



Port Douglas State School

ANNUAL REPORT 2016

Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future.

Every student succeeding. State Schools Strategy 2016-2020
Department of Education and Training



Contact Information

Postal address:	Endeavour Street Port Douglas 4877
Phone:	(07) 4084 3222
Fax:	
Email:	principal@portdougss.eq.edu.au
Webpages:	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
Contact Person:	The Principal

School Overview

Our service commitment is to provide real-life opportunities for all of our students. We have strong values that are centred on developing highly effective citizens for the twenty-first century. Our focus is on the development of engaging and realistic learning activities that are student centred and rigorously assessed. Students are afforded multiple opportunities to demonstrate success in a feedback rich environment. We actively engage our community in the activities that we conduct at our school. These include: assemblies, open days, consultation meetings, creative performances and sporting events. The welfare of our students is of paramount importance to us. We have a Student Services committee that meets regularly to support students who require assistance in all aspects of their life. We celebrate the successes of our students on a regular basis via our School-Wide Positive Behaviour Programme. Our differentiated curriculum is underpinned by the principle of high expectations. We scaffold our learning activities to support students across all levels of ability. For those students who require additional support we have a Support for Learning programme.

Principal's Forward

Introduction

Our school provides the highest quality education based on the Australian National Curriculum coupled with an explicit instructional pedagogy that utilises learning opportunities that make the most of our beautiful location and tap into the diverse culture and skills of the local community.

Our school motto 'Endeavour to Succeed' makes a statement about our school's ability and commitment to support both achievement and improvement in every student, every day. While we value student success as our highest priority, we also ensure that our staff continue to engage in professional development that translates into engaging and effective classrooms and vibrant learning environments.

Our differentiated curriculum is underpinned by the principle of high expectations. We scaffold our learning activities to support students across all levels of ability. For those students who require additional support we develop Individual Learning Plans focusing on students achieving educational benchmarks.

We have strong values that are centred on developing highly effective citizens for the twenty-first century. Our focus is on the development of engaging and realistic learning activities that are student centred and rigorously assessed. Students are afforded multiple opportunities to demonstrate success in a feedback rich environment.

We actively engage our community in the activities that we conduct at our school. The welfare of our students is of paramount importance to us. We have a Student Services committee that meets regularly to support students who require assistance in all aspects of their life.

The purpose of the School Annual Report is to provide information regarding our progress towards our school's key priorities

Our Values

#EveryDayCounts

#EveryStudentCanAchieve

#EveryStudentMatters

#WeMakeTheDifference

School Progress towards its goals in 2016

Continue implementation, refinement and innovation off Explicit Instruction Model as the Port Douglas State School Pedagogical Framework.	Fully implemented
Continue explicit teaching/consolidation focus through coaching and feedback cycle supported by Explicit Teaching Modules and Vignettes.	Fully implemented
Introduce professional learning in collaboration in the whole school professional development agenda to further promote professional learning networks, instructional rounds, learning walks, peer observation, instructional coaching.	Fully implemented
Refine lesson observation cycle and feedback to be Short, Frequent, Unannounced	Fully implemented
Continue use of the Collaborative Inquiry Model of data to ensure collection and analysis of current data to inform focussed and differentiated teaching, including the formation of Individual Learning Plans	Fully implemented
Continue sift, sort, prioritise curriculum planning sessions to identify curriculum intent and front-end assessment.	Fully implemented
Review and revised whole school writing program (Master Teacher)	Partially complete
Continue Writing Task Moderation processes aligned with whole school writing program and consolidations to be scheduled for week eight each term.	Fully implemented
Continue FNQ Maths Assessment Tool for each year level aligned to Australian Curriculum	Fully implemented
Continue PDSS NAPLAN Strategy into 2015 including pre-testing and action plans and FNQ NAPLAN preparation materials.	Fully implemented
Implement PAT-Science into PDSS Assessment Schedule and utilise STEM project (application pending) in strategic focus	Application unsuccessful
Continue 25 day review of Class/Cohort Headline Indicators and establishing focus areas (Five Week Focus)	Fully implemented
Continue implementation of Early Start Assessment through to Year Two by end of 2016/17	Fully implemented

Future Outlook

The following areas of strategic focus have been considered for inclusion in the 2017 Annual Implementation Plan:

- Develop and communicate clear statement of roles and responsibilities for the leadership team, support staff and other key teachers.
- Sharpen the EIA including the development of a documented framework so that staff members can embed the strategies and teaching practices consistently across the school. (PBL)
- Collaboratively review and refine the school-wide assessment schedule and benchmarks, including the development of aspirational targets and timelines.
- Complete the review of the school's RBPS and consistently implement the PB4L framework.
- Develop and embed staff wellbeing strategies to support and improve staff morale.
- Conduct regular robust and rigorous evaluation of the school's approach to differentiation and pedagogical practices to value add and ensure efficacy, particularly with Indigenous students.
- Collaboratively develop a documented parent and community engagement framework with all stakeholders.

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2016:	Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	288	133	155	17	89%
2015*	287	134	153	18	91%
2016	298	133	165	23	90%

Student counts are based on the Census (August) enrolment collection.

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2016, there were no students enrolled in a pre-Prep** program.

** pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

Characteristics of the Student Body

Overview

Port Douglas is a tourist destination therefore a number of families work in hospitality or are business owners. The socio-economic status of families is diverse. <5% of students identify as Indigenous and <5% of students identify as having English as a Second Language (ESL).

Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	20	23	21
Year 4 – Year 7	27	26	24
Year 8 – Year 10			
Year 11 – Year 12			

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

Curriculum Delivery

Our Approach to Curriculum Delivery

Teaching and learning at PDSS follows both ACARA and QCARF curriculums. Curriculum into the Classroom (C2C) units will be implemented for English, Maths, Science, History and Geography and either Assessment Bank units or Teacher Generated Tasks (TGTs) will be implemented for the other Key Learning Areas (KLAs). It is expected that the provided unit planning proforma be used for TGTs. The **PDSS Curriculum Plan** can be viewed on the PDSS website.

Teachers follow the **PDSS Assessment Schedule** for National, Regional and School-Based Assessment. Assessment is recorded on OneSchool, analysed and a teaching learning plan is created and implemented to cater for student learning needs. This information can be viewed on the PDSS website.

Explicit Teaching is the pedagogical approach used at PDSS. Coaching and feedback practices are intergral within this paradigm.

The **Teachers as Learners Framework** is aligned with the PDSS Curriculum Plan, Assessment Schedule and the Explicit Teaching pedagogy, as well as regional and school priorities. This framework is used as a guide for teachers' practice and informs Professional Development (PD).

Co-curricular Activities

- Opti-MINDS – a problem solving challenge through drama with a focus on sustainability
- Sporting Schools
- Port's Got Talent
- Reef Guardians

How Information and Communication Technologies are used to Assist Learning

All classrooms, the Resource Information Centre and computer laboratories have electronic whiteboards used for teaching and learning. PDSS has two computer laboratories, with additional computers in individual classrooms and our Resource Information Centre. All classes from Prep –Yr 6 visit the computer laboratories weekly and during first lunch, the junior computer lab is open for students to access educational games. All students are enrolled in the online Reading Eggs and Mathletics programs to consolidate their literacy and numeracy concepts. The PDSS website has a quicklink to the Learning Place

Social Climate

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	95%	91%	87%
this is a good school (S2035)	90%	94%	80%
their child likes being at this school* (S2001)	100%	97%	87%
their child feels safe at this school* (S2002)	95%	94%	87%
their child's learning needs are being met at this school* (S2003)	95%	91%	93%
their child is making good progress at this school* (S2004)	95%	88%	93%
teachers at this school expect their child to do his or her best* (S2005)	95%	97%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	95%	94%	93%
teachers at this school motivate their child to learn* (S2007)	95%	88%	93%
teachers at this school treat students fairly* (S2008)	95%	97%	87%
they can talk to their child's teachers about their concerns* (S2009)	95%	100%	93%
this school works with them to support their child's learning* (S2010)	95%	97%	93%
this school takes parents' opinions seriously* (S2011)	82%	81%	80%
student behaviour is well managed at this school* (S2012)	77%	81%	53%

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
this school looks for ways to improve* (S2013)	86%	91%	73%
this school is well maintained* (S2014)	100%	97%	93%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	97%	100%	100%
they like being at their school* (S2036)	93%	94%	79%
they feel safe at their school* (S2037)	84%	92%	88%
their teachers motivate them to learn* (S2038)	99%	100%	100%
their teachers expect them to do their best* (S2039)	98%	100%	98%
their teachers provide them with useful feedback about their school work* (S2040)	92%	100%	96%
teachers treat students fairly at their school* (S2041)	81%	90%	88%
they can talk to their teachers about their concerns* (S2042)	90%	94%	89%
their school takes students' opinions seriously* (S2043)	84%	88%	76%
student behaviour is well managed at their school* (S2044)	67%	84%	75%
their school looks for ways to improve* (S2045)	99%	94%	96%
their school is well maintained* (S2046)	88%	96%	96%
their school gives them opportunities to do interesting things* (S2047)	91%	94%	85%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	96%	96%	92%
they feel that their school is a safe place in which to work (S2070)	100%	100%	92%
they receive useful feedback about their work at their school (S2071)	100%	96%	88%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	93%	100%	88%
students are encouraged to do their best at their school (S2072)	100%	100%	92%
students are treated fairly at their school (S2073)	100%	100%	96%
student behaviour is well managed at their school (S2074)	95%	96%	73%
staff are well supported at their school (S2075)	100%	89%	77%
their school takes staff opinions seriously (S2076)	95%	89%	75%
their school looks for ways to improve (S2077)	100%	96%	92%
their school is well maintained (S2078)	91%	100%	88%
their school gives them opportunities to do interesting things (S2079)	100%	96%	85%

* Nationally agreed student and parent/caregiver items

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Parent and community engagement

The Parents and Citizens Association is your voice in school community decision-making and support. It is a valued organisation for a number of areas including:

- Parent development and awareness of education
- Discussion of educational issues
- Organisation of school and community events
- Tuckshop
- Uniform shop
- Fundraising for a host of items such as library books, readers, maths equipment, soft fall and play equipment, air-conditioning and fridges
- Co-curricular events such as sports

Every child in the school benefits from P&C activities. Therefore every parent is invited and encouraged to participate in its activities and its meetings. Meetings of the Association are usually held on the third Tuesday of each month commencing at 6.30pm. Check the school's website for dates.

Respectful relationships programs

Our School-Wide Positive Behaviour Support Program clearly communicates the values, standards of behaviour and responsibilities of all, encouraging positive behaviour that will promote student learning.

To ensure we are meeting the needs of all our students, our Student Support Services Committee meets fortnightly to plan for students who may require additional support. The committee members include the Principal, Guidance Officer, Student with Disabilities Teacher, Support Teacher (Literacy and Numeracy) and social worker. Referrals may come from parents, teachers and SSS committee members.

A component of our Health curriculum involves a social skills program. The Friends program assists students to build resilience, confidence and self-esteem and focuses on equipping them with the skills to overcome daily challenges we all encounter.

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships.

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	10	4	3
Long Suspensions – 6 to 20 days	1	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Environmental Footprint

Reducing the school's environmental footprint

As a reef guardian school, every effort is made by staff and students to reduce our environmental footprint. Student leaders track the electricity usage of the school and check each classroom at morning tea and lunch times to ensure that lights and air-conditioners are off. Students also participate in whole school environmental awareness days.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	222,834	4,366
2014-2015	214,710	17,089
2015-2016	181,499	2,589

The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

School Funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

Find a school

Sector:

Government

Non-government

Where it states 'School name', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	23	15	<5
Full-time Equivalents	20	9	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	0
Graduate Diploma etc.**	0
Bachelor degree	17
Diploma	3
Certificate	0

*Teaching staff includes School Leaders

**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were \$28 508.95.

The major professional development initiatives are as follows:

See **Progress towards 2016 goals**

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	98%	97%	97%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 90% of staff was retained by the school for the entire 2016.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	93%	93%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	92%	89%	94%

*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2016 for all Queensland Primary schools was 93%.

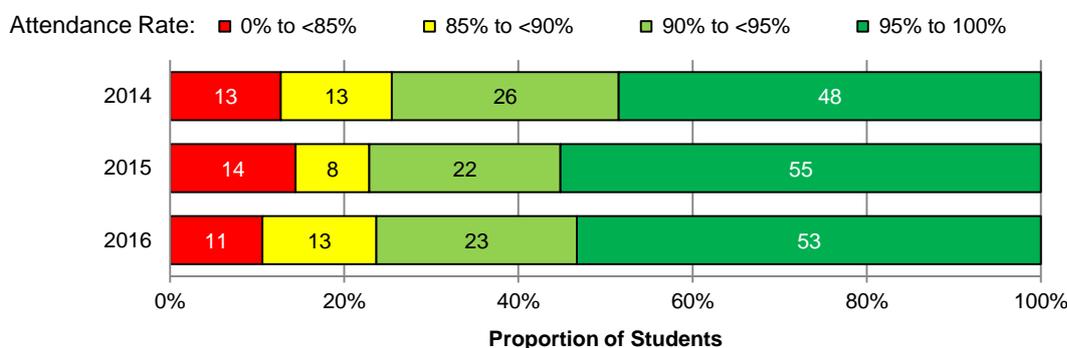
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	93%	93%	91%	93%	91%	93%	95%	92%					
2015	94%	92%	94%	95%	92%	92%	94%						
2016	93%	92%	95%	95%	92%	94%	91%						

*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range:



Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

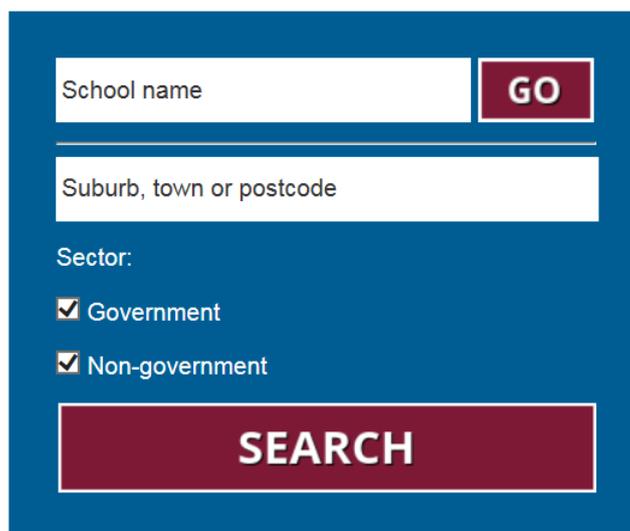
Port Douglas State School Attendance System can be accessed on our website.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

To access our NAPLAN results, click on the My School link above. You will then be taken to the My School website with the following 'Find a school' text box.

Find a school



The image shows a search form titled "Find a school" with a blue background. It contains the following elements:

- A text input field labeled "School name" with a red "GO" button to its right.
- A text input field labeled "Suburb, town or postcode".
- A "Sector:" label followed by two checked checkboxes: "Government" and "Non-government".
- A large red button with the word "SEARCH" in white capital letters.

Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting '**NAPLAN**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.