Port Curtis Road State School

ANNUAL REPORT
2017

Queensland State School Reporting

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

Contact Information

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School Overview

We are a small school of 69 students, tucked away at the southern end of Rockhampton. Our school has all the best qualities of a small country school, we are a close-knit community where all of our students and their individual needs are well known. On the other hand we offer the convenience of a city school, we are just 5kms to the heart of Rockhampton or 2km from the Yeppen roundabout.

At Port Curtis Road State School, we ensure that all students achieve beyond belief through an encouraging, empowering and supportive environment. Success is underpinned by our values of Play the Game, Commitment and Respect – every child matters every day.

A copy of this report is available at the school office if you require.

Principal's Foreword

Introduction

School Progress towards its goals in 2017

Priority	Progress
A Culture that Promotes Learning	• Improved attendance at school and decrease in percentage of students achieving less than 85% of the time. Attendance letters sent home each term. • Increased parental engagement through events and functions • Successful partnerships with Hastings Deering to sponsor Breakfast Club and other events. • KidsMatter continues to be implemented across the school along with gardening cl
The Australian Curriculum	• Fortnightly collaborative planning sessions • Staff engaged with the Teaching of Writing modules • Using formative assessment to prioritise and set learning goals • Accessing the STEM champion to collaboratively plan with teachers for STEM in the curriculum. • Cluster moderation processes established • Whole School Curriculum, Assessment and Reporting Plan updated to align with contextual multi-age units.

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Future Outlook

Priority	Strategies
Implementation of the Australian Curriculum	• Embedding the Whole School Curriculum, Assessment and Reporting Plan • Continue with cluster moderation
Effective Pedagogical Practices	• 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	• Implement a transition to school initiative • Purchase a Guidance Officer • Collect data in behavior and social competencies

Our School at a Glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2017:   Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	67	33	34	3	66%
2016	54	23	31	1	93%
2017	51	23	28		87%

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

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

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

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3	24	17	20
Year 4 – Year 6	10	21	16
Year 7 – Year 10			
Year 11 – Year 12			

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. 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:

- 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

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)	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)	100%	100%	92%
their child is making good progress at this school* (S2004)	100%	83%	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)	100%	83%	83%
they can talk to their child's teachers about their concerns* (S2009)	100%	83%	100%
this school works with them to support their child's learning* (S2010)	100%	100%	100%
this school takes parents' opinions seriously* (S2011)	100%	83%	100%
student behaviour is well managed at this school* (S2012)	100%	83%	92%
this school looks for ways to improve* (S2013)	100%	100%	100%
this school is well maintained* (S2014)	100%	100%	100%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
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%

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Performance measure			
Percentage of students who agree# that:	2015	2016	2017
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)	100%	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%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
they enjoy working at their school (S2069)	100%	92%	100%
they feel that their school is a safe place in which to work (S2070)	100%	92%	100%
they receive useful feedback about their work at their school (S2071)	100%	83%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	80%	83%	86%
students are encouraged to do their best at their school (S2072)	100%	92%	100%
students are treated fairly at their school (S2073)	100%	92%	100%
student behaviour is well managed at their school (S2074)	100%	92%	100%
staff are well supported at their school (S2075)	100%	91%	100%
their school takes staff opinions seriously (S2076)	100%	91%	100%
their school looks for ways to improve (S2077)	100%	91%	100%
their school is well maintained (S2078)	100%	92%	100%
their school gives them opportunities to do interesting things (S2079)	100%	92%	91%

* 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. 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

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- School Banking
- School Working Bees
- Classroom Volunteers
- Tuckshop Volunteers

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

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.

Respectful relationships programs

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	0	10	6
Long Suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

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Environmental Footprint

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.
- **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.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	24,859	116
2015-2016	21,103	2,893
2016-2017	26,222	904

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ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL

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

School name	**GO**
Suburb, town or postcode	

Sector:

☑ Government

☑ Non-government

SEARCH

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	5	8	0
Full-time Equivalents	4	4	0

Qualification of all teachers

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TEACHER* QUALIFICATIONS	
Highest level of qualification	**Number of classroom teachers and school leaders at the school**
Doctorate	
Masters	
Graduate Diploma etc.**	1
Bachelor degree	4
Diploma	
Certificate	

*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 $11,460

The major professional development initiatives are as follows:

- Social/Emotional Learning
- Literacy
- Leadership
- Pedagogy

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.	98%	97%	98%

Proportion of Staff Retained from the Previous School Year
From the end of the previous school year, 100% 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).	91%	88%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).	90%	89%	

*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 Primary schools was 93%.

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	91%	92%	93%	89%	87%	92%	92%						
2016	93%	96%	93%	97%	44%	93%	94%						
2017	92%	95%	98%	92%	96%	95%	88%						

*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:
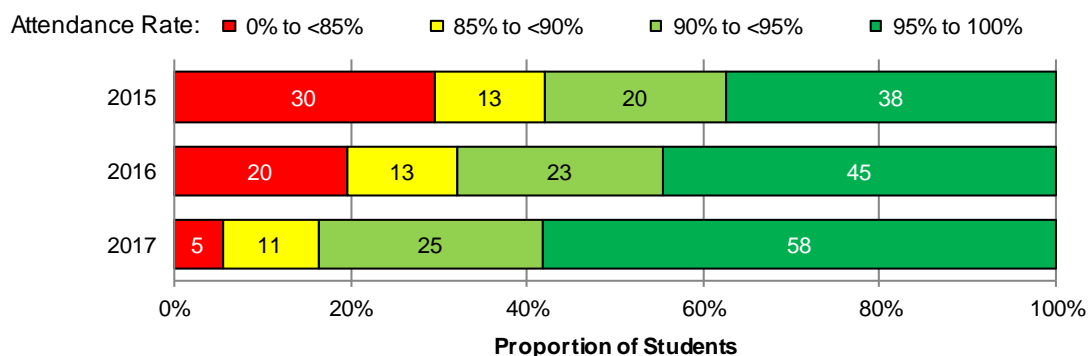
Description of how non-attendance is managed by the school
Non-attendance is managed in state schools in line with the Department of Education procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.
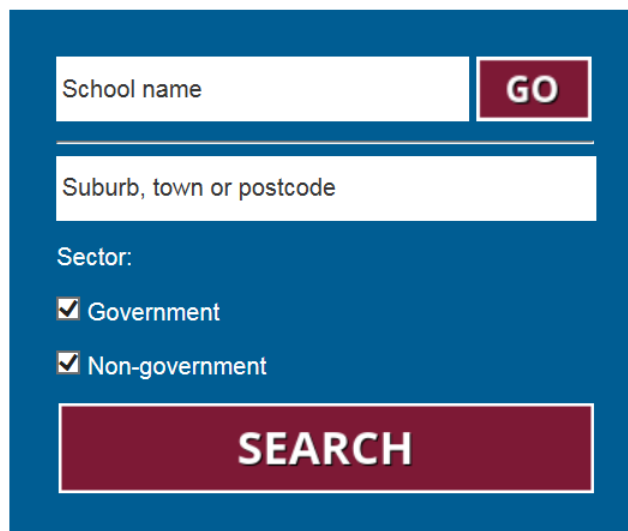
It is the responsibility of parents and carers to ensure that their children attend school each and every day. Class rolls are marked twice daily (9.00am and 2pm) and the rolls are monitored by Administration staff. Parents are asked to notify the school office if their child will be absent from school. 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 are available via the My School website at http://www.myschool.edu.au/.

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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

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.

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