

Port Douglas State School

Queensland State School Reporting

2013 School Annual Report



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Webpages	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
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Principal's foreword

Introduction

Welcome to Port Douglas State School nestled between the crystal blue waters of the Great Barrier Reef and the rich green of World Heritage rainforest.

Just a scenic one hour drive north from Cairns, Port Douglas shares the same latitude as Tahiti and is justifiably recognised internationally as one of Australia's best locations.

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 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 develop Individual Learning Plans focusing on students achieving educational benchmarks.

The purpose of the School Annual Report is to provide information regarding our progress towards our 2013 key priorities.

Queensland State School Reporting

2012 School Annual Report



School progress towards its goals in 2013

Core Priority: Reading

Collaborate with staff to clearly articulate the school's areas of focus and the establishment of high expectation targets. Completed early (set for completion in 2014). Will continue to revise targets.

Provide professional development in Explicit Instruction and Consolidations to facilitate the continued improvement of whole school pedagogy. Continuing in 2014. Expected completion in 2015.

School Priority: Improving Teaching

Establish a whole school cycle of teaching and learning audit using a five week cycle (including consolidations, front-ending assessment etc.). Continuing in 2014. Expected completion in 2015.

Introduce the Improving Teaching System to the observation and feedback cycle. Continuing in 2014. Expected completion in 2015.

NAPLAN action plans developed as part of the school differentiation process for Year 2 – Year 7. Continuing in 2014. Expected completion 2016.

School Priority: High quality teaching practices

Implementation of The Breakthrough Coach approach to support school instructional leadership model. Continuing in 2014. Expected completion 2016.

Assign Controlled Self-Assessment Tasks (CSA). Continuing in 2014. Expected completion 2016.

School Priority: Other

Transition to Junior Secondary 2015

Actively participate in the Cluster Junior Secondary Plan. Continuing in 2014. Expected completion 2014.

Future outlook

Please follow the link to the Port Douglas State School Strategic Plan 2013 – 2016 on the Port Douglas State School website.
www.portdougss.eq.edu.au

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2013: Prep Year - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	263	131	132	90%
2012	255	120	135	92%
2013	280	123	157	89%

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

Characteristics of the student body:

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

Phase	Average Class Size		
	2011	2012	2013
Prep – Year 3	23	18	21
Year 4 – Year 7 Primary	25	25	24
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	12	9	22
Long Suspensions - 6 to 20 days	0	2	1
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Our school at a glance

Curriculum offerings

Our distinctive curriculum offerings

Our school provides the highest quality education based on the [Australian National Curriculum](#) coupled with an explicit instructional pedagogy. Our school also offers:

Specialist Music (Yrs P-7)

Specialist PE (P-7)

Specialist Japanese (Yrs 6-7)

Instrumental Music lessons (Yrs 4-7).

Extra curricula activities

Opti-MINDS – a problem solving challenge through drama with a focus on sustainability

After-school Active Sports

Port's Got Talent

Reef Guardians – School garden with ducks and geese

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 7 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

We are committed to providing a school that promotes respectful relationships and a safe environment, where behaviours are dealt with appropriately and everyone is treated fairly.

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.

Parent and community participation in our school is growing and is highly valued. We have an active P & C Association and a core group of volunteers who support teachers in the classroom and for extra curricula activities.

Our school based Workplace, Health and Safety Officer keeps staff updated and trained on a regular basis with procedures and information that is crucial for ensuring our school environment and practices are safe. Quarterly evacuation fire and evacuation lockdown drills are practiced as a whole school. Wellbeing programs are available for staff.

Our school at a glance

Results from our 2013 Parent and Student Opinion Survey.

Questions	Students	Parents
I/my child like/s being at this school	89%	100%
I/my child feel/s safe at this school	88%	95%
Teachers at this school treat students fairly	77%	85%
Student behaviour is well managed at school	66%	85%

Parent, student and staff satisfaction with the school

The views of students and parents are valued and responded to using a quality collaborative approach. Information is sort from a variety of sources including; informal principal morning teas, P and C meetings, regular school bases surveys and formal school opinion surveys. Feedback identifying positive improvement at Port Douglas State School is both encouraged and welcomed.

Overall satisfaction of the school community is very high across most performance measures surveyed by the 2013 School Opinion Survey.

Performance measure (Nationally agreed items shown*)

Percentage of parents/caregivers who agree that:	2012	2013
their child is getting a good education at school (S2016)	94%	90%
this is a good school (S2035)	94%	95%
their child likes being at this school* (S2001)	94%	100%
their child feels safe at this school* (S2002)	100%	95%
their child's learning needs are being met at this school* (S2003)	91%	90%
their child is making good progress at this school* (S2004)	91%	95%
teachers at this school expect their child to do his or her best* (S2005)	97%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	94%	95%
teachers at this school motivate their child to learn* (S2007)	97%	95%
teachers at this school treat students fairly* (S2008)	90%	85%
they can talk to their child's teachers about their concerns* (S2009)	97%	95%
this school works with them to support their child's learning* (S2010)	97%	90%
this school takes parents' opinions seriously* (S2011)	94%	90%
student behaviour is well managed at this school* (S2012)	88%	85%
this school looks for ways to improve* (S2013)	94%	95%
this school is well maintained* (S2014)	97%	95%

Performance measure (Nationally agreed items shown*)

Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	86%	92%
they like being at their school* (S2036)	84%	89%
they feel safe at their school* (S2037)	91%	88%
their teachers motivate them to learn* (S2038)	91%	93%
their teachers expect them to do their best* (S2039)	95%	96%
their teachers provide them with useful feedback about their school work* (S2040)	88%	88%
teachers treat students fairly at their school* (S2041)	74%	77%
they can talk to their teachers about their concerns* (S2042)	84%	86%

Our school at a glance

their school takes students' opinions seriously* (S2043)	81%	79%
student behaviour is well managed at their school* (S2044)	75%	66%
their school looks for ways to improve* (S2045)	88%	95%
their school is well maintained* (S2046)	86%	89%
their school gives them opportunities to do interesting things* (S2047)	77%	88%

Performance measure

Percentage of school staff who agree that:		2013
they enjoy working at their school (S2069)		94%
they feel that their school is a safe place in which to work (S2070)		100%
they receive useful feedback about their work at their school (S2071)		88%
students are encouraged to do their best at their school (S2072)		94%
students are treated fairly at their school (S2073)		94%
student behaviour is well managed at their school (S2074)		82%
staff are well supported at their school (S2075)		88%
their school takes staff opinions seriously (S2076)		88%
their school looks for ways to improve (S2077)		100%
their school is well maintained (S2078)		100%
their school gives them opportunities to do interesting things (S2079)		88%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Our school at a glance

Involving parents in their child's education

Our school values and encourages two-way communication. To facilitate this we use the following:

Parent Information Sessions	
Term 1 - Week 2	To become familiar with classroom expectations and operation
Term 3 - Week 2	To meet the teacher and see the classroom To establish a partnership between school and home
Parent-Teacher-Student Interviews and Feedback	
Term 2 - Weeks 1-2	For teachers to share the progress of students and to establish future learning goals
Term 4 - Weeks 1-2	For parents and students to provide feedback to the teacher
End of Semester Report	
Term 2 - Week 10	To formally report on the achievement of each student
Term 4 - Week 10	

To enhance learning, teachers may invite parents to assist in classrooms. Support is always greatly appreciated. Parent support is also encouraged in the training of sporting teams or other extra-curricular activities. Volunteers are requested to [register](#) through the office where you will be assisted to apply for a [blue card](#). Classroom volunteer inductions will be held twice per year.

Volunteers must sign the Volunteer Register located in the school Administration prior to entering the classroom. In advance we sincerely thank you for any support you can offer.

Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns and is reliant on the accuracy of these returns.

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	
	Electricity kWh	Water kL
2010-2011	161,812	2,195
2011-2012	160,453	2,716
2012-2013	201,693	5,252

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.

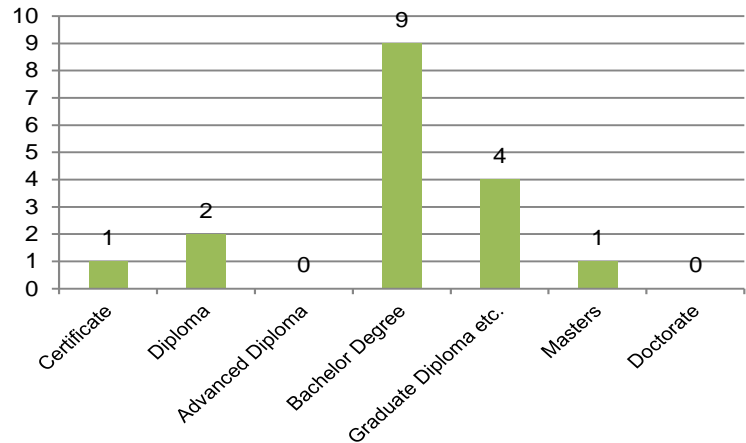
Our staff profile

Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	19	10	<5
Full-time equivalents	16	7	<5

Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	1
Diploma	2
Advanced Diploma	0
Bachelor Degree	9
Graduate Diploma etc.	4
Masters	1
Doctorate	0
Total	17



* Teaching Staff includes School Leaders

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

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2013 were \$8609.

Our staff profile

The major professional development initiatives are as follows:

First Steps in Mathematics: Number

Reciprocal Teaching – Predict, Read, Clarify, Question, Summarise

Question and Answer Relationship – Right There, Think and Search, Author and Me, On My Own

Inking Your Thinking – Question, Vocabulary, Visualise, Written Response

Sift-sort-prioritise- each five weeks, teachers front-end unit assessment and identify critical content in Literacy and Numeracy

Explicit Teaching and Consolidations – five weekly coaching and feedback cycles for all teachers

PROBE 2 – Reading Comprehension Assessment - Key Question Types. How to identify student's instructional needs and monitor individual progress.

Differentiation – Using Class Data Snapshots and Class Data Summaries to identify the learning needs of all students and plan for a differentiated curriculum.

The proportion of the teaching staff involved in professional development activities during 2013 was 100%.

Average staff attendance	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 88% of staff was retained by the school for the entire 2013 school year.

School income broken down by funding source

School income 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

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

Where it says 'Search by school name', type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's *My School* entry web page.

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

Key student outcomes

Student attendance	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	91%	92%	92%
The overall attendance rate in 2013 for all Queensland state Primary schools was 92%.			

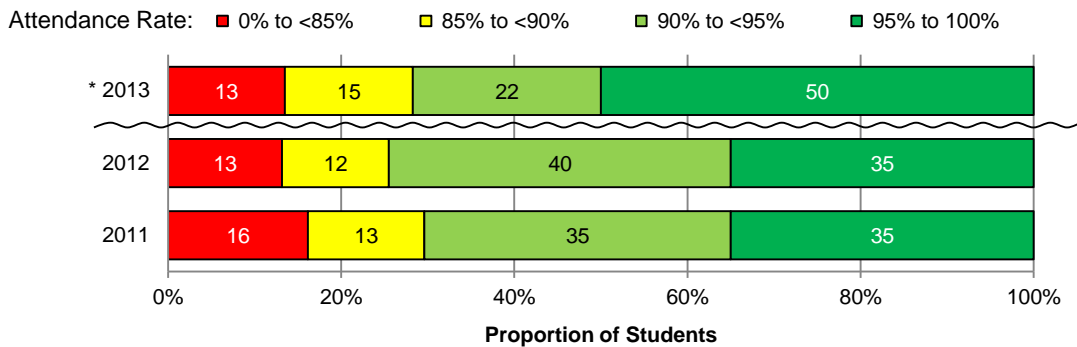
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2011	91%	91%	94%	91%	92%	92%	89%					
2012	90%	92%	92%	93%	95%	92%	92%					
2013	90%	93%	94%	93%	94%	91%	88%					

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.



* The method for calculating attendance changed in 2013 – care should be taken when comparing data from 2013 to that of previous years.

Performance of our students

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism. Our [Attendance System](#) can be accessed on our website.

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9

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.

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Achievement – Closing the Gap

NAPLAN Indigenous/Non-Indigenous Gap

