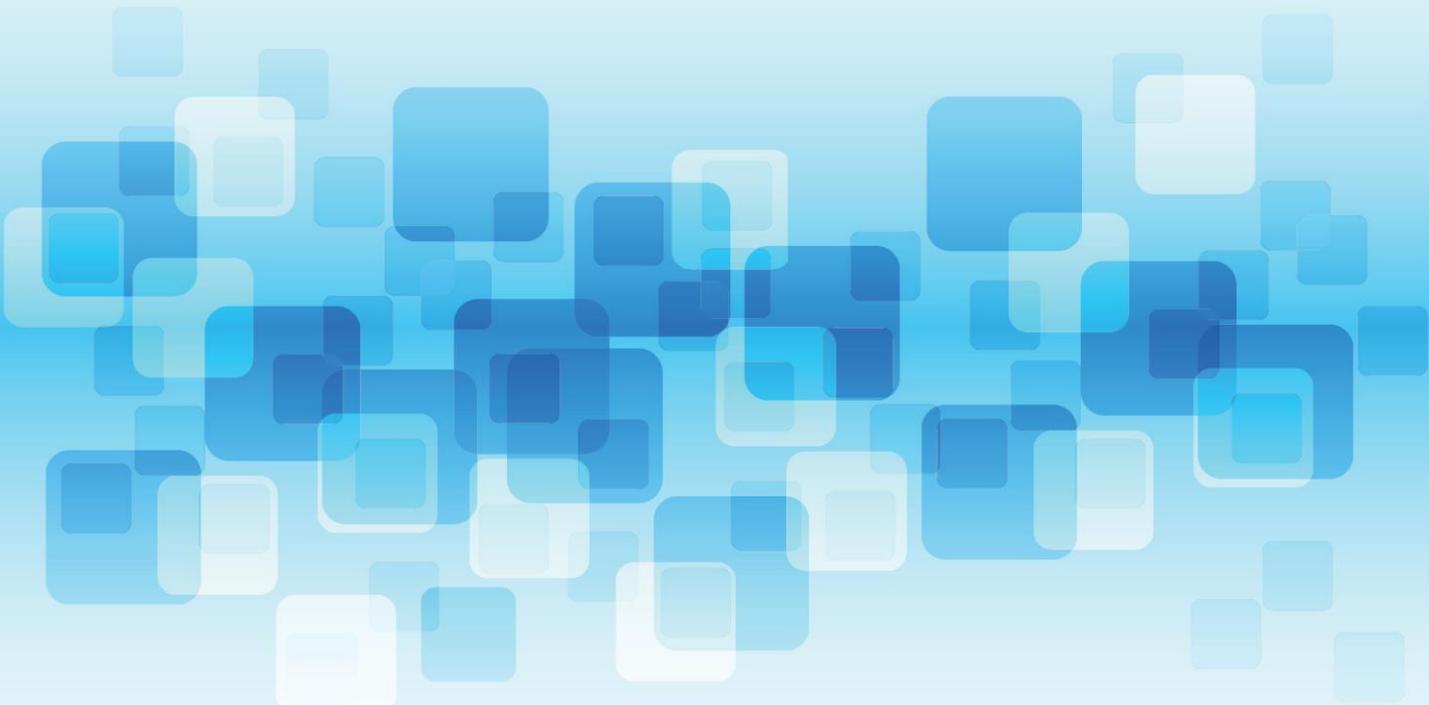




School Improvement Unit Report

Pittsworth State School





1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Pittsworth State School** from **5 to 7 October 2016**.

The report presents an evaluation of the school's performance against the nine domains of the [National School Improvement Tool](#). It also recommends improvement strategies for the school to consider in consultation with its regional office and school community.

The report's executive summary outlines key findings from the review and key improvement strategies which prioritise future directions for improvement.

The schools will publish the executive summary on the school website within two weeks of receiving the report.

The principal will meet with their Assistant Regional Director (ARD) to discuss the review findings and improvement strategies.

For more information about the SIU and reviews for Queensland state schools please visit the SIU [website](#).

1.1 Review team

Peter Doyle	Internal reviewer, SIU (review chair)
Joanne Sinclair-Jones	Peer reviewer
Graham Trevenen	External reviewer

1.2 School context

Location:	Hume Street, Pittsworth
Education region:	Darling Downs South West Region
Year opened:	1882
Year levels:	Prep to Year 6
Enrolment:	302
Indigenous enrolment percentage:	9 per cent
Students with disability enrolment percentage:	4 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	978
Year principal appointed:	July 2016
Full-time equivalent staff:	41
Significant partner schools:	Pittsworth State High School, St Stephens Catholic School, Oakey State School, Biddeston State School, Southbrook Central State School, Mount Tyson State School, Brookstead State School
Significant community partnerships:	Toowoomba Regional Council, Pittsworth Early Learning Network, Pittsworth Rotary Club, Millmerran Power Station, Pittsworth Men's Shed, Beuaraba Living, Pittsworth District Alliance
Significant school programs:	Kitchen Garden



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, Head of Curriculum (HOC), teaching and learning coordinator, Business Services Manager (BSM), administrative officer, Support Teacher Literacy and Numeracy (STLaN), 23 teachers, seven teacher aides, 43 students, three parents and crossing supervisor

Community and business groups:

- Manager Pittsworth Historical Village

Partner schools and other educational providers:

- Pittsworth State High School and St Stephens Catholic School

Government and departmental representatives:

- Member for Condamine, ARD and Officer-in-Charge, Pittsworth Police

1.4 Supporting documentary evidence

Annual Implementation Plan 2016	Explicit Improvement Agenda
Great Results Guarantee 2015	Strategic Plan 2012-2016
Investing for Success 2016	School Data Profile (2016, Semester 2)
Headline Indicators (2015 release)	School budget overview
OneSchool	Curriculum planning documents
School improvement targets	School differentiation checklist
School pedagogical framework	Professional development plans
School data plan	School Opinion Survey
Responsible Behaviour Plan	School Facebook page, newsletters and website
Curriculum, assessment and reporting framework	



2. Executive summary

2.1 Key findings

Data analysis and discussion are used to inform the improvement agenda and identify school priorities to improve learning outcomes for all students.

The collection of the range of data and classroom assessments in learning areas is articulated in the school's assessment schedule, which identifies assessment tools for each year level and the week of the term in which the assessment is to be administered.

School leaders visit classrooms and observe instruction being delivered.

The school views the development of staff members into an expert and coherent school-wide teaching team as central to improving outcomes for all students. Classroom teachers indicate that they receive little in-depth feedback. A feedback culture in the school is yet to be developed.

The school's leadership team articulates a shared commitment to improving student learning outcomes.

The roles and responsibilities of the school leaders are established. These are yet to be widely circulated. Some staff members express concern that a significant number of changes have been implemented in recent years, with few embedded to maximise learning outcomes for students.

A whole-school curriculum plan is apparent and staff members are familiar with the curriculum expectations.

A unit planning guide is designed to assist teachers and includes a teaching and learning cycle, planning expectations, time allocations for subject areas, checklist to guide planning and a differentiation checklist. The way in which the enacted curriculum aligns across year levels is not clearly evident.

The school has a pedagogical framework that has been synthesised from a number of research-based, educational theories and processes to create a holistic framework.

Teaching staff members demonstrate a commitment to understanding and applying explicit teaching practices in their classrooms. Teachers are using strategies including 'We are learning to' (WALT), 'What I'm looking for' (WILF), 'This is because' (TIB), and 'I do, We Do, You Do' models. The school's leadership team has a desire to see a comprehensive and consistent pedagogical approach fully embedded across the school.



2.2 Key improvement strategies

Prioritise the need to build teacher capacity in data analysis incorporating the triangulation of data to inform their planning to improve individual student outcomes.

Review and publish the roles and responsibilities of the school's leadership team, incorporating clear links to the school's Explicit Improvement Agenda (EIA).

Develop and implement a comprehensive program for mentoring, coaching and feedback to staff members.

Investigate opportunities to implement greater sector or year level monitoring and support.

Develop a curriculum overview that vertically aligns the curriculum and supports teachers to monitor and track the progression of learning from year to year.