

Port Douglas State School

Executive Summary





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1. Introduction

This report is a product of a review carried out by a review team from the Education Improvement Branch (EIB) at **Port Douglas State School** from **23 to 25 March 2021**.

The report presents an evaluation of the school's performance against the nine domains of the [National School Improvement Tool](#). It also recommends improvement strategies for the school to implement in consultation with its regional office and school community.

The report's executive summary outlines key findings from the review and key improvement strategies that prioritise future directions for improvement.

Schools will publish the executive summary on the school website within two weeks of receiving the report.

The principal will meet with their Lead Principal to discuss the review findings and improvement strategies.

For more information regarding the EIB and reviews for Queensland state schools please visit the EIB [website](#).

1.1 Review team

Sandra Perrett	Internal reviewer, EIB (review chair)
Megan Rauchle	Peer reviewer
Wayne Butler	External reviewer



1.2 School context

Location:	Endeavour Street, Port Douglas	
Education region:	Far North Queensland Region	
Year levels:	Prep to Year 6	
Enrolment:	215	
Indigenous enrolment percentage:	8.8 per cent	
Students with disability:	Education Adjustment Program (EAP) percentage:	0.8 per cent
	Nationally Consistent Collection of Data (NCCD) percentage:	7.8 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1009	
Year principal appointed:	2018	



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, Head of Curriculum (HOC), cluster Head of Special Education Services (HOSES), 17 teachers, Business Manager (BM), seven teacher aides, 49 students and 18 parents.

Community and business groups:

- President and treasurer of the Parents and Citizens' Association (P&C), president of the Douglas Heat Basketball Club and coordinator of Port Explorers Outside School Hours Care (OSHC).

Partner schools and other educational providers:

- Principal of Mossman State High School and director of C&K (Childcare and Kindergarten) Port Douglas Community Kindergarten.

Government and departmental representatives:

- Disaster Management Officer for Douglas Shire Council, State Member for Cook and Lead Principal.

1.4 Supporting documentary evidence

Annual Implementation Plan 2021	Explicit Improvement Agenda 2021
Investing for Success 2021	Strategic Plan 2017 - 2020
OneSchool	School budget overview
Professional learning plan	Curriculum planning documents
School pedagogical framework	School differentiation plan or flowchart
Student Code of Conduct	Teaching and learning handbook
School Opinion Survey	School website
2020 to 2021 Assessment Schedule and Benchmarks	Headline Indicators (October 2020 release)
School based curriculum, assessment and reporting framework	Goal setting and forward planning document
School Data Profile (Semester 2, 2020)	



2. Executive summary

2.1 Key findings

The principal has worked extensively with the school community to build a positive culture within the school.

Caring and positive relationships between staff members and students are apparent. All students and staff members have an obvious sense of belonging. The school's collaboratively developed CARE values focus on '*Cooperation, Achievement, Respect and Empathy*' and the principal leads and models this in all interactions throughout the day. Staff members express high levels of appreciation for the support provided by the principal.

The school promotes and maintains a positive environment to promote learning.

Classrooms are orderly and purposeful, and reflective of the high expectations that all students will learn successfully. Staff members understand and enact the behaviour plan and incorporate Positive Behaviour for Learning (PBL) in their classrooms and throughout the school. Teachers use ClassDojo to celebrate student behaviour with parents. Parents express appreciation of the focus on enhancing student behaviour.

The school places a strong focus on the teaching of the Australian Curriculum (AC), with staff engaging in regular discussions regarding curriculum, teaching and learning.

Teachers are highly engaged in curriculum discussions and express a desire to continue to develop their knowledge and understanding of planning, teaching and assessing the AC. The leadership team indicates that teachers are given responsibility for their planning and are able to choose how they complete their unit planning. Most teachers indicate that they would appreciate additional time and support to plan collaboratively. They indicate the importance of planning with expert others as a way of further developing their knowledge of the AC to ensure every student is engaged in learning.

The school leadership team recognises that highly effective teaching is the key to improving student learning outcomes.

Pedagogical leadership is provided through encouraging the use of high quality, evidence-based teaching practices outlined in the pedagogical framework. Staff members articulate that a greater level of clarity regarding the school's agreed teaching practices is required. A pedagogical approach that is understood and supported by all staff members and that details the strategies to use in AC teaching and learning is yet to be developed.

The principal and staff members articulate the importance of collecting and analysing a range of student data sets.

The school utilises aggregated school data, including Level of Achievement (LOA) data, to inform decision making regarding the identification of areas for development and student growth through the school's EIA. A whole-of-school practice in relation to understanding and



using data as the starting point to inform teaching and learning, and intervention for students, is yet to be fully realised.

Teachers articulate that having a voice in decision-making processes provides a great platform for all to work together to continue to improve the school.

The principal identifies that a range of data sets, in addition to teacher voice and engagement led to the identification of the current Explicit Improvement Agenda (EIA) of numeracy and spelling. Data is comprehensively utilised by the leadership team to build a clear understanding of the next steps for the school. The leadership team outlines that this document was developed collaboratively with teachers. The principal articulates that the next step in the process is supporting teachers to identify how this will be reflected in their classrooms.

Staff members display high levels of professional energy for the work they undertake in the school.

The leadership team identifies that the development of staff members into an expert teaching team is central to improving outcomes for students. The principal has worked to build a team of committed staff members who are supportive of each other, the school and the involvement of all stakeholders.

The school actively seeks ways to enhance the learning and wellbeing of students through a range of partnerships.

The school has established long-term partnerships with Early Childhood Education and Care (ECEC) providers to contribute to the successful transition of children into Prep. This includes informal conversations between school staff and early childhood educators, reciprocal visits to the service/school, sharing of transition statements and 'Play and Stay' days. Some staff members attend the Douglas Early Childhood Community Network (ECCN) where strong partnerships have been established with local health organisations, and effective transition processes across the cluster are discussed.



2.2 Key improvement strategies

Further develop teacher capability to plan, teach and assess the AC, initially focusing on unit planning processes, accessing regional support and collaborating with colleagues.

Build staff capability and understanding of high impact pedagogical approaches, practices and teaching strategies to support the delivery of the AC.

Establish school-wide practices to utilise student achievement data in planning, teaching and assessing the AC, for all students.

Further develop the capability of all stakeholders to actively engage with annual planning documents, supporting teachers to understand and enact the EIA in their classrooms.