



Pittsworth State High School

ANNUAL REPORT 2017

Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future.

Every student succeeding. State Schools Strategy 2017-2021
Department of Education



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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.

Principal's Foreword

Introduction

School Progress towards its goals in 2017

A – C Results:

- Met whole school target of 90% A-C achievement across English, Mathematics and Science.
- All teachers were engaged in coaching.
- A whole school literacy plan was implemented.
- Attendance was above 90%.
- Student academic coaching was introduced.
- All departments developed moderation processes.

Year 12 Attainment

- Attained 100% QCE through QCE coaching process.

Future Outlook

Pittsworth State High School's 2018 focus is on improving A- C results in 2018 and improving Literacy and Numeracy Outcomes.

A-C Results	Whole school 90% A - C	21st Century Fluencies Student Coaching Teacher Coaching Moderation Attendance Pedagogy and Engagement Teams
Improving Literacy and Numeracy Outcomes	Whole school 90% A - C	Whole School Literacy Plan Improve Year 9 Writing Improving Junior Secondary Numeracy
	90% of students improve one cluster	Year 7 and 8 Literacy Continuum tracking

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2017:	Year 7 - Year 12
Student enrolments for this school:	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	469	227	242	21	94%
2016	444	212	232	21	93%
2017	436	212	224	19	96%

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

In 2017, 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 (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

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 955. 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

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3			
Year 4 – Year 6			
Year 7 – Year 10	20	19	22
Year 11 – Year 12	17	17	17

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
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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
- Landcare
- 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.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
their child is getting a good education at school (S2016)	93%	87%	96%
this is a good school (S2035)	93%	92%	93%
their child likes being at this school* (S2001)	91%	87%	93%
their child feels safe at this school* (S2002)	93%	92%	93%
their child's learning needs are being met at this school* (S2003)	88%	87%	93%
their child is making good progress at this school* (S2004)	86%	97%	91%
teachers at this school expect their child to do his or her best* (S2005)	95%	95%	98%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	81%	86%	93%
teachers at this school motivate their child to learn* (S2007)	79%	86%	89%
teachers at this school treat students fairly* (S2008)	80%	84%	86%
they can talk to their child's teachers about their concerns* (S2009)	98%	100%	98%
this school works with them to support their child's learning* (S2010)	86%	89%	93%
this school takes parents' opinions seriously* (S2011)	90%	82%	92%
student behaviour is well managed at this school* (S2012)	74%	77%	86%
this school looks for ways to improve* (S2013)	88%	94%	95%
this school is well maintained* (S2014)	95%	87%	93%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	86%	94%	92%
they like being at their school* (S2036)	90%	91%	86%
they feel safe at their school* (S2037)	94%	95%	91%
their teachers motivate them to learn* (S2038)	85%	93%	87%
their teachers expect them to do their best* (S2039)	95%	98%	97%
their teachers provide them with useful feedback about their school work* (S2040)	87%	91%	89%
teachers treat students fairly at their school* (S2041)	71%	82%	77%
they can talk to their teachers about their concerns* (S2042)	77%	80%	73%

Performance measure			
Percentage of students who agree* that:	2015	2016	2017
their school takes students' opinions seriously* (S2043)	74%	83%	76%
student behaviour is well managed at their school* (S2044)	73%	80%	73%
their school looks for ways to improve* (S2045)	89%	91%	89%
their school is well maintained* (S2046)	88%	89%	92%
their school gives them opportunities to do interesting things* (S2047)	84%	86%	86%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
they enjoy working at their school (S2069)	94%	92%	91%
they feel that their school is a safe place in which to work (S2070)	94%	95%	91%
they receive useful feedback about their work at their school (S2071)	73%	87%	87%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	86%	87%	73%
students are encouraged to do their best at their school (S2072)	88%	100%	91%
students are treated fairly at their school (S2073)	81%	97%	96%
student behaviour is well managed at their school (S2074)	63%	79%	83%
staff are well supported at their school (S2075)	64%	84%	85%
their school takes staff opinions seriously (S2076)	61%	81%	82%
their school looks for ways to improve (S2077)	91%	89%	91%
their school is well maintained (S2078)	85%	95%	89%
their school gives them opportunities to do interesting things (S2079)	88%	89%	96%

* 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 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.

The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable and healthy relationships.

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2015	2016	2017
Short Suspensions – 1 to 10 days	89	71	66
Long Suspensions – 11 to 20 days	1	1	1
Exclusions	0	1	3
Cancellations of Enrolment	2	2	4

Environmental Footprint

Reducing the school's environmental footprint

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

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	249,543	10,036
2015-2016	131,898	7,507
2016-2017	177,260	8,579

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.

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 <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 states '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.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	46	28	<5
Full-time Equivalent	43	19	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	5
Graduate Diploma etc.**	12
Bachelor degree	27
Diploma	2
Certificate	0

*Teaching staff includes School Leaders

**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 2017 were \$104016.

The major professional development initiatives are as follows:

21st Century Fluencies Workshops

TAE and VET Compliance Workshops

Positive Schooling Conference

Literacy

The proportion of the teaching staff involved in professional development activities during 2017 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	96%	95%	95%

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 2017.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	90%	90%	91%
The attendance rate for Indigenous students at this school (shown as a percentage).	89%	81%	87%

*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 student attendance rate in 2017 for all Queensland Secondary schools was 90%.

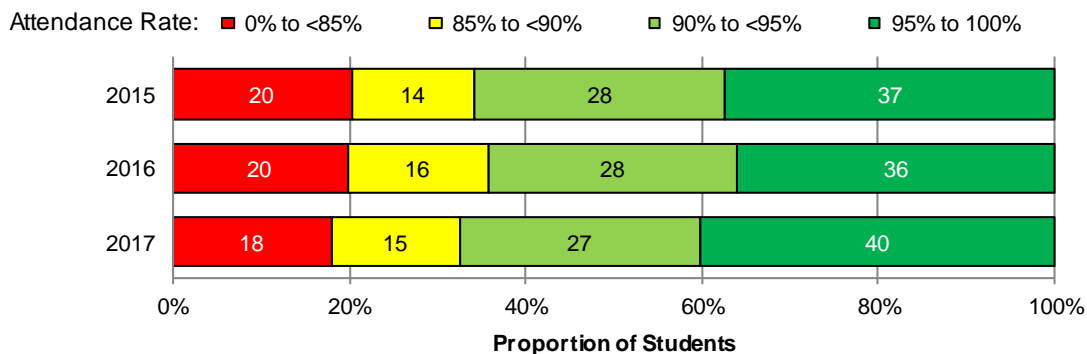
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015								92%	92%	92%	90%	88%	90%
2016								93%	87%	91%	91%	89%	88%
2017								93%	92%	90%	88%	90%	92%

*Attendance rates effectively count 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 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 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

Sector:

Government

Non-government

Where it states '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.

Year 12 Outcomes

OUTCOMES FOR OUR YEAR 12 COHORTS				
Description	2015	2016	2017	
Number of students receiving a Senior Statement	94	80	71	
Number of students awarded a Queensland Certificate of Individual Achievement.	0	1	0	
Number of students receiving an Overall Position (OP)	44	29	32	
Percentage of Indigenous students receiving an Overall Position (OP)	0%	25%	33%	
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	33	26	23	
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	78	69	62	
Number of students awarded an Australian Qualification Framework Certificate II or above.	43	56	47	
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	86	72	71	
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	33%	75%	100%	
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.	66%	76%	66%	
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.	97%	95%	100%	
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	90%	96%	100%	

As at 3rd February 2017. The above values exclude VISA students.

OVERALL POSITION BANDS (OP)					
Number of students in each band for OP 1 - 25					
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2015	7	7	15	13	2
2016	2	7	13	6	1
2017	4	6	11	11	0

As at 14th February 2018. The above values exclude VISA students.

VOCATIONAL EDUCATIONAL TRAINING QUALIFICATION (VET)			
Number of students awarded certificates under the Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2015	72	17	30
2016	46	40	28
2017	41	43	18

As at 14th February 2018. The above values exclude VISA students.

- ◆ Hospitality - Cert I, Cert II
- ◆ Furnishing - Cert I
- ◆ 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

Apparent Retention Rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12			
Description	2015	2016	2017
Year 12 student enrolment as a percentage of the Year 10 student cohort.	105%	98%	88%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	100%	67%	100%

* The Years 10 to 12 Apparent Retention Rate is defined as the number of full-time students in Year 12 in any given year expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).

Student Destinations

Post-school destination information

The results of the 2017 post-school destinations survey, Next Step – Student Destination Report (2017 Year 12 cohort), will be uploaded to the school's website in September.

The report will be available at:

<http://www.pittsworshs.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx>

Early leavers information

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.