



Doomadgee State School

2026-2029 SCHOOL STRATEGIC PLAN

School profile
 Doomadgee State School is a small, remote Queensland primary school that provides a safe, inclusive, and culturally responsive learning environment for all students. The school plays a central role within the community and is committed to delivering high-quality teaching and learning aligned with the Australian Curriculum and the purpose of education in the local context.

Vision and values
 Our school vision, developed in partnership with students, families, staff, and community, is to ensure every student is **engaged, achieving and well**. We value **respect, responsibility, safety, and a strong sense of belonging**. These values guide our daily practice and support high expectations for learning and behaviour.

Educational achievement

Belonging and engagement

School improvement strategies

- Collaboratively develop a distributive leadership model to support the shared implementation and monitoring of the improvement agenda
- Systematically enact practices that collaboratively engage staff in whole-school curriculum planning to embed the effective teaching of reading across all areas of the AC.
- Collaboratively develop programs and processes for high school students to ensure successful transitions to senior secondary or post-school pathways.
- Formalise opportunities for staff cultural capability building through partnerships with Indigenous leaders and community members to enhance teaching practices and address students' needs effectively.
- Collaboratively develop a documented whole-school differentiation approach and transparent processes aligned with K-12 curriculum, assessment, and reporting framework (K-12 Framework) requirements to support staff in differentiating teaching and learning for students.

Reduction of red tape in day-to-day work, planning and processes include:

- Streamline planning templates and reduce duplication across curriculum, behaviour, and wellbeing documentation.
- Simplify internal processes for data collection and reporting.
- Clarify roles and decision-making pathways to reduce administrative load on teaching staff.
- Implement efficient digital systems for communication, planning and recordkeeping.
- Consistent applicant of team behaviour and meeting protocols to ensure efficiency.

Supporting red tape reduction in Queensland state schools

School priority 1: Culture
Prioritise a culture for learning through effective systems and processes that strengthen curriculum and pedagogical consistency to improve student learning and engagement.

Strategies

- **Collaboratively develop a documented school-wide differentiation approach that strengthens capabilities of all teachers in differentiating teaching and learning through systematically collecting evidence, recording adjustments and implementing interventions aligning with K-12 Framework requirements.**
- **Systematically enact practices that collaboratively engage staff in whole-school curriculum planning to embed the effective teaching of reading across all areas of the AC.**
- Develop and implement a formalised, school-wide multi-tiered system of supports (MTSS) to enable consistent identification, monitoring and support of students with complex behavioural, learning and engagement needs.
- Collaboratively develop a shared language about pedagogy to further refine the selection of effective pedagogical strategies.
- Clarify processes for quality-assuring all aspects of the PBL framework, to strengthen staff capability in consistently implementing behaviour support, maximise learning time and maintain positive classroom environments.
- Strengthen processes for further engaging with the local school community to authentically embed the locally contextualised Aboriginal and Torres Strait Islander Histories and Cultures cross-curriculum priority into planning, teaching and learning.
- Develop processes for establishing and evaluating the impact of all partnerships to ensure they are beneficial for school staff, students and their families.

Measures – Performance

- A documented whole-school differentiation approach is developed, endorsed, and implemented by 100% of teachers.
- Consistent teaching of reading embedded across all learning areas.
- Walkthroughs demonstrate increased alignment between curriculum intent, teaching and learning, and assessment in line with AC V9.
- Walkthroughs and planning reviews demonstrate increased use of differentiated pedagogy and adjustments.
- Improved engagement indicators for students receiving additional support (attendance, learning time visible, behaviour referrals).
- Observable increase in consistent behaviour expectations and routines across settings (playground, transitions, classroom).
- Reduction in minor and major behaviour incidents and school disciplinary absences (SDA) and an increase in positive behaviour acknowledgements.
- Authentic engagement with community members, Elders and local organisations is intentionally planned, documented and embedded into the school's ongoing cycle of improvement.
- All partnerships are evaluated annually for impact on student learning, wellbeing, and engagement.

School priority 2: Community
Broaden school–community partnerships through collaboration to strengthen culture, transitions and shared expectations.

Strategies

- **Collaboratively develop programs and processes for high school students to ensure successful transitions to senior secondary or post-school pathways supported by broadened partnerships allowing for achievable future opportunities for students and their families.**
- **Formalise opportunities for staff cultural capability building through partnerships with Indigenous leaders and community members to enhance teaching practices and address students' needs effectively.**
- Strengthen community understanding of the high expectations for student achievement, engagement and learning to continue increasing public confidence and community engagement.
- Develop a school advisory body with regional and community support, to inform future strategic directions.
- Communicate the strategic intent of the school community partnership facilitator (SCPF) role to the wider community to build understanding and engagement.

Measures – Performance

- Increased transition success evidenced by a rise in the proportion of Year 10 students entering senior secondary pathways, training, employment or documented post-school options.
- Improved community engagement reflected in higher attendance and participation rates at school–community partnership events, transition meetings, advisory body meetings and cultural capability activities.
- Strengthened cultural capability demonstrated through increased staff participation in community-led cultural learning and improved confidence/self-reported capability in annual staff surveys.
- Enhanced community confidence indicated by positive trends in community feedback, enrolment stability, family engagement data, and reduced behaviour/engagement escalations linked to unmet expectations.
- Established advisory body evidenced by formal membership, meeting schedule, minutes and integration of advice into school planning and decision-making processes.
- Clear communication of SCPF role demonstrated through community awareness measures (surveys, attendance at information sessions, participation in SCPF-led initiatives) and increased referrals/ engagement via this role.
- Improved alignment of expectations shown through consistent messaging across school and community platforms and increased student attendance, punctuality and engagement aligned to agreed expectations.

School priority 3: Capability
Enhance staff capability through instructional leadership supported by purposeful professional learning, induction and distributive leadership.

Strategies

- **Collaboratively develop a distributive leadership model to support the shared implementation and monitoring of the improvement agenda.**
- Strengthen opportunities for leaders to extend staff capability in analysing a range of data and develop quality assurance systems to ensure relevant data collection and analysis to inform teaching and monitor student progress and wellbeing.
- Systematically enact tailored, role-specific induction and onboarding processes with ongoing professional learning to support staff in understanding school-specific procedures and expectations, ensuring consistency of practice.
- Develop a professional learning program for local staff with system support, to support local staff in attaining certificate qualifications and career progression.
- Formalise the discussion and selection of pedagogical strategies in planning sessions and use observation, coaching and modelling to enhance teachers' capability to strengthen the link between the curriculum, the learning and the learner and to build consistent practice.
- Targeted and role specific professional learning through executive coaching, group coaching and staff workshops to further build distributive leadership capabilities and reinforce cognitive load reduction through consistent team engagement practices

Measures – Performance

- Distributive leadership model implemented and supporting shared improvement agenda.
- Leaders and staff effectively use data to inform teaching and monitor student progress and wellbeing.
- New and existing staff complete tailored induction and ongoing professional learning with consistent practice.
- Increased local staff participation in professional learning and attainment of qualifications.
- Teachers consistently apply agreed pedagogical strategies, supported by observation, coaching and modelling.
- A consistent schoolwide approach to monitoring reading progress implemented, using LOA, Year 1 Phonics and PLD data to track growth, identify need and guide targeted instruction.

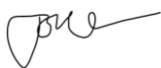
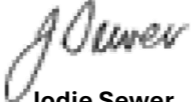
Behaviour – Success Criteria

Students will:

<ul style="list-style-type: none"> Increased percentage of students achieving a C or above in English and Mathematics, aligned to AC V9 achievement standards. <p>Behaviour – Success Criteria</p> <p>Students will:</p> <ul style="list-style-type: none"> Engage positively with consistent learning and behaviour expectations. Participate in differentiated learning and targeted supports as required. Demonstrate increasing engagement in culturally responsive curriculum. <p>Teachers will:</p> <ul style="list-style-type: none"> Implement the whole-school differentiation approach and record adjustments aligned with K–12 requirements. Collaboratively plan through moderation practices and implement consistent teaching practices, particularly in reading. Apply MTSS and PBL processes consistently to support student learning and behaviour. Use the shared language of pedagogy in planning, teaching and assessment. Embed locally contextualised Aboriginal and Torres Strait Islander Histories and Cultures in curriculum delivery. Use data to inform data conversations about teaching and learning to improve student outcomes. <p>Teacher aides will:</p> <ul style="list-style-type: none"> Support differentiated instruction and targeted interventions aligned to MTSS. Reinforce PBL routines and expectations across settings. Assist in monitoring student engagement and behaviour. <p>Leadership team will:</p> <ul style="list-style-type: none"> Lead implementation and quality assurance of differentiation, MTSS and PBL systems. Provide coaching, professional learning and monitoring aligned to the shared pedagogical approach. Strengthen community partnerships and oversee annual partnership evaluation. Monitor progress towards performance measures and report outcomes. Use data to inform data conversations about teaching and learning to improve student outcomes. <p>Community/parents will:</p> <ul style="list-style-type: none"> Engage in school partnerships and cultural collaboration activities. Support consistent behaviour, attendance and engagement expectations. Provide input and feedback to inform partnership evaluation and school improvement. <p>Resourcing</p> <ul style="list-style-type: none"> Leadership allocation to implement and monitor differentiation, MTSS and PBL systems. Staff release time for planning, moderation, data review and professional collaboration. Targeted teacher aide hours to support Tier 2 and Tier 3 interventions. Professional learning in differentiation, MTSS, PBL, shared pedagogical approaches and cultural capability. Engagement of specialists (GO, SLP, behaviour support) to assist with targeted student needs. Curriculum and behaviour resources to support differentiation, intervention and PBL implementation. Community and partnership resourcing to enable collaboration with Elders, local organisations and service providers. Data and monitoring tools to support recording of adjustments, intervention tracking and behaviour monitoring. 	<p>Behaviour – Success Criteria</p> <p>Students will:</p> <ul style="list-style-type: none"> Demonstrate positive behaviour aligned with shared school–community expectations. Actively engage more consistently in learning, attendance and transition activities. <p>Teachers will:</p> <ul style="list-style-type: none"> Embed agreed behaviour expectations and routines consistently across all settings. Strengthen cultural capability through engagement with community partners to support student behaviour and engagement. <p>Teacher aides will:</p> <ul style="list-style-type: none"> Reinforce consistent behaviour expectations and culturally informed practices. Support students’ engagement in learning, transitions and daily routines. <p>Leadership team will:</p> <ul style="list-style-type: none"> Monitor behaviour, attendance and engagement data to ensure alignment with shared expectations. Strengthen systems that support transitions, cultural capability and community engagement. Facilitate effective communication of the SCPF role and advisory body processes. Communicate high expectations <p>Community/parents will:</p> <ul style="list-style-type: none"> Engage with and promote shared high expectations for attendance, behaviour and learning. Participate in advisory, cultural and partnership activities that build student engagement and successful transitions. <p>Resourcing</p> <ul style="list-style-type: none"> Career/transition staff, partnerships with schools/TAFE/industry, mentorship programs, work experience, planning templates, online pathway tools. Indigenous leaders/elders, cultural workshops, professional learning programs, community-led sessions, cultural resource kits. Parent communication platforms, forums/workshops, newsletters, signage, surveys/feedback tools. Governance documents, meeting support, regional/community representatives, consultation tools, funding for events. Role overview materials, social media, info sessions, community engagement and evaluation tools. 	<ul style="list-style-type: none"> Engage actively in learning, demonstrating improved reading outcomes and participation across all curriculum areas. Respond positively to consistent instructional practices and high expectations in the classroom. <p>Teachers will:</p> <ul style="list-style-type: none"> Apply agreed pedagogical strategies using observation, coaching, and modelling to strengthen learning. Use data effectively to monitor student progress and adjust teaching approaches. <p>Teacher aides will:</p> <ul style="list-style-type: none"> Support consistent classroom routines and instructional practices. Assist students in engaging with learning activities and applying feedback from teachers. <p>Leadership team will:</p> <ul style="list-style-type: none"> Implement and monitor the distributive leadership model to drive improvement. Build staff capability through coaching, professional learning, and data-informed decision making. Ensure induction and onboarding processes are systematically enacted and aligned to school expectations. Use data to identify professional development needs. <p>Community/parents will:</p> <ul style="list-style-type: none"> Support students’ learning and engagement through consistent reinforcement of school expectations. Engage with school processes, feedback, and professional learning initiatives to support student success. <p>Resourcing</p> <ul style="list-style-type: none"> Leadership time and professional learning to develop and implement distributive leadership model. Scheduled collaborative planning time for whole-school curriculum and reading programs. Data analysis tools, software, and access to student performance data. Quality assurance systems and templates for monitoring teaching, learning, and wellbeing. Induction and onboarding materials, role-specific checklists, and professional learning programs. Funding and support for local staff to attain certificate qualifications and career progression pathways. Coaching, observation and mentoring time, and access to pedagogical frameworks and modelling resources. Release time for leaders and teachers to participate in professional learning, coaching, and collaborative planning.
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Phases	2026	2027	2028	2029	Phases	2026	2027	2028	2029	Phases	2026	2027	2028	2029
Developing	✓				Developing	✓	✓			Developing	✓	✓		
Implementing	✓	✓			Implementing		✓			Implementing			✓	
Embedding			✓		Embedding			✓		Embedding			✓	✓
Reviewing				✓	Reviewing				✓	Reviewing				✓

Approvals
 This plan was developed in consultation with the school community and meets school needs and systemic requirements.

Principal **Jess Wilson** **School Supervisor** **Jodie Sewer**