

Strategic Vision 2024

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DAKABIN STATE HIGH SCHOOL Strategic Plan 2024-2027



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Learning

- Sharpening school-wide systematic curriculum approaches to prioritise the development of assessment literate learners through a focus on moderation and feedback.
- Strengthen an expert teaching and school leadership team through collegial engagement, professional learning, coaching and feedback.
- Applying an evidence-based whole school approach to pedagogy.
- Refining practice to further enhance an inclusive learning environment.
- Maintaining a considered data-informed culture of learning.

Community

- Celebrating successes.
- Sustaining productive partnerships with community stakeholders for the benefit of students.
- Accessing student/parent/staff voice to ensure our whole community are partners in learning.
- Foster a culture of “*maximised attendance as everyone’s business*” across all members of the school community.

Discipline

- Tier 1: Aligning high expectations for all - enhancing student and staff wellbeing - through universal support processes in every classroom.
- Tier 2: Embedding restorative focussed, trauma informed support and intervention practices.
- Tier 3: Enhancing individualised academic and engagement case management processes.



Vision: To be a high performing school that develops a culture of learning that will enable our students to be resilient, healthy and successful citizens in the 21st century.



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Annual Improvement Plan

2024

Educational Achievement

- Celebrate success.
- Consolidate the enactment of the Collegial Engagement Framework (CEF) through coaching to strengthen the school-wide approach to collaborative learning and shared accountability for student learning and success.
- Sharpen school-wide approaches to pedagogy, Collaborative Assessment of Student Work (CASW) and 4C Marking Guides, complemented by Learning Walks & Talks (LW&T), Growth Trackers and Learning Walls, to prioritise the development of assessment-literate learners.
- Expand the range of digital teaching and learning in Junior Secondary classrooms to support differentiation and provide further opportunities for students to develop their digital literacies.

Wellbeing & Engagement

- Build teachers' confidence to consider and select appropriate High Impact Teaching Strategies (HITS) to effectively engage and challenge all students in their learning.
- Foster strong whole school Positive Behaviour for Learning (PBL) processes through Essential Skills for Classroom Management (ESCMs), Classroom Profiling, Trauma Informed and Restorative Practices.
- Enact high quality transitions by engaging in collaborative partnerships and cluster-based initiatives.
- Further enhance a sense of belonging, psychological and cultural safety for students, parents, and staff through the enactment of the DSHS Joint Wellbeing Framework to maximise engagement.

Culture & Inclusion

- Continue to support an inclusive learning culture through embracing diversity and valuing student, parent, and staff voice.
- Consistently implement Monitoring Academic Performance (MAP) and associated case-management procedures in order to maximise student learning outcomes.
- Challenge and engage all learners, building on the current approaches to differentiation, to maximise the number of students performing at A/B Levels of Achievement.
- Promote a culture of maximised attendance.

Targets

- Attendance** – 90%
- A-C%** – 85% for all subjects
- A/B%** – 40% for all subjects
- QCE/QCIA** – 100%
- Yrs 10-12 Retention** – 70%
- SDA Rate** – 7%



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Data Literacy Framework

Rationale

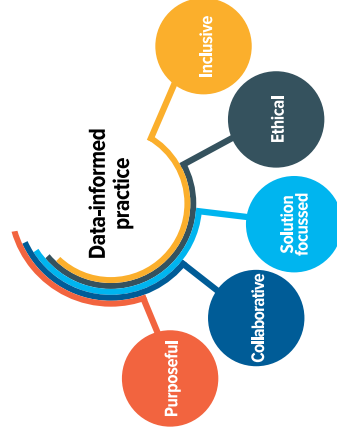
Dakabin State High School is committed to making a difference for student learning, wellbeing and school improvement. Our use of data is planned and targeted to build our understanding and inform our practice based on the five principles of data. Dakabin State High School embeds a focus on Equity and Excellence through data informed practice.

Key Elements

- Collecting purposeful data sets
- Introducing a collaborative inquiry process for using student data
- Aligning collaborative inquiry to the Strategic Plan
- Investigating the right questions to ask
- Interrogating and disaggregating the data to inform teaching and learning
- Planning and improving our teaching based on the data
- Using differentiation as a tool to support teaching and learning (Growth Tracker)

Guiding Questions

- How are all students engaged and improving in their learning?
- How do we know and monitor our impact?
- What can we do better?
- How are we sharing our learning?



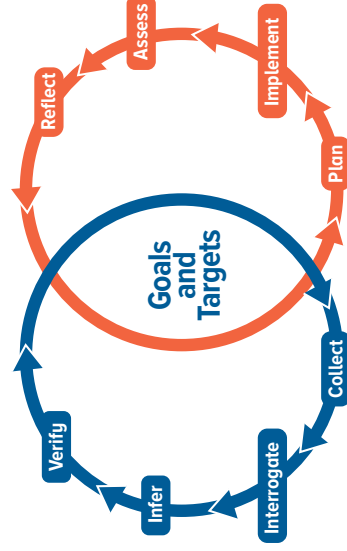
Key Data Sets for 7-12

- A-E reporting data (Summative)
- Behaviour
- Attendance
- Formative assessment
- NAPLAN
- Bandscales
- Nationally Consistent Collection of Data (NCCCD)

Key Data Sets for Specific Teams

- School Disciplinary Absences
- School Opinion Survey
- Yr 12 Outcomes
- Qld Engagement & Wellbeing Survey

Collaborative Data Inquiry Process Steps



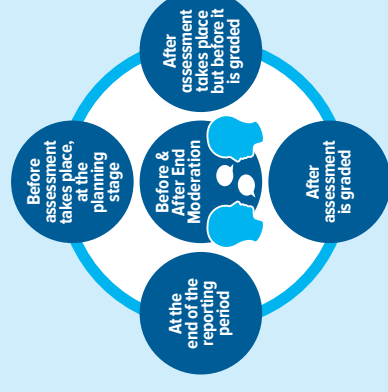
Outcomes

- Consistent process and practice around data inquiry
- The development of a common language
- Increased shared responsibility for student outcomes
- Teams responsible for student data and working towards student targets
- Professional conversation moving from data to practice
- Professional Learning Teams (PLTs) - Intervention Tier 2 and Tier 3 (HITS)

Data Activities – Moderation Processes

Moderation processes occur at multiple junctures:

- before assessment takes place, at the planning stage, and at appropriate times throughout teaching and learning;
- after assessment takes place, but before it is graded;
- after assessment is graded; and
- at the end of the reporting period using student assessment folios



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Whole School Approach to Pedagogy



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Our Guiding Philosophy

Great Teachers:

- Have high expectations for all students.
- Make decisions based on contemporary research and evidence.
- Develop a clear line of sight between curriculum, pedagogy and assessment.
- Demonstrate a commitment to ongoing professional learning and growth by; actively participating in observation and feedback protocols, engaging in a coaching/mentoring culture to build collective efficacy and participating in collegial engagement for learning.
- Are inclusive by making the curriculum accessible for all.

Professional Knowledge

- Know students and how they learn.
- Know the content and how to teach it.

Teachers at DSHS:

- Improve the ACARA Curriculum and the QCE.
- Understand and implement the DSHS Curriculum and Planning and Moderation Process.
- Differentiate for all learners based on their academic, physical, social, behavioural and emotional needs.
- Analyse and use student and school data to develop knowledge and inform planning and practices.

Professional Practice

- Plan for and implement effective teaching and learning.
- Create and maintain supportive and safe learning environments.
- Assess, provide feedback and report on student learning.
- Realise the potential of every student and prepare them for their future.

Teachers at DSHS:

- Align curriculum, pedagogy and assessment by enacting the agreed DSHS Instructional Model through high-impact teaching strategies.
- Demonstrate teacher-student clarity through 4C clear and challenging Learning Goals using 4C Marking Guides and Growth Trackers for students to track success.
- Use a Gradual Release Model of instruction.
- Collect evidence of student work and provide timely feedback to students.
- Enact student engagement processes (ESCMs, PBL and Trauma Informed Practices) to develop relationships and routines.
- Cater for, and respond to individual student needs through targeted tiered intervention.
- Implement Case Management through marker students.

Professional Engagement

- Engage in professional learning.
 - Engage professionally with colleagues, parents/carers and the community
- Teachers at DSHS:
- Actively participate in the DSHS Collegial Engagement Framework, supporting consistent practices across the school.
 - Engage in rigorous moderation processes to ensure consistency in teacher clarity, judgements and reporting.
 - Demonstrate a commitment to continued professional growth and development.
 - Develop productive relationships with families and the wider community as partners in learning.



Vision: To be a high performing school that develops a culture of learning that will enable our students to be resilient, healthy and successful citizens in the 21st century.

DAKABIN STATE HIGH SCHOOL Collegial Engagement Framework

REVIEWED FOR 2024



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Context: A key strategy of the 4-year Strategic Plan and Annual Improvement Plan here at DSHS is building teacher and school leader capability through the use of coaching, mentoring, observation of practice and feedback, Professional Learning Teams, Annual Performance and Development Plans. The underlying philosophy of this framework is collegial support to build the capability of all teachers and school leaders. This is predicated by establishing a culture of trust (both vertical and horizontal) which leads to the sharing of knowledge, innovation and the refinement of teaching and leadership practices.

Why: The reason why we engage with our colleagues around teaching practice and leadership is to share knowledge and improve our practices, and subsequently student outcomes. Collegial Engagement is a positive and supportive process that enables professional reflection and growth. The DoE and the QTU have a joint statement that supports this initiative in schools - the DSHS Collegial Engagement Framework aligns to that joint statement.

Engagement / Feedback Modes	Learning Walks and Talks	Observations	Professional Learning Teams (PLTs)
Conducted by...	Conducted by SLT (may include peers at times)	Conducted by SLT	Collaborative approach with SLT and peers
Purpose / Intent	To gather a holistic snapshot of school-wide patterns and trends in practice.	To engage professionally with SLT one-on-one for the purpose of development.	To engage in data-informed professional conversations to improve student outcomes.
Frequently Asked Questions			
How often am I expected to engage with colleagues?	N/A - ad hoc and completed at random	2 per year	As per Staff / Faculty / Committee Meeting schedule and Tier 3 Intervention Rostered Time
Is it planned and organised in advance?	No - ad hoc and completed at random	Yes	Yes
Is there a focus and how will this be determined?	Student learning	Yes - as agreed prior	Yes
Is anything written down or recorded?	Faculty HOD feedback and key takeaways	Yes - as agreed prior	Yes - PLT Minutes and CASW Moderation Minutes
What happens following the engagement?	Informal celebrations and strategic planning for next steps	Reflective conversation.	Informed teaching & learning and targeted intervention
Do I need to provide planning?	Yes - Faculty HOD to collate	No - but it may be discussed	Yes - Formative and Summative Data
Do I have a choice of who I engage with?	No - ad hoc and completed at random	No - it will be an SLT member	No - different participants depending on PLT purpose
Is time provided to support collegial engagement?	Yes - Lesson release if required	Yes - through workplace reform hours	Yes - through Staff / Faculty Meeting schedule and Tier 3 Intervention

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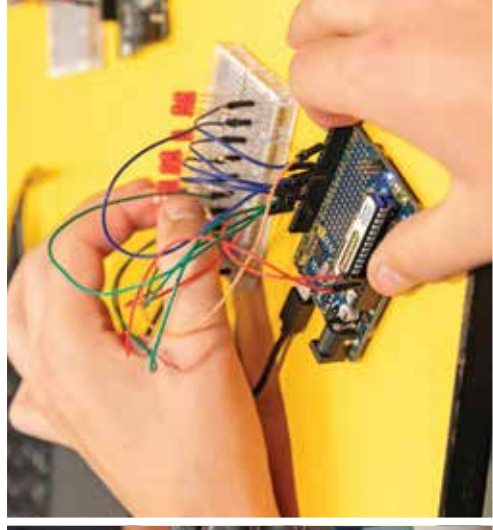
Opportunity. Voice. Success. Every one, every day!

Our inclusive education strategic aims:

- To have a precise, rigorous and enacted moderation and Professional Learning Team (PLT) process to impact Teaching and Learning (T&L).
- Continue to improve inclusive learning through tiered approach, case management, and use of the High Impact Teaching Strategies (HITS).
- Enhance staff capability and well-being through professional development and collegial engagement.
- Implement data-driven strategies, based on disaggregated data, to improve outcomes for all students academically and socially with focus on Indigenous students, Out of Home Care and Students with Disabilities.
- Engage with parents/carers in developing and reviewing adjustments, Individual Curriculum Plans (ICPs) and behaviour plans to improve student outcomes.
- Collaborate with the local community to build partnerships and embrace diversity.

Inclusion linked to Strategic School Priorities	2024 – 2025 Through an inclusive lens, faculties are to identify key focus areas to enhance Teaching & Learning and Curriculum
Educational Achievement	<ul style="list-style-type: none"> • Ensure equitable learning access for all students to succeed by: <ol style="list-style-type: none"> 1. Knowing who the students are. 2. Enhancing Year/Band Plan comprehension, addressing barriers, and differentiating Unit Plans being informed through the '4C Marking Guide' and Growth Trackers. 3. Creating multiple opportunities to access specific aspects of the achievement standards. 4. Prioritising student input in decision-making, allowing them to showcase their abilities in preferred ways. • Enhance Teacher and Teacher Aide capabilities through allocating time for inclusive practices, curriculum understanding, and data-driven pedagogical strategies at Staff and Faculty meetings, Professional Development and Tier 3 Intervention time. • Foster intentional collaboration utilising differentiation and data informed selection of HITS through PLTs with an inclusive focus. • All teaching staff communicating, documenting, and implementing individual and reasonable adjustments, as well as differentiation if and where necessary. • Employing various data sets to inform T & L strategies for diverse students, aiming to enhance engagement and attendance for all students. • Teachers and Teacher Aides identify students who do not require an ICP due to sufficient adjustments and differentiation in their classes. Document, monitor and review the ICP within each faculty every 6 months.
Wellbeing & Engagement	<ul style="list-style-type: none"> • Embed the Whole School Approach to Pedagogy utilising the HITS into every lesson. • Link the T & L / APDP Meetings with targeted Professional Development regarding Inclusive Education. • Commit to developing the culture and inclusive mindset in and beyond the classroom for all students to belong, engage and connect. • Enable expert teachers and teacher aides with strong inclusive practices to share best practices with colleagues, including supporting the development of Learner Profiles and utilisation of ICPs through feedback and stakeholder meetings. • Analyse the data through evidenced informed conversations (PLTs) and incorporating Tier 2 & 3 Interventions from the data to meet the needs of their students.
Culture & Inclusion	<ul style="list-style-type: none"> • Collectively enacting a clearly articulated, Inclusive Education Anchor Statement. • Removing the barriers to inclusive education through staff moderation processes, Faculty Meetings and communication. • Early intervention commencing at Enrolment Interviews/Re-entry interviews, identifying barriers to learning and communicating information to staff. • Upskilling staff on ways to improve student outcomes through the use of disaggregated data sets to inform planning, teaching and learning strategies and allocation of resources. • Valuing and prioritising Inclusive Education as a key driver for all strategic and operational matters regarding improved outcomes for all students, including interventions, ICPs and NCCD. • Upskilling faculty Subject Coordinators to develop targeted interventions and utilise the NCCD process. • Deliver a targeted Case Management approach with all key stakeholders to develop and review reasonable adjustments, ICPs, behaviour or safety plans at key junctures to improve student outcomes, engagement and attendance. • Actively collaborate with the local community to support initiatives that celebrate diversity. • Continue staff Professional Development on Inclusive Education and NCCD (including human rights and legislative drivers). • Record relevant information for a student in their Personalised Learning Record (PLR) in OneSchool.

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We provide a supportive environment which reflects our values of Learning, Discipline and Community, ensuring a quality education for every student.

Our aim is to maximise each individual's pathway to success.

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LEARNING | DISCIPLINE | COMMUNITY

