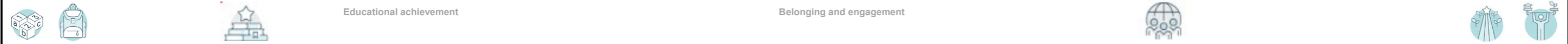




Doomadgee State School 2026 Annual Improvement Plan

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.



<p>School priority 1 Culture <i>Prioritise a culture for learning through effective systems and processes that strengthen curriculum and pedagogical consistency to improve student learning and engagement.</i></p>	<p>School priority 2 Community <i>Broaden school–community partnerships through collaboration to strengthen culture, transitions and shared expectations.</i></p>
<p>Link to school improvement strategy: 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. 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.</p>	<p>Link to school improvement strategy: 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.</p>
<p>Strategy/ies 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. Collaboratively develop a shared language about pedagogy to further refine the selection of effective pedagogical strategies Develop processes for establishing and evaluating the impact of all partnerships to ensure they are beneficial for school staff, students and their families. Collaboratively develop and enact 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. 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 and engagement needs. 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.</p>	<p>Strategy/ies Communicate the strategic intent of the school community partnership facilitator (SCPF) role to the wider community to build understanding and engagement. 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. Develop a school advisory body with regional and community support, to inform future strategic directions.</p>

Actions: including Responsible role(s)	Resources
<p>Clarify processes to quality-assure all aspects of the PBL framework (PBL Committee)</p> <ul style="list-style-type: none"> Conduct an audit of current PBL practices against departmental expectations and school priorities. Provide targeted professional learning and modelling to strengthen staff capability in consistent behaviour support. Embed classroom walkthroughs and feedback cycles focused on PBL practices and positive learning environments. Celebrate and communicate positive behaviour and engagement data with staff, students and community. Review PBL implementation each semester and refine processes as required. <p>Develop a shared language about pedagogy (Pedagogy Committee)</p> <ul style="list-style-type: none"> Identify pedagogical approaches, practices and strategies that are effective in our school context drawing on student learning and engagement data. Build shared language and understanding among staff. Align professional learning opportunities to agreed pedagogical practices. Determine effectiveness of pedagogies in relation to the principles of pedagogy. <p>Establish processes to evaluate the impact of partnerships (Leadership Team/SCPF)</p> <ul style="list-style-type: none"> Develop a partnership register documenting all current school partnerships, purpose and intended outcomes. Create clear guidelines for establishing new partnerships, including alignment with school priorities. Develop simple evaluation tools (surveys, feedback forms, data measures) to assess partnership impact. Schedule regular review points with partners to monitor effectiveness and mutual benefit. <p>Develop and enact a documented school-wide differentiation approach (HODC)</p> <ul style="list-style-type: none"> Audit current differentiation practices and identify areas for development. Collaboratively develop a school-wide differentiation framework aligned to K–12 requirements. <p>Develop and implement a formalised MTSS framework (Student Support Team)</p> <ul style="list-style-type: none"> Establish an MTSS leadership team to guide development and implementation. Map existing supports and align them within a tiered (Tier 1, 2 and 3) framework. Develop clear referral, intervention and monitoring processes for students with complex behavioural and engagement needs. <p>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 (Reading Committee)</p> <ul style="list-style-type: none"> Develop and implement agreed whole-school reading practices (e.g. vocabulary instruction, comprehension strategies, fluency routines) across all year levels and subjects. Provide targeted professional learning and coaching to build staff capability in teaching reading within their learning area. 	<p><i>Leadership and committee time (PBL Committee, Pedagogy Committee, Student Support Team, HODC, Leadership Team, SCPF).</i></p> <p><i>Professional learning and instructional coaching in PBL, pedagogy, differentiation, MTSS and reading instruction.</i></p> <p><i>Teacher release time for audits, collaborative planning, curriculum development and walkthroughs.</i></p> <p><i>Student data systems and assessment tools (behaviour, engagement and literacy data).</i></p> <p><i>Digital platforms to track data, interventions and partnerships.</i></p> <p><i>Teaching and intervention resources to support reading and differentiated learning.</i></p> <p><i>Communication platforms to share expectations, progress and positive behaviour outcomes.</i></p>
<p>Communicate the strategic intent of the School Community Partnership Facilitator (SCPF) role (SCPF)</p> <ul style="list-style-type: none"> Develop a clear role statement outlining the purpose, priorities and benefits of the SCPF position. Introduce the role through newsletters, social media, assemblies and community meetings. Meet with key community groups (Elders, families, local organisations and service providers) to explain the role and gather input. <p>Develop collaborative programs and transition processes for high school students (Deputy Principal 5-10/SCPF)</p> <ul style="list-style-type: none"> Map current transition pathways and identify gaps in support for senior secondary and post-school options. Establish partnerships with regional schools, TAFEs, training providers, local businesses and community organisations. Co-design transition programs with students, families and partners (e.g. career exposure, work experience, mentoring). <p>Establish a school advisory body with regional and community support (Principal/SCPF)</p> <ul style="list-style-type: none"> Identify and invite key stakeholders including community leaders, parents, regional partners and service providers. Develop clear terms of reference outlining purpose, roles and meeting expectations. Facilitate initial planning sessions to establish priorities aligned with the school’s strategic direction. 	<p><i>School Community Partnership Facilitator (SCPF) and leadership time to coordinate partnerships, transition programs and advisory group processes.</i></p> <p><i>Teacher release time for planning, partnership meetings and transition program development.</i></p> <p><i>Community and external partners (Elders, families, regional schools, TAFE, training providers, local businesses).</i></p> <p><i>Funding for transition activities such as career exposure, mentoring, work experience and transport.</i></p> <p><i>Communication platforms (newsletters, social media, assemblies and community meetings).</i></p> <p><i>Meeting spaces and facilities for community engagement and advisory body meetings.</i></p> <p><i>Digital systems to track student pathways, partnerships and engagement outcomes.</i></p>

End of Year Success Criteria	Measures	<p>Performance:</p> <ul style="list-style-type: none"> • Increase the relative proportion of students achieving C or above in English and Mathematics by 10%. • Increase the relative proportion of students achieving A or B in English and Mathematics by 5%. • Reduce the proportion of students in the lowest NAPLAN proficiency bands by 5%. • Increase Days of Learning (attendance) by 10% across the school. • Reduce repeat behavioural incidents for targeted students by 25% through consistent implementation of PBL. • Demonstrate measurable growth in literacy outcomes, including improved reading proficiency through school-based literacy assessments. • 100% of teachers implementing agreed whole-school reading practices and differentiation strategies in planning and classroom practice. 	End of Year Success Criteria	Measures	<p>Performance:</p> <ul style="list-style-type: none"> • A clear SCPF role statement is developed, endorsed and communicated to staff and community. • The SCPF role is promoted through school communication channels including newsletters, assemblies, social media and community meetings (minimum four communications across the year). • Engagement is established with key community stakeholders (minimum five groups) including Elders, families, local organisations and service providers. • Evidence of increased community engagement and participation in school events, meetings or consultation processes. • Current post-school transition pathways are mapped and priority gaps identified. • At least three partnerships are established with regional schools, training providers, local businesses or community organisations to support student post-school pathways. • A School Advisory Group is established with representation from community leaders, families and regional partners. • Terms of reference for the advisory group are developed and endorsed.
	Artefacts	<p><i>Reference any current and future artefacts to be evident at the end of term 4. E.g. Three levels of planning</i></p> <ul style="list-style-type: none"> • PBL framework documentation, including a completed PBL audit, updated behaviour expectations matrix and agreed behaviour support processes. • Classroom walkthrough and feedback tools used to monitor implementation of PBL and positive learning environments. • Professional learning materials and resources supporting consistent behaviour support and agreed pedagogical practices. • Partnership register outlining all current partnerships, purpose, intended outcomes and review schedule. • Partnership evaluation tools (surveys, feedback forms, impact measures) and documented partnership review processes. • Three levels of planning (whole-school curriculum planning, year/unit planning and lesson planning) embedding differentiation and reading strategies. • Whole-school reading framework outlining agreed reading practices across all learning areas. • Curriculum planning documents demonstrating embedded reading practices across year levels and subjects. • Data dashboards or monitoring tools tracking behaviour, engagement, attendance and literacy outcomes. 		Artefacts	<p><i>Reference any current and future artefacts to be evident at the end of term 4. E.g. Three levels of planning</i></p> <ul style="list-style-type: none"> • Documented role statement for the School Community Partnership Facilitator (SCPF) outlining purpose, priorities and expected outcomes. • Communication artefacts including newsletter articles, social media posts, assembly presentations and community meeting notes introducing the SCPF role. • Records of community consultation with Elders, families, local organisations and service providers. • Documented transition pathways map outlining current and future pathways for Years 5–10 and post-school options. • School advisory body terms of reference outlining purpose, roles, membership and meeting expectations. • Advisory group membership list and meeting schedule aligned with the school's strategic priorities.

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.



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