

Doomadgee State School

Partnership Initiative school review executive summary

Partnership Initiative reviews support schools with unique and complex contexts. They are conducted over 5 phases, across an extended period of time, to provide locally responsive, flexible, integrated and tailored strategies co-designed with the community. This executive summary provides an insight into the findings from the collaborative review process, and improvement strategies for the region, school community and school to collaboratively consider and respond to.

Acknowledgement of Country

We acknowledge the traditional custodians of the land on which we meet, the Ganggalida people, and also acknowledge the Waanyi and Garawa people. We pay our respects to their Elders past, present and emerging.

About the school

Education region	North Queensland Region
Year levels	Kindergarten to Year 10
Kindergarten registrations	28
Enrolment	353
Aboriginal students and Torres Strait Islander students	98.9%
Students with disability	20.7%
Index of Community Socio-Educational Advantage (ICSEA) value	633

About the review

 4 reviewers from 21 to 23 October 2025	 116 participants	 54 school staff
 36 students	 12 parents and carers	 14 community members and stakeholders

Key improvement strategies

Domain 1: Driving an explicit improvement agenda Collaboratively develop a distributive leadership model to support the shared implementation and monitoring of the improvement agenda.
Domain 6: Leading systematic curriculum implementation Systematically enact practices that collaboratively engage staff in whole-school curriculum planning to embed the effective teaching of reading across all areas of the Australian Curriculum (AC). Collaboratively develop programs and processes for high school students to ensure successful transitions to senior secondary or post-school pathways.
Domain 5: Building an expert teaching team Formalise opportunities for staff cultural capability building through partnerships with Indigenous leaders and community members to enhance teaching practices and address students' needs effectively. <i>[Partnership/community improvement strategy]</i>
Domain 7: Differentiating teaching and learning 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.

Key affirmations

	The principal promotes a strong commitment to setting aspirational, achievable targets that engage the school community and inspire confidence in improving engagement, teaching quality and the school's direction. The principal describes a commitment to increasing student and family engagement in education and improving the quality of teaching and learning by addressing and promoting supportive strategies. Staff and community members express a growing sense of optimism, confident that the school is on a positive trajectory, supported by strong school–community partnerships. Leaders and staff emphasise their commitment to setting realistic and achievable targets, reinforcing the belief that every student can succeed with the right support.
	Leaders and community members highlight an emphasis on maintaining and enhancing strong community and education partnerships to strengthen connections, enhance transitions and foster meaningful opportunities to support students and their families. Leaders and the community articulate a strong belief in the school as a place of learning. They highlight the importance of partnerships with community organisations, government agencies and training institutions in supporting students and their families through key transitions into, through and beyond schooling. The community recognises the principal's collaboration with the Doomadgee Aboriginal Shire Council and the Family Responsibility Commission (FRC), including monthly progress reports, as promoting collective problem-solving and stronger relationships. Staff, students and the community praise initiatives such as excursions, camps and the annual People Culture and Country wearable Aboriginal and Torres Strait Islander artworks that are proudly displayed across the campus. Staff describe how revised transition programs, including those from Kindergarten to Prep and boarding school pathways, are improving transitions and opportunities for students.
	Leaders, staff and community members celebrate their commitment to targeting resources, providing quality facilities, and innovative initiatives which support student engagement, wellbeing and positive behaviour outcomes. Staff emphasise their commitment to supporting all students' wellbeing, creating a school environment built on respect, care and meaningful relationships. Community members and students appreciate the effort staff make to foster a welcoming atmosphere that supports learning and personal growth. The refurbished Wellbeing Hub and Sensory Room are praised by staff for improving student engagement, regulation and re-engagement with classroom learning. Students express enthusiasm for the 'Choppy Whoppers' rewards system, which assists in meeting behaviour expectations. Teachers and the community members commend the school's focus on enhancing facilities, including the reopening of the swimming pool, which further enriches the learning environment, supports student wellbeing and benefits the wider community.
	Leaders highlight a common goal of providing quality professional learning, collaboration opportunities and evidence-based feedback that empowers teachers and leaders to strengthen teaching practices and deliver improved outcomes for students. Leaders emphasise their focus on building an expert teaching team, recognising it as essential to driving student success. They prioritise opportunities for professional growth, including watching others work (WOW), targeted feedback, and professional learning aligned to school priorities and individual needs. Teachers voice their appreciation for these opportunities, highlighting how they enhance their confidence and capability to engage students and improve academic outcomes. Leaders and teachers celebrate their strong partnership in the learning process, valuing the collaborative culture that supports continuous improvement. Teachers value learning walks and talks, using the constructive feedback from leaders to refine their practice and deliver high-quality teaching that makes a real difference for students.
	Leaders and teachers value collaborative curriculum planning opportunities, culturally responsive teaching and evidence-based instructional practices, which support students' learning and improvement. Leaders and teachers highlight the importance of the 3 levels of curriculum planning in implementing the AC. They describe how whole-school curriculum provision, year/band, and unit plans are collaboratively developed and shared during planning sessions, with resources stored on a web-based collaborative platform for accessibility. Teachers value the opportunity to moderate at the planning stage each term, working with the Head of Department – Curriculum (HOD-C) to refine curriculum understanding, unpack unit plans and align assessments. Staff commend the collaborative efforts of teacher aides and colleagues in tailoring learning to meet individual student needs. The language and culture program delivered across Kindergarten to Year 10 is celebrated for fostering connections with local languages and cultural practices. Leaders and teachers describe how instructional routines in the reading program, supported by professional development (PD), are effectively improving student reading levels.