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Principal's foreword

Introduction

We have made significant achievements in the 2007 school year. We have focused our goals on a number of EQ initiatives including the Early Phase of Learning, Middle Phase of Learning, ICT, Success for Boys and G&T practices.

Our multi-age philosophy and approach to class organization has continued to group students according to their chronological, maturational and/or developmental age and allow them to take individual pathways on a continuum of learning. It has formed natural teams for teachers to work collaboratively, plan and support each other in pedagogical practice to enhance the educational outcomes for our students.

Our Support for Learning model has continued to strengthen and allow us to track individual student progress over time, across cohorts and across year levels. Its major focus is to build a knowledge of the learner and to enable teachers to make decisions about student learning and provide quality learning opportunities. Throughout the year, we have continued to implement a myriad of school based and community based activities to engage students to reach their full potential and take responsibility for their own learning. This inclusive school model allows our students to demonstrate and develop their abilities, interests and talents across a wide range of aptitudes and fields of talents. These activities are challenging and make our school a fun place for our students to learn. During 2007, we initiated an Extension group which identified a group of talented students from Years 2- 7 with achievements in academic, sporting, creative arts, cultural and social performance. The extension group of 32 students met once per week to undertake a program which included motivational speakers, goal setting, public speaking, group excursions and project presentations.

During 2007 we introduced an All boys 5/6 class to address an unequal distribution of boys and girls in our Upper school. Our staff was given professional development in the Success for Boys program and we initiated and implemented many activities to support this initiative, with a focus on Boys and Literacy, Mentoring and Information Technology. During 2007 our staff engaged in professional development in Writing and Reading First Steps and we have implemented these strategies into our planning, teaching and learning. We have continued a focus on G&T practices. Our TA004 position has continued to highlight a "Spotlight on Science". We have extended our program to include simple machines, compound machines and NXT robotics.

We have made considerable progress in improving our school facilities. We have built an ICT facility (Investing in Schools funding), and provided connectivity , constructed 3 cricket nets, a new demountable teaching area, a new prep building as an extension of our current Preschool and the construction of a junior adventure playground with shade (Gambling Community Development Funding).

Our school has achieved all yearly goals for 2007 and has progressed towards our long-term goals. Some goals have been realigned as our school dynamics and community change.

Future outlook

The introduction of the QCAR framework with Essential Learnings will further strengthen our goal of offering a whole school Support for Learning approach with a differentiated curriculum. In 2008, we envisage aligning our Academic and Behaviour systems and continuing to implement School Wide Positive Behaviour Support as a proactive whole school strategy.

The introduction of an ICT teacher to work as a facilitator will integrate ICT across the curriculum and

provide professional development for teachers to gain their pedagogical licences and certificates. We will be further implementing a technology 'thread' through the school with the introduction of Beebots and Probots through the lower and middle school to lead our student into a NXT Robotic program. This will further complement other 'threads' in engineering and building design.

In 2008, our P – 3 teachers and teacher aides will be trained in Literacy and develop a whole school literacy program. Our Numeracy strategy will be developed with First Steps training in Number. We will revisit our Early Years Shared Philosophy.



Our school at a glance

School Profile

Port Douglas State School is a non-denominational, coeducational educational facility which offers year levels from Prep through to Year 7. We provide a warm, supportive and nurturing school environment where students, staff and community members feel safe, secure and valued. Enrolments in 2007 reached a high of 326 students, which included 23 Prep students. This represents a slight increase from 2006. We also have had a range of International Students at the school who attend under various Department of Immigration Visas. These students attend classes as mainstream students. Our school also hosts a Special Education Unit for the Douglas Cluster of Schools supporting students with identified learning disabilities.

Curriculum offerings

Our distinctive curriculum offerings include:

- Gifted and Talented program
- Support for Learning program
- Athletics and swimming carnivals (school and district)
- Cross Country (school and district)
- Leadership program (School Responsibility Council)
- Music programs: choir, instrumental music, school band, eisteddfod performances and guitar lessons
- Lego and robotics science program
- Extension of LOTE from Years 1-7
- Artist in Residence program
- School excursion & camp programs

Extra curricula activities

- Gymnastics lessons
- Tennis & golf lessons
- Life Saving lessons
- Bike & road safety lessons
- Dancing lessons
- Gardening projects

How computers are used to assist learning

In 2007 a teacher with computer technology skills worked with teachers across the school two days per week to assist teachers to implement information and technological skills into their class programs.

Social climate

Pastoral care is an important and embedded element of our supportive school environment and the warm, social climate of our school is reflected in a relatively low incident of inappropriate behaviour. Pastoral care programs include the provision of:

- Guidance Officer
- Social Worker
- Buddy Classes
- Student Representative Council
- Student run art activities during recess breaks
- Sunsmart practices
- International students
- English as Second Language program for identified students
- Active P & C Association
- Tuckshop
- Community involvement in Port Douglas Carnivale
- Primary and High School Bus Hub
- Occupational, Health and Safety Officer
- Workplace Rehabilitation Officer



Our school at a glance

Parent/ Carer satisfaction in the 2007 School Opinion Survey indicates that:

- 91 % of parents believe that their child is happy to go to this school
- 66 % of parents are satisfied about the behaviour of students at this school
- 89 % of parents believe that their child is treated fairly at this school
- 70 % of parents are happy with student discipline in the school
- 89 % of parents believe that their child is safe at this school

Student satisfaction in the 2007 School Opinion Survey indicates that:

- 91 % of children believe that they are safe at this school
- 87 % of children are happy to go to this school
- 45 % of students are satisfied about the behaviour of students at this school
- 69 % of children believe that they are treated fairly at this school

Involving parents in their child's education.

A number of strategies are used to involve, engage and develop positive parental involvement in their child's educational and social welfare:

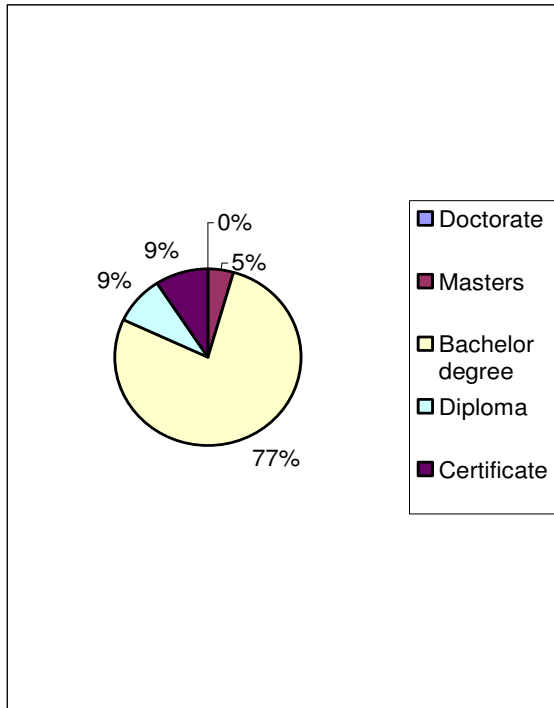
- an active, welcoming P & C committee
- parental involvement in classes, working with students
- involvement of parents in extra-curricular activities/programs and excursions/camps
- face-to-face reporting evenings
- a parent-community Meet & Greet Night in term 1
- parent attendance encouraged to weekly parades
- regular communication with parents, including fortnightly newsletters
- regular family-orientated school and P&C events



Our staff profile

Qualifications of all teachers.

Highest level of attainment	Percentage of classroom teachers and school leaders at the school
Doctorate	0
Masters	1
Bachelor degree	17
Diploma	2
Certificate	2



Expenditure on and teacher participation in professional development.

The total funds expended on teacher professional development in 2007 was \$37 508. The major professional development initiatives are as follows:

- Literacy Training for Years 1 – 3 teachers and teacher aides
- Primary Connections
- ICT/Robotics/ Photoshop
- Success for Boys
- Gifted and Talented Mentor Training
- Prep Continuity for Prep – Year 3 teachers and aides
- Writing and Reading First Steps
- Senior First Aid Training
- Working Mathematically

The involvement of the teaching staff in professional development activities during 2007 was 84 %.

Average staff attendance

For permanent and temporary staff and school leaders the staff attendance rate was 96% in 2007.



Our staff profile

Proportion of staff retained from the previous school year.

From the end of the 2006 school year, 96 % of staff were retained by the school for the entire 2007 school year.



Performance of our students

Student attendance

The average attendance rate as a percentage in 2007 was 95 %.

Key outcomes in the early and middle phases of learning

Results in the Year 2 Diagnostic Net		Percentage of students not requiring additional support			
Reading		95			
Writing		100			
Number		93			
Our reading, writing and numeracy results for the Queensland Years 3, 5 and 7 Literacy and Numeracy Tests.					
			Yr 3	Yr 5	Yr 7
Reading	Average score for the school		540	617	668
	Average score for Queensland		527	606	672
	Percentage of students at the school above the national benchmark	2007	98 %	90 %	86 %
		2006	100 %	79 %	95 %
Writing	Average score for the school		554	590	634
	Average score for Queensland		523	600	681
	Percentage of students at the school above the national benchmark	2007	95 %	100 %	89 %
		2006	98 %	97 %	100 %
Numeracy	Average score for the school		538	599	655
	Average score for Queensland		521	588	648
	Percentage of students at the school above the national benchmark	2007	93 %	90 %	86 %
		2006	95 %	88 %	75 %

Other Key Outcomes

Value added

Our school has implemented and incorporated a variety of programs and activities that 'value add' to the learning opportunities of our diverse range of learners and our school community. Some of these include:

- Support for Learning programs including one on one, in class, withdrawal, small group, peer support and before school tutoring
- Student run weekly parades with very high parental attendance



Performance of our students

- Student performances on parade
- Student Representative Council run activities
- All staff training and recertified in Senior First Aid
- Parent workshops on the teaching of reading, writing and phonological awareness
- A suite of sporting and recreational pursuits
- Purchase of 1 Portable shade structures (6m x 3m) to complete matching house colours
- Interactive Kindergarten and Preschool relationships
- Interactive School and After School and Vacation Care relationships
- Involvement in community projects and activities
- Performances by students at Stella Maris (aged care facility)
- Proactive submission writing for grants (ICT facility, Reading books, portable shade structures)
- Proactive, inclusive and effective P&C committee
- Dedicated and enthusiastic parental involvement

Parent, student and teacher satisfaction with the school

Results from the 2007 School Opinion Survey clearly highlight that both students and parents/ carers are very satisfied with the quality of the learning environment provided at Port Douglas State School.

- 86 %of students are satisfied that they are getting a good education from school.
- 83 % of parents/caregivers are satisfied that their children are getting a good education from school.

However, results from the 2007 Staff Opinion Survey highlight areas of concern which will require further analysis and action in 2008. This is indicated by the lower levels of staff agreement to the following items in the Staff Morale workplace dimension.

- 23% of staff believe there is good team spirit among staff at this school
- 53% of staff are enthusiastic about their work
- 57% of staff believe this school is a good place in which to work
- 60% of staff are happy working in this school

