

Port Douglas State School Queensland State School Reporting 2014 School Annual Report



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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 recognized 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. 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.

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 school's key priorities.

School progress towards its goals in 2014

- 100% of students achieved the benchmarks set in the PDSS Assessment Schedule – **Not Achieved**
 - While not every individual student reached benchmark our school NAPLAN results show that our school is performing at and above the National Minimum Standard in all 15 areas.
- English, Mathematics and Science end of semester results:
 - %As were greater than %Ds – **Achieved!**
 - %As plus %Bs were greater than %Cs – **Achieved!**
 - %Es = ZERO – **Not Achieved but great improvement** (2014- 23 #Es vs 2013- 59 #Es)
- 100% of students have clear learning goals related to:
 - Assessment Schedule, and – **Achieved!**
 - Australian Curriculum (C2C) – **Achieved!**
- 100% of parents to be involved in a discussion about their child's learning goals
 - PTI, phone call, communication book, email, blog, etc. – **Achieved!**
- Student attendance 95% with ZERO unexplained absences – **Not Achieved but great improvement** (2014- 93% vs 2013- 91.9%)
- Positive Behaviours recorded greater than 5.00 per day – **Achieved!**
- Behaviour Incidents recorded less than 1.00 per day – **Not Achieved but great improvement** (2014- 1.52/day vs 2013- 1.80/day)
- 100% of parents/caregivers agree that their child is getting a good education at school – **Not Achieved but improvement** (2014- 95.5% vs 2013- 90.0%)
- 100% of parents/caregivers agree that this is a good school – **Not Achieved** and work to do in 2015 (2014 – 90.5% vs 2013- 95.0%)

Executive Summary (Internal School Review 2014) *extract*.

Clearly articulated and shared whole school expectations coupled with high quality support for teachers to develop professionally have been the key drivers throughout 2014 and have been evident in this internal school review. In a consolidation year for the leadership team, explicit teaching and effective coaching have been key in the positive trend in student achievement and improvement.

The Great Results Guarantee, was a welcome boost of funding (\$73,992) and was utilised to ensure that every student will achieve Literacy and Numeracy Benchmarks. This initiative has provided flexibility and encouraged innovation to make strategic, researched based decisions to achieve our school's aspirational targets.

The significant successes for 2014 have been:

- Creation and implementation of a set of tools for teachers to engage in the *Collaborative Inquiry Model* to inform Teaching and Learning
- Implementation of the Great Results Guarantee
- Establishment of a permanent Head of Curriculum position – to be filled by the end of 2014
- Individual Learning Plan process established and 46% of student identified having clearly articulated learning goals developed and reported upon.
- Student attendance 93% and reduction from 956 to 18 unexplained absences
- Positive behaviour recorded 5.97 per day and Incidents recorded 1.47 per day

- Participating in a Discipline Audit and received outstanding Commendations and Affirmations
- Staff attendance at five year high of 98.3%
- NAPLAN
 - Achieved similar or above the National cohort in all 15 areas in National Minimum Standard (therefore 0 areas below)
 - MSS statistically above the National cohort in Year 5 Grammar and Punctuation
 - Significant increase in students achieving in the Upper 2 Bands
 - 100% positive gain from Year 3 to Year 5 in Spelling
 - 100% positive gain from Year 5 to Year 7 in Spelling and Numeracy
 - 2008-2014 Long Term Improvement similar/greater than the Nation
 - MSS – 14 out of 15 areas
 - U2B – 14 out of 15 areas

The significant future challenges are:

- Reducing the percentage of students attending at less than 85%
- Increasing the percentage of C or Higher in Year 5 2014 - English and Maths
- Increasing the percentage of C or Higher in Year 1 and 3 2014 – Science
- Improving the percentage of ILPs generated in line with the number of students identified against school benchmarks
- NAPLAN
 - Increasing the MSS improvement rate of the Year 3 cohort to be similar/greater than the Nation – Writing
 - Increasing the U2B improvement rate of the Year 5 cohort to be similar/greater than the Nation – Writing
 - Increasing the NMS improvement rate of the Year 3 cohort to be similar/greater than the Nation – Writing, Reading, Spelling
 - Improving the Effect Size Gain of the Year 05-07 in Reading, Writing, Spelling, Grammar and Punctuation, and Numeracy

As a result of this review, which included critical analysis of areas of particular ISR focus for all schools in FNQ, it is clear that Port Douglas State School has the elements that will ensure “high quality teaching focused on the needs of every student” under a School-Wide Pedagogical Framework.

Future outlook

The following areas of strategic focus are to be considered for inclusion in the 2015 Annual Implementation Plan:

- Continue implementation, refinement and innovation off Explicit Instruction Model as the Port Douglas State School Pedagogical Framework.
- Continue explicit teaching/consolidation focus through coaching and feedback cycle (using continua) supported by Explicit Teaching Modules and Vignettes.
- Continue implementation of a semester schedule for Professional Development providing multiple opportunities and in multimodal forms for staff to develop their skill and knowledge in the assessment tools and standardised testing (including NAPLAN) used by Port Douglas State School.

- 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
- Integrate the Australian Professional Standards for Teachers in the current *Recognising Proficiency* and *Developing Performance Framework* cycle and provide professional development to all teaching staff.
- Introduce whole school writing program aligned with John Fleming messages to include a focus on the sentence level using BLON planning and themed stimulus picture.
- Continue Writing Task Moderation processes aligned with whole school writing program and consolidations to be scheduled for week eight each term.
- Introduce FNQ Maths Assessment Tool for each year level aligned to Australian Curriculum. Administered three times per year (beginning/middle/end), results analysed and five-week action plans formulated.
- Continue PDSS NAPLAN Strategy into 2015 including pre-testing and action plans and FNQ NAPLAN preparation materials.
- Continue focus and resources to support the whole school guided reading program. Continue PM/PROBE class data summaries to inform five-week guided reading plans.
- Continue sift, sort, prioritise curriculum planning sessions to identify curriculum intent and front-end assessment.

Please follow the link to the Port Douglas State School Website for further information.

www.portdougss.eq.edu.au

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2014: Prep Year - Year 6

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	255	120	135	92%
2013	280	123	157	89%
2014	288	133	155	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		
	2012	2013	2014
Prep – Year 3	18	21	20
Year 4 – Year 7 Primary	25	24	27
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	9	22	10
Long Suspensions - 6 to 20 days	2	1	1
Exclusions [#]	0	0	0
Cancellations of Enrolment	0	0	0

[#] Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

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-6)

Specialist PE (P-6)

Specialist Japanese (Yrs 5-6)

Instrumental Music lessons (Yrs 4-6).

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 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

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.

Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree [#] that:	2012	2013	2014
their child is getting a good education at school (S2016)	94%	90%	95%
this is a good school (S2035)	94%	95%	90%
their child likes being at this school* (S2001)	94%	100%	100%
their child feels safe at this school* (S2002)	100%	95%	95%
their child's learning needs are being met at this school* (S2003)	91%	90%	95%
their child is making good progress at this school* (S2004)	91%	95%	95%
teachers at this school expect their child to do his or her best* (S2005)	97%	100%	95%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	94%	95%	95%
teachers at this school motivate their child to learn* (S2007)	97%	95%	95%
teachers at this school treat students fairly* (S2008)	90%	85%	95%
they can talk to their child's teachers about their concerns* (S2009)	97%	95%	95%
this school works with them to support their child's learning* (S2010)	97%	90%	95%
this school takes parents' opinions seriously* (S2011)	94%	90%	82%
student behaviour is well managed at this school* (S2012)	88%	85%	77%
this school looks for ways to improve* (S2013)	94%	95%	86%
this school is well maintained* (S2014)	97%	95%	100%

Performance measure			
Percentage of students who agree [#] that:	2012	2013	2014
they are getting a good education at school (S2048)	86%	92%	97%
they like being at their school* (S2036)	84%	89%	93%
they feel safe at their school* (S2037)	91%	88%	84%
their teachers motivate them to learn* (S2038)	91%	93%	99%
their teachers expect them to do their best* (S2039)	95%	96%	98%
their teachers provide them with useful feedback about their school work* (S2040)	88%	88%	92%
teachers treat students fairly at their school* (S2041)	74%	77%	81%
they can talk to their teachers about their concerns* (S2042)	84%	86%	90%

Performance measure			
Percentage of students who agree# that:	2012	2013	2014
their school takes students' opinions seriously* (S2043)	81%	79%	84%
student behaviour is well managed at their school* (S2044)	75%	66%	67%
their school looks for ways to improve* (S2045)	88%	95%	99%
their school is well maintained* (S2046)	86%	89%	88%
their school gives them opportunities to do interesting things* (S2047)	77%	88%	91%

Performance measure			
Percentage of school staff who agree# that:	2012	2013	2014
they enjoy working at their school (S2069)		94%	96%
they feel that their school is a safe place in which to work (S2070)		100%	100%
they receive useful feedback about their work at their school (S2071)		88%	100%
students are encouraged to do their best at their school (S2072)		94%	100%
students are treated fairly at their school (S2073)		94%	100%
student behaviour is well managed at their school (S2074)		82%	95%
staff are well supported at their school (S2075)		88%	100%
their school takes staff opinions seriously (S2076)		88%	95%
their school looks for ways to improve (S2077)		100%	100%
their school is well maintained (S2078)		100%	91%
their school gives them opportunities to do interesting things (S2079)		88%	100%

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

'Agree' represents the 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.

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.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	160,453	2,716
2012-2013	201,693	5,252
2013-2014	222,834	4,366

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.

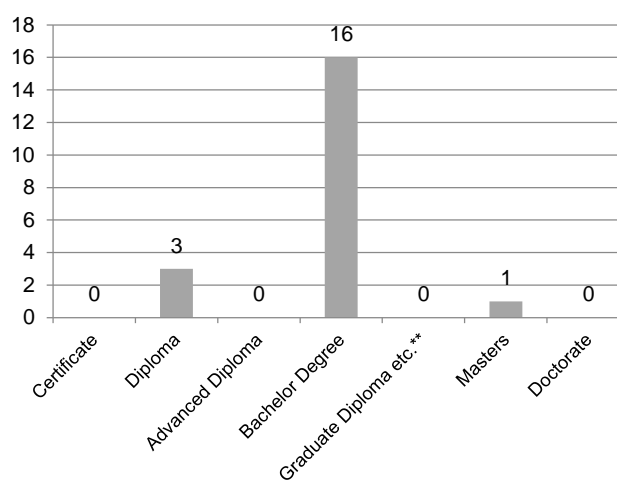
Our staff profile

Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	20	14	<5
Full-time equivalents	17	9	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	3
Advanced Diploma	0
Bachelor Degree	16
Graduate Diploma etc.**	0
Masters	1
Doctorate	0
Total	20



*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 2014 were \$46 690 (approx. 10% of total school budget)

The major professional development initiatives are as follows:

See **Progress towards 2014 goals**

The proportion of the teaching staff involved in professional development activities during 2014 was 100%.

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	98%

Proportion of staff retained from the previous school year

From the end of the previous school year, 87% of staff was retained by the school for the entire 2014 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 webpage.

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

Performance of our students

Key student outcomes

Student attendance	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	92%	92%	93%

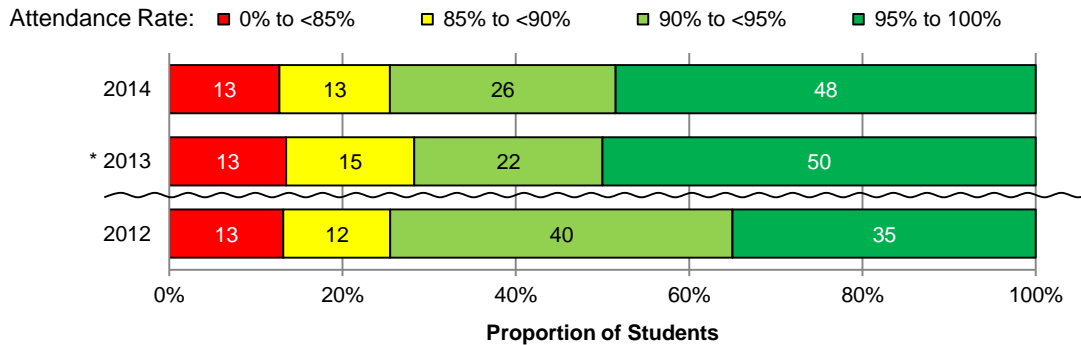
The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

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
2012	90%	92%	92%	93%	95%	92%	92%					
2013	90%	93%	94%	93%	94%	91%	88%					
2014	93%	91%	93%	91%	93%	95%	92%					

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 after 2012 to that of previous years.

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DETE 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.

Port Douglas State School [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/>.

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Achievement – Closing the Gap

Port Douglas State School (1979)

2014 NAPLAN Indigenous / Non-Indigenous Gap in Mean Scale Score - Summary - Individual School (Preliminary Data for 2014)

