

PORT CURTIS ROAD STATE SCHOOL



BEHAVIOUR HANDBOOK 2016



Play the Game

Commitment

Respect



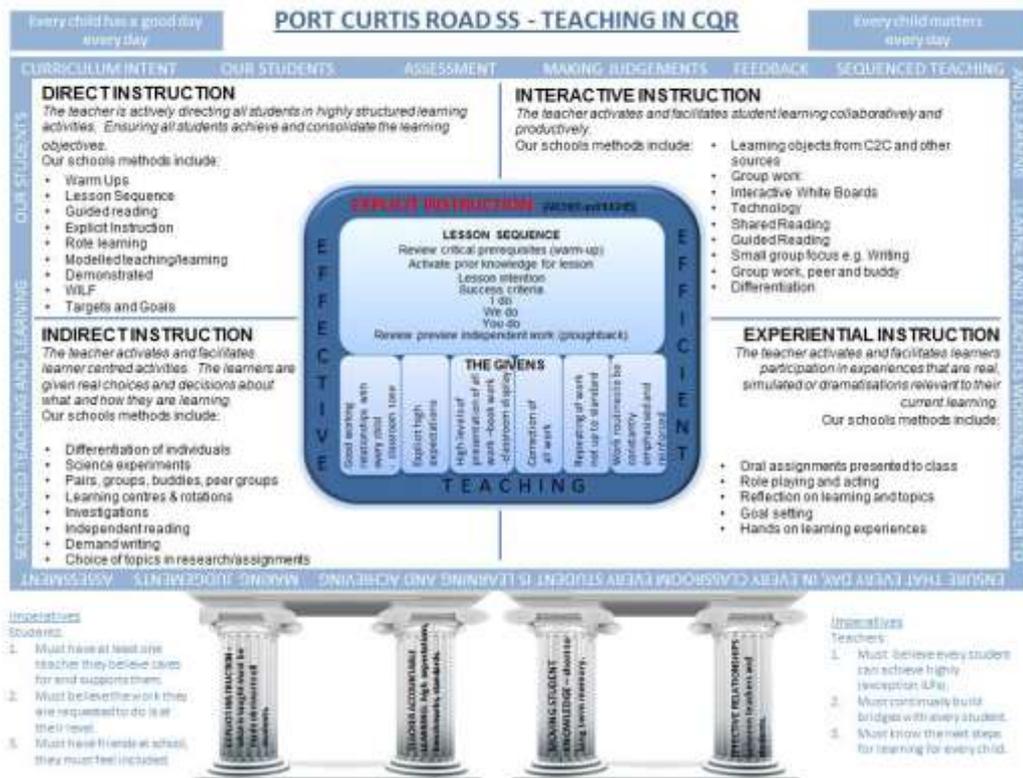
Visions and beliefs at Port Curtis Road State School are founded on the following:

The Three Imperatives

- Students feel valued and respected by all their teachers
- Students have work at their ability level
- Students have friends at school

The Four Pillars

- Teacher accountable learning
- Explicit instruction
- Moving student knowledge from short term to long term memory
- Effective relationships between teachers and students





Our Vision

Port Curtis Road State School seeks to create a challenging learning environment that encourages high expectations for student success through rigorous and explicit instruction that caters for individual differences and learning styles.

Our school promotes a safe, caring and supportive environment where all stakeholders work collaboratively towards the shared belief of equality of opportunity.

Our school is a place where all students experience success, develop confidence and achieve the highest possible learning and social outcomes. Each student's self-esteem is enhanced through positive and purposeful relationships with each other, the staff and the wider community.

We, as a school community, are committed to developing students who are responsible, resilient and confident; students who are equipped with knowledge and skills that will see them become independent, fulfilled and active members of the community in the spirit of "Play the Game".

Every child matters every day.

Values Education

The term *values education* refers to the education of children about the values which are set forth as being a solid standard for living one's life. Values are basically the principles and fundamental convictions which act as general guides to behaviour, the standards by which particular actions are judged to be good, worthwhile or desirable.

They are the ideals that give significance to our lives, they are reflected through the priorities we choose and that which we act on consistently and repeatedly.

Here at Port Curtis Road State School our Values Education is centred on our motto of “***Play the Game***”, aligned to ***commitment*** and enacted upon through ***respect***.

Play the game
Commitment
Respect

Through ***playing the game*** students are encouraged to show care towards others, to grow in confidence, to co-operate, to build determination, to demonstrate fairness in their endeavours and interactions, to display pride in that which they do and at all times to do their very best.

Commitment is achieved through developing students' ability to demonstrate patience, to display perseverance, to act independently, to be steadfast and resolute in their beliefs and actions, to demonstrate enthusiasm and above all to strive towards excellence.

Respect is encouraged through actively promoting loyalty, a sense of responsibility, trustworthiness, honesty, thoughtfulness and tolerance.

These are the values which we hold true at Port Curtis Road State School.

Our Values

How we Play the Game:

- Caring
- Confidence
- Co-operation
- Determination
- Doing your best
- Fairness
- Pride



How we display Commitment:

- Patience
- Perseverance
- Independence
- Steadfastness
- Enthusiasm
- Excellence



How we show Respect:

- Loyalty
- Responsibility
- Honesty
- Thoughtfulness
- Tolerance



**THE STANDARD
WE WALK PAST
IS THE STANDARD
WE ACCEPT**



Our School Rules and Acceptable Behaviour

Be Safe, Be Responsible, Be Respectful, Be a Learner

Respect for Ourselves

- Strive for personal best
- Take responsibility for your own actions and property
- Actively manage personal wellbeing (healthy mind, healthy body)
- Adhere to the School Dress Code.

Respect for Others

- Be fair and compassionate.
- Use polite and appropriate language at all times. (Swearing will not be tolerated.)
- Treat the property of others with respect.
- Recognise personal space (Hands Off Program)
 - Port Curtis Road State School is a strictly HANDS OFF school.
- Accept views and opinions of others.
- Be positive in building relationships (Care and Share)

Respect for Learning

- Take pride in your learning environment.
- Manage time and resources.
- Engage in all learning opportunities.
- Ensure your behaviour allows yourself and others to learn.

EVERY CHILD MATTERS EVERY DAY



Core Priorities for 2016

Core Priorities:

- Writing
- Attendance
- Foster Student and Staff Learning and Wellbeing

Continue to work on the following:

- Greater Results Guarantee
- Improve student outcomes in Naplan in all 5 strands (focus on G & P)
- Development of Successful Learners
- Australian Curriculum (English, Maths, Science, History and Geography)
- 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

Weekly Timetable

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8.00 – 9.00	Preparation	Behaviour Management Meeting	Staff Meeting	Preparation	Preparation
9.00 – 11.00	LITERACY CAFÉ BLOCK	LITERACY CAFÉ BLOCK	P-2 P.E. & Library (Non Contact)	LITERACY CAFÉ BLOCK	LITERACY CAFÉ BLOCK
	Shared reading, Rapid recall, Warm ups, Vocab, Language elements, Writing & Reading Activities, Spelling	Shared reading, Rapid recall, Warm ups, Vocab, Language elements, Writing & Reading Activities, Spelling	Y3-4 MUSIC (Non Contact)	Shared reading, Rapid recall, Warm ups, Vocab, Language element, Writing & Reading Activities, Spelling	Shared reading, Rapid recall, Warm ups, Vocab, Language elements, Writing & Reading Activities, Spelling, Testing LOTE Yr 3/6/7
11.00- 11.20	Lunch				
11.20 – 11.45	Playground Duty/Planning				
	MATHS BLOCK	MATHS BLOCK	P-2 YR 3-4	MATHS BLOCK	P-2 YR 3-4
	Warm ups, number, time, measurement, tables, chance & data, problem solving, geometry etc	Warm ups, number, time, measurement, tables, chance & data, problem solving, geometry etc	YR 5-7 MUSIC (Non Contact)	Warm ups, number, time, measurement, tables, chance & data, problem solving, geometry etc	Maths Maths HPE (1-1:20) Learning Goals Library
1.30 – 2.00	Playground Duty/Planning				
2.00 – 3.00	P-2 YR 3-4 Geography HPE- Health, Values	P-2 YR 3-4 Science Science	P-2 YR 3-4 Literacy RE	P-2 YR 3-4 Art HPE- Values	P-2 YR 3-4 HPE- Values Science Health HPE Sport
	Reading, XO's LOTE Yr6 Yrd/7	YR 5-7 Geograph y	YR 5-7 Science	YR 5-7 Library HPE- Values	YR 5-7 HPE- Values ICT
3.00 – 3:30	Bus Duty				

Positive Behaviour Level System



Port Curtis Road State School's Behaviour Level System aims to track student progress whilst providing motivation towards positive behavioural choices. Students value recognition for responsible and positive behaviour. They also recognise and acknowledge fair and consistent consequences for poor behaviour; this system provides both in that it encourages students to take responsibility for their own movement through the five tracking levels. A committee consisting of the Port Curtis Road State School staff will meet fortnightly to monitor student movement through the Behaviour Level Tracking System.

Level	Explanation of Levels.
GOLD	Gold level students have demonstrated highly responsible behaviour and participate in both school and community service.
SILVER	Silver level students have demonstrated very responsible behaviour and participate in both school and community service.
GREEN	All students enter the system at this level. Green level students have demonstrated responsible behaviour and usually follow the school rules. They may have been referred to the office on occasion however demonstrate responsible behaviour and actions on re-entry into the classroom.
AMBER	This level includes students who have had frequent adverse behaviour reports and/or detentions. Behaviours demonstrated may be deemed critical. Students who have returned from suspension and have operated for two weeks on Red Level also fit into this category. These students will be on a Responsible Behaviour Plan for a fortnight and after this period of time may apply for a level up should their behaviour be deemed satisfactory. For those students whose behaviour has been deemed unsatisfactory, they will be required to review their Responsible Behaviour Plan for an additional two weeks.
RED	These students have demonstrated behaviours that put the safety and learning of themselves and others at risk. Continual interventions have failed to encourage the student to act responsibly. Alternatively, critical, serious or dangerous behaviour exhibited by students on ANY level will result in being moved to RED level. Students will be placed on a negotiated Responsible Behaviour Plan for two weeks. At the end of the fortnight, students who have demonstrated responsible behaviour will move to the Amber level, from which after 2 more weeks, they may apply to move up. . For those students whose behaviour has been deemed unsatisfactory, they will be required to review their Responsible Behaviour Plan for an additional two weeks. DUE TO THE LEVEL OF RISK, RED LEVEL STUDENTS WILL NOT PARTICIPATE IN SCHOOL REPRESENTATIVE DUTIES, INTERSCHOOL SPORT, EXCURSIONS, CAMPS ETC.

STUDENT MOVEMENT THROUGH THE SYSTEM

Upward movement is determined by considering student 'level-up' applications. Students on Red or Amber levels must successfully complete their Responsible Behaviour Plan before they are eligible to Level Up.

Steps involved in levelling up:

Students complete a 'level up' form. (All teachers have these forms) Prep and Year 1 students have these forms completed with the assistance of their class teacher. The classroom teacher and one other teacher or teacher aide must sign the form. Students submit the form to the Behaviour Management Committee. Behaviour Management Committee considers applications on a fortnightly basis. Classroom teacher informs students of the outcomes.

Level Down:

Downward movement is determined by consideration of the behaviour forms completed by staff members and presented to the Principal.

Serious, Critical or Dangerous Behaviour:

Staff record student inappropriate behaviour and refer student to the Principal via Behaviour Report Form.

Principal takes action and student is moved to the Red Level.

Staff is informed of actions.

Parents/caregivers are notified that student's level has been downgraded.

Repetitive Behaviour:

Staff record student inappropriate behaviour and refer student to the Principal via Behaviour form should the incident be deemed of such a degree of seriousness by consideration of the Minor/Major Behaviour Continuum.

Principal decides on course of action: (time out, detention, warning, or return to class) Behaviour is noted on One School.

If student receives three (3) adverse reports in one week, the student may be referred to the Behaviour Management Committee for Level down consideration.

RECOGNITION OF POSITIVE BEHAVIOUR

GOLD LEVEL: Eligible to participate in ALL school activities; end of term celebration; newsletter acknowledgement; certificate; freedom to choose an eating area; end of semester mystery tour.

SILVER LEVEL: Eligible to participate in ALL school activities; end of term celebration; newsletter acknowledgement; certificate; freedom to choose an eating area.

GREEN LEVEL: Eligible to participate in ALL school activities; end of term celebration; newsletter acknowledgement.

Managing Student Behaviour

<u>Positive Behaviour</u>	<u>Supporting documentation</u>
<p>Progression through Levelled Behaviour System:</p> <p>Green Level – all students begin school year at this level. (Must remain at this level for 2 weeks before applying to level up)</p> <p>Silver level - (Must remain at this level for 2 weeks before applying to level up)</p> <p>Gold Level – Students are required to maintain high standards of behaviour to remain at this level</p>	<p>Level up form to be completed by students and placed in Level Up box prior to weekly Behaviour Management Committee meeting</p> <p>Level up form to be completed by students and placed in Level Up box prior to weekly Behaviour Management Committee meeting</p>
<p>Acknowledgment of positive behaviour through:</p> <ul style="list-style-type: none"> • Parades • Newsletters • Letters to parents • Public affirmation. 	<p><u>Follow up actions:</u></p> <ul style="list-style-type: none"> • Level up progression recorded on One School-Behaviour Support – Record Positive Behaviour • Monitor student behaviour in line with Responsible Behaviour Plan • Rewards for students at Green; Silver; Gold levels. • Green, Silver and Gold level certificates to be filed in students' behaviour folios
<u>Behaviours Requiring Modification</u>	<u>Supporting Documentation/Course of action</u>
<ul style="list-style-type: none"> • Individual classroom teacher intervention as per regular strategies. (Minor level infractions) • Persistent behaviours requiring use of buddy classroom (child removed from regular classroom for period of time) 	<ul style="list-style-type: none"> • Notations as required- planning, diary entry etc. • Remove to buddy classroom, provide work to complete, provide Behaviour Sheet (App 7 RBP); complete Record of attendance in Behaviour folder; note on One School. • Consider use of Behaviour Management Tracking Log (App 3 RBP) • Repeated infractions – Complete Level Down form and present to Behaviour Management Committee. (File in Student's Behaviour Folio and letter home to parents.)
<p>Serious infractions – refer to Responsible Behaviour Plan</p> <p>Refer to office – Principal intervention</p>	<ul style="list-style-type: none"> • RBP • Parent notification; possible suspension/exclusion, referral to Guidance Officer



Prep – 1 Classroom Rules



Years 2 – 6 Classroom Rules

Behaviours That Support Your Learning:

1. Get started right away
2. Stay in one place
3. Work quietly
4. Read and write the whole time
5. Increase stamina
6. Select and read good fit books
7. Complete the activity or task required



Daily Behaviour Log

PORT CURTIS ROAD STATE SCHOOL Term

NAME: **DATE:**...../...../.....

1=Very disappointing effort 2=Fair effort 3=Satisfactory effort
 4=Good effort, gaining positives 5=Brilliant-focussed

TIME	RATING	COMMENT	SIGNATURES
9.00 – 9.30am			
9.30 – 10.00am			
10.00– 10.30am			
10.30– 11.00am			
Lunch / Play 11.00 – 11.45am			
11.45 – 12.30pm			
12.30 – 1.00			
1.00 – 1.30pm			
Afternoon Tea / Play 1.30 – 2.00pm			
2.00 – 2.30pm			
2.30 – 3.00pm			



Behaviour Sheet

The behaviour I was displaying was

The behaviour I should have been displaying was

What I will do in the future to display the correct behaviour is

Student's Signature _____ Date: _____

Teacher's Signature _____ Date: _____

Principal's Signature _____ Date: _____



Bookwork Policy

At PCRSS we have high expectations of bookwork of all of our students, from Prep to Year 6. All students are expected to adhere to our Bookwork and Presentation Guidelines, which are:

All Books

- Keep it neat at all times, with no scribbling or graffiti.
- Use every page consecutively and glue trimmed worksheets to fit neatly along the margin.
- Write in pencil. Write headings and rule margins in red.
- Use a regular ruler.
- Rub out or rule a single line through mistakes.
- Rule off completed work.
- Have a date and heading in the margin of each page.

English/Writing Books

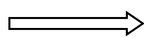
- Rule a margin the width of a regular ruler and date.
- Rule off after daily activity.
- Pen Licence introduced for eligible students, bookwork must be of a high standard in Semester 2 (Year 6 only) Queensland Cursive Script.

Maths Books

- Ruled vertical mid-line creating 2 columns (front of the book – unless unsuitable for activity).
- Number facts – 4 ruled columns (back of the book).
- Rule off after each sum or day.
- The date is written in numerical numbers.
- Only pencil is used (including Year 6 – no pen is used in maths book).

To achieve this, all teachers explicitly teach to the bookwork and presentation expectations. The classroom teacher provides feedback on bookwork, and the Principal regularly checks students' bookwork to ensure consistency across the school.

From this: Prep Bookwork



To this: Year 6 Bookwork





Homework Policy

Rationale

It is a legislative requirement that all Queensland schools have a homework policy, developed in consultation with the School Community as specified in Policy statement "Homework",
G:\Coredata/Common/Administration\Policies\Homework Policy.

General Principles

At Port Curtis Road State School we recognise that homework provides students with opportunities to:

- consolidate their classroom learning,
- pattern behaviour for lifelong learning beyond the classroom and
- involve family members in student learning.

We value homework that:

- enhances and consolidates student learning
- is purposeful and relevant to student needs
- is appropriate to the phase of learning (early or middle)
- is appropriate to the capability of the student
- develops the student's independence as a learner
- is varied, challenging and clearly related to class work
- consolidates basic literacy and numeracy skills
- allows for student commitment to recreational, employment, family and cultural activities
- communicates to parents/carers current classroom activities

Guidelines

Our school community recognises that the homework requirements for students will vary according to year level, school and community commitments, a child's individual learning needs and the classroom focus at any given time. Set homework is intended to engage students in independent learning to complement work undertaken in class through:

- revision and critical reflection to consolidate learning (practising for mastery)
- applying knowledge and skills in new contexts (a topic of interest, an authentic local issue)
- pursuing knowledge individually and imaginatively (investigating, researching, writing,
- designing, making)
- preparing for forthcoming classroom learning (collecting relevant materials, items, information).

The following is the guide our classroom teachers refer to in determining the amount of set homework that they might expect students to undertake. It is of course open to parents to consult with a student's teacher about additional materials or practice exercises with which parents can assist their children at home.

Early Phase of Learning (Prep to Year 3)

Written homework will generally not be set on weekends. In Prep and Years 1, 2 and 3 set homework could be up to but generally not more than 1 hour per week. Many activities at home or in play can assist children to develop literacy, numeracy and problem-solving skills. Homework tasks may include:

- daily reading to, with, and by parents/caregivers or other family members
- linking concepts with familiar activities such as shopping, preparation of food, family outings
- conversations about what is happening at school eg. preparation for oral presentations
- collections of items to enhance student outcomes eg. craft materials, reference materials, pictures or props etc.
- learning number facts, spelling, word recognition to achieve a mastery level

Middle Phase (Year 4 to Year 6)

Homework in Year 4 and Year 5 could be up to but generally not more than 2-3 hours per week.

Homework in Year 6 could be up to but generally not more than 3-4 hours per week.

Written homework will generally not be set on weekends.

Some homework can be completed daily or over a weekly or fortnightly period and may include:

- daily independent reading
- extension of class work, projects and research
- learning number facts and spelling to a mastery level

Roles and Responsibilities

Teachers:

Teachers can help students establish a routine of regular, independent study by:

- ensuring their school's homework policy is implemented
- setting homework on a regular basis
- clearly communicating the purpose, benefits and expectations of all homework.
- checking homework regularly and providing timely and useful feedback.
- using homework that is varied, challenging and directly related to class work and appropriate to students' learning needs.
- explicitly teaching strategies to develop organisational and time-management skills and providing opportunities to practise these strategies through homework
- giving consideration to other academic and personal development activities (school based or other) that students could be engaged in when setting homework
- discussing with parents and caregivers any developing problems concerning their child's homework and suggesting strategies to assist with their homework.
- Modelling smart, safe responsible use of digital technology.

Students:

Students can take responsibility for their own learning by:

- discussing with their parents or caregivers homework expectations
- accepting responsibility for the completion of homework tasks within set time frames
- following up on comments made by teachers
- seeking assistance when difficulties arise
- organising their time to manage home obligations, participation in physical activity and sports and recreational and cultural activities.
- follow smart, safe responsible use of digital technology

Should a student fail to complete their homework they will not be able to progress up to the next behaviour level.

Parents and Caregivers:

Parents and caregivers can help their children by:

- showing a positive interest in their classroom work and achievements
- reading to them, talking with them and involving them in tasks at home including shopping, playing games and physical activity
- awareness of the Internet and Technology Policy
- helping them to complete tasks by discussing key questions or directing them to resources
- encouraging them to organise their time and take responsibility for their learning
- encouraging them to read and to take an interest in and discuss current local, national and international events
- helping them to balance the amount of time spent completing homework, watching television, playing computer games, playing sport and engaging in other recreational activities
- contacting the relevant teacher to discuss any concerns about the nature of homework and their children's approach to homework.





Explicit Instruction

Explicit Instruction is the cornerstone of the explicit teaching process used at Port Curtis Road State School. Explicit instruction is the structured, systematic and effective methodology for the teaching of a broad range of academic skills. It is explicit in that it is unambiguous and direct. It includes both instructional design and delivery procedures that are consistent across all classrooms.

Explicit instruction lessons at PCRSS are characterised by a series of scaffolds or supports, whereby students are guided through the learning process with clear statements about the purpose and rationale for learning the new skill/s. Lessons are structured with clear explanations and demonstrations of the lesson intent and outcome following a systematic plan of:

- I DO (teacher modelling)
- WE DO (shared input)
- YOU DO (individual attempt)

Students are supported at each step of the lesson sequence through the use of immediate feedback in relation to specified and demonstrable success criterion until mastery is achieved.

Explicit Instruction Teaching & Learning Sequence

Orientation

Learning Intent _____

Success Criteria

Warm Up

Engagement

I do

We do

You do

Debrief

Ploughback



WALT AND WILF

It is an important practice at the school to set up learning objectives and success criteria in the form of WALT and WILF. A policy document outlines this process and offers suggestions for teachers and posters for teachers to use.



Below is the structure that teaching experiences follow at our school:

WARM UP Activating prior knowledge	Review prerequisite skills/knowledge Revise or make connections to previous related work Quick and focussed, a few examples or CFU
LESSON INTRO Purpose & Goal	State purpose and goal of lesson "The purpose of this lesson is to... by the end of this lesson you will be able to..." Discuss relevance [3 Ws – Why? When? Where?]
I DO Explicit teaching & modelling of concept/skill	Define concept/skill to be taught Explicitly model skill/strategy being taught, demonstrating and describing verbalising thought processes using concise 'think-alouds' An anchor chart can be used here Break down into clearly defined steps Often more than one demonstration is needed Revise, reinforce and CFU
WE DO Guided Practice	Question students throughout, rehearsing critical content and steps to CFU Students provided with prompts/scaffolds as they all work through the same example/s. Prompts may include explicit instructions, use of anchor chart or other visual prompts, questions, directions, clues or reminders Several opportunities should be given for students to practice skill/strategy and experience success Scaffolds gradually withdrawn [gradual release model) to develop student independence Constant CFU throughout to ensure every child has understood the skill/concept - show me boards, chanting back steps

END OF LESSON

YOU DO Independent Practice	Students perform skill/strategy that was modelled - individual activities that every child should be able to do independently Teacher constantly CFU and providing individual feedback Differentiation evident - work given at their level – teachers differentiate by providing scaffolding or working 1-on-1 or in a small group, while providing others harder examples or extension
REVIEW Ploughing Back	Review purpose, goal and critical content – students should be able to articulate 'what they learnt' or purpose of lesson, chant back steps or answer questions CFU Ensure every child understands skill/concept
CFU (Checking for understanding) and FEEDBACK	CFU needs to occur throughout every step of the EI lesson. Strategies include: Choral response, Partner response, Individual response, Walk around, look around, talk around, Show Me Boards (SMB), response cards or actions. Providing immediate affirmative and corrective feedback is crucial. Feedback should be specific and timely and may include: Echo – affirmation, Elaborate – reinforce and paraphrase, Explain - reteach Goal of feedback is to close the gap between student's current responses and the desired response. Corrections to be positive, constructive and encouraging.



Port Curtis Road State School's commitment to learning and wellbeing

LEARNING ENVIRONMENT

A positive school ethos and rich learning environment that is open, respectful, caring and safe optimises learning through a commitment to wellbeing.

Port Curtis Road does this by:

- promoting a positive school ethos in newsletters, school publications, meetings with parents, P&C Meetings and weekly school parades
- tracking individual student data and ensuring individual needs are being met through different approaches (differentiation) and to be inclusive of student needs
- demonstrating a commitment to providing a school where students can experience success and achievement every day
- providing students with a warm, caring, safe, supportive environment where they can grow in confidence and resilience
- utilising local support personnel and networks e.g. Guidance Officer, Speech Language Officer, paediatrician to help with student learning needs identification
- ongoing review and development of the school's Responsible Behaviour Plan with support of Staff, Students and P&C. RBP clearly outlines expectations of-Be Safe, Be Respectful, Be Responsible and Be a Learner
- having a commitment to professional development through Staff DPPs and a school Professional Learning Plan aligned to school priorities, staff and student needs
- encouraging students to develop a sense of identity and belonging through making and being engaged in decisions i.e. (raising money for charities via student council.)
- maintaining and continuing the high Staff morale and wellbeing
- providing a smart, safe and responsible use of digital technologies (internet, emails, games and resources)
- Providing opportunities for supervised structured games and lunch activities to build resilience.
- Provide opportunities for camp every 2 years for Senior students; incursions/excursions

CURRICULUM AND PEDAGOGY

Curriculum that enhances wellbeing equips students with the knowledge, skills, attitudes and strategies to understand and manage themselves and their relationships.

Pedagogy that enhances wellbeing builds positive relationships.

Port Curtis Road State School does this by:

- developing and implementing a whole school curriculum that embeds higher order thinking, social and cultural differences and differentiation that cater for the range of student learning styles and interests
- providing whole school curriculum programs across all key learning areas. The implementation of these programs is tracked in a central location [G drive] to allow teachers to share planning.
- embedding anti-bullying and cybersafety programs and practices
- ensuring strategies are in place to allow for differentiation in teaching and learning. These strategies form an important part of teachers' planning and are collated in a central location [G drive]
- allowing students to track their own progress with attendance and behaviour in their Data Booklets. This allows students to set personal goals.
- Celebrating achievements, attendance & positive behaviour choices – verbal recognition, weekly celebration assembly – Gotcha Award – Dojo's, bookwork & Principal Award, Caught doing your Best Award. End of term attendance awards.
- reinforcing positive behaviour through a consistent system of recognition and rewards for both learning and behaviour
- providing a balanced range of professional development opportunities within the school
- ICP's, ESP's, Behaviour Plans – targeted toward student cognitive, social & emotional development.
- Accessing Carer's Qld – social skilling program
- Mentoring Program for Beginning Teachers
- Creating opportunities for students in extension & support programs – enrichment days with high school; Read 2 Write 2 Spell Program.



<p>POLICIES AND PROCEDURES</p> <p>Policy intentions are transformed into action by school staff, students and the wider community.</p> <p>Port Curtis Road State School does this by:</p> <ul style="list-style-type: none"> clearly stating the school’s approaches to learning, cybersafety and wellbeing in enrolment interviews and in the Responsible Behaviour Plan that we value Care, Respect, Responsibility, Inclusiveness, Excellence, Integrity and Learning for all Students publishing the school policies and procedures relevant to student wellbeing, cybersafety and learning on the school website, in enrolment packs and regular updates in the newsletters provides opportunity for school community involvement in school operations relevant to student wellbeing in P&C meetings, regular communications (emails & letters and face-face conversations) providing information to staff, parents and students about the school’s Responsible Behaviour Plan & Explicit Improvement Agenda. Setting and maintaining high expectations for Students in conduct, respectful attitudes and performance using staff meetings to review and evaluate school operational matters relevant to student wellbeing and safety ensuring the budget support for professional development programs (aligned to the school’s Professional learning Plan) to support policies being enacted by the school. Address student referrals, maximise specialist expertise and wellbeing and decide on appropriate programs. promoting our school vision of a safe, caring and supportive environment where all stakeholders work collaboratively towards the shared belief of equality of opportunity and where all students experience success, develop confidence and achieve the highest possible learning and social outcomes. <p>(outlined in our ISIP)</p>	<p>PARTNERSHIPS</p> <p>Productive partnerships expand the knowledge, skills and resources available in the school.</p> <p>Port Curtis Road State School does this by:</p> <ul style="list-style-type: none"> supporting positive working relationships between students and all staff to ensure students know that they are appreciated, respected and safe. providing ample opportunity for parents to discuss student progress frequently during the year (i.e. parent/teacher interviews, P&C meetings and informal conversations) ensuring that teaching and learning is connecting and respecting the life experiences and cultures of our students maintaining our school as a happy, safe place that ensures students have a sense of belonging to the school being highly involved in programs, e-Smart Framework, Professional Development and networks organised developing partnerships with other organisations including Kids Matter, Life Education, Red Cross, Centacare, Carers Qld, Umbrella network, Bravehearts, RSL, Hastings, and local community members. supporting partnerships with schools in our Cluster to share and utilise staffing and resources(e.g. NAIDOC & District Sports Association) monitoring school attendance and morale as indicators(positive or negative)of social and emotional competence within staff and students at the school continually ensuring staff wellbeing is maintained by providing a relaxed , happy environment for sharing our experiences Active partnerships with Student council and P & C for school events Communication via newsletter each fortnight. Establish links with early early childhood services & high schools to assist with transition.
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