

Pittsworth State High School

Queensland State School Reporting

2015 School Annual Report



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Webpages	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
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Principal's foreword

Introduction

Pittsworth State High School, is co-educational secondary school of 476 students, located 40km south-west of Toowoomba. It is the only secondary school in the area servicing the towns of Pittsworth and Millmerran and the villages of Southbrook, Brookstead and Mount Tyson. 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.

The school has a proud history of strong academic results. With past graduates receiving Vice-chancellor scholarships and academic scholarships at four different universities. The school offers a wide range of Vocational Education & Training courses and prides itself on positive relationships within the local community and with local businesses. This contributes to the high rate of participation in School Based Traineeships & Apprenticeships for senior students.

The school runs an extremely successful agricultural program and owns a herd of 40 cattle. Pittsworth State High School is a leader in innovative technology with 1:1 technology programs. In the Junior Secondary out school has introduced BYOD (bring your own device), laptops, iPads and tablets. A wide variety of sports and cultural activities are also on offer for students.

The school was recently nominated for a TRC Australia Day Award and two Regional Showcase Awards for Excellence – for Community & Industry Partnerships and for Academic Success. Pittsworth SHS is also a Gateway School in Agri-business and a Queensland Minerals & Energy Academy School.

We enjoy growth and achievement in student population, stability in our staff, confidence of our community, development of new facilities.

School progress towards its goals in 2015

Whole School Improvement agenda with a sharpened focus on:

Teaching / Learning

- ♦ Explicit teaching
- ♦ Engagement of 21st Century Fluencies
- ♦ Coaching & Feedback model based on AITSL standards
- ♦ Development of staff ICT knowledge

Student Achievement

- ♦ progress towards every student leaving with OP, VET qualification and/or QCE
- ♦ Implementation of a Junior Secondary Development program
- ♦ Expanding of VET offerings in Year 10 – 12
- ♦ Continue to develop SAT opportunities

Technology

- ♦ 1 – 1 technology programs
- ♦ Introduction of BYOD in Years 7, 8 and 9 (iPads, Laptops, Tablets)

Future outlook

The school values of:

- Be Prepared
- Be Positive
- Be Productive
- Be Proud

Underpin future planning. Following Quadrennial review in 2014; the following priorities were determined:



School focus for 2016 is learning

Future strategies:

- Reinvigorate learning technologies
- Redesign electronic communication platform
- Restructure of school organization and leadership
- Academic coaching model

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015: Year 7 - Year 12

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	475	228	247	26	93%
2014	474	225	249	25	94%
2015	469	227	242	21	94%

Student counts are based on the Census (August) enrolment collection.

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2015, there were no students enrolled in a Pre-Prep program.*

*Pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

Characteristics of the student body:

Students enrolled from rural background, both from within town community and neighboring 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, Bunkers Hill SS
- Pittsworth SS
- St Josephs (Millmerran)
- St Stephens (Pittsworth)
- Year 11 enrolments from Millmerran S P-10 S

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3			
Year 4 – Year 7 Primary			
Year 7 Secondary – Year 10	22	20	20
Year 11 – Year 12	18	17	17

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	39	33	89
Long Suspensions - 6 to 20 days	7	4	1
Exclusions	1	5	0
Cancellations of Enrolment	1	1	2

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Curriculum delivery

Our approach to curriculum delivery

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

Distinct offering include:

- Agricultural Science and Rural Studies
- University style lectures in Senior Phase of Learning
- Film, TV and Media
- Dance and Performing Arts
- Fitness program
- High participation in School Based Apprenticeships/Traineeships in Senior Phase
- Full academic program compliment by a range of VET courses

Extra curricula activities

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

How Information and Communication Technologies are used to improve learning

Integrated across all curriculum areas

iPads, mobile apps, utilized

Maths & problem solving with Nintendo consoles for students with learning difficulties

1:1 learning models

Bio mechanics
Coding & Robotics
Utilized to extend students or consolidate learning as required

Social Climate

The school is a friendly environment where students, parents and staff work well together to achieve strong learning and employment outcomes.

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. 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.

Parent, student and staff satisfaction with the school

Performance measure	2013	2014	2015
Percentage of parent/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	100%	100%	93%
this is a good school (S2035)	100%	100%	93%
their child likes being at this school (S2001)	100%	94%	91%
their child feels safe at this school (S2002)	100%	100%	93%
their child's learning needs are being met at this school (S2003)	100%	96%	88%
their child is making good progress at this school (S2004)	90%	96%	86%
teachers at this school expect their child to do his or her best (S2005)	100%	100%	95%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	100%	96%	81%
teachers at this school motivate their child to learn (S2007)	95%	96%	79%
teachers at this school treat students fairly (S2008)	100%	96%	80%
they can talk to their child's teachers about their concerns (S2009)	95%	100%	98%
this school works with them to support their child's learning (S2010)	90%	98%	86%
this school takes parents' opinions seriously (S2011)	100%	100%	90%
student behaviour is well managed at this school (S2012)	85%	94%	74%
this school looks for ways to improve (S2013)	100%	98%	88%
this school is well maintained (S2014)	95%	98%	95%

Performance measure	2013	2014	2015
Percentage of students who agree [#] that:			
they are getting a good education at school (S2048)	96%	97%	86%
they like being at their school (S2036)	93%	90%	90%
they feel safe at their school (S2037)	95%	100%	94%
their teachers motivate them to learn (S2038)	93%	95%	85%
their teachers expect them to do their best (S2039)	98%	97%	95%
their teachers provide them with useful feedback about their school work (S2040)	93%	94%	87%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
teachers treat students fairly at their school (S2041)	80%	81%	71%
they can talk to their teachers about their concerns (S2042)	83%	81%	77%
their school takes students' opinions seriously (S2043)	87%	90%	74%
student behaviour is well managed at their school (S2044)	77%	91%	73%
their school looks for ways to improve (S2045)	98%	100%	89%
their school is well maintained (S2046)	95%	98%	88%
their school gives them opportunities to do interesting things (S2047)	93%	96%	84%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	98%	97%	94%
they feel that their school is a safe place in which to work (S2070)	98%	95%	94%
they receive useful feedback about their work at their school (S2071)	88%	89%	73%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	79%	92%	86%
students are encouraged to do their best at their school (S2072)	95%	95%	88%
students are treated fairly at their school (S2073)	95%	92%	81%
student behaviour is well managed at their school (S2074)	85%	82%	63%
staff are well supported at their school (S2075)	95%	87%	64%
their school takes staff opinions seriously (S2076)	85%	78%	61%
their school looks for ways to improve (S2077)	98%	97%	91%
their school is well maintained (S2078)	93%	95%	85%
their school gives them opportunities to do interesting things (S2079)	93%	97%	88%

'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

Parent body is represented by the P&C Association which meets regularly.

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.

Reducing the school's environmental footprint

Given the significant drought condition in this region and growth in enrolment, increase in staff and addition of two new buildings the school has made a significant impact on environmental footprint. The school works in partnership with Landcare Australia.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	204,907	8,514
2013-2014	218,073	6,288
2014-2015	249,543	10,036

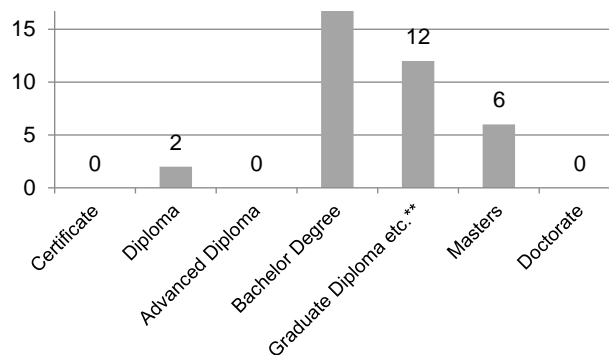
*The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	48	27	<5
Full-time equivalents	45	19	<5

Advanced Diploma	0
Bachelor Degree	28
Graduate Diploma etc.**	12
Masters	6
Doctorate	0
Total	48



*Teaching staff includes School Leaders

**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2015 were \$47 306

The major professional development initiatives are as follows:

- ♦ Explicit Teaching
- ♦ ICT related
- ♦ WH&S, First Aid & relevant legislative training
- ♦ Pedagogical practice; namely 21st Century Fluencies
- ♦ Reading
- ♦ Social and emotional well-being
- ♦ Leadership development
- ♦ Certificate IV, TAE
- ♦ Teaching Diverse Learners

The proportion of the teaching staff involved in professional development activities during 2015 was 100%.

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 91% of staff was retained by the school for the entire 2015 school year.

School income broken down by funding source

School income broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

Find a school

Sector:

- Government
- Non-government

Where it says '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Performance of our students

Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	88%	89%	90%
The attendance rate for Indigenous students at this school (shown as a percentage).	85%	85%	89%

The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall attendance rate in 2015 for all Queensland Secondary schools was 90%.

Student attendance rate for each year level (shown as a percentage)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013									90%	88%	88%	86%	87%
2014									93%	90%	89%	88%	88%

Student attendance rate for each year level (shown as a percentage)

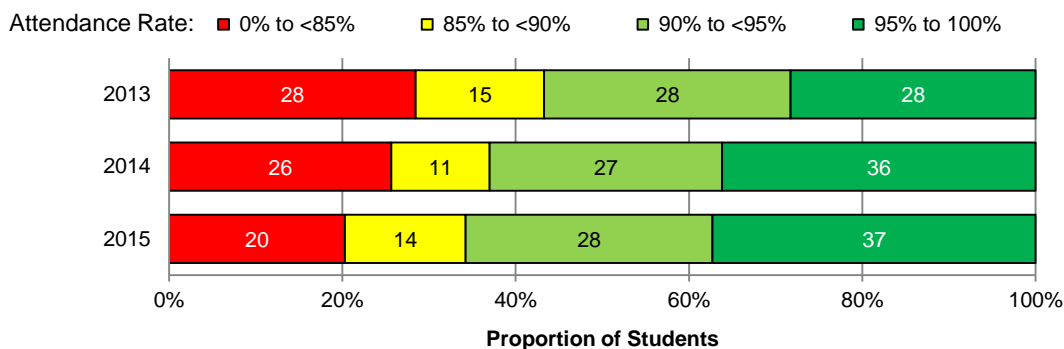
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015								92%	92%	92%	90%	88%	90%

*From 2013, the methodology used for calculating attendance rates effectively counts attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.



Description of how non-attendance is managed by the school

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

School utilizes SMS messaging service to advise parents of all absences.

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7, and 9.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

To access our NAPLAN results, click on the My School link above. You will then be taken to the My School website with the following 'Find a school' text box.

Find a school

GO

Sector:

Government

Non-government

SEARCH

Where it says ‘**School name**’, type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school’s *profile* webpage.

School NAPLAN information is available by selecting ‘**NAPLAN**’ in the menu box in the top left corner of the school’s profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school’s NAPLAN results.

Apparent retention rates Year 10 to Year 12	2013	2014	2015
Year 12 student enrolment as a percentage of the Year 10 student cohort.	104%	98%	105%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	100%	100%	100%
Outcomes for our Year 12 cohorts	2013	2014	2015
Number of students receiving a Senior Statement	95	105	94
Number of students awarded a Queensland Certificate of Individual Achievement.	0	0	0
Number of students receiving an Overall Position (OP)	24	51	44
Percentage of Indigenous students receiving an Overall Position (OP)	25%	17%	0%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	33	33	33
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	91	94	78
Number of students awarded an Australian Qualification Framework Certificate II or above.	49	53	42
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	88	102	86
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	100%	100%	33%
Number of students awarded an International Baccalaureate Diploma (IBD).	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	79%	86%	66%

Outcomes for our Year 12 cohorts	2013	2014	2015
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification.	98%	100%	97%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	96%	95%	90%

As at 16 February 2016. The above values exclude VISA students.

Overall Position Bands (OP)					
Number of students in each Band for OP 1 to 25					
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2013	1	10	8	5	0
2014	7	17	20	7	0
2015	7	7	15	13	2

As at 16 February 2016. The above values exclude VISA students.

Vocational Educational Training qualification (VET)			
Number of students completing qualifications under Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2013	88	25	29
2014	88	22	39
2015	72	17	29

As at 16 February 2016. The above values exclude VISA students.

- ♦ Hospitality - Cert I, Cert II
- ♦ Furnishing - Cert I
- ♦ Music - Cert I, Cert II
- ♦ Agrifood Operations - Cert I
- ♦ Information, Digital Media - Cert I, Cert II
- ♦ Fitness - Cert III
- ♦ Construction - Cert I
- ♦ Rural Operations - Cert II
- ♦ Kitchen Operations - Cert II

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2016 post-school destinations survey, Next Step – Student Destination Report (2015 Year 12 cohort) for the school were not available. Information about these post-school destinations of our students will be uploaded to the school's website in September.

Early school leavers information

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

Students leaving school prior to completion of Year 12 do so to pursue work opportunities, further vocational training or to attend another secondary school