

Port Curtis Road State School

Executive Summary





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1. Introduction

This report is a product of a review carried out by a review team from the Education Improvement Branch (EIB) at **Port Curtis State School** from **2 to 3 November 2020**.

The report presents an evaluation of the school's performance against the nine domains of the [National School Improvement Tool](#). It also recommends improvement strategies for the school to implement in consultation with its regional office and school community.

The report's executive summary outlines key findings from the review and key improvement strategies that prioritise future directions for improvement.

Schools will publish the executive summary on the school website within two weeks of receiving the report.

The principal will meet with their Assistant Regional Director (ARD) to discuss the review findings and improvement strategies.

For more information regarding the EIB and reviews for Queensland state schools please visit the EIB [website](#).

1.1 Review team

Christine Dolley

Internal reviewer, EIB (review chair)

Lisa Bello

Peer reviewer



1.2 School context

Location:	Port Curtis Road, Port Curtis	
Education region:	Central Queensland Region	
Year levels:	Prep to Year 6	
Enrolment:	45	
Indigenous enrolment percentage:	2 per cent	
Students with disability:	Education Adjustment Program (EAP) percentage:	4 per cent
	Nationally Consistent Collection of Data (NCCD) percentage:	18 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	925	
Year principal appointed:	2020 – acting principal 2017 – substantive principal	

1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Acting principal, substantive principal, four classroom teachers, preservice teacher, three teacher aides, two Business Managers (BM), cleaner, four parents and 12 students.

Community and business groups:

- Hastings-Deering administration team leader and Returned and Services League of Australia (RSL) president.

Partner schools and other educational providers:

- Depot Hill State School principal and Ridgeland State School principal.

Government and departmental representatives:

- Councillor for Rockhampton Regional Council, State Member for Rockhampton and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2020	Wellness Roadmap 2019
Investing for Success 2020	Strategic Plan 2017 - 2020
Headline Indicators (May 2020 release)	School Data Profile (Semester 1 2020)
OneSchool	School budget overview
Professional development 2020	Curriculum planning documents
School newsletters and website	School differentiation surfboard
School pedagogical framework	Professional development plans
School Opinion Survey 2020	Responsible Behaviour Plan for Students
Regional Assessment Alignment Planner	School based curriculum, assessment and reporting framework

2. Executive summary

2.1 Key findings

The principal and teaching staff reflect on high levels of engagement in learning and the positive response to Positive Behaviour for Learning (PBL) acknowledgement systems.

Teachers and students enthusiastically express appreciation for the development of 'Incredibull Bull Tags' as the PBL acknowledgement system in learning settings. The principal describes the highly popular acknowledgement system for non-learning settings including the playground. Four brightly coloured tubes are labelled with the school expectations in individual colours with matching tokens. The principal prioritises building and maintaining positive and trustworthy interactions with staff members, students and parents. Student wellbeing, collegiality and protection are prioritised with a goal to promote a positive school reputation in the local and wider community.

A 'Calibration Buddy' teacher colleague is assigned to teachers to moderate throughout units of work.


Formal 'before, after, after, end' moderation is scheduled and enacted with cluster schools. This ensures consistency and confidence of teacher judgement in the assignment of Levels of Achievement (LOA) for all learning areas. Moderation provides teaching staff with the opportunity to celebrate successes, identify areas for improvement and record changes for unit implementation. The end moderation process provides an opportunity to quality assure the enacted curriculum against the achievement standards and content descriptors of the Australian Curriculum (AC). The principal and teaching staff members express a commitment to implementing curriculum units within learning areas aligned to version 8 of the AC.

The school promotes a safe, supportive and caring environment.

There is a shared belief in equality of opportunity for all students. The school aims to provide opportunities for students to experience success, develop confidence and achieve learning and social outcomes. Staff members strive to establish a culture that promotes learning by engaging families in the educational agenda, implementing wellbeing activities to enhance positive mental health across the school, and establishing a consistent whole-school approach to managing behaviour. The principal indicates an intent to engage in full consultation to develop roles, responsibilities and accountabilities for all staff members in the implementation of the school improvement agenda for learning and wellbeing.

Teaching staff articulate the belief that data informing student progress is essential in driving the school's Explicit Improvement Agenda (EIA).

Data is utilised across the school to identify specific student learning outcomes, and to monitor trends over time regarding improvement and growth across all cohorts of the school. The school identifies and demonstrates that it is using summative assessment data and diagnostic tools to monitor school-wide achievement and progress in the improvement



priority area of English. Time is set aside for in-depth staff discussions of PBL data for the continuous improvement in student outcomes. The principal articulates the intent to develop further opportunities for intentional collaboration in the use of data to inform teaching practice, track student progress, reflect on effectiveness and drive a culture of high expectations.

The school has a team of dedicated teachers and teacher aides that share responsibility for student learning and success.

Staff members are encouraged to share their expertise with others and to work together to support the students in their care. The principal articulates the importance of the development of staff members into an expert and coherent teaching team as central to the continued improvement of outcomes for the full range of students. The strategy of creating a culture of observation, feedback and coaching with staff enhances reflective practices and builds capability. Actions include engaging in a cycle of inquiry to collaboratively develop a shared understanding of coaching and feedback. The principal indicates the intent to prioritise opportunities for teachers to watch others work and engage in collaborative discussions regarding effective pedagogy feedback practices.

The principal recognises that highly effective teaching is the key to improving student learning throughout the school.

Staff members are developing research-based methods of instruction including Explicit Instruction (EI), warm ups, the Gradual Release of Responsibility (GRR), student learning goals, learning walls and feedback to students. These practices are currently utilised variably with strategies emerging in teacher practice. The principal articulates the need to continue to develop the repertoire of practice of school staff to effectively plan for and deliver a range of high-yield strategies that support improvement in student learning outcomes.

The principal is dedicated to developing partnerships within the local community.

The school has a strong partnership with Hastings Deering – located across the road from the school, and Brumby's Bakery. Families were supported during the learning@home period with family care packs. Breakfast is provided to all students on a daily basis through the breakfast club with resources provided by Hasting Deering, Brumby's Bakery and parent volunteers. Community members and staff value the contribution these partnerships make to the school and are looking for opportunities through which the partnerships can be strengthened.

Small school cluster partnerships form a supportive network for principals and school staff.

The work of the cluster supports curriculum, teaching and learning with a Professional Learning Community (PLC) established to assist principal-to-principal mentoring and capability development. Cluster schools engage together in planning and moderation processes and Professional Development (PD). Recent cluster moderation at the school included learning walks and talks with like schools. Positive feedback regarding this process is expressed by staff members in affirming the work of the school in developing learning



goals with students and co-constructing learning walls. Regular school visits provide opportunities to celebrate and share practices in relation to curriculum, teaching and learning, and PBL.



2.2 Key improvement strategies

Engage in full consultation to develop roles, responsibilities and accountabilities for all staff members in the implementation of the school improvement agenda for learning and wellbeing.

Develop further opportunities for intentional collaboration in the use of data to inform teaching practice, track student progress, reflect on effectiveness and drive a culture of high expectations.

Enhance practices for the collaborative development of processes to build teacher capability and sharing of practice through regular coaching, mentoring, observation and feedback aligned with the EIA.

Develop the repertoire of practice of school staff to effectively plan for and deliver a range of high-yield strategies that support improvement in student learning outcomes.