Port Douglas State School

ANNUAL REPORT
2017

Queensland State School Reporting

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

Every student succeeding. State Schools Strategy 2017-2021
Department of Education

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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.

Our school values:
- Cooperation
- Achievement
- Respect
- Empathy

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Introduction

School Progress towards its goals in 2017

Following a School Improvement Review in 2016 the School's 4 Year strategic and annual improvement plans were created to address the improvement areas under the 9 domains of the National School Improvement Toolkit. Monitoring and review processes have been set up in the school to ensure progress and improvement is occurring over time to achieve the identified improvement areas for 2017, being:

Key Priority Area	Progress
Develop and communicate clear statement of roles and responsibilities for the leadership team, support staff and other key teachers	Plan and roles completed in 2017. Being implemented, reviewed and refined in 2018
Sharpen the Explicit Improvement Agenda including the development of a documented framework so that staff members can embed the strategies and teaching practises consistently across the school.	Completed and going implementation and review throughout 2018
Collaboratively review and the school wide schedule and benchmarks, including the development of aspirational targets and timelines	Largely completed in 2017. Some work still ongoing in 2018
Complete the review do the school's Responsible behaviour for Learning Plan and consistently implement the Positive Behaviour for Learning framework.	Completed
Develop and embed staff Wellbeing strategies to support and improve staff morale	Ongoing in 2018
Conduct regular robust and rigorous evaluation of the school's approach to differentiation d pedagogical practises to value add and ensure efficacy, particularly with Indigenous students.	Implemented n 2017 and ongoing in 2018
Collaboratively develop a documented parent and community engagement framework with all stakeholders.	Partially completed and expected to be completed and implement fully in 2018

These key pieces of work have contributed to the focus of the school's operations and directly influence student participation, parent engagement and staff development for the direct benefit of student learning and achievement. 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.

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

Future Outlook

In 2018 the school's key improvement focus is the development and improvement in writing across the school. All teachers and support staff will focus on:

- student performance data
- teaching practises
- catering to individual learning needs of students, and
- school community partnerships.

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School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2017:   Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	287	134	153	18	91%
2016	298	133	165	23	90%
2017	281	131	150	15	93%

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

In 2017, 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 (https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous).

Characteristics of the Student Body

Overview
Port Douglas is a tourist destination. Many of the families work in hospitality or are business owners, but also work in the local services industries. 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). The student body is made up of children from diverse ethnic backgrounds.

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

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3	23	21	23
Year 4 – Year 6	26	24	24
Year 7 – Year 10			
Year 11 – Year 12			

Curriculum Delivery

Our Approach to Curriculum Delivery
Teaching and learning at PDSS follows both the Australian Curriculum and the Early Years Curriculum Guidelines. Curriculum into the Classroom (C2C) units will be implemented for English, Maths, Science, HASS, The Arts, Technology and Health and Physical Education. In addition, our Prep teachers plan to ensure that Prep students incorporate teaching and learning in the areas of Social and Personal Learning, Health and Physical Learning and Active Learning Processes.

PDSS incorporates a whole school approach to delivery of the curriculum, and therefore have a Whole School Curriculum Overview and Whole School Curriculum plan that is reviewed annually. The **PDSS Curriculum Overview and PDSS Curriculum Plan** are provided in hard copy format to all teaching staff and can be viewed on the PDSS edStudio. Teachers follow the **PDSS Assessment Schedule** for National, Regional and School-Based Assessment. In addition, we use a **Whole**

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School Summative Assessment Schedule to further assist with planning. Assessment is recorded on OneSchool at the end of each term, analysed and a teaching learning plan is created and implemented to cater for student learning needs.

Explicit Teaching is the main pedagogical approach used at PDSS, particularly for new concept and development work. We incorporate Age Appropriate Pedagogies and use a wide range of teaching and learning practices to reinforce concepts taught and meet the needs of all students. Coaching and feedback practices are integral within this paradigm. The **AITSL Australian Teacher Performance and Development 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
- Reading and Writing extension Camps
- 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 dedicated learning rooms have electronic whiteboards used for teaching and learning. PDSS has a dedicated SmartRoom where whole classes can use computers can be used one on one. Additional computers are also provided in individual classrooms and our Resource Information Centre hosts a class set of laptops. All classes from Prep –Yr 6 visit the SmartRoom weekly.

A number of iPads are available to support classroom learning activities and in the Junior school Android pads are being configured for use for whole class use. 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.

Some teachers are provide online support learning material such as homework and links to support home learning and parent involvement in school work.

Social Climate

Overview

The social climate of the school is changing. Over the past few years, a belief has been evident by all key stakeholders, parents, teachers and students, that while the quality of education was high, the school discipline environment needed serious attention to raise expectations and support students in their learning. The change to a Positive Behaviour for Learning to manage students and provide a consistent framework for all school staff to follow is helping to improve student behavior across the school. Also changes to office administration to one where parents are more easily to access school information and personal is helping to change the culture of the school to a supportive, positive and inclusive environment.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
their child is getting a good education at school (S2016)	91%	87%	94%
this is a good school (S2035)	94%	80%	86%
their child likes being at this school* (S2001)	97%	87%	94%
their child feels safe at this school* (S2002)	94%	87%	94%
their child's learning needs are being met at this school* (S2003)	91%	93%	81%
their child is making good progress at this school* (S2004)	88%	93%	83%
teachers at this school expect their child to do his or her best* (S2005)	97%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	94%	93%	89%
teachers at this school motivate their child to learn* (S2007)	88%	93%	92%
teachers at this school treat students fairly* (S2008)	97%	87%	88%
they can talk to their child's teachers about their concerns* (S2009)	100%	93%	91%

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Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
this school works with them to support their child's learning* (S2010)	97%	93%	94%
this school takes parents' opinions seriously* (S2011)	81%	80%	74%
student behaviour is well managed at this school* (S2012)	81%	53%	67%
this school looks for ways to improve* (S2013)	91%	73%	89%
this school is well maintained* (S2014)	97%	93%	92%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	100%	100%	94%
they like being at their school* (S2036)	94%	79%	89%
they feel safe at their school* (S2037)	92%	88%	76%
their teachers motivate them to learn* (S2038)	100%	100%	97%
their teachers expect them to do their best* (S2039)	100%	98%	95%
their teachers provide them with useful feedback about their school work* (S2040)	100%	96%	89%
teachers treat students fairly at their school* (S2041)	90%	88%	75%
they can talk to their teachers about their concerns* (S2042)	94%	89%	81%
their school takes students' opinions seriously* (S2043)	88%	76%	76%
student behaviour is well managed at their school* (S2044)	84%	75%	69%
their school looks for ways to improve* (S2045)	94%	96%	91%
their school is well maintained* (S2046)	96%	96%	90%
their school gives them opportunities to do interesting things* (S2047)	94%	85%	90%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
they enjoy working at their school (S2069)	96%	92%	70%
they feel that their school is a safe place in which to work (S2070)	100%	92%	67%
they receive useful feedback about their work at their school (S2071)	96%	88%	67%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	88%	95%
students are encouraged to do their best at their school (S2072)	100%	92%	83%
students are treated fairly at their school (S2073)	100%	96%	67%
student behaviour is well managed at their school (S2074)	96%	73%	40%
staff are well supported at their school (S2075)	89%	77%	40%
their school takes staff opinions seriously (S2076)	89%	75%	47%
their school looks for ways to improve (S2077)	96%	92%	67%
their school is well maintained (S2078)	100%	88%	87%

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Performance measure			
Percentage of school staff who agree# that:	**2015**	**2016**	**2017**
their school gives them opportunities to do interesting things (S2079)	96%	85%	63%

* 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

In addition, the involvement in parents and wider community groups to support student engagement and participation in a safe and supportive school environment has been, and continues to be, welcome and encouraged.

Every child in the school benefits from P&C activities. Therefore every parent is invited and encouraged to participate in it's activities and it's 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.

The schools focus has been shifting to a positive, supportive framework that seems to maintain student engagement and skills students in positive and appropriate social interactions. More focussed work and development will be done in this area in 2018.

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	**2015**	**2016**	**2017**
Short Suspensions – 1 to 10 days	4	3	16
Long Suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

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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. Students and teachers are encourage to keep doors and windows closed while air conditioning is being run, and use fans and natural ventilation where possible. Student leaders and Reef guardians regularly discuss how the student's body can become more environmentally aware and design and implement practises that reduce the schools environmental footprint.

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ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	214,710	17,089
2015-2016	181,499	2,589
2016-2017	207,127	1,359

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.**

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.

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	21	12	0

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Full-time Equivalents	18	8	0

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	15
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 2017 were $27,376.00

The major professional development initiatives are as follows:

- Supporting and Involvement of beginning teachers in mentoring programs
- Involvement in Early Years conference
- Workshops on managing students with disabilities
- Involvement in work place health and safety workshops
- Literacy and numeracy development courses

The proportion of the teaching staff involved in professional development activities during 2017 was 73%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	97%	97%	97%

Proportion of Staff Retained from the Previous School Year
From the end of the previous school year, 94% of staff was retained by the school for the entire 2017.

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Key Student Outcomes

Student Attendance

Student attendance

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

STUDENT ATTENDANCE 2017			
Description	**2015**	**2016**	**2017**
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).	89%	94%	90%

*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 2017 for all Queensland Primary schools was 93%.
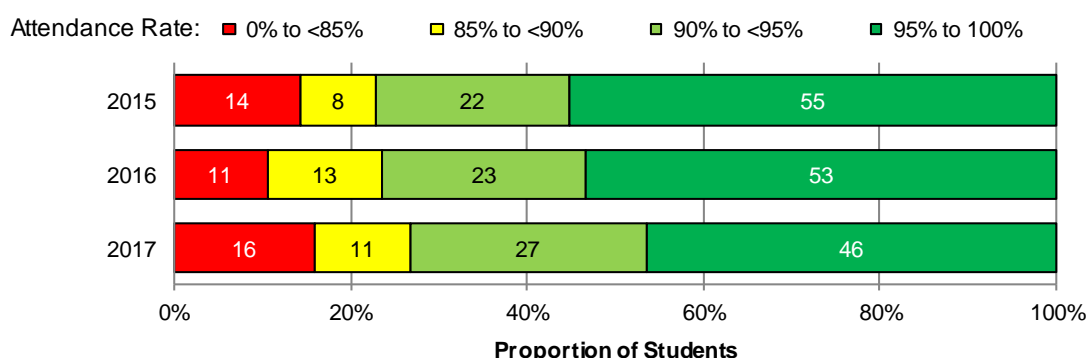
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	94%	92%	94%	95%	92%	92%	94%	NA	NA	NA	NA	NA	NA
2016	93%	92%	95%	95%	92%	94%	91%	NA	NA	NA	NA	NA	NA
2017	95%	93%	91%	93%	93%	91%	92%	NA	NA	NA	NA	NA	NA

*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:

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%
2015	14	8	22	55
2016	11	13	23	53
2017	16	11	27	46

Proportion of Students

Description of how non-attendance is managed by the school
Non-attendance is managed in state schools in line with the Department of Education 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. A list of unexplained absences is generated daily after the first roll marking session and parents/caregivers are contacted each day to determine the nature of a student's absence.

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In addition to the above daily contact, the school seeks to understand and work with parents on the reason for non-attendance and support them through:
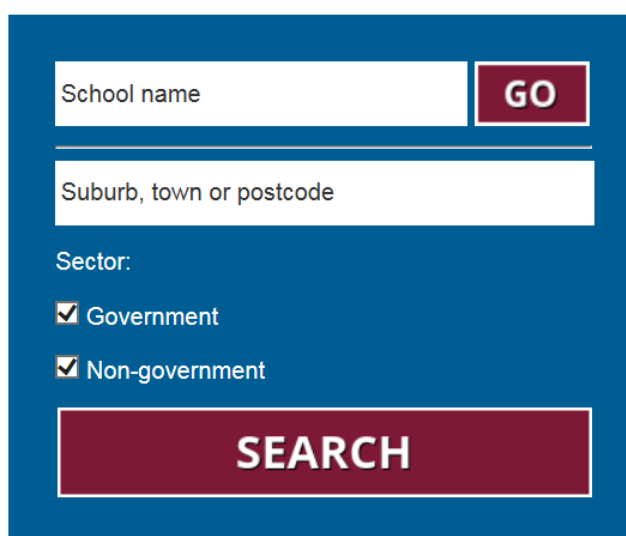
- P&C sponsored breakfast and basic lunch program
- Inclusion activities such as uniform provision where necessary
- Exploring alternative engagement pathways
- Understanding absence reasons and working with parents to resolve and overcome these

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

| School name | GO |

| Suburb, town or postcode |

Sector:

☑ Government

☑ Non-government

SEARCH

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.