Port Douglas State School

ANNUAL REPORT
2018
Queensland State School Reporting

Every student succeeding
State Schools Strategy
Department of Education

Queensland Government

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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.

The Culture of the school is shaped by our shared core values:

- cooperation
- achievment
- respect
- empathy

Our vision for the school is a commitment to provide a safe, caring and supportive environment that focuses on the needs and emotional wellbeing of the entire school community.

School progress towards its goals in 2018

Five core priorities were identified under the National School Improvement Toolkit for implementation throughout 2018:

- Analysis and discussion of data
- An expert teaching team
- Differentiated teaching and learning
- Effective pedagogical practises
- School community partnerships

The content and work in these priorities areas came out of a whole school review conducted in 2016, and reflect the subsequent school strategic plan (2017-2020).

Key Priority Area	Progress
Build staff data literacy skills to enhance the capacity and confidence of teaching staff to identify starting points for teaching, track student progress and reflect on the effectiveness of teaching practise.	Made good progress and developed a better understanding of the student performance data and how this can be used to inform teaching and learning programs. Will continue throughout 2019.
Develop a strategic and planned whole-school approach to the provision of feedback, coaching and mentoring for all staff members Prep to Year 6	Made some progress but will continue to be a focus under improving quality teaching and learning in 2019.
Provide opportunities for teachers to build their repertoire of practise in engaging and extending high performing students.	Reorganised teaching teams to provide more opportunities to support development of teaching practise and focus on individual student programs
Further embed the pedagogical framework across the school and ensure consistency of practise and understanding across the school is supported and maintained	Pedagogical framework has been well embedded. Framework will be reviewed in 2019 to ensure currency of practise and understanding by new staff and to reflect current educational research.
Ensure all teaching staff receive formal, written feedback on their use of explicit instruction in the classroom	All teachers were formally observed and received written feedback after post observation meeting throughout 2018.
Investigate partnership opportunities with significant local organisations and businesses to enhance the learning and engagement of students.	Investigation and some work was progressed on partnerships in 2018. This will be an area of specific focus in 2019.

Future outlook

In 2019 our key priorities and sub actions are:
1. Quality Teaching and Learning
    a. Capability Building of all staff
    b. Deep Curriculum Understanding
    c. Developing a Positive Coaching and feedback Culture
2. Community Engagement
    a. Planned School to Community events and activities
    b. Recycling program with community partnerships
    c. Development and implementation of an Arts programs to engage community in the school

It is expected these programs will result in focussed professional development for staff, enhanced learning and engagement opportunities for students, their families and wider community, with improvements in all student performance data and parental feedback.

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	298	281	263
Girls	133	131	130
Boys	165	150	133
Indigenous	23	15	17
Enrolment continuity (Feb. – Nov.)	90%	93%	91%

Notes:

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

2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.

3. pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

Characteristics of the student body

Overview

Port Douglas is a tourist destination. Many of the families work in the local services industries, 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). The student body is made up of children from diverse ethnic backgrounds that include Indian, Thai, Chinese, Korean and continental European cultures.

Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	21	23	24
Year 4 – Year 6	24	24	24
Year 7 – Year 10	NA	NA	NA
Year 11 – Year 12	NA	NA	NA

Note:

The class size targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

Curriculum delivery

Our approach to curriculum delivery

Teaching and learning at Port Douglas State School follows both the full Australian Curriculum and the Early Years Curriculum Guidelines. All curriculum areas have been fully implemented in 2018. Curriculum into the Classroom (C2C) units support the teaching and learning 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.

Port Douglas State School 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 **Port Douglas State School Curriculum Overview and Port Douglas State School Curriculum Plan** are provided in hard copy format to all teaching staff and can be viewed on the Port Douglas State School edStudio. Teachers follow the **Port Douglas State School Assessment Schedule** for National, Regional and School-Based Assessment. In addition, we use a **Whole 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 Port Douglas State School, 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
- Running and Reading morning clubs
- P&C engagement activities
- 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. Port Douglas State School has a dedicated Smart Room where whole classes can use computers on a one-on-one basis. All these machines were renewed at the end of 2018. New laptops were purchased for exclusive use by year 6 students in 2018 to increase access ratio a to 2-1. In 2019 new dedicated laptops will be purchased for use in the year 5 classrooms, increasing access ratio to 2-1 as well. Existing laptops will be reimaged and made available exclusively to the year 3 and 4 classes. All classes are able to book and access the Smart Room weekly.

Dedicated iPads are available to support classroom learning activities in the Junior school, existing in small groups in the Prep, Year 1 and Year 2 classes. All students are enrolled in online Reading Eggs and Mathletics programs to consolidate their literacy and numeracy concepts. The Port Douglas State School website has a quicklink to the Learning Place.

Some teachers provide online support learning material such as homework and links to support home learning and parent involvement in schoolwork. All computer-based work is curriculum related and students are expected to use ICT resources to generate assessable work using them.

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 (PBL) approach to manage students and provide a consistent framework for all school staff to follow is helping to improve student behavior across the school. This approach was fully implemented in 2018. Major changes and improvement in the school's behaviour data is expected in 2019. The change to a PBL framework has been a massive change, not only in procedures and processes, but also a radical change for parents and students to understand how management of students will occur. Changes to office administration where parents are more easily able to access school information and personnel has helped to change the culture of the school to a supportive, positive and inclusive environment.

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	87%	94%	86%
• this is a good school (S2035)	80%	86%	90%
• their child likes being at this school* (S2001)	87%	94%	95%
• their child feels safe at this school* (S2002)	87%	94%	76%
• their child's learning needs are being met at this school* (S2003)	93%	81%	81%
• their child is making good progress at this school* (S2004)	93%	83%	90%
• teachers at this school expect their child to do his or her best* (S2005)	100%	100%	90%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	93%	89%	86%
• teachers at this school motivate their child to learn* (S2007)	93%	92%	90%
• teachers at this school treat students fairly* (S2008)	87%	88%	80%
• they can talk to their child's teachers about their concerns* (S2009)	93%	91%	95%
• this school works with them to support their child's learning* (S2010)	93%	94%	95%
• this school takes parents' opinions seriously* (S2011)	80%	74%	86%
• student behaviour is well managed at this school* (S2012)	53%	67%	48%
• this school looks for ways to improve* (S2013)	73%	89%	85%
• this school is well maintained* (S2014)	93%	92%	95%

* 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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	100%	94%	88%
• they like being at their school* (S2036)	79%	89%	83%
• they feel safe at their school* (S2037)	88%	76%	72%
• their teachers motivate them to learn* (S2038)	100%	97%	95%

Percentage of students who agree# that:	2016	2017	2018
• their teachers expect them to do their best* (S2039)	98%	95%	99%
• their teachers provide them with useful feedback about their school work* (S2040)	96%	89%	98%
• teachers treat students fairly at their school* (S2041)	88%	75%	73%
• they can talk to their teachers about their concerns* (S2042)	89%	81%	81%
• their school takes students' opinions seriously* (S2043)	76%	76%	79%
• student behaviour is well managed at their school* (S2044)	75%	69%	50%
• their school looks for ways to improve* (S2045)	96%	91%	95%
• their school is well maintained* (S2046)	96%	90%	76%
• their school gives them opportunities to do interesting things* (S2047)	85%	90%	88%

* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	92%	70%	100%
• they feel that their school is a safe place in which to work (S2070)	92%	67%	89%
• they receive useful feedback about their work at their school (S2071)	88%	67%	89%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	88%	95%	92%
• students are encouraged to do their best at their school (S2072)	92%	83%	94%
• students are treated fairly at their school (S2073)	96%	67%	89%
• student behaviour is well managed at their school (S2074)	73%	40%	61%
• staff are well supported at their school (S2075)	77%	40%	83%
• their school takes staff opinions seriously (S2076)	75%	47%	83%
• their school looks for ways to improve (S2077)	92%	67%	89%
• their school is well maintained (S2078)	88%	87%	89%
• their school gives them opportunities to do interesting things (S2079)	85%	63%	89%

* 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. Parent information evenings are held each term, but parental feedback is encouraged and formal meetings can be conducted at any time suitable for teachers.

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.

In 2018 the schools' focus has been on implementation a positive, supportive framework that has worked to maintain student engagement and skills students in positive and appropriate social interactions. Bedding down the approach, information and professional development will be done in this area in 2019.

A component of our Health curriculum involves a social skills program. Tailored social skilling programs to assists students to build resilience, confidence and self-esteem and focuses on equipping them with the skills to overcome daily challenges we all encounter, has been designed with students in 20i8 and will continued to be developed and implemented throughout 2019.
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School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	3	16	9
Long suspensions – 11 to 20 days	0	0	1
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this 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 encouraged 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. In 2018 a major student lead project was to introduce and maintain school wide waste sorting activities. This project operates in each classroom and school wide with designated bins for different types of waste.

Setting up the recycling aspects of the program, composting, gschool garden and farm, container recycling and responsible waste disposal will be a focus in 2019.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	181,499	207,127	208,614
Water (kL)	2,589	1,359	2,711

Note:

Consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this school's environmental footprint.

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.
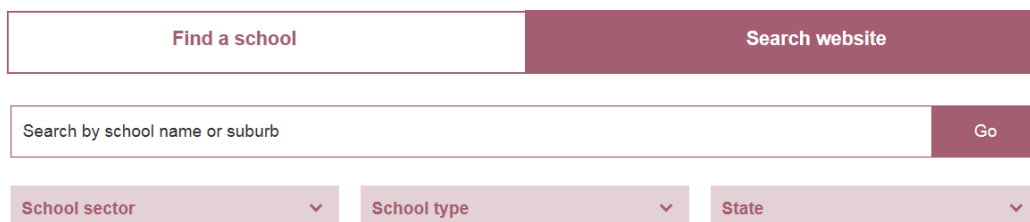
School funding

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.

How to access our income details

1. Click on the *My School* link http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website

Search by school name or suburb	Go

School sector ⌄	School type ⌄	State ⌄

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

> View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.

School profile	NAPLAN	Attendance	Finances	VET in schools	Senior secondary	Schools map

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	19	12	<5
Full-time equivalents	16	8	<5

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	
Masters	
Graduate Diploma etc.*	5
Bachelor degree	14
Diploma	
Certificate	

*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 2018 were approximately $25,621.89

The major professional development initiatives are as follows:

- Whole school Behaviour For Learning
- Essentials for Classroom Management micro skilling
- Teaching of Writing
- Curriculum teams and Professional Learning Network

The proportion of the teaching staff involved in professional development activities during 2018 was 90%.

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	97%	97%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 94% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland State Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	93%	93%	92%
Attendance rate for Indigenous** students at this school	94%	90%	87%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep	93%	95%	93%
Year 1	92%	93%	92%
Year 2	95%	91%	94%
Year 3	95%	93%	91%
Year 4	92%	93%	93%
Year 5	94%	91%	93%
Year 6	91%	92%	90%

Year level	2016	2017	2018
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

Notes:
1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate

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%
2016	11	13	23	53
2017	16	11	27	46
2018	14	9	22	54

Proportion of Students
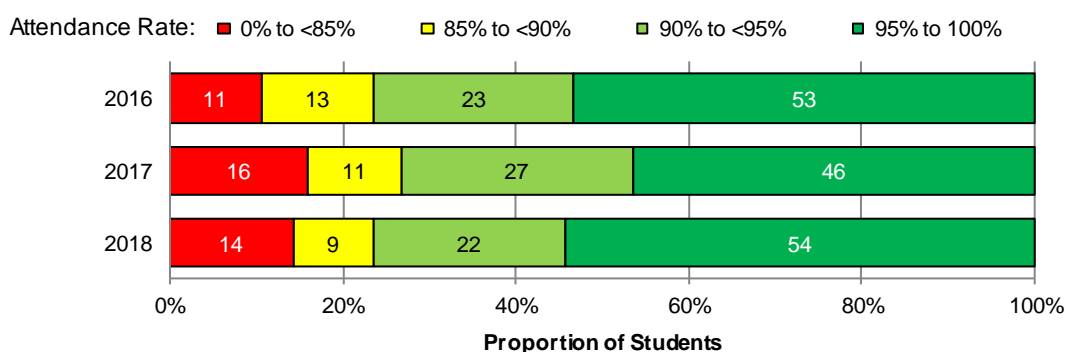
Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland 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.

In accordance with the school's Roll Marking Policy and department procedures, classroom rolls are taken between 9.15 and 9.30 each morning and again between 1.50 and 2pm each afternoon. Absences are recorded directly into the School Information Management system. An absences report is run within half an hour after these times and parents or caregivers of students with unexplained absences are contacted daily by phone call.
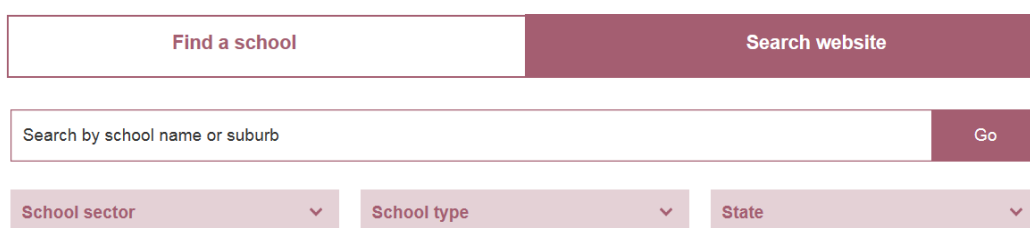
Students with habitual and long-term unauthorised absences are monitored and followed by the school's Student Support Services Team and Principal. Support is offered to families and work done to return students to a regular, full pattern of school attendance and participation.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the *My School* website.

How to access our NAPLAN results

1. Click on the *My School* link http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website
Search by school name or suburb	Go
School sector ⌄	School type ⌄	State ⌄

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

School profile	NAPLAN	Attendance	Finances	VET in schools	Senior secondary	Schools map

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.

2. The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.