

Doomadgee State School

Executive Summary



School
Improvement
Unit



Queensland
Government



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1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Doomadgee State School** from **17 to 19 October 2017**.

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 consider 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 Assistant Regional Director (ARD) to discuss the review findings and improvement strategies.

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

1.1 Review team

John Bosward	Internal Reviewer, SIU (review chair)
Ann Campbell	Peer reviewer
Jim Horton	External reviewer



1.2 School context

Location:	Goodeedawa Road, Doomadgee
Education region:	North Queensland Region
Year opened:	1933
Year levels:	Pre-Prep to Year 10
Enrolment:	420 including Pre-Prep
Indigenous enrolment percentage:	97 per cent
Students with disability enrolment percentage:	18 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	663
Year principal appointed:	April 2015
Full-time equivalent staff:	80
Significant partner schools:	Normanton State School – principal support and for teacher visits during 2016, Cloncurry State School – 2017 Moderation and planning visit, currently liaising re possible sporting link ups, Sunset State School – currently liaising re possible sporting link ups.
Significant community partnerships:	My Pathways – employment agency supplying staff for school and supervising parents completing activities for Centrelink, Prime Minister and Cabinet (PM&C) funding body for Remote Student Attendance Strategy (RSAS), Save the Children Australia – Transition to school
Significant school programs:	Whole school daily reading program, focused literacy block incorporating the work of Professor Deslea Konza with the Big6 and explicit teaching of reading, Positive Behaviour for Learning (PBL), The Doomadgee Way – our school values



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, deputy principal, Head of Curriculum (HOC), Head of Special Education Services (HOSES), two Indigenous education leaders, teaching and learning coach, Business Manager (BM), Head of Department (HOD), 10 student attendance officers, student attendance supervisors, 22 students, master teacher, three cleaners, four kitchen staff, 12 Indigenous Education Workers (IEW), 22 teachers and 13 parents.

Community and business groups:

- Family Responsibilities Commission, My Pathways, Education Changemakers, Hospitality, regional and remote lecturer and Literacy Consultant.

Partner schools and other educational providers:

- Principal Normanton State School and North Queensland Regional Community Education Councillor.

Government and departmental representatives:

- ARD and Department of Prime Minister and Cabinet (PM&C) – Advisor Indigenous Affairs.

1.4 Supporting documentary evidence

Annual Implementation Plan 2017	Explicit Improvement Agenda 2017
Investing for Success 2017	Strategic Plan 2014-2017
Headline Indicators (2016 release)	School Data Profile (Semester 2, 2017)
OneSchool	School budget overview
Responsible Behaviour Plan	Curriculum planning documents
School improvement targets	School Facebook page
School pedagogical framework	Professional development plans
School data plan	School newsletters and website
Doomadgee State School Professional Learning Log 2017	School Opinion Survey
School based curriculum, assessment and reporting framework	Doomadgee State School staff survey feedback
Doomadgee State School – review Presentation	



2. Executive summary

2.1 Key findings

There is evidence of a school-wide commitment to ensuring success for every student.

Staff members believe that although students are at different stages in their learning and may be progressing at different rates, with consistent attendance and differentiated learning all students are capable of learning successfully.

Teachers articulate the importance of the teacher-student relationships in motivating students to learn and improving student learning outcomes.

Teachers work to build positive and caring relationships between staff members, students and parents. School leaders appreciate and value student backgrounds and work to enhance the cultural understanding and competence of school staff members.

The school's Explicit Improvement Agenda (EIA) is focused on enhancing the school's culture and improving students' attendance and reading skills.

The leadership team articulates a commitment to improvements in student learning and wellbeing. Staff members are able to articulate the EIA with most teachers able to explain why this agenda is a priority focus area for the school. Teachers are genuinely engaging students in daily reading activities.

The principal is strategic in developing and utilising the skills and talents of school leaders and key staff members.

The principal has identified roles and responsibilities for each member of the leadership team. Some staff members indicate that they do not yet fully understand the specific roles and responsibilities of the leadership team and key personnel in driving the improvement agenda.

The leadership team members have high expectations for student engagement and achievement.

There is a commitment to observe lessons and provide quality feedback to beginning teachers, and to conduct regular walkthroughs. The leadership team identifies the development of a coaching, observation and feedback cycle for all teachers as a priority.

The school has developed and is implementing a plan for the systemic collection of student outcome data.

The Head of Curriculum (HOC) has compiled data spreadsheets and has begun to share these regularly with teachers. Teachers are encouraged to meet with the HOC to discuss and analyse class data sets. Teachers speak highly of this process and articulate a desire to have more opportunities for in-depth data discussions with colleagues and the leadership team.



The leadership team places a high priority on attracting, retaining and developing teachers into a professional learning team.

Most newly appointed teachers undertake an induction program. The leadership team recognises the need to implement a comprehensive, long-term induction process for all new staff members.

The school has a staff of confident and enthusiastic professionals.

Staff members are eager to expand their knowledge on how to improve their current teaching practice to meet the needs of the students. Considerable time and resources are expended in recruiting teachers whose skills and attitudes indicate they have the capacity to work successfully in the community context.



2.2 Key improvement strategies

Sustain a narrow and sharp focus of the current EIA to further embed a school-wide understanding of, and commitment to, identified priorities and targets.

Review and communicate specific roles, responsibilities and accountabilities for school leaders and key staff members that detail key actions, accountabilities and implementation timelines.

Develop a coaching, observation and feedback cycle aligned to the school's EIA to support all teachers.

Develop and implement processes for in-depth staff discussions of achievement data and strategies for the continuous improvement of student learning outcomes.

Implement a comprehensive, long-term induction process for all new staff members.