

Pittsworth State School

School review executive summary

Every Queensland state school and centre has a review at least once every 4 years to guide continuous improvement and inform strategic priorities. Community feedback is an essential part of the review, with staff, parents, students and the community encouraged to have their say. This executive summary provides an insight into the findings from the school review process.







Acknowledgement of Country

Pittsworth State School acknowledges the shared lands of the Giabal people.

About the school

Education region	Darling Downs South West Region
Year levels	Prep to Year 6
Enrolment	291
Indigenous enrolments	14%
Students with disability	10%
Index of Community Socio-Educational Advantage (ICSEA) value	961

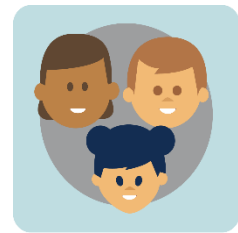
About the review

 <p>3 reviewers from 11 to 13 June 2024</p>	 <p>145 participants</p>	 <p>37 school staff</p>
 <p>64 students</p>	 <p>37 parents and carers</p>	 <p>7 community members and stakeholders</p>

Key improvement strategies

Domain 2: Analysing and discussing data Prioritise strategically analysing, triangulating and disaggregating data among leaders to identify trends, monitor outcomes and inform work with teachers.
Domain 6: Leading systematic curriculum implementation Formalise moderation practices at multiple junctures and across learning areas to enhance teacher Australian Curriculum knowledge and capability in curriculum planning, assessment and reporting.
Domain 8: Implementing effective pedagogical practices Systematically enact differentiated processes for modelling, observations and feedback to facilitate reflective practices that support effective pedagogy aligned to school priorities.
Domain 7: Differentiating teaching and learning Establish a consistent approach to planning differentiation, including staff capability development, to ensure adjustments are effectively enacted in teaching sequences.

Key affirmations



Staff and student wellbeing underpins a culture that promotes learning.

Leaders talk proudly about staff members’ commitment and collegiality. They comment that the unwavering commitment to building a culture of wellbeing leads to high levels of staff morale. Staff speak highly of a strongly collegial and collaborative approach that is vital to the positive school culture. They comment that leaders prioritise student and staff wellbeing. Parents describe a feeling of connection with staff and leaders, and identify this as a hallmark of the school’s culture.



Staff encourage students to be actively involved in their learning journey.

Leaders articulate that student leaders are empowered to actively engage in building student-centred approaches that support positive behaviour. Students outline how they established new school mascots by using surveys and engaging with other students, staff and the community to include them in the design process. They speak proudly of their role in developing new sporting and ‘eco’ mascots. Euky, the school mascot, plays an important role in delivering Positive Behaviour for Learning (PBL) lessons in an age-appropriate way. Staff and students convey that PBL contributes to a calm, safe and supportive learning and working environment.



Staff recognise that differentiation strategies improve student outcomes.

Staff talk about the importance of adjusting their teaching and learning program for individual learners. Teachers and leaders express a high regard for the work of the Student Services Support team in directly supporting and facilitating adjustments to meet the needs of diverse learners. Staff value the data-informed literacy intervention programs. Parents express strong appreciation of staff members’ proactive approach to ensuring identified students are thoroughly supported in their learning. Students comment that assistive technology is a valuable tool to support their learning.



Parents and community members remark that the school’s positive reputation and high expectations make it a ‘school of choice’.

Community members, parents and students speak proudly of the music and sporting programs available for students. Parents, students, staff and community members praise the school’s leadership and investment in the performing arts and sports in the community. Support staff articulate their commitment to ensuring the grounds and classrooms are well presented to support a positive and enjoyable learning environment. The Parents and Citizens’ Association and staff work closely together with a unified sense of purpose to invest in enhancing the school. Parents speak highly of the relationships staff build, and how staff know their child and work with families to support student success and wellbeing.