

Performance of our students

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Principal's foreword

Introduction

The following report highlights the progress of our school throughout the 2008 school year. Our school continued to refine its programmes and practices with the aim of improving all students' outcomes as the main priority. Three broad areas of our school's data are represented in this report: academic opportunities and outcomes, social climate, and staff performance and development.

This account outlines to you the key outcomes for our students across aspects of literacy and numeracy. These results are based on the *National Assessment Programme – Literacy and Numeracy* (NAPLAN). The results of our year two students are also displayed. These results derive from the assessment of students against the *Developmental Continua*.

Our staff continues to be supported in their professional growth and development. Significant resources have been targeted at improving the teaching and learning of literacy across all of our key learning areas.

Should you require additional information regarding our school please email me via the following address: the.principal@portdougss.eq.edu.au

Kind regards

Andrew Oliver

Principal

Future outlook

In 2009 Port Douglas State School will be undertaking a *Triennial School Review* (TSR). This will review our previous three years' performance as well as inform the strategic direction that our school will undertake from 2009 to 2011.

The continuation of the QCAR P-12 Curriculum Framework with *Essential Learnings* will further strengthen our goal of offering a whole school *Support for Learning* approach. This is a system that affords an inclusive and individualized learning programme for our students which is based on the assessment of student work as measured against state-wide standards.

In 2009 we envisage the continued alignment of our academic and behaviour systems. This will be underpinned by continual refinement of our *School-wide Positive Behaviour Support Programme* (SWPBS) as a proactive whole school strategy.

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The continuation of an ICT teacher to work as a facilitator to integrate ICT across the curriculum and provide professional development opportunities for teachers is seen as an important strategy. Support will also be given to staff so that they can gain their pedagogical licenses and certificates. We will continue to implement our technology 'thread' through the school via *Beebots*, *Probots* and the *NXT Robotic* program. This will further complement other 'threads' in engineering and building design.

In 2009 we will develop a workforce plan that establishes our school's professional staffing requirements and developments for 2009-2010. This requires the establishment of a clear vision that articulates our school's goals. As a part of this process we will:

- Survey all stakeholders to ascertain our values and expectations;
- We will revisit our *Early Years Shared Philosophy* to ensure that it is consistent with our school community's expectations;
- Develop a workforce plan that meets the school community's vision of education at Port Douglas SS.

We look forward to developing and leading educational initiatives for the Port Douglas community.

School Profile

- Total student enrolments for this school: 334
- Year levels offered: Prep – year 7
- Coeducational

Curriculum offerings

- Our distinctive curriculum offerings include:
- Gifted and talented programme;
- Support for learning;
- Sporting programmes;
- Leadership programmes;
- LOTE extension;
- Excursions and camps;
- Robotics;
- Environmental awareness;
- Artist in residence programme.

- Extra curricula activities:
- Gymnastics lessons;
- Tennis & golf lessons;
- Surf life-saving;
- Bike and road safety programmes;
- Dancing lessons;

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- Gardening project.

- How computers are used to assist learning:

Port Douglas State School has two SMART rooms which have been specifically developed to engage students in digitally based learning activities. Our staff regularly participate in professional development activities which are designed to improve their teaching practices.

The designing of assessment tasks that incorporate the use of technology is a fundamental component of our school's curriculum planning. These assessment tasks are developed across a number of our key learning areas. The computers are seen as a tool for learning and as a means for delivering what students have learnt.

In 2009 the school will be looking to enhance the digital technology components of general classrooms by purchasing interactive whiteboards. This will broaden the educational learning opportunities for our students. It will also allow our teachers to enrich their lessons to cater for the diverse needs of our students.

Social climate

Our school is a part of the SWPBS. We regularly undertake external school evaluations by our appointed coach. In 2008 the Port Points system was introduced to recognize and reward students who have demonstrated positive behaviours.

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 – Flexible Learning Centre;
- Buddy Classes and Co-teaching;
- Student Representative Council – including leadership programme with the Tinaroo Environmental Education Centre;
- Student run activities during recess breaks – e.g. art, dance, soccer, touch football, and hockey.
- SunSmart practices;
- International students;
- English as Second Language program for identified students;
- Active P & C Association including Tuck-shop
- Community involvement – 'Carnivale', Neighbourhood Centre;
- Primary and high school bus hub;
- Occupational, Health and Safety Officer;
- Workplace Rehabilitation Officer.

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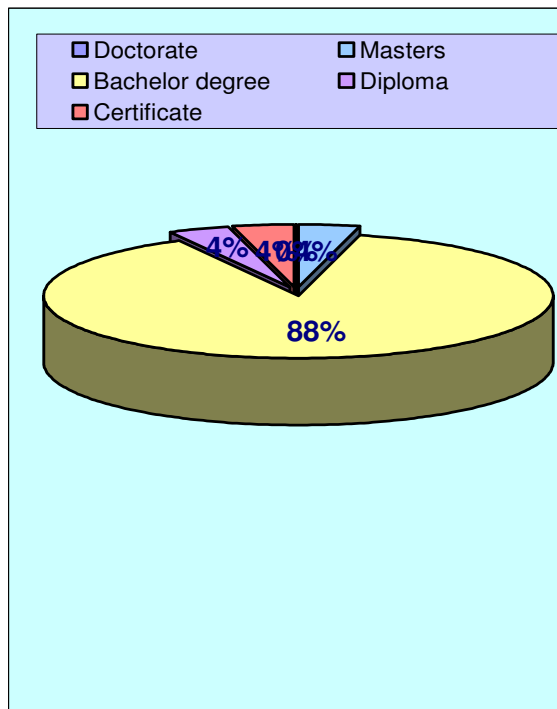
Involving parents in their child's education.

Port Douglas prides itself on its community spirit. Our school is extremely well supported by parents, community groups and businesses. Parental involvement in the education process is viewed as vital. We strongly encourage our parents to visit our school and participate in the following events/programmes:

- Parent Talent Force – classroom assistance;
- P&C Events – bush dance, end of year concert, sporting events;
- Support supervision of excursions;
- Parent workshops – literacy and numeracy;
- Parent teacher induction nights;
- Learning journeys – displaying of student work;

Qualifications of all teachers.

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	1
Bachelor degree	23
Diploma	1
Certificate	1



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Expenditure on and teacher participation in professional development.

The total funds expended on teacher professional development in 2008 was \$14867.44

- The major professional development initiatives are as follows:
 - Professional learning community for Douglas Cluster of Schools;
 - Literacy development – First Steps;
 - Mentoring and co-teaching;
 - Science – Primary Investigations;
 - Numeracy.

The involvement of the teaching staff in professional development activities during 2008 was 88 %.

Average staff attendance

For permanent and temporary staff and school leaders the staff attendance rate was 97% in 2008.

Proportion of staff retained from the previous school year.

From the end of the 2007 school year, 96 % of staff were retained by the school for the entire 2008 school year.

Student attendance

The average attendance rate as a percentage in 2008 was 94 %.

Key outcomes

National Assessment Program – Literacy and Numeracy (NAPLAN) results - our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, and 7.

Domain	Measures	Yr 3	Yr 5	Yr 7
Reading	Average score for the school	372	477	524
	Average score for Queensland	371.1	466.1	528.1
	For the school the percentage of students at or above the national minimum standard.	2008 91%	90 %	93 %
Writing	Average score for the school	396	482	489
	Average score for Queensland	391.8	468.9	522.7
	For the school the percentage of students at or above the national minimum standard.	2008 95 %	93 %	87 %
Spelling	Average score for the school	365	470	480
	Average score for Queensland	366.7	462.0	528.0

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	For the school the percentage of students at or above the national minimum standard.	2008	95 %	90 %	77 %
Grammar and Punctuation	Average score for the school		356	482	503
	Average score for Queensland		370.4	476.6	518.0
	For the school the percentage of students at or above the national minimum standard.	2008	86 %	90 %	83 %
Numeracy	Average score for the school		350	455	526
	Average score for Queensland		367.9	458.2	539.0
	For the school the percentage of students at or above the national minimum standard.	2008	93 %	90 %	94 %

<ul style="list-style-type: none"> Results in the Year 2 Diagnostic Net 	
	Percentage of students not requiring additional support
Reading	90 %
Writing	95%
Number	93%

<ul style="list-style-type: none"> Value added 	
<p>Our school provides unique educational programmes for our students. We enhance learning by engaging in the wide-ranging opportunities that our social networks and physical environment provide us with. Examples of this include:</p> <ul style="list-style-type: none"> Cross-country at Four Mile Beach; Surf-Life Saving; Bike education; Guitar lessons for years six and seven students; Education Queensland International – Study Tour school; Reef Guardian programme – e.g. Clean up Australia, recycling (Cairns Regional Council award winner), gardening and our butterfly garden; District Sports: introduction of hockey; rugby league, netball, AFL – Kick Start, triathlon, athletics and swimming; Port Douglas Carnivale; Neighbourhood Centre open day. 	

Performance of our students

- Parent, student and teacher satisfaction with the school

The School Opinion Survey data for 2008 revealed the following:

- Student satisfaction levels overall were comparable with state benchmarks. Our students were below the state benchmark for satisfaction with curriculum. They were above the state benchmark for resources at our school;
- Parents overall satisfaction level was comparable with state benchmarks. When compared to like schools there were some areas that were below these schools' benchmarks;
- Overall satisfaction levels of our staff were above the state benchmark.

As a school we will be ensuring that we work towards a common purpose that is underpinned by a future orientated curriculum which provides our students with multiple opportunities to succeed in an environment of high expectations.