Port Curtis Road State School
Queensland State School Reporting
2015 School Annual Report

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Principal's foreword

Introduction

During 2015, 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:

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 2015.

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 2015

Core priorities	Progress toward completion
Core Priority – Reading (Will continue to embed during 2016)	• Developed a Reading Framework - completed • Explicit teaching is an important part of our reading program but it is also integrated within our daily lessons. • Revised existing internal monitoring program for reading. • Continue to Implement 10 week cycles of Improvement – using data to inform planning and differentiation. • Establish and reviewed individual learning goals which informed our teaching and learning. Teaching strategies were developed for each child. • Expertise in the teaching of reading across the school and good practice with teaching and non – teaching staff. • Re-structure and timetable Literacy Blocks across the school • What does reading look and sound like in the classroom? • Introdue CAFÉ • 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.
Core Priority - Writing	• Staff attended 7 Steps to Writing Success PD • Develop a writing program – we are still working on this during 2016 • Introduce the writing hour across all year levels • Writing is incorporated in the literacy block every day • Exemplar writing samples are displayed for students and staff • Students receive constructive feedback • Teachers observe each other in the classroom and provide feedback • Students are taught how to write a narrative and persuasive text • Teachers and students know what the 10 elements of writing are. • Students understand the marking guide
Behaviour Management (continue in 2016)	• Review & update Responsible Behaviour Plan – completed • Staff attended Essential Skills Program – completed • Behaviour Team supported students when necessary
Implement a Pedagogical Framework (Completed in 2014 Implement in 2015, 2016)	• Developed a research driven, evidence based pedagogical framework with Explicit Instruction as the core element for the teaching of new work. • Differentiation to engage every child and promote success.
Implement Explicit Improvement Plan (ongoing)	• Explicit Instruction is embedded in each classroom. • Explicit Improvement Plan informs staff. • Continue to embed Explicit Instruction in every classroom. • Established high expectations for each student • Coaching and Mentoring of staff – Observations and feedback. • Established consistent teaching practices for reading and maths
Improve all students in all 5 strands of Naplan (Continue to work on this area during 2016)	• Undertook Naplan Practise Testing to inform teaching and learning. • Individual learning goals were developed for individual students • Employed teaching staff to work with identified students to improve outcomes • Employed a teacher to develop and implement programs for students who were identified as not meeting NMS in Naplan. • Individual Learning Guarantee (now Investing in our schools)

Future outlook

The following are the Core Priorities identified for 2016:

Core Priorities:

- Writing
- Core Priority – Attendance
- Foster Staff Student Learning and Wellbeing

Continue to work on the following:

- Greater Results Guarantee- Now Investing for our Schools
- Improve student outcomes in Naplan in all 5 strands (focus on G & P)
- Development of Successful Learners
- Australian Curriculum (English, Maths, Science, History, Geography, Civics and Citizenship)
- 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)
- Behaviour Management
  (We are committed to promoting a culture of learning.)
- Closing the Gap

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015:   Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	58	21	37	3	84%
2014	60	26	34	2	98%
2015	67	33	34	3	66%

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:

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 three multi-aged classes. A large percentage of our students travel past other schools to attend Port Curtis Road State School.

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	18	19	24
Year 4 – Year 7 Primary	22	19	19
Year 7 Secondary – Year 10			
Year 11 – Year 12			

*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	3	8	0
Long Suspensions - 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

* 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 distinctive curriculum offerings:

Students are provided with the necessary skills to become successful learners. Every child has the capacity to reach their maximum potential and the following curriculum offerings allow students to experience a wide range of cultural, sporting and academic experiences.

- Explicit Teaching of computer skills – each student has an XO laptop which is used regularly.

- **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.

- Weekly library, Music, Lote, Religious and Physical Education lessons.

Extra curricula activities

- A dedicated weekly Playgroup
- Homework Club

- Interschool sporting fixtures and Sports Development Clinics – football, netball and soccer with other schools in Rockhampton.
- Intraschool activities to promote team spirit, problem solving and pastoral care amongst students
- Interschool Athletics – including sports representatives at a District, Regional and State Level.
- Excursions and annual school camp open to students from Year 5 to Year 6 every 2 years.
- Cultural performances
- Community Events – Anzac Day March and Presentation
- Student Council - Fundraising activities to raise money to support charities eg Shave for a Cure, Daffodil Day, Footy Colours Day and Crazy Hair Day.
- Gardening
- Student Leaders, Student Council and Sports House Captains
- High School Transition Programs

How Information and Communication Technologies are used to improve 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:

- Every child has an XO Laptop and it is used daily

- Ipads/ipods - enhance and support identified students.

- Presentation of assessment items

- 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. At Port Curtis Road our school values are:

Play the Game
Commitment
Respect

A positive, safe and supportive environment is evident and proactive behaviour awards include our 5 tiered award system which acknowledges and celebrates successes with students on gold being rewarded with a mystery tour once a semester. Students on gold and silver at the end of each term are rewarded and each week we promote and reward students for the following:

- Gotcha Award – Students caught doing the right thing are rewarded
- Bookwork Awards – Students with excellent presentation skills and bookwork are rewarded
- Principal Award – Students who strive to do their best in all areas

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

Performance measure			
Percentage of parent/caregivers who agree# that:	2013	2014	2015
their child is getting a good education at school (S2016)	100%	100%	100%
this is a good school (S2035)	100%	100%	100%
their child likes being at this school (S2001)	100%	100%	100%
their child feels safe at this school (S2002)	100%	100%	100%
their child's learning needs are being met at this school (S2003)	91%	100%	100%
their child is making good progress at this school (S2004)	82%	80%	100%
teachers at this school expect their child to do his or her best (S2005)	100%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	100%	100%	100%
teachers at this school motivate their child to learn (S2007)	100%	100%	100%
teachers at this school treat students fairly (S2008)	90%	100%	100%
they can talk to their child's teachers about their concerns (S2009)	100%	100%	100%
this school works with them to support their child's learning (S2010)	90%	100%	100%

Performance measure			
Percentage of parent/caregivers who agree# that:	2013	2014	2015
this school takes parents' opinions seriously (S2011)	91%	100%	100%
student behaviour is well managed at this school (S2012)	100%	100%	100%
this school looks for ways to improve (S2013)	100%	100%	100%
this school is well maintained (S2014)	100%	100%	100%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	100%	100%	100%
they like being at their school (S2036)	100%	100%	100%
they feel safe at their school (S2037)	100%	100%	100%
their teachers motivate them to learn (S2038)	100%	100%	100%
their teachers expect them to do their best (S2039)	100%	100%	100%
their teachers provide them with useful feedback about their school work (S2040)	100%	100%	100%
teachers treat students fairly at their school (S2041)	100%	100%	100%
they can talk to their teachers about their concerns (S2042)	100%	100%	100%
their school takes students' opinions seriously (S2043)	100%	100%	100%
student behaviour is well managed at their school (S2044)	75%	100%	100%
their school looks for ways to improve (S2045)	100%	100%	100%
their school is well maintained (S2046)	100%	100%	100%
their school gives them opportunities to do interesting things (S2047)	100%	100%	100%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	100%	100%	100%
they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
they receive useful feedback about their work at their school (S2071)	100%	100%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	83%	100%	80%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	100%	100%
student behaviour is well managed at their school (S2074)	100%	100%	100%
staff are well supported at their school (S2075)	100%	100%	100%
their school takes staff opinions seriously (S2076)	100%	100%	100%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	100%	100%	100%
their school gives them opportunities to do interesting things (S2079)	100%	100%	100%

# '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

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

  The school actively engages with the local community in a variety of ways:
  - Anzac Day ceremony includes the local RSL and Women's Auxilary Group
  - Local Businesses support the school and attend Sports Day, Concerts, Annual Christmas Fair
  - Adopt a cop – parades, class visits, school events
  - We have formed links with the Umbrella Network, Careers Qld, Centacare and Red Cross

Students with special needs are catered for through a range of different strategies and resources. Every child has their own unique needs and through a consultation process with parents and various agencies we aim to cater to their needs.

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.

	Environmental footprint indicators	
Years	Electricity kWh	Water kL
2012-2013	33,712	1,094
2013-2014	30,089	779
2014-2015	24,859	116

*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	5	7	0
Full-time equivalents	4	4	0

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	1
Advanced Diploma	0
Bachelor Degree	2
Graduate Diploma etc.**	0
Masters	1
Doctorate	0
Total	**4**
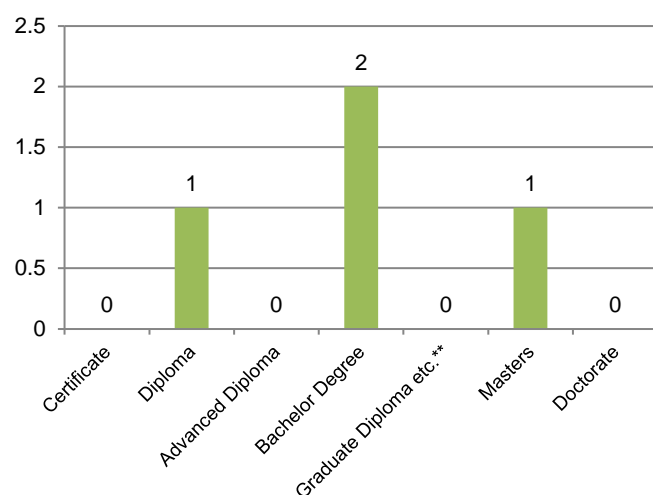
*Teaching staff includes School Leaders

**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 $ 13 358.

The major professional development initiatives are as follows:

- Writing
- Attendance
- Coaching & Mentoring
- Explicit Instruction

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%	97%	98%

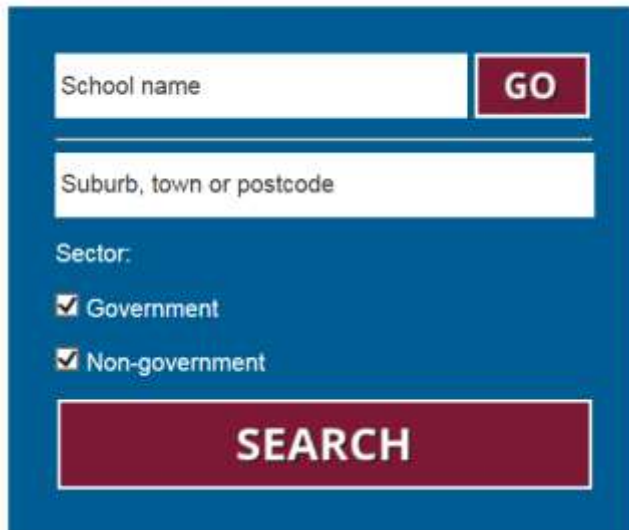## Proportion of staff retained from the previous school year

From the end of the previous school year, 77% 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.**

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).	94%	94%	91%
The attendance rate for Indigenous students at this school (shown as a percentage).	93%	89%	90%

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 Primary schools was 93%.

### 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	96%	97%	95%	94%	97%	91%	91%	91%					
2014	95%	92%	94%	95%	93%	97%	92%	92%	DW				
2015	91%	92%	93%	89%	87%	92%	92%						

*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.
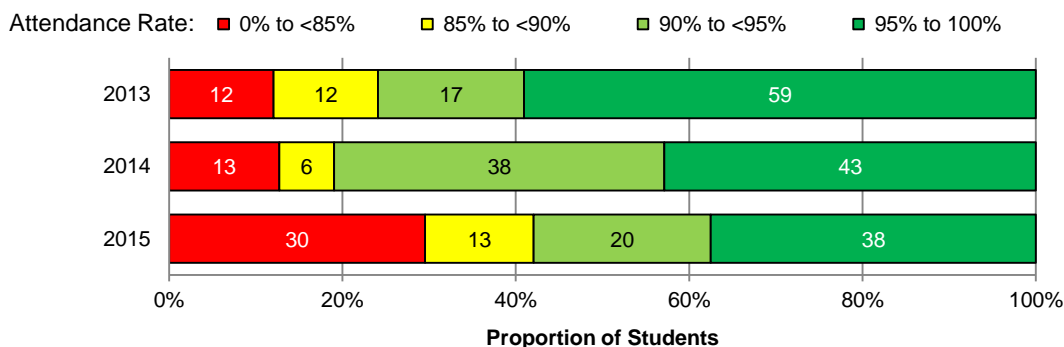
Description of how non-attendance is managed by the school

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.

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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 (9.15am 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, text, email or letter. The school monitors student absences, with parents and carers being contacted in the event of regular and/or unexplained absences. Each week a letter will go home from the school asking parents to provide a reason for their child's absence. 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 **'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.