



Port Curtis Road State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy

Department of Education



Queensland
Government

General notes

1. The prepopulated template provided should assist you with the preparation of your school's 2018 School Annual Report (SAR). The template allows you to:
 - insert required information
 - remove non-applicable sections (depending on your school type and year levels offered).
2. Under information privacy principles, please carefully consider the nature of reporting where there are fewer than five people in a group, cohort or reporting field, or where all persons in a particular group have achieved identical results.
3. To allow any issues to be addressed by the 30 June deadline, your school's completed SAR **must be uploaded by 14 June 2019**. The SAR must be located no more than 'one click' away from your school's home page and be left on the website for a minimum of 12 months.

Schools that use the website for schools platform

For schools that use the websites for schools platform, refer to the [websites for schools help portal](#).

Schools that do not use the website for schools platform

For technical issues refer to your website provider and ensure that they are fully aware of your requirement to upload before the deadline.

4. Your school is required to be able to provide a hard copy of your school's Annual Report, on request, to a parent, carer or a person who is responsible for a student at your school and is unable to access the SAR on the internet.
- 5 **DELETE ALL RED TEXT before converting to PDF and publishing on the web.**

Contact information

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Email	principal@portcurtisroadss.eq.edu.au
Webpages	Additional information about Queensland state schools is located on: <ul style="list-style-type: none">• the My School website• the Queensland Government data website• the Queensland Government schools directory website.
Contact person	Jo Northey (Principal)

From the Principal

School overview

Established in 1875, Port Curtis Road State School is a multigrade co-educational school. Situated on the southern outskirts of Rockhampton, we have the distinction of being a 'town-country' school. With increasing enrolments and an aspirational school culture, our curriculum and school improvement agenda focus on quality teaching and learning, high expectations, strong partnerships and shared values. AT Port Curtis Road State School, our motto is 'Play the Game'. We see education as a team effort. All of our students deserve the opportunity to reach their full potential in a safe, secure and inspiring environment. We focus on delivering a high quality, dynamic curriculum; treating each child as an individual; fostering an atmosphere of tolerance and cooperation; setting students up for success to build self-belief and confidence and encouraging our students to take responsibility for their actions.

At Port Curtis Road State School, every child matters every day.

School progress towards its goals in 2018

Priority	Strategies
Implementation of the Australian Curriculum	<ul style="list-style-type: none">• Embedding the Whole School Curriculum, Assessment and Reporting Plan• Continue with cluster moderation
Effective Pedagogical Practices	<ul style="list-style-type: none">• Build capability in feedback and coaching and develop a framework contextualised to our school• Build capability of staff in effective teaching pedagogy through PD and an ongoing inquiry cycle
Establishing a Culture that Promotes Learning	<ul style="list-style-type: none">• Implement a transition to school initiative• Purchase a Guidance Officer• Collect data in behavior and social competencies

Future outlook

Priority	Strategies
Implementation of the Australian Curriculum	<ul style="list-style-type: none">• Engage the staff in collaborative practices to plan, teach, assess and report on the Australian Curriculum• Ensure that literacy is implemented with fidelity in all learning areas.
Effective Pedagogical Practices	<ul style="list-style-type: none">• Creating a culture of feedback and coaching to enhance reflective practices.• Build capability of staff in the teaching of reading in all learning areas.
Establishing a Culture that Promotes Learning	<ul style="list-style-type: none">• Support the general wellbeing of students through initiatives and partnerships

Our school at a glance

School profile

Coeducational or single sex

Coeducational

Independent public school

No

Year levels offered in 2018

Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	54	51	67
Girls	23	23	24
Boys	31	28	43
Indigenous	1		1
Enrolment continuity (Feb. – Nov.)	93%	87%	82%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

Characteristics of the student body

Overview

We are located on the outskirts of Rockhampton and our student population is geographically diverse with families from both Northside and Southside of Rockhampton, Gracemere and rural locations. This diversity 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

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	17	20	22
Year 4 – Year 6	21	16	25
Year 7 – Year 10			
Year 11 – Year 12			

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

Curriculum delivery

Our approach to curriculum delivery

- Literacy and numeracy across the curriculum
- Teacher Aides to support differentiated instruction in English, Mathematics and Science
- Swimming Program during Term 1 and 4
- Weekly Play Group
- Pre-Preparatory transition programs
- ICT skills using XO laptops, iPads and STEM resources
- Weekly library, music, LOTE, Physical Education, HASS, Science and Religious Instruction lessons

Co-curricular activities

- Interschool Sport and Sports Development Clinics
- Interschool Athletics

- Excursions and biennial school camp open to students from Year 5 and Year 6
- Cultural Performances
- Community Events e.g. ANZAC Day
- Student Council
- Gardening
- High School Transition Programs

How information and communication technologies are used to assist learning

Our aim 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
- iPad - enhance and support identified students.
- OSMO (STEM) resources
- Presentation of assessment items electronically
- 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.
- 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

Overview

A very positive proactive approach to managing student behaviour has been implemented using our Responsible Behaviour Plan underpinning our value of 'Play the Game'. At Port Curtis Road our school expectations are:

Be Responsible

Be Respectful

Be Safe

Be a Learner

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:

- Dojo 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

Anti-bullying initiatives are specifically addressed on a regular basis and positive school relationships are actively encouraged by staff.

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	100%	100%	92%
• this is a good school (S2035)	100%	100%	83%
• their child likes being at this school* (S2001)	100%	100%	92%
• their child feels safe at this school* (S2002)	100%	100%	83%
• their child's learning needs are being met at this school* (S2003)	100%	92%	92%
• their child is making good progress at this school* (S2004)	83%	100%	92%
• teachers at this school expect their child to do his or her best* (S2005)	100%	100%	92%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	100%	83%
• teachers at this school motivate their child to learn* (S2007)	100%	100%	75%
• teachers at this school treat students fairly* (S2008)	83%	83%	75%
• they can talk to their child's teachers about their concerns* (S2009)	83%	100%	83%
• this school works with them to support their child's learning* (S2010)	100%	100%	83%
• this school takes parents' opinions seriously* (S2011)	83%	100%	75%
• student behaviour is well managed at this school* (S2012)	83%	92%	67%
• this school looks for ways to improve* (S2013)	100%	100%	83%
• this school is well maintained* (S2014)	100%	100%	92%

* 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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	100%	100%	87%
• they like being at their school* (S2036)	100%	100%	91%
• they feel safe at their school* (S2037)	100%	100%	91%
• their teachers motivate them to learn* (S2038)	100%	100%	95%
• 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%	91%
• teachers treat students fairly at their school* (S2041)	100%	100%	83%
• they can talk to their teachers about their concerns* (S2042)	100%	100%	78%
• their school takes students' opinions seriously* (S2043)	100%	100%	87%
• student behaviour is well managed at their school* (S2044)	100%	100%	78%
• their school looks for ways to improve* (S2045)	100%	100%	96%
• their school is well maintained* (S2046)	100%	100%	91%
• their school gives them opportunities to do interesting things* (S2047)	100%	100%	87%

Percentage of students who agree# that:	2016	2017	2018
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* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	92%	100%	100%
• they feel that their school is a safe place in which to work (S2070)	92%	100%	100%
• they receive useful feedback about their work at their school (S2071)	83%	100%	100%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	83%	86%	100%
• students are encouraged to do their best at their school (S2072)	92%	100%	100%
• students are treated fairly at their school (S2073)	92%	100%	100%
• student behaviour is well managed at their school (S2074)	92%	100%	100%
• staff are well supported at their school (S2075)	91%	100%	100%
• their school takes staff opinions seriously (S2076)	91%	100%	100%
• their school looks for ways to improve (S2077)	91%	100%	100%
• their school is well maintained (S2078)	92%	100%	100%
• their school gives them opportunities to do interesting things (S2079)	92%	91%	100%

* 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

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.

We encourage parent and community engagement through our Parents and Citizens Association, Breakfast Club, Tuckshop, Playgroup, Porty Pebbles, School banking and celebration of events.

The school actively engages with the local community in a variety of ways:

- Anzac Day ceremony includes the local RSL and Women's Auxiliary 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
- A strong partnership exists between the school and Hastings Deering

Respectful relationships education programs

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

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	10	6	10
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this 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.
- **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.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	21,103	26,222	36,888
Water (kL)	2,893	904	1,321

Note:

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

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

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.

How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.

2. Enter the school name or suburb of the school you wish to search.

Find a school

Search website

School sector ▼

School type ▼

State ▼

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.

School profile

NAPLAN

Attendance

Finances

VET in schools

Senior secondary

Schools map

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	5	7	0
Full-time equivalents	4	4	0

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications	*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.
Doctorate		
Masters		
Graduate Diploma etc.*	1	
Bachelor degree	4	
Diploma		
Certificate		

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$10,504

The major professional development initiatives are as follows:

- Social/Emotional Learning
- Literacy
- Leadership
- Pedagogy including moderation

The proportion of the teaching staff involved in professional development activities during 2018 was 100%

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	97%	98%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 74% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	88%	94%	93%
Attendance rate for Indigenous** students at this school	89%		DW

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep	93%	92%	91%
Year 1	96%	95%	92%
Year 2	93%	98%	94%
Year 3	97%	92%	93%
Year 4	44%	96%	95%
Year 5	93%	95%	95%
Year 6	94%	88%	94%

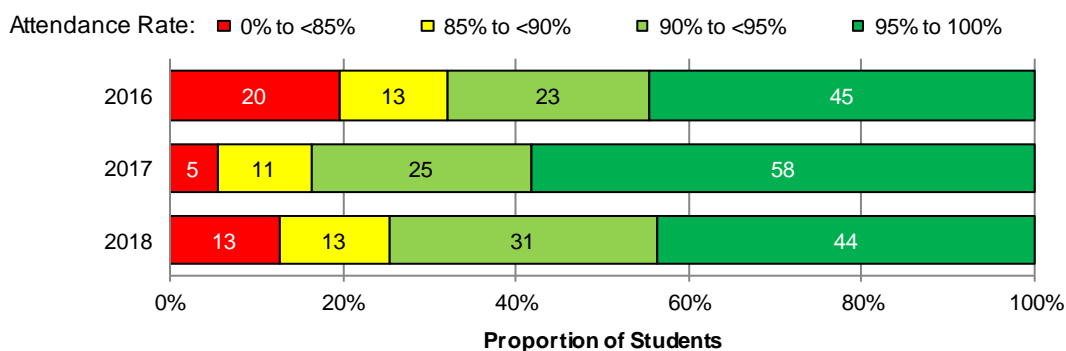
Year level	2016	2017	2018
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland 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.

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 (9.00am and 2pm) and the rolls are monitored by Administration staff. Parents are asked 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. Parents are notified of their child's attendance each term.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website
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Search by school name or suburb	Go
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School sector ▼	School type ▼	State ▼
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- Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

- Click on 'NAPLAN' to access the school NAPLAN information.

School profile	NAPLAN	Attendance	Finances	VET in schools	Senior secondary	Schools map
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Notes:

- If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
- The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.