Background:
Port Curtis Road SS is a multigrade coeducational school located on the southern outskirts of Rockhampton. The school has an enrolment of 71 students divided into four multi-age classes. This school maintains the atmosphere of a small country school yet has the convenience of being in the city.

Commendations:
- Since the last Teaching and Learning Audit report in 2010, there has been considerable progress in developing An Expert Teaching Team. There is evidence that the Principal sees the development of staff members into an expert and coherent school wide teaching team as central to improving outcomes for all students.
- The Principal and staff members have developed and are driving the school’s explicit improvement agenda in reading and behaviour.
- The Principal clearly articulates the belief that regular reliable data on student outcomes are crucial to the school’s improvement agenda.
- The Principal is clearly committed to finding ways to improve on student outcomes. They have analysed school performance data, met regularly to discuss student learning, are aware of trends in student achievement levels and are committed to every student’s success.
- A high priority has been given to identifying and addressing the learning needs of students at the school. This is evidenced by a number of initiatives including the review of the Responsible Behaviour Plan and the development of a social skills program for some students.
- The school has very professional and hardworking staff members. They are working together towards improvement in their teaching to ensure there is improvement in student learning outcomes.

Affirmations:
- There is a documented Professional Learning Plan based on school improvement priorities and the teachers’ Professional Development Plans.
- Teachers are using the Differentiation Cone to identify and support individual and group needs.
- A formal coaching and mentoring program has been initiated.
- Staff members’ commitment to professional development initiatives, for example, The Essential Skills for Classroom Management is evident across the school.

Recommendations:
- Continue to embed a high level of expectations of learning, behaviour and student achievement for every student.
- Continue to provide professional development to build teachers’ data literacy skills to enhance the analysis and interpretation of school data.
- Continue to develop a whole school curriculum plan with reference to the curriculum intent of units, the tracking of essential learnings and embedding the fundamental skills of literacy, numeracy and higher order thinking within all key learning areas (KLAs).
- Continue to develop a consistent whole school reading program across the school.
- Continue to develop, implement and embed a whole of school pedagogical framework across all KLAs that ensures consistent alignment from Prep – Year 7.
- Continue to develop a school wide process for differentiation. Reinforce planning requirements to ensure consistency of planning and program adjustments for students’ differentiated learning are made by all teaching staff.
- Continue to develop the process of ensuring teachers provide regular and timely feedback to students which assist students to monitor their own learning and setting future learning goals.
- Develop the Gifted and Talented program across classrooms to ensure that identified students are appropriately engaged, challenged and extended by classroom activities.