Port Douglas State School
Queensland State School Reporting
2015 School Annual Report

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Principal's foreword

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 Values

#EverryDayCounts
#EveryStudentCanAchieve
#EveryStudentMatters
#WeMakeTheDifference

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.

School progress towards its goals in 2015

- 100% of students achieved the benchmarks set in the PDSS Assessment Schedule – Not Achieved but great improvement
- 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
- 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 (2015 – 93.4% vs 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 (2015 – 1.48/day vs 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 (2015 – 91% vs 2014- 95.5% vs 2013- 90.0%)
- 100% of parents/caregivers agree that this is a good school – Not Achieved but great improvement (2015 – 94% vs 2014 – 90.5% vs 2013- 95.0%)

Executive Summary (Internal School Review 2015) *extract*

Consistent focus on aspirational whole school goals and building capacity in staff have been the highlights of the 2015 school year for Port Douglas State School. In a third year of consistent leadership and moving into a review year in 2016 it is evident that the school is creating a learning environment for students to demonstrate their improvement and achievement of educational benchmarks.

The school's effective *developing performance review* process and the *mentoring beginning teachers* program ensured that a high turnover of staff in the school; Head of Curriculum, Five Graduate Teachers, Support Teacher: Early Years and Master Teacher, did not disrupt the continuing improvement agenda as measured by the Headline Indicators. *As at 9th October 2015*

Headline Indicators			School:	Port Douglas State School
Term:	Week 30	**Year:**	2015	Definitions, Criteria and Thresholds
Attendance	Lit & Num NAPLAN (out of 10 areas)	Literacy and Numeracy (Int. Mon. %)		English, Maths & Science
% Attendance Rate	%NMS	Significantly Above Benchmark - Literacy		English
93.4	10	23		91.5
	%U2B	Significantly Above Benchmark - Numeracy		Mathematics
	9	17		95.5
% Attendance <85%	%U2B - SQSS	At/Above Benchmark - Literacy		Science
14.4	8	84		96.1
	Mean Scale Score - SQSS	At/Above Benchmark - Numeracy		% with C or better in all 3
	10	88		89.64
	Relative Gain	ILPs created/identified %		
	4	100		
Erolment	Behaviour	Communication		Satisfaction (out of 20 areas)
4-year trend (%)	# of Short suspensions	% of Families		Overall rating for all survey items
0	2	70		22
	# of Exclusions			
	0			

Low ■■■■■■■■■■■■■■■■■■■■■■■■■■■■■■ High

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 its School-Wide Pedagogical Framework.

Future outlook

The following areas of strategic focus have been considered for inclusion in the 2016 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 supported by Explicit Teaching Modules and Vignettes.
  - 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.*
  - Refine lesson observation cycle and feedback to be **Short, Frequent, Unannounced**
- 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
- Continue **sift, sort, prioritise** curriculum planning sessions to identify curriculum intent and front-end assessment.
- Review and revised whole **school writing program** (Master Teacher)
  - Continue **Writing Task Moderation** processes aligned with whole school writing program and consolidations to be scheduled for week eight each term.
- Continue **FNQ Maths Assessment Tool** for each year level aligned to Australian Curriculum
- Continue PDSS NAPLAN Strategy into 2015 including pre-testing and action plans and FNQ NAPLAN preparation materials.
- Implement **PAT-Science** into PDSS Assessment Schedule and utilise **STEM project** (application pending) in strategic focus
- Continue 25 day review of Class/Cohort **Headline Indicators** and establishing focus areas (Five Week Focus)
- Continue implementation of **Early Start Assessment** through to Year Two by end of 2016/17

The school leadership can begin to consider and plan for these recommendations in preparation for 2016. The estimated cost for the implementation is $125 000. The 2016 Port Douglas State School budget will reflect this planned expenditure in the *Professional Development, Great Results Guarantee, Sift-Sort-Prioritise* cost centres.

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

Independent Public School: No

Year levels offered in 2015:   Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	280	123	157	12	89%
2014	288	133	155	17	89%
2015	287	134	153	18	91%

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.

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

	Average Class Size		
Phase	2013	2014	2015
Prep – Year 3	21	20	21
Year 4 – Year 7 Primary	24	27	26

*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.

School Disciplinary Absences

	Count of Incidents		
Disciplinary Absences	2013	2014*	2015**
Short Suspensions - 1 to 5 days	22	10	4
Long Suspensions - 6 to 20 days	1	1	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.

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)..

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

How Information and Communication Technologies are used to improve 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:	2013	2014	2015
their child is getting a good education at school (S2016)	90%	95%	91%
this is a good school (S2035)	95%	90%	94%
their child likes being at this school (S2001)	100%	100%	97%
their child feels safe at this school (S2002)	95%	95%	94%
their child's learning needs are being met at this school (S2003)	90%	95%	91%
their child is making good progress at this school (S2004)	95%	95%	88%
teachers at this school expect their child to do his or her best (S2005)	100%	95%	97%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	95%	95%	94%
teachers at this school motivate their child to learn (S2007)	95%	95%	88%
teachers at this school treat students fairly (S2008)	85%	95%	97%
they can talk to their child's teachers about their concerns (S2009)	95%	95%	100%
this school works with them to support their child's learning (S2010)	90%	95%	97%
this school takes parents' opinions seriously (S2011)	90%	82%	81%
student behaviour is well managed at this school (S2012)	85%	77%	81%
this school looks for ways to improve (S2013)	95%	86%	91%
this school is well maintained (S2014)	95%	100%	97%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	92%	97%	100%
they like being at their school (S2036)	89%	93%	94%
they feel safe at their school (S2037)	88%	84%	92%
their teachers motivate them to learn (S2038)	93%	99%	100%
their teachers expect them to do their best (S2039)	96%	98%	100%
their teachers provide them with useful feedback about their school work (S2040)	88%	92%	100%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
teachers treat students fairly at their school (S2041)	77%	81%	90%
they can talk to their teachers about their concerns (S2042)	86%	90%	94%
their school takes students' opinions seriously (S2043)	79%	84%	88%
student behaviour is well managed at their school (S2044)	66%	67%	84%
their school looks for ways to improve (S2045)	95%	99%	94%
their school is well maintained (S2046)	89%	88%	96%
their school gives them opportunities to do interesting things (S2047)	88%	91%	94%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	94%	96%	96%
they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
they receive useful feedback about their work at their school (S2071)	88%	100%	96%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	91%	93%	100%
students are encouraged to do their best at their school (S2072)	94%	100%	100%
students are treated fairly at their school (S2073)	94%	100%	100%
student behaviour is well managed at their school (S2074)	82%	95%	96%
staff are well supported at their school (S2075)	88%	100%	89%
their school takes staff opinions seriously (S2076)	88%	95%	89%
their school looks for ways to improve (S2077)	100%	100%	96%
their school is well maintained (S2078)	100%	91%	100%
their school gives them opportunities to do interesting things (S2079)	88%	100%	96%

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
DW = Data withheld to ensure confidentiality.

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Parent and Community Engagement

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

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

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

As a reef guardian school, every effort is made by staff and students to reduce our environmental footprint. Student leaders track the electricity usuage 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
2012-2013	201,693	5,252
2013-2014	222,834	4,366
2014-2015	214,710	17,089

*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

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	20	16	<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	15
Graduate Diploma etc.**	0
Masters	1
Doctorate	1
Total	**20**
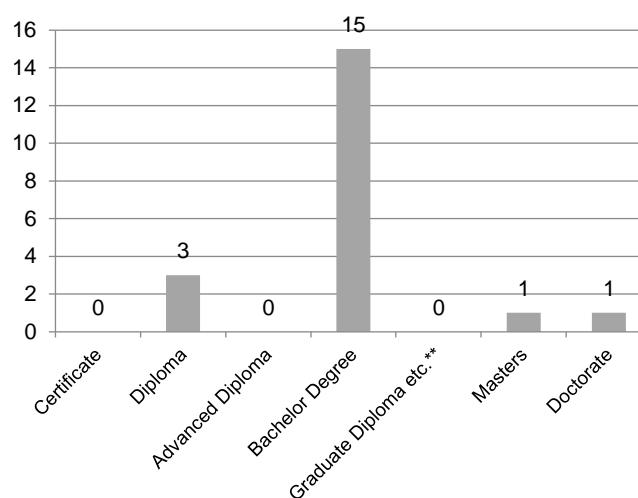
*Teaching staff includes School Leaders

**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 2015 were $73 500 (including $45 000 from Great Results Guarantee Funding)

The major professional development initiatives are as follows:

See **Progress towards 2015 goals**

The proportion of the teaching staff involved in professional development activities during 2015 was 100%.

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	96%	98%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 100% of staff was retained by the school for the entire 2015 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

School name | **GO**

Suburb, town or postcode

Sector:

☑ Government

☑ Non-government

SEARCH

Where it says **'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.

Performance of our students

Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	92%	93%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	87%	92%	89%

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 attendance rate in 2015 for all Queensland Primary schools was 93%.

	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
Student attendance rate for each year level (shown as a percentage)													
2013	93%	90%	93%	94%	93%	94%	91%	88%					
2014	93%	93%	91%	93%	91%	93%	95%	92%					
2015	94%	92%	94%	95%	92%	92%	94%						

*From 2013, the methodology used for calculating attendance rates effectively counts 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.

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Student attendance distribution

The proportions of students by attendance range.

Attendance Rate: ■ 0% to <85% ■ 85% to <90% ■ 90% to <95% ■ 95% to 100%

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2013	13	15	22	50
2014	13	13	26	48
2015	14	8	22	55

Proportion of Students
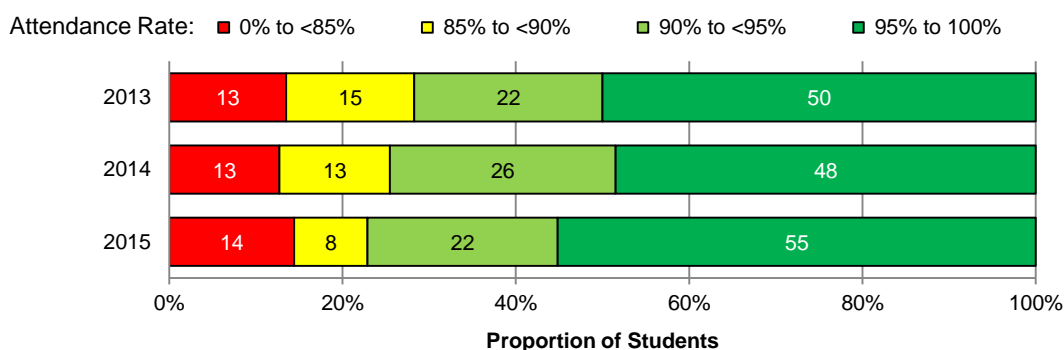
Description of how non-attendance is managed by the school

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.

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.**

Find a school

School name **GO**

Suburb, town or postcode

Sector:

☑ Government

☑ Non-government

SEARCH

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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.

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