Pittsworth State High School

Executive Summary

**School
Improvement
Unit**

Queensland Government

Contents

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 High School** from **18** to **20 June 2018**.

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 consider 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

Alan Sampson	Internal reviewer, SIU (review chair)
Craig Whittred	Peer reviewer
Jennifer Nayler	External reviewer

1.2 School context

Location:	Factory Street, Pittsworth
Education region:	Darling Downs South West Region
Year opened:	1967
Year levels:	Year 7 to Year 12
Enrolment:	451
Indigenous enrolment percentage:	4.6 per cent
Students with disability enrolment percentage:	6.7 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	955
Year principal appointed:	2017
Full-time equivalent staff:	40.57
Significant partner schools:	Millmerran State P–10 School, Pittsworth State School, Brookstead State School, Southbrook Central State School, Mt Tyson State School, St Stephen's Catholic Primary School Pittsworth
Significant community partnerships:	University of Southern Queensland (USQ), Queensland Minerals and Energy Academy (QMEA), Pittsworth Show Society, Pittsworth District Alliance, Beauaraba Living
Significant school programs:	Pittsworth School-based Apprenticeships and Traineeships (SAT) program, Entrepreneurs of Tomorrow program, agricultural program, Active Volunteering

1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, three deputy principals, 34 teachers, Parents and Citizens' Association (P&C) president, Business Manager (BM), schools officer, youth support coordinator, nine parents, cleaner, two office administrators, school nurse, scientific assistant, guidance officer, six teacher aides, 44 students and tuckshop convenor.

Community and business groups:

- Rotary President and Wilson Survey and Design representative.

Partner schools and other educational providers:

- Pittsworth State School.

Government and departmental representatives:

- State Member for Condamine and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2018	Explicit Improvement Agenda 2018
Investing for Success 2018	Strategic Plan 2015-2018
Headline Indicators (Term 1, 2018)	School Data Profile (Semester 2, 2017)
OneSchool	School budget overview
Professional learning plan 2018	Curriculum planning documents
School improvement targets	School differentiation plan or flowchart
School pedagogical framework	Professional development plans
School data plan	School newsletters and website
Responsible Behaviour Plan	School Opinion Survey
School based curriculum, assessment and reporting framework	

2. Executive summary

2.1 Key findings

Students, staff and community members speak with pride regarding their school.

The school leadership team is clearly committed to finding ways to improve student outcomes and has developed an agenda for improvement. Discussions with staff members across the school demonstrate their individual commitment to improvement in teaching and learning practices and their appreciation of the support from colleagues.

The staff members of the school build positive and caring relationships for successful learning.

Staff members work actively to build partnerships with students, parents and the community. Parents and students value the commitment of teachers who provide the wide range of extracurricular activities to engage students including debating, sport, Readers Cup, Cattle Team, coding club, cadets and music offerings.

A *Data Collection Plan* outlines the scope of data to be collected and timelines for collection.

The data plan outlines the scope of data to be collected and timelines for collection. Most school leaders and many teachers are able to articulate how data is utilised to inform and guide school decision making and curriculum planning. Some teachers indicate further support in interpreting data and guidance regarding relevant differentiation strategies would be beneficial in catering for individual students. A whole-school culture of utilising data as an ongoing means of self-reflection and planning is not yet apparent.

Leaders indicate outcomes relating to the 2017 Annual Implementation Plan (AIP) have been achieved.

These outcomes include a literacy plan, coaching model, Queensland Certificate of Education (QCE) case management and moderation. Targets and timelines for priority areas for 2018 have been established at a whole-school level. The establishment, communication and monitoring of classroom level targets beyond A-C results is yet to be consistent across the school.

School leaders are building a culture in which teacher knowledge of student needs is central to providing differentiated support.

Whole-school strategies including *3 Reads* allow teachers to engage and challenge the range of learners. Teaching staff members modify the selected text and build vocabulary knowledge, where required, to engage those learners requiring additional support. A formal learning support program is yet to be developed.

The school has clear expectations regarding how students should behave and interact with one another as outlined in the Responsible Behaviour Plan for Students (RBPS).

The school's direction is underpinned by the four core school values of '*Prepared, Positive, Productive and Proud*' (4Ps). The school proactively develops student understanding of the school values and expectations by explicitly unpacking the 4Ps with house groups, student development lessons and through a fortnightly focus. Conversations with staff members and students indicate that the enactment of the plan is yet to be consistent.

School leaders recognise that effective teaching is pivotal to improving student engagement, learning and achievement.

Teaching staff utilise learning goals to identify the targeted understandings and skills for each lesson. Success criteria are identified for each lesson to clarify what is expected of students. Students indicate satisfaction with the use of learning goals and success criteria. The quality and type of feedback provided to students regarding the next steps required in their learning varies across the junior school.

Community and parent representatives speak positively regarding the school.

Parents and community members articulate that the leadership of the executive team has raised expectations regarding students. It is articulated that these expectations have changed student general behaviour in the community. Community members indicate that a focus on high expectations regarding uniform and behaviour have positively influenced the school environment and the perceptions in the wider community. Parents express a high level of satisfaction with the school and openly recommend it as a 'good school'.

2.2 Key improvement strategies

Clarify the expectations for classroom targets in line with school priority areas, ensuring consistent processes of support, monitoring and review by instructional leaders.

Build the data literacy skills and related differentiation strategies of teaching staff members.

Collaboratively develop a whole-school approach to the provision of written, timely and purposeful feedback to students.

Collaboratively develop a learning support model that identifies processes and responsibilities in order to respond to the needs of learners requiring additional support.

Ensure the consistency of the enactment of the RBPS across the school.