

Pittsworth State School

Executive Summary





Acknowledgment of Country

The Department of Education acknowledges the Traditional Owners of the lands from across Queensland. We pay our respects to the Elders past, present and emerging, for they hold the memories, the traditions, the culture and hopes of Aboriginal and Torres Strait Islander peoples across the state.

A better understanding and respect for Aboriginal and Torres Strait Islander cultures develops an enriched appreciation of Australia's cultural heritage and can lead to reconciliation. This is essential to the maturity of Australia as a nation and fundamental to the development of an Australian identity.





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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 **18 to 20 February 2020**.

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 implement in consultation with its regional office and school community.

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

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 regarding the SIU and reviews for Queensland state schools please visit the SIU [website](#).

1.1 Review team

Scott Curtis	Internal reviewer, SIU (review chair)
Anthony Ryan	Internal reviewer
Judi Hanke	External reviewer



1.2 School context

Location:	Hume Street, Pittsworth	
Education region:	Darling Downs South West Region	
Year levels:	Prep to Year 6	
Enrolment:	295	
Indigenous enrolment percentage:	11 per cent	
Students with disability:	Education Adjustment Program (EAP) percentage:	3 per cent
	Nationally Consistent Collection of Data (NCCD) percentage:	17.7 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	976	
Year principal appointed:	July 2018	
Significant partner schools:	Pittsworth State High School	
Significant community partnerships:	Toowoomba Regional Council, Childcare and Kindergarten (C&K) Pittsworth Kindergarten, Kate's Place Early Education and Child Care Centre, St Stephen's Catholic Primary School, Scripture Union (SU) chaplaincy, Pittsworth district chaplaincy committee, Woolworths Pittsworth, Lions, Rotary, Pittsworth Community Concert Band – Black Inc., Department of Child Safety, Youth and Women (DCSYW), Pittsworth district alliance, Queensland Health, Early Years network	
Significant school programs:	SU Chaplaincy, instrumental music – concert band and strings, choir, kitchen garden – dormant during the drought, Virtual STEM (Science, Technology, Engineering and Mathematics) Academy – Online, Sporting Schools, school musical – biennial, Year 6 Canberra camp, Year 5 leadership camp	



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, Head of Curriculum (HOC), Head of Special Education Services (HOSES), Business Manager (BM), administration officer, Support Teacher Literacy and Numeracy (STLaN), information technology officer, District Relieving Teacher (DRT), 14 teachers, inclusive education teacher, six teacher aides, school chaplain, groundsman, 45 students and 40 parents.

Community and business groups:

- C&K Pittsworth Kindergarten and Parents and Citizens' Association (P&C).

Partner schools and other educational providers:

- Principal Pittsworth State High School.

Government and departmental representatives:

- Mayor of Toowoomba Regional Council and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2020	School improvement agenda 2020
Investing for Success 2020	Strategic Plan 2017-2020
OneSchool	School Data Profile (Semester 1 2019)
Professional learning plan 2020	School budget overview
School pedagogical framework	Curriculum planning documents
School data plan	Professional development plans
School Opinion Survey	School newsletters and website
Responsible Behaviour Plan for Students	Headline Indicators (October 2019 release)
Report card and NAPLAN update Semester 1 2019	



2. Executive summary

2.1 Key findings

Students, parents and community members speak highly positively regarding the school and its welcoming culture.

They outline the growth and fostering of a positive sense of community as essential to the ethos of the school. Students speak with pride about their connection with the school. Parents and students articulate that the school is a 'school of choice' in the local area due to the extracurricular activities and support provided to students. Generations of connectedness exist in the school.

Students and staff members have an obvious sense of belonging and pride in the school.

The school is committed to creating success for every student by providing a culture centred on high expectations, a disciplined and engaging environment, positive and caring relationships and quality educational outcomes for all students. The school provides an inclusive educational environment centred on the school's motto of '*Persist, Strive, Succeed*' supported by the Responsible Behaviour Plan for Students (RBPS).

The Explicit Improvement Agenda (EIA), known locally as improvement priorities, has guided the last four-year strategic planning cycle.

AIP strategies aligned to the improvement priorities are developed to support the improvement of student achievement. Teachers articulate an understanding of some of the improvement priorities. The school leadership team identifies that the EIA is yet to be explicit. The leadership team acknowledges that the EIA requires a sharper and narrower focus.

The school has developed a documented curriculum framework.

School leaders and teachers report that there has been a recent emphasis on building teacher understanding of the Australian Curriculum (AC). Teachers use Curriculum into the Classroom (C2C) as a resource to support the implementation of the AC. The knowledge of all staff members regarding the AC is continuing to develop as they undertake processes to plan curriculum units that reference the content descriptions and achievement standards. The school has a plan to quality assure the curriculum framework for depth and breadth of the AC standards.

Highly effective teaching is recognised by the leadership team as the key to improving student learning throughout the school.

Explicit Instruction (EI) for effective and efficient teaching is understood by most teachers. Students actively participate in instructional activities in small groups, with the promotion of success and the scaffolding of instruction being a feature of classroom practices. Artefacts in each classroom indicate the use of 'I do, We do, You do' strategies. A comprehensive



pedagogical framework identifying the signature pedagogy for the school is yet to be documented and published.

The school has developed a school-wide, professional team of highly capable teachers, including teachers who take an active leadership role beyond the classroom.

A new leadership structure implemented at the school ensures support for the vision of *'Every Child Succeeding'* through the areas of curriculum, special education services, differentiation and literacy and numeracy. Effective support processes provided by members of the newly formed leadership team encourage staff to participate in a school-wide, shared responsibility for student learning and success. The principal identifies a desire to develop the capacity and ability of members of the leadership team as instructional leaders through collegial networking, mentoring and personal coaching.

In 2019 the school was involved in the regional moderation project.

Internal moderation is developing in the school with some teachers meeting in their own time. Some informal moderation has occurred at a whole-school level. The leadership team is committed to the implementation of moderation processes within and beyond the school to promote rigorous conversations, ensuring consistency of judgement in Levels of Achievement (LOA) are maintained against the standards of the Guide to Making Judgements (GTMJ).

Staff members express the view that they expect all students to learn successfully.

Staff members are united in their commitment to the school. They are dedicated and work together to identify opportunities to improve the learning outcomes of students. Teacher aides are considered an integral part of the teaching team across the school. The commitment of all staff to improving the quality of teaching and learning is clearly apparent.

Students are provided with a range of learning experiences that enable them to develop skills in areas of passion or interest.

The musical and sporting programs provide students with a range of opportunities to engage in activities that promote active and healthy lifestyles. The incorporation of the Arts into the school program allows students to engage in educational practices in dance, music and drama across the school and further enhances the culture of the school. The school has a highly prominent choir, band and strings program widely acknowledged and supported within the community. The school facilities are utilised by community music groups for rehearsals and they are appreciative of this support.



2.2 Key improvement strategies

Collaborate with staff to refine the EIA, agreed non-negotiable practices, what it looks like in classrooms, timelines and regularly promote the EIA for consistency of practice.

Quality assure the curriculum overview ensuring balance and coverage against content descriptions and achievement standards, and referenced with cross-curriculum priorities and general capabilities.

Collaboratively review and refine the pedagogical framework to ensure school documentation reflects the agreed high-yield, signature practices and pedagogical beliefs enacted at the school.

Provide further opportunities for members of the leadership team and teacher leaders to develop their capacity and abilities as instructional leaders through collegial networking, mentoring and personal coaching.

Develop intentional and rigorous moderation processes within and beyond the school to create consistency and confidence in teacher judgement of the AC and associated achievement standards.