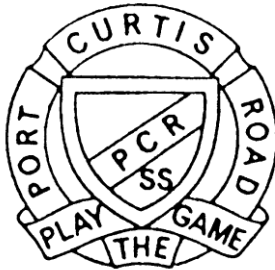# Port Curtis Road State School (0208)
Queensland State School Reporting
2012 School Annual Report

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Contact Person	Principal: Mrs Julianne Emmert

Principal's foreword

Introduction

During 2012, Port Curtis Road State School built upon the successes of past years, and the strong community links were further enhanced through the following highlights of the year:

Our recovery from the flood at the beginning of the year again displayed the dedication of our staff, students and school community. Our community links were there to support us once more to help get our school back up in its feet again.

A continuation of focus on success for our students through the provision of a range of programs and activities such as sporting opportunities, Student Leadership and Values Education events.

A well supported weekly community playgroup offers social interaction for many rural families and is involved in many school events.

The contributions from students, parents and staff supporting school activities and initiatives are positively acknowledged in the successes experienced by Port Curtis Road State School in 2012.

We all have a great deal of pride in our school and get many positive comments about our clean school grounds, dedicated staff and supportive parent group.

For those who do not have internet access, copies of the report can be accessed on request through the school office.

School progress towards its goals in 2012

Key goals identified in 2012 School Operational Plan and progress towards the achievement of these goals:

Core priorities	Progress toward completion
Reading	- Development of a Reading Framework - Explicit teaching is an important part of our reading program but it is also integrated within our daily lessons. - Revise existing internal monitoring program for reading. - Implement 5 week cycles of Improvement – using data to inform planning and differentiation. - Employ indigenous teacher aide 5 hours a week to provide cultural and academic support and indigenous perspectives. - Staff attended Professional Development to improve reading comprehension - Expertise in the teaching of reading across the school and good practice with both teaching and non – teaching staff. - Re-structure and timetable Literacy Blocks across the school

	• What does reading look and sound like in the classroom? • Visual tracking of students' progress. • Implementation of ICT"s into teaching and learning especially in the area of reading, using digital technologies to stimulate or motivate the children. This will ensure children are reading at their age level but it will also challenge them.
Target or Goal Setting	• Develop school, class & individual goals and targets in reading. • Research different ways of visually displaying goals/targets • Distance travelled – student goals negotiated • Explicit student goals identified and recorded. • Extending the weekly feedback to students on their progress. • Develop an assessment schedule (internal monitoring) • Teachers continually monitor their students' achievement and improvements through the collection of data aligned to Port Curtis Road's Assessment Schedule and use this to inform their teaching practice and to meet student learning needs.
Behaviour Management	• Teachers provide a safe, supportive and inclusive classroom which incorporates Port Curtis Road's Responsible Behaviour Plan and Positive Behaviour Plan.

Future outlook

The following are the Core Priorities identified for 2013:

- Core Priority - Reading
  (Commit to the core learning priority of Reading.)
- Core Priority - Science
- Behaviour Management
  (We are committed to promoting a culture of learning.)
- Foster Student Learning and Wellbeing
- Core Priority – Attendance
  (Aim to improve attendance to reach the benchmark of 94% or higher.)
- Use school performance data frequently to inform, monitor and review classroom teaching practices and contribute to whole school strategies.
- High quality teaching practices
  (Focus on high quality teaching practices, characterised by high expectations of all students deep knowledge of learning areas and pedagogical practices targeted teaching in response to students' specific needs and context a safe, supportive, inclusive and disciplined learning environment)
- Core Priority - Australian Curriculum
- Closing the Gap

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School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2012: Prep - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	72	21	51	89%
2011	71	20	51	92%
2012	66	23	43	86%

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

Characteristics of the student body:

We are located on the outskirts of Rockhampton and our student population is geographically diverse with families from both northside, southside and out of town areas. This diversity of rural and regional Rockhampton has made our school rich in valuing partnerships. Our school has four multi-aged classes. Of our total school enrolment there is a large cohort of boys. As well, 79% of our students travel past other schools to attend Port Curtis Road State School.

Average Class sizes

	Average Class Size		
Phase	2010	2011	2012
Prep – Year 3	25	18	22
Year 4 – Year 7	22	19	14

School Disciplinary Absences

	Count of Incidents		
Disciplinary Absences	2010	2011	2012
Short Suspensions - 1 to 5 days		1	19
Long Suspensions - 6 to 20 days		0	0
Exclusions		0	0
Cancellations of Enrolment		0	0

Curriculum offerings

Our distinctive curriculum offerings:

- SMART SMART This is our whole school curriculum strategy. Throughout the year our school community worked together to explore new approaches to foster and grow a culture of Better Learning-Better Behaviour.

- SMART- Student Mentors as Responsible Team members – Student leadership is for every student. Access and opportunity to team problem solving, values education and social skilling is integrated into weekly activities.

- SMART – Students Making Achievement Real Targets – A school wide program focusing on putting students in touch with their learning- intervention program, test preparedness program, focused Literacy and Numeracy Learning Blocks, community partnerships, Porty Pyramid of Promise (A whole school supportive better behaviour program)

- Multi-Age Philosophy – This is a well-respected aspect of our teaching and learning organizational strategy that involves grouping children together over a span of age or year levels. This approach allows flexibility in grouping children according to need, ability and interests and recognizes that children learn at different rates and in different ways. Multi-age grouping promotes improved continuity of learning for children and enables positive peer role modelling for children.

- A dedicated weekly Prep interactive learning day.

Extra curricula activities

Port Curtis Road State School offers students opportunities in:

- Interschool sporting fixtures and Sports Development Clinics

- Intraschool activities to promote team spirit, problem solving and pastoral care amongst students

- Excursions and annual school camp open to students from Year 4 to Year 7

- Fundraising competitions and activities

- Student Leaders, Student Council and Sports House Captains

- High School Transition programs

How Information and Communication Technologies are used to assist learning

Our vision is to achieve the best possible educational outcomes for every student at Port Curtis Road State School by enabling improved learning through the integration of Information Communication Technologies (ICT's) into the curriculum and by providing support structures to ensure that the equipment is well maintained and teachers are supported in using ICTs in classrooms.

Computers and other Information Communication Technologies are viewed as valuable tools that engender interest, enthusiasm, and a willingness to explore new ways of learning as well as giving students valuable skills and knowledge necessary to be involved in our technologically connected world.

ICTs are used in many interesting and exciting ways at Port Curtis Road and students may be involved in many of the activities listed below:

- Ipads enhance and support identified students.

- Researching a topic of interest using the internet.

- Designing and publishing brochures about a particular topic.

- Developing and presenting a PowerPoint presentation for a variety of purposes.

- Writing using a word processor including editing, proofreading, etc. and publishing their work to share with others.

- Evaluating and deconstructing existing web pages, computer games, writings, advertising, etc. to see how they are put together with a view to improving their own work in these areas.

- Using drawing software to create drawings and illustrations.

- Learning spelling strategies using adventure spelling games.

- Using digital cameras to take photographs, and then downloading and manipulating the digital images.

- Using various digital resources eg Learning Objects to extend their understandings and knowledge.

Social climate

A very positive proactive approach to managing student behaviour has been implemented.
PROACTIVE STRATEGIES PROMOTING POSITIVE SOCIAL OUTCOMES FOR OUR STUDENTS include:

- Open and positive communication between staff, students, parents and the community.
- Visiting Guidance Officer, Behaviour Management Team and Indigenous Community Worker Support Program
- Friendliness and respect of staff and students
- Student Council meetings
- Social skills program offered through Team tournaments or the LINKS program.
- Supervised play
- Peer mediation and peer tutoring
- Buddying between senior and junior classes
- Goal setting by students and teachers
- Rosters; responsibility of students eg Sports Room, Library monitors, lunch time and after school snack stall.

Any issues of bullying are responded to immediately and the strategies are outlined in the school's Responsible Behaviour Plan.

Parent, student and staff satisfaction with the school

The 2012 Parent and Student Opinion Survey results certainly support the School ethos whereby all students at Port Curtis Road State School are encouraged to become responsible, confident, self-motivated and co-operative individuals who aspire to achieve their best within a safe, supportive school environment. Parent satisfaction with all aspects of the school has traditionally been high with all parents surveyed stating that Port Curtis Road State School is a good school for their child to attend. Parents also reflected favourably on the behaviour of students at the school, with student discipline, that they consider their child to be safe at the school and with the school climate. Staff satisfaction with school operations, the physical working environment, resources and training and work value and recognition has also been high over many years. Student satisfaction has improved especially in the areas of students feeling that they are doing the best they can in their schoolwork, that they are getting a good education, with the activities they do in their classrooms and with the variety of activities available to them at Port Curtis Road State School.

Performance measure (Nationally agreed items shown*)	
Percentage of parents/caregivers who agree that:	2012#
their child is getting a good education at school	94.1%
this is a good school	100.0%
their child likes being at this school*	94.1%
their child feels safe at this school*	94.1%
their child's learning needs are being met at this school*	100.0%
their child is making good progress at this school*	94.1%
teachers at this school expect their child to do his or her best*	100.0%
teachers at this school provide their child with useful feedback about his or her school work*	94.1%
teachers at this school motivate their child to learn*	94.1%
teachers at this school treat students fairly*	94.1%
they can talk to their child's teachers about their concerns*	100.0%
this school works with them to support their child's learning*	88.2%
this school takes parents' opinions seriously*	81.3%
student behaviour is well managed at this school*	88.2%
this school looks for ways to improve*	93.3%
this school is well maintained*	100.0%

Performance measure (Nationally agreed items shown*)	
Percentage of students who agree that:	2012#
they are getting a good education at school	96.2%
they like being at their school*	84.6%

they feel safe at their school*	92.3%
their teachers motivate them to learn*	96.2%
their teachers expect them to do their best*	100.0%
their teachers provide them with useful feedback about their school work*	96.2%
teachers treat students fairly at their school*	96.2%
they can talk to their teachers about their concerns*	88.5%
their school takes students' opinions seriously*	92.3%
student behaviour is well managed at their school*	84.6%
their school looks for ways to improve*	100.0%
their school is well maintained*	92.3%
their school gives them opportunities to do interesting things*	92.0%

Performance measure *(Nationally agreed items shown*)*	
Percentage of school staff who agree:	2012[#]
that they have good access to quality professional development	75.0%
with the individual staff morale items	100.0%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

[#] Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

Port Curtis Road State School has always had a strong sense of community. Parents and caregivers are encouraged to be actively involved with their children's learning and within the school community.

We believe:

- Adults in the wider community have skills and talents which can contribute to and enhance the nature of the learning experiences of children.
- The school should actively seek a positive relationship with each child's family group.
- Children's learning is facilitated when the influences of the home and school are in harmony.
- Parents have a right to know what happens to their children at school.
- Schools have a responsibility to provide opportunities for parents to be informed of school happenings. Below are some of the ways that parents, caregivers, grandparents, aunts, uncles, can be actively involved at Port Curtis Road:
- Parents and Citizens' Association
- Participating in Parent Forums
- School Banking
- School Working Bees
- Classroom Volunteers
- Tuckshop Volunteers
- Library Helpers

Walk to School Day

Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

Separate Bin System

At Port Curtis Road we have initiated a separate bin program which contains three different types of bins: general, compost and recycling.

Green Team

We also have introduced a Green Team. This team of students makes sure that the right rubbish is going into the right bins. It is their job to empty the recycling and compost bins into the correct areas. They also make sure that our energy, electricity and water is being used responsibly and make announcements to remind everyone.

Recycling

Each class has their very own paper recycling bin.

Food Waste

Port Curtis Road has a system of collecting our fruit and vegetable scraps and taken to a farm for supplementary chicken feed.

Solar Panels

Our school has installed solar panels on the roof of some classrooms. These panels help generate electricity which is used by the school. The solar panels are helping us reduce the amount of electricity we use and reach our target of being more sustainable.

Switch off campaign

We have a switch off campaign where we turn off any electrical appliances not currently in use. These include lights, air conditioners, computers and monitors. There are signs to remind us around all of our light switches.

Teacher Training

Our school staff are committed to environmental sustainability Teachers give lessons on how to reuse, reduce, recycle, compost and how to dispose of waste carefully.

Printer cartridges are recycled through Planet Ark collection points.

Our school at a glance

|	Environmental footprint indicators	
	Electricity kWh	Water kL
2009-2010	40,803	2,695
2010-2011	43,454	1,022
2011-2012	46,342	963

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Our staff profile

Staff composition, including Indigenous staff

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	5	7	0
Full-time equivalents	4.4	3.6	0

Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	1
Masters	0
Bachelor degree	2
Diploma	1
Certificate	0
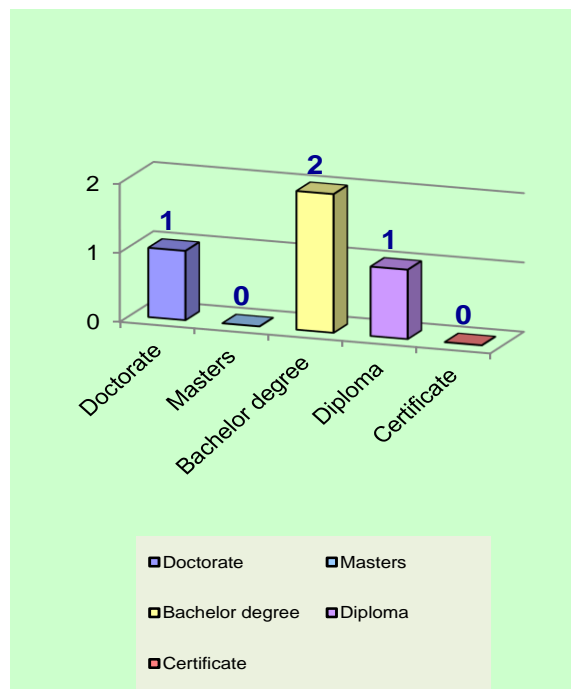
Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were $9879

The major professional development initiatives are as follows:

- Behaviour Management
- Reading
- ACARA/C2C Implementation

- Explicit Instruction
- Data Analysis
- Implementation of History into the Australian Curriculum
- Information and Communication Technologies
- First Aid

Professional development models included workshops, conferences, in-house activities and online professional learning.

The proportion of the teaching staff involved in professional development activities during 2012 was 100%.

Average staff attendance	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	96.5%	97.2%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 77.3% of staff was retained by the school for the entire 2012 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

Search by school name

[   ] GO

Search by suburb, town or postcode

[   ]

Sector ☐ Government
☐ Non-government

SEARCH

Where it says **'Search by school name'**, type in the name of the school you wish to view, and select **<GO>**.   Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's My School entry web page.

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

Key student outcomes

Student attendance	2010	2011	2012
The overall attendance rate for the students at this school (shown as a percentage).	92%	93%	91%

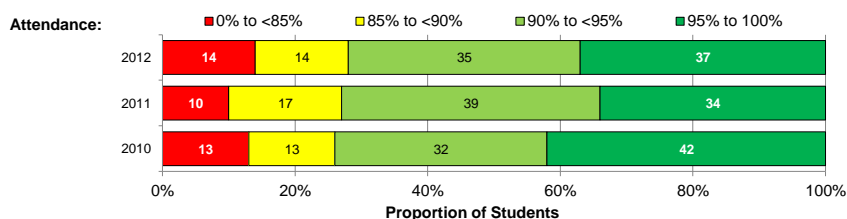The overall attendance rate in 2012 for all Queensland state Primary schools was 93%.

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

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
2010	95%	95%	88%	90%	94%	87%	94%
2011	95%	95%	93%	92%	92%	91%	93%
2012	93%	93%	90%	93%	88%	90%	95%

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.

Attendance: ■ 0% to <85%   □ 85% to <90%   ■ 90% to <95%   ■ 95% to 100%

	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2012	14	14	35	37
2011	10	17	39	34
2010	13	13	32	42

Proportion of Students

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

It is the responsibility of parents and carers to ensure that their children attend school each and every day. Class rolls are marked twice daily (10am and 2pm) and the rolls are monitored by Administration staff. Parents are encouraged to notify the school office if their child will be absent from school. This can be done by a phone call, letter. The school monitors student absences, with parents and carers being contacted in the event of regular and/or unexplained absences. If necessary the school may send home a letter detailing parental responsibility for a child's regular attendance at school and request a meeting with parents.

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.**

Where it says '**Search by school name'**, type in the name of the school whose NAPLAN results you wish to view, and select **<GO>**.

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

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Achievement – Closing the Gap

In regards to our Naplan Data for year 3 in 2012, due to the small number of Indigenous students in year 3, comments regarding Naplan Data for year 3 cannot be made.

It was noted that there was a 10% decline in attendance between Indigenous and Non-Indigenous students for 2012.