

Port Douglas State School

School review executive summary

Every Queensland state school and centre has a review at least once every 4 years to guide continuous improvement and inform strategic priorities. Community feedback is an essential part of the review, with staff, parents, students and the community encouraged to have their say. This executive summary provides an insight into the findings from the school review process.







Acknowledgement of Country

Port Douglas State School acknowledges the Kuku Yalanji people, the Traditional Custodians of the land where we live and learn. We pay our respects to their Elders, past and present.

About the school

Education region	Far North Queensland
Year levels	Prep to Year 6
Enrolment	225
Aboriginal students and Torres Strait Islander students	<1%
Students with disability	18.6%
Index of Community Socio-Educational Advantage (ICSEA) value	1015

About the review

 3 reviewers from 4 to 6 November 2025	 100 participants	 31 school staff
 35 students	 27 parents and carers	 7 community members and stakeholders

Key improvement strategies

Domain 1: Driving an explicit improvement agenda
Strengthen instructional leadership practices, including supportively supervising and evaluating instruction and line-of-sight processes to support the implementation of improvement strategies, monitor programs and ensure consistent, sustained enactment of the Annual Implementation Plan (AIP).

Domain 6: Leading systematic curriculum implementation
Systematically enact timely collaborative planning involving leaders and teachers to build teacher capability in curriculum planning, alignment of curriculum to Australian Curriculum (AC) and planning for differentiated pedagogies targeted to student need.

Systematically enact processes for leaders' monitoring of curriculum planning and implementation to ensure alignment with AC achievement standards and content descriptions.

Domain 8: Implementing effective pedagogical practices
Embed collaborative opportunities for teachers' using a shared language and understanding of pedagogy to support selection of evidenced-informed pedagogical approaches, practices and teaching strategies.

Implement observation and feedback cycles for all teachers, to support teachers' use of feedback when reflecting on how to improve their practice.

Key affirmations



Staff, students, and parents value the supportive and caring culture of the school, which fosters a strong sense of belonging and commitment to student wellbeing and academic progress.

Teachers highlight their commitment to students and the great pride they take in sharing their learning journeys. Students praise the way their teachers help them to improve their learning. Parents speak highly of the willingness of staff to seek timely solutions in response to their child's needs and to address parents' concerns. Students proudly highlight their parents and family members previously attended the school. Parents discuss how this intergenerational thread contributes to a sense of belonging in the school community.



Staff and parents describe the strong and enduring partnerships with local Early Childhood Education and Care (ECEC) providers and high schools that support smooth transitions.

Early years staff highlight visiting local ECEC centres to become familiar with children and make further connections with ECEC staff. ECEC centre directors speak appreciatively of invitations to school events throughout the year and shared activities to orientate children. Leaders describe working collaboratively with the local high school and feeder primary schools to support Year 6 students' successful transition to high school. Leaders and teachers from primary and secondary schools describe tailoring transition support for students requiring additional support.



Parents and the community members recognise they are valued partners in students' education and express appreciation for positive interactions with staff about learning and wellbeing.

Leaders and staff describe a dedicated and active Parents and Citizens' Association (P&C). P&C members speak positively of their partnership with the principal and staff, and indicate they feel informed about school priorities and initiatives. Students and staff celebrate the school's involvement with the Reef Guardian program, in connection with the Douglas Shire Council and Great Barrier Reef Marine Park Authority (GBRMPA), and the Paws and Claws animal shelter partnership. Students express appreciation for the opportunities to engage in real-world social and environmental programs to enhance learning and wellbeing.



Staff members express a commitment to Positive Behaviour for Learning (PBL) as a whole-school approach to improving learning engagement, behaviour and wellbeing outcomes.

Leaders and teachers highlight the work undertaken by the PBL team in tracking and monitoring student behaviour data and setting goals for improvement. The team explains how this data informs the weekly PBL focus and consistent implementation of school routines. Staff highlight using the focus lessons each week and affirm the consistent use of PBL language across the school. Students express they understand and value the school's 'Dojo' points. Prep students talk proudly about the 'Rewards Bag' and their excitement in accumulating their rewards points.