



Doomadgee State School

# ANNUAL REPORT 2016

Queensland State School Reporting

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

Every student succeeding. State Schools Strategy 2016-2020  
Department of Education and Training

## Contact Information

Postal address:	c/-Post Office Doomadgee 4830
Phone:	(07) 4742 9111
Fax:	(07) 4745 8135
Email:	principal@doomadgeess.eq.edu.au
Webpages:	Additional reporting information pertaining to Queensland state schools is located on the <a href="#">My School</a> website and the <a href="#">Queensland Government data</a> website.
Contact Person:	Principal: Paula McGuire

## School Overview

Our school is located in the North Western corner of Queensland approximately 120 kms east of the Northern Territory border.

We cater for students in Pre-Prep to year 10 and have an enrolment of 404 students. The majority of our students are Indigenous and represent the three language groups of Gangalidda, Garawa and Waanyi.

All of our work is underpinned by a set of school values locally referred to as “The Doomadgee Way” which outline how everyone in our school community needs to relate to each other and the effort that we put into our teaching and learning.

We have a large staff consisting of both Indigenous and non-Indigenous people in a variety of roles.

## Principal’s Foreword

### Introduction

This report contains information about the priority areas developed by our school community and implemented throughout 2016.

#### **School Progress towards its goals in 2016**

In 2016, we continued to focus on the three areas that were prioritised in term 3, 2015 which are:

- Attendance Improvements
- Changing School Culture through “The Doomadgee Way”
- Reading Improvements

During 2016, we strengthened the work that had been started in the previous year and continued to commit to Professional Development and staffing for our priority areas. In term 2, we added to our focus on changing the school culture through all teachers and administration staff being trained in Classroom Profiling and creating a new leadership position of Teaching and Learning Coach – Classroom Management and committed to introducing Positive Behaviour for Learning (PBL).

Although these were not part of our initial planning for the year it was evident that we needed support with the behaviour management of students, clearer processes and for teachers to learn more about the Essential Skills for Classroom Management.

Attendance continued to be an area that fluctuated in line with community events despite employing a team dedicated to improving in this area through the Remote Schools Attendance Strategy. The team introduced many new processes to track and monitor and reward student attendance with very high numbers in term 1.

We continued to promote reading improvements for all students recognising that school wide low reading abilities were a contributing factor to both low attendance for many students and difficult behaviour as students struggled to access learning opportunities. Our work with Professor Deslea Konza continued with all teachers being trained in the explicit teaching of reading and the Big 6. Professor Konza visited our school each term to provide planning support, professional development, completed observations and provided feedback on areas of strength and development. We focussed on the use of consistent assessments for data collection an area the school needed to improve in.

Throughout the year we used Classroom Walkthroughs as a tool to inform us of consistent practices being implemented by staff in relation to evidence of behaviour management requirements, student reading goals and achievements through data walls and our classroom management and improved environments for learning.

### Future Outlook

In 2017, our improvement agenda will be similar to this year with the inclusion of PBL to strengthen our work in behaviour management. Our focus areas as outlined in the Annual Implementation Plan (AIP) will remain as they are for this year but will include targeted strategies related to PBL as we have extended the Teaching and Learning Coach position for the full year. We will continue to train staff in Classroom Profiling and the explicit teaching of reading.

Attendance will remain a focus as we are funded through the Remote Schools Attendance Strategy.

## Our School at a Glance

### School Profile

<b>Coeducational or single sex:</b>	Coeducational
<b>Independent Public School:</b>	No
<b>Year levels offered in 2016:</b>	Early Childhood - Year 10
<b>Student enrolments for this school:</b>	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2014</b>	302	143	159	299	72%
<b>2015*</b>	301	144	157	296	77%
<b>2016</b>	325	149	176	315	84%

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 2016, there were 39 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



## Overview

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

### Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	19	20	20
Year 4 – Year 7	18	18	18
Year 8 – Year 10		18	37
Year 11 – Year 12	N/A		

\*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.

## Curriculum Delivery

### Our Approach to Curriculum Delivery

During 2016 all staff were provided with key professional development in line with our three school priority areas as outlined in the AIP. These included:

- Working with Professor Deslea Konza as outlined above.
- Frequent Professional Development provided our Head of Curriculum (HOC) in unpacking The Big 6.
- All staff were trained in administering mandatory assessments
- Nudge Theory to link in with “The Doomadgee Way”
- Training with the Stronger Smarter Institute for all staff around High Expectation Relationships linked to changing the culture of the school and “The Doomadgee Way”
- SMART Online Training for all teachers linked to “The Doomadgee Way”
- Distressed or Deliberately Defiant training linked to “The Doomadgee Way”

Throughout 2016, all classroom teachers were supported to complete their curriculum planning particularly in literacy and mathematics.

### Co-curricular Activities

Throughout 2016 our staff and students participated in a variety of activities which included:

- NAIDOC celebrations
- Horsemanship program
- Hospitality Training and all classes contributed to a Community Cook book that will be launched in 2017.
- Mine Craft School lunch time club
- Fun Fridays for all students with activities being made available at lunch breaks.
- Friday afternoon electives program
- Lawn Hill Camp for Senior male class
- Walk Safely to School days
- Day for Daniel
- Community Fete hosted and organised by our school
- Sport and swimming carnivals
- External sporting events

### How Information and Communication Technologies are used to Assist Learning

All students and staff have regular access to ICTs to support teaching and learning. All classrooms are equipped with an interactive whiteboard. Our school has a computer room that teachers and students can access. An upgrade to our Wifi was made in 2016.

## Social Climate

### Overview



During 2016, many buildings in our school were refurbished including upgrades to nine classrooms, two offices and the division of shared class spaces. The external appearance of our major teaching blocks changed considerably which worked to lift morale and increase school pride and the safety of staff and students. In term four, work began on the re-development of our Nutrition Centre to provide a safe space for staff and students to prepare meals in.

In term 2, work began on the introduction of PBL at our school. We expect to introduce this into our daily work in 2017.

In 2016, the position of Head of Special Education (HoSES) was created. The role of the HoSES was a leadership position and fulfilled a need to provide students with disability additional support, structure a learning support department with a focus on increased levels of reading, coordinate and liaise with all external providers working with students in the school and submit verifications and reviews of students. From analysing a range of data, it was determined a number of students had great difficulty accessing the English curriculum at their age level. The Leadership team made the decision to create Individual Curriculum Plans (ICPs) for these students which involved collaborating with class teachers and parents/carers. As a result, levels of achievement for the majority of students on an ICP increased dramatically and higher levels of engagement in learning tasks were evident by classroom teachers. For many students, achieving a C or higher was their first experience of academic success.

In Term 4, the Master Teacher introduced the Four Lesson Sequence in the Prep class, utilising the Reading Teacher, HoSES and HOC. This work will continue for these students in 2017.

Gidgee Healing (formerly LTTS) provided allied health support to a number of identified students (speech therapy, occupational therapy and psychological services). The monthly visits continued to build on supporting individual students identified in 2015 as well as designing speech and occupational therapy small group programs implemented by the HoSES and Special Education Program (SEP) teacher. Fortnightly teleconferences were held with HoSES, SEP teacher, Guidance Officer (GO) and Gidgee Healing staff.

Three staff members, HoSES, SEP teacher and Reading teacher undertook the Language Leaders Training in Semester Two. From this training an EALD Action Plan was developed.

Hearing specialists provided screening services: (Hearing Health) once per term; Deadly Ears (surgical procedures) twice a year; and Australian Hearing (audiograms and fitting of hearing devices) once per term. The AVT Hearing visited the school twice and provided staff with Professional Development regarding strategies for teaching students with Otitis Media. New classrooms had sound field systems fitted.

A weekly school based Skin and Sores Clinic was established by the RFDS child health nurses. The focus for the clinic was to clean and dress sores and lesions of school students. A critical component of this care was that the nurses followed up treatment with parents which often included providing medicines and additional treatments out of school.

OneSight provided vision screening and testing for students every term. In Term 3 every student had a vision screening. Approximately 25% of students failed this screening and were then referred for a full vision test.

## Parent, Student and Staff Satisfaction

### Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	86%	78%	77%
this is a good school (S2035)	86%	89%	93%
their child likes being at this school* (S2001)	93%	78%	85%
their child feels safe at this school* (S2002)	80%	89%	86%
their child's learning needs are being met at this school* (S2003)	88%	100%	93%
their child is making good progress at this school* (S2004)	88%	89%	92%
teachers at this school expect their child to do his or her best* (S2005)	100%	67%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	86%	78%	85%
teachers at this school motivate their child to learn* (S2007)	94%	78%	100%
teachers at this school treat students fairly* (S2008)	92%	67%	92%
they can talk to their child's teachers about their concerns* (S2009)	100%	89%	92%
this school works with them to support their child's learning* (S2010)	88%	67%	93%
this school takes parents' opinions seriously* (S2011)	86%	67%	100%
student behaviour is well managed at this school* (S2012)	81%	44%	75%
this school looks for ways to improve* (S2013)	85%	67%	92%
this school is well maintained* (S2014)	85%	100%	85%

### Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	91%		100%
they like being at their school* (S2036)	94%		100%
they feel safe at their school* (S2037)	95%		33%
their teachers motivate them to learn* (S2038)	100%		100%
their teachers expect them to do their best* (S2039)	98%		100%
their teachers provide them with useful feedback about their school work* (S2040)	97%		100%
teachers treat students fairly at their school* (S2041)	95%		100%
they can talk to their teachers about their concerns* (S2042)	95%		100%
their school takes students' opinions seriously* (S2043)	88%		67%
student behaviour is well managed at their school* (S2044)	63%		67%
their school looks for ways to improve* (S2045)	91%		100%
their school is well maintained* (S2046)	88%		67%
their school gives them opportunities to do interesting things* (S2047)	94%		67%

## Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	86%	95%	95%
they feel that their school is a safe place in which to work (S2070)	54%	80%	79%
they receive useful feedback about their work at their school (S2071)	79%	70%	72%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	78%	94%	94%
students are encouraged to do their best at their school (S2072)	96%	90%	94%
students are treated fairly at their school (S2073)	86%	84%	89%
student behaviour is well managed at their school (S2074)	36%	70%	58%
staff are well supported at their school (S2075)	57%	75%	63%
their school takes staff opinions seriously (S2076)	57%	75%	53%
their school looks for ways to improve (S2077)	93%	100%	95%
their school is well maintained (S2078)	61%	65%	68%
their school gives them opportunities to do interesting things (S2079)	71%	89%	84%

\* 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

Throughout 2016 we created opportunities to engage with our parents and caregivers and to inform them about their children's learning, school events and to continue strengthening relationships. We did this through the following:

- Scheduling supported home visits by all teachers
- Weekly and end of term assemblies
- School newsletters
- Our school Facebook page
- Events – NAIDOC Day, End of year awards night and Christmas Party, Walk Safely to School Days, Open Days, Morning and afternoon teas hosted by classes
- Letters home to inform of events
- Home visits to collect signatures for ICPs
- Families as First Teachers (FaFT) ran successfully each Friday morning from our Pre-Prep
- Linking in with other service providers for meetings, events and a successful transition to school program
- A school / community Fete
- Doomadgee Attendance Task Force

## Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. Underpinning all of our work is "The Doomadgee Way" which supports our work to support students in learning how to develop and maintain appropriate relationships with others. At the start of each term in 2016 all classes ran a focus week exclusively about our values. Students also participated in the following:

- A visit from Denise and Bruce Morecombe and Day for Daniel
- Bravehearts
- Implementation of the C2C Daniel Morecombe curriculum
- Women's health talks provided Child Health nurses
- Drug education provided for all students

## 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	2014*	2015**	2016
Short Suspensions – 1 to 5 days	189	83	19
Long Suspensions – 6 to 20 days	1	0	0
Exclusions	0	1	0
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.

## Environmental Footprint

### Reducing the school's environmental footprint

Efforts are made across the school to reduce our power and water consumption. Each day staff ensure that all lights and air conditioners have been switched off when rooms are not in use and at the end of each day.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	168,047	0
2014-2015	185,720	
2015-2016	191,445	

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.

### Find a school

Sector:

Government

Non-government

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

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	26	39	36
Full-time Equivalent	26	31	27

#### Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	4
Graduate Diploma etc.**	3
Bachelor degree	27
Diploma	4
Certificate	5

\*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 2016 were \$ 43,937.77

The major professional development initiatives are as follows:

- Stronger Smarter Institute – High Expectation Relationships and Leadership Program
- Big 6 of Reading – Professor Deslea Konza
- PBL
- Classroom Profiling
- Distressed or Deliberately Defiant Training
- Mentoring
- Business Management Training
- All mandatory training
- SMART Online training – Trauma Informed Practices
- RSAS Training
- Nudge Theory and The Doomadgee Way
- All teachers regularly participated in professional development related to our curriculum initiatives
- Members of the leadership team participated in professional development linked to their roles within the school and attended programs offered by our region.

The proportion of the teaching staff involved in professional development activities during 2016 was 100%

## Staff Attendance and Retention

### Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
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, 84% of staff was retained by the school for the entire 2016.

## Performance of Our Students

### Key Student Outcomes

#### Student Attendance

##### Student attendance

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

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	64%	58%	58%
The attendance rate for Indigenous students at this school (shown as a percentage).	64%	57%	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 student attendance rate in 2016 for all Queensland P-10/P-12 schools was 90%.

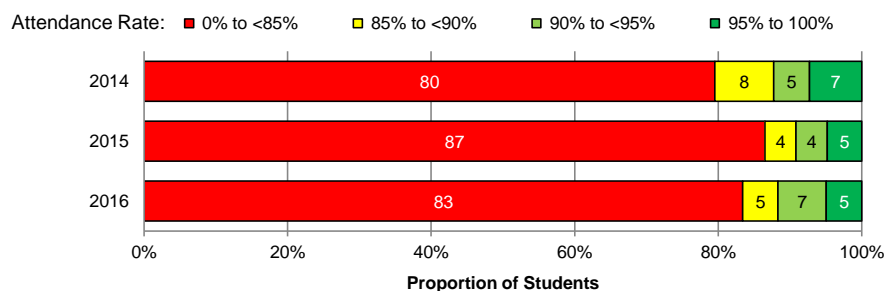
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	69%	63%	72%	72%	72%	73%	62%	63%	51%	50%	48%		
2015	62%	62%	62%	67%	59%	59%	65%	44%	45%	47%	44%	DW	
2016	56%	63%	64%	62%	68%	62%	63%	60%	50%	36%	33%		

\*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:



## 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.

Student attendance is one of our priority areas and we are an RSAS School. A team of local workers are employed by our school to monitor absences and liaise with students and families regularly.

Each day, teachers are required to mark the One School roll at 11:00 am and at 1:00 pm. They also complete a paper roll each day. At the end of each week members of the Administration team check to ensure all roll marking has been completed by teachers.

Our RSAS team complete daily checks in all classes twice daily to gather data for home visits. We have a visual attendance data wall in our front office which is updated each Monday morning to reflect student attendance percentage for the previous week.

A number of attendance incentives were trialed in 2016 with varying levels of success. These included:

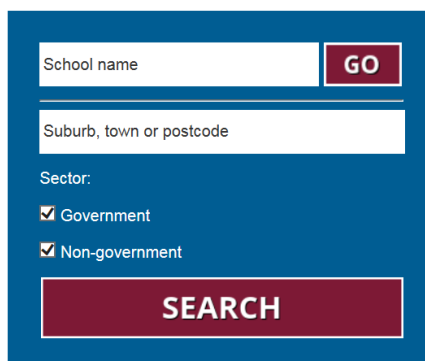
- Two major attendance competitions in term 1 related to sporting events
- A class trophy moving to the class with the highest attendance each week
- Students on 100% having their name in a weekly draw for a food hamper
- Certificates for students attending school 100% of the time
- Certificates for the parents of high attenders to congratulate them on their support
- Walk Safely to School days
- Parent sessions run by the RSAS team to talk about attendance

## 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



The screenshot shows a search form titled "Find a school" on a blue background. It contains the following elements:

- A text input field labeled "School name" with a red "GO" button to its right.
- A text input field labeled "Suburb, town or postcode".
- A "Sector:" label followed by two checked checkboxes: "Government" and "Non-government".
- A large red button with the word "SEARCH" in white capital letters.

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.