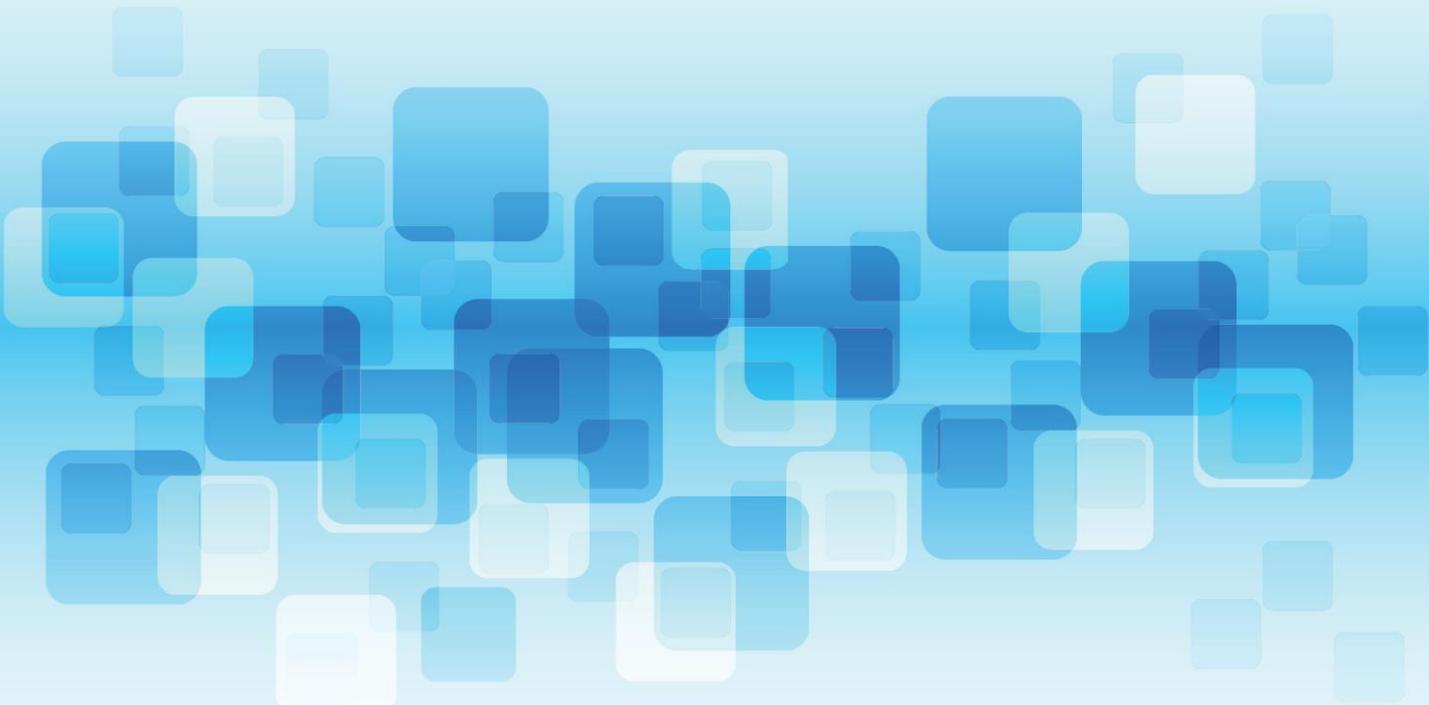




School Improvement Unit Report

Port Curtis Road State School





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1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Port Curtis Road State School** from **14 to 15 September 2016**.

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 consider in consultation with its regional office and school community.

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

The 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 about the SIU and reviews for Queensland state schools please visit the SIU [website](#).

1.1 Review team

Garry Lacey

Internal reviewer, SIU (review chair)

Alison Welch

Internal reviewer, SIU

1.1 School context

Location:	Port Curtis Road, Rockhampton
Education region:	Central Queensland Region
Year opened:	1875
Year levels:	Prep to Year 6
Enrolment:	53
Indigenous enrolment percentage:	3.7 per cent
Students with disability enrolment percentage:	5.3 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	916
Year principal appointed:	2012
Full-time equivalent staff:	4.2
Significant partner schools:	Depot Hill State School, Allenstown State School, Rockhampton State High School
Significant community partnerships:	Centacare, Rockhampton Returned and Services League (RSL)
Significant school programs:	Port Curtis Road Playgroup, school wellbeing programs

1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, four teachers, four teacher-aides, administration officer, school cleaner, ten parents, 35 students, Parents and Citizens' Association (P&C) executive

Community and business groups:

- Centacare representative, two RSL representatives, local business representative

Partner schools and other educational providers:

- Three local principals, playgroup coordinator, deputy principal local high school

Government and departmental representatives:

- Assistant Regional Director



1.4 Supporting documentary evidence

Annual Implementation Plan 2016	Explicit Improvement Agenda 2016
Investing for Success 2016	Strategic Plan 2013-2016
Headline Indicators (2015 release)	School Data Profile (Semester 2, 2016)
OneSchool	School budget overview
Professional learning plan 2016	Curriculum, assessment and reporting framework
School improvement targets	School differentiation plan
School pedagogical framework	Professional development plans
School data plan	School newsletters and website
Responsible Behaviour Plan	School Opinion Survey
Curriculum planning documents	



2. Executive summary

2.1 Key findings

A clear vision is established for the school which is expressed and enacted through the school's motto 'Play the Game'.

The school's principal and staff members are committed to implementing an improvement agenda which has a current focus on developing students' writing skills, improving attendance and implementing strategies for maintaining high levels of student wellbeing. The Explicit Improvement Agenda (EIA) is widely communicated through the newsletter, Facebook, Q Parents App, the school's website, Parents and Citizens' Association (P&C) meetings and school parades.

The school is driven by a deep belief that all students can learn successfully and high expectations for student engagement, attendance and behaviour are apparent.

A high priority is given to developing positive, caring and mutually respectful relationships to promote learning. Interactions between staff members, students and families are caring, polite, respectful and inclusive. The school presents as calm, orderly and purposeful. Students generally exhibit high levels of positive behaviour. Students, parents and staff speak very highly of the school and value its small, family feel.

The school is highly regarded by parents, students and members of the local community.

Parents and students speak positively about the quality learning that occurs in classrooms and the opportunity for students to actively engage in learning in an environment that values the individuality of each student. Some parents report that the staff at the school goes above and beyond what is expected of them to support and cater for each student in the school.

A strong collegial spirit exists in the school.

The school has a team of enthusiastic and dedicated teachers and teacher aides who share responsibility for student learning and success. A team approach to the delivery of teaching is apparent in all areas of the school.

The school places a high priority on student wellbeing.

The principal and staff members are implementing a broad range of strategies including a whole-school approach to managing student behaviour, engaging students in wellbeing activities through the Kids Matter program, promoting physical safety through the Daniel Morcombe curriculum and providing supportive classroom learning environments.

The school makes clear that the purposeful, systematic and ongoing collection of a range of data is important. This is utilised to build a culture of self-evaluation and reflection across the school.



There is a documented assessment schedule which details the literacy and numeracy data to be collected by teachers across the school year. Data walls are established which display reading and writing levels for all students. Time is set aside for team discussions of data to identify the next steps for learning for each student.

The school has a documented explicit, coherent and sequenced, whole-school plan for curriculum delivery.

The plan aligns with the Australian Curriculum (AC) and provides direction and sequence for planned learning, given the multi-age nature of the school. The plan makes explicit what and when teachers should teach and students should learn. Processes for the systematic monitoring and review of curriculum units throughout the school year is yet to be embedded in practice.

The AC is delivered through the Curriculum into the Classroom (C2C) resource for English, mathematics, science, geography and history.

Classroom teachers adapt C2C resource units and assessment tasks to cater for the multi-age context. Adaptations and modifications to unit plans are discussed among staff members. Quality Assurance (QA) processes are yet to be developed to ensure the integrity and rigour of the AC are maintained when modification occurs.

School staff members recognise that highly effective teaching is the key to improved student learning outcomes.

The school has a documented pedagogical framework that cites the elements of Dimensions of Teaching and Learning (DoTL) including curriculum intent, assessment, sequencing teaching and learning, and making judgements and feedback. A review of this framework to clearly articulate agreed high yield strategies for consistent implementation across the school is yet to be considered.

There is an expectation across the school that every student will learn and achieve positive outcomes.

The school values the use of Information and Communication Technologies (ICT) and has a documented thinking skills program. There are plans to implement elements of Science, Technology, Engineering and Mathematics (STEM) in the future through robotics and coding. The promotion of a culture of inquiry and innovation, where creative exploration and independent learning are valued, is an area where the school is continuing to develop strategies for implementation.

School staff members place a high priority on developing their professional practice and are committed to the continuous improvement of their learning and teaching.

Teachers are engaging with the use of digital devices to enhance the learning of students. Staff members indicate there is an identified need to further develop digital literacy skills so they can become confident users of digital devices and software in their teaching programs to enhance the learning of students.



2.2 Key improvement strategies

Develop rigorous monitoring and review processes for curriculum units.

Ensure adjustments to curriculum programs and assessments tasks are quality assured to maintain the intent and rigour of the AC.

Review the school's pedagogical framework to ensure all teachers have a clear understanding of agreed high yield strategies for consistent implementation in all classrooms.

Promote a culture of inquiry and innovation where creative exploration and independent learning are valued.

Develop the digital literacy skills of all staff members to enhance and transform learning experiences for students.