



Doomadgee State School

ANNUAL REPORT 2017

Queensland State School Reporting

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Department of Education



Contact Information

| | |
|-----------------|---|
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School Overview

Our school is located in the North Western corner of Queensland approximately 120 kilometres east of the Northern Territory border. We cater for students in Pre-Prep to Year 10 and have an enrolment of 340 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

School Progress towards its goals in 2017

This report contains information about the priority areas developed by our school community and implemented throughout 2017. We continued to focus on three areas:

- Attendance
- Creating a Positive School Culture that promotes learning through "The Doomadgee Way" and Positive Behaviour for Learning (PBL)
- Reading

During 2017, 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.

The Remote Schools Attendance Strategy continued to support the employment of a dedicated team focussed on improving attendance. The team continued with and introduced new processes to track, monitor and reward student attendance. Attendance continued to fluctuate in line with community events.

In 2017, with the Teaching and Learning Coach – Classroom Management in place, PBL frameworks were completed using consultation processes with staff and community members. PBL was launched in Term 2, 2017. Staff had professional development in the Essential Skills for Classroom Management (ESCMs), PBL frameworks, Classroom Profiling and Nudge Theory. At the end of 2017, 69.53% of students in the school were operating in Tier 1 of the PBL Framework continuum and we had an overall score of 76% in the School-Wide Features and Implementation Evaluation Tool.

In Term 2 2017, a Head of Department – Junior Secondary was employed to research and implement programs and transitions for Junior Secondary students (7-10) at the school. The focus was to increase engagement and in turn attendance of the Junior Secondary students.

Reading continued to be a focus for the school. A reading with an adult program was introduced in the school where the first half an hour of the school day was dedicated to students reading with an adult and building their knowledge of sight words with



this information recorded in a reading folder. The 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, complete observations and provide feedback on areas of strength and development. In 2017, staff and students in the lower primary classes worked on implementing a guided reading program with the Master Teacher. Alphachecks, Magic 100 words and PM Benchmarks were used consistently to collect data to assess and track student reading progress. In classrooms, teachers created reading data walls to support students tracking their reading progress and to set reading goals throughout the year.

In 2017, Classroom Walkthroughs were used as a tool to inform us of consistent practices being implemented by staff in relation to evidence of behaviour management strategies, student reading progress and goals, classroom management, learning walls and improved environments for learning. Classroom profiling sweeps continue to be used to analyse data and track improvements in ESCM's and PBL progress.

Future Outlook

In 2018, our improvement agenda continues to focus on:

- Attendance
- Creating a Positive School Culture that promotes learning through “The Doomadgee Way” and Positive Behaviour for Learning (PBL)
- Reading

We will continue to focus on implementing the PBL frameworks, processes and procedures in the school. We will explicitly teach the values and expectations and build consistency across the school in all areas. We will research Social and Emotional Well-Being programs that will support the work that we are currently doing as well as opportunities and programs for students in Tier 2. We will continue to train staff in ESCMs and Classroom Profiling.

We will continue to train staff in the Big 6 and the explicit teaching of reading. The morning reading program will continue and we will be introducing reading groups across P-6 classes.

Attendance remains a focus as we continue to be supported by the Remote Schools Attendance Strategy (RSAS).

Our School at a Glance

School Profile

| | |
|--|---------------------------|
| Coeducational or single sex: | Coeducational |
| Independent Public School: | No |
| Year levels offered in 2017: | Early Childhood - Year 10 |
| Student enrolments for this school: | |

| | Total | Girls | Boys | Indigenous | Enrolment Continuity (Feb – Nov) |
|-------------|-------|-------|------|------------|----------------------------------|
| 2015 | 301 | 144 | 157 | 296 | 77% |
| 2016 | 325 | 149 | 176 | 315 | 84% |
| 2017 | 324 | 149 | 175 | 315 | 63% |

Student counts are based on the Census (August) enrolment collection.

In 2017, there were 31 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 (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

Characteristics of the Student Body

Overview

The majority of our students are Indigenous, have English as an additional language or dialect (EALD) 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 | 2015 | 2016 | 2017 |
| Prep – Year 3 | 20 | 20 | 19 |
| Year 4 – Year 6 | 18 | 18 | 15 |
| Year 7 – Year 10 | 18 | 37 | 18 |
| Year 11 – Year 12 | | | |

Curriculum Delivery

Our Approach to Curriculum Delivery

- Students in years P-10 are taught the Australian Curriculum in all subject areas.
- Implementation of the Curriculum to Classroom (C2C) units across years P-10, adapted to the learning needs of students.
- Use the Guide to Making Judgements (GTMJ), while adapting the order and content of lessons, the use of resources including model texts and assessment resources.
- Learning Walls containing learning Intention and success criteria walls for English and Maths were introduced in 2017.
- A Know and Able to Do/Think Table to support a shared understanding of what is required to be successful in the assessment task.
- Pedagogical frameworks: Teaching with a Literacy Focus with the Gradual Release of Responsibility applied across all subject areas.
- Instructional Coaching.
- Collaborative Inquiry approach using Data Walls.
- The Big 6 used in the teaching of reading.
- Partnerships with training providers to support engagement and learning

Co-curricular Activities

Throughout 2017 our staff and students participated in a variety of activities which included:

- PBL Reward Activities
- NAIDOC celebrations
- Horsemanship program
- Hospitality Training
- Training course at Longreach Agricultural College
- Fun Fridays for all students with activities being made available at lunch breaks
- Athletics, cross country and swimming carnivals
- Sport at district, region and state levels

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. The school has a computer room that teachers and students access on a weekly basis.

In 2017, a Digital Technologies Committee formed and worked with ACARA to create a 2018 implementation plan for Digital Technologies curriculum across the school. This included the purchase of Ipads for use in all classrooms in 2018.

Social Climate

Overview

Doomadgee State School launched Positive Behaviour for Learning (PBL) in Term 2, 2017 in order to promote and foster a positive school culture. The PBL frameworks are based on the four values that teach and promote the high standards of behaviour expectations at the school. These values are called 'The Doomadgee Way'. The values are:

- We look after everyone and everything
- We speak kindly and act in kind ways
- We keep everyone safe
- We always try our best

A matrix of behavioural expectations in specific settings was developed that is attached to each of the four school values. This matrix outlines the Behaviour Curriculum at the school. They are the agreed expectations and positive behaviour definitions of appropriate behaviours in all school settings. Each week a behaviour expectation is explicitly taught from the school values and behavioural expectations matrix.

The Essential Skills in Classroom Management (ESCMs) are employed by all teachers to ensure effective classroom management. They form an important part of the PBL Framework at the school. The Doomadgee Way and PBL are clearly evident in all classrooms and are discussed and modelled by all staff at the school.

Parent, Student and Staff Satisfaction

Parent opinion survey

| Performance measure | | | |
|--|------|------|------|
| Percentage of parents/caregivers who agree# that: | 2015 | 2016 | 2017 |
| their child is getting a good education at school (S2016) | 78% | 77% | 100% |
| this is a good school (S2035) | 89% | 93% | 100% |
| their child likes being at this school* (S2001) | 78% | 85% | 88% |
| their child feels safe at this school* (S2002) | 89% | 86% | 93% |
| their child's learning needs are being met at this school* (S2003) | 100% | 93% | 94% |
| their child is making good progress at this school* (S2004) | 89% | 92% | 94% |
| teachers at this school expect their child to do his or her best* (S2005) | 67% | 100% | 88% |
| teachers at this school provide their child with useful feedback about his or her school work* (S2006) | 78% | 85% | 88% |
| teachers at this school motivate their child to learn* (S2007) | 78% | 100% | 100% |
| teachers at this school treat students fairly* (S2008) | 67% | 92% | 88% |
| they can talk to their child's teachers about their concerns* (S2009) | 89% | 92% | 100% |
| this school works with them to support their child's learning* (S2010) | 67% | 93% | 100% |
| this school takes parents' opinions seriously* (S2011) | 67% | 100% | 100% |
| student behaviour is well managed at this school* (S2012) | 44% | 75% | 75% |
| this school looks for ways to improve* (S2013) | 67% | 92% | 100% |
| this school is well maintained* (S2014) | 100% | 85% | 94% |

Student opinion survey

| Performance measure | | | |
|---|------|------|------|
| Percentage of students who agree# that: | 2015 | 2016 | 2017 |
| they are getting a good education at school (S2048) | | 100% | 87% |
| they like being at their school* (S2036) | | 100% | 88% |
| they feel safe at their school* (S2037) | | 33% | 83% |
| their teachers motivate them to learn* (S2038) | | 100% | 95% |
| their teachers expect them to do their best* (S2039) | | 100% | 94% |
| their teachers provide them with useful feedback about their school work* (S2040) | | 100% | 91% |
| teachers treat students fairly at their school* (S2041) | | 100% | 93% |
| they can talk to their teachers about their concerns* (S2042) | | 100% | 91% |
| their school takes students' opinions seriously* (S2043) | | 67% | 86% |
| student behaviour is well managed at their school* (S2044) | | 67% | 74% |
| their school looks for ways to improve* (S2045) | | 100% | 86% |
| their school is well maintained* (S2046) | | 67% | 70% |
| their school gives them opportunities to do interesting things* (S2047) | | 67% | 85% |

Staff opinion survey

| Performance measure | | | |
|--|------|------|------|
| Percentage of school staff who agree# that: | 2015 | 2016 | 2017 |
| they enjoy working at their school (S2069) | 95% | 95% | 85% |
| they feel that their school is a safe place in which to work (S2070) | 80% | 79% | 66% |
| they receive useful feedback about their work at their school (S2071) | 70% | 72% | 80% |
| they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114) | 94% | 94% | 90% |
| students are encouraged to do their best at their school (S2072) | 90% | 94% | 90% |
| students are treated fairly at their school (S2073) | 84% | 89% | 85% |
| student behaviour is well managed at their school (S2074) | 70% | 58% | 54% |
| staff are well supported at their school (S2075) | 75% | 63% | 65% |
| their school takes staff opinions seriously (S2076) | 75% | 53% | 71% |
| their school looks for ways to improve (S2077) | 100% | 95% | 88% |
| their school is well maintained (S2078) | 65% | 68% | 67% |
| their school gives them opportunities to do interesting things (S2079) | 89% | 84% | 79% |

* 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 2017 we continued to create opportunities to engage with parents, caregivers and the community to inform them about their children's learning, school events and to consolidate relationships.

The following engagement strategies were implemented:

- Positive Postcards to support home visits by teachers
- Parent and Community Engagement Committee established
- Fortnightly Assembly
- Daily reading with an Adult program
- Regular contact and updates with parents and community through school newsletters, Facebook page and letters home.
- NAIDOC Day
- Awards Assembly
- Christmas Party
- Open Days
- PBL parent and community meetings
- Families as First Teachers (FaFT) run from Pre-Prep
- Linked with local community service providers for meetings, events and a successful transition to school program

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 2017 all classes implement a weekly program to reteach and reestablish the values and expectations. Students also participated in the following:

- Bravehearts
- Women's health talks provided Child Health nurses
- Drug education program

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 | 2015 | 2016 | 2017 |
| Short Suspensions – 1 to 10 days | 83 | 19 | 34 |
| Long Suspensions – 11 to 20 days | 0 | 0 | 0 |

| | | | |
|----------------------------|---|---|---|
| Exclusions | 1 | 0 | 0 |
| Cancellations of Enrolment | 0 | 0 | 0 |

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 |
| 2014-2015 | 185,720 | |
| 2015-2016 | 191,445 | |
| 2016-2017 | 346,317 | 20 |

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

| 2017 WORKFORCE COMPOSITION | | | |
|----------------------------|----------------|--------------------|------------------|
| Description | Teaching Staff | Non-Teaching Staff | Indigenous Staff |
| Headcounts | 35 | 12 | 6 |
| Full-time Equivalents | 35 | 9 | 5 |

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 | 35 |
| 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 2017 were \$104 802.56.

The major professional development initiatives are as follows:

The major professional development initiatives are as follows:

- Stronger Smarter Solutions - High Expectation Relationships
- Big 6 of Reading – Professor Deslea Konza and HOC
- PBL
- Functional Behaviour Assessment
- Essential Skills for Classroom Management
- Classroom Profiling
- Gradual Release of Responsibility
- Instructional Coaching
- PM Benchmark training
- Leaders Leading Leaders
- Beginning Teachers Mentoring Program
- Beginning Teachers Conference (Connect)
- One School Training – classroom dashboard and data, curriculum and assessment
- ID Attend training
- Mandatory training
- SMART Online training – Trauma Informed Practices
- RSAS Training
- Nudge Theory and 'The Doomadgee Way'
- Writing workshop
- Early Childhood professional development
- Workplace Health and Safety Training
- Conductive Hearing Loss
- Australian certificate in water safety and survival

- Education Change Makers - Mindfulness
- 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 2017 was 100%.

Staff Attendance and Retention

Staff attendance

| AVERAGE STAFF ATTENDANCE (%) | | | |
|--|------|------|------|
| Description | 2015 | 2016 | 2017 |
| 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, 48% of staff was retained by the school for the entire 2017.

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 2017 | | | |
|---|------|------|------|
| Description | 2015 | 2016 | 2017 |
| The overall attendance rate* for the students at this school (shown as a percentage). | 58% | 58% | 58% |
| The attendance rate for Indigenous students at this school (shown as a percentage). | 57% | 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 2017 for all Queensland P-10/P-12 schools was 90%.

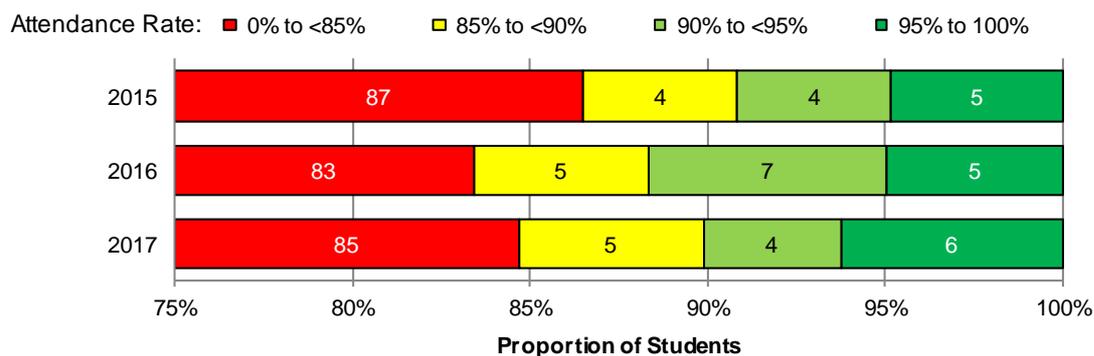
| AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL | | | | | | | | | | | | | |
|--|------|--------|--------|--------|--------|--------|--------|--------|--------|--------|---------|---------|---------|
| Year Level | Prep | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 |
| 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% | 100% | |
| 2017 | 58% | 59% | 67% | 64% | 65% | 68% | 57% | 53% | 54% | 34% | 21% | | |

*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 Department of Education 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 a 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 ID Attend roll before 10am and by 1:30 pm. They also complete a paper roll each day. ID attend data is uploaded to One School at the end of each day. At the end of each day and also at the end of the week members of the Administration team check to ensure roll marking has been completed by teachers.

Our RSAS team complete checks twice a day in all classes to gather data for home visits. Each Monday morning the RSAS team use student attendance percentages from the previous week to complete the attendance data wall in the front office. A number of attendance incentives were trialled in 2017 with varying levels of success. These included:

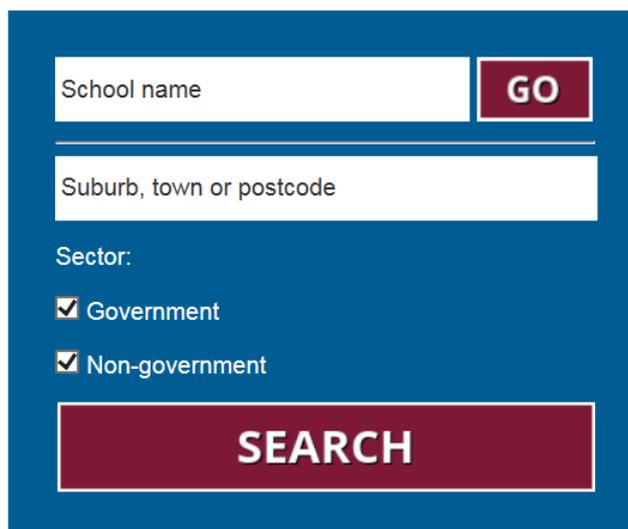
- Class trophy to the class with the highest attendance each week
- Class party for any class that has 100% attendance for a day
- Certificates for students attending school 100% of the time
- Special breakfasts (e.g. bacon and eggs, pancakes) on Fridays
- Fun Friday activities
- Top 10 – each week in Term 3 students with 100% attendance for the week went into a draw for special prizes
- Letters home requesting feedback on unexplained absences

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 image shows a search form titled "Find a school" with 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.