

Doomadgee State School

Queensland State School Reporting

2015 School Annual Report



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Webpages	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
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Principal's foreword

Introduction

Doomadgee State School is located in the North Western corner of Queensland, approximately 120km's east of the Northern Territory border. Currently there are 388 students enrolled at the school from Pre-Prep to year 10. The majority of students are Indigenous representing the three language groups of Gangalidda, Garawa and Waanyi. Our staff is comprised of 21 teachers, 21 Teacher Aides, 2 Community teachers and a leadership team which includes a Principal, Deputy Principal, Head of Curriculum, Head of Special Education, Guidance Officer, Teaching and Learning Coach and 2 Indigenous Education leaders who support the management of the school. To support the improvement of student attendance our school is funded to have a Remote Schools Attendance team who are based in our school and liaise with families around attendance each day.

School progress towards its goals in 2015

In Term 3, 2015 Doomadgee School started implementing a new improvement agenda to reflect the current needs of the school through The Doomadgee Way. As a school community we developed a set of school values and processes to implement these to support our growth in Domain 3 of the National Schools Improvement Framework "A Culture that Promotes learning". Our school targeted resources through Professional Development, staffing and signage to begin the change process in this area. We altered our class formats to create teaching teams to better support teachers and students and changed the physical location of various classes within the school. An important feature of this improvement was the introduction of a Wellbeing Room to manage student behavior and needs. To introduce our students and community to The Doomadgee Way the first two weeks of term 3, 2015 were devoted to introducing and reinforcing the school values and to setting classroom processes up.

Our other two priority areas were in Reading improvements and student Attendance. To support with a school wide improvement agenda for reading we engaged professor Deslea Konza from the Edith Cowan University. Our school is taking part in a research project to monitor reading improvements which started in term 4, 2015 with training in the Big 6 of Reading and Explicit Instruction in reading. Staff were also trained in the collection of assessments in oral language and phonemic awareness to monitor student progress through the implementation of this program.

While attendance was a priority minimal growth occurred. An attendance initiative to increase participation on Friday's was the introduction of an electives program to counteract low attendance and disengagement on this day due to an early finish. The program included cultural activities to build stronger relationships with community members. In term 4, after community consultation a decision was made to end the short day Friday for 2016.

Future outlook

In 2016 we are continuing with our three priority areas which are:

- Changing the school culture through The Doomadgee Way as outlined in Domain 3 NSIT A Culture that Promotes Learning
- Attendance Improvements
- Reading Improvements

The strategies that we will implement in 2016 are outlined in our Annual Implementation Plan. Considerable work is being undertaken in each of these areas this year to ensure targets are being met for all students.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015: Early Childhood - Year 10

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	294	141	153	290	83%
2014	302	143	159	299	72%
2015	301	144	157	296	77%

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.

In 2015, there were 36 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 (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

Characteristics of the student body:

The majority of our students are Indigenous and are from a low socio-economic background.

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	18	19	20
Year 4 – Year 7 Primary	17	18	18
Year 7 Secondary – Year 10			17
Year 11 – Year 12			

*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

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	75	189	83
Long Suspensions - 6 to 20 days	0	1	0
Exclusions	0	0	1
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

Doomadgee caters to the curriculum needs of students from Pre-Prep to Year 10. In 2015 the school continued to work towards creating a high quality curriculum that serves the needs of the local community

- Students participated in weekly local language Gangalidda lessons
- Teachers were trained in the Explicit Instruction Pedagogical model
- Teachers were trained in teaching EAL/D students by the EQ Language Perspective team, as well as, trained in using the EQ Bandscales and how they can be used to inform teaching
- Doomadgee teamed up with Dr Deslea Konza from the Fogarty learning Institute to learn about and implement literacy blocks using the Big 6.
- Curriculum into the Classroom units, Queensland's interpretation of the Australian Curriculum, were implemented across all classes for key curriculum areas, as well as, the Essential Learnings were used for The Arts and Technology.
- Students were provided with alternative learning opportunities on Friday afternoon's
- Students participated in lessons based on the Doomadgee Way to teach them social skills and encourage positive behaviour

In 2016 Doomadgee State School will continue to focus on Explicit Instruction, Big 6 literacy blocks, gaining curriculum clarity and adapting units to be context specific, more training and increased use of Individual Curriculum Plans to continue to provide our students with individualised learning.

Extra curricula activities

- Some students were selected to attend regional and state sporting competitions.
- In term 4, all students were able to access a Horsemanship Program as we engaged Michael Chong to work at the school.
- High School students participated in Hospitality Training in terms 2, 3 and 4 provided through TAFE SA by a visiting Chef Mr Nigel Plaskett

How Information and Communication Technologies are used to improve learning

Every classroom was fitted with a new Interactive Whiteboard in 2015 and all classes had access to our computer lab and iPads for in class use.

Social Climate

As mentioned previously significant work is being undertaken to change the climate of Doomadgee State School through the introduction of The Doomadgee Way. A greater emphasis was placed on building a culture of learning and encouraging participation in class and learning programs and utilizing behavior management strategies designed to keep students at school rather than contributing to low attendance. In 2016 major renovation work is being completed in the school to change the physical appearance of classrooms and buildings and to improve safety which will contribute to the general look and feel of the school.

Parent, student and staff satisfaction with the school

Performance measure	2013	2014	2015
Percentage of parent/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	97%	86%	78%

Performance measure			
Percentage of parent/caregivers who agree# that:	2013	2014	2015
this is a good school (S2035)	96%	86%	89%
their child likes being at this school (S2001)	100%	93%	78%
their child feels safe at this school (S2002)	97%	80%	89%
their child's learning needs are being met at this school (S2003)	100%	88%	100%
their child is making good progress at this school (S2004)	100%	88%	89%
teachers at this school expect their child to do his or her best (S2005)	97%	100%	67%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	100%	86%	78%
teachers at this school motivate their child to learn (S2007)	100%	94%	78%
teachers at this school treat students fairly (S2008)	93%	92%	67%
they can talk to their child's teachers about their concerns (S2009)	100%	100%	89%
this school works with them to support their child's learning (S2010)	93%	88%	67%
this school takes parents' opinions seriously (S2011)	97%	86%	67%
student behaviour is well managed at this school (S2012)	79%	81%	44%
this school looks for ways to improve (S2013)	97%	85%	67%
this school is well maintained (S2014)	100%	85%	100%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	90%	91%	
they like being at their school (S2036)	87%	94%	
they feel safe at their school (S2037)	83%	95%	
their teachers motivate them to learn (S2038)	88%	100%	
their teachers expect them to do their best (S2039)	90%	98%	
their teachers provide them with useful feedback about their school work (S2040)	79%	97%	
teachers treat students fairly at their school (S2041)	77%	95%	
they can talk to their teachers about their concerns (S2042)	73%	95%	
their school takes students' opinions seriously (S2043)	65%	88%	
student behaviour is well managed at their school (S2044)	62%	63%	
their school looks for ways to improve (S2045)	83%	91%	
their school is well maintained (S2046)	75%	88%	
their school gives them opportunities to do interesting things (S2047)	75%	94%	

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	96%	86%	95%
they feel that their school is a safe place in which to work (S2070)	96%	54%	80%

Performance measure			
Percentage of school staff who agree [#] that:	2013	2014	2015
they receive useful feedback about their work at their school (S2071)	77%	79%	70%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	88%	78%	94%
students are encouraged to do their best at their school (S2072)	98%	96%	90%
students are treated fairly at their school (S2073)	86%	86%	84%
student behaviour is well managed at their school (S2074)	71%	36%	70%
staff are well supported at their school (S2075)	84%	57%	75%
their school takes staff opinions seriously (S2076)	88%	57%	75%
their school looks for ways to improve (S2077)	94%	93%	100%
their school is well maintained (S2078)	90%	61%	65%
their school gives them opportunities to do interesting things (S2079)	87%	71%	89%

'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

This is an area that the school recognizes needs to be improved due to a disconnect occurring in the past. A number of events were planned for over the course of semester 2 to improve the relationship between the school and homes. All teachers were required to host parent information sessions in both terms. The school held movie nights once a week attempting to encourage both students and families in after school activities and for a period of time created a newsletter to share school news. We also started a school Facebook page to advertise coming events and to share positives.

Reducing the school's environmental footprint

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	215,782	0
2013-2014	168,047	0
2014-2015	185,720	

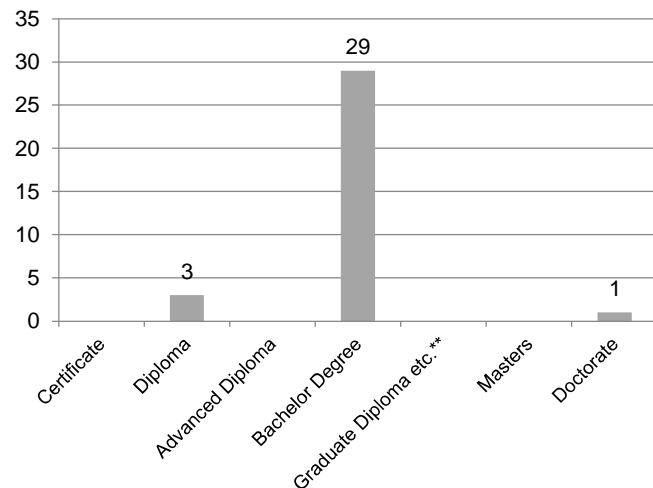
*The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	33	7	5
Full-time equivalents	33	6	<5

Highest level of attainment	Number of Teaching Staff *
Certificate	
Diploma	3
Advanced Diploma	
Bachelor Degree	29
Graduate Diploma etc.**	
Masters	
Doctorate	1
Total	33



*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 \$106,864.41

The major professional development initiatives are as follows:

- The Doomadgee Way / Nudge – Ian Mackie / Dr Gary MacLennan
- The Big 6 of Reading – Professor Deslea Konza
- Educational Changemakers – David Faulkner, Louka Parry, Summer Howarth
- BIDBIU
- Non Crisis Violence Intervention
- DET Mandatory training
- SMART online training – required by school
- QELI Middle Managers Training
- Cluster Moderation at Normanton SS
- Cued Articulation
- Running Records

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.	99%	97%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 48% 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

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).	48%	64%	58%
The attendance rate for Indigenous students at this school (shown as a percentage).	47%	64%	57%

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 P-10/P-12 schools was 90%.

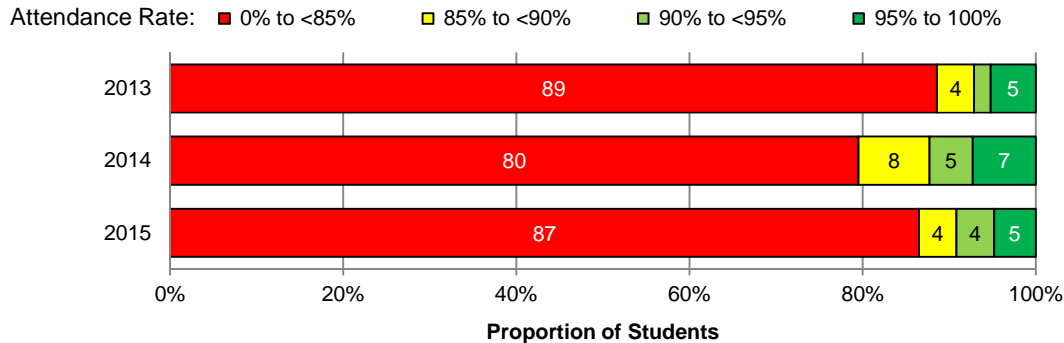
Student attendance rate for each year level (shown as a percentage)													
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	49%	52%	55%	57%	58%	51%	45%	40%	37%	21%	4%		
2014	69%	63%	72%	72%	72%	73%	62%	63%	51%	50%	48%		
2015	62%	62%	62%	67%	59%	59%	65%	44%	45%	47%	44%	DW	

*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.

Student attendance distribution

The proportions of students by attendance range.



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.

As previously mentioned our school is funded to employ a team of Indigenous staff members who work through the Remote Schools Attendance Strategy

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.

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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.