Background:
Port Douglas SS is located in far north Queensland. It has a student population of approximately 255 students, with approximately three per cent being Indigenous students. The school has an Index of Community Socio-Educational Advantage (ICSEA) value of 1033.

Commendations:
- The school is to be commended on the work that has been undertaken since the previous audit in developing an explicit, coherent, sequenced whole school curriculum plan, which makes clear what teachers should teach and students should learn. The development of a whole school EdStudio, accessible to all staff on line, enhances the use of this and other school based resources.
- Work is underway in the development of individual student learning goals, with individual teachers developing processes in their classrooms.
- The school is developing a very clear pedagogical position – explicit instruction - which informs all teaching. This is linked directly to the coaching, mentoring and staff feedback processes in place in the school.

Affirmations:
- The school has a documented data plan, which is implemented by all teachers. Data is collected and analysed by staff members and teachers routinely use objective data on student achievement as evidence of successful teaching and learning.
- Classrooms are calm, but busy, with students engaged in challenging meaningful learning. The Curriculum into the Classroom (C2C) resources are being effectively adapted and used in the presentation of teaching and learning in all classrooms.
- Students speak very highly of the school, highlighting the strong positive relationships that exist between staff members, students and parents. Parents feel welcome and are encouraged to participate in all aspects of the school’s operations.

Recommendations:
- Coordinate the efforts of teachers with regards to the development of individual student learning goals to ensure a consistent school wide approach to the development and implementation of this initiative.
- Sharpen the schools explicit improvement agenda in terms of specific improvements sought in student performances, including clear targets and accompanied by timelines. Communicate this clearly, through staff meetings, parades, newsletters and the school website, to student, teachers, parents and the wider community.
- Further develop differentiation by ensuring all teachers’ planning shows how the different needs of students are addressed and how multiple opportunities to learn are provided. This will enhance a whole school approach to improving student achievement.
- Enhance the collegial culture through teachers having an overt and shared commitment to the improvement of teaching and openness to critique by colleagues. This enhancement will be reflected in teachers regularly inviting leaders and colleagues to visit their classrooms to observe their teaching and provide constructive feedback. Engage in professional conversations and reflections with colleagues on effective teaching practices and undertake, on their own initiative, to organise observations of quality teaching practices with other highly skilled teachers.
- Develop consistent school expectations regarding the provision of developmental feedback to students. Ensure that written feedback in student workbooks is included in these expectations.