



Pittsworth State High 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 is located 40km southwest of Toowoomba on the Darling Downs, Queensland. Pittsworth State High School is the only secondary school in our region servicing the towns of Pittsworth and Millmerran and the villages of Southbrook, Brookstead and Mount Tyson. Our student's come from both urban and rural backgrounds. Our vision for shaping futures is of a vibrant and diverse community motivating and challenging students to achieve their maximum potential by setting high expectations. Our vision drives the school's key decision making question : Will this initiative maximise student learning and potential to shape futures. Our mission is to 'Understand and Progress'... as to stimulate and nurture the desire for learning by engaging students in relevant and rigorous curriculum, teaching, learning and assessment practices that motivate them to shape and enrich their local and global futures beyond the classroom.

## School progress towards its goals in 2018

Increase A - C Results:

21 Century Fluencies were incorporated into all learning areas to develop problem-solving skills

All teachers engaged in coaching conversation in 2018

All senior students had QCE and Academic Pathway Conversations (year 10) with Deputy Principals

Staff pedagogy and student engagement teams were established to lead evidence based school change.

Junior Secondary evidence-based meeting procedures were established focusing on individual differentiation.

Improve Literacy and Numeracy Outcomes:

All teachers were provided training on using PEEL paragraphs

Numeracy warm-ups were added to all mathematics classes.

Achievements:

Year 9 NAPLAN performance was PSHS's best ever.

100% of Year 12 students attained a QCE.

## Future outlook

2019 Annual Implementation Plan will focus on:

- Improving academic performance for all students:
- Development of consistent school-wide differentiation based on student data.
- Consistent feedback process in all subject areas.

Challenging our Top Performing Students:

- Differentiated extension activities.
- Academic coaching

Developing an expert teaching team:

- Observations and coaching.
- Inter-school moderation

# 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 2018</b>	Year 7 - Year 12

### Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	444	436	439
Girls	212	212	218
Boys	232	224	221
Indigenous	21	19	21
Enrolment continuity (Feb. – Nov.)	93%	96%	91%

#### 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

Students enrolled from rural background, both from within town community and neighbouring properties.

Classes:

- Single year classes Year 7 - 12,
- some composite classes in Year 11/12

Enrolments:

- From small rural schools of Mt Tyson SS, Southbrook Central SS, Brookstead SS, Biddeston SS, Wyrema SS,
- Pittsworth SS
- St Josephs (Millmerran)
- St Stephens (Pittsworth)
- Year 11 enrolments from Millmerran S P-10 SS

MySchool calculates an ICSEA Index of 971. However as an 'average', this index does not reflect the outer boundaries of socio-economic and cultural demographic of the school. Pittsworth SHS increasingly caters for students from a broader ethnic and cultural background with an increase in the number of students from a South- East Asian background.

## Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3			
Year 4 – Year 6			
Year 7 – Year 10	19	22	23
Year 11 – Year 12	17	17	15

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.

## Curriculum delivery

### Our approach to curriculum delivery

Our pedagogical approach is based on development of thinking skills and problem solving. 21st century fluencies is the model which underpins pedagogy.

Distinct offerings include:

- Agricultural Science and Rural Studies
- Junior secondary model used in Year 7 and 8
- University style lectures in Senior Phase of Learning
- Film, TV and Media
- Performing Arts
- Fitness program
- High participation in School Based Apprenticeships/Traineeships in Senior Phase
- Full academic program complimented by a range of VET courses
- Full academic program complimented by a range of VET courses
- Cert II in Skills for Work and Vocational Pathways and Cert II in Active Volunteering in Year 10

### Co-curricular activities

- Cattle Team – participation in agricultural shows
- Equestrian team
- Range of sporting activities:
  - o Rugby League
  - o Swimming
  - o Athletics
  - o Touch Football
  - o Basketball
  - o Netball
- Cadets Program
- Instrumental Music
- Debating
- Public Speaking - Lions Youth of the Year, mooting, debating

### How information and communication technologies are used to assist learning

Pittsworth State High School currently offers students the ability to bring their own device (BYOD) to school for use in class. This allows students and teachers greater flexibility to offer support and differentiation (through specialised apps) and extension activities. The school also makes use of ICT to support current STEM initiatives and has used Lego robotics kits with students to solve real world scenarios. Senior subjects are given extensive access to computer labs and specialist, industry-standard software to support curriculum objectives.

## Social climate

### Overview

The school is a friendly environment where students, parents and staff work well together to achieve strong learning and employment outcomes. Students and parents have indicated high degrees of satisfaction. The school has strong Pastoral Care and Personal Development programs which focus around adolescent developmental needs. Students are encouraged to become involved in a range of school and community activities and are offered multiple opportunities for leadership in both Junior Secondary and Senior Secondary. A valued Chaplaincy program complements the support offered. The school has a strong positive climate and the introduction of VIVO Miles an online reward system has continued its momentum. A school Engagement Team leads our value based lesson which link with assemblies and house parades. Stymie has been introduced to allow students to make wellbeing reports.

### 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)	87%	96%	89%
• this is a good school (S2035)	92%	93%	86%
• their child likes being at this school* (S2001)	87%	93%	82%
• their child feels safe at this school* (S2002)	92%	93%	90%
• their child's learning needs are being met at this school* (S2003)	87%	93%	80%
• their child is making good progress at this school* (S2004)	97%	91%	87%
• teachers at this school expect their child to do his or her best* (S2005)	95%	98%	93%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	86%	93%	80%
• teachers at this school motivate their child to learn* (S2007)	86%	89%	79%
• teachers at this school treat students fairly* (S2008)	84%	86%	70%
• they can talk to their child's teachers about their concerns* (S2009)	100%	98%	87%
• this school works with them to support their child's learning* (S2010)	89%	93%	80%
• this school takes parents' opinions seriously* (S2011)	82%	92%	68%
• student behaviour is well managed at this school* (S2012)	77%	86%	63%
• this school looks for ways to improve* (S2013)	94%	95%	81%
• this school is well maintained* (S2014)	87%	93%	94%

\* 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)	94%	92%	86%
• they like being at their school* (S2036)	91%	86%	81%
• they feel safe at their school* (S2037)	95%	91%	84%
• their teachers motivate them to learn* (S2038)	93%	87%	78%

Percentage of students who agree# that:	2016	2017	2018
• their teachers expect them to do their best* (S2039)	98%	97%	92%
• their teachers provide them with useful feedback about their school work* (S2040)	91%	89%	79%
• teachers treat students fairly at their school* (S2041)	82%	77%	63%
• they can talk to their teachers about their concerns* (S2042)	80%	73%	59%
• their school takes students' opinions seriously* (S2043)	83%	76%	63%
• student behaviour is well managed at their school* (S2044)	80%	73%	63%
• their school looks for ways to improve* (S2045)	91%	89%	82%
• their school is well maintained* (S2046)	89%	92%	85%
• their school gives them opportunities to do interesting things* (S2047)	86%	86%	85%

\* 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)	92%	91%	91%
• they feel that their school is a safe place in which to work (S2070)	95%	91%	96%
• they receive useful feedback about their work at their school (S2071)	87%	87%	72%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	87%	73%	86%
• students are encouraged to do their best at their school (S2072)	100%	91%	87%
• students are treated fairly at their school (S2073)	97%	96%	89%
• student behaviour is well managed at their school (S2074)	79%	83%	62%
• staff are well supported at their school (S2075)	84%	85%	67%
• their school takes staff opinions seriously (S2076)	81%	82%	68%
• their school looks for ways to improve (S2077)	89%	91%	89%
• their school is well maintained (S2078)	95%	89%	89%
• their school gives them opportunities to do interesting things (S2079)	89%	96%	78%

\* 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

Our parent body is represented by the P&C Association which meets on a monthly basis.

Parent/Teacher Evenings are held twice a year and Year 7 parents are invited to a welcome barbeque at the beginning of the year.

Parent communication and engagement is encouraged. Parents are involved with development of Individual Learning Plans for students requiring additional support. Parents are often involved in assisting in coaching/managing of extra curricula activities.

## Respectful relationships education programs

The school delivers a range of programs that promote respectful relationships. The school is a White Ribbon school and runs White Ribbon sessions that integrate with curriculum. The school also incorporates the White Ribbon message in extracurricular activities. The school based youth health nurse facilitates a number of education sessions throughout the school looking at interpersonal relationships, online relationships, family violence & sexual harassment. Often this involves the participation of a member of the Queensland Police Service. The focus of all sessions is on personal safety and awareness, including identifying and responding to abuse and violence and developing students' knowledge and skills to be able to resolve conflict without violence and to recognise, react and report when they, or others, are unsafe

## 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	71	66	81
Long suspensions – 11 to 20 days	1	1	5
Exclusions	1	3	0
Cancellations of enrolment	2	4	6

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

Significant savings of scarce resources and reducing environmental impact from natural resource use have been targeted within a range of energy saving devices and strategies.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	131,898	177,260	240,169
Water (kL)	7,507	8,579	

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

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	47	31	<5
Full-time equivalents	43	19	<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	4
Graduate Diploma etc.*	11
Bachelor degree	30
Diploma	2
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 \$83802.

The major professional development initiatives are as follows:

- Junior Secondary Differentiation Days
- SATE Introduction implementation
- Cognitive Verbs
- Peer Coaching
- Special education
- Positive behaviour

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.	95%	95%	94%

### Proportion of staff retained from the previous school year

From the end of the previous school year, 93% of staff were retained by the school for the entire 2018.

## Performance of our students

## Key student outcomes

### Student attendance

The overall student attendance rate in 2018 for all Queensland state Secondary schools was 89%.

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	90%	91%	91%
Attendance rate for Indigenous** students at this school	81%	87%	87%

\* 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

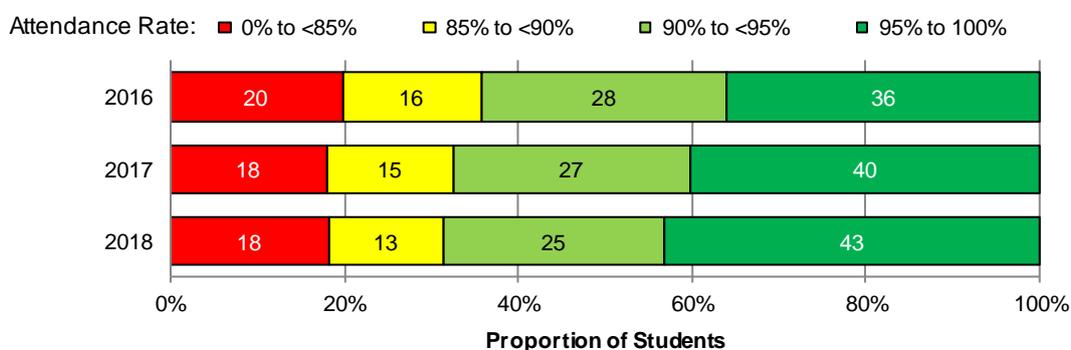
Year level	2016	2017	2018
Year 7	93%	93%	94%
Year 8	87%	92%	91%
Year 9	91%	90%	92%
Year 10	91%	88%	87%
Year 11	89%	90%	87%
Year 12	88%	92%	93%

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



## 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.

Non-attendance is managed in state schools in line with the 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.

Rolls are marked at the commencement of each day. Pittsworth SHS utilizes SMS messaging service to advise parents of all absences. Letters for unexplained absences are posted each week. Individual students with attendance concerns are case managed by the student support team which is led by the guidance officer. Attendance is linked to gold and silver awards, leadership positions and sporting selection. Students with >95% were recognised on house assemblies.

## 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

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.

## Year 12 Outcomes

Tables 13–15 show for this school:

- a summary of Year 12 outcomes
- the number of Year 12 students in each OP band
- the number of Year 12 students awarded a VET qualification.

Details about the types of outcomes for students who finish Year 12 are available in the annual [Year 12 outcomes report](#).

Additional information about the AQF and the IBD program are available at [www.aqf.edu.au](http://www.aqf.edu.au) and [www.ibo.org](http://www.ibo.org).

Table 13: Outcomes for our Year 12 cohorts

Description	2016	2017	2018
Number of students who received a Senior Statement	80	71	82
Number of students awarded a QCIA	1	0	0
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	72	71	82
Percentage of Indigenous students awarded a QCE at the end of Year 12	75%	100%	100%
Number of students who received an OP	29	32	41
Percentage of Indigenous students who received an OP	25%	33%	50%
Number of students awarded one or more VET qualifications (including SAT)	69	62	64
Number of students awarded a VET Certificate II or above	56	47	51
Number of students who were completing/continuing a SAT	26	23	30
Number of students awarded an IBD	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD	76%	66%	73%
Percentage of Year 12 students who were completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification	95%	100%	100%
Percentage of QTAC applicants who received a tertiary offer.	96%	100%	91%

Description	2016	2017	2018
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Notes:

- The values above:
  - are as at 11 February 2019
  - exclude VISA students (students who are not Australian citizens or permanent residents of Australia).
- Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 14: Overall Position (OP)

OP band	2016	2017	2018
1-5	2	4	5
6-10	7	6	10
11-15	13	11	15
16-20	6	11	11
21-25	1	0	0

Note:

The values in table 14:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Table 15: Vocational Education and Training (VET)

VET qualification	2016	2017	2018
Certificate I	46	41	22
Certificate II	40	43	42
Certificate III or above	28	18	23

Note:

The values in table 15:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

- Hospitality - Cert I, Cert II
- Information, Digital Media - Cert I, Cert II
- Fitness - Cert III
- Rural Operations - Cert II
- Kitchen Operations - Cert II
- Skills for Work - Cert II
- Active Volunteering - Cert II

## Apparent retention rate – Year 10 to Year 12

Table 16: Apparent retention rates for Year 10 to Year 12 for this school

Description	2016	2017	2018
Year 12 student enrolment as a percentage of the Year 10 student cohort	98%	88%	98%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort	67%	100%	150%

Notes:

- The apparent retention rate for Year 10 to Year 12 = the number of full time students in Year 12 expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).
- Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

## Student destinations

The Queensland Department of Education conducts [annual surveys](#) that capture information about the journey of early school leavers and Year 12 leavers from school to further study and employment.

## Early school leavers

The destinations of young people who left this school in Year 10, 11 or before completing Year 12 are described below.

The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12 are described below.

Students leaving school prior to completion of Year 12 do so to pursue work opportunities, further vocational training or to attend another secondary school in Queensland or interstate. The school works closely with local employers, The Engagement Hub in Toowoomba and DISCO Alternative Education Program and Local TAFE Colleges. Our Guidance Officer supports students considering entering the workforce or alternative education as well as supporting student at-risk of having their enrolment cancelled due to non-participation in their program of study.

## Next Step – Post-school destinations

The results of the 2019 Next Step post-school destinations survey, *Next Step – Post-School Destinations* report (information about students who completed Year 12 in 2018), will be uploaded to this school's website in September 2019.

To maintain privacy and confidentiality of individuals, schools with fewer than five responses will not have a report available.

This school's report will be available at

<https://pittsworthshs.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx>